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SUMMARY REPORTS  
STATE SCHOOLS OF IOWA

July, 1976

State of Iowa  
DEPARTMENT OF PUBLIC INSTRUCTION  
Supervision Division  
Grimes State Office Building  
Des Moines, Iowa 50319

SUMMARY REPORTS  
STATE SCHOOLS OF IOWA

July, 1976

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Department of Public Instruction  
Team Evaluation  
of the  
DEPARTMENT OF EDUCATION  
GLENWOOD STATE HOSPITAL SCHOOL

January 14-16, 1976

The Division of Special Education conducted a team visit to Glenwood State Hospital School in accordance with the Iowa Code, Chapter 257.17, Powers of the Superintendent, Sub-Section: 1 which states:

Powers of superintendent. The superintendent shall have the following powers:

1. Exercise general supervision over the state system of public education, including the public elementary and secondary schools, the junior colleges, and shall have educational supervision over the elementary and secondary schools under the control of a director of a division of the department of social services, and nonpublic schools to the extent that is necessary to ascertain compliance with the provisions of the Iowa school laws.

The evaluation team members express appreciation to Mr. Ron Bales, Assistant Superintendent, Dr. John Shinpoch, Director, and the staff of Glenwood State Hospital School for their assistance during our three-day visitation.

The population at Glenwood is approximately 800 with 150 enrolled in the school program.

Team members on the site visitation were:

- Richard Fischer, Assistant Special Education Director
- Fay Cleary, Consultant, School Health Services
- Dr. Joe Freilinger, Consultant, Clinical Speech Services
- Merry Maitre, Consultant, Mental Disabilities
- Mark Feustel, Consultant, Severely & Profoundly Handicapped
- Steve Maurer, Consultant, Severely & Profoundly Handicapped
- Kathy Skinner, Consultant, Special Education Administrative Services
- Jerry Brown, Consultant, Hearing Conservation/Education Services
- Heather Middleton, Social Services
- Richard Winter, Assistant Director, AEA 13
- Harold Connolly, Consultant, AEA 13, Moderately, Severely & Profoundly Handicapped
- Charles Marquard, Consultant, AEA 13, Mental Disabilities
- Guilford Collison, DPI Consultant, Supervision

## Introduction

The purpose of a team evaluation is to cooperatively review the existing program with personnel operating the program in order to determine ways to improve services to children and adults. It is hoped that the team evaluation may contribute to this continued program growth at the Glenwood Hospital School.

## Administrative Services

The administrative framework is designed to get maximum utilization of all staff for the benefit of the residents. In so doing, the administrative framework does not follow a departmentalized structure and there is not a clear cut line staff responsibility. The reported interaction between staff and the cooperation that exists in the treatment team staffings is commendable and is to the credit of the staff. There is every indication that a very healthy - cooperative relationship exists in all aspects of the necessary flow of information. It would appear that the good working relationship that exists is the key factor assuring that each resident is receiving maximum benefit from the programs that exist.

It is recommended that there be greater interaction between teachers and ward personnel in interpreting the school program but this may be difficult to accomplish with the shortage of teachers that exist.

The Merit System involves a cumbersome procedure in recruiting school staff. Probably little can be done about this problem at this time but it does restrict the employment and placement of teachers.

It was really never explained to the team what the role of the principal of the school is. He did not appear or report to the "normal" responsibilities that the public school principal does in the operation of an educational program. In visiting with Mr. Renner, it appears he has responsibilities in the deaf/blind

program and is the director of the athletics department.

It is recommended that his role be more clearly defined and some clarification be made as to the responsible person for the educational programming and management of the school at Glenwood.

If he is in fact the principal, it would have been reasonable for him to be at the orientation and summary session.

#### Diagnostic/Evaluation Clinic

It is important to note that the review of the diagnostic evaluation process was somewhat cursory and was made in a very short time. It was possible, however, to observe many strengths in the system and a few areas which may need review.

1. Expansion of the referral procedure may be necessary so that referrals to Glenwood's diagnostic and evaluation clinic should come from physicians, special education teachers, support service personnel and directors of special education. In the Area Education Agency system, referrals to some agencies (such as CDC in Iowa City) are made through the director of special education and a similar arrangement in Glenwood might allow more children to be referred.

2. There is some disagreement among persons involved in the diagnostic and evaluation process as to the thoroughness and appropriateness of the one day evaluation. Since the goal of this evaluation is to obtain an accurate account of the child's needs, we would recommend that, for unusual or complex cases, there be a team available to provide an evaluation in the child's home community. The composition of the diagnostic and evaluation team appears to be thorough in looking at all aspects of the child's behavior for one day. If possible to increase any emphasis of this evaluation, we would recommend that attention to the "educational functioning" and educational planning be increased.

3. We are concerned that a smooth transition from Glenwood residence and school program to home school (or private agency) program be made. If possible, the implementation of a component of educators to "follow the child" to his home community and school would be very valuable. The type of person to successfully assist in this smooth transition would be a diagnostic teacher who could work in parents inservice and teacher/school administrator inservice.

#### School Health Program

Individual goals are written for each resident for the school program and the living area. These goals are in the individual records in both the school and living areas. There is a history of significant medical information in each record (school and living). Progress is evaluated periodically and recorded.

The lower functioning residents go to the school building with living personnel. This enhances the coordination of the two areas. Where residents move independently between living area and school there is less coordination.

Although the individual goals are available to both areas there is not an evaluation or coordination of the procedures used to attain these goals, especially where the residents move independently between living and school.

It was noted that lack of staff forced exclusion of some residents who could profit from this experience. There appeared to be little alternative programming for these residents.

Consideration should be given to employing occupational therapists who have been trained and are experienced in working with children with mental disabilities and other handicapping conditions. The occupational therapists employed could assist the area personnel in providing activities which would enhance the educational program and the physical therapy program.

A plan organized inservice related to specific professional disciplines

would enhance the coordination of the discipline, assure that the staff is aware of new developments, offer opportunity to test and evaluate treatment effectiveness in relation to the ability of individual residents.

An emphasis on general health education was not identified in the educational curriculum. No specific emphasis was apparent in the living areas.

The medical aspects of the residents' lives appears to be well monitored with significant information readily available to all personnel involved with each individual resident.

#### Clinical Speech Services

The Curriculum Guide, 1975-1976, (page 6) clearly points out the communicative characteristics of mentally retarded persons at each of four degrees of mental retardation. The Program Descriptions of each level contain references to the development of communicative skills. We commend the staff for recognizing these important components in programs for persons with mental disabilities.

We are very much concerned, however, that communication goals are not being obtained. Of the classroom teachers interviewed, all indicated a need for assistance in meeting individual pupils' communication needs. Only about six children from the school program are seen by the speech pathologist (Ms. Joyce Brooks). Ms. Brooks holds a master's degree in speech pathology from the University of Illinois and the Certificate of Clinical Competence in Speech Pathology from the American Speech and Hearing Association.

We are also concerned that the "language development teacher" is in reality a communication aide (or speech therapy technician in Merit Employment parlance). If this position is an aide position, the individual must function under the speech pathologist. A review of Merit Class Code 02134 suggests that the "language development teacher" is in reality a "speech therapy technician" and should be so identified.



The obvious critical shortage of speech pathologists, recognized by the staff, must be alleviated.

#### Audiology Program

An audiologist is working two one-half days per week.

1. It has been suggested that the audiologist seek Department of Public Instruction certification.
2. All residents at the hospital (Glenwood) should have their hearing checked on a periodic basis. It would seem that a priority system should be established and that children in the deaf-blind and hearing impaired program be tested first, if they have not had an evaluation within the past year.
3. It appears as though there is no communication between personnel, i.e., audiologist, teachers in the deaf-blind program, teachers in the hearing impaired program, and such communication could be beneficial in planning and programming for individual children.

#### Educational Program

The staff conducted themselves in a very professional manner and were very open and sharing of what they interpreted as being program strengths and weaknesses.

Dr. Shinpoch and staff are to be commended for developing a curriculum guide that is a positive approach to defining the scope and sequence of intended instructional programming on the Glenwood campus.

A decision has been made to decentralize the complete educational records for each child and place the record where the child's program is designed and provided. This will be a positive move towards providing more information first hand to individuals held responsible for providing the on-going instructional program.

The special education instructional program is divided into five levels:

- Level I - students unable to participate in regular classrooms.
- Level II - students moderately retarded, needing self-help skills and basic academic work. Most students have one handicap in addition to retardation.
- Level III - students that are mildly retarded, ages 4-12.
- Level IV - students in Level III continue their program through this level.
- Level V - an individualized instruction program to develop skills, attitudes, and behaviors aiding their return to the community. (ages 18 and up)

It is a concern that there are not supportive staff such as speech clinicians, physical therapists, hearing clinicians, occupational therapists, et cetera available directly to the educational program to assist in a more appropriate delivery of service.

#### Level I and II

Most instructional personnel felt that materials and equipment for implementation of instructional programs was adequate.

Instructional personnel felt that communication between themselves and administration was "open" and that they were satisfied with evaluation procedures.

A. As mentioned in last year's report, March 12, 1975, the Merit System still prevents the school aged residents from receiving an "equal educational opportunity" in relation to students attending a public school program on a daily basis. Examples are: Employing certified staff, "shut down" of daily program if instructional staff is absent and shortage of instructional staff.

1. It is recommended that a request for reviewing the Merit System procedures for hiring certified educational personnel be discussed directly with Merit System personnel.

B. It was observed that several of the educational levels have their own year end, or quarterly reports that need to be completed on each child. It was felt these reports were for the Department of Social Services as opposed to evaluating effectiveness of the instructional program design planned for the client.

1. It is recommended that the school adopt a comprehensive tracking or monitoring plan to follow services provided to each client through his/her education program.

C. It was noted that newly employed personnel were not aware of the school's goals and objectives.

1. It is recommended that procedures should be established for orienting new personnel to the goals and objectives of the educational program, as well as, the overall major mission of the state-hospital school.

D. It was observed that within the hospital-school program, many "Islands of Excellence" existed. However, many recommendations designed for specific individual clients were not well integrated into the instructional design. An example of this was observed between physical therapy and educational unit. The disciplines observed still were providing services for their "part" of the child.

1. It is recommended that the child's total care plan should reflect outcomes based on integrated services. One method of achieving integrated services is by projecting a long-range placement objective for returning the client to his/her own community setting. The total care plan should include an instructional component for all school aged population within the hospital school.

2. It is recommended that a comprehensive daily (optional) record keeping system be adopted for the total school program. A total school system to accountability would facilitate consistent interpretation of data, flow of child from program to program, orienting new personnel to the performance of individual clients, etc.

3. It is recommended that instructional personnel should become proficient using numerous assessment instruments. These instruments should assist instructional personnel in determining the clients strengths and weaknesses. This information should relate to specific planning activities for the client.

### Level III

All three teachers appear to have a strong methodology in their approach. The lead teacher is also supportive of the team needs and is very aware of the release factor for teachers in an intense situation.

Available to the basic program are support programs in physical education, arts/crafts, cooking, educational TV, grooming, music, and sewing.

There is a real concern at this level that the lack of staff both in the living area and the school, make it very difficult to follow through with any child's programming.

There is also a lack of communication between the living area and the school.

Coordination efforts between the classroom instruction and the support activities has not been developed. Methods of dealing with the children in the classroom situation that were effective were not being used in the support service areas.

There were observed instances when the methods used to deal with certain behaviors in the afternoon sessions totally negated any progress made with the behavior in the classroom programming.

In support areas such as life skills much more could be accomplished if the teachers perhaps had inservice training on expectations and programming techniques for the mentally retarded.

There has been no attempt to provide coordination of effort between the occupational therapist/physical therapist and the physical education program. Many students in wheel chairs, braces, et cetera could benefit from this cooperative effort.

#### Level IV and V

There is continued advance programming from the Level III program continued into the Level V program.

1. Levels IV and V programs are improving. There is good organization and planning by the staff involved, as well as dedication to the implementation of their plan.

2. Materials available for teachers is fair, though leaning heavily on paper and pencil type tasks. Inclusion of more hands on type materials might help staff share with adults ways to compensate for their lack of skill. Possibly more gains can rapidly be made in this manner with more positive feedback for their efforts, e.g. math calculators.

3. Implementation of their curriculum guide should be quite helpful for planning purposes along academic lines but emphasis should be placed on coordinating the survival skills that individuals need to establish themselves in a community placement. It is realized that Vocational Development handles job skills and the living units the cooking etc. but with more coordination maybe all could be reinforcing the same skills instead of each going in three different directions. This would eliminate confusion on some of the residents' part and make training more real to life for them.

4. Like all of us there is a need for in-service. This possibly can be helped by AEA 13, in offering an invitation when such are made available to the rest of the area.

5. There is no need to expound the need of more staff, etc. It is felt that the administration is well aware of the situation and is working towards handling that problem within their realm of organization.

#### Hearing Impaired School Program

Children in the school program are programmed mainly by one teacher. During the afternoon class period, some assistance is given by the principal.

1. Emphasis needs to be placed on individual objectives for the pupils. Progress should be plotted and this should assist the teachers in planning teaching activities for the class.

2. It would appear that several of the pupils could benefit from additional clinical speech services.

3. The afternoon class seems quite large and possibly another means of grouping the students into instructional groups would be beneficial. It would appear that more individualized activities for some of the pupils would be beneficial.

4. It would seem that consideration should be given to expanding this program, i.e., possibly hiring an additional teacher or at least an assistant in the classroom.

#### Deaf-Blind Program

It is realized that this program is in the early developmental stages. Progress has been made; however, much more can be accomplished for individual pupils.

1. The child by child activities as written in objective form do not really reveal what is actually done with the children. It appears that the objectives have been written to meet a requirement of having written objectives. The child by child objectives need to be expanded and should reflect what is to be done in the classroom, a time reference and criteria to evaluate when the objective has been met.



2. It is suggested that the individual objectives, the Callier-Azusa scale, individual work assignments, etc., be compiled into one folder for each child. This should assist in class organization.

3. It is apparent that additional services should be provided for children in the deaf-blind program. Clinical speech services, audiological services, physical therapy services and occupational therapy services are a few that might be valuable for specific children.

4. There appears to be little communication between the educational and living quarters personnel. This needs to be improved if carryover is expected for individual children.

Certification status of employees at Glenwood State Hospital-School  
1975-1976 School Year

Below are the names in alphabetical order of those individuals for whom our office had no record (of either certificates, expired certificates, correspondence, etc.). In the case of Robert E. Johnson and Patricia A. White, we may have information on file for them but there are so many individuals with these names it is difficult to discern which may be employed at Glenwood. Further clarification here may allow us to find information.

Berigan, Coleen C.	Hicks, Mary J.	Okerbloom, June R.
Bierma, William B.	Jones, Leo E.	Ronk, Helen M.
Blauer, Rosella M.	Knight, Betty J.	Ryan, Jon B.
Cowardin, Mildred R.	Krom, Marsha S.	Shinpoch, John R.
Crisler, Kathy E.	Liddell, Connie A.	Spielman, Dakota K.
Daugherty, Geraldine L.	Mayberry, Lois J.	Twaddle, Joan M.
Fitzsimmons, Virginia E.	Manness, Bill J.	Tyndall, Linda K.
Goos, Linda J.	McAlexander, Lila L.	Wick, Barbara A.
Graham, Marilyn L.	Merritt, Brad J.	Johnson, Robert E.
Hall, Dollita S.	Nickum, Virginia M.	White, Patricia A.

Following is information on the other individuals on the list of special education staff for whom we were able to discern certification status.

Authorized to provide:

ALBERTS, Ferne E.  
(Folder 12613)

instructional services to elementary students in regular education.

BAKER, Arlene M.  
(Folder 103690)

instructional services to youngsters in grades 7-12 in physical education, biology, and general science. (This certificate expires on June 30, 1976.)

BOWNES, Cleta J.  
(Folder 8700)

instructional services to elementary students in regular education.

CHEYNEY, Erma H.  
(Folder 81313)

instructional services to elementary students in regular education.

ECKLES, Karen N.  
(Folder 63992)

instructional services to elementary students in regular education.

GRAHAM, Marily L.  
(Folder 20944)

instructional services to youngsters in grades 7-12 in the areas of English, speech, home economics, music, chemistry, general science, physics, economics, and American government.

MERCER, Marlin D.  
(Folder 7381)

instructional services to youngsters in grades 7-12 in the areas of English, speech, mathematics, physical education, biology, general science, and social studies.

MILLER, Connie B.  
(Folder 128511)

instructional services to elementary age youngsters in the regular classroom as well as elementary age youngsters who are hearing impaired.

MILLSAP, Clara C.  
(Folder 27813)

instructional services to elementary students in regular education. (This certificate expired in 1961.)

MOYER, Norma J.  
(Folder 78076)

instructional services to elementary students in regular education.

NIELAND, Naomi L.  
(Folder 145858)

instructional services to elementary students in regular education.

OSTERHOLM, Claire E.  
(Folder 48984)

instructional services to elementary students in regular education. (This certificate expired in 1969.)

PORT, Patricia F.  
(Folder 163793)

instructional services to prekindergarten-kindergarten youngsters in regular education.

RENNER, Robert W.  
(Folder 46243)

instructional services to youngsters in grades 7-12 in English, speech, mathematics, physical education, biology, general science, physics, and social studies.

SEVERN, Golide R.  
(Folder 94889)

instructional services to elementary students in regular education.

SMITH, Sherrie D.  
(Folder 105632)

instructional services to elementary students in regular education. (This certificate expires June 30, 1976).

WENDL, Janice R.  
(Folder 141736)

instructional services to youngsters in grades 7-12 in the areas of English and journalism. This individual is also authorized to function as a guidance counselor in the secondary schools.

As you will note, only one individual of all those employed at the institution (according to the list provided by the institution) is authorized to function in any instructional capacity in special education.



B

DEPARTMENT OF PUBLIC INSTRUCTION  
EVALUATION OF THE EDUCATIONAL PROGRAM  
IOWA STATE PENITENTIARY  
Fort Madison, Iowa

May 5, 1976

The educational program at the Penitentiary is in its second year of direction from the Southeastern Community College, West Burlington. Mr. Charles Schultz, Director of Continuing Educational Services for the college is coordinator of the educational program, and Tom Grimm is the on-site supervisor.

One of the major changes at the Penitentiary in the past years is the increase in the number of inmates--from 576 in 1973 to 850 in 1976. This increase has not changed the educational program a great deal due to limits of staff, space, and the type of client available for the educational program.

The following is a listing of the staff and educational program at the time of the visit.

Staff

Program supervisor - 1  
Counselor/evaluator - 1  
Vocational teachers - 8  
Related academic teachers - 6  
Secretary - 1

Program - Day

Auto body  
Auto mechanics  
Building and trades  
Commercial cooking  
Electrical occupations  
Graphic arts  
Machine shop  
Welding

These classes average between nine to twelve a quarter.

Career explorations (academic)

- A. Beginning - 24 students
- B. Advanced - 25 students
- C. Kentucky General Educational Development Preparation

This is a new course at the school taught with the aid of cassettes and television to help the student prepare for and pass the General Educational Development requirements.

Program - Night

College transfer courses:

Speech  
United States government  
United States history  
Mathematics  
English  
Ethics  
American minorities

These classes are averaging between twenty-five and thirty students.

Concerns and Recommendations

1. The present library is not really a functional part of the educational program. Its present location does not lend itself as part of the program, nor do the hours of use coincide with hours that school is in session.

It would appear that with some study the library could be a viable part of the total educational program. This may take some change in the physical structure and some consultative help on the possible uses of existing facilities as they relate to an educational program.

If you would desire some help from the Department of Public Instruction, this could be arranged.

2. The present program is operating at capacity. It is limited by space and equipment available. If there is to be any change in staff, space or equipment to accommodate more students there will have to be a greater commitment from those people and governmental institutions that are responsible for this area.





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DEPARTMENT OF PUBLIC INSTRUCTION  
TEAM EVALUATION  
OF THE  
DEPARTMENT OF EDUCATION  
IOWA MEN'S REFORMATORY, ANAMOSA

June 16 and 17, 1976

The Institution

The Iowa State Men's Reformatory, located at Anamosa, was established in 1872. The entire institution was built using stone from nearby quarries. It is an impressive structure.

The Reformatory employs approximately 300 staff members for correctional services, education, treatment, industries, maintenance, security, custodial and other services.

The purpose of the Reformatory is to protect society from those who violate its laws by providing a confinement setting. Ninety percent of these inmates will be returning to society in two years or less from the time of admission. The primary objective is to release individuals from the institution who have learned to cope with their problems, have some saleable skills and live within the rules of society. This requires many things, among which are education, attitude development and vocational training so they will have attitudes, knowledge and skills to earn a living.

It is apparent that the present program of academic and vocational training provides a broad scope of experiences that can be very valuable to the inmate upon release. It appears that continuing efforts are being made to improve programs as dollars and facilities can be found.

The Inmates:

The institution houses approximately 730 inmates who are first felony offenders, usually under the age of 31. Some come from Eldora and Fort Madison but for the most part they are court commitments.

The ethnic breakdown of the inmates is as follows:

600	Caucasion
113	Black
8	American Indian
<u>12</u>	Spanish
733	Total

The population of the Reformatory has increased rather dramatically since the last visit - from 440 to 733. This obviously creates some problems and crowded conditions.

### The Evaluation or orientation program:

Each inmate who enters the institution begins a two week orientation and evaluation program during which planning the constructive use of his time is initiated.

This process includes testing, fingerprinting, photographing and issuance of clothing. A complete dental and medical examination is provided upon admission.

This also includes much planning of future activities in the institution. Inmates are encouraged and rather strongly urged to participate in the Educational and Vocational programs.

### RESIDENT PROGRAMS & ACTIVITIES\*

As mentioned previously, there are many programs set up in the institution to aid in a person's future adjustment, and a few will be discussed here.

ORGANIZATIONS--Several organization and clubs meet weekly, some for the purpose of dealing with a particular problem such as alcohol or drugs. Other groups provide a constructive use of time and develop a sense of responsibility, problem solving skills, organizational skills, etc.

These groups include Alcoholic's Anonymous; Check Writer's Anonymous; Jaycees; Phoenix; Black, Indian, and Chicano Culture groups; Reformatory Motorcycle Association; Art Club; Weightlifting Club; Brotherhood; Hot Rod Association; etc.

COUNSELING--Counseling is another important part of the program at this institution. Group counseling involves small groups of men getting together once or twice a week with members of the staff. By sharing experiences and through discussion, they are given an opportunity to gain an understanding of themselves to attain a more successful future adjustment. In addition to the help group counseling may offer to them as individuals, the observations and discussions may help other members of the group. To become involved in group counseling, it is suggested that they express your interest to the Correctional Counselor.

Individual counseling is available in the institution with various staff members. During these sessions, the individual is encouraged and aided in obtaining a better understanding of himself and his particular problems. Problems discussed in these sessions are considered confidential unless they affect the safety and well-being of the institution, other residents, or the resident himself.

ACADEMIC SCHOOL--There is an excellent academic school under the supervision of Kirkwood Community College in the institution which has courses from grade school work through college level study. To enter into the school program it is suggested you contact the Director of Education to work with him in planning a program in this area. A library is maintained in connection with the school and these facilities are also available to all residents. The library has law reference materials and may request additional books from the University of Iowa Law Library. Typewriters are also available for personal use in the library.

VOCATIONAL TRAINING--Formal vocational training is available in the areas of body and fender repair, auto mechanics, meat cutting, tire recapping, food services, graphic arts, welding, carpentry, and building maintenance. There is additional vocational training available in on-the-job types of employment and it is suggested you discuss this type of training with your Correctional Counselor. Work release allows for the use of community resources for training also.

Assignment to training is decided by the Treatment Team or vocational staffing when there are more applicants than openings.

INDUSTRIAL & MAINTENANCE--The institutional Industries and Maintenance departments, in addition to offering some formal vocational training, also help in the forming of positive work habits and the felling of a job well done. These areas include soap and furniture divisions, graphic arts, license plates, and sign shop in Industries; painting, carpentry, plumbing, electrical powerhouse, and construction in Maintenance.

CHAPLAINS SERVICES--These are religious services and counseling available to all inmates. The institution has two protestant chaplains, a Catholic chaplain, and the Church of the New Song. Individuals may send for an appointment with them at any time.

RECREATION--A well-rounded recreation program is available at the institution and men are urged to take advantage of it. A gymnasium is maintained for winter sports, and in the summer a wide variety of outdoor activities is offered. The hobbycraft program is also under the direction of the Director of Recreation. If a hobby permit is desired, it is recommended you contact his office. A Recreation Hall is also available to residents.

VOCATIONAL REHABILITATION SERVICES--A wide variety of vocational rehabilitation services is available to the men at the Reformatory. These include many opportunities to learn new skills or to further their education upon release. These services may be started while they are still in the institution and followed up when they leave, or they may take advantage of them upon their release, either on parole or discharge. For more information it is suggested that they discuss this with your counselor.

\*  
From the inmates handbook

The Educational Staff.

The educational staff is made up of a number of quite dedicated, professional individuals who appear to be very interested in their programs and their students. All teachers were reported to be properly certified by the DPI. The staff rapport with students appears to be quite good, considering all of the facets of the programs and the problems involved.

Staff members and their assignments

Director of Education	Lowell Rutz
Assistant Director of Education	De Witt Booth
Director of Student Services	Max Fliehler

Academic Staff

English, typing	Ray Garvey
Social Studies	Ron Goldsmith
Mathematics	Harry Neville
Mathematics, Science	Charles Porter
Reading	Delores Sams
P.L.A.N.	Judith Von Sprecken
"	Phillip Jacks
"	William Hunteon
Librarian	Jeff Ditch

Vocational staff

Auto Body	David Schoenbeck
Auto Mechanics	Edward Petrick
Building Maintenance	Richard Tebbe
Food Service & Meat Cutting	William Doyle
Graphics	Leonard Stoneking
	Paul Kurt
Tire Retread	Ronald Smith
Welding	Ervin Von Sprecken
Carpentry	Gerald Cave

### The Educational Program.

Through a contract arrangement, Kirkwood Community College provides all of the academic and part of the vocational programs at the Reformatory. This cooperative arrangement appears to be functioning quite well. A number of improvements and additions are apparent since this cooperative arrangement came into being, with more in the planning stage.

Programs during the day include adult basic education for men who function below the sixth grade level and adult high school completion for those above the sixth grade level. Project P.L.A.N. is a fine addition to this program and appears to be functioning well. The vocational classes are scheduled to try to meet the needs and interests of the students.

It is interesting to note that 115 residents have in the past year completed requirements for the G.E.D. Certificates and that 118 have completed requirements for a regular high school diploma.

The educational programs are continuous, year round programs with much individualization. They are designed to fit the needs, interests and abilities of the inmates.

The inmates are urged rather strongly to participate in the educational programs available and to attend regularly, in order to develop their skills and knowledge as far as possible during their relatively short tenure.

In order to give an idea of the numbers of inmates taking classes and the types of classes they are taking - the following is a list of classes with the enrollments for this quarter:

Academic		Vocational	
Advanced Drafting	15	Auto Body	10
English	52	Auto Mechanics	
Basic English	15	& Small Engines	11
Typing	24	Food Services	10
Sociology	24	Welding	18
World History	15	Carpentry	11
American History	13	Bld. Maintenance	10
Economics	13	Graphics	6
General Math	17	Meat Cutting	11
GED Math	14	Tire Retread	7
Math I	16	Total enrollment	94
Math II	17		
Math III	14		
Algebra	11		
General Science	8		
Physical Science	11		
Biology	11		
Reading I	17		
Reading II	23		
P.L.A.N.	<u>116</u>		
Total enrollment	446		



Ethnic breakdown of Academic students

217	Caucasians
58	Black
4	American Indian
4	Spanish American

The following is a description of Academic classes offered at Iowa Men's Reformatory with supporting information:

ACADEMIC EDUCATION IOWA STATE MEN'S REFORMATORY \*

The academic school year is divided into four quarters of approximately twelve weeks each. During the quarter, a student may earn 1½ to 2 quarters of academic credit depending on the amount of work completed. Classes meet five times each week making a total of sixty contact hours in the classroom in an academic quarter.

Students may also earn high school credit through correspondence courses offered by Kirkwood. This program is recommended only in special cases and must be approved by the school counselor.

Selected evening high school and college credit courses are available at different times throughout the year. Contact your case counselor for information on these programs.

To graduate with a high school diploma a minimum of 48 quarters of credit is required. This credit may consist of:

- a. Former high school transcript
- b. Work experience
- c. Credit from G.E.D.
- d. Other approved credits (vocational or academic)

A minimum of six quarter credits of the 48 required must be earned through Kirkwood to receive a Kirkwood High School Diploma.

DESCRIPTION OF COURSES OFFERED. (All courses listed may not be offered every quarter).

BEGINNING DRAFTING. A basic course consisting of use of drafting tools, lettering, basic orthographic projection and dimensioning.

ADVANCED DRAFTING. Course begins where the Beginning Course leaves off. Advanced letter and dimensioning. Course then branches out into machine or architect-drafting.

ENGLISH. The English classes are designed to provide a thorough review of basic grammar and usage in writing. This includes capitalization, punctuation, parts of speech and the construction of sentences. A variety of texts and materials is used. Emphasis is upon reading and writing. Work in reading centers upon comprehension, vocabulary, spelling, and reading to get the main idea, etc. Some classes make use of programmed materials where the emphasis is upon the specific needs of individuals.

**BEGINNING TYPING.** The class is for those students who have had no typing prior to entry. The student is introduced to the touch of typing. Each student is encouraged to work at his own speed and to progress as far as he is able during the time of the class. Emphasis is upon learning the key board and typing with reasonable speed and accuracy.

**ADVANCED TYPING.** This course is for those who have had some typing. A personal approach is used in the production of mailable copy. Various processes of duplication are covered. Practical every day typing routines are emphasized.

**PRACTICAL GEOMETRY.** This class covers linear measure, square measure, total surface area, cubic measure, metric system and right triangle relationships.

**HIGH SCHOOL ALGEBRA.** This course includes numbers and sets, properties of operations, equations, formulas and inequalities, polynomials and linear equations.

**HIGH SCHOOL GENERAL MATHEMATICS.** This course covers decimal and non-decimal numeration, addition, subtraction, graphs, multiplication, division and percents. Also covers application of formulas.

**HIGH SCHOOL PSYCHOLOGY.** This course includes the science of psychology, learning patterns of human behavior, and mental health.

**SOCIOLOGY.** This course is a basic sociology as used in high school. The areas covered are as follows: What is sociology, culture, the product of group experience, the group and the individual, how society is organized, problem areas in society and sociology as a profession.

**ECONOMICS.** Basic coverage covering consumption, production, exchange, money credits and banking, distribution of income, labor unions, government activities in the economy and personal economics.

**HISTORY.** This class is programmed so that students may begin at any time. The course from the period of exploration of the New World up to the Johnson Administration of the United States.

**GOVERNMENT.** This is a basic course that covers federal, state and local governments. Some of the areas are why we need government, how government works, citizenship, political parties, voting, Congress, President and Judiciary.

**SOCIAL STUDIES.** This is a discussion class with emphasis on Current Events. Areas of discussion come from T.V., newspapers and magazine articles. We use filmstrips and other audio/visual aids to stimulate class discussion.

**READING.** A basic course in reading with emphasis on phonetic and structural analysis and comprehension. Print and non-print materials are used to provide a variety of reading experiences. Instruction is individualized as much as possible with incidental instruction in spelling, penmanship and grammar. Reading levels one through six are covered.

LEVEL I MATH. A basic course in math covering understanding the rational number system, learning mathematical vocabulary, mastering one hundred addition and subtraction facts, working on word problems involving dollars and cents, understanding functional mathematical concepts, and fractional concepts like time, distance and price range.

LEVEL II MATH. This math course covers working with our time and money system, reviewing and completing all basic fundamentals of math, completing all fractions, introducing angles and geometric figures, and developing knowledge of work problems.

LEVEL III MATH. This course consists of a complete study of decimals and percentage, changing units of measure, angular and circular measure, perimeter, areas, and volumetric measure, and graphs, taxes, credits and interest.

G.E.D. PREPARATION CLASS. These are students who are trying to complete the battery of five tests which make up the G.E.D. tests. They review materials, and pre-test. The students study by themselves asking the instructor for help when needed and use the reference material available.

GENERAL SCIENCE I. The object of the course is to assist the student in acquiring a better understanding of his physical environment. It discusses the progress of modern man through this scientific discoveries. It is hoped that through a study of science the student will gain a more intelligent control of his environment.

GENERAL SCIENCE II. The object of this course is to give the more advanced student of science a more detailed study of the Earth and it's geological and chemical components. More use is made of activities (experiments) and practical demonstration.

GENERAL BIOLOGY. This course is designed to give the student a better understanding of the fundamental properties of life on this earth. It introduces the student to a knowledge of living cells and anatomy, nutrition, digestion, photosynthesis, respiration, absorption and reproduction. It also includes some basic knowledge of the chemistry of living things.

\*  
From Iowa Men's Reformatory publication

#### VOCATIONAL EDUCATION ORIENTATION\*

The following vocational programs are offered at Iowa State Men's Reformatory.

Trainees are selected with the following considerations: Time left in the institution; testing indications; lack of skills; resident's desire to enter the program; resident's record within the institution.

PROCEDURE FOR ENROLLMENT - - - - If a vocational program is a part of the resident's treatment program, he follows this procedure for enrollment:

1. Obtain application form from Social Services clerk.
2. Fill out application form and give to counselor.
3. Counselor sends application to program instructor.
4. Instructor sends Appointment Pass to applicant for interview.
5. Either Classification Team or Staffing Committee picks enrollees depending on the number of applications in relationship to openings.

A trainee who completes the program unsuccessfully receives a Certificate of Attendance and a maximum of half credits given for successful completion. A successful completion earns the credits, and hourly breakdown certificate and a certificate of completion.

A maximum of 2½ quarter credits may be earned in the full day program for each quarter of successful completion.

Auto Body. Six month basic - three months additional optional. Classroom and laboratory experience in acetylene welding, metal bending and control. Preparation for finishing and painting.

Auto Mechanics. Six month program basic - three months additional optional. Classroom and laboratory experience in ignition, carburetion, front end alignment, cooling and lubrication, valve trains, drive trains and brake work.

Carpentry. Six months program. Classroom and laboratory experience in concrete form construction, wood frame construction, window and door installation, siding and roofing.

Food Service. Nine months ½ day program. Classroom and laboratory experience in meat preparation and cooking, baking and vegetable and salad preparation.

Welding. Half day program, individualized. Classroom work and laboratory work in flame cutting, arc-electrode welding and semi-automatic M.I.G. welding.

Building Maintenance. Six months in length. Classroom and laboratory experience in floor and wall care, cleaning, pest control, fire extinguishers and some plumbing and electricity.

Meat Cutting. Nine months ½ day program. Classroom and laboratory experience in retail cutting, portion control, pricing, display and customer relationship.

Graphics. Six months basic with options of three or six months additional. Classroom and laboratory experience in hot and cold typesetting, darkroom procedures, offset, multilith and type press operation and other procedures involved with printing.

Tire Retread. Six months basic with optional time. Classroom and laboratory experience in inspection, buffing, rubber application, molding, chains and studding.

\*  
From Iowa Men's Reformatory publication

Strengths and Commendations:

1. Major strengths are the leadership of the administration and the apparent dedication of the staff to providing good programs. There appears to be good rapport between administrators and staff who are well informed on the total program.
2. We would commend the staff for their cooperation and hospitality during the visit. They were open and free with information which made our visit a pleasant one.
3. The contract with Kirkwood Community College to provide educational programs for the inmates appears to be a fine relationship.
4. The installation and implementation of the Westinghouse P.L.A.N. (Planned Learning According to Need) seems to be functioning well. There appears to be an adequate supply of materials and space.
5. There is apparently an adequate support staff to assist the professionals in their work.
6. The use of Kirkwoods computer system to maintain and update students records and progress. This seems to be working well.
7. There is much individualization of instruction in the continuous year round program. The quarter system with sufficient flexibility to care for the fluctuating clientele appears to be effective.
8. The counseling program appears to be quite comprehensive and effective.
9. There have been large numbers of inmates completing requirements for high school diplomas and the G.E.D. Certificate. In the past year 118 residents have earned high school diplomas and 115 have completed requirements for the G.E.D. Certificate.
10. The orientation program appears to be thorough and complete.
11. The reading program on three levels of instruction appears to have a positive effect on the total program.

12. The hobby shop provides many meaningful experiences for leisure time activities which include leathercraft, art, woodworking, ceramics, etc.
13. The use of A.E.A. media materials on contract supplements the meager supply of materials on hand. This should be expanded.
14. The cooperation with Kirkwood and the AEA on inservice activities can continue to strengthen the total instructional program.
15. The updating of certification of teachers should strengthen the program.
16. The obvious expansion and improvement of programs over the past few years is commendable.

Concerns and Recommendations:

1. There is an obvious need for more library and media materials with a qualified media specialist to assist in developing this. There should be much input from the teaching staff in selecting materials. It seems inconsistent to have a \$15,000 law library and a very meager supply of resource materials related to the educational program.

There is a fair supply of recreational reading material available, but very little resource materials for academic research. There are many high interest-low vocabulary materials available which should be of value.

The library is quite drab in appearance. This could be made quite attractive with some drapes, more attractive furniture and decor. This room could and should be the "heart of the educational program", but at present has a long ways to go.

The media center needs to be more accessible to the clientele, air conditioned and longer hours of availability to students.

2. There is need to strengthen the substance abuse (alcohol, drugs, etc.) education program.
3. There is an apparent need for more physical education which would emphasize physical fitness with much emphasis on lifetime sports and leisure time activities -- both individual and team sports.
4. There is a need for some music instruction, both performing and appreciation. This could include individual and small group activities. There appears to be specific interest in guitar instruction along with some vocal. Possibly there is local talent which could help with this or some inmates who could, with supervision, provide this.



5. There appears to be a need for more classes in the area of office practice and business education which could include office machines, accounting, insurance, Income tax, etc.
6. There is a real need for more activities for residents -- both educational and recreational -- to keep the men interested and active in constructive endeavors.
7. The carpentry shop is located on the second floor. They have adequate space, but it is inaccessible both for getting materials in and the finished product out. The activities in this area are severely limited by the location.
8. There is a need for closer communication and articulation between disciplines, both academic and vocational.
9. The institutional educational philosophy, goals and objectives should be reviewed and updated.
10. Job descriptions should be developed cooperatively for a full understanding of functions by teachers and administrators.
11. It is recommended that you explore the possibility and need of college level courses in areas of student interest.
12. There is an obvious need for a comprehensive study of space utilization in the total institution. The population has increased, programs have been expanded which cause crowded conditions and activities are limited by space. Consideration should be given to making some use of the empty cell block wing for the benefit of all concerned.



A

DEPARTMENT OF PUBLIC INSTRUCTION  
EVALUATION OF THE EDUCATIONAL PROGRAM  
MENTAL HEALTH INSTITUTE  
Cherokee, Iowa

August 26, 1975

On August 26, 1975, Larry Jackson and Roger Evans from the Department of Social Services; and Stanley Kerr, Regional Consultant, Supervision Division, Department of Public Instruction, chairman of the visiting team, met with Dr. Terence McManus, Superintendent, and Robert Eppler, director of the education unit of the Mental Health Institute. Discussions were held with the staff and classrooms were observed. Since this was the first time anyone from the Supervision Division had been assigned to visit a Mental Health Institute, it was deemed advisable that additional consultative assistance would provide a more in-depth review of the program.

Outlined below are comments from reports made by Richard Gage, Social Science Consultant; Carl Smith, Consultant, Emotionally Maladjusted/Chronically Distructive; Sharon Slezak, Consultant, Language Arts; and Stanley Kerr, Regional Consultant, of the Department.

The educational unit is self-contained, apart from the other buildings on campus. A total of eight people comprise the teaching staff. The school day commences at 8:30 a.m. and ends at 3:45 p.m. Average enrollment is between 50 and 60 students. The average length of residence is three months. Program of studies includes: history, science, mathematics, English, remedial reading, typing, government, home economics, (boys and girls), and physical education.

Strengths

1. We felt quite positive about the way you tend to view the "total student" in your program. It seems that the pupils in your program are viewed in an educational way as well as a treatment manner and that total needs are taken into account.
2. We were also impressed with the apparent attempt to view children objectively who are being seen in your program and not to be a "pre-set" from reported prior observations.
3. The use of functional academic level for reporting the status of pupils is to be commended. We feel that in many cases this is much more productive than using a typical grading system which perhaps does not convey valuable information as to the actual strengths of the student.
4. The grouping of students in your program seems to be very realistic based on the capabilities of the students. We were impressed in talking with the teachers at the number of factors taken into account when you begin to group students.

5. Your teaching staff seemed to be compassionate and caring about the students they serve.
6. There seems to be good coordination of the full-day program among all staff involved with the youngsters on a full-day basis.
7. Teacher-prepared materials seem to be utilized.
8. The team meetings which are a part of your program seem to be well coordinated with all professionals working together and meeting common problems.
9. The teacher/pupil ratio seems to be appropriate at both the elementary and secondary levels.
10. The teachers seem to coordinate their programs among themselves.

Concerns and recommendations

1. Most of your faculty at this time do not have approval (80) (emotional disabilities). We would recommend that you look at ways all of your staff could obtain this approval.
2. We found evidence of the Cumulative Record Review Log being kept in some of the educational folders. We recommend that these review logs be kept separate from such folders.
3. The follow-up of students leaving your program seems to be weak in some areas. We would recommend that you become more involved in input and placement of those youngsters leaving your educational program who will be entering educational programs in the public schools.
4. We did not see much evidence of the use of criterion diagnostic testing. We feel that such testing is very important when one is dealing with diagnostic teaching. We suggest that you explore the possibilities of expanding your diagnostic battery and evaluation information on the pupils you serve.
5. There did not seem to be any evidence of an "individualized written pupil plan" which is required in our rules and regulations pertaining to public school programs. We would recommend that you look into the possibility of refining this concept in your educational program.
6. There is some lack of clarity concerning the determination of credit given for work completed while pupils are attending your program. We would recommend that steps be taken to clarify this in reporting to regular school personnel.

7. The teacher planning time seems to be somewhat limited. We would recommend that you explore possibilities of expanding professional preparation time.
8. We did not see a variety of curriculum materials available to your students. We would recommend that you take a close look at your curriculum and see what possible expansions could be made.
9. The teachers need a greater number of different resources so that each student's needs can be adequately prescribed. There is a limit to the ingenuity of a teacher. They need all the help modern technology can provide.
10. Consider instructional "stuff and things" that offer the student learning activities utilizing audio and visual approaches. The printed word on paper or chalkboard is to be minimized.
11. Search out such things as hands on science things--three dimensional objects, filmstrips with audio assistance--cassette tape players with headphones to make reading, social studies and language arts come alive.
12. Many pertinent telecasts are available from the Iowa Educational Broadcasting Network (IEBN), channel 27, in Sioux City. These telecasts should be used (in color) to supplement the task of your institution. A video tape recorder should be a valuable tool for your instructors and clients alike.
13. There did not seem to be a major emphasis on a pre-vocational training--career education. We would recommend that you look at the possibility of meeting these needs in your program. One suggestion would be to examine the Project Discovery materials available from the Learning Resource Center at Red Oak.
14. Speech services did not appear to be available from an approved speech clinician. We recommend that you explore the possibility of securing such services.

The classroom should radiate a beehive of organized activity. It would appear to this writer that the instructional program could more nearly parallel the clinical program of the student.



F

DEPARTMENT OF PUBLIC INSTRUCTION  
EVALUATION OF THE EDUCATIONAL PROGRAM  
MENTAL HEALTH INSTITUTE  
Clarinda, Iowa

September 9, 1975

ADMINISTRATION

The Clarinda Mental Health Institute (MHI) is under the administrative leadership of Dr. Gamble, Superintendent. Administrative tasks such as formulation of policies and evaluation are the responsibility of the superintendent who is ultimately accountable to the State Department of Social Services.

Ms. Doris Tritsch serves as educational director at Clarinda MHI. In addition to Ms. Tritsch, there are two other staff members who are assigned full-time to the educational program.

The student population ranges from 10 to 18 years of age. Twenty-seven students are enrolled in the educational program. The average length of stay is 58 school days or three calendar months.

EDUCATIONAL PROGRAM

Educational services provided at the Institute include:

- Educational evaluation
- Educational remediation
- Instruction in secondary subjects
- Preparation for and administration of GED tests
- Counseling for educational and emotional problems

The specific activities this team was involved with during this visit included: Observation of the school program, tour of the physical plant, discussion with the educational staff, visitation with other professionals involved with the educational program, review of the student educational folders and a discussion of the instructional program with Ms. Tritsch, the educational director.

The following strengths, concerns and recommendations were made following this visit.

CENSUS OF HANDICAPPED POPULATION

Strengths

1. Age span served by this program seems to be appropriate.
2. Service aspect of the Mental Health Institute program as a special education option to the Clarinda area for students with moderate to severe emotional disabilities.

Concerns

The site visitation team perceived a need for a further clarification of the type of youngster served via this program. Alligned with this is the need to differentiate the youngster served in this program from those youngsters referred to as learning disabled.

PERSONNEL CENSUS

Strengths

1. Strong pupil management skills by educational staff.
2. There seemed to be sufficient time for staff planning and preparation.
3. The medical staff seems to be very supportive of the educational program.
4. There was evidence of purposefully planned involvement of paraprofessionals in the educational program.
5. The availability of a work experience coordinator to work with the educational program.

Concerns

1. The educational staff did not, at the time of the site visit, have approval in emotional disabilities (80). We recommend that such approval standards be met by the total staff.
2. Support services such as speech and hearing were not available at the time of the site visit. It was suggested that such services be included within the educational program.

PROGRAM DESCRIPTION

Strengths

1. The educational staff is planning to incorporate Project Discovery within their project. We encourage them to do so.
2. There seemed to be a positive atmosphere in the classroom.
3. The staff within this educational program seems to be making a sincere effort at individualizing instruction.
4. There seemed to be sufficient materials and equipment available to the educational program.

Concerns

1. The vocational aspect of the educational program should be expanded.



2. More time should be devoted to appropriate group interaction through instructional areas.
3. There seemed to be a lack of clarity as to how instructional materials or levels within materials are chosen.

VISITING TEAM MEMBERS

Archie McKinnon, Associate Professor  
Division of Special Education  
University of Iowa

Larry Jackson  
Educational Coordinator  
Iowa Department of Social Services

Dick Winter  
Assistant Director of Special Education  
Area Education Agency 13

John Gunther  
Consultant in Emotional Disabilities  
Area Education Agency 13

Carol Bradly, Consultant  
Learning Disabilities  
Department of Public Instruction

Carl Smith, Consultant  
Emotional Disabilities and Chronically Disruptive  
Department of Public Instruction

ADDENDUM - December 31, 1975

- A. Letter to Ms. Doris Tritsch  
from Dr. Robert D. Benton  
State Superintendent of Public Instruction
- B. Day School Program Approval  
Concerns and Recommendations



December 31, 1975

Ms. Doris Tritsch  
Educational Director  
Clarinda Mental Health Institute  
Clarinda, Iowa 51632

Dear Ms. Tritsch:

As you are well aware, we have been reviewing for some time evaluation and recommendations of our staff as a result of the site visit performed at your facility in September. The question of the approvability of your facility as a day school option for pupils residing in the Clarinda area is to a large degree dependent upon the eligibility of your staff for temporary approval in the emotional disabilities area.

Recently you have been informed by the Certification Division that Roger Lee Harman and yourself have been issued temporary approvals in the area of emotional disabilities. Having received this information, the Division of Special Education has recommended that your facility be approved as a day school program for identified emotionally disabled pupils in the Clarinda area.

The Department of Public Instruction through this letter grants tentative approval to the Clarinda Mental Health Institute to operate a day school program for emotionally disabled pupils residing in the Clarinda area. The service to the day school students must, however, be provided by persons on your staff possessing E.D. approval. Your application for continued programs and services for this population will need to be reviewed annually.

The tentative approval allows you to design and implement instructional programs and services for emotionally disabled pupils on a day school basis and according to the rules of special education. Each child being served via this day school program must be appropriately staffed and assigned a weighting by the Area Education Agency Special Education Director.

Attached to your letter of tentative approval are concerns and recommendations for your program. We suggest you review these and make any necessary plans to adjust your program accordingly. This information has also been provided to Area Education Agency 13. A cooperative planning effort between agencies is encouraged.

Sincerely yours,

/s/

ROBERT D. BENTON, Ed. D.  
State Superintendent of Public Instruction

RDB/mjr  
Enclosure



## Clarinda Mental Health Institute - Concerns and Recommendations

## I. Referral and Entry

For those students placed in the day school program there should be a specific delineation of the reasons for such a placement and the goals to be accomplished via such a placement. Included within this would be the rationale for serving these pupils in the Clarinda M.H.I. day school program rather than an educational program operating within the local public school system.

It is recommended that members of your staff along with representatives of the Clarinda public schools and Area Education Agency 13 work together in specifying the particular circumstances in which a pupil is referred to the Clarinda M.H.I. day school program. Included within this would be a specification of the particular pupil behaviors which would lead to such placement, the means by which the Clarinda M.H.I. day school program could deal with such behaviors and the factors that will be examined upon a student's placement back into the public school setting. Also of importance would be a specification of each agencies role in monitoring and follow up of students leaving your day school program.

## II. Staff and Structure

A. The task force feels that there is a need for the instructional staff of your facility seek full approval in the area of emotional disabilities (80). This was felt to be especially vital in light of your involvement and interaction with public school programs for the emotionally disabled.

It is recommended that members of your instructional staff secure the appropriate credentials to qualify them for approval 80 (emotional disabilities).

B. A concern is expressed by the task force regarding the lack of support services (speech, hearing, psychology, etc.) available to your day school program.

It is recommended that a cooperative plan be developed between your agency and Area Education Agency 13 to provide such services.

## III. Program Content

Although the task force is favorably impressed with the individualized instruction provided through your program there is a feeling that more emphasis should be placed on group academic activities similar to those commonly found in the public school setting.

It is recommended that further exploration be made in utilizing such academic areas as science and social studies to teach academic areas in a group setting.



F

DEPARTMENT OF PUBLIC INSTRUCTION  
EVALUATION OF THE EDUCATION PROGRAM  
CROMWELL UNIT  
INDEPENDENCE MENTAL HEALTH INSTITUTE

April 15, 1976

The following are observations, concerns and recommendations relative to the April 15 visitation to the Independence Mental Health Institution.

I. Observations

- A. Facilities - Cromwell is an excellent educational facility. Individual or self-contained classrooms are adequate in size to accommodate up to 8-10 students in each. Special areas for programs or services such as science, art, music, media center and gymnasium are also provided or can accommodate small group and individualized program instruction. Food service and housing units are clean and attractive.
- B. Staff - Four teachers, three general classroom and a remedial or special reading teacher make up the complement of elementary staff for grades 1-6. All are certified teachers. Four teachers are assigned to the upper level grades 7, 8 and 9. Each serves in one of the special areas of instruction: science, social studies, mathematics and language arts. All are fully certified for their respective positions.
- Three physical education-recreation specialists round out the instructional staff. All youngsters participate in the physical education and recreation program.

The educational program comes under the direct and full time supervision of a qualified elementary school principal.

Each child is educationally programmed by the chief psychiatrist, Dr. Bealka, principal, and the educational staff.

Medical team and support service personnel locations are available and appear to be exemplary in service as well as care.

- C. Pupils - The unit will house 50 students for residency, but can accommodate additional numbers on a day-student basis. Approximately 40 students were in residence at visitation time, though some students were on early Easter leave.

Average length of stay for admissions in 1975 was 180 days or approximately 6 months. Average daily attendance was 39.8 students. No child is under the age of 7 or over 16.

The largest number of children are in the upper grade levels (7, 8 and 9).

Availability of records from home school sending districts has been quite satisfactory. Testing and other evaluation procedures for entering a child at the institution appear to be quite thorough. A teacher, principal, social worker or school representative from the child's home school district is counseled personally upon entrance. Written progress and recommendations are given to the representative upon release of the student back to the sending home district.

Student attitudes, their cooperation and academic productivity appear to be quite good. There is no mental retardation in the student clientel.

- D. Program - Thorough examination of pupil records for program placement is followed by pre-testing to determine program level of instruction in the academics, particularly in reading and mathematics.

Comprehensive curriculum guides have been prepared by the staff. Prescriptions for each child are cooperatively designed and frequent progress reports are submitted by staff to the psychiatrist, principal, psychologists and director.

A variety of reward systems are utilized by the staff to build self worth, confidence, dependence and responsibility in the children.

Teachers appear to have complete control, work closely together, and most importantly have created a very humane atmosphere for the emotionally disturbed child. The children appear to be relaxed.

A year-round program is made available to resident children. Day and summer camps are special activities during the summer months plus a five week summer academic program.

- E. Resource - Materials seem to be adequate, or current in terms of commercial publication dates, and are varied for student needs and interests. An attractive instructional materials center houses catalogued books and non-print media. This area is largely used by the upper level grades and is supervised by each of the professional staff as a part of that person's academic load. Room level resource books are on shelves or carts in the elementary grade rooms. Some projection equipment is housed in the central resource center.

The unit is using print and non-print resources from AEA 7 and the staff is to be commended for this participation.



## II. Concerns and Recommendations

- A. Career education program development, awareness and orientation to the world of work for the elementary (1-6) grades and an exploratory program for the upper grades (7-8-9) is not in evidence.

The use of such programs as "inside out" for children in grades 4-6 "bread and butterflies" and "self incorporated" for grades 7, 8 and 9 is recommended. Area Education Agency 7 can be of assistance in an orientation to these programs and perhaps provide some video tapes for use.

Video off the air capability is encouraged. Some expense would be involved as you prepare for future educational television programming participation.

- B. Cassette recorder playback units would be helpful for individual student learning activities, particularly listening and speaking skills training. Students enjoy and progress most satisfactorily with such learning aids. Teachers are able to individualize work more extensively which such a tool too. Children like to hear their own voices and parents are pleased when they can hear tapes noting progress. Tapes are erasable and reusable.
- C. Speech services do not seem to be available to youngsters in Cromwell. You are encouraged to examine this need.
- D. The physical education program of activities was not discussed. There were no classes in the area during the visit. A daily program of carefully designed activities for these children is encouraged.
- E. The educational staff members at Cromwell may or may not have graduate level coursework leading to endorsement approval #80 (emotional disabilities). If all staff carried endorsement #80, the writer feels Cromwell Unit approval by the Department of Public Instruction would be a mere formality. Several problems arise immediately of course for mental health center officials and several questions flow to the surface as we talk about endorsement in special programs for staff:
1. If endorsement #80 should be required as requisite for classroom teachers at Cromwell some of the teachers may elect not to teach, thus losing good staff.
  2. Cromwell staff salaries are not competitive with public school schedules when considered in terms of a year round program. Reimbursement to staff for tuition when it is expended for coursework is recommended in an effort to encourage staff participation.



DEPARTMENT OF PUBLIC INSTRUCTION  
EVALUATION OF THE EDUCATIONAL PROGRAM  
TOWERS SCHOOL  
MT. PLEASANT MENTAL HEALTH INSTITUTE

G

June 28, 1976

General Observation

The Towers School is the educational center for the Mental Health Institute at Mt. Pleasant. At the present time it is guided, directed, and funded through the Area Educational Agency 16. This arrangement may be changed in the future.

At the time of the review there were 27 students in the educational program. This is a nine-month program with very limited summer activity. The average stay of the students is 72 days.

The faculty was all certificated and consisted of one principal, two full-time elementary, three full-time secondary, and a part-time vocational teacher.

Concerns and Recommendations

1. The problem of funding is very real and must be worked out to give the school some sense of consistency and direction.
2. There is a need for an enlarged vocational program, particularly in the areas of mechanics, arts, and vocational programs.
3. One of the major problems is the fact that the student spends 72 days or less at the school. This makes it very difficult to set up a program that has any depth or scope.
4. This reviewer would suggest that the Towers School approach or work out some cooperative programs within the schools of the AEA and the Southeast Community College.
5. An inservice program for the faculty of Towers School and similar institutions to discover projects and programs that could work at the Mental Health Institute.
6. The music program needs to be enhanced and broadened.

The dedication and interest of the staff was evident. If they will continue to work on the goals that they have set for the school, the program will continue to develop.

3. Cromwell should become an approved unit. Weighted monies from the local sending school district could be generated but legislation is apparently needed to permit this. Salary adjustments and inservice training funds would thus be available to accommodate this concern.
- F. The Department of Public Instruction has not been close enough to the Cromwell Unit to give professional assistance and encouragement in the matter of programming resources etc. It is suggested that curriculum consultants be available to the principal and his staff to assist wherever felt need arises. The Unit should be receiving communications on current programs and receive notifications and pronouncements on a regular mail out basis. This will be recommended.

The writer suggests that a team of three to five curriculum consultants from the Department of Public Instruction visit the Unit and make suggestions and recommendations to Mr. Orcutt and his staff. The first such efforts could be instituted during the summer period June 15 to August 12.



H

DEPARTMENT OF PUBLIC INSTRUCTION  
EVALUATION OF THE EDUCATIONAL PROGRAM  
STATE JUVENILE HOME, TOLEDO  
Herbert Hoover School

January 19-20, 1976

ADMINISTRATION

Herbert Hoover Junior-Senior High School is under the administrative leadership of Dave Loving, Superintendent. The task of providing direction, formulation and appraisal of policies, practices and program development and all support services to the youth in the institution is delegated to this person. Mr. Loving is accountable to the Iowa State Department of Social Services.

Cal Peters, Principal, is in charge of all educational programs, revisions and additions to program and their evaluation in terms of effectiveness. Mr. Peters evaluates staff and recommends hiring and dismissal.

The student population on January 19, numbered 69 resident students ages 12 (1) through 17 (4). Twelve students were "home-placed" at the close of the first semester (January 16). Five new students were expected during the week of January 19.

Grade equivalent enrollees:

7th grade	3	9th grade and		11th grade	4
8th grade	8	10th grades	54	12th grade	0

A professional staff of 12 teachers, librarian and a career education project director make up the professional day school staff.

Strengths

1. Supervision of program, students and day-school personnel under the direction of a well-trained and experienced professional.
2. The day-school program extended to a year round program, with a summer period "break" in August. An excellent move.
3. A career education exploratory program, "Project Discovery" to open early in the second semester. This can serve the youth well.
4. A daily physical education program for all students. This is a positive change.
5. Two recreation specialists placed on staff. Leisure time activities introduced of broad nature:

Intramurals  
Social Activities  
Music, Guitar & Vocal  
Outdoor Sports & Activities  
Field Trips

6. One student is enrolled full-time at South Tama County High School. A commendable move to serve a good student.
7. An attractive well-equipped media center.
8. All staff are certified.

Concerns and Recommendations

1. Development of a job description for the school principal is encouraged.
2. Short, intermediate and long-term goals should be developed, placed in writing, and program revisions and additions should evolve that speaks to the written goals:

What?	Activities, resources in-service,
Why?	and costs be a part of the design.
Where?	Interim progress reports should be
When?	called for.
Who?	
How Well?	

3. Several classes too small.

Home Economics classes for example:  
2, 5, 7, 3, 5.

Shop  
6, 2, 3, 2, 7

Suggest closing shop classes and assign Mr. Long to Project Discovery all day. Suggest Mrs. Hartman's classes be consolidated to 2 and assign her to Project Discovery 3 periods daily.

Note: two male students in welding are shown to be eighth grade. If this class is continued, urge this be reviewed. Should be reserved for mature students. Could be liable for injury on grounds of immaturity if such should occur.

Other classloads should be reviewed to free up, if possible, a period or so from several teachers to staff the Project Discovery area with sufficient personnel each period. 12-15 students a period would not be unmanageable.

4. Urge you consider scheduling every student into Project Discovery daily and require each to complete several projects (15-20) during their enrollment. It is an exploratory program.

5. The science program appears to be too narrow. Physical Science, Space and Environmental Science are of extreme importance to all youth. A "hands-on" design is encouraged. Is Mrs. Fox prepared to handle a broad-based science curriculum? Her program appears to be limited to Animal Science.
6. Suggest you consider training, during the school day, for most of the 16 and 17 year olds to include GED or high school equivalency program completion. Few who leave will finish high school upon return to their home or placement in a home.
7. Placing all girls in one physical education class (29) is questionable. On January 19 only 18 girls were present. Where were the other 11? Reduce excuses to "emergency status" only. Refrain from taking students from classes for "other things".
8. Teachers spending 1 hour to 1½ hours 2-3 days a week "staffing" students at the cottage should be evaluated. Teachers need planning time. Effective planning will improve motivation and classroom success thus reducing the need for staffing time now allocated. One day a week might be sufficient, plus special need occasions.
9. Consider bringing recreation personnel into the afternoon school-time slots to assist with physical education planning and teaching, assist in Project Discovery, etc. A good opportunity, too, for recreation personnel to be identified and to open doors to an accelerated or expended recreation program.
10. Broaden career education experiences to include occupational informational resources such as CISI (Dept. of Public Instruction can assist, Guidance Section). All students should have career opportunity counseling. Associate it with the Project Discovery area and ensure that a staff member is always available to aid them in how to research occupations.
11. Are you considering behavior modification training? Is this left to cottage parents? These young people need to confront, "head-on", life coping issues. They must learn to adjust. Is your staff trained to focus in on behavior management? If not, can in-service funds be made available?
12. There is some unrest in the staff for a return to a 36 week program. They want summer months off: You can't return to the old, but you might consider 2 or 3 teachers (at a time) being on unpaid leave for 1 or 2 weeks during the month of June and early July. Good teachers from the public schools would be free to "fill-in" and might be refreshing to the students, new techniques might be brought to the program, plus other advantages.





I

State of Iowa  
DEPARTMENT OF PUBLIC INSTRUCTION  
Supervision Division  
Grimes State Office Building  
Des Moines, Iowa 50319

IOWA STATE TRAINING SCHOOL FOR BOYS  
MINI-TEAM VISIT  
June 10, 1976

Mathematics

Strengths

- A. The faculty has a very positive attitude about its work with a sincere desire to help the students grow academically.
- B. The faculty has the beginnings of a good instructional program in mathematics:
  - 1. Self-contained classrooms.
  - 2. Departmentalized setting.
  - 3. RAMP (Reading and Mathematics Project-Remedial).

Hopefully, the staff will be able to sustain the present program as well as continue to improve upon it.

Observation and Suggestions

- A. The faculty is encouraged to incorporate learning activities in the program which will involve students in the development of the concepts in which they are lacking. Activity-oriented learning situations utilizing manipulatives, media and varied instructional strategies are recommended. Problem-solving skills involving applications of mathematics in everyday life are recommended too. For example: measurement, money, consumer buying, etc. Some of the materials or information regarding sources of materials should assist the staff in this effort.
- B. When the IMS materials are implemented, it is recommended that the staff contact the Math/Science Consultant from Ginn & Company (David Koos) if there are problems or questions regarding the materials.
- C. The faculty should, whenever possible, try to involve the students and to show the students how to use mathematics through applications related to everyday life. Attempt to make the students learning experiences in mathematics pleasant.

Many of the students have a need to master and understand the basic operations; however, there are areas in mathematics which

could be a pleasant diversion from the basic operations. For example: (geometry measurement and problem-solving skills). In studying these topics there can be reinforcement of the basic operations.

- D. Use of "hand held" calculators--Considering the declining cost of the mini-calculator, students who have difficulties in the basic operations should be instructed in how to use the calculator and then use this tool in problem solving and applications.
- E. The staff is encouraged to evaluate all instructional materials and replace the "dated" ones with new materials which would contain more current and relevant applications of mathematics.
- F. Coming under separate mailing is some material the faculty was advised would be forthcoming:
  - 1. GIMMICKS
  - 2. EAST HIGH APPLIED MATH PROJECT
  - 3. Article from ARITHMETIC TEACHERS, "The forth operation is not fundamental - fractional numbers and problem solving."
  - 4. Source of materials for low achieving mathematics students at the junior high and senior high age level.
    - a. Midwest Publications Company, Inc.  
P. O. Box 129  
Troy, Michigan 48084
    - b. McCormick-Mathers Publishing Company  
300 Pike Street  
Cincinnati, Ohio 45202

It is recommended that the faculty obtain a catalog for the materials available from the above companies.

- 5. Math Assessment Program information--this could be helpful. Staff may use this material randomly for assisting students in mathematics.

### Social Studies

#### Strengths

- A. Program elements related to the concerns of students and the "real social world" receive a high priority emphasis in student-teacher relationships and in the course offerings.
- B. The staff possesses a high degree of commitment and "esprit de corps" in day-to-day working relationships with students.

#### Observations and Suggestions

- A. Staff growth and development appears to be an area needing most attention from supervisory personnel. One day "inservice"

efforts are helpful, but should be followed by appraisal, implication, relevancy, and finally a short- and long-range sustaining program of activity.

- B. There appears to be little knowledge of current research practices emanating from Social Studies Projects funded by the USOE (United States Office of Education).
- C. Too little knowledge exists about activities of the National Council for Social Studies. It is suggested that a comprehensive membership to the NCSS be purchased through the professional fund.
- D. A number of curriculum services available to the staff in addition to NCSS would include:
  - 1. Publications and services from the Social Science Education Consortium, 855 Broadway, Boulder, Colorado. The team left the staff complete information about SSEC for its consideration.
  - 2. A curriculum information retrieval system such as the Department of Public Instruction's Project INFORMS is one in which the staff could access itself to for units of study, learning activity packets, curriculum guides, teaching techniques and strategies, etc.
  - 3. Resource persons such as the DPI's subject-area consultants, university-level subject-area consultants, etc., are encouraged.
  - 4. Staff involvement in a "self-study" of current resources in the social studies is needed.

The team left (with Mr. Immings) examples of a curriculum materials analysis book for doing an inventory. The need for having such information sources are great and would be particularly appropriate for development of the American Government offering.

- 5. Specific program self-evaluation of all offerings should be considered. A skeletal scope and sequence of the program might be one of the products emerging from the self-evaluation study.

Specific short-long range goals can be more adequately developed through a self-evaluation of this type. Pertinency of materials selected could result from an activity of this type, as well.

### Science

#### Strengths

- A. Dedication and enthusiasm in the staff was most rewarding to note. The desire to provide sound educational experiences to the learners was most evident in classrooms visited.

- B. Staff appears to be sincere, open and highly motivated. This is especially noteworthy in light of the wide range of achievement levels among the boys, and too, the stressful teaching atmosphere.

#### Observations and Suggestions

- A. Time limitations are constraints difficult to cope with as the staff struggles to provide for learning deficiencies.
- B. Providing an articulated science program is no small task, but is extremely important and staff is urged to identify concepts and skills these young men do and do not possess and proceed to program individually and in small groups. The following recommendations are submitted for staff consideration:
  - 1. "Hands-on" activities can be motivating and will probably be the better approach. There are several programs that might "fit" this mode of delivery.
  - 2. Several brochures and science program briefs are enclosed. The staff is encouraged to review the materials with two (2) criteria in mind:
    - a. reading level
    - b. success potential

#### Materials

- a. Ideas and Investigations in Science  
Dolmatz and Wong (Prentice Hall publication)
- b. Me and my Environment - BSCS
- c. Intermediate Science Curriculum Study (ISCS)  
Silver Burdett (Grades 7-8-9)
- d. Essence I and II - Environmental Studies
- e. OBIS (Outdoor Biological Instructional Strategies)

Also, you may wish to evaluate SPBE (Self-Pacing Biology Experiences) by Kelly and Orr - Malcolm Price Laboratory School, University of Northern Iowa.

Publishers will supply additional information, current price list, etc. The new science teacher and principal are encouraged to examine materials carefully and consider, perhaps, the possibility of selecting "hands-on" modules from one or more programs focusing on basic concepts and their articulation.

- C. The environmental monitoring equipment provided as a part of one of the Project Discovery packets should prove useful to the science department and could be shared.

- D. Audio-visual teaching tools and materials are strongly urged. Bulletin boards, displays and posters in the science laboratory will brighten the learning atmosphere. Staff is encouraged to expand efforts in this direction.
- E. Greater use of outdoor learning facilities are encouraged. Sufficient stimuli can be found on institution grounds. The supplementary environmental studies material described in Essence I and II were designed with unmotivated students in mind and have been used successfully.
- F. The Outdoor Biological Instructional Strategies materials will reveal some supplementary innovative outdoor learning activities. These may be purchased for less than twenty (20) dollars.
- G. When possible, the science teacher should be given an opportunity to participate in workshops sponsored by the Area Education Agency, local districts, universities and Department of Public Instruction.



5

DEPARTMENT OF PUBLIC INSTRUCTION  
TEAM EVALUATION  
OF THE  
EDUCATION PROGRAM  
MITCHELLVILLE TRAINING SCHOOL FOR GIRLS

December 11, 1975

The annual follow-up of the Mitchellville Training School for Girls was made on December 11, 1975. The nature of this report follows the general lines of progress of the projects that have been instituted during the current administration of the school.

Persons contacted during the visit include:

Dean Luxford, Superintendent  
Eric Sage, School Principal  
Members of the teaching staff:  
Mr. Delmege  
Mrs. Cooper  
Miss Butler  
Mr. Miller  
Miss McNally

Since this is essentially a continuation of the school review of a year ago, several of the newer developments can be listed as follows:

Under a grant issued by the Iowa Crime Commission, a staff development and training program has been instituted. This is an inservice project in the form of weekly class meetings involving the instructional staff and counselors of the cottages. The lecturer is Dr. Jones from Simpson College, a criminologist discussing such subjects as group process, values, and other subjects of a social adjustment nature. The purpose of this project is to bring the educational staff and support personnel together to develop a common philosophy of working with girls in the Mitchellville institution.

Another interesting project is in the form of a grant from the Iowa Arts Council. This means that a resident artist, Gary Olson, works with students in a fine arts setting. In addition, visiting artists have come to the Mitchellville school in the areas of film making, folk singing, modern dance and interpretive poetry. This program has enriched the curriculum and cultural life of the Mitchellville girls and hope is that it will be continued in the 1976-77 school year.

A third development is the continuing growth of the school-community coordinating process. At this time last year there was one person handling this assignment. Now, the staff has been increased to six and we see improved liaison in the transition process of a girl leaving Mitchellville to be assimilated into local school and community framework.

Curriculum wise, we see progress as mini-courses continue at several different interest levels. This particular type of course seems to fit well into the curriculum because of the relatively short span of time that girls spend in the institution.



Mr. Sage and his staff are in the process of developing a school handbook setting out goals and objectives of the institution and various courses and services offered. As yet, the handbook is in the draft stage but upon implementation will be fine instrument in terms of actually stating what the goals of the school are and how the staff attempts to reach the objectives.

As was noted in 1974, we see continued progress in obtaining equipment for the various subjects taught. For example, in the library, there is an attempt to obtain materials that will be meaningful for the subjects offered rather than to have a number of books on the shelves. Likewise, tapes, film strips and items of an audio-visual nature are purchased following teacher recommendations.

As we observed in last year's visit, two of the ongoing projects that continue to be successful in the Mitchellville school are the Simpson College "Bridge Project" and Career Exploration in conjunction with Area XI. Although only a few girls are involved in these projects, we see definite benefit to the program. Similarly, the GED opportunity at Area XI has been participated in by several of the girls gaining high school completion credits. Particularly commendable is a course developed in the current year call<sup>d</sup> HEALTH (Bodies and Self). This course embodies elements of representative organizations involved in prevention such as mental health, rape prevention and the like.

We would commend the Mitchellville Girls School in progress made in obtaining compliance with state standards on teacher certification. We noted that of the current staff only Mrs. Cooper does not hold certification and she is currently involved in a program leading to that status. Mr. Sage is also taking courses aimed at achieving the principalship. He expects to have this endorsement in the 1976 school year. The current staff does lack a librarian inasmuch as a previous librarian resigned. This position is being handled temporarily by a teacher aide but it is expected that the vacancy will be filled in the near future.

Another curriculum development of interest is the summer program which has had a "new look" in the past year. Acting on a suggestion that summer school programs should be more activity oriented, nine week sessions in golf, tennis, swimming and "powder puff" mechanics have been instituted.

In addition to ongoing projects, we would reinforce several other methods that the school is using to improve its current program. Among these would be; obtain more audiovisual equipment such as a video tape replay. The purpose of this would be to assist in an inservice project and also recapture events of national importance to be shown in social studies or similar type classes. We noted in visiting the school a limited amount of clerical help is available to the principal. For example, he must type his own reports or seek assistance from the students enrolled in office education for clerical help. If budget limitations permit, perhaps additional clerical help can be obtained.

We noted in surveying facilities that science, particularly physical science must be taught without benefit of a laboratory. We realize this is a rather "big ticket" item but at least a demonstration table should be obtained so that scientific projects can be made more meaningful to the pupils. Along the facility line, we endorse your idea of developing a food preparation area to implement the "South Dakota design" in the homemaking curriculum. At present the girls do their laboratory work in the cottages so they do have some exposure in the food preparation area. However, if possible kitchen units should be set up in the main school building.

This then is a resume of current projects underway in the Mitchellville Girls School. We would assess progress as reasonable and as demonstrating a sincere desire on the part of the staff to help the girls adjustment to this new type of experience. There seems to be a cooperative effort between the cottage counselors and the educational staff to work jointly on problems of mutual concern. We would endorse this move and recommend its continuance.

We wish to thank Mr. Sage and his staff for their excellent cooperation during our visit.



K

DEPARTMENT OF PUBLIC INSTRUCTION  
EVALUATION OF THE EDUCATIONAL PROGRAM  
WOMEN'S REFORMATORY  
Rockwell City, Iowa

June 15, 1976

The Women's Reformatory at Rockwell City was visited by Stanley Kerr, Regional Consultant, Department of Public Instruction and Larry Jackson of the Social Services Department, on August 19, 1975. A follow-up visit was made on June 15, 1976.

Eighty women are currently assigned to the institution with 70 on campus. The average age is 30 years with an achievement level approximating the tenth grade.

The following comments are excerpts from those observations.

Strengths

1. Mr. Ted Wallman, Superintendent, is making a large effort to improve the program and facilities. He is quite aware of the built-in handicaps of the institution.
2. Eleven different courses have been implemented through the adult education division of Iowa Central Community College, Fort Dodge.
3. Courses offered on campus include sewing, ceramics, chorus, guitar, instrumental music, drama and art. Most of these are taught five days a week.
4. The library is a good facility with a good variety of materials to read or listen to.
5. Dr. James Hullinger has recently been employed to better coordinate the total program.
6. The work release program appears to be the most popular with the clients. It is understood that participants are being transported to Fort Dodge several times a week in this activity.
7. The chapel building will be remodeled to accommodate the manufacture of garments.

Concerns

1. This institution needs access to the Area Education Agency media center and consultative personnel. This would be a tremendous help to these people. The additional work load would not be significant.

2. Physical education activities have not met with success. Some form of physical activity should be a part of the daily routine.
3. Many problems exist for each of the client-inmates and it does not seem that education courses per se meet their needs. They have in all probability been dropouts in school and consequently do not relate to normal modes of instruction.

It is very discouraging to observe these people (inmates) with practically no motivation and desire to achieve any worthy goal. It is not difficult to understand the dilemma facing the staff of this institution when one realizes each client has her own specific problem or concern. In a sense, they have all been failures of some sort and cannot believe that someone might care enough to provide something better.



L

DEPARTMENT OF PUBLIC INSTRUCTION  
TEAM EVALUATION  
OF THE  
DEPARTMENT OF EDUCATION  
WOODWARD STATE HOSPITAL SCHOOL

December 8-10, 1975

The Division of Special Education conducted a team visit to Woodward State Hospital School in accordance with the Iowa Code, Chapter 257.17, Powers of the Superintendent, Sub-Section: 1 which states:

Powers of superintendent. The superintendent shall have the following powers:

1. Exercise general supervision over the state system of public education, including the public elementary and secondary schools, the junior colleges, and shall have educational supervision over the elementary and secondary schools under the control of a director of a division of the department of social services, and nonpublic schools to the extent that is necessary to ascertain compliance with the provisions of the Iowa school laws.

Appreciation is expressed to Mr. Owen Franklin, Superintendent; Mr. Chadwick Hoffbeck, Assistant Superintendent; Mr. Jim Semple, Acting Principal; and the staff of Woodward State Hospital School for their assistance in conducting this evaluation. The team was provided with requested materials and arrangements were made to accommodate necessary conferences with supervision personnel and staff. The personnel at Woodward were very open in their discussion, for which the team was grateful.

Team members from the Department of Public Instruction were:

Richard Fischer, Assistant Director  
Merry Maitre, Consultant, Mental Disabilities  
Mark Feustel, Consultant, Severely and Profoundly Handicapped  
Jeff Grimes, Consultant, School Psychological Services  
Carl Smith, Consultant, Emotionally Disturbed and Chronically Disruptive  
Gail Fleig, Consultant, Special Education Media  
Jerry Brown, Consultant, Hearing Conservation/Education Services  
Doug West, Consultant, Teacher Education and Certification  
Dr. Ray Morley, Consultant, Special Needs Section  
Joan Clary, Consultant, Preschool Handicapped  
Carol Bradley, Consultant, Learning Disabilities  
Guilford, Collison, Consultant, Supervision Division

BACKGROUND

Woodward State Hospital is an institution designed to meet the needs of mentally handicapped children and adults located in Woodward, Iowa, and under the administrative control of the Department of Social Services of the State of Iowa.

The population of the institution find themselves in one of four groupings: Group I -- composed primarily of the profoundly/severely retarded and moderately to severely physically disabled residents; Group II -- composed primarily of the profoundly retarded but mobile or ambulatory residents; Group III -- the school program serving mentally handicapped youngsters to age 21 who can benefit from such service and whose physical impairments are not so severe as to prevent them from attending the school program; Group IV -- the vocational training group comprised primarily of the older mildly to severely mentally handicapped residents who are beyond the maximum age for participation in the school program. While the majority of residents are there on a long term basis, a segment of them are there for short term (3 month) periods of diagnostic work or short term instructional programs (usually in the vocational training/assessment programs).

A child is referred to the institution from any of a number of sources (usually through a local social services representative) and is scheduled for a week-long evaluation program. Monday mornings the intake interview is conducted with the parents and the accompanying social worker. The evaluation of the child takes place with various professionals participating on Monday afternoon, all day Tuesday and Wednesday and concludes sometime Thursday morning. The results of testing and the impressions of the staff members participating are then presented in a staffing of the child on Thursday afternoon. In most cases the parents do not attend the staffings but often other agency representatives, people in the local community, etc. are participants. On Friday morning the exit interview is held with the parents and all interested parties.

There are a number of possible decisions that may be reached as a result of this evaluation. Institutionalization on a permanent basis at Woodward may be recommended. Institutionalization at another facility more appropriate to the individual's needs may be recommended. A short period of residence at Woodward or another facility for further training or assessment may be recommended. The youngster may be returned home under a parent management program or with management by local agency personnel recommended. In the latter case periodic re-evaluations of the status of the youngster may be recommended. For those youngsters admitted to the program, a reevaluation is mandated 30 days after initial admission and then at least annually as long as he/she remains a resident.

## INTRODUCTION

The purpose of a team evaluation is to cooperatively review the existing program with personnel operating the program in order to determine ways to improve services to children and adults. It is not possible within such a short period of time to conduct an in-depth analysis of the program and each program component. However, the expected outcome is that sufficient information can be provided to and collected by the team that permits the identification of future directions in the continuous process of improvement of services. In light of these factors, it is hoped that the team evaluation may contribute to this continued program growth at the Woodward State Hospital School.

A breakdown of clients being served at the Woodward State Hospital was supplied to the Department of Public Instruction. Based on the most current available information, those clients being served are:



<u>Ages</u>	<u>Numbers</u>
0-5	none
5-9	7
10-14	56
15-17	84
18-20	72
21-24	202
25-34	158
35-44	52
45-	32

The team was generally impressed by the attitude and concern of the personnel, the visible efforts to individualize for learners and the attempts to provide services to as many residents as possible was visible even though there is a limited staff employed.

#### ADMINISTRATIVE SERVICES

Woodward State Hospital School is unique in terms of educational needs of residents and the wide variety of skills needed to serve these needs which requires a precise administrative structure. Many administrative approaches have been formulated in similar institutions throughout the country in an effort to fully utilize the skills of all the people available for helping the clients. A major goal in the administration of such a Hospital School is to accomplish a blend of all the professional and non-professional skills that will be of maximum benefit to the students. A system that provides for and requires contributions of information from the variety of disciplines will benefit by maximizing the functioning level of each student regardless of his/her limitations or handicapping complexity. The administrative structure at the Woodward State Hospital School could not be classified as either a Departmental system or a Unit system in that the plan is designed to utilize personnel from the various departments to provide services to the treatment teams in the five developmental areas. Such a plan allows for more thorough blending of all the skills available at the Hospital School. This model necessitates clear cut administrative responsibilities because many personnel assigned to a treatment team will have responsibility to the Department head as well as to an Area Administrator. In view of the complexity of this combination type administrative plan, the total structure may be confusing to many staff involved which would require periodic, thorough explanation and review.

The administrative plan allows for interaction between teachers and staffings. The amount of interaction and flow of information appears to be entirely dependent on the Educational Coordinator at this time. Any effort that would increase the interaction between the teachers and the treatment team staffings would tend to be beneficial to the student. Also, a system to allow the flow of more information between the wards and teachers or actual teacher contact on the wards and ward personnel contact in the school may provide additional insights and assistance.

The administrative plan being used at the Woodward State Hospital School is a commendable effort to fully utilize the expertise of all personnel. Such a

plan will require continued surveillance by the Superintendent and Assistant Superintendent to assure that a misinterpretation of the total plan concept does not hinder needed service to an individual program or person.

#### PUPIL EVALUATION SERVICES

Prior to entry into the educational program at Woodward, clients are evaluated for a week at the diagnostic-evaluation clinic.

There is a team approach, with family history taken from parent or parents, followed up with a physical examination. A series of psychological evaluations and educational assessments are administered. Social services as well as other resources are available in assisting in a temporary placement, permanent placement, or a referral to other agencies.

The process appears to be very thorough; however, some concerns did arise after a team evaluator observed the process of evaluating a client for possible placement in the educational program.

A thorough educational evaluation of a client cannot accurately be determined for a handicapped child in an hour, or at the most a two-hour evaluation period. It is recommended that a one to two-hour educational evaluation continue for a temporary decision as to the relevance of enrolling a client into the educational program. If it is determined by Judy Johnson, who has this responsibility, that a client may benefit from the educational program, it is suggested that the client be enrolled temporarily in the educational program so that the Diagnostic and Evaluation staff and teachers can better determine, over a longer period of time, the educational program needs of the client.

The school environment would provide a more appropriate setting to evaluate the possible potential of a client who, by the nature of his/her handicap, is slow to adjust and therefore needs the time and proper environment to obtain an accurate assessment of his/her strengths and weaknesses and ability.

One person may have the DET responsibility for recommending placement in the educational program, but teacher involvement in the team process may facilitate a more appropriate educational diagnosis and placement.

#### EDUCATIONAL PROGRAM

Commercial materials, supplies, and teacher-made materials were adequate and appropriate.

Most teachers interviewed were able to provide a rationale for their method of appraisal and programming techniques, as well as, the integration of their specific program into the plan for the total child.

Some program levels have developed entry-behavior criteria and program skill ladders. A goal/objective and activity-based format to plan each student's educational program is encouraged and pursued.

In appraising a specific child's skills, several informal assessment instruments were mentioned by instructional personnel. Examples are:

- Woodcock - language skills
- Dolch Word List - language skills
- Grolier Educational Corporation - language skills
- Keymath - computation skills
- Alpern-Boll - developmental skills
- Test for History Comprehension of Language - language skills
- Developing Understanding of Self and Others - affective skills
- Threshold to Music - music skills

It was felt that these instruments, teacher-made checklists and other appraisal techniques should be reviewed for their effectiveness in identifying target skills of the population being served. Effective instruments should be maintained and others not utilized. In addition to the instruments maintained, a new assessment instrument should periodically be reviewed and/or developed. Inservice could be provided on how to use specific instruments and how a combination of effective instruments could be utilized in defining the basis for developing specific programming objectives.

The teachers should meet at regularly scheduled intervals. Some feel a degree of isolation and a lack of information about the nature and scope of the total educational program and how their program components fit into the overall offering.

Some other suggested activities for these meetings could be to further develop entry behavior criteria and task ladders to cover all the educational programs. This would not only facilitate moving students between programs, but also help staff interaction. The degree of attainment of specific skills should be maintained to monitor a student's progress, used to indicate a need for child specific programming modifications, and sent with a student to a new program.

All teachers should be encouraged to utilize child specific instructional objectives. Some teachers seem to be resistant and find this kind of planning and record keeping too "time consuming." However, the task ladders and entry criteria should be used as the basis for writing individual objectives. Also, it was noted, approximately 1½ hours per day are available for planning and meetings (8-9 a.m. and 30 minutes at noon). This time should be adequate for planning.

It is recommended that the educational department adopt or develop a system for planning, recording and monitoring educational performance for each child. This system should allow instructional personnel the freedom for specific programming, and also allow themselves, administration and other interested parties to interpret programming performance on a meaningful basis.

Curriculum articulation of horizontal and vertical (the child's movement through existing programs by age) movement from one program to another was not clearly evident. It was felt that programs existed independently as a function of good programming, not specifically related to components of a total curriculum benefiting the "whole" child. Since the educational staff is fairly new, this would be "prime time" to accomplish curriculum development.

It is recommended that all school-aged clients should receive instructional time equivalent to pupils who are not handicapped.

(286A) 1.2(2) School day. A school day shall mean that time that school is actually in session for any given division of the public school, and shall include a minimum of not less than five and one-half hours, not including lunch intermission, for all grades above the third; not less than four hours for the first three grades; and not less than three hours in kindergarten, preprimer or primer grades.

Though the Developmental Program is to be relocated, that is not justification for the poor "housekeeping" conditions currently existing. The building was ill-kept and not clean.

It was evidenced that though communication and attitude among personnel within the department and wards has improved, there is still a need for more communication; not only within the educational department, but also between departments. Several staff members indicated that programming objectives were not shared. A frequent comment was that an individual client was receiving speech services, but awareness of specific speech skills being taught were not known by other staff and team members. Similar comments related to different programming areas, such as occupational therapy, physical therapy and "on the ward."

It is recommended that the Educational Department have representation on all Area Teams. This would allow for the development of educational programs for all residential clients. The department is more specifically concerned about individuals between the ages of 0-21 receiving an equal educational opportunity. This was not evidenced for several individuals residing in the Oaks and Birches area.

We would encourage a review of philosophical trends in the education of the handicapped between key departmental personnel which could then be included in a revision of Woodward's Educational Handbook.

It is recommended that the educational staff develop an evaluation method for their administration. This would allow for a "two-way" evaluation.

## PRESCHOOL PROGRAMMING

### General Observations

The preschool-aged population at the Hospital is relatively limited to short-term or diagnostic areas. It was estimated by some of the hospital staff that approximately 50% of the residents would profit from a developmental preschool type program.

The preschool program is unstructured and the children seem to enjoy the activities being provided. Additional equipment has been ordered which should add impetus to the present program.

Strengths

- A. The strongest components of the preschool program seem to be those dealing with sensory stimulation and gross motor development.
- B. The staff ratio appears very adequate especially with the addition of the "Grandmothers" who can provide a one-to-one.
- C. The diagnostic services provided by the O.T. and P.T. units plus the activities specialist, appear well coordinated and very thorough.
- D. There seems to be a consistent behavior modification program functioning for the young children.

Concerns and Recommendations

- A. With proper inservice, more consistent language stimulation could be appropriately provided.
- B. The O.T. and P.T. units could also provide valuable inservice for other staff members on motor skills, positioning, etc.
- C. It is doubtful that the young children are receiving adequate services from speech therapists due to under-staffing.
- D. There seems to be a gross neglect of activities for residents housed in Oak and Birches. It is hoped that improvements in these programs could be made in the near future.
- E. It would be helpful if the young children could be in preschool programs for longer periods or with more frequency than is presently possible with current staff and facilities.

BEHAVIOR ADJUSTMENT UNIT

This program has been operating three years and serves eight high functioning mentally disabled males. The boys live in a unit with a strong behavior management component and attend school with other students at Woodward.

Strengths

- A. There is total supervision of unit programming by trained staff.
- B. The staff/pupil ratio is appropriate.
- C. The use of token economy is appropriately used.
- D. Students are attending school with other hospital residents.
- E. There are available work stations for certain students.

F. There are goals for placing students outside the hospital as soon as possible.

G. There is involvement of outside agencies in placement of students outside of hospital.

H. Staffing processes are used in placement of students.

I. Pass reporting is used to inform unit personnel of school behavior.

#### Areas of Concern

A. The Behavioral Adjustment Unit is only available to male residents.

B. Parents do not seem to be systematically involved in the program.

C. There may be a need for more evaluation information above and beyond that which is offered now.

#### Recommendations

A. Woodward should make every effort to explore the possibility of establishing a similar unit for female residents.

B. An effort should be made to include parents in this program as much as possible. This seems to be especially a problem seeing that without the parental involvement placement back in the home may not be possible because of the parents not having acquired skills as to the behavior management, etc.

C. Efforts should be made to allow for testing beyond that which is now available for students who may require such testing.

#### AREA THREE TEAM

A visit was made to Sue Goodwin, who is the psychologist assigned to the area 3. Listed below are perceived strengths and concerns over the area 3 educational programs.

#### Strengths

A. The unit living arrangements seem to be based on where the pupils are in school.

B. Because the diagnostic and evaluation clinic provides testing information, psychologists are free to do the other work with behavior management, etc.

C. Psychologists are involved in such tasks as systematic behavior observations, obtaining baseline information, as well as training nursing staff personnel to do such work.

### Concerns

A. Psychologists do not seem to be involved in long range educational planning such as restructuring of classrooms to meet the educational needs of pupils.

B. There seems to be a concern about the communication channels among nursing staff, school staff and psychological staff.

C. There does not seem to be any utilization of outside consultants.

D. There seems to be a concern over the teacher/pupil ratio.

### Recommendations

Recommendations should center around the four areas of concern noted above. The Woodward staff should pursue these areas looking at them very closely and coming up with some means of overcoming the noted problem areas.

## EDUCATIONAL PROGRAM FOR BLIND

### Overview

The program for blind students consists of three basic segments during a day -- the beginning preschool class, the preschool class and the prevocational class. Total number of pupils served is 18. Maximum number served at any one time is 9 students. Instructional personnel for the unit are: 1 part time teacher and 2 teacher aides. The program is housed on the second floor of Westwood.

### Observations and Recommendations

A. At the present time, the teacher for this program is able to spend much less than half time in this position. It seems that a full time teacher is necessary to provide programs consistently for the 18 students. Additionally, a full time teacher/coordinator would be able to view the vision program in the entire institution to increase screening services and to provide some prevention activities.

B. Through the creation of a program/ward liaison position, the carry over from class to the residential areas is improving. However, the need is still evident for specific instructional goals practiced in the class to be consistently carried over in the residential areas. Regular inservice sessions at best, or written communications to relay this information might be used. The consistency of reinforcers would be valuable for all of the blind students.

C. There seems to be a need for refined diagnostic procedures to be used with the blind students. The records did show generally good adaptive visual scales with statements as to attitudes towards the testing situation, obvious deficiencies, etc., but did not contain specific educational recommendations based upon a detail diagnostic evaluation.

D. The teacher aides seem to be well versed and in agreement regarding the basic program goals for the students. This information was not at all evident in the teacher or administrative records, however. The goals and objectives were written in a general manner; an example might be "to act appropriately" or "to follow directions." The goal and objective statements for these students can be greatly changed to show what is actually happening in the classroom. In addition to weekly or daily updates, we would suggest including the following information in the beginning of each file:

Ward \_\_\_\_\_ Team \_\_\_\_\_  
Vision assessment \_\_\_\_\_  
Other significant assessments \_\_\_\_\_  
Prior placements \_\_\_\_\_  
Present program \_\_\_\_\_  
Anticipated changes \_\_\_\_\_  
by: \_\_\_\_\_

E. Materials seem to be adequate and used regularly. If not already available, we suggest the use of materials from the companies specializing in preschool and developmental activities and some of the American Printing House for the Blind materials for multi-impaired blind children.

F. Some of the students in this program attend other areas for additional instruction, such as physical education. We would suggest that, if possible, other supportive services be made available to the students. This might include expanding the physical education program, music, extra art projects, and speech services.

G. Some of the students are in mobility training and have good case travel techniques. We would suggest continuous use of this method for those students rather than a seasonal interruption and de-emphasis of this method.

H. In some cases, a behavior management program is planned by someone other than the teacher or teacher aides. In these instances, we definitely recommend teacher involvement in the program. This input assures that the reinforcers are appropriate and the reinforcement schedule can be accommodated by the student and the teacher.

I. There needs to be a general vision screening of all individuals entering Woodward, and on an ongoing continuous schedule.

#### VOCATIONAL REHABILITATION UNIT SERVICES

Considerable progress has occurred in the provision of vocational evaluation services at Woodward since May of 1971. The assessment systems now being used to evaluate vocational potential are among the best that are available. The



evaluations that are completed are being shared with the work study coordinator in the education department. Written suggestions are being provided in each evaluation to assist the education department to work on skills germane to helping students become employed.

A more complete review of how the vocational assessment systems are being used should be completed in order to determine if improvements are needed. Some question still exists in the mind of the work study coordinator regarding the meaning of some of the assessment information included in written reports. More suggestions for improvement of vocational skills could be provided. More communication between the vocational evaluators and the work study coordinator other than written reports and staffings should exist.

Vocational evaluators from other institutions should be asked to visit and review the program. Only experienced evaluators should review the program to ensure valid suggestions for expansion or improvement. The review should concern itself with how the vocational assessment is completed, how it is recorded and written, and how the information is being used. Work study personnel from other institutions should also be included to provide some direction to the review of how the assessment information is used. Only personnel from progressive institutions should be considered. Likewise, personnel from outside the state of Iowa should be considered.

Work stations on campus and off campus are severely limited. Not only are there not enough work stations to serve all potential workers but the amount of time clients spend working is minimal (3 hours or less per day). Consequently, the provision of extensive sheltered work is in order. The present plan to provide a sheltered workshop and a work activity center should not be neglected. However, more extensive provisions need to be pursued in order to supply more adequate sheltered employment opportunities.

A complete review should be organized around the problem of getting adequate sheltered employment for Woodward residents. The following personnel should be involved in the review:

- A. Special Needs Coordinator - Area XI Community College
- B. Special Needs Chief - Department of Public Instruction
- C. Special Education Director - Department of Public Instruction
- D. Consultant from Washington, D.C. - Bureau of the Handicapped
- E. Rehabilitation Director - Department of Public Instruction
- F. Social Services Director - Iowa
- G. NARC and Easter Seal Society Representatives
- H. Other

A minimum result of the meeting would be how to get funding organized so sheltered employment can be more adequately provided.

Work adjustment activities are being provided through the vocational department (Rehab) on a limited basis. Not all clients are scheduled into work adjustment activities. There is no organization to the work adjustment program with respect to specific competencies and curriculum being designed for the program.

It appears that the objectives of the work study program are work adjustment and skill development. Consequently, efforts to provide work adjustment activities within the vocational department (Rehab) might be enhanced by having the work study program become the work adjustment program and function as such in close vicinity of the vocational assessment area. This management would enhance the vocational adjustment aspect of the rehabilitation unit and facilitate close communication between the education and rehabilitation programs.

#### WORK STUDY PROGRAM

The work study program at Woodward is more vocationally directed and in concert with the Rehabilitation Unit than it was in May of 1971. The objectives of the program appear realistic in emphasizing skills basic to demands in sheltered employment settings as well as in competitive employment settings. The suggestions often provided in the vocational assessment written evaluations are reflected in the content of the work study program. Consequently, some reinforcement between programs is beginning to occur.

No advisory staff presently exists to help to specifically develop the work study program. A staff should be designated to persist in continuing to develop the program. If specific attention of this sort is not given this component, development will be hindered by change of staff and lack of expertise of hired persons coordinating the program. The expertise of rehabilitation personnel, work study persons from other institutions and public schools, and administrative staff should be utilized.

Some written guidelines are available regarding entry criteria into pre-work study and work study. Likewise, some written outlines are completed on the content of the work study curriculum. Further work in these areas should be completed so that there is some uniformity in entry criteria. Moreover, the curriculum in work study should be expanded to include more work adjustment activity. Written policies on how the program will function are also needed so that some continuous change or redevelopment does not have to occur after change occurs in staff persons.

Expansion of the work study curriculum should occur in work adjustment activity and living skills activity. However, the facilities for such expansion are inadequate (not enough room, no equipment or utilities for use of equipment, not near other vocational facilities, etc.). Consequently, the program should be transferred to another facility or the present facility renovated.

Although the work study program is to demand communication skills mastery, socialization, vocational goal setting, etc., few team work or group counseling activities are emphasized. Rehabilitation counselors are not responsible for helping the students establish goals for employment, realize and talk about personnel skills, talk to others about personnel problems, etc. More group activities should be developed to reinforce life and work adjustment behavior and the rehabilitation staff should use their expertise to help develop and maintain the activity.

Some objectives common to the work study and rehabilitation programs should be reinforced by activities (on wards). Persons in the rehabilitation unit and education department should search out the types of behavior which need to be and can be reinforced by procedures and activities maintained in the living areas.

It would be possible to pursue a federal grant to develop an inservice program which would result in ward staff being trained to reinforce the behavior and skills of students being worked on in the rehabilitation and education programs. Perhaps a total inservice package could be mediated so all new (ward) personnel could be educated before being hired and materials could be supplied to help (ward staff) do what would be asked of them.

In May of 1971, a suggestion was made to Woodward that community college personnel should be asked to contribute in organizing vocational education programs at Woodward. A Special Needs Coordinator is now housed within the college facilities and is available for concentrated planning. He should be asked to help develop the preparatory offerings at Woodward which presently only serve a limited population and are mainly concentrated in only two vocational areas.

Recommended consultants:

Preparatory Program Planning	Mr. Dennis Krehbiel, Special Needs Coordinator Des Moines Area Community College 2006 Ankeny Boulevard Ankeny, Iowa 50021
Social & Living Skills Planning	Mrs. Melba Byrkeland Social & Living Skills Program Area III Community College Emmetsburg, Iowa 50536
Sheltered Employment Planning	Karl Schowengert Sheltered Workshops Area III Community College Emmetsburg, Iowa 50536
Sheltered Employment Ward Support Activity Preparatory Programs	Dr. Marc Gold ICBD 51 Gerty Drive Champaign, Illinois 61820
Work Study Group Guidance Living Skills	Mr. Rich Lucci Van Meter School 710 28th Street Des Moines, Iowa 50312

CERTIFICATION STATUS OF INSTRUCTIONAL PERSONNEL AT WOODWARD STATE HOSPITAL SCHOOL

Following are the names of the individuals submitted to us by the institution. Following each name you will find the folder number (if available) for the individual in question. Following the folder number there is a statement explaining the certification status of the individual in question. Following the description of the certification status of each individual is the parenthetical coding as it appears in our records.

<u>Name</u>	<u>Folder Number</u>	<u>Authorized to Provide</u>
ALBAUGH, Candy	147140	instructional services to elementary age youngsters either in regular classroom or who are mentally handicapped. (2-10, approval 81).
BOURNE, Wilma	41701	instructional services to elementary age youngsters either in regular classroom or who are mentally handicapped. (2-10, approval 81).
CHARLET, Dennis	172799	coaching services to youngsters of all age levels and physical education to high school students. (2-20-55, approval 62).
DOWNING, Jane	160296	physical education instruction and coaching services to all age youngsters. (2-20-33-55, approval 62).
GARDINER, Nancy M.	169742	instructional services to elementary age youngsters either in regular classroom or who are mentally handicapped. (2-10, approval 81).
GREESON, Mildred	031589	instructional services to elementary youngsters in the regular classroom or to mentally handicapped children of any age. (2-10-35, approval 81).
JOHNSON, Judy A.	(No folder number could be located under this name)	
KESSLER, Ann	151222	instructional services to elementary age youngsters either in regular classroom or who are mentally handicapped. (2-10, approval 81).
LAPPE, Kathryn	163165	instructional services to elementary age youngsters either in regular classroom or who are mentally handicapped. (2-10, approval 81).
McDANIELS, Nancy	170479	instructional services to elementary age youngsters either in regular classroom or who are mentally handicapped. (2-10, approval 81).
MILLER, Cindy	171053	instructional services to elementary age youngsters either in regular classroom or who are mentally handicapped. (2-10, approval 81).

MORGAN, Kathryn	129206	instructional services to elementary age youngsters either in regular classroom or who are mentally handicapped. (2-10, approval 81).
MYERS, Vicky L.	178683	art instruction to youngsters of any age in schools. (2-20-30, approval 34).
PITTS, Alice	012897	instructional services to elementary youngsters in the regular classroom or to mentally handicapped children of any age. (2-10-35, approval 81).
ROSE, Linda	(No folder number could be located under this name)	
SEMPLE, James	140063	instructional services in the area of social studies to high school students. (2-20, approval 75).
SMIDT, Sharolyn	157888	instructional services to elementary age youngsters either in regular classroom or who are mentally handicapped. (2-10, approval 81).
THOMPSON, Mary	159867	instructional services to elementary age youngsters either in regular classroom or who are mentally handicapped. (2-10, approval 81).
WILSON, Mary	163770	instructional services in the area of home economics to high school students. (2-20, approvals 50 and 51).
YANDERS, Jean	152422	instruction to the regular elementary classroom student as well as specifically to teach music to elementary age youngsters. (2-10, approval 60).

For those individuals functioning in the area of music, art, or physical education instruction who have certificates authorizing service in these areas, further authorization by certification is not required as the state of Iowa does not have further authorization available for individuals working in these capacities with exceptional students. The following individuals have no authorization to serve in any special education instructional or service capacity and are required to have such authorization if they are functioning in either an instructional or service capacity with exceptional youngsters: Dennis Charlet, Jane Downing, Judy A. Z. Johnson, Vicky L. Myers, Linda Rose, James Semple, Mary Wilson, and Jean Yanders. The statement of need for certification status applies to individuals functioning in the public or private school systems of Iowa. This office is not familiar with the Merit System requirements imposed for people working in the Woodward setting. The above individuals were evaluated as if the school system in question were one coming under the jurisdiction of this office.

## SUPPORT SERVICES TO THE EDUCATIONAL PROGRAM

### MEDIA SERVICES

It is impossible to evaluate all aspects of a total media program which encompasses the scope that Woodward's facility does, but the following are the observations made.

#### Strengths

There is a good collection in the professional library which is further strengthened by the use of inter-library loans and research assistance.

There are flexible hours and check-out policy with materials available to the Woodward community.

There is an emphasis on non-print media --- appropriate for this population.

An accounting system is used to keep track of circulation, usage, films, inter-library loans, reference questions, A-V equipment loaned, acquisitions and withdrawals.

The AEA 11 Media Center is used to supplement the collection and services of the Woodward library.

Residents are allowed to use and check out simple machinery (i.e., 8mm loop projector).

A catalog of materials is presently available and an annotated card catalog will be available soon.

Each classroom is equipped with a record player, filmstrip projector and overhead projector.

A reel-to-reel audio tape recorder is shared by every two classrooms with classrooms observed developing their own supply of manipulative materials.

#### Concerns/Suggestions

The lack of space is a limitation in this center. At the proposed new location, provisions should be made for more office, storage, materials display and shelving, and cataloging/circulation space. A separate preview area/conference room would be desirable for noisier activities. An area should also be available to teachers, residents, and students for some simple production.

There seems to be a need for more media inservice at Woodward. Possible topics might include materials selection and equipment utilization. This need should be further determined by a needs assessment.

Miss Gresson mentioned that many times a teacher will begin to use more varied forms of media in her classroom after they have been introduced into the room by a UNI "student teacher." This indicates an openness to new techniques.

The 8mm loop projector is a good addition to the format options offered at the library/media center. It is easy enough for the students to use and provides a shorter three to four minute concept which is more appropriate for many of the students.

Many additional film loops should be purchased, or a borrowing agency identified, so this piece of equipment can be used more fully.

There was no evidence of video tape recording being used in the instructional program. This is a very effective tool when used correctly.

The center is not conveniently located to some instructional programs. Since it is unlikely that these programs will be localized, a delivery and pick-up system throughout the grounds might encourage utilization.

Additional support should be provided to free Miss Gresson for more professional duties. One solution might be to extend the work period of her student helper.

#### AUDIOLOGICAL SERVICES

Hearing evaluation services are provided by two clinical speech personnel employed at Woodward. Their services are limited because of time, equipment, facilities, and training of the personnel.

Generally, new clients to the Woodward education program are given a hearing evaluation. Clients to the evaluation clinic also are given hearing evaluations.

The general impression is that very little exists in the way of true audiological services. There is no organized system for the periodic, say annual, evaluation of hearing of all the residents. Generally speaking, residents in the educational program could be followed much more easily by the existing staff. Nothing really exists for residents outside of the educational program.

#### Recommendations

Because of the limited time spent visiting the Woodward program and the realization that planning is occurring in the area of audiological services in order to qualify as an Intermediate Care Facility, these recommendations are of a general nature.

A. With the planned expansion of the speech and hearing staff from two positions to eight, it is imperative that one of the positions be that of a full-time audiologist. A person should be employed who has completed training at the Master's Degree level in audiology and preference should be given to a candidate with experience with severely and profoundly handicapped persons. Some background in deaf education would be beneficial in consulting with the deaf-blind program in particular.

B. It would be beneficial if the audiologist could be employed prior to the finalization of plans establishing sound treated testing facilities. It would also be beneficial if the audiologist would be involved in the selection

of the instrumentation needed, i.e., the clinical audiometer, impedance/oto-admittance meter, etc. If this is not possible, continued consultation with audiologists at the University of Iowa concerning instrumentation could be beneficial.

C. It would be possible only subsequent to completing recommendations one and two to establish an on-going hearing evaluation/conservation program at Woodward State Hospital. This program will need to provide complete audiological evaluations upon admittance to the program or evaluation clinic; periodic monitoring, i.e., annual evaluations, of all residents in the program; emphasis in inservice training for staff members, i.e., prevention, general knowledge of hearing, amplification services; consultations with the educational and medical staff, etc.

#### DEAF-BLIND PROGRAM

The present program at Woodward is serving nine children with visual and hearing impairments. Six children are served in the classroom at Westwood and three children are seen for a limited period of time in Maple Lodge.

The general impression is that this is a good program. The teacher and educational aides are truly interested in the children, appear to be organized, know what their goals and objectives are and have adequate equipment, facilities and materials.

Specific recommendations are not being made, however, questions or areas that need further investigation and possible modifications are:

A. Is the teacher involved in writing the total program for deaf-blind children? In particular, the program followed in the wards, inservice of ward personnel concerning deaf-blind children, the need for amplification for selected children after the school program? etc.

B. Why is only one child in the deaf-blind program receiving clinical speech services? Can more deaf-blind children benefit from clinical speech services?

C. Why are no deaf-blind children receiving recreational services subsequent to the school program? Do the recreation specialists exclude deaf-blind children because they are more difficult to plan for?

D. Why do the deaf-blind personnel serve three children at Maple Lodge? Is this merely a convenience for ward personnel? Do these children need more contact time? Why have these children attended only 12 to 18 sessions with the deaf-blind personnel in the last 2½ months?

E. Has some type of grouping of deaf-blind children in the wards occurred so that carry-over activities can be planned? It would seem that all support personnel working with a given deaf-blind child, i.e., teacher, activities specialist, physical and occupational therapist, speech clinician, etc., should meet with the living quarters personnel on a periodic basis to develop carry-over plans for individual deaf-blind children.



F. Even though the classroom facilities in general seem adequate, it would be of benefit to acoustically check the room and possibly install various forms of acoustical treatment, i.e., acoustical tile, drapes, partial carpeting, to eliminate the excessive reverberation in the classroom. Also, with the great abundance of windows in the classroom, there is a need for shades in order to cut down glare at various times of the day in order to facilitate children reading various signs.

While in the deaf-blind classroom, this evaluator reviewed the individual child notebooks, the notebook containing all the children's goals and objectives, and the goal attainment scale for the classroom. The classroom teacher and educational aides are to be commended on their organization.

### HEALTH SERVICES

#### Strengths

A. The treatment team meeting concept, including representatives from area administration, psychology, social work, recreation, vocational rehabilitation, nursing and the school program, seems to be successful in coordinating all efforts for the individual child involved.

B. Arlene Ward, nursing services personnel, indicates the degree of medication for behavior control is being cut down as much as possible for students in the school program. She also indicates teachers frequently are asked, and on their own volition, offer feedback on the effects of medication during school program hours.

C. Visitations of living unit personnel to the school program seems a good practice and we recommend, if possible, visitation of the teachers to the living unit. This practice would effect better communication between school program personnel and others in the treatment team. Students do behave differently in different environments. This exchange observation system would assure a wider sample of behavior repertoire and better program planning by the treatment team.

### OCCUPATIONAL, PHYSICAL AND ACTIVITY THERAPIES

A brief amount of time was spent in discussion with therapy personnel, Development Center, in regard to services provided to residents and outpatient clients. Occupational therapy services have been contracted for on a full time consultant basis. This particular area of the Developmental Center was not in operation during last year's site visitation. In addition, three Physical Therapists, an Activity Specialist, and support aides are providing diagnostic-evaluative work-ups and direct services for individual therapy sessions, as well as, small group on short term programs. The Diagnostic-evaluative work-ups are basically provided for outpatient clients. After a thorough appraisal by an interdisciplinary therapy team specific programming recommendations are written. These written recommendations are carried out by the "back home" support personnel and/or parents. The client is then re-evaluated annually for programming modifications. An example of programming modification would be: wheelchair adjustments due to child's growth rate, etc.

### Strengths

An interdisciplinary approach to diagnostic-evaluative work-ups is viewed as a positive direction in providing evaluative services. This approach should be encouraged and broadened to other disciplines, if feasible.

### Concerns and Recommendation(s)

It was expressed that due to lack of staff in the Developmental Center that current therapy services are provided to priority Hospital-School functions. These functions are diagnostic-evaluative work-ups and designated program areas within the Hospital-School.

It is recommended that therapy services be expanded to the school program. This recommendation is based on the projected increase of severely and profoundly handicapped in the education program requiring specific therapy programs.

### CLINICAL SPEECH SERVICES EVALUATION

The following is a narrative report summarizing an evaluation of the clinical speech services provided residents of Woodward State Hospital. The impressions and information in this report are a result of direct contact with the service personnel as well as the administrative personnel of the institution. Records and files of residents receiving clinical speech services were examined. Clinical management (both remedial and diagnostic/evaluative) was observed. The report will be divided into seven sections dealing with the various components of the program evaluated.

The speech and hearing services personnel are included routinely in each of the client evaluations but not the staffings. Rather, their written reports are conveyed to the group by another individual. It is primarily from these intake evaluation contacts with potential long or short term residents that the speech and hearing personnel select a case load. It is difficult to describe the kinds of activities engaged in by the speech personnel during this evaluative period, even after observation of such contact. Follow up reports would indicate that the great majority of time and attention is spent in grossly assessing the hearing sensitivity of the youngsters. However, observation of actual contact revealed only attempts to stimulate gross verbalization or vocalization. Reports also indicate that some time is often spent in the naming/identification of pictures or small objects. To the best of my information, formal testing or observation protocols using manufactured or self-devised instruments, standardized on mentally handicapped populations, are not employed with any regularity. With higher functioning youngsters, tests of articulation are occasionally administered.

### Personnel

The clinical speech services at Woodward State Hospital are provided by two individuals: Donita Little and Floyd Siemers. Mr. Siemers has a graduate degree in English and approximately 30 semester hours in speech pathology from a number of institutions. Ms. Little graduated from Southeast Missouri State University with a bachelor of science degree in speech pathology sometime within the last five to ten years. Mr. Siemers has worked in the field of speech pathology exclusively at Woodward State Hospital and has been there for a number of years.

Ms. Little joined the staff in the early summer of 1975, having previously worked for five years in the public schools in the state of Georgia and for one year in a Headstart Program. Although Mr. Siemers did not appear to have any coursework in exceptional children other than the speech or hearing handicapped, Ms. Little reported that she had had some academic training and professional experience working with mentally retarded populations. Both individuals indicated that they "subscribe to some professional publications" and there was evidence in both of their offices of recent non-periodical publications in the area of speech pathology. Each reportedly attends at least one professional meeting a year either at the national or state level.

There is an individual employed at Woodward, whose title is "communication skills teacher." The individuals in the speech program were unsure of this person's job description and function, especially as it may relate to their activities. There was some talk of this teacher functioning in the capacity of providing "carry over and work with Carrow (a language program)." It was quite evident that whatever function this individual plays, her activities are not coordinated well with the individuals functioning in a clinical speech service capacity.

Within the two-person department there appears to be some specific division of labor. Mr. Siemers does all of the caseload selection and assignment and is responsible for clinical intervention with the older portion of the population served. Ms. Little works with the younger children and has some responsibilities outside of the usual therapeutic mode in that she serves the developmental pre-school program on an occasional basis. Both individuals participate in the intake evaluations on Wednesday mornings.

#### Philosophy of Service Team

There was consistency in the statements of the individuals as to the general thrust of their program. Both feel that their function is to help the residents of the institution communicate their "wants and needs" with articulatory competency not being a prime factor. Both made mention of the need to work in the areas of linguistic competency with this population, Mr. Siemers making specific reference to the need for improving the receptive competence of these individuals. There is some concern, however, on the part of this evaluator, that the generalized goals are not specific enough to be useful to help implement a well-coordinated program of services to the population. Support for this contention arises from observing the management of the youngsters as well as from examination of the records kept on each client. These sources of information reveal a conflict between the stated goals and the apparent actual goals for individual clients. In most cases the majority of the references made in the reports and the actual contact observed seemed to concern itself with articulation competence. The linguistic training portion of the contact and of the reports was much too generalized, non-specific and unclear to be easily measured.

#### Interstaff Relationships

There appear a number of significant difficulties with interstaff relationships to such an extent that it appears that the residents of the institution are receiving much less than optimal care, even within the delivery model adopted.

The clinical speech staff apparently do not conduct any regular or even occasional inservice meetings for any other professional or non-professional staff personnel in the facility. Although Ms. Little indicated that she met with the classroom teachers of each of her clients as they began the management program with her, there did not appear to be much follow-up contact with these teachers except by an occasional note. The reports forwarded to these teachers at the end of the term (a practice not consistently implemented) are so sparse, non-specific and usually without recommendations for classroom management as to be of little use at all. It appears that the clients scheduled for contact often do not meet the appointments because of staff communication problems. One child observed was withdrawn from the session mid-way through in order to participate in a rehearsal for the institution's Christmas production. Ms. Little reported that youngsters often do not come for their sessions because of such things as "haircuts."

The speech and hearing personnel evidenced a number of serious concerns about their status within the institution and about some of the practices within which they are required to operate. For instance, they were somewhat concerned that they "had only a half-hour" to conduct their portion of the intake evaluation on Wednesday morning. There was also concern that they personally were not able to attend the staff meetings but had to submit written reports instead. There was concern that they don't seem to get the cooperation from the floor attendants that they need to be sure that the youngsters assigned to them come to the appointed sessions. A particularly useful professional publication had been dropped from the subscription list by the institution and they were somewhat chagrined at this. However, when queried as to action they had initiated to remedy some of these problems and to make their wishes known to the central or (at the least) school administration, nothing had been done. It was the impression of this evaluator that everything else going on in the institution that concerned a particular child was given priority and that speech and hearing services were at the bottom of the list of priorities. This is not so much a reflection on the rest of the professional and non-professional staff at the institution as it is lack of an attitude of child and professional advocacy on the part of the clinical speech services staff.

#### The Direct Service Component

Each of the personnel is assigned twenty to twenty-five residents, each of whom are seen thrice weekly for 15 to 30 minute individual contact sessions. Although the sessions are reportedly 15 to 30 minutes in length, in actuality the clients are dismissed approximately 5 minutes early both to allow travel to their next point and to allow the clinician to take a brief period to make notes about the session. Each professional is responsible for one intake evaluation per week conducted on Wednesday mornings. Each professional has reserved the 11:00 to 12:00 p.m. hour daily for office work and professional conferences as well as 8:00 to 8:30 a.m. thirty minute period and the 4:00 to 4:30 p.m. thirty minute period daily. Wednesday morning is spent in the diagnostic evaluation and Wednesday afternoon is set aside for writing up the report generated by this observation/interaction. Although any professional must spend time writing reports and keeping records, the lack of detail in reports, the dearth of interstaff communication and the general brevity of all reports generated on residents served by the staff would not seem to justify the amount of time

allotted to such activity. It is realized that because no secretarial help is assigned to the division, some of the time spent in report writing must actually also be spent in typing, there still does not seem to be justified all of the time available to them. It is hard to see, for instance, why the majority of Wednesday afternoon is given over to writing a professional evaluation report generated after only 30 to 45 minutes of contact with the youngster that morning. Fully 10 to 15 hours a week are apparently allotted for report writing/record keeping activity.

A battery of exams are routinely administered to all clients enrolled in the program. These include administration of either the Goldman-Fristoe Test of Articulation or the Arizona Test of Articulation; the Illinois Test of Psycholinguistic Abilities (ITPA); the Carrow Test of Auditory Language Comprehension; and the Peabody Picture Vocabulary Test (PPVT). A case history is also attempted by interviewing the client to gather what information is available and/or by reviewing pertinent information in the client's folder.

This evaluator is concerned about the productivity and efficiency of administering the instruments noted above. Each of the exams is quite lengthy and it often takes as many as five to six half-hour contact sessions to administer the ITPA. The usefulness of the information gathered from such a test is also quite questionable. There is literature to suggest that training in psycholinguistic skills resulting in improved scores in the ITPA does not result in improved linguistic communication competence. The routine usage of the PPVT is also questionable in light of the information obtained. In nearly all folders examined, the results of the PPVT were entirely consistent with what one would predict from other information available in the folder. That is, expenditure of the time necessary to administer the test did not seem to reveal any significant information.

If one is really trying to improve linguistic competence or oral expression facility it would seem more profitable to spend time observing the child interacting verbally and from this, chart a personalized language system which can then be used as a base for remediation, expansion or modification. If one is attempting to improve the ability to communicate orally one might be best advised to assess the current facility at communicating by putting the individual in a number of situations where competency could be observed. Then the difference between the facility observed and the facility required for minimal effective communication could be assessed and remedial efforts could be directed at improving specific components of the client's system which are deficient.

The use of these four standard tests expends considerable time, time lost to direct remedial service. When one considers that the current mode of operation includes only thrice weekly visits of 15 to 30 minutes each it becomes extremely difficult to justify this much baseline testing because of the paucity of time left after testing to begin a program of remediation. The situation is compounded by the particularly disconcerting observation that in no case observed by this evaluator were any of the tests routinely administered ever summarized in any kind of initial status report for use in generating an initial therapy plan or for later use in comparing progress. If no use at all is made of the information generated by such examination and if there is considerable question as to the utility of administering such examinations, their use is clearly

indefensible. When asked why such tests were administered the response was "So we can have this kind of information available on each child." When asked how the information was going to help the child, the response was "Well, it may not help him specifically, but it certainly won't hurt." Such reasoning is analogous to testing the charge in a car's battery when the gas tank has run to empty. You'll know something when you're done but the car won't run any better and time has been wasted when you could have been filling the tank with gas.

Because the speech and hearing service component of the professional staff at Woodward is currently assigned only to work with residents in Group III (those in the educational setting), it is currently located in the building where the majority of the educational services are provided. Because of an administrative change, speech and hearing is going to be assigned to the medical unit and will have a new facility in the Maple Lodge Building where both diagnostic evaluations and remedial management can take place. The current location of the facility within the educational building is, although not optimal, adequate. The lighting and the ventilation are good. The traffic pattern appears to be non-disruptive and the ambient noise is at a relatively low level. The rooms appeared to be properly free of distracting stimuli. Within Ms. Little's room there is a clock which makes a very loud "clack" with the passing of each minute. This evaluator would have suspected that this device provided considerable distraction for the clients. Apparently, they have accustomed themselves to it as it did not seem to disrupt the session at all but seemed more to disturb the concentration of the evaluator. It appeared from observation of materials available and from discussion with the staff that, for the most part, adequate materials are available to them and they have little trouble requesting same from the central administration.

The means by which the staff selects their caseload appears to be quite inefficient. The system is one of referral by classroom teacher or through evaluation of a child in the intake procedure. There appears to be no rationale available for selection of caseload. Such a rationale would seem essential to devise within this employment setting as there are only two individuals to serve over 300 educational program students and by definition of the primary handicapping condition, all would benefit by provision of services by professionals in the speech and hearing area. While use of a referral system from classroom teachers is one method of locating youngsters in a population who are in need of service, when one considers that most of these teachers have little or no training in communication disorders and that the speech and hearing staff are providing no inservice as to what youngsters are probably most in need of help, and when one couples these problems with the general lack of communication and internal staff respect for the speech and hearing division, referral of youngsters becomes a most inefficient and ineffective manner of selecting a caseload. A screening program of at least the population to which they are assigned would seem essential. After such a screening a general breakdown of the population based upon their individual needs would then be appropriate and from this information about needs within the population one can devise a rationale for caseload selection.

After youngsters are admitted to the service program a statement of goals and objectives for a contact period should be generated in order to provide some guidance throughout the period and in order to provide a yardstick against

which success or failure of clinical management can be measured. Although objectives are usually provided for clients they are usually extremely general and non-specific in nature such that it would be nearly impossible to refute anyone's equally generalized statement that some success has been made toward achieving the goals as outlined. It would also be equally difficult to say that a particular client had made little or no success towards the goals as outlined.

Coupled with this difficulty is a rather ill-defined system for dismissal of youngsters from the service model. While both professionals concerned were quite willing to admit that not all youngsters will efficiently profit from their intervention and were therefore deserving of dismissal so other youngsters could participate, the means by which such decisions are made are very loosely, if at all, defined. That is, both professionals were hard pressed to respond with objective, quantifiable data to support contentions of success or failure in the therapeutic setting. While this evaluator would sympathize with the philosophy held by the two professionals that it is unethical and inefficient to maintain contact with a youngster who is making no progress, this evaluator would also consider it inappropriate to withdraw services from a youngster who may indeed be making some progress but who does not appear to be doing so because of ineffective measurement techniques or ill defined objectives. That is, it is difficult to defend a position of either dismissal or retention when one does not have adequate bases for making measurements of success or failure at a task. Also, there is some inconsistency between the testimony of the individuals regarding their philosophical concern for efficiency (to work only with children who can profit) and the reports on file which indicate many cases of youngsters maintained in clinical contact for several years when it is stated that little or no progress is seen.

As regards evaluation of the direct services specifically, there are a number of points which may validly be made. In each case the points below apply to both individuals unless otherwise noted. It did not appear that either clinician was in the habit of preparing lesson plans prior to each session in order to provide some structure and data reference measurement on a day-to-day basis. Rather, each seemed to depend upon an understanding of each child's needs as originally generated in the semester goals. In each case when queried on this subject the individuals indicated that the lesson plan was not necessary because of their close familiarity with the cases involved. This evaluator is of the impression that even the most competent professional is in need of some preorganization in order to most efficiently proceed through a session. The lesson plan need not be detailed but some quick reference notes to goals for the half-hour period would provide much more effective data keeping than currently is the case. Consistent with the lack of lesson plan usage to organize the session there was no data taken by either professional during the several sessions observed. That is, the particular responses generated by the clients or their accuracy or appropriateness as regards some desired goal behavior was never recorded or noted. In the case of both professionals, brief notes were penned following each session so that indeed there was a consistent attempt to maintain some records. However, it is doubtful whether the records are strictly accurate when one has to depend on memory (even though short term) for the information. The kinds of comments made at the end of the session turned out to be non-quantitative in that they were comprised of such phrases as "did better today; responded more openly today; got most of the questions

right; appeared tired; etc." When the intake examinations are of questionable utility and not summarized, when the semester goals are ill defined, daily lesson plans not prepared and no data taken during a session it is hard to understand how any assessment of progress can be validly made.

The personnel seemed not to structure their sessions with reference to a particular goal. That is, it was difficult for an observer to tell exactly what behavior the clinician was requiring of the child at any particular time and the feedback given by the clinician was unclear as to the kind of behavior being reinforced as many different behaviors would be alternately reinforced then punished within the same session.

Both clinicians appeared to establish excellent rapport with the clients and a positive feeling was quite evident. This kind of interaction is essential for progress. However, it functions best as the base upon which to build a well defined program of intervention and will not in itself suffice to provide the appropriate stimulus for progress. In both sessions the clients appeared to adopt a "listening posture" prior to beginning work with the clinician which would suggest that somewhere along the way these clients had been taught this posture. This evaluator would wholeheartedly support such instruction prior to initiating work directly in the area of communication. A child who is not attending cannot learn. Getting the attention first by adoption of the routine listening posture is a very excellent way in which to proceed.

Neither clinician made consistent efforts to provide a summary of activities for the client at the end of the session. Such a summary of "what we have done today and what you have learned and what you have learned and what you have accomplished" can be very beneficial as a reward mechanism to the client and also (perhaps most important) as a means of tying together all of the loose ends of a session so that there is a coherence for the client of the activities pursued. With both personnel it seemed as if the session started at the appointed hour, activities were entered into and then the session simply ended when the time ran out.

The general service model currently in force at the institution should receive some comment. The model currently employed is a very traditional model most often employed in the public school settings of several years ago when it was commonly the practice to travel among the schools, often separated by considerable distance, on a twice weekly basis providing service to youngsters in one school on Tuesday mornings and Thursday afternoons and another school on Tuesday afternoon and Thursday mornings, the same setup prevailing on Monday and Wednesday, reserving Fridays for office work, test scoring, report writing, etc. There is little justification in a setting such as Woodward to follow such a paradigm of interaction. The youngsters are residents at the institution and can be made available, with pre-planning, for professional speech activities at nearly anytime. Mentally handicapped individuals often need intensive work rather than the spaced contact currently in force. The one to two days elapsing between each session, coupled with a session length of limited duration (15 to 30 minutes) coupled with the lack of any speech and hearing program input into the child's other hours during the day all make it very difficult to expect progress from any of the clients.



A more efficient, potentially successful model might incorporate an intensive cycling approach, coupled with both inservice to the non-professionals working with the students outside of the clinical sessions, and carryover activities utilizing classroom teachers, ward attendants, foster grandparents, etc. Such a system would reduce the 20 member caseload per professional to perhaps eight students but these would be seen twice or three times daily for as many minutes at a time as was manageable (15 to 45) every day of the week for an eight to ten to twelve week period. This kind of service model has been demonstrated to provide much more rapid and lasting progress than the system currently in force. Over a year's time the same number of clients is served.

A more far reaching alteration of the service model would require total abandonment of any direct service to children for a period of time. This model would put Ms. Little and Mr. Siemers in roles much different from their current ones and roles which, when queried about it, they indicated a certain reluctance to adopt. That is, because of the fact that so many of the residents of the institution could benefit by some form of service and because there are so few professionals (two) to provide the service, a more useful expenditure of time on their part might include inservice meetings and training sessions with the professional and support staffs of the institution to inform them of roles they might take in the management of the oral communication needs of the youngsters. In addition to the inservice training to be provided, these individuals might very well provide demonstration therapy sessions. Time would then be available to monitor the progress of para-professionals working with the youngsters, to provide the sophisticated testing necessary in a few cases, and to provide the necessary on-going assessment needed to provide appropriate programming for each client. This model would allow service to perhaps 100 residents per professional.

There is concern with some of the activities engaged in by the staff. Mr. Siemers indicated that he spent considerable time with at least one youngster instructing him in how to manage and utilize the antidrool mask which he needed to wear. Mr. Siemers also lamented the difficulty caused by the drool mask in working on articulation. There is some question whether the speech pathologist is the appropriately trained individual to provide instruction in the use of such equipment. It would seem perhaps more the responsibility of the physical/occupational therapist. Also, Ms. Little indicated that a number of the youngsters under her care were suspected of being autistic either in addition to or rather than mentally handicapped. There is some question whether the training of either of these individuals is sufficient to work with the very complex problem of infantile autism. This evaluator would contend that coursework in the area of emotional disturbance would be a necessary prerequisite to handling the needs of these essentially non-verbal children. Although the speech clinician may be the appropriate professional to work with this population's communication needs, by no means are all speech clinicians (unfortunately) adequately trained and experienced to work with this group. If indeed many of the youngsters assigned to the speech and hearing unit are autistic someone with specific training in this area ought to be assigned to work with them.

Lastly, although there may be internal administrative restrictions, this office is concerned that the only population currently being served by clinical speech service personnel is the population within Group III, the educational unit. Individuals in the other three groups would very probably be in need of and benefit by professional intervention. Although the two individuals in question are already stretched thin serving the educational population, if it is anticipated that additional staff will be added, consideration should be given to expanding service to the other residents. Apparently on her own initiative, Ms. Little is giving part time service to the younger children in the developmental center from areas 1 and 2. It also appears, that there are youngsters who, even within the educational unit, would benefit from clinical speech services who are not receiving same because they are not ambulatory and are unable to come to the educational building. Lack of ambulation should not be a criterion for service.

#### Report Writing and Records

As one might suspect from the foregoing comments, the comments in this section will not be supportive of the current system of report writing and record keeping. The records kept of clinical contact are primarily anecdotal in nature rather than data based. Suggestions are made for conjunctive management by other personnel but they are made only inconsistently and it is questionable whether the general nature of the suggestions made would be of any help to an individual attempting to implement them. The reports as currently generated are at the same time characterized by unnecessary verbage and in need of more extensive discussion. That is, the primary purpose of a report is to convey an accurate impression to the reader (in some cases the writer himself at a future date) of the status of an individual, as was observed by the professional writing the report, at the time the professional interacted with the client in question. In some cases reports are also meant to indicate to the recipient the particular program of management which the professional writer entered into with the child and to convey to that reader the success or failure of the child within that paradigm so that the recipient will have information in this area also. Reports may also include information about prognosis, etiology, suggested management techniques, background information, etc. The use to which the recipient puts the report often dictates the content of the report. The reports examined by this evaluator would be hard put to serve any of these purposes. The information contained is very general in nature, bits and pieces of unrelated information are contained, conclusions are not drawn from the information presented, conjectural hypotheses are often presented outside the baliwick of the professional writing the report (such as statements "this child appears autistic," etc.). To be useful a report must first be clear, regardless of the information that it contains or the conclusion it comes to, etc. Some of the reports, though very brief, were hard to follow because of undefined terminology and non-specific statements.

Looking longitudinally at the report system for a 3 to 4 year period, there are a number of inconsistencies in several folders which go unresolved. That is, the youngster may be reported as evidencing a particular behavior at one point in time and a later report will indicate evidence of an antithetical behavior without resolution of this internal conflict. At the conclusion of one term

the individual will have been indicated as making very little progress. Yet the report following that will make reference to the significant amount of progress made the prior term. A number of times it was indicated that little progress had been made during contact with a particular child but that there were signs (perhaps from the intuition of the clinician) that progress may be just ahead. These kinds of statements occur at the end of a series of reports on the same child over the years with no change in the basic objectives such that it is obvious little progress was indeed being made despite intuitive feelings. A conclusion one can draw from this is that reports are often not digested by other professionals in the institution or even by the speech and hearing staff from year to year. Lastly, although it would occasionally be noted in the last sentence of a term-end report that suggestions were made to other professionals within the institution for management of the youngster, only very rarely were copies of such recommendations and suggestions found in the record. If record is not kept of suggestions made to other professionals it becomes very difficult to mount a coordinated effort from year to year because information is not retained about suggestions made and to whom they were made and the outcome of the effectiveness of such suggestions. One runs the risk of making a number of inappropriate suggestions over and over again to the same or different individuals, all to no avail. Failure to record suggestions made to other professionals makes follow up on the suggestions very difficult.

#### Conclusions and Suggestions

As the program is currently operated it could not receive approval from this office. The personnel in question need graduate level training in a number of areas in order to effectively manage the caseload. The additional training is needed not just to provide additional areas of expertise, such as the clinical management of language disorders, task analysis, prescriptive teaching, contingency management, data keeping, professional report writing, information about related disability areas, etc. but to provide the individuals in question with the additional preparation necessary to compete adequately for the attention of the other professionals in the institution. That is, the two individuals in question feel quite reluctant to take an assertive role with regard to their areas of concern and are especially reluctant to enter into inservice training with the other professionals working in the institution. If these individuals had more extensive training they may feel more confident to perform such activity. The greater competence of the individuals with the higher level of training would also go a long way toward improving interstaff relationships because the more highly trained individual could demonstrate success more easily and would therefore be better able to demonstrate the utility and importance of a speech and hearing staff to an institution such as Woodward because success could be more readily demonstrated.

It would be my personal suggestion that if additional master's level personnel are hired and a staff of five to seven people is eventually developed, the institution should seriously consider hiring a speech pathologist trained at the doctoral level. This individual may have greater administrative expertise and would come to the job with special knowledge and skills in the area of clinical research. Much information could be gained in the area of communication skills of the handicapped by effective study of the population by a trained

researcher. The latter recommendation is a personal one and in no way affects the approvability of the program at any time.

As regards the philosophy of the service team, it would appear that some organization should be imposed upon the service of personnel and such organization might be imposed by generation of a philosophical statement of professional position within the institution. That is, what is the purported function of the individuals in the institution? What roles are they to serve and what eventual impact are they foreseen as having on the institution? Long range goals for service should be established within this philosophical statement and a postulated means of achieving them along with a time table for such achievement should also be generated.

The interstaff relationships are perhaps the weakest point in the link of service as the model currently exists. Without the cooperation of the other professionals in the institution there is very little chance of making effective progress with any more than a handful of clients. Several suggestions were made earlier in this report regarding improvements in interstaff relationships. These included additional training on the part of the professional speech personnel, improvement in inservice efforts, adoption of a posture of child and professional advocacy as well as a more determined stance with the central administration regarding felt difficulties the current system imposes upon adequate service in speech and hearing.

The direct service component is in need of considerable revision in order to provide effective, efficient service to the residents of the institution. There are changes which can be made even in the model currently in use to make it more effective and there were two significant changes suggested earlier in the report for more substantive alterations in the service model which would hopefully provide better service to more residents. Even if one does not abandon the current service model, a number of changes suggested earlier in the report would suffice to improve the effectiveness of it considerably: improved data taking, record keeping, report writing; objective and goal generation; expanded direct contact time in lieu of the report writing periods currently allowed; secretarial service for the personnel to reduce time spent in these activities; improved knowledge of related disorder areas and improved skill in the management of language disordered youngsters, etc. The point should be made that numerous improvements in the current system can be made and that improved service does not depend upon a wholesale abandonment of the current model in preference for another.

As regards the suggestions for improvement in the area of report writing and record keeping, these can be found in the appropriate section within the report. One may question the need for spending too much time in improving this area as they do not seem to relate to direct service. Indeed they relate to direct service very closely and the difficulties encountered in these areas may indeed be responsible for the less than maximal service offered. Keeping adequate records is essential for consistent long range management of handicapped individuals. If one does not keep adequate records and reports, one is either not doing anything worthy of reporting, or needs to be capable of managing the client's entire problem independent of any outside assistance. Hopefully, the former is not the case and it would be very unusual if the latter were true.

Currently, the two individuals referred to in this report are providing both speech and hearing services to the residents of the institution. There is serious question raised as to whether either of these individuals have adequate training to perform the necessary audiologic assessment. As a first priority for hiring additional personnel, this office would recommend the hiring of a master's level licensed audiologist to perform these functions. Depending upon the background of the individual he or she may also provide clinical management services to hearing impaired residents, an area of disability now receiving very little attention by the staff.

It is recommended that clinical speech personnel be allowed additional time, perhaps a whole morning, to assess the communications skills of youngsters evaluated in the diagnostic clinic. A half-hour is not sufficient time to do an appropriate evaluation. Implementation of this recommendation may await the hiring of more highly trained personnel however.

In terms of the priority attached to suggestions, it is felt that the establishment of a long range plan for service coupled with philosophic statements of position and a delineation of role would best serve the current personnel in helping to organize their management efforts. The greatest deficiency encountered was the lack of overall direction given to the effort. Generation of such a long range plan would force the staff to examine themselves and perhaps come to the same conclusions as this evaluator. Of less paramount concern would be the suggested radical alteration of the direct service component, implementation of which would probably first require the hiring of additional personnel or the replacement of current personnel with more highly trained individuals. A three-phase plan of direct service may indeed be the most appropriate. First, all direct service as it currently is offered, should be abandoned in favor of a year-long study of all residents of the institution to provide baseline information about the speech and hearing problems characteristic of that particular population. Prescriptions for service should be generated at least on a tentative basis for each resident following such a survey. A program of intervention to facilitate the prescription should then be generated. Lastly, a program of child-care-worker-instruction should be implemented to facilitate appropriate delivery of service. It is very difficult to know where you are going until you have some information about where you are. Such a proposed study would provide this information.



DEPARTMENT OF PUBLIC INSTRUCTION  
TEAM EVALUATION OF THE EDUCATIONAL PROGRAM  
IOWA SCHOOL FOR THE DEAF  
Council Bluffs, Iowa

April 27-28, 1976

INTRODUCTION

On April 27-28, 1976, a visiting committee consisting of staff members from the Department of Public Instruction, Vocational Rehabilitation Division and Area Education Agency 13, Council Bluffs, reviewed operational procedures, programs and facilities of the Iowa School for the Deaf. We visited the institution at the request of Superintendent C. Joseph Giangreco and his staff who had expressed an interest in obtaining recognition from the Department of Public Instruction of on-going programs and services.

Our coming to the Iowa School for the Deaf was preceded by an extensive self-study carried on by the local staff, with the results of the findings being made available to the visiting committee.

During our two-day stay, we visited classes and reviewed various phases of the school's operation with ISD staff members and administrators. As a closing activity we presented our observations to Superintendent Giangreco; Miss Nelda Alber, Director of Education; and principals and coordinators of the various school divisions.

The reports that follow represent our best summation of strengths and possible needs in the ISD educational system. Please be charitable of our efforts in light of the limited time we spent in the school system. Some of our comments may be inaccurate or not truly representative of the day-by-day operation of the school. At best, we would expect our comments to constitute favorable recognition of the many ongoing practices and procedures accompanied by constructive suggestions as to how "outside" eyes see a means of strengthening some of your programs.

On behalf of the visiting committee, we would like to say "thank you" for the excellent cooperation and the many niceties that made our short visit so enjoyable. We urge your review and reaction to the various proposals contained in this report.

MEMBERSHIP OF THE VISITING TEAM

Frank Vance, Director, Special Education, Department of Public Instruction  
John Lanham, Chief, Title VI, ESEA, Special Education, DPI  
Douglas West, Special Education Professional Development, DPI  
Joseph Freilinger, Consultant, Clinical Speech Services, DPI  
Jeffrey P. Grimes, Consultant, Psychological Services, DPI  
Carol Bradley, Consultant, Learning Disabilities, DPI  
Gail Fleig, Consultant, Special Education Media, DPI

Jerry Brown, Evaluator, Hearing Conservation, DPI  
Sharon Slezak, Consultant, Language Arts, DPI  
James Wolter, Consultant, Elementary and Secondary Education, DPI  
Roger Foelske, Consultant, Elementary and Secondary Education, DPI  
L. L. Gustafson, Supervisor, School Plant Facilities, DPI  
James Ziolkowski, Director of Special Education, AEA 13  
James Hanson, Supervisor, Iowa Central Rehabilitation Industries  
Guilford C. Collison, Regional Consultant, DPI, Chairman

#### GENERAL INSTRUCTIONAL PROGRAM

The visiting team from the Department of Public Instruction was appreciative of the opportunity to learn more about the programs for hearing impaired pupils provided by the Iowa School for the Deaf. The team viewed the opportunity as a valuable learning experience, particularly for those team members who are not directly involved in educational programming for hearing impaired pupils.

The duration of our visit did not, of course, afford the opportunity to deal with any of the program options in depth. As a result, many of the concepts and suggestions that are discussed should be viewed as exploratory in nature and dependent upon further self-evaluation to determine the validity of the recommendations. Due to the nature of the visiting team, the educational programs were largely viewed from a public school perspective even though public school standards are not statutorily applicable to this Board of Regents sponsored facility.

In general, the team encountered enthusiastic, loyal and dedicated teachers who are very interested in the total well-being of the children enrolled. Teacher morale appeared to be very high and the children appeared to be quite well adjusted to their situation. In most instances, the teachers had at their disposal a wealth of teaching aids and materials and utilized a variety of instructional techniques to assist their children in their learning experiences. Contrary to historical indications, instructional staff was attending to the total communication needs of the children, rather than emphasizing a manual as opposed to an oral method.

#### ADMINISTRATION

It was not deemed appropriate to delve into any detail concerning the financial or policy areas of the school due to the fact that public school administrative standards would not be applicable.

#### PUBLIC LAW 89-313 PROGRAM

The program supported with funds under P.L. 89-313 Amendment to Title I, Elementary Secondary Education Act (ESEA), was reviewed by the Consultant, Hearing Conservation/Education Services and the Consultant, Learning Disabilities, in September of 1975.

The program of instruction, designed to serve learning disabled deaf children was developed cooperatively by the aforementioned department consultants and the educational staff of the School for the Deaf. The program that has been developed is totally in compliance with the provision of P.L. 89-313 and can be considered appropriate to serve the unique educational needs of the program participants.



CONCERNS AND RECOMMENDATIONS FOR INSTRUCTIONAL PROGRAMS

1. The team did encounter some concerns that hopefully will be explored by the school's administrative staff to determine what further actions, if any, might be appropriate. The foremost of these concerns was the reaction of some of the teachers toward recent mainstreaming efforts emphasized nationally in all handicapping areas. Some of the teachers construed the movement as possibly resulting in the closing down of the School for the Deaf program. It is very important to note that the mainstreaming concept is not designed to eliminate any options available for educational programming with handicapped pupils. Instead, the concept will open some additional options so that a sequential continuum of services based upon the individual needs of the handicapped child will be available so that programs are based upon the individual needs of children, rather than children placed in whatever program might be available.

There are, of course, some hearing impaired children that can profit from public school programming within their own community, but there will also continue to be those children that need a self-contained residential placement. As a result of some of the teacher concerns, the team is also fearful of some of the perspectives of parents of children enrolled in the program concerning the believed threat of mainstreaming. Any endeavor to alleviate these concerns on the part of both teachers and parents would be beneficial. It might be beneficial, too, that attention be given to the development of a coordinated state plan for hearing impaired pupils. A cooperative effort by the various state agencies serving hearing impaired pupils is encouraged.

2. It appeared that each individual teacher was for the most part solely responsible for assessing the pupil's educational needs and developing the instructional programs for the children enrolled in each class. There appears to be a need for routine staffings involving appropriate school personnel and including the parents. These staffings should be held at least once a year for each child for the purpose of reviewing the child's educational needs, progress, and jointly planning appropriate instructional goals and objectives for each child during the course of the year.
3. At all levels of the instructional program, there appears to be a lack of written individual pupil goals and objectives. In general, lesson plans have been formulated for the total classroom with less attention given to meeting individual differences. It is recommended that the administrative staff and teachers determine if individual goals and objectives are appropriate, and if deemed appropriate, investigate various processes or methodology to implement such a program.
4. There is concern relative to the vertical sequential continuity from one class to another. Perhaps more attention should be given to developing a sequential program for each child from the time of his entry into the program through the expected point of completion. The teachers do pass materials and recommendations on from one teacher to the next, but these are largely teacher prepared and do not appear to necessarily follow a predetermined curriculum pattern or development from one stage to another. To assist in this, it is recommended that a consultant be employed

for the purpose of assisting this sequential curriculum development. Such a person should be free from supervisory and administrative responsibilities and concentrate solely on the progress of students from one state of development to the next.

5. In addition to more frequent formalized interaction with parents with regard to the progress of children, it is suggested at least in some instances that a closer coordinated tie be developed between the school program and the house parents. Such a procedure would enhance the assessment and programming for the total needs of the child, rather than dicotomizing the program into the educational and residential program.
6. The faculty and administration is to be commended for efforts involving the children in activities outside the school setting. If at all possible, it is recommended that additional emphasis be placed upon activities in which hearing impaired children can associate more closely with their non-hearing impaired peers. Through a closer working relationship with the staff in Area Education Agency 13, it could possibly be that some of the children from the School for the Deaf could be enrolled at least part time in day classes within community based programs, particularly for the more mildly hearing impaired children. Hopefully, this would enable both teachers and pupils to maintain a more relevant contact with normalcy. Emphasis should also be given to benefits that might be derived from locating day school classes on the School for the Deaf campus involving children from surrounding communities who, because of their involvement, need a more self-contained setting.
7. It is understood that a three "track" system leading to the completion of the course of study at the School for the Deaf was proposed by the Board of Regents in 1960. It would seem advisable to review the educational philosophy of the school to determine if a "tracking" system is appropriate in 1976 and subsequent years.

#### CERTIFICATION

The great majority of the employees at the Iowa School for the Deaf have teaching endorsement approval 82 (instruction of the hearing handicapped). The institution is to be commended for encouraging its staff to have this approval and the requisite training. It appears that 2/3 to 3/4 of the total professional staff at the Iowa School for the Deaf are appropriately certificated relative to their job function. Of the 1/3 to 1/4 staff who are not properly certificated for the job they are filling, one difficulty arises from individuals not having proper approval to teach the subject matter assigned at the junior high or high school levels.

A second major contribution to the difficulties for the 1/3 to 1/4 who are not properly certificated lies in the area of administration and guidance. The great majority of personnel in administration and guidance have no formal training in the areas. A detailed certification report will be forthcoming wherein each of the discrepancies concerning certification will be discussed and particular deficiencies which need to be remedied will be outlined.

## CAREER EDUCATION

Career education is a sequence of planned educational activities designed to develop positive student attitudes, values, knowledges and skills toward self and the world of work that will contribute to personal fulfillment in present and future life opportunities as well as economic independence. Career education, when incorporated into the existing curriculum, has as its goal the creation of positive career objectives through the involvement of community resources and educational agencies.\*

### Strengths

1. Career education is an obvious concern to the majority of staff members. This same majority have indicated a sincere willingness and indeed dedication to providing activities related to career education.
2. Field trip activities undertaken for the purpose of providing career education experiences are a common occurrence at all grade levels.
3. Group guidance is provided at the secondary level related to aspects of career education.
4. Vocational education is offered to "selected" students in a wide variety of areas.
5. Self-awareness, i.e., the human aspects of career education, appears to be developed at all grade levels.
6. Career education equipment and materials provided in all disciplines and grade levels seems to be of excellent quality and contemporary in design.
7. The area education agency (AEA) has definite positive aspects related to career education.

### Concerns and Recommendations

1. A major problem seems apparent in the integration and articulation of career education objectives in the K-12 curriculum. This concern may be alleviated by providing "ownership" of career education concepts and objectives. It is recommended that "ownership" be developed through a staff steering committee. The steering committee may select to:
  - a. Define the terms related to career education, such as vocation, occupation, work, leisure, etc.
  - b. Develop an Iowa School for the Deaf philosophic premise for career education.
  - c. Select or devise a model for ISD which faculty can understand and relate to.

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\*Models for Career Education in Iowa - Career Development Model and Explanation

- d. Develop or select objectives suitable for the student population of ISD K-12 grade levels and including all disciplines.
  - e. Plan and develop suitable inservice for the purpose of conveying the steering committee's understanding of career education.
  - f. Develop a time line which illustrates when the steps for implementation will be accomplished.
2. Occupational sex role stereotyping seemed rather blatant, especially in the literature furnished by ISD. The implementation of a true career education program should and will assist in overcoming this factor.
  3. The delivery of "career education" at this point appears to be very heavily occupationally oriented. It would seem that objectives related to understanding the life styles related to various vocations should be determined.
  4. The career education K-6 curriculum guide does hold promise; yet, other publications which illustrated the K-6 curriculum did not contain these same objectives and goals. Perhaps the steering committee should look closely at articulating these or similar objectives.

#### ENGLISH-LANGUAGE ARTS

Because of the special needs of the pupil population, the educational program places major emphasis on the development of English-language arts skills, particularly reading and writing. At both the elementary and the secondary levels, the English classes stress mastery of the structure of the language and the development of writing skills. The reading classes at both levels stress functional reading skills, with advanced skills and literature study becoming added elements at the high school level.

There are many commendable aspects to the English-language arts program. Major strengths include the following:

- A. All classes are small, thereby promoting considerable individual attention and student-teacher interaction.
- B. A wide variety of teaching techniques were observed. Teachers are very flexible in adopting different techniques and methods when the need arises.
- C. Instructional materials, in varying formats and of a variety of difficulty levels, are abundant. They are used flexibly by the staff; meeting the needs of the pupil's, rather than grade level, is the major criterion in selection and use.
- D. Teachers are very positive and enthusiastic in their approach to students. They stress achievement, and this attitude is clearly conveyed to the students.

- E. A written course of study has been developed for both the English and the reading programs at the high school levels. These outline the major areas of program emphasis and are very helpful in coordinating instruction within this level.
- F. The new Apple Tree program is a sound, linguistic approach to language development at the elementary level. The staff is enthusiastic about its use.

#### Recommendations

Increased opportunities for language arts teachers, K-12, to do co-operative planning and program development are recommended. Regular K-12 department meetings, with a department head to provide leadership and direction, are recommended to provide these opportunities. The following areas could be considered by the department:

- A. It appears that program coordination could be strengthened between the elementary, upper elementary, and high school levels. Sharing of information on program goals and objectives, teaching techniques, and use of materials would be a first step in strengthening coordination.
- B. Even within a tracked system, the range of student abilities can be considerable. Attention should be given to the balance between goals and activities designed for a total class and goals and activities designed for individual students. An emphasis on individualized instruction necessitates detailed assessment and recording of each student's mastery of language skills. Are sufficiently detailed records maintained and passed from one grade to the next?
- C. High-interest activities are important in motivating students with language handicaps to practice their skills. The following are suggested as areas in which joint planning could produce a cross-grade, multi-level emphasis:
  - 1. Creative Writing. Individual teachers are presently placing varying degrees of emphasis on creative writing. A coordinated emphasis is recommended because it is a high-interest vehicle for basic language and writing skills. A publication of student writing provides recognition to student writers and is an excellent motivating device. High school, upper elementary, and some elementary students could benefit from such experiences.
  - 2. Guided Individualized Reading. This one-to-one approach helps develop interest in reading as a life-time activity, stimulates the practice and reinforcement of reading skills, and provides opportunities for student-teacher communication about literature and literary themes of significance to students. Classroom libraries, to supplement the library's fiction collection, are needed for this approach. Scholastic is an excellent source, particularly of high-interest, low-difficulty collections. This resource technique is recommended for the high school and upper elementary levels.

3. Communications (other than reading and writing). This area could include various areas of non-verbal communication such as body language; related aspects of creative dramatics such as pantomime and improvisation; and special aspects of dramatics such as those used by the National Theatre for the Deaf. An extracurricular program in this area is suggested for consideration.

Creative Dramatics Handbook and Creative Dramatics and English Teaching, both from National Council of Teachers of English, are suggested as professional resources.

## MEDIA SERVICES

### General Observations

Use of media and materials is an integral aspect of the curriculum at the Iowa School for the Deaf. The administration is supportive of media services at the school and the teachers praise the service they are receiving.

There was much evidence of both print and nonprint media being used in the classrooms. The manner of utilization was more sophisticated than usually observed in a school setting indicating that the teachers have received some quality training and ongoing consultation. Media services at ISD are divided into two separate units:

1. Audiovisual services - including such things as production of materials, loan and maintenance of hardware, ordering and loan of all nonprint soft-ware except filmstrips, and inservice.
2. Library - comprised of the elementary, secondary and professional collections.

Each unit is directed by a competent full-time staff member.

Overall, the attitude and knowledge of the teachers regarding media was impressive and a credit to the individuals responsible for the audiovisual and library programs.

### Strengths

1. The director of nonprint media services appears to be a very competent individual who has generated much enthusiasm among ISD teachers providing many alternative learning modes in the classroom.
2. Media services are promoted primarily by displays and word-of-mouth, with the media director making an effort to meet informally with the teachers each day. It was observed that this availability greatly enhanced communication and teacher attitude.
3. Production and adaptation of materials to meet the specific needs of the population at ISD is emphasized.

4. Teachers have direct input regarding the purchase of commercially prepared materials.
5. The future goals of the media director are extremely commendable. The director hopes to spend more time in the classroom working with teachers to develop individualized learning packets and provide for more alternative learning modes. It is rare to meet a director who is truly interested in curriculum development and these plans should be facilitated and encouraged.
6. The library in the high school has a good collection of books, a vertical file and approximately 1100 professional volumes.
7. The library is in use almost continuously throughout the week.
8. The librarian has been working with the state institutional library consultant to reorganize and thus improve the ISD library. The state consultant had very positive comments about the librarian and library services at ISD.
9. Part-time clerical help is available to the librarian.

#### Concerns and Recommendations

1. Although a nice collection of materials is available in the elementary library, this facility is used very little. This is probably due to the lack of personnel in the room and it is recommended that at least a part-time clerk be provided. If finances preclude the hiring of a new employee at this time, perhaps a clerical person presently housed in the elementary building could be given some responsibility in the elementary library in a manner similar to the high school library clerical arrangement.
2. There appears to be a much lesser involvement of media and materials in the instructional component of the vocational program. Some informal needs assessment in this area might lead to expanded media services.
3. The media director is having to spend part time in activities such as equipment repair and simple production processes which could be handled by a technical assistant. It is recommended that some assistance be provided for the media director in order to allow the director to utilize time in a more professional manner. This would also provide the director with the opportunity to spend more time working towards curriculum development goals and would put ISD even further ahead in providing outstanding media services for its teachers and students.

#### CLINICAL SPEECH SERVICES

One person, not certificated nor eligible for certification as a speech clinician by the Department of Public Instruction, is employed as a speech

clinician and another person is employed as a speech teacher. It was necessary to clarify the distinct roles of each in order to evaluate the clinical speech services program.

Persons trained as teachers of pupils with hearing impairments receive considerable instruction in teaching acquisition, development and usage of human communication, both oral and manual, verbal and nonverbal. The speech teacher has been trained as a teacher of pupils with hearing impairments. Thus, in addition to the language training pupils receive in the classroom the speech teacher serves as a "resource teacher" for further language and speech acquisition, development and usage on an individual basis at the pre-school and lower elementary level. We do not fault that, in fact, we support this instruction and suggest that perhaps such instruction should be expanded. It appears, however, that the speech clinician functions in the same capacity but at the upper elementary level. Unfortunately, few if any speech clinicians are trained as speech clinicians and teachers of pupils with hearing impairments.

### Concerns and Recommendations

It is our belief and recommendation that the roles of the speech teacher and speech clinician need to be studied, differentiated and clarified. It is obvious that the population at the Iowa School for the Deaf could profit from both professionals.

Perhaps one solution, after role differentiation, would be to assign one speech teacher to the lower elementary and one to the upper elementary. A speech clinician might then be employed to serve the entire population at the Iowa School for the Deaf who have disorders of communication not totally related to the hearing loss.

Related to this discussion are two other issues which suggest study: title terminology (to avoid confusion) and assignments within the administrative table of organization. We do not have suggestions or recommendations at this time but believe answers can be found following some study.

In that the speech clinician was unavailable on the two days of the team visit, team members did not review records, reports, materials or equipment related to a clinical speech services program.

The consultant, clinical speech services, Department of Public Instruction, offers assistance in the study of the role differentiation between speech teacher and speech clinician, however, the Iowa School for the Deaf may prefer to select a speech pathologist from the University of Iowa, or Area Education Agency 13.

### AUDIOLOGY PROGRAM

#### Strengths

The Iowa School for the Deaf has a diagnostic hearing evaluation center with capabilities to do pure tone air conduction and bone conduction, speech audiometry and related diagnostic evaluations. Routine hearing evaluations are provided for pupils enrolled at the Iowa School for the Deaf. The center



also has a hearing aid testing box which is utilized to monitor the performance of individual hearing aids. It appears as though fairly good communication exists between the teaching staff and the hearing staff. In addition, it appears that a greater emphasis on the needs for amplification for all pupils exists at ISD.

#### Concerns and Recommendations

1. At the present time, the individual providing audiological services does not meet DPI certification standards nor certification standards of his professional association. It is understood that the individual will meet such standards in the near future.
2. At the present time, the audiology section does not have capability to provide impedance/oto admittance measurements for children enrolled at ISD. This capability would greatly enhance the program and it is understood that such equipment is being purchased. It is suggested that such equipment be utilized only by individuals who meet certification requirement comparable to DPI standards as a hearing clinician, state licensure as an audiologist, or the professional association's minimal level of training standard as an audiologist.
3. There is a need to determine if the present clinical audiometer needs replacement. The audiometer is outdated and a plan to replace it within three to five years should be implemented.
4. There is a need to continue and expand communication between the hearing services and the classroom teachers concerning monitoring of individual pupils hearing aids, maintenance and care of the aid and general benefits of amplification.

#### GUIDANCE SERVICES

The students being served are all hearing impaired and thereby have unique educational needs. This, combined with the role that Iowa School for the Deaf must necessarily play as surrogate parent, results in guidance services taking on broader dimensions than might be traditional in a typical school setting. While guidance does have career orientation components, it is also noted that much of the content is devoted to "teaching" basic information about life-adaptive skills which, for the normal hearing child, might be traditionally learned by informal overhearing or listening-in modes of learning. The what, why, where, when and how questions of normal child development which are customarily dealt with by parents become the province of all staff at ISD, and are the specific focus of the guidance teacher. Curriculums deal with interpersonal relationships, manners, grooming, sensitivity to self and others, dating, etc., in addition to awareness of the world of work and work behaviors. Value systems are a notable part of the educational input.

#### Strengths

1. Staff dedication is obvious. There seems to be excellent rapport between the guidance teachers and their students.

2. Since staff members are experienced in teaching the deaf, they are very eye-oriented in their teaching techniques. Good use is made of visual media materials. Communication seems to be individualized to the student's level of need.
3. As in all courses, language development is seen as a central by-product. There is much labeling, vocabulary building and word definition taking place within the teaching process. For hearing-impaired students this is much needed.
4. Particularly at the high school level, a cooperative relationship exists between vocational rehabilitation and guidance staff. There seems to be free exchange of information on students and evidence of continued cross-fertilization of programming between vocational rehabilitation and the Iowa School for the Deaf.
5. For seniors, there has been an orientation to the world of work course provided at Iowa Western Community College during the evenings. This supplements the ISD guidance efforts by reinforcing concepts from another educational source. It is believed that this program is a worthy one and should be continued.

#### Concerns

1. All of the guidance teachers and guidance counselors were male. Since some of the content covered deals with sex roles in such matters as dating, etc., it would seem desirable to have some female guidance staff available. It is understood that such planning is in process.
2. It appeared there could be improved coordination between the guidance teachers at the various levels. One did not sense a sequential program was in effect on topics to be covered as the student moved from one level to another.
3. Since the guidance teachers are heavily involved in life-adaptation skills and values training, there would seem to be a need for greater interchange between their efforts and those taking place within the cottage life. The communication between the instructional staff and cottage parent staff seemed very informal and unstructured. Some attention perhaps should be given to a closer coordination between these two groups.
4. Similarly, it is not clear how much interchange there is between guidance teachers and the natural parents. Guidance teachers would seem to be in a very good position to assess areas where the student is weak in understanding the world around him and thereby provide parents with some direction for their efforts when the child is at home during weekends and the summer. It is recognized that this is a complex problem due to obvious geographical barriers, but it seems worthy of considerable effort to provide feedback to parents of their child's progress in grasping the concepts taught within the guidance area.

5. In the specific area of career orientation, some attention should be given to acquainting college bound students with professional occupational areas opening up for the deaf person such as social work, guidance counseling, rehabilitation counseling, psychology, etc. These careers are less visible in their nature, but Gallaudet students, in particular, should be made aware of them.
6. Consideration should be given to the feasibility of certified guidance counseling staff being added to separate out the possible role confusion inherent in having a guidance teacher also serve as a guidance counselor in the upper elementary program, and the vice-principal doubling as a guidance counselor in the high school. This is an exploratory suggestion only, since time constraints on our visit prevented examining this issue with your staff. However, guidance counseling would seem to be a sufficiently important and distinct service to merit securing someone certified in this area to fulfill that function.
7. It was not clear whether information obtained through the vocational evaluation at Iowa State Vocational Rehabilitation Center on the junior class found its way back to the guidance teachers. This would seem to be of value since it would afford these teachers and counselors opportunity to address certain areas of deficiency within the student during his senior year as relates to his career development.

#### PSYCHOLOGICAL SERVICES

One person functions in the capacity of psychologist on a full-time assignment and services the school population. The services of the psychologist are primarily geared toward pupil testing.

#### Strengths

1. The psychologist per pupil ratio is small enough that psychological services could make a meaningful contribution to the students and faculty at ISD.
2. There are available at ISD a variety of psychological tests designed specifically for children with hearing impairments.
3. The psychological services program includes some student counseling as well as individual pupil assessment.
4. Records on pupils' assessments are well organized and files are maintained.

#### Concerns and Recommendations

A general concern is that the psychological services program is too isolated and too oriented toward testing. The psychological services program should perform broader services such as translating psychological assessment results into recommendations for classroom teachers, in promoting better classroom learning and developing social skills in children, participate on curriculum committees, consult with teachers regarding general problems effecting children in the classroom and dorms, be involved with

prevention of problems as well as remediation, and be involved in research. Psychological services should be more than testing.

1. While a large amount of time is being devoted to assessment of individual pupils the benefits for the pupils seem to be negligible. Most of the psychological evaluations which have been done in the last ten years yield grade equivalent or age equivalent normative results. Teachers currently on the ISD staff indicated that the testing program is of little direct value in assisting them in programming for students. In addition to the standardized tests which are used by the psychologist, it is recommended that criterion references tests, behavior rating scales and classroom observation be utilized in the assessment of pupil behavior.
2. The psychologist should be able to contribute to curriculum committee efforts in identifying, developing or selecting appropriate learning materials for children. Psychological perspective should be helpful in reviewing instructional materials for social development, sex education, visual motor development, as well as basic instructional areas of children.
3. There is a need for increased consultation with teachers. Currently, psychological services are available for routine testing which is done every two years or so, or on a crisis basis. Teachers seem to get little feedback on how to help children in their classrooms. Consultation with teachers would be of assistance in providing for improvement in pupil, social or educational behavior.
4. There is a need for an organized effort to anticipate and prevent problems which are encountered by children and parents. For example, when a pupil is enrolled in ISD, the psychologist could be of assistance to parents and children in successfully adjusting or working through problems related to living in a new environment away from one's family.
5. There is a need for research into the problems effecting social and educational functioning of pupils in the residential school. There is no ongoing effort to research the variable which might improve effectiveness of classroom instruction or the learner's ability to profit from various classroom experiences. Research could be conducted or coordinated by the psychological services department at ISD.

#### FACILITIES

The educational facilities of the Iowa School for the Deaf consist of a two story brick elementary school, eight classrooms in the basement of the administration and dormitory building, a two story brick high school with an attached gymnasium and swimming pool, and a two story vocational school.

The construction dates of the various buildings are as follows:

Administration Building	1906
High School, Gymnasium, Swimming Pool	1926
Vocational Building	1950
Elementary Building	1959

In addition to the instructional buildings there are dormitories, and infirmary, and home residence located on the campus.

This report includes only the spaces used for the instructional program.

#### Strengths

1. All of the instructional spaces are in good repair and show evidence of a good maintenance program.
2. All of the spaces are clean which indicates a good daily house-keeping program.

#### Concerns and Recommendations

##### Elementary Building:

1. The present carpeting program has added much to the acoustical and aesthetic quality of the building.
2. A sidewalk should connect the gymnasium and the elementary building.
3. There is a need for a hard surfaced outdoor play area.
4. If another space could be found for the music program, the multi-purpose room could be used as an indoor play and physical education area.
5. The basement storeroom should be used as the tornado shelter in place of the ground level hallway.
6. Exit signs should be provided in the elementary art room.
7. If any new buildings are anticipated, care should be exercised not reduce the areas of the various elementary playgrounds.

##### Basement - Administration Building:

A recent remodeling program has created pleasant and attractive rooms for the instructional program.

##### High School Building:

1. The wood windows should be replaced when the necessary funds are available.
2. The heat control system needs to be put in better working order.

3. The girls' locker room needs to be upgraded similar to the boys' facilities.
4. The acoustical quality of the classrooms would be greatly improved if the wood floors were carpeted.

Vocational Building:

1. Excellent space and equipment for the program offered.
2. The auto body shop should be expanded to meet the needs of the program.

General

1. The project to remodel the main kitchen has merit.
2. If a cafeteria style serving procedure is implemented, the need for additional seating space may be reduced.
3. The office of the State Fire Marshal should be contacted to find out if a visual signal should be a part of the fire alarm systems in the educational buildings.

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DEPARTMENT OF PUBLIC INSTRUCTION  
EVALUATION OF THE EDUCATIONAL PROGRAM  
IOWA BRAILLE AND SIGHT SAVING SCHOOL  
Vinton, Iowa

May 25, 1976

The Iowa Braille and Sight Saving School has been accredited by the National Accreditation Council for some time and is at the present writing undergoing the required five-year evaluation by the Council. They have in the past year completed an extensive and comprehensive self-study of their program, which is quite impressive.

School officials have requested that the North Central Association consider accreditation on their new "special school" criteria. There was a committee from the N.C.A. working with the National Accreditation Council and the Department of Public Instruction in making the present evaluation.

According to Mr. Woodcock, Superintendent of the Iowa Braille and Sight Saving School, their first and major priority is to gain full state approval by meeting all of the requirements of the Iowa Code and standards for approval.

School officials were advised to supply complete information to the Department of Public Instruction, including the Basic Educational Data Survey, schedules of classes, educational philosophy, staff list with certification data and assignments, and any other information which might be supportive of their application to the State Board of Public Instruction for full approval.

This fall, following receipt of these materials, department representatives will return to I.B.S.S. with a small visitation team to finalize the reports to the State Board.

Several immediate observations concerning the facilities and programs offered at this time are:

Physical facilities

The school is housed in beautiful, well-maintained, well-equipped, buildings which include adequate classrooms, laboratories and dormitories. The beautiful campus setting provides a fine environment for the students and a good setting for learning programs.

Staff

The professional staff is made up of 42 members. All of the teachers are reported to be properly certificated with the Department of Public Instruction.

The staff demonstrates much ability, enthusiasm and dedication to their work with their students.

### Enrollment

The enrollment comes from all over the state and fluctuates some. At the present time, there are 115 students enrolled from pre-kindergarten through grade 12.

All students are visually handicapped and about 65% have other handicaps such as hearing and psychomotor problems. The student body requires a very versatile staff.

### Instructional program

The instructional program is comprehensive and is individualized to fit the needs of these special students. The program offerings include some vocational and exploratory career introductory experiences.

There are instructional guides for each subject area, which seem to be under constant revision to meet their needs.

There seems to be more than adequate teaching materials and equipment at all levels. The Media Center has a wealth of materials and is supplemented by Area Education Agency materials, as well as much specialized material from the Commission for the Blind.

Students participate in shared time programs with the public schools, particularly at the secondary level.

The mobility training of these students is quite amazing. The students who take classes at the local high school walk independently one mile to the high school and return. They also make trips alone to the downtown area, make purchases, etc. During inclement weather, they are bused to classes--but for the most part are taught to be independent and self-sufficient.

The department will be looking forward to returning to Vinton with a small team, following receipt of materials requested and a report of the National Accreditation Council study.



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