

# PILOT STUDY

Progress Report: September, 1961 - January, 1963

ITINERANT TEACHER  
FOR  
SEVERELY HEARING HANDICAPPED CHILDREN  
ENROLLED IN REGULAR CLASSROOMS  
OF PUBLIC SCHOOLS IN A RURAL AREA

SPECIAL EDUCATION

Issued by  
Iowa State Department of Public Instruction  
Division of Special Education

Paul F. Johnston, Superintendent

3-797

COUNTY SCHOOL BOARDS COOPERATING IN THIS STUDY

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LeRoy Wunderly  
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County Superintendent

Darrel G. Minifie  
Director of Special Education

Teachers of the Deaf and Hard of Hearing employed in this study:

Mrs. Bonnie LaDuke August '61 - May '62  
Mr. R. David Nelson August '62 - present

Psychological and Achievement Testing by:  
Lamar Esbeck, School Psychologist

"The educational needs of hearing handicapped children have long been unmet. In the past, this has resulted in hearing handicapped children becoming increasingly educationally retarded even though intellectually, they had the ability to progress in the public school program.

The needs of such children are being met in large city areas which have school populations large enough to warrant the employment of special resource or day class teachers of the deaf and hard of hearing.

In a rural area, there is not a sufficient number of such children in any one school district to justify the establishment of a special room for proper instruction.

This study is being made to evaluate the effectiveness of a trained teacher of the deaf and hard of hearing in a rural itinerant program."

Joseph Wolvek, Consultant  
Hearing Conservation Services

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SOME RESULTS OF STUDY

Student Standing at Start of Program - September 1961

Children Enrolled	Age	Grade	For Period Beginning	"Wide Range Achievement Test"			Measurable Intelligence and/or Learning Quotient
				Read- ing	Spell- ing	Arith- metic	
Eva V.	9-1	3	Sept. '61	2.3	3.4	2.9	Wisc Full Scale ..... 72 Chicago Non Verbal ..... 87 'Hiskey' Learning Age ..... 8
Connie T.	8	3	Sept. '61	4.0	3.1	2.7	(No I.Q. Information available)
Patty B.	7-8	3	Sept. '61	5.0	4.8	4.0	Wisc Full Scale .....108 Chicago Non Verbal .....103
Tamera C.	10-5	4	Sept. '61	3.9	3.1	4.1	Wisc Full Scale ..... 83 Chicago Non Verbal ..... 80 'Hiskey' Learning Age .....8.6
Allen M.	11-6	5	Sept. '61	5.4	3.6	4.5	Wisc Full Scale ..... 85 Chicago Non Verbal .....101
Dave T.	10	5	Sept. '61	5.4	4.6	4.5	(No I.Q. Information available)
Terry G.	13-11	8	Sept. '61	4.7	3.6	5.5	Wisc Performance .... 90 Chicago Non Verbal ..... 78
Mary D.	13-4	8	Sept. '61	4.8	5.7	10.8	Wisc Full Scale ..... 80 Arthur Point Scale .. 91

During the course of the study, as time was found, hearing handicapped children who were placed in classes for mentally retarded due to low I.Q. were provided with the services of the itinerant teacher to see what effect this might have on the gains they might make. These are reported only as an item of interest.

Nancy R.	8	MR	Sept. '61	1.2	1.7	2.2	Wisc Performance .... 69 Arthur Point Scale .. 60 'Hiskey'-Learn. Age .. 7
Cynthia M.	7	MR	Sept. '62	(No Data Available)			Wisc Full Scale ..... 64 Arthur Point Scale .. 78
Joan H.	13-5	MR	Sept. '62	5.2	4.2	4.2	Chicago-Non Verb. ... 78 Arthur Point Scale .. 72

Student Standing at Present - (January 1963)

Grade	"Wide Range Achievement Test"			Measurable Intelligence and/or Learning Quotient	Gains Made (1 = 1 grade level as measured by a ten month school year period)			Measurable Intelligence and/or Learning Quotient
	Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	
4	3.9	4.4	4.6	Wisc Full Scale .... 81 Chicago Non Verbal ..... 87 'Hiskey' Learning Age ....9.6	+1.6	+1.0	+1.7	Wisc Full Scale +9 I.Q. pts. Chicago Non Verbal 'Hiskey' Learning Age +1.6 yrs.
4	4.6	4.4	4.5	(No I.Q. Information available)	+ .6	+1.3	+1.8	
4	6.2	6.4	4.2	Wisc Full Scale ....131 Chicago Non Verbal .....122	+1.2	+1.6	+ .2	Wisc Full Scale +23 I.Q. pts. Chicago Non Verbal +19 I.Q. pts.
5	4.1	3.6	4.5	Wisc Full Scale .... 87 Chicago Non Verbal ..... 86 'Hiskey' Learning Age ....9.6	+ .2	+ .5	+ .4	Wisc Full Scale +4 I.Q. pts. Chicago Non Verbal +6 I.Q. pts. 'Hiskey' Learning Age +1 yr.
6	6.2	5.3	6.1	Wisc Full Scale ....105 Chicago Non Verbal .....113	+ .8	+1.7	+1.6	Wisc Full Scale +20 I.Q. pts. Chicago Non Verbal +12 I.Q. pts.
6	7.3	5.1	5.8	(No I.Q. Information available)	+1.9	+ .5	+1.3	
9	4.1	4.1	5.4	Wisc Performance ... 96 Chicago Non Verbal ..... 85	- .6	+ .5	- .1	Wisc Performance +6 I.Q. pts. Chicago Non Verbal +7 I.Q. pts.
9	6.1	6.2	11.4	Wisc Full Scale ....103 Arthur Point Scale..103	+1.3	+ .5	+ .6	Wisc Full Scale +23 I.Q. pts. Arthur Point Scale +12 I.Q. pts.

MR	2.7	2.7	2.0	Wisc Performance ... 82 Arthur Point Scale . 77 'Hiskey'-Learn. Age 9.6	+1.5	+1.0	- .2	Wisc Performance +13 I.Q. pts. Arthur Point Scale +17 I.Q. pts 'Hiskey'-Learn. Age 2.6 yrs.
MR	(No Data Available)			Wisc Full Scale .... 81 Arthur Point Scale . 88				Wisc Full Scale +17 I.Q. pts. Arthur Point Scale +10 I.Q. pts.
5	6.9	4.4	4.7	Chicago-Non Verb. .. 76	+1.7	+ .2	+ .5	Chicago-Non Verb. -2 I.Q. pts Arthur Point Scale 0

EXCERPTS FROM REPORTS MADE BY PARENTS OF  
CHILDREN FOLLOWING THE FIRST YEAR OF THE PROGRAM

...First, we feel very fortunate that our daughter, P \_\_\_\_\_, has been one of the students in the program. We are glad ... that something is "beginning" for the child with a hearing loss. Second, the fact that the personnel of the Department of Otolaryngology at Iowa City where P \_\_\_\_\_ was a patient, heartily endorsed the program, made us more aware of the importance of it.

Third, we feel that P \_\_\_\_\_ has benefited from the special help received. She speaks more clearly, spells more accurately, has more assurance and loves school ...

Sincerely,

Mrs. B \_\_\_\_\_

... I think she (E \_\_\_\_\_) has ... learned quite a lot, and is already talking of next fall for school to start.

Mrs. V \_\_\_\_\_

... N \_\_\_\_\_ just couldn't get numbers at all last year and we were really amazed at what she has accomplished this year. She can really add and subtract good now. To us it seemed as if she was losing interest in school last year. She had to be made to go to school and nothing seemed right. This year N \_\_\_\_\_ is first one ready and is really interested in both going to school and her work ...

Yours truly,

Mr. & Mrs. R \_\_\_\_\_

... T \_\_\_\_\_ comes and uses words like beautiful and many different words he never used before ...

Mr. & Mrs. G \_\_\_\_\_

... We feel that this year of school ... has made M \_\_\_\_\_ more confident of herself, both scholastically and socially. Her schoolwork has improved and where before she would say, "I didn't hear the teacher explain this work.", and then give up; she'll now admit she doesn't always hear but she's willing to try and figure out the work. Her password has changed from "I can't do this," to "I'll try to do this." Her ability to read has also improved ...

Personality-wise, M \_\_\_\_\_ has changed for the better. She used to sit and watch T. V. when we had company or would go visiting, and more or less ignore people when they talked to her. Now she will join in conversation or games with the children and converse more readily with adults. She is more willing to get up in front of a group and give talks such as in 4-H.

We think this special teacher for the "Hard of Hearing" is a very good idea and that the younger the child would be when the help starts, the more he would benefit. We feel the public should be informed of the fact that there is a group that cannot receive a full or complete education in a regular school and yet have too much hearing to attend a School for the Deaf. We think that attending a school with other normal children and doing their regular schoolwork, plus having a teacher trained to teach the hard of hearing as extra help as M \_\_\_\_\_ has had this year, as a fine solution to this problem.

It certainly has helped M \_\_\_\_\_. She has been learning more fully this past year "to live and to learn" despite her handicap ...

Mr. & Mrs. D \_\_\_\_\_

SCHOOL PERSONNEL EVALUATE THIS PROGRAM  
FOLLOWING THE FIRST YEAR OF ITS INITIATION

... The reports of teachers who have had pupils under Mrs. LaDuke's (Itinerant Teacher for Hard of Hearing) program have shown the teachers to be quite enthusiastic in their approval of the results.....

Sincerely,

A. R. Block  
Superintendent of the  
Sponsoring School District

... A \_\_\_\_\_ has improved tremendously in his school work this year. His grades this year are as follows:

	1st Period	2nd Period	3rd Period	4th Period
Reading	D	D	C	D
Spelling	D	C	C	C
Language	D	C	C	C
Social Studies	D	D	C	C
Arithmetic	D	B	A	A
Health	D	D	C	D

A \_\_\_\_\_'s behavior has changed also. He came into the fifth grade quite reserved and is leaving almost the opposite. He has become an occasional pest. I think this is partly his age and mostly his awareness that he is somebody.

Miss Nondyce Schrieber  
Teacher  
Cherokee Public School



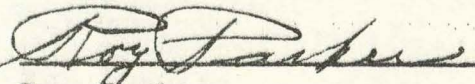
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PSYCHOLOGIST  
L. STANLEY WENCK  
PSYCHOLOGIST  
MARION BRADLEY  
SPEECH THERAPIST  
DONALD HERBOLD  
SPEECH THERAPIST  
DEAN REYNOLDS  
SPEECH THERAPIST  
R. DAVID NELSON  
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IDA AND CHEROKEE  
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To Whom It May Concern:

The advisory board, representing the boards of the four counties participating in this study, because of community and public school acceptance and because of the gains made by the children enrolled, indicates its support of this program by continuing the services of the itinerant teacher of the hard-of-hearing on a permanent basis, following the termination of this program on a pilot study basis.

  
Roy Parker,  
Chairman Advisory Board

PROGRAM COSTS

Claim may be Submitted  
to Department of Public  
Instruction, Division of  
Special Education for Amount

Teacher Salary

B. A. from approved institution offering  
curriculum for teacher of the deaf and  
hard of hearing.

(no experience) \$5,000 to \$5,500  
(\$300 increment for each year of  
experience is usual)

All (except FICA, IPERS)

Transportation

\$1,000

All

Equipment (needed initially)

(\$2,600)

(available on a loan basis from  
the State Department of Public  
Instruction)

(\$2,600)

Materials

\$300

Books, charts, expendables, etc.

Total Cost of Program

Salary \$5,000  
Transportation 1,000  
Equipment 2,600  
Materials 300  
\$8,900

Amount reimbursed or sup-  
plied (equipment) by State  
Department of Public  
Instruction:

Salary prorated (40%) \$2,000  
Transportation  
prorated (40%) 400  
Equipment 2,600  
Materials 0  
Total \$5,000

Local area's share of program cost ..... \$3,900  
(may be shared by a number of school districts)

APPROVED TEACHER OF THE DEAF AND HARD OF HEARING INSTITUTIONS

The Following Institutions are Approved by: The Conference of Executives of American Schools for the Deaf and The National Council for Accreditation of Teacher Education.

ARKANSAS

University of Arkansas  
Fayetteville, Arkansas

CALIFORNIA

San Francisco State College  
1600 Holloway Avenue  
San Francisco 27, California

University of Southern California  
Los Angeles, California

Los Angeles State College of  
Applied Arts and Sciences  
5151 State College Drive  
Los Angeles 32, California

GEORGIA

Emory University  
Atlanta, Georgia

ILLINOIS

Northwestern University  
Evanston, Illinois

INDIANA

Butler University  
1200 East 42 Street  
Indianapolis 5, Indiana

IOWA

State University of Iowa  
Iowa City, Iowa

KANSAS

University of Kansas  
Lawrence, Kansas

MASSACHUSETTS

Boston University  
Boston, Massachusetts

MICHIGAN

Wayne State University  
Detroit 2, Michigan

MISSOURI

Washington University  
St. Louis, Missouri

NEW JERSEY

Trenton State College  
Trenton, New Jersey

NEW YORK

Columbia University  
New York, New York

University of Buffalo  
Buffalo, New York

Syacuse University  
Syracuse, New York

NORTH CAROLINA

Appalachian State Teachers College  
Boone, North Carolina

Lenoir Rhyne College  
Hickory, North Carolina

OKLAHOMA

University of Oklahoma  
Medical Center  
Oklahoma City, Oklahoma

OREGON

Oregon College of Education  
Monmouth, Oregon

PENNSYLVANIA

University of Pittsburgh  
Pittsburgh, Pennsylvania

Duquesne University  
Pittsburgh, Pennsylvania

SOUTH DAKOTA

Augustana College  
Sioux Falls, South Dakota

TENNESSEE

University of Tennessee  
Knoxville, Tennessee

WASHINGTON

Lewis and Clarke College  
Portland, Oregon

WISCONSIN

University of Wisconsin  
3203 North Downer Avenue  
Milwaukee 11, Wisconsin

The data included in this progress report represents gains made for only a portion of the two year period which this study has been scheduled to run. At the close of this school year, the pilot study period will terminate and a more detailed report of findings will be published.

Because it is necessary to alert local school boards throughout the state as to reimbursement plans for this type of program for the next school year, and because budgets for the next school year will be considered by local boards in the next month or so, the need to report findings and evaluations of educators in the pilot study area is evident.

Although the total gains of children cannot be reported for another semester, the evaluations of local school people and the gains made up to the present time by the children enrolled in this pilot study makes the inclusion of this program on the roster of regularly reimbursed special education programs imminent.

Drexel D. Lange  
State Director  
Division of Special Education