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# The Representation of Exceptional Persons in Selected Educational Materials

Carol M. Lange

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THE REPRESENTATION OF EXCEPTIONAL PERSONS  
IN SELECTED EDUCATIONAL MATERIALS

by  
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Bachelor of Arts, Westmar College, 1965  
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A Dissertation

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Doctor of Education

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This Dissertation submitted by Carol M. Lange in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

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Dean of the Graduate School

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THE REPRESENTATION OF EXCEPTIONAL PERSONS  
IN SELECTED EDUCATIONAL MATERIALS

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*April 14 1985*

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## ABSTRACT

A milestone for special education was reached in November, 1975, when the United States Congress passed Public Law 94:142, The Education for All Handicapped Act. Major implications of this document were that disabled children, ages 3-21, now were given an equal opportunity for a free public education; disabled children would receive that education in the least restrictive environment; due process would be applicable; and the law would be implemented to ensure an education for the disabled ages 3-18 by 1978, and 3-21 by 1980. A result of this law is that disabled children are entering the public school, and a portion of that number are mainstreamed into regular classrooms for at least part of the school day. The integration of the disabled into regular classrooms necessitated healthy attitudes toward disabled that focused on the person rather than on the disability and the acceptance of the disabled as worthwhile productive individuals. Since attitudes may be conveyed through printed materials, it seemed appropriate to examine materials that are used by teachers and children. A review of the literature indicated that the only studies to date that summarized the image of disabled in educational materials were in children's literature. This researcher perceived the need for an investigation of the image of the disabled in other materials used by teachers and students. Materials selected for study were professional journals and basal reading series.

The following research questions were investigated:

(1) Are exceptional persons visible in educational journals? What types of information are included? Are biased attitudes reflected? Who is the specific audience, teachers, administrators, or others?

(2) Are exceptional persons visible in children's reading textbooks? To what degree? How are they represented? Are they engaged in meaningful activities with others? Are biased attitudes reflected in either textual or pictorial representation? Does the language used by the author convey negative attitudes?

Exceptional persons were defined within the following categories: intellectual disability is subnormal intellectual development that creates deficiencies in academic and social learning; physical disabilities; emotional disabilities include a breakdown in interpersonal relationships and perceptions of reality, unpredictability and instability; speech disorders; sensory disabilities are impairments of sensory organs including blindness, partially sighted, deafness and hard of hearing. Multiple disabilities will refer to all categories of disabilities.

Materials selected were the journals: Teacher, Instructor, Early Years, Language Arts and The Reading Teacher. Textbooks studied were the Impression Series, Houghton-Mifflin; Keys to Reading, Economy; Reading 720, Rainbow Edition, Ginn and Company; Basics in Reading, Scott, Foresman; and the American Book Reading Program, the American Book Company.

Analysis of the data revealed the following:

Exceptional persons were visible in teacher journals in articles mainly addressed to teachers. Overall, 2.7 percent of the articles in journals for the years examined were about this group. Of these

articles, 57 percent were about disabilities in general. Most of the articles, 80 percent, covered a range of ages of exceptional persons.

Thirty percent of the articles were about instructional procedures, 18 percent of them were about mainstreaming, 37 percent of them were about such miscellaneous topics as labeling, special education trends, teacher training, and the remaining were about classroom management, information on disabilities and screening procedures. The language of the authors in every instance was not offensive.

More stories that included disabled characters in narratives were found in intermediate textbooks than in primary textbooks. More exceptional characters appeared in illustrations and skills lessons in primary textbooks than in the narrative.

Data on the disabled in textbooks revealed that more disabled males than disabled females were visible. More adults including senior citizens were depicted as disabled characters. Sixty-seven percent of the disabilities were physical in origin. Nearly 70 percent of the disabled characters were Caucasian. Characterization and language were generally positive.

## CHAPTER I

### INTRODUCTION

#### Background of the Study

Historically, attitudes toward exceptional persons have been tainted with suspicion, fear and mystery. Prescientific tribesmen attempted to explain causes and effects of disabilities and the disabled through mythological beliefs and supernatural events (Telford and Sawrey 1977). Ancient societies venerated, abandoned, banished or punished the disabled (Wright 1960). Some believed the disability was the punishment of an angry god; others believed it was evil, and a quality to be feared (Lance 1978). The blind, on the other hand, were venerated as "seers" and predictors of the future (Wright 1960). Early Christians believed that exceptional persons were sent by a good God to be cared for by others (Lance 1978), who, in turn, would be blessed through the giving of alms and for providing protection. Christians of the Colonial period, however, believed that the disabled, particularly the emotionally disabled, were evil, sinful and possessed by the devil. Christians believed they must rid their society of sin and evil and as a result, many disabled were hunted, brought to trial and burned as witches (Hewitt 1974).

Evidence of the modification of these attitudes toward the disabled is seen in the appearance of private institutions that offered asylum for disabled persons. Although these institutions offered little more

than meager custodial care (Lance 1978), they did, none the less, represent some attitudinal change on the part of the private sector. Among these institutions were a school for the blind created in 1817 by Gallaudet, and a school for the deaf established by Howe (Lance 1978). Late in the nineteenth century institutional care for the disabled became available, supported by public funds.

Several years following, the first public school classes for disabled children began to appear (Abraham 1976). As state and local governments began to assume costs for the care of the disabled, federal government, too began to recognize the needs of these individuals. Early evidence of this is shown by President Theodore Roosevelt's convening of the White House Conference on Dependent Children (President's Committee on Mental Retardation 1977). Special education classes developed with greater support by both federal, state and local governments as well as the private sector in the years following the Second World War (President's Committee on Mental Retardation 1977). This was partly due to new developments in physical medicine, therapy, counseling and rehabilitation programs that were developed for maimed veterans (Reynolds and Rosen 1978).

Another important step was the governmental programming recommended by President John Kennedy and the subsequent implementation of those plans in the following administrations (President's Committee on Mental Retardation 1977). Most recent of the federal legislation is the passage of Public Law 94:142 in November, 1975 which guarantees the right of the disabled to free public education in the least restrictive environment. This law safeguards the rights of the disabled and ensures due process of law (Meyen 1978).

Need for the Study

Approximately 10 percent (Council of Interracial Books for Children 1978) of school age children are disabled, and with the implementation of Public Law 94:142, many of these children will be mainstreamed into the least restrictive environment, which in many cases will be the regular classrooms. As disabled children become part of the regular classroom, teachers must become sensitive to self-images and the special needs of these children. Moreover, the non-disabled in the classroom should be given accurate and appropriate information about the disabled. The researcher sees educational journals and classroom instructional materials as prime sources of information about the disabled for teacher and children, respectively.

A major concern of the disabled, their advocates, and many educators is the image of the disabled that is depicted in educational materials. Jaffe (1977) stated that presently the images of the disabled that are found in educational materials are as stereotyped as are sex roles and the images of various racial and ethnic groups. She also stated that there is a concern for fair treatment of exceptional persons both in the classroom and out.

Need for accurate and adequate representation of exceptional persons is twofold. The disabled child must be able to observe other disabled persons in educational materials such as textbooks that will provide identity-images and appropriate role models (Consortium for Appropriate Representation of Exceptional Persons 1977). Fein and Ginsburg (1978) stated that the non-disabled child must be made aware of children with special needs. The exceptional persons must be shown participating with others in mutually beneficial activities so that

others observe them as part of the mainstream (Consortium for Appropriate Representation of Exceptional Persons 1977). Story selections in textbooks can serve as vehicles for developing these concepts.

Teachers who are not specifically trained to instruct exceptional children may rely on educational materials, such as professional journals, to provide information on disabilities and on specialized techniques for teaching the disabled. One question for this researcher is to the extent to which the journals address these concerns.

Given, also, the need for development of more positive images of the disabled, an image affecting both children and adults, the investigator chose to examine instructional materials designed for use with children to ascertain the degree of visibility and the quality of representation of disabled persons in these materials. The need for public awareness of the needs of the disabled was an important aspect of this study.

#### Purposes of the Study

This study was designed to examine the visibility, representation and treatment of exceptional persons in selected educational materials. The research questions investigated were twofold:

(1) Are exceptional persons visible in educational journals? What disabling conditions are presented? What types of information are included? Are biased attitudes reflected? Who is the specific audience, teachers, administrators, or others?

(2) Are exceptional persons visible in children's reading textbooks? To what degree? How are they represented? Are they engaged in meaningful activities with others? Are biased attitudes reflected in

either textual or pictorial representation? Does the language used by the author convey negative attitudes?

### Procedures for the Study

Educational materials could be examined to determine the visibility, representation and treatment of exceptional persons in materials that are used by teachers and children. In the opinion of this researcher, most teachers subscribe to educational journals. Research indicates that the majority of the children in the United States receive reading instruction in basal textbooks (Corder 1971). Therefore, selected journals and basal reader series were selected for examination.

The journals selected were Teacher, Instructor, The Reading Teacher, Language Arts and Early Years for the years 1973-1978. These five years were chosen because they were a period of rising concern for the education of the disabled. The passage of Public Law 94:142, Education for All Handicapped Children, marks the midpoint of the five years.

The researcher located in the journals all articles that included references to disabled persons. Data were collected from these articles on the description of the disabling conditions, age or grade toward which the article or feature is directed, audience to whom the article or feature is addressed, general focus of the article or feature, and the language the author used to describe the exceptional persons.

The most recent editions of children's reading textbooks series were used, those copyrighted from 1977-1980. Only selections that depicted realistic situations of persons living in the fourteenth, nineteenth or twentieth centuries were included. All fairy tales, folk tales, myths and legends were excluded from the sample. Selections included fiction, biography, skills lessons, informative articles,



plays and poetry. Both pictorial and textual representation of exceptional persons was examined. The information gathered included background of the story, setting and role of the exceptional person, character development, treatment of the exceptional person.

Children's reading textbooks used were Basics in Reading published by Scott, Foresman (1978), Reading /20, Rainbow Series published by Ginn Company (1979), Impression Series published by Houghton Mifflin Company (1978), Keys to Reading published by Economy (1980), and American Book Reading Program published by the American Book Company (1977).

Two instruments were prepared for recording of data on (a) professional journals, (b) reading textbooks (see Appendix A). Recorded data were summarized and discussed.

#### Definition of Terms

Disability and disabled refers to an impairment that interferes with a functional process. Disabling condition is the category of the disability.

Emotional disabilities are breakdowns in interpersonal relationships, unpredictability and instability.

Exceptional persons are intellectually, emotionally, physically, speech, or sensorially disabled. Disabilities shall not include personality characteristics such as hostility, body stature such as height or obesity or an illness except when the illness causes the disabling condition as in the case of rubella or poliomyelitis. Individuals who are gifted, creative, learning disabled, culturally different, or show deficiencies in basic skill areas were, for the purposes of this study, excluded from this definition.

Handicap is a label for disability. However, the connotation may be offensive and limiting to the exceptional person.

Intellectual disability is subnormal intellectual development that creates deficiencies in academic and social learning.

Label is a means of categorizing disabling conditions.

Least restrictive environment is the environment that provides the appropriate educational setting for the exceptional child. In most cases it will be the regular classroom, but the present level of functioning and capacity for integration are considered in choosing placement alternatives.

Mainstreaming is the integration of the exceptional children into classrooms with non-disabled children.

Physical disabilities are damage to motor nerves and muscles, orthopedic disabilities and amputation.

Sensorial disabilities are impairments of sensory organs. They are blindness, partially sighted, deaf and hard of hearing.

Speech disorders are speech production problems related to and caused by physical disabilities.

Stereotype is an attitude toward a group that stigmatizes and categorizes. It is widespread culturally and socially.

#### Limitations of the Study

This study was limited to the evaluation of articles and features found in selected educational journals for the years 1973-1978 and selections found in selected reading textbooks for grades one through six. Only those articles and features in the educational journals or selections from reading textbooks that contained at least one exceptional person were examined.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

During the decades of the 1960's and the 1970's the American society experienced periods of activism as minorities pushed for recognition as full members in the mainstream of the social, professional, and political life of America. Concern for the images of these minorities in educational materials and the responsiveness of those involved in the education of these groups surfaced also.

The most recent minority entering the mainstream is the group of disabled citizens. The disabled and their advocates are concerned also, about the attitudes our society has towards disabled persons and the treatment they receive. In addition, educators are concerned about the images and attitudes that are portrayed in educational materials.

The first section of this chapter contains an historical overview of the changes in attitudes toward the disabled and a summary of United States legislation affecting the disabled. In the second section is a discussion of the influence of books on children's attitudes. The third section contains a discussion of images of the disabled appearing in literature. In the fourth section, the researcher examines research in the visibility and representation of exceptional persons in children's literature and children's textbooks. The final section examines research studies of journals and their portrayal of the disabled.

A History of Attitudes Toward the Disabled

Throughout history, societies have developed cultural definitions of exceptionality and have attempted to explain the causes of the disability. Hidden within these explanations were the values that each society placed upon the norm of behavior, the cultural values placed on beauty, and age; the relation of these values to the causes of disability and the magnitude of the disability (Wright 1960). When the attitudes and treatment toward the disabled are examined historically, one discovers a panorama of behaviors. The fate of the disabled included destruction, exorcism, sterilization, exploitation, exile, and alienation. On the other hand, some disabilities such as epilepsy were considered divine (Hewitt 1974) or good luck (Wright 1960).

Hewitt (1974) indicated that ancient beliefs in religion and demonology perpetuated hostile attitudes toward the disabled. Hewitt also stated that it appeared to some societies that the disabled were possessed by a supernatural power.

According to Wright (1960) these attitudes were expressed in the behaviors shown toward the disabled. In ancient Sparta the child was subject to the father's right of infanticide and judgment of the state council. Similarly the Roman father was granted the right to kill deformed or female children. Often these unfortunate children were abandoned only to be left to the ill treatment of beggars who used them to become charitable objects and receive alms (Hewitt 1974). Wright (1960) said that Siriono Indians generally abandoned their sick and deformed. The Navaho derived enjoyment from the verbal abuse given the disabled and from pantomines that illustrated afflictions and illness. Uncomplimentary nicknames were quite common. The Masai of Kenya killed

the disabled or weak children soon after birth. The Chaggi of East Africa, Wright continued, believed that evil spirits were appeased by the disabled, and, thereby, allowed normalcy to the remaining population. Therefore, the Chaggi did not dare harm disabled persons.

Although most of the beliefs and behaviors were negative, there is evidence that within some societies the disabled fared better. Those of the Azande tribe received better treatment because infanticide was not practiced, and parents loved the deformed as well as the normal. Dahomeans of West Africa believed that some disabilities brought good luck. The Ponape of the Eastern Carolines treated crippled and insane children as they did the normal (Wright 1960).

Baskin and Harris (1977) said that since kings and chiefs were considered divine, their health was connected with the well being of the tribe. The ancient Israelites, they reported, did not look with disfavor upon disabilities either, for Jacob, the father of the Israelites, became lame when he wrestled with an angel, and Moses, leader of the exiled, stuttered.

During the middle ages the tide of feeling again changed, for now the concern, especially regarding the emotionally disabled who were believed to be possessed by demons, was to punish the demons. A variety of "treatments" were employed to cleanse the disabled, including flogging, chaining and immersing the victim in hot water. Many of these disabled persons were labeled witches, and massive witch hunts were organized and executed as societies tried to rid themselves of demons. When captured, a witch could be beaten or burned for whether was considered unjust or irrational treatment (Hewitt 1974).

Other societies looked upon deformity and illness as results of evil deeds performed by the victim or one of the victim's ancestors. Others regarded disability as the repayment of a debt or enlightenment. Some believed the disability caused the exceptional person to gain a deeper understanding of self (Wright 1950).

As science, especially the field of genetics, began to be studied seriously, less emphasis was placed on demonology and religion as causes of disabilities and physical punishment, as the treatment, declined (Reynolds and Rosen 1978).

Changes in attitudes toward the disabled were reflected in programs established to meet educational and developmental needs. Therefore, institutions specifically established for the disabled appeared on the scene. Many of these provided meager custodial care and did little more than separate the disabled from the normal population. Early in the nineteenth century, the Reverend Thomas Gallaudet founded a permanent school for the deaf in Hartford in 1817. This institution was supported by both private and public funds. About a decade later, Doctor Samuel Gridley Howe established a school for the blind in Boston (Lance 1978).

Dorothea Dix, a retired elementary teacher, was an early advocate for the emotionally disabled. In 1848 she addressed the Congress to protest the inhumane treatment given the emotionally disabled (Abraham 1976). October 1, 1848 marked the opening of an experimental school for the mentally disabled in Boston (Lance 1978). Meanwhile in Europe, foundations for better educational methods, especially in teaching the mentally disabled, were developed by Doctor Jean Itard, Edouard Seguin, and Doctor Maria Montessori, through their studies with mentally disabled and disadvantaged persons (Abraham 1976).

In 1890, state responsibility for the care of the mentally disabled was accepted (Hewitt 1974). This opened a myriad of possibilities for exceptional persons for in 1899 many large cities had special education classes (Abraham 1976). By 1900 a day school class for the blind was established in Chicago. In 1908, the first program for children with speech disabilities was developed (Lance 1978).

The creation of the Council for Exceptional Children by Elizabeth Farrell in 1922 marked the beginning of an organized group of educators who were interested in helping children with special needs (Abraham 1976). World War II left a definite impact on the attitudes and treatment of the disabled for these reasons: freedom from want and fear was stressed by Franklin Roosevelt and Churchill; maimed veterans refused to accept the prospect of living forgotten lives in custody; new concepts in rehabilitation programs, in prosthetics, and in physical medicine were developed. Programs in guidance and clinical psychology were initiated to provide counseling for the veterans. Medical research provided answers regarding the causes of disabilities and of birth defects (Reynolds and Rosen 1978).

Currently, educators continue to voice concern about attitudes that cause barriers between children. Strides in the positive direction have been made but attitudes are resistant to change (S. Cohen 1977a). Society still treats the disabled in patronizing and condescending patterns. The disabled are depersonalized by actions which label, ignore or reject them. Sometimes they are regarded as menaces who are potentially dangerous to society, even to themselves (Wright 1960).

The non-handicapped regard the disabled as totally disabled. For instance, if the individual is blind, the disabled may be viewed as

being deaf also (Baskin and Harris 1977). They are viewed by normal persons as sick individuals who are not whole and are in need of healing (Wright 1960). Reasons for these behaviors as stated by Shirley Cohen (1977b) include: the nondisabled feel awkward, clumsy and uncomfortable in the presence of the disabled because they don't know what to do or what to say. They talk to a third person about the disabled rather than talking directly to the disabled. Their discomfort not only arises from lack of knowing what to do but also the fear of "catching the disease" because it arouses within us a fear of one's own vulnerability and fragility. In addition, the disabled do not always perform as the non-handicapped expect and since the behavior cannot be predicted, they are feared.

The position of the disabled is similar to that of any minority or underprivileged group. This is evidenced in the "requirement for mourning" in which members of the majority attempt to diminish the value of the minority in order to safeguard majority values. Requirement for mourning is demonstrated when the majority pities and regards the depressed group as unfortunates who are suffering or implies that they ought to suffer (Wright 1960).

The depersonalization and alienation causes the disabled to feel inferior. This manifests itself in a myriad of feelings about the disability. The disabled conclude that the disability is a punishment they must bear; they feel devalued because most people are physically normal; they feel the disability causes them to become burdens; and they feel the deformity is disgusting and revolting (Wright 1960).

One cannot explore the attitudinal changes without noting the intervention by the United States federal government. Early in the twentieth century, conferences on the care of dependant children and



youth were convened. Other important events include the creation of the President's Panel on Mental Retardation, the expansion of the function of the President's Committee for Employment of the Physically Handicapped to include concern for all the disabled, the creation of the Bureau for the Education of the Handicapped (President's Committee on Mental Retardation 1977), and the First White House Conference on the Handicapped (The White House Conference on Handicapped Individuals 1978).

Significant legislation includes these: Through Public Law 85:926, passed in 1958, lawmakers provided a means for training of special education personnel (Meyen 1978). The Elementary and Secondary Acts (Public Law 89:10) passed in 1965-66 provided a means to assist the educationally disadvantaged children. This was extended to include the handicapped children in all socio-economic groups. Through amendments, lawmakers provided a means for federal monies to be granted for research, innovative projects, staff training, educational programs, and regional resource centers (President's Committee on Mental Retardation 1977). The Rehabilitation Act of 1973 was passed. It included Section 504 which "safeguards" the handicapped from discrimination. Originally, lawmakers applied Section 504 only to employment practices; later they passed an amendment that applied it to a broader field of services, including education (Meyen 1978).

An amendment to the Elementary and Secondary Act was passed in 1974. Lawmakers included a statement on due process and the "right to education mandate" (President's Committee on Mental Retardation 1977).

Congress passed Public Law 94:142 in 1975. It is described as the Bill of Rights for all handicapped because its creators designed it to correct educational inequalities. Features of the law included a

mandate that by 1978 all exceptional children, ages 3-18, shall receive a free public education in the least restrictive environment; by 1980 all exceptional children ages 3-21 shall receive a free public education. Procedures that will facilitate due process were included and a description of the individualized education plan (Meyen 1978). At this point in time, the implementation of Public Law 94:142 has been in effect two years.

### Summary

Primitive societies associated disabilities with the supernatural. They treated the disabled in a variety of ways according to each society's perception of the disabled. Early Christians thought that disabled were sent by a good God to be cared for by others. During the Middle Ages the tide turned; people believed that the disabled, especially the emotionally disabled, were possessed by demons. Many were treated harshly. Although advancements in the fields of medicine and education have changed some societal attitudes toward exceptional persons, they are often treated in patronizing and condescending ways.

In the nineteenth century, institutions were established for the purpose of providing care and education for disabled persons. There were many advocates for humane treatment and education for the disabled. Among the advocates were the Reverend Thomas Gallaudet, Doctor Samuel Gridley Howe, Dorothea Dix and Elizabeth Farrell.

In recent years, the United States federal government has intervened and provided support for the disabled. The legislation has provided monies for necessary training, fair employment practices and mainstreaming in education, as well as laws guarding the rights of the disabled to education and employment.

Influence of Books on Children's Attitudes

Zimet (1972) indicated that content in reading textbooks is a transmitter of our cultural values and attitudes. Weitzman and Rizzo (1974) agreed that textbooks represent a powerful mechanism of providing children with a vision about themselves. Further, they stated, children learn what is good, what is valued and how to conduct their lives. Books, they said, influence values and aspirations through providing information, skills, and ethical values of the good life and the motivation and incentives for obtaining it.

Rudman (1976), author of textbooks on children's literature, maintained that books are important influences, also. They can either hinder or help educators construct a suitable base for children's attitudes and behaviors.

Janet Cohen (1978) stated that there is a great demand for excellent literature about children with special needs. She said that often anything that is deformed and unnatural instills fear, repulsion and rejection in children if they are not prepared for it. But, she felt that the children's literature that contains disabled characters helps in that preparation.

Fein and Ginsburg (1978) further concluded that literature is an effective tool to help readers understand the nature of handicaps, as well as the similarities that are within people.

The Council for Interracial Books for Children (1976) based their organization on the assumption that books carry a message, a moral and a value or set of values. The Council believed that books play a part in the structure of society because they mold future adults.

An interesting question was raised by Kimmel (1970) who concluded that books may play a part in shaping and reshaping an individual's thinking. He felt that the influence might momentarily affect responses, but how lasting these are was yet to be determined.

#### Reflections of Societal Attitudes in Literature

The notion that literature transmits the societal attitudes is commonplace. As this writer reviewed the research, it became clear that the representation of the disabled in literature does indeed reflect the attitudes of society. The attitudes are apparent through both the images of the character revealed in textual and pictorial representation and the language used to label or identify the disabled (Barnes, Berrigan and Biklen 1978).

Barnes, Berrigan and Biklen (1978) reported that the disabled are frequently shown, in media and literature, as pitiable and pathetic. The disabled may be used by the author to show the goodness and sensitivity of another character. They are recipients frequently of the charity of others (Barnes, Berrigan and Biklen 1978). The disabled may be represented as holy innocents who are naive, trusting (Dearing 1977), childlike (Biklen and Bogdan 1978). Baskin and Harris (1977) noted that the disabled character may be shown to possess great religious faith and, thus, may be miraculously healed.

Authors may present the disabled person as an object of violence which renders the character helpless, dependent and incompetent (Biklen and Bogdan 1978). The suffering of the disabled characters (Baskin and Harris 1977) may be used to cause them to achieve a better self-understanding, as the payment for grace or enlightenment, or to serve as a catalyst for others' enlightenment. Other images of the disabled

may depict them as burdens on society (Biklen and Bogdan 1978), their own worst enemy (Barnes, Berrigan and Biklen 1978), powerful or impotent, favored or rejected. Sometimes disabled characters are used to stress social realities and racial issues (Baskin and Harris 1977).

Another popular stereotype is the relationship between the disability and the vocation of the disabled; for example, the pain and blessing of blindness is to be given the station of the "unseeing seer" or prophet (S. Cohen 1977b). The role of the disabled as the medicine man or the healer is popular in folklore (Baskin and Harris 1977).

The disabled are often portrayed as evil and sinister (Biklen and Bogdan 1978) and the disability shows how terrible the character is. The physical deformity is used to symbolize a mental and physical ugliness. The disfigurement causes and symbolizes wicked behavior, but facial disfigurement is the most grievous and creates more horror and fear than any other disability (Dearing 1977). The character's disability may be associated with punishment for the misuse of a gift or the commission of a heinous act. The punishment might be brought about by the behavior and disability serves, then, as a reminder of the action (Baskin and Harris 1977).

The disabled character may be used to add atmosphere (Barnes, Berrigan and Biklen 1978), be treated as an outsider, or provide interesting scenery (Biklen and Bogdan 1978), such as the blind beggar (Barnes, Berrigan and Biklen 1978). Another stereotype is to make the disabled appear superior and achieve better than average despite the disability. On the other hand, the disabled character may appear foolish, be laughed at by other characters or become the brunt of jokes (Biklen and Bogdan 1978).

Often characters are portrayed as one-dimensional personalities who are not capable of showing the range of human emotion (Biklen and Bogdan 1978). Similarly they are shown as non-sexual (Biklen and Bogdan 1978) for even when they have opportunities to fall in love and marry, the disabled must sacrifice their own happiness for the good of others (Baskin and Harris 1977).

The language that authors use to describe exceptional persons reveals hidden fears, values, attitudes and beliefs that society has about disabled persons. Examples of the use of language are given below.

Baskin and Harris (1977) mentioned that humor, figurative language and emotionally charged words are often used to describe exceptional persons. Humor is a way of dealing with the fear of the disabled. Examples that these authors gave were moron jokes and indications of speech hesitations or stuttering. Figurative language reveals values and beliefs. Examples given were stone deaf, deaf as a post, and blind as a bat. Emotionally charged words, relating to disability, appear to have a magical power. Words such as blind and blindness were among these.

Labels, Shirley (1977b) reported, show how we think about disabled persons and serve to shape perception and thought. Organizations have pushed to eliminate certain labels that have negative connotations attached to them. She noted that examples of the change in medical terms were Down's syndrome for Mongoloid, mentally retarded for idiot and imbecile and orthopedic or physical handicaps for crippled.

Biklin and Bogdan (1978) warned that terms that dehumanize and characterize the disabled as pitiable, dependent, or incapable of

participating in community life, should be avoided. They suggested preferred labels which would replace those that connoted negativism. Among the preferred labels, they suggested the use of "disabled," "visually impaired," "mental impairment," "hearing impairment" and "emotional disability."

In summary, attitudes toward the disabled have often been expressed in literature through stereotypic images and offensive language. The images of the disabled presented in the literature reflect both positive and negative qualities of the disabled and are related to the values of the society.

#### Representation of the Disabled in Children's Literature

Studies of representation of the disabled in children's literature were examined. These studies are summarized below.

Crook (1979) examined children's perceptions of human disabilities in fol tales. She said that some tales give children access to deeper meaning and provide an opportunity for them to interpret the stories in the light of their own experiences. Story lines, she said, give children an opportunity to think about physical attributes, basic human predicaments, their values, and their personal relationship to the larger society.

Baskin (1974) studied the disabled child in children's literature, looking for themes, patterns and stereotypes. She selected 45 commonly read children's books available in most middle school collections. She noted that a variety of disabilities were shown in the stories but rarely has there been a character of major or minor significance who is disabled. Often the presence of one disabled character insures the

introduction of a second disabled character. The disabled character often played a role that was service oriented or symbolic. Often the character was a catalyst that caused a major character to become more mature. In some stories, the main character who was disabled, chastened the newly disabled person to become more mature and accepting of others.

Sometimes the other characters thought that the disabled had willfully allowed or permitted the disability through laziness or ignorance. Many of the books, Baskin reported, had scenes of violence that were directed toward the disabled, either verbally or physically. Further, she stated that the relationship between violence, rejection and disability was obvious. Often, even when the character was shown as the hero, heroine, or some other positive position, the character had previously experienced some abuse.

Baskin noted that the capabilities of the disabled were distorted and the personalities were shallow, and one-dimensional. The reader, she said, knew the disabled only through another character. Often the disabled was an orphan living with surrogate parents. In other stories the family members were supportive.

Oakley (1973) studied the orthopedically disabled in juvenile fiction. Some of the books examined seemed sentimental and overly simplified while others were realistic and related to personal problems. Others did reveal the inner personality and feelings of the disabled character, accurately portrayed the disabled, the disabling condition and the prothesis that was used. The families were believable. In some books, the importance of teaching non-disabled about the exceptional persons, or the need to enable that group of persons to become independent was stressed.



Since childhood deafness does produce psychological side effects, Groff (1976) chose to examine the treatment of psychological stress due to deafness as depicted in children's fiction. He concluded that many authors did depict the stress related to deafness.

Ziegler (1978) studied interpersonal behavior and assessed related background items as depicted in 47 children's fictional books, published in 1940-1969. He looked only at those books that contained at least one physically disabled character. The background items selected for study were the location of the interaction, number and relation of the characters, their age, sex, ethnic group, occupation, socio-economic status; and category of the physical disability.

He concluded that fictional books on the physically disabled showed these changes across the 29 years of publications: the physically handicapped child was achieving greater independence from adults; children's books showed increased affection between other children and disabled child characters of elementary school age; the characters showed honest criticism by other children of the disabled child's behavior; in books that contained a disabled adult, children gave advice to them; the children's books reflected a change from the upper socio-economic setting to the middle socio-economic setting; there was a change from the rural areas to small town settings; there was a shift toward involving more elementary school age children in life-like situations; there appeared to be an important stress on the family of the physically impaired; the non-disabled male was portrayed less often while the appearance of the disabled female adult character increased; the books across the years became more diverse and appeared to show a more realistic society; they included more exceptional Afro-American

children and Afro-American adults; and there were more discernible changes in the interpersonal behavior relationships and the surrounding background factors.

Schwartz (1978) evaluated children's books and concluded that books actually reinforce stereotyped attitudes towards the disabled. He further noted that literature about the disabled did not provide good role models. Biographies of disabled persons tended to distort the portrayal of the individual through omission of facts, sentimentality and overcompensation.

Dearing (1977) indicated that the characterizations of disabled persons portrayed and perpetuated through literature generally were negative, defensive, fearful, hostile, and rationalizing. Further, he said, disabled characters were drawn from the outside and played minor roles. Even when the character role was multi-dimensional and sympathetic, the disabled still tended to be helpless, lonely, isolated, and sad. The strengths, courage, achievement, ingenious adaptation or capable compensation of the disabled character was rarely stressed.

An extensive study of children's books was reported by Baskin and Harris (1977). Their conclusions follow.

Some books showed families unable to care or protect the disabled member; others showed overprotection as a barrier to growth and development; in others, the disability added conflict to an already conflict-ridden family; in some, one or both of the parents were absent from the story. In some cases the family, especially the father, denied the handicap. When a parent was disabled, the child's response was rarely rejecting. Since the 1960's, marriage and romance between disabled characters, or when one partner is disabled, has been treated seriously.

There were barriers, however, they reported, if one of the partners was retarded.

In most stories the community was unaware or insensitive toward the needs of the disabled persons; two-thirds of the stories about disabled took place in the United States; and there was a shift from the rural to an urban setting for the disabled.

They reported that there were more stories about disabled males than females; there was an equal proportion among disabled children, adults and adolescents; most of the disabled were Caucasian; and when minorities were included, they said, they were usually black or Indian. They further indicated that 33 percent of the disabled in stories were employed as menial or blue collar workers, a few were employed in trades, 13 percent were artists, and 20 percent were professionals.

There was an increase in the number of books that contained a disabled character or characters. Orthopedic problems represented about one-third of the characters which was the largest group of disabled; since 1970, more attention has been given to birth defects as a cause of disability; visual impairment accounted for one-fifth of the disabled characters; emotional disorders comprised 13 percent of the characters; intellectual disabilities represented 10 percent of the characters; other disabilities included auditory impairment, speech impairment, general health, neurological problems and cosmetic problems.

Overall, these studies indicated that there are a number of books now available about disabled persons. The disabled are often represented by stereotyped images in both content and illustrations. Some disabled persons are represented realistically but many are presented in over-simplified, sentimental or distorted images. Studies revealed trends

in family life setting, personal characteristics, and vocational choices of the disabled. Stories about disabled persons showed a wide range of disabling conditions.

The review of the literature did not show any studies examining the visibility and representation of exceptional persons in the textbooks used in classrooms. Guidelines for the representation have been developed, however.

In its guidelines, the Consortium for Appropriate Representation of Exceptional Persons in Educational Material (1977) stated that 10 percent of the contents of educational materials should contain information on exceptionalities. Information about the disabled persons should be included in material prepared for all levels. The representation should accurately portray exceptionalities and be free from stereotypes. Persons with the exceptionalities should be shown in the least restrictive environment, participating in worthwhile activities, engaged in mutually beneficial activities with nonhandicapped. The materials should provide role models for other persons with exceptionalities. Uniqueness and worth of all persons should be shown rather than differences between persons with and without exceptionalities. Language should be free from discriminatory words and value judgments and, lastly, inclusion of exceptionalities should not be token representation.

Some publishing companies of textbooks provide guidelines for their editors and authors on the representation of the minorities and the disabled in their publications.

Ruth Ann Hayward, the editor-in-chief, Language Arts, of J. B. Lippincott Company, indicated, by letter (1978) that stories which included some children who were blind, deaf, crippled, or who had

cerebral palsy could be found in their basal reader series. In the Lippincott guidelines (Board, Fisher, Moran, and Zawodny 1977), it is stated that each individual will be shown with a varied range of personality traits and full range of emotions. The disabled will be shown as full participants in family life. Persons who are physically disabled shall be shown in the materials in a wide variety of occupational choices. Further, disabled persons shall be an integrated functional part of society. Individuals will be portrayed realistically. Vocabulary shall be non-stereotypical. In illustrations, the disabled will be included as central figures.

Tracy Masters, the assisting managing editor of the Economy Company, indicated in a letter (1978) that their elementary textbooks reflect exceptionalities in art and text and in accordance with guidelines established by the Center on Educational Media and Materials for the Handicapped. She indicated that the exceptionalities included in the textbooks include behavioral problems, emotional problems, giftedness, visual and physical disabilities. She further noted that they are increasing their efforts to make exceptional persons highly visible and included as an integral part of society.

An enclosure in the letter (1978) from Oster of Prentice Hall, Inc., indicated that they had made a commitment to publish unbiased instructional materials, portray individuals from distinct groups equitably, avoid tokenism and value judgments. Further, they stated that the disabled would be included in various roles that will not demean or limit potential. Differences shall be shown with sensitivity.

The enclosure in the letter (1978) from Sterling of Houghton Mifflin Company indicated they will show people with ordinary, temporary

disabilities, persons using prothesis, the blind, pregnant women, and sick persons at home and in the hospital. Existence of handicaps will not be exaggerated or ignored. The handicaps will not be strange or fearful. Physical appearance will not be related to character development.

The Scott Foresman Company guidelines (1977) stated that the disabled will be included in a realistic and straightforward manner. They will include persons with sight problems, deafness, broken limbs, and paraplegia. The characters will be presented realistically.

Ginn and Company guidelines (1977) stated that their materials will show disabled persons as productive, capable, and contributing individuals in a variety of environments. They will be presented realistically, positively and naturally. The impairment will not be so isolated graphically or in print as to evoke sympathy or imply that the exceptional person is dysfunctional. Typical disabilities that include left-handedness, persons with eyeglasses, dental braces, mental retardation, learning disabilities, paraplegics, speech impediments will be visible. The disabilities will occur across all minority and societal groupings. Biographical information, scientific information, factual information on disabling conditions, accessibility, and persons participating in the mainstream of society will be shown.

The American Book Company guidelines (Heller 1977) provide for inclusion of all exceptionalities: physical disabilities, visual, hearing and speech impairments, giftedness, learning disabilities, emotional and behavioral problems, mental retardation, and neurological problems. Language will be free from discriminatory words or phrases and value judgments. Disabled persons will be shown in the least

restrictive environment and participating with others in worthwhile mutually beneficial ways. Appropriate role models will be provided. Illustrations will show a variety of disabilities.

Mrs. Mary Ann Bachtel, Managing Editor of Language Arts of the Charles E. Merrill Publishing Company, mentioned in a letter (1978) that the company does have guidelines for the representation of exceptional persons. She also noted that disabled persons are visible in their present readers. (Guidelines were not included.)

Despite the fact that publishers of textbooks have developed guidelines for their authors and have definitions of disability and guidelines for textual and pictorial representation, the researcher could not locate any studies reporting how the disabled are represented in textbooks.

#### Representation of the Disabled in Selected Educational Journals

This researcher examined selected educational journals for material that was pertinent to the instruction of exceptional students, information on disabilities, current research in that field and general treatment of the disabled in journal articles and features. She discovered that, presently, there are a number of journals addressed to professionals in special education; however, a lion's share of the journals is addressed to the "general practitioners" among the professional educators.

Journals addressed to special educators contain articles and features about teaching exceptional students, teaching techniques, information on disabilities and current research in that field. Representative of that group are Exceptional Children published by The Council for Exceptional Children, Journal of Learning Disabilities

published by the Educational Press of America, The Journal of Special Education published by Grune and Stratton, Inc., Journal of Speech and Hearing Research published by the American Speech and Hearing Association, and Mental Retardation published by the American Association on Mental Deficiency.

This researcher discovered that the journals addressed to general practitioners contained a limited amount of content that pertained to exceptional persons. Further, it was noted that no evaluation of that content exists at this time.

The only assessment of educational journals that was found examined their effectiveness and content. Peters (1978) examined reasons why articles are not getting through to teachers as they should, and Johnston (1979) studied the content of journal articles written about first-year teachers.

#### Summary of the Chapter

Not unlike other minority groups who have pushed for full recognition in the mainstream of the social, professional and political life of America, disabled citizens are concerned about attitudes toward them, the treatment they receive and their images that are portrayed in educational materials.

Throughout history, societies have developed cultural definitions of exceptionality and have perpetuated their attitudes toward exceptional persons through their mores and a panorama of behavior toward them. Some cultures looked upon exceptionalities with fear and disdain, yet others regarded exceptionalities with favor or as omens of good fortune.



The spirit of advocacy was evidenced by the implementation of specific methods for teaching exceptional persons, by the establishment of educational and care facilities and the demand for humane treatment of the exceptional persons. It was personified by the actions of Reverend Thomas Gallaudet, Doctor Samuel Gridley Howe, Dorothea Dix, Doctor Jean Itard, Edouard Seguin and Doctor Maria Montessori.

During the late nineteenth and early twentieth centuries programs in special education increased as states began to take responsibility for care and education of the mentally disabled. At the turn of the century, new and diverse programs for exceptional persons were located in a number of large cities.

The new programs developed in rehabilitation and physical medicine following World War II influenced attitudes toward disabled. The United States Federal Government enacted legislation that insures and protects the rights of the disabled.

Most authorities agreed that books do influence children's attitudes. The books become vehicles that may help or hinder a child's understanding of the disabled. Cultural attitudes are reflected in stereotypic images found in literature. Crook, Baskin, Oakley, Graff, Ziegler, Schwartz, Dearing and Baskin and Harris have studied the images and treatment of exceptional persons in children's literature.

Although there are no studies of the representation of exceptional persons in textbooks, guidelines for appropriate images were prepared by the Consortium for Appropriate Representation of Exceptional persons in Educational Materials and by many of the companies that publish children's textbooks.

Educational journals that are addressed to general practitioners contain a limited amount of content that pertains to exceptional persons. There were no studies that revealed the images of the disabled in that content.

## CHAPTER III

### DESIGN AND PROCEDURES

The purpose of this study was to examine selected educational materials to determine the visibility and representation of exceptional persons within them. The following research questions establish the boundaries of the task.

(1) Are exceptional persons visible in educational journals? What disabling conditions are presented? What types of information are included? Are biased attitudes reflected? Who is the specific audience, teachers, administrators, or others?

(2) Are exceptional persons visible in children's textbooks? To what degree? How are they represented? Are they engaged in meaningful activities with others? Are biased attitudes reflected in either textual or pictorial representation? Does the language used by the author convey negative attitudes?

The study was limited to two categories of educational materials: educational journals and basal reading series. In this chapter, the definition of exceptional persons, defining characteristics of subgroups, selection of journals and textbooks, development of the instrument, and collection of the data are explained.

#### Definition of Exceptional Persons

Several factors had to be considered in the development of the instruments used to evaluate the two categories of materials. The

researcher had to define each of the subgroups included in the category of exceptional person; one could then determine which articles and stories to include. Guidelines for collection of data from each selected article or story had to be established, also.

A category which included all disabled persons was needed. The word handicapped is often used to describe this group but, historically, "handicap" referred to a cap used by beggars in which the benevolent placed alms (Biklin and Bogdan 1978). Because of this tainted connotation, "handicapped" was not selected. In search of another term, the researcher noted that the association for professional educators and advocates of the disabled was called the Council for Exceptional Children. In college textbooks that described the disabled, the researcher noted Education of Exceptional Learners, The Exceptional Child in Literature, The Exceptional Individual and Psychology of Exceptional Children among the titles. A magazine published by parents of disabled children is called The Exceptional Parent. "Exceptional persons" seemed an appropriate choice for the category.

The population fitting the categorical group had to be defined. Several textbooks on exceptional persons were examined for definitions. Hewitt (1974) included 1) emotionally disturbed children, 2) learning disabled, 3) mentally retarded children, 4) socially and economically disadvantaged children, 5) visually handicapped children, 6) speech handicapped children, 7) physically handicapped children and 8) the gifted as exceptional persons.

Telford and Sawrey (1977) named 1) the intellectually handicapped, which includes retardation, creativity giftedness, bicultural, learning disabilities; 2) the sensocially handicapped which includes the visually

handicapped and the aurally handicapped; 3) the motor and speech handicapped; 4) the orthopedically handicapped; 5) those with communication disorders and 6) the aged as exceptionalities.

Landau, Epstein and Stone (1978) included the mentally retarded, the gifted, the learning disabled, the neurologically impaired, the speech and language impaired, the hearing impaired, the blind and partially sighted, the behaviorally disturbed, the orthopedically handicapped, and the multiple handicapped as exceptional persons.

For the purposes of the present study, the researcher excluded the gifted and the creative from her definition in that they are not disabled. The learning disabled, bicultural, and culturally different children were also excluded because these groups were already part of the regular classroom and would not be as affected by Public Law 94:142 in the mainstreaming effort.

For the purposes of this study, then, exceptional persons was defined as including the intellectually disabled, the emotionally disabled, the physically disabled, the speech disabled, the sensorially disabled and the multiple disabled.

#### Characteristics of Subgroups

The researcher further defined each subgroup within the "exceptional" category. The major characteristics of each are as follows:

Telford and Sawrey (1977) described intellectual disabilities as maturational retardation, slowness in acquiring skills, deficiency of learning, poor academic achievement and inadequate social adjustments. These were selected as the defining characteristics for this study.

Emotional disabilities, based on Hewitt (1974), are explained as failure of the child to adjust to socially acceptable norms for behavior,

and disruption of his/her academic progress and the learning efforts of others.

Physical disabilities, based on Telford and Sawrey (1977), included 1) orthopedically handicapped, 2) motor handicaps, 3) bone disorders and 4) handicaps from organs or movement, 5) cerebral palsy, 6) crippling diseases such as poliomyelitis, osteomyelitis, tuberculous of the bones and joints, arthritis, 7) congenital and birth defects, 8) crippled or disabled by accidents, 9) skeletal deformities, and 10) diseases such as muscular dystrophy, multiple sclerosis, spina bifida, epilepsy, heart conditions, asthma, eczema, and diabetes.

Speech disabilities, based on Telford and Sawrey (1977), included inability to pronounce sounds or assimilate words, disorders of articulation, disorders of voice, stuttering, cleft palate, speech disorders associated with cerebral palsy, and speech disorders related to hearing impairment.

Sensorial disabilities, based on Hewitt (1974), included the visual impairments and the aural impairments. Visual impairments includes the partially sighted and blind children. The partially sighted are distinguished from the blind in that they have some useful vision and are able to read and do school work. The blind have little useful vision and must use Braille for reading. Aural disabilities included the hard of hearing and deaf children. The two terms are distinguished by the amount of hearing loss.

Multiple disabilities, based on Landau, Epstein and Stone (1978), are those instances in which a person has more than one of the above categorized disabilities.

A workable definition of exceptional person was needed as a guide for choosing the selections from journals and textbooks. Therefore, for the purposes of this study, an exceptional person was defined as having one or more of these disabling conditions: intellectual disabilities, excluding learning disabilities; physical disabilities including amputation, orthopedic impairments, neurological and/or motor impairments such as epilepsy and cerebral palsy, disabilities caused by diseases such as rubeola, poliomyelitis, rheumatoid arthritis or by drugs such as Thalidomide; emotional disabilities such as a breakdown in interpersonal relationships and perceptions of reality, unpredictability and instability; speech disorders related to and caused by physical disabilities; sensorial disabilities, impairments of sensory organs including blindness, partially sighted, deafness and hard of hearing.

#### Selection of Journals and Textbooks

For both categories, journals and reading series, only those selections that contained reference to at least one exceptional person were evaluated. Guidelines for selecting the journals and basal readers for examination follow.

#### Educational Journals

The educational journals that were selected for this study were Teacher published by MacMillan Magazines, Inc.; The Instructor, published by Instruction Publications, Inc.; Early Years, published by Allen Raymond, Inc.; Language Arts, published by the National Council of Teachers of English, and The Reading Teacher published by the International Reading Association.

These journals were selected because they are readily available in professional libraries and many teachers subscribe to them. The articles are applicable to a broad range of ages of children.

Early Years, Teacher, and Instructor contain articles covering ideas that have been used successfully by teachers and tell about teachers and schools. The majority of the articles are written by teachers, parents, school personnel and education faculty in colleges and universities.

Language Arts and The Reading Teacher are journals that are published by professional organizations for teachers and educators interested in elementary education. The range of articles includes reports of research in the areas of reading and language arts, as well as suggestions for classroom practice.

Issues published in the academic years 1973-1978 (September 1973 through May 1978) were evaluated. This time period was chosen to provide a sampling that would enable the examiner to evaluate the contents of journals published both prior to the passage of Public Law 94:142 (November 1975) and after its implementation in September 1978.

#### Children's Reading Textbooks

The children's textbooks examined were limited to basal reading series that are frequently used for instruction in reading in the elementary school. Only the most recent editions of Basics in Reading (Scott, Foresman and Company 1978), Impression Series (Houghton Mifflin Company 1978), Reading 720, Rainbow Series (Ginn Company 1979), Keys to Reading (Economy Company 1980), and The American Book Reading Program (The American Book Company 1977) were used.



All fairy tales, folk tales, myths and legends were excluded and only selections that depicted realistic life situations were chosen. Most of the stories were contemporary. However, several selections that depicted disabled persons in the mid or late nineteenth century were included. Illustrations as well as text were examined.

#### Development of the Instrument

The instrument consists of four parts: (1) Summary of Educational Journals, 1973-1978, Form A; (2) Worksheet A, Evaluation of Educational Journals; (3) Summary of Reading Textbooks, Form B, and (4) Evaluation of Reading Textbooks. Each of these parts of the instrument is described in detail below.

##### Summary of Educational Journals, 1973-1978, Form A

The factors chosen to determine visibility of exceptional persons were the total number of articles and features per issue of each journal and the number of articles and features that contained references to exceptional persons. Visibility was shown by percent of articles and journals that contained references to exceptional persons. The number of articles referring to exceptional persons prior to the passage of Public Law 94:142 and after were compared.

##### Evaluation of Educational Journals, Worksheet A

The categories chosen to classify the disability visible in the article or feature were intellectual, emotional, physical, sensorial, speech and multiple disabilities.

The researcher noted that some articles included more than one disability and a number of articles were not directed toward any one

specific group of disabled persons. These articles were put in the category of general disabilities.

Some of the articles were applicable to specific age groups. Others focused on exceptional children in general or pertained to techniques used when teaching a range of age groups or grade levels. There were articles not directed toward any grade level or age but rather describing a trend in teacher preparation or some aspect of Public Law 94:142 that was only indirectly related to the special child. The researcher decided to use the categories of pre-school, kindergarten, elementary school, junior high, plus a general category that covered several grades to sort the data on age range.

The category of pre-school included exceptional children who had not entered the public school system. This group needed to be included for Public Law 94:142 states that all handicapped children beginning with age three shall obtain a free public education. Kindergarten covered the first year of formal schooling prior to grade one. Elementary school age included children in first through sixth grade. Junior high described youngsters who were in seventh to ninth grade. "Range of ages or grade level," was used when the article included several age groups or grade levels.

Since a major concern of this study was to investigate the visibility and representation of exceptional persons in articles directed to teachers, it was important to ascertain to whom the articles were addressed and what percent of them were written specifically to teachers. A pre-samp<sup>1</sup> ng showed that many were addressed to the classroom teacher. In addition, a number of them were addressed to administrators. Occasional articles appeared to be human interest

stories and, therefore, addressed to a broad audience of readers who were not necessarily educators. Based on that evidence, teachers, administrators and general audience were the terms selected to define the audience to whom the article was written. Those addressed to teachers in specialized areas, such as music, were classified as articles addressed to teachers in general since all of the information would be significant to a general practitioner who teaches in a self-contained classroom. Principals and directors of specific programs or centers were grouped as administrators.

An examination of the articles showed that a number of them contained information about instruction, information on classroom management, formal and informal screening procedures, description of disabilities and characteristics of the disabled, and other topics such as trends in special education or reviews of books about the disabled. The researcher chose (a) instructional procedures, (b) classroom management, (c) screening, (d) information on disabilities and (e) other topics as the categories for classifying the content of the articles.

If an article contained several topics, it was classified according to its primary focus. If the focus of the article did not fit any of the selected categories, it was placed in the general class of "other topics."

The researcher used two categories, (a) labels and (b) offensive language, to record demeaning use of language by an author to describe the exceptional person. All labels used to describe the exceptional person were recorded in the context in which they were used, and the page number and line where they first appeared. All

examples of offensive language were recorded, including language, context in which it was used, page and line where it first appeared.

#### Summary of Reading Textbooks, Form B

The number of selections in each textbook was tabulated. Secondly, the number of selections that contained exceptional persons either in text or pictures was recorded. Attention was given to patterns or trends in visibility.

#### Evaluation of Reading Textbooks, Worksheet B

Selection of factors that described exceptional persons in writings was based on findings by Baskin (1974) and Baskin and Harris (1977) and are related to their descriptions of the disabled in children's literature.

Sex was included as a variable. It enabled the examiner to see the ratio of disabled male and female persons shown in children's textbooks.

Descriptors for age included children, juveniles, adults, senior citizens or span of years. Span of years included several years of the character's lifetime.

Employment as a factor enabled the researcher to take note of specific vocations presented as appropriate among the disabled. It provided further evidence of role models in occupational choices. Descriptors used were child/student, blue collar worker, white collar worker, homemaker, retired worker, unemployed and change of vocations. Reasons for choice of descriptor were given.

Race and ethnic group as factors were included in order to examine the representation of minorities among the disabled. When data were

inferred from text or illustrations, reasons supporting the inference were stated by the researcher.

Social level was included to ascertain whether the disabled were represented by a specific group. The descriptors used were upper, middle, lower or social mobility. The examiner reported evidence for the descriptor chosen.

Setting for the exceptional person was included to determine extent to which these persons were included in the same setting as others, or to note institutional care.

Data on the disabling condition were included to ascertain the frequency of occurrences of each condition. Descriptors used were intellectual disabilities, emotional disabilities, physical disabilities, speech disabilities, sensorial disabilities and multiple disabilities. The examiner recorded evidence for the responses.

Visibility of disabling condition refers to the visibility of the disability to the observer. If the condition was visible, the examiner so recorded it and provided evidence for each choice. Supportive device was included as a variable both to note the degree of the disability and the way in which it was shown. The examiner indicated whether or not a device was present.

Character role is based on Baskin's (1974) extensive research in children's literature that described role of exceptional characters. Descriptors chosen for this study were major, minor, insignificant or not applicable. If the character's role was judged minor or insignificant, the examiner provided reasons for selection of that descriptor.

Judgment of the character's participation with others was included to show the relationship between the exceptional persons and others.

Further significance of the character's role was determined by the narrator point of view. The researcher indicated whether the story was told by the exceptional person or others. The role of the character in relation to the major focus of the story was included to detect strengths of the character role, occurrence as the central figure, supportive role, revelation of characteristics of central character, or tokenism. The researcher evaluated the character's role in the selection and presented evidence to support the response.

Baskin and Harris (1977) in their extensive studies of the disabled in children's literature and Biklen and Bogdan (1978) in their investigation of media representation of exceptional persons have described stereotypic characterizations. The following descriptors of characterization are based on their studies.

The stereotypic behaviors describe the exceptional person as (a) one-dimensional; (b) isolated, outcast; (c) receiving help, kindness; (d) evil; (e) objects of curiosity; (f) victims or perpetrators of violence; (g) superhuman; (h) overcome by unpleasant circumstances; (i) nonsexual; (j) overcompensating, possesses extraordinary gifts; (k) dependent, passive.

The realistic behaviors describe the exceptional persons as (a) full range of emotions; (b) interacting with others; (c) giving to others; (d) capable of either goodness or evil; (e) participating members of society; (f) circumstances create victim or perpetration; (g) balance of strengths; (h) copes with unpleasant circumstances; (i) capable of loving; (j) uses potential; (k) independent, active.

The researcher recorded as many behaviors as applied to the character in a selection. If none of the behaviors applied this was recorded.

Baskin and Harris (1977), Shirley Cohen (1977), and Wright (1960) have described behaviors the non-disabled show toward the disabled. The following items included in the instrument are based on their research.

The negative behaviors shown toward exceptional persons by the non-disabled are (a) laugh at, ridicule, tease; (b) fear or mistrust; (c) are awkward in the company of; (d) romanticize; (e) feel superior to; (f) use exceptional person as a scapegoat.

The positive behaviors shown toward exceptional persons by non-disabled are (a) respect; (b) trust; (c) are comfortable in company of; (d) see the humanity of; (e) feel equal to; (f) accept exceptional person as a person.

The researcher for the present study used two categories, (a) labels and (b) offensive language, to record demeaning use of language by an author to describe the exceptional person. The researcher recorded all labels used to describe the exceptional person, recorded the context in which it was used, and recorded the page number and line where it first appeared. All examples of offensive language were recorded. The language, context in which it was used, page and line where it first appeared were recorded.

#### The Examiner's Manual

An examiner's manual was prepared to explain the purpose and use of the instruments and the worksheets. Definitions were provided that would assist the examiner to identify and interpret the descriptors. Information was given on the scoring of the worksheets.

Collection of Data

## Educational Journals

Data collected on the representation of exceptional persons in journal articles and features were examined separately for The Reading Teacher, Language Arts, Teacher, Early Years, and the Instructor.

Information on the percent of the total articles and features which included mention of the exceptional person, the number and frequency of the disabilities mentioned, the number and frequency of the age or grade level toward which the article was focused, the number and frequency of the audience to whom the article was addressed, the general focus and the language the author used to describe exceptional persons were tabulated. The data were examined for trends and implications.

## Children's Textbooks

Data were collected on the representation of exceptional persons in each of five series of reading textbooks. The percent of stories that included exceptional persons among the characters was calculated. Data on the representation of exceptional persons in children's reading textbooks were ascertained by recording sex, age, occupation, race, social role, disabling condition, participation in the mainstream, visibility of the disability and supportive device used. The role of the exceptional person was examined in terms of the significance of the exceptional person in the story, interaction with others, role in relation to focus of the story and the point of view from which the story was told. Characterization of the exceptional person as well as the behaviors toward the exceptional person by others was determined by



examining negative and positive behaviors. Examples of any negative language used by the author to describe the exceptional person were recorded.

#### Summary of the Chapter

The research questions for this study were:

(1) Are exceptional persons visible in educational journals?

What disabling conditions are present? What types of information are included? Are biased attitudes reflected? Who is the specific audience--teachers, administrators, or others?

(2) Are exceptional persons visible in children's textbooks? To what degree? How are they represented? Are they shown in the least restrictive environment? Are they engaged in meaningful activities with others? Are biased attitudes reflected in either textual or pictorial representation? Does the language used by the author convey negative attitudes?

Examination of materials was restricted to five well-known educational journals and five series of reading textbooks, commonly used in elementary classrooms.

An instrument was devised to collect data on the visibility of the disabled in these journals and textbooks, the disabling conditions represented, and the overall portrayal of the disabled. The data were examined for trends and implications.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The visibility and representation of exceptional persons in educational journals and basal reading series were the focus of this study. In this chapter, the findings are reported.

#### Visibility of Exceptional Persons in Journals

Five journals, Early Years, Teacher, Instructor, Language Arts, and The Reading Teacher, were examined for visibility and representation of exceptional persons. Attention was given to the number of articles contained in each journal for the five year period, 1973-1978. The data were then examined to note any trends in visibility of exceptional persons and exceptionalities. Each category of disabling conditions was examined for degree of representation in the journals. The range of grade and ages included in the content of the article was recorded. Attention was given to the audience for whom each article or feature was intended. General focus of the content was analyzed and recorded. Language that authors used to describe the exceptional person or exceptionalities including the negative use of labels was examined. The findings for each journal are reported in Tables 1-3.

#### Early Years

Forty-five issues of the journal, Early Years, contained 1040 articles and features. Of that number, 77 articles and features, 7

percent overall, focused on exceptional persons or were about exceptionalities. (See Appendix B for titles of articles.)

Examination of the trends indicated that in the academic year, 1975-1976, the year Public Law 94:142 was passed, the least number of articles about exceptional persons was included. In the two years following the passage of the law, but prior to its implementation, this journal contained more articles about exceptional persons than at any other time within the five years examined. This was the only journal that had a specific section about exceptional persons in each issue, 1973-1978. Regular features were an advisor's page and special techniques. A summary of the visibility data is shown in Table 1.

Summary of categories of disabling conditions included in this journal showed that each of the categories was represented. Detailed examination revealed that 51 articles and features were about general disabilities, 9 articles were about intellectual disabilities, 6 were about emotional disabilities, 4 were about physical disabilities, 4 were about sensorial disabilities, 1 was about a speech disability, 1 was about a multiple disability and 1 article included information on several disabilities.

The content of 62 of the 77 articles and features covered a wide range of ages and grades. Of the balance, 2 covered pre-school, 5 covered kindergarten, 7 were limited to elementary education classrooms, and 1 referred to secondary students. Data on categories of disabling conditions included and age range are summarized in Table 2.

Sixty of the articles were addressed to teachers, 1 was addressed to administrators, 12 were addressed to a general audience and 4 were addressed to more than one group. Examination of the focus of the

content revealed that 20 of the articles and features were about instructional procedures, 8 were on classroom management, 3 discussed screening procedures, 4 provided information about disabilities, and 42 articles and features were about other topics pertinent to exceptional persons or exceptionalities. Of that number 15 provided information on mainstreaming techniques, the writing of individual educational plans, and general descriptions of Public Law 94:142. The balance of 27 were classified as miscellaneous in that they did not fit the selected categories. Focus of the articles is summarized in Table 3.

Language the authors used to describe exceptional persons or exceptionalities was free of offensive words. In two articles, negative words were used to show how others treated the disabled, but these were not descriptions given by the authors. Non-offensive labels were used to identify exceptional persons or exceptionalities. (See Appendix D for list of labels used for all journals.)

### Instructor

Forty-seven issues of the Instructor contained 1699 articles and features. Of that number, 47 articles and features, or 3 percent focused on exceptional persons or were about exceptionalities. (See Appendix B for titles of articles.)

Examination of the number of articles or features published each year which focused on exceptional persons indicated that the visibility of exceptional persons and exceptionalities was slightly high prior to passage of Public Law 94:142. Data on visibility are summarized in Table 1.

Examination of the categories of disabling conditions discussed in the articles indicated that each category was present in this journal. Seventeen articles and features explained general disabilities. Eight articles were about intellectual disabilities, 4 were about emotional disabilities, 3 were about physical disabilities, 1 was about a speech disability, 11 were about sensorial disabilities, 2 were about the multiple handicapped, and 1 was about more than one disability. Thirty-three of the articles were directed toward a range of ages or grades, 1 was directed toward pre-school, 8 were directed toward elementary education, 4 were directed toward junior high and 1 was not applicable in that it dealt with a disabled teacher. The data are recorded in Table 2.

Thirty-nine of the articles were addressed to teachers, none were addressed to administrators, 5 were addressed to a general audience and 3 were addressed to more than one group. Examination of the general focus of the content revealed that 17 articles and features described instructional procedures, 4 articles described techniques of classroom management, 2 provided information on disabilities, and 24 were about other topics pertinent to exceptional persons or exceptionalities. Of that number 6 explained Public Law 94:142 and 18 were about miscellaneous topics. General focus of the articles is summarized in Table 3.

Language used by the authors to describe exceptional persons or exceptionalities was free from offensive words. Labels were used for identification of exceptionalities or groups of exceptional persons. (See Appendix D for labels used in all journals.)

Teacher

Forty-five issues of Teacher contained 1174 articles and features. Fifteen articles and features, 1.3 percent of the total, focused on exceptional persons or were about exceptionalities. Examination of the number of articles about exceptionalities did indicate a slight increase in the visibility of exceptional persons or exceptionalities since the passage of Public Law 94:142. The data on visibility are summarized in Table 1. (See Appendix B for titles of articles.)

An examination of the categories of disabling conditions indicated that 12 articles and features were about general disabilities, 1 article was about physical disabilities, 1 article was about sensorial disabilities and 1 article included more than one disability. All of the articles and features examined were directed toward a range of ages and grades. The data are summarized in Table 2.

In looking at audience, the researcher found that 13 articles and features were addressed to teachers, 1 article was addressed to administrators and 1 was addressed to a general audience. Examination of the general focus of the content revealed that 3 of the articles and features were about instructional procedures for use in teaching the disabled. One article provided information on a disability and 11 articles and features were about other topics pertinent to exceptional persons or exceptionalities. Five of these articles explained Public Law 94:142, its implications to disabled and to teachers and the rights of the handicapped and 6 were about miscellaneous topics. Focus of the articles is summarized in Table 3. Language used by the authors to describe exceptional persons or exceptionalities was free from offensive

language. Labels were used to identify disabilities. (See Appendix D for labels used for all journals.)

### Language Arts

Forty issues of Language Arts contained 1010 articles and features. Of that number, 6 articles and features or 0.06 percent contained references to exceptional persons or were about exceptionalities. Examination of the number of articles did not reveal significant trends in the visibility of exceptional persons in this journal. Results are summarized in Table 1. (See Appendix B for titles of articles.)

Examination of the categories of the disabling conditions indicated that 4 of the articles described general disabilities, 1 article was about an intellectual disability and 1 was about a sensorial disability. Other categories of disabling conditions examined in this study were not visible in Language Arts. All articles were directed toward a range of several ages and grades. This background information is summarized in Table 2.

All articles and features were addressed to teachers. None were addressed to administrators or to general audiences. Examination of the general focus of the content revealed that 3 of the articles were about instructional procedures for teaching the blind or described the use of children's literature in teaching the disabled or teaching about the disabled. Three of the articles gave other information about the disabled. Of these, 2 articles were about labels and the effects of labeling; the other was about accountability in teaching the disabled. These data are summarized in Table 3.

The language used to describe exceptional persons was free from negative words. Non-offensive labels were used to identify disabilities or groups of disabled. (See Appendix D for labels used in all journals.)

### The Reading Teacher

The 40 issues of The Reading Teacher contained 646 articles and features. Three articles and features, 0.05 percent of the total number, contained references to exceptional persons or were about exceptionalities. There were no indications of a trend in visibility of exceptional persons. The data on visibility are summarized in Table 1. (See Appendix B for titles of articles.)

Examination of the categories of the disabling conditions indicated that there was 1 article each on physical disability, sensorial disability, and general disabilities. Other categories of disabling conditions that were included in this study were not visible in issues of The Reading Teacher. All of the articles were directed toward a range of ages and grades. This information is summarized in Table 2.

All of the articles were addressed to teachers. Examination of the general focus of the content indicated that instructional procedures and information on disabilities were included. Instructional procedures included 1 article on the teaching of reading to the visually impaired and 1 on the use of children's literature in teaching attitudes about the disabled. One article provided information on minimal brain dysfunction. The general focus of the articles is summarized in Table 3.

Language the author used to describe exceptional persons or exceptionalities was free of offensive words. Non-offensive labels were



used to identify groups of disabled persons or categories of disability. (See Appendix D for labels used for all journals.)

#### Summary of Data on Journals

A total of 5569 articles and features were examined to determine the visibility of exceptional persons and exceptionalities in selected journals. Of that number, 148 articles and features, or 2.7 percent contained references to exceptional persons or were about exceptionalities. Trends indicated that exceptional persons and exceptionalities were more visible in these journals since the passage of Public Law 94:142.

Examination of all of the categories of disabling conditions examined in this study were visible in the journals. Eighty-five of these articles and features were about general disabilities, 18 were about sensorial disabilities, 18 were about intellectual disabilities, 9 were about physical disabilities, 10 were about emotional disabilities, 2 were about speech disabilities, 3 were about multiple disabilities and 3 included more than one disability. Of these articles and features, 119 were directed toward a range of ages and grades, 15 of them were directed toward elementary education, 4 were directed toward junior high, 5 were directed toward kindergarten, 3 were directed toward pre-school, and 2 did not fit these categories.

Examination of audience indicated that 121 of the articles were addressed to classroom teachers, 2 were addressed to administrators, 18 were addressed to a general audience and 7 were addressed to more than one group. Examination of the focus of the content revealed that of the 148 articles and features, 45 were about instructional procedures, 12 were on classroom management, 3 covered screening procedures, 8

provided information about disabilities and 80 were about other topics pertinent to exceptional persons or exceptionalities. Included in the 80 articles were such topics as implementation of mainstreaming, interpretation of Public Law 94:142, accountability, and human interest stories.

Language used by authors to describe exceptional persons or exceptionalities was free from offensive words. Non-offensive labels were used to identify groups of exceptional persons or describe exceptionalities. In general, authors were sensitive to the use of labels and careful not to use demeaning or offensive language.

#### Visibility of Exceptional Persons in Reading Textbooks

Five series of reading textbooks were examined to determine the visibility and representation of exceptional persons in these materials. The number of entries and illustrations that included exceptional persons was recorded as well as the frequency and distribution of disabling conditions. Data on description of the exceptional persons were examined to determine how disabled were presented. The role of the exceptional person was studied to determine the significance of the character role.

Data on the above categories were analyzed for each series and summarized below in narrative and in Tables 4 through 9.

#### Impressions, Houghton Mifflin Series

Impressions, a basal reader series of the Houghton Mifflin Company, was examined to determine the visibility and representation of exceptional persons. The series consists of 14 reading levels which are

TABLE 1

## VISIBILITY OF EXCEPTIONAL PERSONS OR EXCEPTIONALITIES IN JOURNALS

	Early Years	Instructor	Teacher	Language Arts	Reading Teacher	Total
Inclusion of Exceptional Persons						
Number of Articles and Features	1040	1699	1174	1010	646	5569
1973-74	226	419	279	225	107	1256
1974-75	211	392	237	253	91	1184
1975-76	217	253	220	224	130	1044
1976-77	199	328	224	158	152	1061
1977-78	187	307	214	150	166	1024
Number of Articles and Features about Exceptional Persons						
	77	47	15	6	0	148
Trends						
1973-74	15	11	2	0	1	29
1974-75	14	9	1	0	0	24
1975-76	4	10	3	5	1	23
1976-77	17	8	4	0	0	29
1977-78	27	9	5	1	1	43
Overall Percent of Articles about Exceptional Persons or Exceptionalities						
	7.0%	3.0%	1.3%	0.06%	0.05%	2.7%

TABLE 2

## DISABILITIES AND AGE RANGE

	Early Years	Instructor	Teacher	Language Arts	Reading Teacher	Total	Percent
Inclusion of Disabling Conditions							
Intellectual	9	8	0	1	0	18	12.2
Emotional	6	4	0	0	0	10	6.8
Physical	4	3	1	0	1	9	6.1
Speech	1	1	0	0	0	2	1.3
Sensorial	4	11	1	1	1	18	12.2
Multiple	1	2	0	0	0	3	2.0
General	51	17	12	4	1	85	57.4
Included More Than One Disability	1	1	1	0	0	3	2.0
Total	77	47	15	6	3	148	100
Age Range or Grade							
Pre-School	2	1	0	0	0	3	2.0
Kindergarten	5	0	0	0	0	5	3.4
Elementary Education	7	8	0	0	0	15	10.1
Junior High	0	4	0	0	0	4	2.7
Range of Ages	62	33	15	6	3	119	80.4
Not Applicable	1	1	0	0	0	2	1.4
Total	77	47	15	6	3	148	100

TABLE 3

## FOCUS OF THE ARTICLE

	Early Years	Instructor	Teacher	Language Arts	Reading Teacher	Total	Percent
Audience							
Teacher	60	39	13	6	3	121	81.5
Administrators	1	0	1	0	0	2	1.4
General Audience	12	5	1	0	0	18	12.1
Addressed to More Than One Group	4	3	0	0	0	7	4.7
							100
Total	77	47	15	6	3	148	
Focus of the Content							
Instructional Procedures	20	17	3	3	2	45	30.4
Classroom Management	8	4	0	0	0	12	8.1
Screening Procedures	3	0	0	0	0	3	2.0
Information on Disabilities	4	2	1	0	1	8	5.4
Other							
Mainstreaming	15	6	5	0	0	26	36.5
Miscellaneous	27	18	6	3	0	54	17.6
Total	77	47	15	6	3	148	100

sequentially graded by reading difficulty from reading readiness level to junior high. For the purpose of this study, only levels A through M which are typically used in the elementary school were examined.

Examination of the entries showed that poetry, factual information, skills development, games and puzzles, fiction and biographical information were included. Of the 195 story entries, the researcher found that 10 of the stories or 5.1 percent included exceptional persons in story content, illustrations, or both. Of these 10 stories, 6 were fiction and 4 were non-fiction. The non-fictional information included 1 essay on guide dogs, and 3 biographies of disabled persons. None of the poetry included any references to exceptional persons. Fourteen of the illustrations included exceptional persons.

Examination by grade levels indicated that exceptional persons were included in textbooks at some but not all levels. Level I, Windchimes, included 11 exceptional persons in 3 stories. Medly, Level K, included 2 exceptional persons in 2 stories. Level L, Keystones, included 3 exceptional persons and Level M, Impressions, included 3 exceptional persons in 2 stories. Level I is recommended for use in grade three; Levels K, L, M are used in grades five and six. See Table 4 for summary of data.

Nineteen exceptional persons were represented in this series. Of that number 15 were presented in narratives. Whenever the characters occurred in more than one illustration, or in both illustrations and narrative, they were counted only once. Often persons wearing glasses were included in illustrations. These cases were only counted in situations where low vision was seen as a disability; e.g., child could not distinguish objects. Visibility is summarized in Table 5.

Examination of the descriptors revealed the following. Disabled males were shown 11 times while disabled females were shown 8 times. The ages of the exceptional persons included 7 children, no juveniles, 8 adults, 2 senior citizens, and 2 were described at more than one period in their lives. Occupation was based mainly on observation and inferences gathered from the context and illustrations. There were 7 dependent children or students, 2 blue collar workers, 2 white collar workers, 1 homemaker, 1 retired, none shown as unemployed, and 2 changed vocations. In 4 cases the evidence was insufficient to make an assessment. None of the disabled represented were Native American, Hispanic or Asian. Two characters, one an adult male and the other a child, were black. Seventeen of the characters were Caucasian.

Social class was inferred from context and illustrations. One character, Helen Keller, was included in the upper class, 4 were in middle class surroundings, 5 were shown in lower class surroundings, 1 character, Anne Sullivan, showed social mobility as she was elevated from the poorhouse to attend Perkins School and later became a teacher. Evidence was insufficient for the remainder of them. Eleven of the characters who appeared in narratives were shown in the story setting. Evidence was insufficient to assess in four of the cases. Description of the exceptional person is summarized in Table 6.

Examination of the description of the disability revealed that none of the characters were intellectually, emotionally, speech or multiple disabled. Six characters were physically disabled, 13 of them had sensorial disabilities. Of the 13, 2 were deaf and blind; 10 were blind and 1 was deaf.

Seventeen of the disabilities were visible to the observer. Two, deafness and cerebral palsy, were hidden or invisible. Only 4 of the characters used supportive devices such as wheelchairs, canes, and casts. Seeing eye dogs were not included as supportive devices. Information on disabilities is summarized in Table 7.

Ten of the 15 characters who appeared in narratives were engaged in activities with others. One story was a biographical sketch of an artistically talented individual who was not shown involved with others. Evidence was insufficient in 4 of the cases. All stories were told from the point of view of others. Five of the characters were central characters, 1 played a supporting role, and 3 revealed strengths of the central character. The 6 who were given token representation were insignificant to the outcome of the story. No stories were written from the viewpoint of exceptional persons. Role of the character is summarized in Table 8.

Generally, portrayal of the characters was positive; only 1 character, Marjorie in Treasure Island, U.S.A., was stereotyped. Ten of the characters were realistic and believable. In the remaining 8 cases, there was not enough evidence to judge character portrayal. Four of these cases were token representation, and 4 appeared only in illustrations. Eleven of the characters were treated as persons by others in the narrative. In some cases, changes of behavior toward them occurred, but by the end of the story, behavior toward them was generally positive. In 8 cases the evidence was insufficient to make a judgment.

Language the authors used throughout this series to describe exceptional persons was positive. Labels used were non-offensive and in



keeping with contemporary usage of the period in which the story was written. In 10 cases, labels identified the exceptional person. Use of language is included in Table 9. (Titles of stories that included exceptional persons are listed in Appendix C.)

#### Keys to Reading, Economy Company

Keys to Reading, a basal reader series of the Economy Company, was examined to determine the visibility and representation of exceptional persons in those textbooks. The series consists of 15 reading levels from reading readiness to junior high which are sequentially graded by reading difficulty. For the purpose of this study, only levels 1 through 14 which are typically used in elementary school were examined.

Examination of the entries showed that poetry, factual information, skills development, fiction and biographical information were included in the contents of the readers. Of the 213 story entries, the researcher found that 14 stories, 6.6 percent of the total, included exceptional persons either in story content, illustrations, or both. Of these 14, 9 were fiction and 5 were non-fiction. None of the poems included any reference to exceptional persons. Sixteen illustrations included exceptional persons.

Examination by levels indicated that exceptional persons were visible in these textbooks at some, but not all levels. The readiness book Level 1, Mud Luscious, included 1 exceptional person. Keys in Reading was the only series to include a sensorially disabled person at that level. Little Cat Feet, a pre-primer, included 1 exceptional person in a skill lesson. Shoulder High, Level 7, grade 1, included 1 exceptional person. Far-Back Mornings, Level 11, grade 3, included 3

exceptional persons. Most stories which included the disabled occurred at the upper grade levels. For instance, A Hundred Circling Camps, Level 12, grade 4, included 4 exceptional persons; Friendly With Earth, Level 13, grade 5, included 5 exceptional persons; and Visions and Revisions, Level 14, grade 6, included 5 exceptional persons. See Table 4 for summary.

A total of 20 exceptional persons were shown in the series. Of that number, 15 were presented in narrative. Often persons wearing glasses were included in illustrations, but these were not included except in one instance when low vision was seen as a disability. Visibility is summarized in Table 5.

An examination of the descriptors showed that 13 men and 7 women were disabled. The ages shown included 6 children, 2 juveniles, 9 adults, 2 senior citizens and 1 character shown at various ages of his life. Occupation, in some cases, was given, but most often the investigator determined occupation from inferences gathered from context, illustrations or both. Of the 20 exceptional characters, 8 were dependent children or students, 2 were blue collar workers, 5 were white collar workers, 2 were homemakers, and 2 were retired. There was insufficient evidence to classify 1 of them. Of the 6 characters that represented racial or ethnic minorities, 3 were black and 3 were Hispanic. The remaining 14 exceptional characters were Caucasian.

Social level was based on inference and revealed that no characters represented the upper class, 9 were middle class, 5 represented the lower class, and there was insufficient evidence to classify 6 of them. Of the 15 characters in narratives, 13 of the exceptional characters

were in the story setting, and 2 were only mentioned. Description of the exceptional persons is summarized in Table 6.

Examination of the disabilities shown indicated that 1 character was intellectually disabled. No characters were emotionally disabled. Of the 9 characters who were physically disabled, 2 had temporary disabilities due to accidents, 1 was epileptic, 1 was a quadriplegic, 1 was a veteran of the Vietnamese conflict, 3 used wheelchairs or crutches, and another character limped. No characters had speech disabilities. Eight of the characters had sensorial disabilities. Of that number, 6 of these characters were blind or had low vision, and 2 characters were deaf. Two characters had multiple disabilities and in both cases, the multiple disabilities were due to ageism. Sixteen of the disabilities were visible to the observer. Four of the characters had hidden disabilities, either intellectual, epilepsy or deafness.

Eight of the disabled persons used supportive devices which included canes, homemade splints, hearing aids, casts, crutches and wheelchairs. Further information on disabilities is summarized in Table 7.

Of the 15 characters that were included in the narratives, 12 of them were engaged in meaningful activities with others. Three of the 14 stories that included exceptional persons were written from the viewpoint of the exceptional person. Six of the exceptional persons were central characters in the narratives, 3 played supporting roles and 5 revealed the characteristics of the central character; 1 was given token representation and had no apparent relationship to the outcome of the story. Role of the character is summarized in Table 8.

Generally, portrayal was positive and only one character, the veteran in *The Old Soldier*, was stereotyped. Ten of the characters were believable and realistic. In 9 of the cases the evidence was insufficient to make a judgment.

Eleven of the characters were treated by others as persons in the narratives. In some cases, changes of behavior toward them occurred but by the end of the selection, treatment toward them was generally positive. In 9 cases, the information was insufficient to make an assessment.

Language the authors used throughout the series to describe the disabled was positive. Labels used were non-offensive and in keeping with contemporary usage of the period in which the story was written. There was one case of offensive language. In this case, stone-deaf was used to describe the old soldier. Use of language is summarized in Table 8. (See Appendix C for listing of story titles.)

Reading 720, Rainbow Series  
Ginn Company

Reading 720, Rainbow Series, a basal reader series of the Ginn Company, was examined to determine the visibility and representation of exceptional persons. The series consists of 15 levels that are sequentially graded by reading difficulties from the reading readiness level to junior high. For the purposes of this study, only the levels which are typically used in the elementary school were examined, readiness through level 13.

Examination of the entries showed that poetry, factual information, skills development, fiction and biographical information were included. Through examination of the 250 story entries, the researcher found that

10 stories, 4 percent of the total, included exceptional persons in the illustrations, context or both. Six of the stories that included exceptional persons were fiction and 4 were biographical.

Further examination of the entries showed that one poem, Mimi's Fingers, included an exceptional person. Fourteen illustrations showed exceptional persons.

Examination of the levels indicated that exceptional persons were visible in materials at some, but not all levels. The readiness book, Ready for Rainbows, did show 2 disabled persons in illustrations. May I Come In, Level 5, grade 1, did include 1 exceptional person in an illustration. One to Grow On, Level 6, grade 1, included one story about an exceptional person. Two exceptional persons were presented in stories in How It Is Nowadays, Level 8, grade 2. Two exceptional persons were visible in A Lizard to Start With, Level 10, grade 3. Level 13, grade 6, included 7 exceptional persons in 5 stories. See Table 4 for summary.

Fifteen exceptional persons were described in the series. Of that number, 11 of those persons were depicted in narratives, 1 was represented in poetry and 3 were visible in illustrations only. Visibility is summarized in Table 5.

Examination of descriptors showed that the number of disabled females outnumbered disabled males 2:1. Five of the exceptional characters were children, 1 juvenile was shown in an illustration, 5 adults were visible, 1 senior citizen was present and 3 characters were shown at various ages. Occupation was based on illustrations and inferred from context. Eight of the 15 characters were dependent children or students, no characters were blue collar workers, 3 were

white collar workers, no homemakers were present, 1 retired person was visible, 1 unemployed individual was present, and 3 characters showed a change in vocation. In 1 case, the evidence was not sufficient to make an assessment.

Two of the 15 characters were black. All other characters were Caucasian. Social level was based on inference. One character, Helen Keller, was included in the upper class, 2 characters appeared to be in the middle class, 5 appeared to be in the lower class, and 2 characters, Anne Sullivan and Laura Bridgeman, showed social mobility. In 5 of the cases the evidence was insufficient to make an assessment.

Ten of the 11 characters in the narratives were in the setting of the story. One, an African, was not in the immediate story setting. Description of the exceptional person is summarized in Table 6.

Examination of the description of the disability showed that no characters suffered from intellectual, emotional, speech or multiple disabilities. The 9 characters who suffered physical disabilities were Anne Sullivan's brother who became lame following an illness, 1 woman who had polio, the African, whose foot was chopped off and was seen "cripping about," and the young man in an illustration who was confined to a wheelchair.

The 6 characters who were sensorially disabled were 3 who were deaf and blind, 2 who were blind, and 1 who was deaf. Fourteen of the disabilities were visible to the observer, and only 1 disability, deafness was hidden. A wheelchair was the only supportive device shown. Descriptions of the disabilities are summarized in Table 7.

Nine of the 11 disabled characters included in the narratives were engaged in activities with others. One character was spoken of but

lived at an earlier date; and one was not shown in activities following the illness which left him disabled. One story was told from the viewpoint of the exceptional person. Seven of the exceptional persons were shown as central characters, 2 revealed the attributes of the central character and 2 were given token representation. Role of the character is summarized in Table 8.

Generally, characterization was positive. Only one character was stereotyped. Seven of the characters were realistic and believable. Seven cases did not have sufficient evidence to assess the characterization. Eight characters were treated as persons by other characters in the narrative. In some cases, a change in behavior occurred throughout the story. In this case, it was assessed as positive treatment. Seven cases showed insufficient evidence to assess the treatment by others.

Eight labels were used to identify disabilities. These were used tastefully and in keeping with contemporary use of the label in the period in which the story was written. There were no cases of offensive language. Use of language of the authors is summarized in Table 9. (See Appendix C for titles of stories.)

Basics in Reading, Scott,  
Foresman Company

Basics in Reading, a basal reader series of the Scott Foresman Company, was examined to determine the visibility and representation of exceptional persons. The series consists of textbooks that are sequentially graded by reading difficulty from the reading readiness level to junior high. For the purposes of this study, only the readiness level through grade six, levels typically used in the elementary school were examined.

Examination of the entries showed that poetry, factual information, skills development, fiction and biographical information were included in the contents of the textbooks. Through examination of the 221 story entries, it was discovered that 10 of them or 4.5 percent included exceptional persons, either in story content, illustrations, or both.

Of the stories, 8 were fiction and 2 were non-fiction. None of the poetry included any references to exceptional persons. Twenty-eight illustrations included exceptional persons. Examination of the grade levels did indicate that exceptional persons were visible in the materials at some but not all levels. Calico Caper, grade 1, included 2 illustrations in informative lessons that showed 8 physically disabled persons. In Daisy Days, grade 6, 1 exceptional person was visible. Dragon Wings, grade 2, showed an exceptional person in a skills lesson and included 2 stories about exceptional persons. Hootenanny, grade 2, included 2 exceptional persons. Two disabled characters, one per story, were visible in textbooks for grade 3. Flying Hoofs, grade 4, included a story about a blind child and one about a physically disabled adult. One disabled person was shown in a skills lesson. Fins and Tales, grade 5, included a story about an amputee and showed a disabled child in a skills lesson. Racing Stripes, grade 6, included 3 physically disabled persons. See Table 4 for summary of data.

Twenty-five exceptional persons were included in the series. Of that number, 10 were depicted in narratives and 15 were visible in illustrations and skills lessons. When disabled characters were presented in skills lessons or narrative, little or no relationship was shown between their disability and the content. Visibility is summarized in Table 5.



Examination of the descriptors showed that males outnumbered females 3:2. Nine of the 25 exceptional persons were children, 7 were juveniles, 6 were adults and 3 were senior citizens. Examination of occupation indicated that 16 of the 25 characters were shown as dependent children or students, 3 were blue collar workers, 1 was a white collar worker, 1 was a homemaker, and 3 were retired. The evidence was insufficient to make an assessment for the remaining characters.

Fifteen of the 25 disabled characters were members of racial and ethnic minorities. Of that number, 7 characters who represented the black race were all included in lessons in skills, 7 Hispanic characters were inferred through context, and one story was about an Asian. All other characters were Caucasian.

Social level was based on inference. No characters represented the upper class, 6 were middle class, 4 were lower class, none showed mobility and the evidence in 15 cases was insufficient to make an assessment. Nine of the 10 persons, who were portrayed in narratives, were visible in the setting of the story. Description of the exceptional person is summarized in Table 6.

Examination of the description of the disability showed that no characters were classified as intellectually, emotionally, speech or multiple disabled. Of the 22 characters who were physically disabled, 3 were temporarily disabled, 16 were confined to wheelchairs, 1 was an amputee, 1 was disabled due to ageism and 1 character had a deformed hand. Three of the characters, 2 deaf and 1 blind, were sensorially disabled. Twenty-three of the disabilities were visible to the observer and only 2, deafness, were hidden or invisible. All

physically disabled characters used canes, wheelchairs or casts. One of the sensorially disabled used a supportive device. The descriptions of the disability are summarized in Table 7.

All of the characters who appeared in narratives were engaged in meaningful activities with others. One story was told from the viewpoint of the exceptional person. Of the 10 characters who appeared in narratives, 4 of them were central figures in the story and 6 revealed the attributes of the central character. Role of the character is summarized in Table 8.

Generally, characterization was positive. Ten characters were believable and realistic. In 15 cases the evidence was insufficient to make an assessment. Ten of the characters were treated as persons by other characters in the narrative. The 15 characters that appeared in illustrations or in skills entries lacked sufficient evidence for assessment.

Only the label deaf appeared in this series. In other cases, the reader was given clues of the existence of a disability through illustration, context or both. There were no cases of offensive language. Use of language is summarized in Table 9. (See Appendix C for titles of stories.)

American Book Reading Program  
American Book Company

American Book Reading Program, a basal reader series of the American Book Company, was examined to determine the visibility and representation of exceptional persons in those textbooks. The series is comprised of 14 levels of readers that are sequentially graded by reading difficulty ranging from readiness through grade 6.

Examination of the entries showed that poetry, factual information, fiction and biographical information were included in the content. Through examination of the 211 story entries included in the series, the examiner discovered that 5 stories, 2.4 percent of the total, included exceptional persons in the narrative, illustrations or both. Of these stories, 4 were fiction and 1 was non-fiction. Further examination of the entries revealed that 6 illustrations showed disabled persons.

Ten exceptional persons were visible in the series. Seven of them were characters in narratives as well as illustrations and 3 were visible in illustrations only. Through examination of the levels in which exceptional persons were visible, the researcher noted that only one exceptional person was visible in Jewels, a primary level textbook. All other exceptional persons were visible in the intermediate grades. Visibility is summarized in Table 5.

Examination of the descriptors revealed the following information. Of the 10 disabled persons, 4 were males and 6 were females. Seven of the exceptional characters were children, 2 were adults, and 1 was visible at more than one age. No characters were juveniles or senior citizens.

Occupation was based on descriptions of the vocation or inferred through context or illustrations. Seven of the cases were dependent children or students, 1 was a blue collar worker, 1 was a white collar worker, and 1 was a homemaker; there were no retired persons, unemployed persons or individuals who changed vocations. Four of the 8 characters were black, and all others were Caucasian. No exceptional persons were Native American, Hispanic or Asian.

Social level was inferred from descriptions of the surroundings, vocation, and presentation of the character. One was included in the upper class and 5 of the characters appeared to be in the middle class. In 4 cases, the evidence was insufficient to assess the social levels. Seven characters who were visible in the narrative were in the same setting as the story. Three were present only in an illustration. Description of the exceptional person is summarized in Table 6.

Examination of the description of the disabling conditions revealed that 6 characters were physically disabled and 4 were sensorially disabled. No characters were intellectually, emotionally, speech or multiple disabled.

Six of the disabilities were visible to the observer. Only 5 of the disabled used supportive devices at the time the story was written. One wore a device earlier in her life and no longer needed it at the time the story was written. Supportive devices used included wheelchairs, leg braces, and crutches. Description of the disability is summarized in Table 7.

Six of the characters who were visible in the narrative were engaged in activities with others. One was not engaged in activities with others at the time the story was written. None of the stories were told from the point of view of a disabled person. Four of the characters were central figures in the story and 3 revealed attributes of the central character. Role of the exceptional person is summarized in Table 8.

Portrayal of all 7 of the exceptional persons who appeared in narratives was positive and believable. Three cases lacked sufficient evidence for assessment. Seven characters were treated as persons by

others in the narrative. In 3 cases, the evidence was not sufficient to make an assessment.

Labels were used to identify disabilities and were non-offensive and in accord with contemporary usage in the period that the story reflected. There was no evidence of offensive language. Use of language and author's treatment of the exceptional person is summarized in Table 9. (See Appendix C for titles of stories.)

#### Summary of Data on Reading Textbooks

Five basal reader series were examined to determine the visibility and representation of exceptional persons in textbooks. Only the levels that are generally used in elementary school, readiness through grade 6, were examined.

A total of 49 selections out of all 5 series, 4.5 percent, included exceptional persons. Of these 49, 32 stories were fiction. In addition, 1 poem and 80 illustrations included exceptional persons. Overall, 89 persons were visible in the reading textbooks for the 5 series.

Exceptional persons were visible at some, but not all levels of reading textbooks. Only Economy Company and Ginn and Company included exceptional persons at the reading readiness level. The number of exceptional characters shown in primary textbooks was similar to the number shown in intermediate textbooks. The number of stories that included exceptional characters in the narratives was greater at the intermediate level. Twice as many disabled appeared in the narratives for intermediate grades as in primary materials. More exceptional persons were shown only in illustrations or skills lessons at the

primary level, and, in many cases, the disability was unrelated to the story or the skills presented.

Examination of the descriptions of the exceptional persons showed that 48 of the exceptional persons were male and 41 were female. Only Ginn and Company and American Bock Company showed more females than males as exceptional persons. Thirty-four of the 89 exceptional persons were children, 10 of them were juveniles, 30 were adults, 8 were senior citizens and 7 were shown at various ages throughout their lives. Forty-four disabled characters were shown as dependent children and students, 8 were shown as blue collar workers, 12 were white collar workers, 5 were homemakers, 7 were retired, 1 was unemployed, 5 showed a change of vocations and in 7 cases the evidence was insufficient to make an assessment.

Twenty-nine of the disabled represented racial and ethnic minorities. Of that group, 18 persons were black, 10 were Hispanic, and 1 was Asian. The remaining were Caucasian. Three exceptional persons were included in the upper class, 26 persons appeared to be in the middle class, 19 persons appeared to be in the lower class, 3 persons showed social mobility and 38 cases lacked sufficient evidence for assessment. Fifty of the 58 exceptional persons who appeared in the narrative were in the same setting as the story setting.

Examination of the description of the disability revealed that 1 series, Economy Company, included an individual who was intellectually disabled. Fifty-two of the 89 exceptional persons suffered physical disabilities. Of the 52, 9 persons suffered temporary disabilities, 2 suffered amputation, 1 was an epileptic, 2 were disabled due to age, 2 had been polio victims, 1 sustained a war injury, 2 were victims of

cerebral palsy, 4 limped and 29 were confined to wheelchairs or used crutches. Of the 34 persons who were sensorially disabled, 9 were deaf, or hard of hearing, 20 were blind or had low vision, and 5 were deaf and blind. Two persons had multiple disabilities that were caused by the aging process.

Eighty-four disabilities were shown or described while 5 were known only through context. Seventy-six of the disabilities were visible to the observer. Thirteen of them were hidden or invisible. Forty-four of the disabled characters used supportive devices.

Fifty of the 58 exceptional persons visible in the narratives were engaged in meaningful activities with others. Five of the stories that included exceptional persons were written from the viewpoint of a disabled person. Twenty-six of the disabled characters were central characters, 2 played supportive roles, 19 revealed attributes of the main character and 11 were given token representation.

Generally, characterization was positive. Only 3 of the characters were stereotyped. Forty-four of the characters were realistic and believable. In 42 cases the evidence was insufficient to make an assessment of character development. Forty-seven disabled persons were treated as persons by other characters in the narrative. At times a change in behavior of others occurred in the story. In 42 of the cases, the evidence was not sufficient to make an assessment of the treatment by others. Labels were tactfully used to identify disabilities and were in keeping with contemporary use of labels. One offensive term, stone deaf, was used.

TABLE 4

## VISIBILITY OF EXCEPTIONAL PERSONS IN READING TEXTBOOKS BY GRADE LEVEL

Book	Grade or Level	Visibility and Number				Conditions					
		Of Stories	Of Exceptional Characters	Mentioned in Narrative	Mentioned in Other Entries	Physical	Emotional	Speech	Intellectual	Sensorial	Multiple
Houghton Mifflin Company											
Primary											
<u>Woodchimes</u>	Grade 3, Level I	3	11	7	4	2	0	0	0	9	0
Intermediate											
<u>Medley</u>	Grade 4, Level K	2	2	2	0	2	0	0	0	0	0
<u>Keystone</u>	Grade 5, Level K	3	3	3	0	1	0	0	0	2	0
<u>Impressions</u>	Grade 6, Level M	2	3	3	0	1	0	0	0	2	0
Economy Company											
Primary											
<u>Mud-Lucious</u>	Readiness, Level 1	0	1	0	1	0	0	0	0	1	0
<u>Little Cat Feet</u>	Grade 1, Level 3	0	1	0	1	1	0	0	0	0	0
<u>Shoulder High</u>	Grade 1, Level 7	1	1	1	0	0	0	0	1	0	0
<u>Far-Back Mornings</u>	Grade 3, Level II	2	3	1	2	2	0	0	0	1	0
Intermediate											
<u>A Hundred Circling Camps</u>	Grade 4, Level 12	4	4	4	0	3	0	0	0	1	0
<u>Friendly With Earth</u>	Grade 5, Level 13	4	5	5	0	2	0	0	0	1	2
<u>Visions and Revisions</u>	Grade 6, Level 14	3	5	4	1	1	0	0	0	4	0



TABLE 4--(Continued)

Book	Grade or Level	Visibility and Number				Conditions					
		Of Stories	Of Exceptional Characters	Mentioned In Narrative	Mentioned In Other Entries	Physical	Emotional	Speech	Intellectual	Sensorial	Multiple
Ginn and Company											
Primary											
<u>Ready for Rainbows</u>	Readiness, Level 1	0	2	0	2	2	0	0	0	0	0
<u>May I Come In</u>	Grade 1, Level 5	1	1	0	1	1	0	0	0	0	0
<u>One to Grow On</u>	Grade 1, Level 6	1	1	1	0	1	0	0	0	0	0
<u>How It Is Nowadays</u>	Grade 2, Level 8	2	2	2	0	2	0	0	0	0	0
<u>A Lizard To Start With</u>	Grade 3, Level 10	1	2	1	1	0	0	0	0	2	0
Intermediate											
<u>Mountains Are For Climbing</u>	Grade 6, Level 13	5	7	7	0	3	0	0	0	4	0
Scott, Foresman Company											
Primary											
<u>Dragon Wings</u>	Grade 1	2	4	2	2	3	0	0	0	0	0
<u>Calico Caper</u>	Grade 1	0	8	0	8	8	0	0	0	0	0
<u>Hootenanny</u>	Grade 2	1	2	1	1	2	0	0	0	0	0
<u>Daisy Days</u>	Grade 2	0	1	0	1	1	0	0	0	0	0
<u>Step Right Up</u>	Grade 3	1	1	1	0	1	0	0	0	0	0
<u>Ride A Rainbow</u>	Grade 3	1	1	1	0	0	0	0	0	1	0
Intermediate											
<u>Flying Hoofs</u>	Grade 4	2	3	2	1	2	0	0	0	1	0
<u>Fins and Tales</u>	Grade 5	1	2	1	1	2	0	0	0	0	0
<u>Racing Stripes</u>	Grade 6	2	3	2	1	3	0	0	0	0	0

TABLE 4--(Continued)

Book	Grade or Level	Visibility and Number				Conditions					
		Of Stories	Of Exceptional Characters	Mentioned In Narrative	Mentioned In Other Entries	Physical	Emotional	Speech	Intellectual	Sensorial	Multiple
American Book Company											
Primary											
<u>Jewels</u>	Grade 3, Level J	1	1	1	0	0	0	0	0	1	0
Intermediate											
<u>Moments</u>	Grade 5, Level M	2	7	4	3	4	0	0	0	3	0
<u>Networks</u>	Grade 6, Level N	2	2	2	0	2	0	0	0	0	0

TABLE 5

## VISIBILITY OF EXCEPTIONAL PERSONS IN CHILDREN'S STORIES

	Houghton Mifflin Co.	Economy Co.	Ginn Co.	Scott, Foresman Co.	American Book Company	Composite
Stories						
Total Number in Books in the Series	195	213	250	221	211	1090
Number of Stories that Include Exceptional Persons	10	14	10	10	5	59
Fiction	6	9	6	8	3	32
Non'Fiction	4	5	4	2	2	17
Percent	5.1	6.6	4	4.5	2.4	4.4%
Other Entries That Include Exceptional Persons						
Poems	0	0	1	0	0	1
Illustrations Where Disability Is Visible	14	16	14	28	8	80
Total Number of Exceptional Persons Included in the Series	19	20	15	25	10	89

TABLE 6

## PERSONAL CHARACTERISTICS OF THE EXCEPTIONAL PERSON

	Houghton Mifflin Co.			Economy Co.			Ginn Co.			Scott, Foresman C.			American Book Company			Composite	Percent
	O <sup>a</sup>	N <sup>b</sup>	T <sup>c</sup>	O	N	T	O	N	T	O	N	T	O	N	T		
Sex																	
Male	3	8	11	4	9	13	1	4	5	7	8	15	0	4	4	48	53.9
Female	1	7	8	1	6	7	3	7	10	8	2	10	3	3	6	41	46.1
Age																	
Child	0	7	7	4	2	6	3	2	5	6	3	9	3	4	7	34	38
Juvenile	0	0	0	0	2	2	1	0	1	7	0	7	0	0	0	10	11
Adult	4	4	8	1	8	9	0	5	5	2	4	6	0	2	2	30	34
Senior Citizen	0	2	2	0	2	2	0	1	1	0	3	3	0	0	0	8	9
Span of Years	0	2	2	0	1	1	0	3	3	0	0	0	0	1	1	7	8
Occupation																	
Child/Student	0	7	7	4	4	8	4	2	6	13	3	16	3	4	7	44	49.4
Blue Collar	0	2	2	0	2	2	0	0	0	0	3	3	0	1	1	8	9
White Collar	0	2	2	0	5	5	0	3	3	0	1	1	0	1	1	12	13.5
Homemaker	0	1	1	0	2	2	0	0	0	1	0	1	0	1	1	5	5.6
Retired	0	1	1	0	2	2	0	1	1	0	3	3	0	0	0	7	7.9
Unemployed	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1.1
Change Vocation	0	2	2	0	0	0	0	3	3	0	0	0	0	0	0	5	5.6
Insufficient Evidence	4	0	4	1	0	1	0	1	1	1	0	1	0	0	0	7	7.9

TABLE 6---(Continued)

	Houghton Mifflin Co.			Economy Co.			Ginn Co.			Scott, Foresman Co.			American Book Company			Composite	Percent
	O <sup>a</sup>	N <sup>b</sup>	T <sup>c</sup>	O	N	T	O	N	T	O	N	T	O	N	T		
How Known																	
Mentioned and/or Shown in Text and/or Illustrations	0	10	10	4	4	8	4	3	7	13	4	17	3	5	8	50	56.1
Inferred Through Text	0	5	5	0	11	11	0	7	7	1	6	7	0	2	2	32	36
Insufficient Evidence	4	6	4	1	0	1	0	1	1	1	0	1	0	0	0	7	7.9
Race or Ethnic Minority																	
Yes (Excluding Caucasian)	0	2	2	2	4	6	1	1	2	9	6	15	2	2	4	29	32.6
No	4	13	17	3	11	14	3	10	13	6	4	10	1	5	6	60	67.4
Number Black	0	2	2	2	1	3	1	1	2	7	0	7	2	2	4	18	20.2
Number Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number Hispanic	0	0	0	0	3	3	0	0	0	2	5	7	0	0	0	10	11.4
Number Asian	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1
Number Caucasian	4	13	17	3	11	14	3	10	13	6	4	10	1	5	6	60	67.4
How Known																	
Mentioned and/or Shown in Text and/or Illustrations	4	15	19	5	11	16	3	10	13	13	5	18	3	7	10	76	85.4
Inferred Through Text and/or Illustrations	0	0	0	0	4	4	1	1	2	2	5	7	0	0	0	13	14.6

TABLE 6--(Continued)

	Houghton Mifflin Co.			Economy Co.			Ginn Co.			Scott, Foresman Co.			American Book Company			Composite	Percent
	O <sup>a</sup>	N <sup>b</sup>	T <sup>c</sup>	O	N	T	O	N	T	O	N	T	O	N	T		
Social Level																	
Upper Class	0	1	1	0	0	0	0	1	1	0	0	0	0	1	1	3	3.4
Middle Class	0	4	4	0	9	9	0	2	2	0	6	6	0	5	5	26	29.2
Lower Class	0	5	5	0	5	5	0	5	5	0	4	4	0	0	0	19	21.3
Showed Mobility	0	1	1	0	0	0	0	2	2	0	0	0	0	0	0	3	3.4
Insufficient Evidence	4	4	8	5	1	6	4	1	5	15	0	15	3	1	4	38	42.7
Story Setting is the Same as Setting for Exceptional Person <sup>d</sup>																	
Yes			11			13			10			9			7	50	86.2
No			4			2			1			1			0	8	13.8

<sup>a</sup>O means the number of characters depicted in other than story narratives.

<sup>b</sup>N means the number of characters depicted in story narratives.

<sup>c</sup>T means the total number of characters for each series.

<sup>d</sup>Characters in narratives only.

TABLE 7

## DESCRIPTION OF THE DISABILITY

Disability	Houghton Mifflin Co.			Economy Co.			Ginn Co.			Scott, Foresman Co.			American Book Company			Composite	Percent
	O <sup>a</sup>	N <sup>b</sup>	T <sup>c</sup>	O	N	T	O	N	T	O	N	T	O	N	T		
Intellectual	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1.1
Emotional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Physical	0	6	6	3	6	9	3	6	9	15	7	22	3	3	6	52	58.4
Speech	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sensorial	4	9	13	2	6	8	1	5	6	0	3	3	0	4	4	34	38.2
Multiple	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	2	2.3
How Known																	
Mentioned and/or Shown in Text and/or Illustrations	4	14	18	5	14	19	3	10	10	15	10	25	3	6	9	84	94.4
Inferred Through Text and/or Illustrations	0	1	1	0	1	1	1	1	2	0	0	0	0	1	1	5	5.6
Visibility of Disability																	
Visible Disability	4	13	17	4	12	16	4	10	14	15	8	23	3	3	6	76	85.4
Invisible Disability	0	2	2	1	3	4	0	1	1	0	2	2	0	4	4	13	14.6
Use of Supprotive Device																	
Yes	0	4	4	4	4	8	3	1	4	15	7	22	3	3	6	44	49.4
No	4	11	15	1	11	12	1	10	11	0	3	3	0	4	4	45	50.6

TABLE 7--(Continued)

	Houghton Mifflin Co.			Economy Co.			Ginn Co.			Scott, Foresman Co.			American Book Company			Composite	Percent
	<sup>a</sup> O	<sup>b</sup> N	<sup>c</sup> T	O	N	T	O	N	T	O	N	T	O	N	T		
How Known Mentioned and/or Shown in Text and/or Illustrations	4	0	4	4	4	8	3	1	4	15	7	22	3	3	6	44	49.4

<sup>a</sup>O means the number of characters depicted in other than story narratives.

<sup>b</sup>N means the number of characters depicted in story narratives.

<sup>c</sup>T means the total number of characters for each series.



TABLE 8

## ROLE OF THE CHARACTER

	Houghton Mifflin Co.	Ginn Co.	Economy Co.	Foresman Co.	American Book Company	Composite	Percent
Character Interacts with Others in Meaningful Activities <sup>a</sup>							
Yes	10	12	9	10	6	47	81
No	1	3	2	0	1	7	12
Insufficient Evidence	4	0	0	0	0	4	7
Story Told From the Point of View of <sup>b</sup>							
Exceptional Person	0	3	1	1	0	5	10
Others	10	11	9	9	5	44	90
Role in Terms of the Major Focus of the Story <sup>c</sup>							
Central Character	5	6	7	4	4	26	44.8
Supporting Role	1	1	0	0	0	2	3.4
Reveals Attributes of the Central Character	3	5	2	6	3	19	32.8
Token	6	3	2	0	0	11	19

<sup>a</sup>Pertains to characters in the narratives only.

<sup>b</sup>Pertains to number of stories only.

<sup>c</sup>Pertains to characters in narratives only.

TABLE 9

## AUTHOR'S TREATMENT OF THE EXCEPTIONAL PERSON

	Houghton Mifflin Co.			Economy Co.			Ginn Co.			Scott, Foresman Co.			American Book Company			Composite	Percent
	O <sup>a</sup>	N <sup>b</sup>	T <sup>c</sup>	O	N	T	O	N	T	O	N	T	O	N	T		
Characterization																	
Number of Cases that Reveal Stereotyped Character	0	1	1	0	1	1	0	1	1	0	0	0	0	0	0	3	3.4
Number of Cases Where Character is Realistic and Believable	0	10	10	0	10	10	0	7	7	0	10	10	0	7	7	44	49.4
Number of Cases Where Evidence is not Sufficient to Assess Characterization	4	4	8	5	4	9	4	3	7	15	0	15	3	0	3	42	47.2
Behavior of Other Characters Toward the Exceptional Person																	
Number of Cases Treated as a Non-Person	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of Cases Treated as a Person	0	11	11	0	11	11	0	8	8	0	10	10	0	7	7	47	52.8
Number of Cases Where Evidence is not Sufficient to Assess Treatment	4	4	8	5	4	9	4	3	7	15	0	15	3	0	3	42	47.2

TABLE 9--(Continued)

Language Labels Are Used	Houghton Mifflin Co.	Economy Co.	Ginn Co.	Scott, Foresman Co.	American Book Company	Composite Percent
	O <sup>a</sup> N <sup>b</sup> T <sup>c</sup>	O N T	O N T	O N T	O N T	
	10	8	8	1	5	32

<sup>a</sup>O means the number of characters depicted in other than story narratives.

<sup>b</sup>N means the number of characters depicted in story narratives.

<sup>c</sup>T means the total number of characters for each series.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Recently the disabled, their advocates, and educators have become concerned about the images of the disabled that are portrayed in educational materials. Therefore, it was the intent of this study to collect data on the visibility and representation of exceptional persons in selected educational materials. The materials were, in the opinion of the researcher, widely used and readily available. Teacher's materials consisted of issues of Instructor, Teacher, Early Years, Language Arts and The Reading Teacher for the years 1973-1978. Children's materials consisted of five reading textbook series, Impressions, Houghton Mifflin Company, Keys to Reading, Economy Company, Reading 720, Rainbow Series, Ginn Company, Basics in Reading, Scott, Foresman Company, and the American Book Reading Program, American Book Company.

The following research questions were investigated:

(1) Are exceptional persons visible in educational journals?

What disabling conditions are presented? What types of information are included? Are biased attitudes reflected? Who is the specific audience, teachers, administrators, or others?

(2) Are exceptional persons visible in children's textbooks? To what degree? How are they represented? Are they engaged in meaningful activities with others? Are biased attitudes reflected in either

textual or pictorial representation? Does the language used by the author convey negative attitudes?

#### Summary of the Findings

The summaries of the findings are presented below. First, the summary on the visibility and representation of exceptional persons in selected educational materials is presented. Secondly, the summary on the representation of exceptional persons in selected reading textbooks is given.

#### Educational Journals

In the five educational journals, a total of 5569 articles and features were examined for the years, 1973-1978. Of that number, 148, or 2.7 percent, mentioned exceptional persons or exceptionalities. Of this 2.7 percent, more articles and features were published during the academic year 1977-1978 than in any previous year. The researcher noted that the amount rose 48 percent above that of the year, 1976-1977. This rise occurred in the school year prior to the implementation of Public Law 94:142.

Eighty-five or 57 percent of the 148 articles and features were about general disabilities. Twelve percent of the articles were about intellectual disabilities. Sensorial disabilities, including both visual and auditory impairments, were included in 1.2 percent of the articles. All other disabilities, emotional, speech, or multiple disabilities were included less than 19 percent of the time.

Examination of the ages of the exceptional persons discussed in these articles revealed that 80 percent of the 148 articles and features

covered a range of ages. Elementary aged children were discussed in the articles about 10 percent of the time. The remaining 10 percent of the articles featured pre-school, kindergarten and junior high age students.

Most of the articles, 80 percent of them, were addressed to teachers. Eighteen of them, 12 percent in all, were addressed to a general audience and the remaining 8 percent was addressed either to administrators or to more than one group.

Most of the articles and features, 54 percent of them, were about mainstreaming or miscellaneous topics. Of that amount 1/3 were about mainstreaming. Forty-five, 30 percent of the 148 articles, were about instructional procedures; 12, 8 percent, were about classroom management; about 6 percent, 8 of the articles, provided information about disabilities; and screening procedures were included 2 percent of the time.

All of the authors used labels to identify the disabled or disabilities. None of them used offensive language.

#### Reading Textbooks

In the 5 reading textbook series examined, there were 49 stories that included exceptional persons in illustrations, narratives or both. The overall visibility of exceptional persons in stories was 4.5 percent of the total number of 1090 stories. In addition, one poem had a blind child as its central theme.

More stories that included exceptional characters were found in intermediate textbooks than in primary textbooks. More characters were shown in illustrations and skills lessons than in narratives in the primary textbooks. When these characters were visible in either skills lessons or illustrations, their disability had little or no relationship to the story content.

Of the 89 exceptional persons portrayed in the textbooks, 48 of them, 54 percent, were male; 41 of them, 46 percent, were female. Thirty-four, 38 percent, were children, and 10, 11 percent, were juveniles. Adults were shown 34 percent of the time plus senior citizens, 9 percent. The remaining 8 percent were shown at several ages in their lives.

Dependent children and students were shown 49 percent of the time. Blue collar workers accounted for 9 percent, white collar workers were shown 13 percent of the time, another 6 percent of those included were homemakers, 7 percent were retired, 1 percent was unemployed. Of the balance, 5 percent changed vocations. Seven percent of the cases did not present enough evidence to make an assessment of occupation.

Exceptional characters were shown as members of a minority group for 32 percent of the time. That amount was comprised of 20 percent black, 11 percent Hispanic and 1 percent Asian characters. Most of the characters, 68 percent, were Caucasian. No Native Americans were shown as exceptional persons.

Exceptional characters were shown as members of the upper class only 4 percent of the time. Most of them, 29 percent, were members of the middle class; 21 percent of them were lower class; and 3 percent showed social mobility. For 43 percent of the cases, evidence was insufficient to infer the social level of the characters.

Of the 58 persons in story narratives, 86 percent of them were shown in the same environment as the story setting. Eight, or 14 percent, were shown in other settings or lived at an earlier time.

The majority of the disabilities shown, 58 percent, were either temporary or permanent physical disabilities. Sensorial disabilities

accounted for 38 percent of the cases. Multiple disabilities were evident in 2 stories, 3 percent of the total. An intellectual disability, 1 percent, was shown in one story. No emotional or speech disabilities were included.

Observable disabilities were shown in 85 percent of the characters. Hidden disabilities were present in 15 percent of the characters. In 44, or 49 percent, of the cases, the characters used supportive devices.

Of the 58 characters that were included in the story narratives, 81 percent were shown as interacting with other characters, 12 percent were not. In 7 percent of the stories there was insufficient evidence for the researcher to make a judgment.

Of the 49 stories that included exceptional persons, 90 percent were written from the viewpoints of others. Only 5, 10 percent, were written from the viewpoint of the exceptional person.

Twenty-six of the characters in the stories, 45 percent, were the central characters and 3 percent were in a supportive role to the main character. Over 1/3, 33 percent, revealed attributes of the central character. Seven, 19 percent, were token figures, insignificant to the development of the story.

Only 3 characters, 3 percent of them, were stereotyped. In 50 percent of the cases, the characters were depicted realistically. For 47 percent of the cases, there was insufficient evidence to make an assessment of characterization. Fifty-three of the characters were treated as persons by other characters in the narratives. In 42, or 47 percent, of the cases evidence was insufficient to make an assessment.

Authors in all series used labels to identify the disabled or disabilities. There was one case of offensive language.



In general less than 5 percent of all stories in the five series of children's reading textbooks depicted exceptional persons. Exceptional males outnumbered exceptional females. Approximately 2/5 of the characters shown were adults including senior citizens. Approximately half of the adult population were employed outside the home. Over 2/3 of the exceptional characters were Caucasian. The other 1/3 were members of minority groups, chiefly, black or Hispanic. About 1/3 of the characters appeared to be from the middle class. Generally the disability represented was physical or sensorial with minimal if any attention given to intellectual, emotional or speech disabilities. Characterization was generally positive with little use of stereotyping or offensive language.

#### Conclusions for Educational Journals Examined

In reference to the visibility of exceptional persons in the educational journals examined, the following were concluded:

- (1) Exceptional persons were visible in these educational journals in less than 3 percent of the total number of articles.
- (2) Early Years, Teacher and Instructor, which tend to be addressed to elementary school generalists, have included more articles about exceptional persons than the journals, The Reading Teacher and Language Arts, which are addressed to a more specialized audience.

In the journal articles, the disabling conditions represented were as follows:

- (3) All disabling conditions are present. Most articles are about general disabilities. Sensorial and intellectual have higher visibility than other groups. Speech disabilities have the lowest visibility.

(4) Most articles about disabled children included various ages and grade levels.

(5) Most of the articles and features were addressed to teachers.

(6) The focus of the articles and features was very broad. It included (a) mainstreaming, (b) instructional procedures, (c) classroom management, (d) information on disabilities and (e) screening procedures. Approximately 20 percent of the articles dealt with mainstreaming and over 30 percent focused on instructional procedures.

(7) Language used by the authors in relation to exceptional persons was humane and realistic. Labels were used only for identification.

#### Conclusions for Reading Textbooks Examined

Regarding visibility of exceptional persons in children's textbooks, the following were concluded:

(1) Exceptional persons were visible in educational textbooks.

The overall visibility was 5 percent which is lower than the 10 percent recommended by The Consortium for Appropriate Representation of Exceptional Persons in Educational Material.

(2) More stories that included disabled characters were found in intermediate textbooks than in primary. These characters were usually included in the narrative. At the primary levels, the exceptional characters appeared more often in illustrations and skills lessons than in the narratives. When they appeared in illustrations or skills, little relationship, if any, was shown between the content and the pictured disability.

(3) Approximately 2/5 of the exceptional persons shown were adults, including senior citizens; the balance were children and juveniles.

(4) More disabled males were shown than females. The ratio was 6:5.

(5) White collar workers represented the largest working class of exceptional persons.

(6) Most of the exceptional characters were shown as Caucasian. Although Blacks and Hispanic were presented, only one Asian was portrayed and no Native Americans were represented.

(7) Observable disabilities were highly prevalent, whereas, hidden disabilities were less prevalent. Physical and sensorial disabilities were shown more often than other disabling conditions.

(8) Most of the disabled characters in these textbooks were portrayed realistically and were believable; they were treated as persons by other characters in the narrative.

(9) Labels were used in all series to identify disabilities, but there were few instances of offensive language and stereotyping.

#### Recommendations for Further Study

The following recommendations are made for further examination of the visibility and representation of exceptional persons in selected educational materials.

(1) A study of the visibility and representation of exceptional persons in children's social studies textbooks should be done to examine societal attitudes and values about the disabled that are conveyed through the content of these books.

(2) Teacher's manuals should be studied to examine the accuracy and breadth of the information given to teachers.

(3) An examination of the visibility and representation of exceptional persons in auxiliary educational materials including filmstrips and films should be made.

(4) A study of the visibility and representation of exceptional persons in television programs that are viewed by children needs to be done. This should include programs that are designated as children's programs, educational television, cartoons and those shown during the prime time hours.

APPENDICES

APPENDIX A

MANUAL AND WORKSHEETS

Examiner's Manual

Worksheets--Form A, Educational Journals

Worksheets--Form B, Reading Textbooks

EVALUATION OF EDUCATIONAL MATERIALS

Table of Contents

Purpose . . . . .	1
General Description . . . . .	1
Definition of Terms . . . . .	2
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## MANUAL

### EVALUATION OF EDUCATIONAL JOURNALS AND CHILDREN'S TEXTBOOKS FOR REPRESENTATION OF THE EXCEPTIONAL PERSON

#### Purpose

Form A is designed for use in evaluating educational journals for quantity and quality of information on the exceptional person. With slight modifications, it would be useful for evaluating other teacher's resource materials such as curriculum guides and teacher's manuals.

Form B is designed for use in evaluating children's textbooks for portrayal of the exceptional person. With slight modifications it would be useful for evaluating other educational materials such as filmstrips, tradebooks, educational television programs and children's magazines.

#### General Description

Form A contains four sections: general information, focus of the article, language of the author, and other comments. Evaluator will need one worksheet for each article evaluated.

General Information. Examiner records data on the disabilities mentioned in the article.

Focus of the Article. Examiner records data on the focus and content.

Language of the Author. Examiner records data on the writer's treatment of the exceptional person.

Other Comments. Examiner records additional information that he/she feels is significant.

Form B contains four sections: general background of the story, role and characterization of the exceptional person, behavior of other characters toward the exceptional person and language of the author. Evaluator will need one worksheet for each exceptional person included in the evaluated selection. Please note that there may be more than one worksheet used per selection.

General Background of the Story. Examiner records data on the disabilities included, disabling conditions and personal characteristics of the exceptional person.

Role and Characterization of the Exceptional Person. Examiner records data on the setting and the description of the exceptional person.

Behavior of Other Characters Toward the Exceptional Person. Examiner records data on behavior of other characters toward the exceptional person.

Language of the Author. Examiner records data on the use of labels and offensive language.

#### Definitions

Exceptional Person. For purposes of this instrument, the exceptional person is defined within the following categories: intellectual disability is subnormal intellectual development that creates deficiencies in academic and social learning; emotional disabilities include a breakdown in interpersonal relationships and perceptions of reality, unpredictability and instability; speech disorders are related to and



caused by physical disabilities; sensorial disabilities are impairments of sensory organs including blindness, partially sighted, deafness and hard of hearing.

Multiple disabilities will refer to all categories of disabilities. Disabilities shall not include personality characteristics such as hostility, body stature such as height or obesity or an illness except when the illness causes the disabling condition as in the case of rubella or poliomyelitis.

Preferred Labels. For purposes of this instrument, "labels" include the following:

- a. Intellectual disabilities: mentally retarded, mentally handicapped, mentally disabled, mentally impaired.
- b. Emotional disabilities: emotionally ill, emotionally handicapped, emotionally disturbed, emotionally impaired, emotionally disabled.
- c. Physical handicaps: physically handicapped, physically impaired, physically disabled, motor handicaps, motor disability.
- d. Speech impediments: speech disorders.
- e. Sensorial disabilities: blind, blindness, visually handicapped, visually disabled, visually impaired, auditory handicaps, auditory disability, acoustic handicap, deaf.

Other Labels. Retarded children, mentally ill, crippled, deaf/mute, the deaf, the blind, handicap, handicapped person.

Offensive Language. Examples of language that denigrates the exceptional person include the following:

- a. retard, retardate, imbecile, moron, idiot, feebleminded, lamebrain, backward, village idiot.
- b. crazy, maniac, insane.
- c. spastic, cripple, poor little cripple, gimp.
- d. four eyes, stone deaf, deaf and dumb, blind as a bat, deaf as a post.
- e. human abnormalities, abnormal children, atypical.

Economic Status. For the purpose of this instrument economic strata shall be defined as follows:

- a. A child/student is a dependent member of the family.
- b. A blue collar worker is a skilled or an unskilled manual laborer.
- c. A white collar worker is a nonmanual worker.
- d. A homemaker performs domestic tasks in his/her own home.
- e. A retired person has been gainfully employed, but is now retired.
- f. An unemployed person is temporarily without employment.
- g. Change of vocation is change of employment.

Minority Races/Ethnic Groups. Minority race includes all races excluding the Caucasian. Ethnic groups include groups whose customs and cultural values set them apart.

Social Level. It is doubtful that the social level will be discussed; however, the evaluator may infer level from the information given in content or illustrations.

WORKSHEETS

FORM A--EDUCATIONAL JOURNALS

SUMMARY OF EDUCATIONAL JOURNALS 1973-78, FORM A

JOURNAL \_\_\_\_\_ MONTH \_\_\_\_\_ YEAR \_\_\_\_\_ VOLUME \_\_\_\_\_

Number of articles included in the journal. \_\_\_\_\_

How many include exceptional persons? \_\_\_\_\_

Number of special features included in the journal. \_\_\_\_\_

How many include exceptional persons? \_\_\_\_\_

Total number of selections in the journal. \_\_\_\_\_

Name and page of article(s) or feature(s) in which information about an exceptional person or exceptionalities is included.

Title

Page

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Additional Comments:

## EVALUATION OF EDUCATIONAL JOURNALS

JOURNAL \_\_\_\_\_ MONTH \_\_\_\_\_ YEAR \_\_\_\_\_ VOLUME \_\_\_\_\_

ISSUE \_\_\_\_\_ ARTICLE \_\_\_\_\_ AUTHOR \_\_\_\_\_

PAGE(S) \_\_\_\_\_ DATE OF EVALUATION \_\_\_\_\_ EVALUATOR \_\_\_\_\_

I. General Background

1. This article is primarily about \_\_\_\_\_ disabilities:
- |                 |              |                             |
|-----------------|--------------|-----------------------------|
| a. intellectual | d. speech    | g. general (explain)        |
| b. emotional    | e. sensorial | h. not applicable (explain) |
| c. physical     | f. multiple  |                             |
2. The age or grade to which the article applies is \_\_\_\_\_.
- |                 |                      |                         |
|-----------------|----------------------|-------------------------|
| a. pre-school   | c. elementary school | e. includes range of    |
| b. kindergarten | d. junior high       | several grade levels    |
|                 |                      | f. not applicable (why) |

II. Focus of the Article

3. The article is addressed to \_\_\_\_\_.
- |             |                   |                     |
|-------------|-------------------|---------------------|
| a. teachers | b. administrators | c. others (explain) |
|-------------|-------------------|---------------------|
4. The general focus of the content is \_\_\_\_\_.
- |   |                                    |
|---|------------------------------------|
| a. instructional procedures             | d. information on disability (ies) |
| b. classroom management<br>(discipline) | e. other (explain)                 |
| c. screening                            |                                    |

III. Language of the Author

The author uses

5. labels to describe the exceptional person

a. yes      b. no      c. not applicable (why)

If the response is "yes," record the label, the context in which it is used and the page and lines where it is first used.

6. offensive language to describe the exceptional person

a. yes      b. no      c. not applicable (why)

If the response is "yes," record the offensive word or phrase, the context in which it is used and the page and line where it is first used.

IV. Other Comments on the Article, Content, Style, etc.

WORKSHEETS

FORM B--READING TEXTBOOKS

## SUMMARY OF READING TEXTBOOKS, FORM B

Publisher \_\_\_\_\_

Copyright Date \_\_\_\_\_

Series Title \_\_\_\_\_

Book Title \_\_\_\_\_

Grade \_\_\_\_\_

Contents

How many story selections are there? \_\_\_\_\_

How many are fiction? \_\_\_\_\_

How many are non-fiction? \_\_\_\_\_

How many selections other than stories are included in the text? (i.e. poetry?) \_\_\_\_\_

Total number of selections \_\_\_\_\_

Visibility of Exceptional Persons

How many selections include exceptional persons or are about exceptionalities? \_\_\_\_\_ Number of exceptional persons \_\_\_\_\_.

How many of these are fiction? \_\_\_\_\_ Number of exceptional persons \_\_\_\_\_.

How many are non-fiction? \_\_\_\_\_ Number of exceptional persons \_\_\_\_\_.

How many are selections other than stories? \_\_\_\_\_ Number of exceptional persons \_\_\_\_\_.

Total stories and other selections that contain exceptional persons \_\_\_\_\_ Total number of exceptional persons \_\_\_\_\_.

Name of stories and/or selections that contain exceptional persons or discuss exceptionalities.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Additional Comments:



## EVALUATION OF READING TEXTBOOKS

PUBLISHER \_\_\_\_\_ COPYRIGHT DATE \_\_\_\_\_  
 SERIES TITLE \_\_\_\_\_ BOOK TITLE \_\_\_\_\_  
 SELECTION \_\_\_\_\_ AUTHOR \_\_\_\_\_  
 PAGES \_\_\_\_\_ DATE OF EVALUATION \_\_\_\_\_ EVALUATOR \_\_\_\_\_

I. Description of the Exceptional Person

The exceptional person

(1) is a \_\_\_\_\_ . a. male b. female c. not applicable

(2) is a/an \_\_\_\_\_ .

a. child c. adult e. span of years  
 b. juvenile d. ~~adult citizen~~ f. ~~not applicable~~

(3) is or appears to be a/an \_\_\_\_\_ .

a. child/student e. retired person  
 b. blue collar worker f. unemployed person  
 c. white collar worker g. change of vocation  
 d. homemaker h. not applicable

How does the reader know?

(4) is a member of a minority race or ethnic group.

a. yes b. no c. not applicable (why)

How does the reader know?

(5) The social level of the exceptional person and his/her family appears to be \_\_\_\_\_ .

a. upper c. lower e. not applicable (why)  
 b. middle d. social mobility

How does the reader know?

(6) The setting for the exceptional person is the same as the setting for the story.

a. yes      b. no      c. not applicable (why)

If "no," explain.

(7) has a/an \_\_\_\_\_ disability.

a. intellectual      c. physical      e. sensorial  
 b. emotional      d. speech      f. multiple  
 g. not applicable (why)

How does the reader know?

(8) has a/an \_\_\_\_\_ disability.

a. visible      b. invisible      c. not applicable (why)

How does the reader know?

(9) uses a supportive device.

a. yes      b. no      c. not applicable (why)

How does the reader know?

II. Role and Characterization of the Exceptional Person

A. Role

The exceptional person

- (10) is a \_\_\_\_\_ character in the story.  
 a. major    b. minor    c. insignificant    d. not applicable

If b or c, explain.

- (11) is engaged in meaningful activities with others.

- a. yes        b. no        c. not applicable (why)

Cite examples from the story.

- (12) The story is told from the point of view of:

- a. exceptional person    b. others    c. not applicable

Explain.

- (13) The role of the exceptional person in terms of the major focus of the story is \_\_\_\_\_.

Explain.

Not Applicable.

B. Characterization

- (14) The exceptional person is described (in words and actions) as (circle the answers that apply)

- |  |  |
|--|--|
| a.1. one-dimensional                                 | a.2. full-range of emotions                      |
| b.1. isolated, outcast                               | b.2. interacting with others                     |
| c.1. receiving help, kindness                        | c.2. giving to others                            |
| d.1. evil  | d.2. capable of either goodness or evil          |
| e.1. objects of curiosity                            | e.2. participating members of society            |
| f.1. victims or perpetrators of violence             | f.2. circumstances create victim or perpetration |
| g.1. superhuman                                      | g.2. balance of strengths                        |
| h.1. overcome by unpleasant circumstances            | h.2. copes with unpleasant circumstances         |
| i.1. nonsexual                                       | i.2. capable of loving                           |
| j.1. overcompensating, possesses extraordinary gifts | j.2. uses potential                              |
| k.1. dependent, passive                              | k.2. independent, active                         |

Other. \_\_\_\_\_

Not Applicable.

III. Behavior of Other Characters Toward the Exceptional Person  
(Use a separate sheet for each significant character)

(15) Others \_\_\_\_\_ the exceptional person.  
(Circle the answers that apply.)

- |   |   |
|---|---|
| a.1. laugh at, ridicule, tease                | a.2. respect                                  |
| b.1. fear or mistrust                         | b.2. trust                                    |
| c.1. are awkward in the company<br>of         | c.2. are comfortable in<br>company of         |
| d.1. romanticize                              | d.2. see the humanity of                      |
| e.1. feel superior to                         | e.2. feel equal to                            |
| f.1. use exceptional person as<br>a scapegoat | f.2. accept exceptional<br>person as a person |

Other \_\_\_\_\_

Not Applicable.

IV. Language of the Author

The author uses

(16) labels to describe the exceptional person.

- a. yes      b. no      c. not applicable (why)

If the response is "yes," record the label, the context in which it is used and the page and the line where it is first used.

(17) offensive language to describe the exceptional person.

- a. yes      b. no      c. not applicable (why)

If the response is "yes," record the example of offensive language, the context in which it is used and the page and the line where it is first used.

V. Additional Comments on the Selection

APPENDIX B

ANNOTATED BIBLIOGRAPHY OF JOURNAL ARTICLES

ANNOTATED BIBLIOGRAPHY OF JOURNAL ARTICLES

Early Years

Vol. 4, 1973-1974

- Pate, J. The writing on the wall. Early Years, 1973, 4(1), 53.  
Psychologist discusses the effects labeling has on disabled children.
- Winters, A. A. All children need friends. Early Years, 1973, 4(1), 54-55.  
A poem describing the needs of disabled children.
- Pate, J. Make every child a winner. Early Years, 1973, 4(2), 74-75.  
Psychologist discusses planning for the year for special children.
- Fellendorf, G. Why Lars is lucky. Early Years, 1973, 4(2), 76-79.  
Author compares education of deaf in Sweder and in the United States.
- Diamond, N. Another child, another place. Early Years, 1973, 4(2), 80-81.  
Author discusses hearing impaired kindergarteners and how they cope with the disability.
- Pate, J. Back to the subtle beginning. Early Years, 1973, 4(3), 41.  
Psychologist discusses procedures for screening to identify the disabled.
- Weir, C. MBD--What you should know about it. Early Years, 1973, 4(3), 42-44.  
The author gives teacher information on minimal brain dysfunction.
- Gerber, B. Geometric shape art: recipes for exceptional children. Early Years, 1973, 4(3), 48-49.  
A special education teacher discusses techniques for teaching shapes to exceptional children.
- Pate, J. Individualizing through the group. Early Years, 1974, 4(6), 45.  
Psychologist discusses individualizing instruction for the disabled.

Shelby, A. V. A c/f child comes to school. Early Years, 1974, 4(6), 46-48.

A teacher describes cystic fibrosis and tells how the child copes within the regular elementary classroom.

Pate, J. The promised land. Early Years, 1974, 4(7), 48-49.

Psychologist discusses legislation that is needed to insure education of the disabled.

White, R. Art as therapy in the classroom. Early Years, 1974, 4(7), 50-51.

Author suggests methods for teaching the disabled.

Pate, J. Advisor's page. Early Years, 1974, 4(8), 39; 74.

Psychologist presents opinion in favor of education of the disabled in regular classrooms and need for state laws and models.

Engel, R. C. Hatching up learning that lives. Early Years, 1974, 4(8), 40-42.

Teacher discusses learning values to physically handicapped children of school age of project involving the hatching of eggs.

Pate, J. Summer questions. Early Years, 1974, 4(9), 45.

Psychologist tells teachers the need for keeping records on exceptional children.

#### Vol. 5, 1974-1975

Pate, J. The little things that count. Early Years, 1974, 5(1), 59.

Psychologist discusses exceptional children in the regular classroom.

White, R. He's my brother. Early Years, 1974, 5(1), 64.

Author evaluates a story about an intellectually disabled child.

Roseland, M. Five art recipes for special children. Early Years, 1974, 5(2), 62-63.

Author suggests art ideas to use with special students.

Yardley, A. Even children from a good home have problems. Early Years, 1974, 5(2), 64-66; 69.

British infant school teacher discusses mild emotional problems of pupils.

Pate, J. Advisor's page. Early Years, 1974, 5(3), 39.

Psychologist discusses the training of auxiliary personnel who work with disabled children.

Darby, J. A. An Ey portfolio on hyperactive children. Early Years, 1974, 5(3), 40-41.

Author presents information on hyperactive children.

- Banville, T. G. How to cope with the hyperactive child in your class without making it impossible for him to cope. Early Years, 1974, 5(3), 42-43.  
Author discusses the characteristics of hyperactive children and problems and options in class placement of these children.
- Pate, J. Advisor's page. Early Years, 1974, 5(4), 39.  
Psychologist discusses trends in special education.
- Toomy, M. F. Project part-time. Early Years, 1974, 5(4), 41-43.  
Author discusses how emotionally disturbed children help each other.
- Engel, R. C. Everything comes out in the wash. Early Years, 1975, 5(6), 42.  
A principal tells of a car washing project done by orthopedically disabled youngsters.
- Pate, J. Advisor's page. Early Years, 1975, 5(6), 41.  
Psychologist discusses implications that a mainstreaming program would have for the disabled.
- Pate, J. Advisor's page. Early Years, 1975, 5(7), 43.  
Psychologist discusses options for teaching the retarded.
- Pate, J. Advisor's page. Early Years, 1975, 5(8), 34.  
Psychologist suggests summer activities for exceptional children.
- Pate, J. Advisor's page. Early Years, 1975, 5(9), 43.  
Psychologist suggests ways that teachers may prepare for the fall by enhancing their understanding of exceptional children.
- Vol. 6, 1975-1976
- Smith, S. What to do until the psychologist comes. Early Years, 1975, 6(1), 60-62.  
Psychologist discusses screening techniques that a classroom teacher can employ.
- Pate, J. Advisor's page. Early Years, 1975, 6(3), 50.  
Psychologist suggests that parents and teachers work as a team to help exceptional children.
- Pate, J. Advisor's page. Early Years, 1975, 6(4), 42.  
Psychologist discusses values and stereotypes that we have about the disabled and how they learn.
- Brookman, M. Classroom in a suitcase. Early Years, 1976, 6(6), 44-46.  
Author tells about an itinerant teacher who works with pre-school children who are mentally retarded.



- Canning, D. C. The gift of Martha. Early Years, 1976, 7(1), 52-56.  
A mother shares the experience of having a child with Down's syndrome.
- Pate, J. Advisor's page. Early Years, 1976, 7(2), 36.  
Psychologist discusses mainstreaming.
- Supple, R. V. What social studies can do for the special child. Early Years, 1976, 7(2), 38-40.  
Author discusses special social studies methods for teaching the intellectually and the physically handicapped.
- Pate, J. Advisor's page. Early Years, 1977, 7(5), 43.  
Psychologist discusses placement of special children in special classes or in the regular classroom.
- Moore, P. One step toward reality. Early Years, 1977, 7(5), 44-47.  
Discussion of art as a means to reach autistic children.
- Pate, J. Advisor's page. Early Years, 1977, 7(6), 41.  
Psychologist discusses the cost of special education.
- Pate, J. Advisor's page. Early Years, 1977, 7(7), 41.  
Psychologist discusses aspects of mainstreaming.
- Israelson, J. Farming in a laundry basket. Early Years, 1977, 7(8), 29.  
Author tells about a garden raised by a class of hearing impaired elementary students and value of project.
- Pate, J. Advisor's page. Early Years, 1977, 7(8), 37.  
Psychologist discusses disciplining exceptional children.
- Levin, H. and Levin, G. Music hath charm. Early Years, 1977, 7(8), 46-47.  
Author discusses techniques in teaching music to disabled children.
- Weintaub, F. An Ey portfolio on PL 94:142. Early Years, 1977, 7(9), 35-54.  
Author presents information on the Public Law 94:142. He discusses implementation of the mainstreaming process.
- Bowman, K. Guess who's coming to class. Early Years, 1977, 7(9), 38-40; 62.  
Teacher discusses teaching the kindergarten children who are disabled.
- Glazzard, P. Putting out the welcome mat. Early Years, 1977, 7(9), 41-43; 65.  
Author discusses preparation for mainstreaming and techniques for classroom management.

- Lovitt, T. Precision teaching. Early Years, 1977, 7(9), 44-45.  
Author discusses teaching procedures for teaching the disabled.
- Johnson, W. First things first. Early Years, 1977, 7(9), 48-49; 82-84.  
Author explains Public Law 94:142 to teachers.
- Mowery, C. and Replagie, A. A new language barrier to hurdle. Early Years, 1977, 7(9), 50-53.  
Authors discuss instructional procedures to use in teaching the disabled.
- Raymond, A. Directory of special education producers. Early Years, 1977, 7(9), 55-59.  
Author provides a list of publishers of special education materials.

## Vol. 8, 1977-1978

- Wilson, N. O. An autumn letter to a teacher. Early Years, 1977, 8(1), 38.  
Letter by mother to a teacher about an emotionally disturbed youngster.
- Pate, J. Advisor's page. Early Years, 1977, 8(1), 40.  
Psychologist discusses preparing regular classroom teachers for mainstreaming.
- Riley, S. Joey comes to school. Early Years, 1977, 8(1), 42-43; 55-57.  
Author discusses hardships of a multiple handicapped pre-school child.
- Lovitt, T. The who, where and what of IEP's. Early Years, 1977, 8(1), 48-52.  
Author discusses the writing of individual educational programs.
- Pate, J. Advisor's page. Early Years, 1977, 8(2), 40.  
Psychologist discusses child abuse and the handicapped child.
- Lovitt, T. Ten steps to special education. Early Years, 1977, 8(2), 44-47; 60.  
Author discusses screening procedures to identify the potentially disabled.
- Pate, J. Advisor's page. Early Years, 1977, 8(3), 42.  
Psychologist discusses the individual educational program.
- Alsen, M. He sees with his fingers. Early Years, 1977, 8(3), 46-47.  
Author discusses the adjustment of an elementary school-age visually-impaired child to regular classroom.
- Pate, J. Advisor's page. Early Years, 1977, 8(4), 43.  
Psychologist discusses the individual educational program.

- Lovitt, T. Writing the IEP. Early Years, 1977, 8(4), 44-45; 50.  
Author explains the individual educational plan and how it is written.
- Glazzard, P. Special touches. Early Years, 1978, 8(5), 46-47.  
Author gives instructional procedures to use in teaching educable mentally retarded children.
- Pate, J. Advisor's page. Early Years, 1978, 8(5), 48.  
Psychologist discusses the implementation of Public Law 94: 142, and its relationship to pedagogical theories.
- Anderson, E. Talking sharp. Early Years, 1978, 8(6), 40-41.  
Instructional procedures for teaching kindergarten with speech disabilities are discussed.
- Pate, J. Advisor's page. Early Years, 1978, 8(6), 42.  
Psychologist discusses the writing of the individual educational program.
- Glazzard, P. Special touches. Early Years, 1978, 8(6), 44-47.  
Author discusses instructional activities to use in teaching disabled children.
- Glazzard, P. Special touches. Early Years, 1978, 8(7), 46-48.  
Author discusses independent work activities to use in teaching the disabled.
- Pate, J. Advisor's page. Early Years, 1978, 8(7), 49.  
Psychologist discusses acceptance of disabled children.
- Raymond, A. Director of educational materials producers. Early Years, 1978, 8(8), 34-41.  
Author provides directory of publishers of educational materials.
- Perski, M. The celebration of a special child. Early Years, 1978, 8(8), 43.  
Author discusses acceptance of exceptional students.
- Pate, J. Defining the special child. Early Years, 1978, 8(8), 44-45.  
Psychologist discusses integration of exceptional children into the regular classroom.
- Huttar, E. Put on a handicap. Early Years, 1978, 8(8), 46-49.  
Author discusses a technique that will help the non-disabled empathize with the disabled.
- Glazzard, P. Special touches. Early Years, 1978, 8(8), 50-52.  
Author discusses techniques to use in teaching the disabled.

Moller, B. Teaching the invisible retarded. Early Years, 1978, 8(8), 56-61.

Author suggests instructional procedures to use in teaching the mentally retarded.

Brown, L., Cole, J. T., and Kitans, M. K. RX concept analysis. Early Years, 1978, 8(8), 62-63.

Author discusses instructional procedures for teaching mentally retarded children.

Bartlett, J. E. Diary of a mainstreaming teacher. Early Years, 1978, 8(8), 64-65; 67.

A kindergarten teacher shares her experiences with mentally retarded children in her classroom.

Brennan, R. Reading and the mainstreamed child. Early Years, 1978, 8(9), 30-31.

Assistant supervisor of the Board of Cooperative Education Service discusses instruction procedures for teaching reading to mentally retarded children.

Glazzard, P. Special touches. Early Years, 1978, 8(9), 59-60.

Author discusses teaching techniques to use in teaching the disabled.

### Instructor

Vol. 83, 1973-1974

Glockner, M. But how can I help a handicapped child? Instructor, 1973, 83(1), 113-116.

Author discusses teacher acceptance of the child with handicaps.

Deahl, T., and Deahl, M. Integrating partially sighted children into the classroom. Instructor, 1973, 83(2), 142.

Author discusses techniques to use in teaching the visually handicapped child.

Jacobson, I. Getting ready for vision screening. Instructor, 1973, 83(2), 143.

Author discusses how a classroom teacher prepared educable mentally retarded children for visual screening.

Myers, L. Joking can be fun. Instructor, 1973, 83(2), 144-145.

A teacher of the visually impaired discusses learning in real-life situations.

Welsh, E. Preparing a school of multiple handicapped. Instructor, 1973, 83(3), 90;92.

Author discusses physical features of a school designed for integration of the disabled.

Norton, S. Speech development for the deaf. Instructor, 1973, 83(4), 43.

Norton tells about exercises she used with deaf children.

Fahler, D. Special arts for special students. Instructor, 1974, 83(6), 70.

An arts and crafts specialist gives ideas to teachers who are working with disabled children.

Roberts, J. Monopolizing student interest. Instructor, 1974, 83(7), 112-113.

Author discusses use of Monopoly game as a material for teaching the disabled.

Terry, P. Is there an epileptic in your class? Instructor, 1974, 83(8), 82; 84.

Author gives short vignettes on epileptic children and describes types of seizures.

Dobbs, C. Send us to a museum. Instructor, 1974, 83(9), 58.

A special education teacher discusses the value of fieldtrips and collecting items as a means of skill development and affective growth in junior high disabled children.

Sacco, R. How do you help a stutterer. Instructor, 1974, 83(10), 35.

Author discusses how to help a stutterer cope with the class, develop sensitivity of others toward the child, and how to work with therapists.

#### Vol. 84, 1974-1975

Gies, M. "Here he comes. Let's take the air out of his tires." Instructor, 1974, 84(1), 129.

A mother tells about her mentally retarded son.

Doxtad, Y. and Skiphowitz, D. Activities for EMR's. Instructor, 1974, 84(2), 94.

Authors discuss methods to teach basic shapes to mentally retarded children.

Pieper, E. J. Preparing for the handicapped classmate. Instructor, 1974, 84(1), 128-129.

Author suggests ways to help the non-disabled become sensitive toward the disabled.

Ernest, L., Sister and Brown, D. ECE for multiple handicapped. Instructor, 1974, 84(3), 106.

Authors describe a pre-school center that is designed for the treatment of the multiple handicapped.

Anderson, M. Can pets help the emotionally disturbed? Instructor, 1974, 84(4), 76.

Author discusses the potential use of pets to help autistic elementary school-aged children.

Cross, D. Note on a special education day. Instructor, 1975, 84(6), 70-72.

A teacher records her experiences in teaching the emotionally disturbed child.

Merow, E. Who will teach them if you can't. Instructor, 1975, 84(7), 20.

A special education teacher gives useful management techniques for teaching the trainable mentally retarded.

Gubica, S. 39 ways to use a chart story. Instructor, 1975, 84(8), 92-93.

Author discusses multiple uses of chart stories to teach language arts skills to disabled students.

Plotkin, E. Are you ready to teach a deaf child? Instructor, 1975, 84(9), 72.

Vol. 85, 1975-1976

Carpenter, R. Everyone gets involved when you mainstream your child. Instructor, 1975, 85(1), 181-182; 188.

Author discusses procedures for mainstreaming disabled children of all ages.

Jarzen, C. For the love of Pete. Instructor, 1975, 85(2), 159-160; 162.

Author tells how a teacher developed rapport with an emotionally disturbed boy.

Edu-Bits. Epilepsy. Instructor, 1975, 85(3), 32.

Author presents information on detection and facts about the condition.

Gaudino, A. and Tamaren, M. Learning through giving. Instructor, 1975, 83(3), 122-123.

Authors discussed giving to others as a way of learning for visually impaired junior high students.

Roth, I. But first a word from our sponsors. Instructor, 1975, 85(4), 67-68.

Emotionally disturbed youngsters wrote and performed a play. Author describes learning values.

Carberry, H. How can this child be helped? Instructor, 1976, 85(5), 83-85.

A psychologist discusses behavior problems.

St. John, W. and Child, C. Paul-Justin--Two case studies. Instructor, 1976, 85(6), 114-117.

Authors discuss teaching techniques to use with visually impaired children.

Brown, M. S. Is mainstreaming fair to kids. Instructor, 1976, 85(7), 38-39.

A teacher argues against mainstreaming.

Blankenboker, J. Games to enhance learning. Instructor, 1976, 85(8), 98-101.

Author presents techniques that will motivate disabled children in various grades.

Christiansen, G. The circle of human needs. Instructor, 1976, 85(7), 103.

Author gives information on background of who are the disabled, labeling, identification, treatment and supportive services that are available.

Vol. 86, 1976-1977

Merow, E. Tips for teaching trainables. Instructor, 1976, 86(1), 202-204.

Special education teacher gives teaching techniques to use with trainables.

Dobbs, C. Art projects boost skills and self-esteem. Instructor, 1976, 86(2), 186; 189.

Author discusses the use of art projects in development of skills and of affective growth in disabled children.

Gart, S. Do you know what retarded means? Instructor, 1976, 86(3), 112-113.

Gart, a fifth grade teacher, tells what one class did to become more aware of the meaning of mental retardation.

Teacher's counselor. Instructor, 1976, 86(4), 16; 18.

Counselor discusses a teacher who is struggling with a hearing disability.

Vernon, M. and Athey, J. Mainstreaming deaf and hard of hearing children. Instructor, 1977, 86(5), 136-137.

Authors discuss the Holcomb plan as a means to mainstream hearing impaired children.

Meillard, E., Barkin, M. and Brathwaite, F. A special arts festival. Instructor, 1977, 86(7), 134-138.

Authors discuss the affective learning that resulted when special education children displayed their projects in the special arts festival.

Corbett, G. Kids get into the swim. Instructor, 1977, 86(8), 124.

Author discusses how mentally retarded youngsters responded to swimming classes.

Thomas, B. Environmental education for the blind. Instructor, 1977, 86(9), 106-110.

Author gives instructional procedures to use with visually impaired children.

Vol. 87, 1977-1978

Olson, M. L. He's blind, he's in our class and everybody's learning. Instructor, 1977, 87(2), 222-224.

Teacher tells how a visually disabled child copes in the regular classroom, and how other children are learning through his experience.

Woodsworth, D. Rick's part of the team. Instructor, 1977, 87(3), 202-203.

Author tells of a story of Rick, a victim of cerebral palsy who was successfully integrated into a regular classroom.

Olson, M. and Plummer, S. Special needs: Kids: types and strategies. Instructor, 1977, 87(4), 149-150.

Authors discuss classifications of disabled children and classroom procedures to use in teaching them.

Teacher plus. Instructor, 1977, 87(5), 12.

Information is about a visually impaired child and a child with cerebral palsy who were successfully mainstreamed in the elementary school.

Have you questions about mainstreaming? Instructor, 1978, 87(6), 132-134.

Teachers are given names of agencies where they may obtain information about the disabled.

Johnson, D. and Johnson, R. Will special needs children ever belong? Instructor, 1978, 87(7), 152-154.

Authors discuss techniques that the classroom teacher uses to help exceptional children adjust to the regular classroom.

Clark, J. and Pieper, E. In the mainstream. Instructor, 1978, 87(8), 152.

Authors discuss management techniques to use with hearing impaired children.

Bierly, K. PL 142. Instructor, 1978, 87(9), 62-65; 72-73.

Author describes the law for education of all handicapped children.

Larson, J. In the mainstream. Instructor, 1978, 87(10), 99.

The author discusses a special school for retarded children.



The Reading Teacher

Vol. 27, 1973-1974

Bateman, B. Educational implications of minimal brain dysfunction. The Reading Teacher, 1974, 27, 662-668.

Author gives information on minimal brain dysfunction.

Vol. 29, 1975-1976

Curry, R. G. Using LEA to teach blind children to read. The Reading Teacher, 1975, 29, 272-279.

Author suggests the use of the language experience approach as an option to teach reading to blind children.

Vol. 31, 1977-1978

Fein, R. L. and Ginsburg, A. H. Realistic literature about the handicapped. The Reading Teacher, 1978, 31, 802-804.

Authors discuss the use of children's literature to prepare non-disabled for disabled children in the classroom.

Language Arts Journal

Vol. 53, 1975-1976

Wagener, E. H. Language Arts for the visually impaired child. Language Arts Journal, 1976, 53, 432-434.

Gutknecht, B. The label syndrome. Language Arts Journal, 1976, 53, 419-421.

Author discusses the effects of labeling disabled children.

Edmunds, M. Accountability for all children in the regular classroom. Language Arts Journal, 1976, 53, 425-427.

A teacher discusses accountability and the need to teach each child in the classroom, including the retarded child.

Spiess, J. Literature and the hidden handicap. Language Arts Journal, 1976, 53, 435-437.

Author discusses potential use of literature for the development of body awareness, co-ordination and emotions.

Harris, B. H. No labels, please. Language Arts Journal, 1976, 53, 906.

Author notes negative effect labeling has had on specific children.

## Vol. 55, 1977-1978

Cohen, J. We all show special needs. Language Arts Journal, 1978, 55, 203-206.

Author discusses potential of children's literature to develop empathy for disabled.

Teacher

## Vol. 91, 1973-1974

Monahan, R. How to deal with epilepsy. Teacher, 1973, 91(1), 136-143.

Author gives teachers information on epilepsy.

Principal's report. HEW reports teacher shortages in special education. Teacher, 1973, 91(4), 13.

Information on teacher training and teacher shortages in special education.

## Vol. 92, 1974-1975

Blue, R. Mention the unmentionables. Teacher, 1975, 92(6), 54-57; 105-106.

Author discusses general disabilities and the acceptance of differences within children.

## Vol. 93, 1975-1976

Roberts, D. Making it into the mainstream. Teacher, 1975, 93(4), 37-39.

Author discusses who will enter the mainstream and advantages of placement in the regular classroom.

McNally, A. One mainstreaming program that works. Teacher, 1975, 93(4), 39.

Author discusses a model of education of the disabled that assesses problems, diagnosis and preventive programs.

Bloomer, C. Special educational materials. Teacher, 1975, 93(4), 79-82.

Coordinator of a learning center gives teachers tips on how to select special education materials and where to get them.

## Vol. 94, 1976-1977

Baronski, J. Fitting the pieces together. Teacher, 1977, 94(9), 4.

Information is an overview of entries about the disabled in this issue.

Milbauer, B. The mainstreaming puzzle. Teacher, 1977, 94(9), 44-46.

Author gives information on mainstreaming including an introduction to the law, the individual educational program, the guidelines established by the Council for Exceptional Children and a list of suggested resources.

Martin, E. W. The deputy commissioner of BEH talks about educational rights. Teacher, 1977, 94(9), 46.

The deputy commissioner talks about the rights to education for disabled children.

Thomas, M. A. Highlights for classroom teachers. Teacher, 1977, 94(9), 47.

Author gives highlights of the convention of the Council for Exceptional Children.

Vol. 95, 1977-1978

Forum. Some responses to our coverage of mainstreaming. Teacher, 1977, 95(4), 16-21.

Letters that express opinions on the coverage of mainstreaming by this journal are reported.

Zinar, R. Music in the mainstream. Teacher, 1978, 95(7), 54-56.

Author discusses technique for teaching music to disabled children.

Birch, J. and Reynolds, M. Mainstreaming: your role in the IEP. Teacher, 1977, 95(3), 76.

Authors discuss classroom teachers' role in preparation of the individual educational program for mainstreamed children.

Scholl, G. Visually handicapped in the regular classroom. Teacher, 95(6), 79-80.

Author gives brief history of the education of the visually handicapped and specific instructional methods.

Hasazi, S. and York, R. Changing concepts of special education. Teacher, 95(1), 99-100.

Authors discuss P.L. 94:142 in light of the courts, teacher education and education in general.

APPENDIX C

ANNOTATED BIBLIOGRAPHY OF TEXTBOOK STORIES

ANNOTATED BIBLIOGRAPHY OF TEXTBOOK STORIES

Impressions, Houghton Mifflin, 1978

Woodchimes, Level I, grade 3

Malone, M. Annie Sullivan, 208-216.

This biographical selection introduced four exceptional persons. The central character, Annie Sullivan, regained her vision after corrective surgery had been performed. Annie's brother was lame due to an illness. Laura Bridgeman and Helen Keller were both blind and deaf. Helen Keller was a significant character in the story, but only a brief introduction of Laura Bridgeman was given.

McDonnell, L. E. Stevie's other eyes, 183-202.

In this selection Stevie, a young blind child, demonstrated reading Braille to his friend, Billy. Both boys are helpful to each other and Billy loses his fear of Stevie. Louis Braille was only mentioned in the story.

Seeing eye dogs, 203-205.

Four disabled persons were visible in illustrations that demonstrated the use and value of seeing eye dogs.

Medley, Level K, grade 4

Gibbs, R. Treasure Island, U.S.A., 440-454.

Marjorie Cook was injured in an automobile accident and was unable to walk. Her friends found innovative means to raise enough money for Marjorie to have the surgery which would enable her to walk again.

Shotwell, L. Taking away and putting into, 276-284.

Matthew, a black child whose foot was lame, received limited exposure in the story. His father is a migrant worker. The author conveys the plight of the family.

Keystones, Level L, grade 5

King, M. Mary Cassatt: Child in a straw hat, 202-204.

This biographical information about Mary Cassatt was sensitively written. Mary became blind later in her life.

Reynolds, Q. A secret for two, 92-97.

Pierre, who had delivered milk for a number of years, grieved for his horse, Jacques. Not until then did others know that Pierre was blind.

Southall, I. Hy-ya, bird, 166-178.

John, a young victim of cerebral palsy, coped well with his disease. The story was sensitively written.

Impressions, Level M, grade 6

Berry, E. Sybil's perilous ride, 34-44.

The two exceptional characters mentioned in this selection received limited exposure. The invalid wife of Corporal Wentworth and the deaf farmer, Mr. Oppenshore, added nothing to the outcome of the story.

Gibbs, R. Run for a blue ribbon, 77-83.

Mose, described as a "faithful employee" of the railroad, was blinded in an accident. He coped well with his disability.

Keys to Reading, Economy Company, 1980

Mud-luscious, Level 1, readiness 1.

Using context clues, 22.

The illustration showed a child wearing a hearing aid. This was the only auditory disability visible at this level. Not mentioned in the text.

Little cat feet, Level 3, preprimer

Illustration, 27.

A young child in a wheelchair was shown. Not mentioned in the text.

Shoulder high, Level 7, grade 1

Lasher, J. He's my brother, 25-31.

This selection was about a mentally retarded child. Labels were avoided. The reader knew of Jamie's disability only through the context. Development of the story was very sensitive.

Far back mornings, Level 11, grade 3

Atwood, B. P. The mail-order pony, 165-173.

Two physically disabled children were depicted in an illustration only. Neither of them were mentioned in the narrative. The boy was seated in a wheelchair and the girl used crutches.

Thomas A. Edison, 181-188.

The biographical selection described important events in Edison's life. An explanation of his auditory disability was given.

A hundred circling camps, Level 12, grade 4

Cragg, S. Patty Wilson's magnificent marathon, 282-289.

This story encouraged the reader to empathize with a teenage girl who had epilepsy. The fears felt by both Patty and her family were mentioned.

Craig, R. Cahazon, 298-313.

A mother and homemaker, who was also an amateur pilot, suffered a temporary disability when her small plane crashed. The quick wit and persistence of her daughter brought them back to safety.

Heide, F. P. Sound of sunshine, sound of rain, 162-175.

This story about a blind child described the sensory images that helped him to interpret the world. The coping strategies were emphasized, and not the disability.

Prince, L. Swing into danger, 12-19.

Carmen, a new performer with the circus, was temporarily disabled in an accident. As a result of the incident, she developed closer relationships with the other performers.

Friendly with earth, Level 13, grade 5

Canfield, D. The old soldier, 142-151.

An old deaf soldier was selected to be the honored guest for the Fourth of July celebration. The crowd's anger became apparent when they discovered that the old veteran was a Hessian. Feelings changed as the people realized that the veteran was now an American.

Eareckson, J. and Musser, J. Joni becomes an artist, 192-209.

This autobiographical narrative explained Joni Eareckson's accident that left her paralyzed. Positive attitudes were evidenced in her ability to cope with the disability.

Gumeza, I. Nadia, 306-316.

The lame interpreter appeared as a character in the narrative. Although he was a highly significant figure, the exposure was limited.

Michlish, R. Sugar bee, 14-16.

Two disabled persons were introduced in this story. Sam, an elderly, multiple disabled man, was not significant to the outcome of the story. Rosemary, a blind child, was depicted realistically. The author described coping procedures that enabled readers to recognize the disability before the narrative disclosed Rosemary's blindness.

Visions and revisions, Level 14, grade 5

Bradley, B. Fisher birds, 177-189.

Robert Peck, a veteran of the Vietnamese conflict, was depicted realistically. His physical disability was the result of an injury.

Gill, D. L. T. and Sullivan, T. Seeing without eyes, 149-156.

Through this true narrative, Tom Sullivan explained how sensory images help the blind to interpret the world around them. A second disabled character was shown in an illustration only.

Newlon, C. Jim Plunkett, 262-269.

In this biography, the reader was introduced to Jim Plunkett's parents. His mother was blind and his father had very poor vision. Both parents received only limited exposure in the narratives.

Reading 720, Rainbow Edition,  
Ginn and Company, 1979

Ready for rainbows, Level 1, readiness

Identifying sounds at school, 34.

A physically disabled child was shown in the illustration. There was no evidence of a relationship between the disability and the material studied.

Telling a story about a common experience, 40.

The illustration in this skills lesson included a temporarily physically disabled child. The character may or may not have relationship to the skill depending on the experiences of the children who are studying this material.

One to grow on, Level 6, grade 1

Air mail, 71-75.

Nan, a temporarily disabled child, was shown seated in a wheelchair. This humorous narrative showed how the teacher and the students helped Nan to cope with her disability.

May I come in? Level 5, grade 1

Pigeons and popcorn, 60-67.

A physically disabled juvenile was shown in an illustration. This character was not mentioned in the narratives.



How it is nowadays, Level 8, grade 2

Bulla, R. C. The invitation, 153-176.

Mrs. Peacham, a senior citizen, was physically disabled due to age. The reader was given information about rheumatism and its effect on Mrs. Peacham.

Laura's world, 88-98.

The narrative described how Laura Bridgeman, both deaf and blind, learned to read.

Lasher, J. The strange voyage of Neptune's car, 246-259.

The ship's captain became deaf and blind as a result of an illness. The captain was never shown after the disability occurred.

O'Neill, M. Mimi's fingers, 190.

The poem depicted Mimi, a visually disabled child and how she used her senses to interpret the world.

Mountains are for climbing, Level 13, grade 6

Corcoran, B. Song without music, 42-57.

The narrative depicted Margaret's way of coping with deafness.

Graham, L. Home run, 28-39.

The physically disabled adult was mentioned briefly. His role was not significant to the events of the story.

Haley, A. My furthest-back person--"The African," 398-417.

The "Old African," Kunte Kinte, was disabled when his foot was chopped off by the slave hunters. The African was not in the story as a present character, but was a character who had great significance.

Henry, M. Mustang, 76-97.

The heroine of this story was a young adult. As a child, she had polio and the disease left her with a limp. The narrative described her love for animals and her anger at the useless slaughter of the wild mustangs.

Smith, M. C. and Jeffers, H. P. Teacher, 260-269.

Three disabled persons were described in this biography of Annie Sullivan. Annie's brother was lame as the result of a disease. Annie regained her eyesight after corrective surgery. Annie's student, Helen Keller, was both deaf and blind. The story described innovative teaching techniques that Annie used to teach Helen.

Basics in Reading Series, Scott,  
Foresman Company, 1978

Dragon wings, grade 1

Emergency, 139-144.

Kate and Don were visiting Grandmother. Don fell off the steps and received a temporary physical disability.

Runck, A. Flowers everywhere, 69-75.

This selection depicts two disabled persons. The reader knew of the disabilities through the illustrations. The disability of the central character was indicated by his hearing aid, and the child was shown in the wheelchair. The disabilities were not related to story content.

What's missing, 92-93.

The illustration in this skills selection shows a physically disabled woman. The character is shown in the teacher's role. No mention is made of her disability.

Calico caper, grade 1

All fall down, 84-85.

An illustration in this lesson on skills depicted Sue, a physically disabled child.

Wheels, 73-77.

Seven physically disabled juveniles were shown in an illustration in this informative selection. The characters were used to show the many ways wheels help persons.

Daisy days, grade 2

The new puppies, 140-142.

This lesson in skills showed Mrs. Gomez, a physically disabled senior citizen. Her role was not significant, and her only function was to illustrate the skills that were introduced in this lesson.

Hootenanny, grade 2

A special day, 210-211.

An illustration in this skills selection showed Tim, a physically disabled child. The character role was unimportant and his function was to demonstrate the skill to be practiced in this lesson.

Poland, A. Grampa moved right in, 171-177.

Grampa's physical disability was a result of ageism. The story described the relationship that developed between Elena and Grampa.

Ride a rainbow, grade 3

Daring Kitty O'Neil, 35-40.

This biographical selection acquainted the reader with the very unusual vocation of Kitty O'Neil. Her deafness was not disclosed until the reader had an opportunity to learn about Kitty and know her as a real person.

Step right up, grade 3

Kostka, R. The face at the window, 31-36.

Carl, a physically disabled child, achieved a degree of normalcy when his playmates invited him to play baseball. As catcher, he was a valuable member of the team.

Flying hoofs, grade 4

Bartholomew, V. Maria and the olives, 114-120.

Maria's father was temporarily disabled as a result of an accident. Because of the disability, he was unable to harvest the olive crop, but Maria and her mother saved the crop.

Bonchard, L. K. The boy who wouldn't talk, 160-169.

Ricky Hernandez, a blind child, helped Carlos Vega feel at home in America. The characterization of Ricky was realistic.

Smith, R. L. Something for everyone, 472-478.

An illustration in this informative selection showed a physically disabled adult. The character was not significant to the selection.

Fins and tales, grade 5

Mitchell, M. Paula's persistence, 190-194.

Mr. Flores, a resident of a nursing home, was an unhappy person. One of his legs had been amputated, but in spite of that he could wheel himself around easily. Paula was instrumental in helping him to become involved in activities again.

Spotlight, 219-221.

An illustration in this skills selection showed a physically disabled child.

Racing stripes, grade 6

D'Amelio, D. A job, 369-375.

Young Hildeyr Noguchi became interested in medicine after he received a painful injury which left his hand crippled. In spite of the disability he was determined to achieve his goal.

Looking back and ahead, 460-462.

Inez, a temporarily disabled child, was introduced in this skills selection. The character's purpose was to illustrate the skill that was practiced in this selection.

Pacini, K. The green thumb case, 12-19.

The heroine of this selection was a physically disabled child. The reader knew of the disability through illustrations only. The story was told in the first person by the disabled character.

American Book Reading Program,  
American Book Company, 1977

Jewels, Level J, grade 3

Stanley, M. M. Timmy pretend, 107-114.

Everyone thought that Timmy was caught up in a world of fantasy and that he only imagined what was happening. Instead, his problem was very poor vision.

Moments, Level M, grade 5

Little, J. Wish come true, 60-70.

This story included four children with motor disabilities. Three of them were shown in an illustration only, and one was depicted in the narratives. The central character was Sal, a victim of cerebral palsy. The character development was realistic.

Keane, A. The lonely silence, 180-191.

In this story, three sensorially disabled persons were described. Two of the disabled were adults and one was a child. The events and characters were depicted realistically.

Networks, Level N, grade 6

Magaziner, S. Wilma Glodean Rudolph, 391-394.

A biography of Wilma Rudolph, olympic star, described her recovery from polio and the actualization of her dream.

Zook, L. M. Escape, 118-124.

Arthur was the hero of this fourteenth century narrative. Despite his physical disability, he, along with his sister Catherine and his brother, escaped from Richard III.

APPENDIX D

LABELS USED IN JOURNALS AND STORIES

## LABELS USED IN JOURNALS

Authors of journal articles used labels to identify disabilities and the disabled. Most of these labels were used more than once. Below is a representative list of labels used.

### Labels That Identified a Disabling Condition

orthopedically handicap(ped)	speech impaired
physically handicap(ped)	speech disorders
physically disabled	stutterer
mentally retarded	hearing impaired
(the) retarded	hard of hearing
intellectually handicapped	deaf-blind
mentally handicapped	(the) deaf
trainable mentally handicapped	hearing disability
educable mentally handicapped	
visually impaired	emotionally disturbed
visually handicapped	autistic
(the) blind	emotional disorders
multiple handicapped	neurologically handicapped
(the) handicapped	handicaps

### Labels That Connote a Special Disabled Person(s)

handicapped child(ren)	special child(ren)
blind child(ren)	exceptional student
handicapped youngsters	epileptic child
deaf child(ren)	trainables
trainable child(ren)	mentally handicapped child(ren)
orthopedically handicapped kids	mentally handicapped child(ren)

Conditions and Diseases That Identify the Disabled

blindness	cystic fibrosis
deafness	cerebral palsy
mildly handicapped	minimal brain dysfunction
severely handicapped	Down's syndrome
severely disturbed	epilepsy

## LABELS USED IN STORIES

Authors used labels 32 times to identify disabled persons. Many of these labels were used more than once. Below is a representative list of labels used.

Labels That Identified Disabilities or The Disabled

deaf	deaf and blind	paralyzed
blind	quadriplegic	handicapped children

Conditions That Identified Disabilities or Disabled

crippling about	epileptic	blindness
lame	deafness	invalid
limp	blinded	limping
crippled leg	crippled	lame foot

Diseases That Identified Disabilities or The Disabled

epilepsy	polio
cerebral palsy	rheumatism

APPENDIX E

GUIDELINES AND CORRESPONDENCE FROM PARTNERS



AMERICAN BOOK COMPANY

GUIDELINES FOR THE POSITIVE AND EQUAL  
TREATMENT OF THE SEXES AND OF  
MINORITY AND ETHNIC GROUPS

Prepared by

Cynthia Lechan  
Editorial Department

Revised by

Suzanne M. Heller  
Editorial Department  
February 3, 1977

We at American Book Company are concerned with our social responsibility to school-age children and to their potential adulthood. We believe that, in their school experiences, children should be exposed to a range of options, attitudes, and emotions. Certainly, the textbooks and other materials we publish provide the opportunity to eliminate any bias that will narrow a child's perspectives.

As society moves toward full opportunities and equality for all people, discrimination against ethnic and racial minorities and women cannot be tolerated in educational materials. Many American Book Company meetings and departmental discussions have been addressed to the elimination of such discrimination. Our intent is to be always aware of every possible obvious and inadvertent stereotype, inequality, and bias and to direct our knowledge and sensitivity to such issues.

Society is also moving toward equal opportunity for a different kind of minority group--handicapped or exceptional individuals. Since the passage of Public Law 94-142 (the Education for All Handicapped Children Act of 1975) in November, 1975, more and more handicapped children are being educated in the public school system. School children now have increased contact with classmates showing varied physical, sensory, and behavioral attributes. Such children can no longer be ignored in educational materials; American Book Company recognizes the importance of their accurate and unbiased representation.

Sexual, racial, religious, ethnic, and other minority groups in our society are to be presented in a way that will build positive images and mutual understanding and respect. All American Book Company materials should help pupils recognize and accept the basic similarities and individual differences among all members of the human race and the uniqueness and worth of every individual, regardless of sex, race, religion, socioeconomic background, or physical and emotional characteristics.

To insure the positive and equal treatment of the sexes and of minority and ethnic groups in our publications, we have prepared the following guidelines.

#### I. Positive and Equal Treatment of the Sexes

1. Women and girls should be portrayed in the same ratios as men and boys in each of the following character types.

active character - one who participates in a major mental or physical action

passive character - one who stands by or looks on while others participate

main character - the protagonist

2. Activities for children cannot be divided into appropriate "boy" activities and "girl" activities. Care should be taken to

depict girls and boys involved in or showing interest in similar activities and subject areas. These include art, music, poetry, cooking, housework, mathematics, mechanics, science, sports.

3. Members of both sexes should be represented with characteristics of human strengths and weaknesses. Characteristics that have traditionally been praised as strengths in males only (boldness, initiative, assertiveness, adventuresomeness, inventiveness) should be praised equally in females. Characteristics that have traditionally been praised as strengths in females only (sensitivity, cooperation, supportiveness) should be praised equally in males. Both sexes may display human weaknesses (laziness, forgetfulness, selfishness).
4. Members of both sexes respond to emotional encounters or stressful situations with various strengths and weaknesses. Women and girls will display confidence, rationality, and judgment to the same extent as men and boys, while men and boys will display fear, frustration, and confusion to the same extent as women and girls.
5. Children and adults should be depicted in illustrations in realistic variations. Girls are sometimes taller, heavier, stronger than boys; some children wear glasses; some are handicapped. Not all children possess flawless faces and figures; some are skinny, some fat. Standards and choice of clothing and hairstyle are more liberal and varied today. It is now natural for girls to be seen in illustrations in all kinds of motion. Leaping, climbing, and other generally healthy expressions of liveliness are normal for girls to the same extent as they are for boys.
6. As models for children's growing interest, men and women should be shown employed in a wide range of professions and trades. Although women and men will continue to choose traditional occupations such as teacher, secretary, nurse, homemaker, fire fighter, and police officer, no job should be considered as limited to either men or women. Women and men should also be portrayed equally in the professions and at various levels of authority and responsibility.
7. The status of home and family life has undergone significant change. Women and men now choose their marital status, whether or not to work outside the home, and whether or not to have children. Labor Department statistics, for example, show that over 42% of all mothers with children under 18 work outside the home. The projection has been made that 90% of all women will work outside the home at sometime in their lives. The following list of realistic family clusters should therefore be considered and included in text materials: working mother, both parents working, father involved in homemaking and child care, single adults, one-child families, no-child families, extended families, single-parent families, adopted children, children living with those other than their parents.

8. Words that exclude women and girls should be avoided at all times.

AVOID	USE
family of man	the human family
men of science	scientists and discoverers
the common man	person
man and his world	history of peoples
The Rise of Man	The Rise of Civilization
when the child learns his alphabet	when children learn their alphabet
a good teacher cares about her students' progress	good teachers care about their student's progress
man made	manufactured
right-hand man	assistant
girl Friday	assistant
middleman	go-between, liason
manpower	work force
salesman	salesperson, seller, sales representative
chairman	chair, Rhoda Schwartz chaired the meeting

9. Offensive and patronizing statements, unflattering comparisons between the sexes, or generalizations about either sex should be avoided. The following are examples of the aforementioned with suggested alternatives.

#### OFFENSIVE STEREOTYPES

AVOID	USE
the weaker sex	women
housewife	homemaker, wife
henpecked husband	husband
pioneers moved west taking wives and children	pioneer families moved west pioneer couples moved west
the best man for the job	the best person
cleaning lady	housekeeper, office cleaner

#### GENERAL OFFENSIVE STEREOTYPES

WOMEN	MEN
clutching	superman
"oh!"	the breadwinner
squeamish	the dominant sex
passive	violent
dependent	crude
mechanically inept	insensitive
frivolous	clumsy in the kitchen
shrewish	the stronger sex

## GENERAL OFFENSIVE STEREOTYPES--(Continued)

## WOMEN

buxom blond  
submissive

## MEN

## PATRONIZING STATEMENTS

## AVOID

lady lawyer  
authoress, poetess, suffragette  
heroine  
co-ed  
male nurse

## USE

lawyer, the lawyer  
author, poet, suffragist  
hero  
student  
nurse

## UNFLATTERING COMPARISONS

man and wife

George is creative in the arts  
and his sister Sally is a  
cute redhead

man and woman, husband and wife

George is creative in the arts  
and his sister Sally shows a  
high aptitude for science.

10. In different content areas (literature, history, science) acknowledge the roles and contributions of both women and men. Sexist customs that are rooted in history and in some cultures should be explained in notations in the text and in Teacher's Editions.

## II. Positive and Equal Treatment of Minority and Ethnic Groups

1. Every child should be able

- (1) to find school textbooks relevant to her/his own life experiences and  
(2) to find reflected in them his/her importance to our society.

The many significant contributions to our civilization made by members of various minority groups should be accurately portrayed. The cultural diversity of American society with its different customs and events unique to the many ethnic groups should be portrayed. Racial, religious, and ethnic groups are to be presented in a way that will build positive images with mutual understanding and respect.

2. Intergroup tension and conflict should be analyzed fairly, frankly, and objectively. The minority should not be presented as "the problem"; nor should the dominant white society be projected as the ideal.

3. The use of words that imply negative value judgments, that are offensive stereotypes, that perpetuate feelings of superiority and prejudice, or, that are patronizing statements of minority and ethnic groups should be avoided. Do not use expressions "culturally disadvantaged" or "culturally deprived." Do not use such words as spook and squaw in any context. The following are further examples of the aforementioned words to avoid in reference to minority and ethnic group members:

NEGATIVE VALUE JUDGMENTS, WORDS PERPETUATING  
SUPERIORITY AND PREJUDICE

AVOID	USE
primitive	culturally different
savages	warriors
Negro, Coloured, Non-White	Black, African-American
underdeveloped countries	developing countries
hut	house, home
Indians	Native Americans
nappy or kinky hair	naturally curly hair
squaw	female Native American

OFFENSIVE STEREOTYPES

AVOID		
servile	superstitious	docile
uncivilized	backward	treacherous
lazy	wily	

OFFENSIVE PATRONIZING STATEMENTS

AVOID		
Indian blood	black writer	qualified black

4. Fair and well-balanced recognition of male and female children and adults of minority group and ethnic group members should be provided by placing them in positions of leadership and prominence. Minority and ethnic group members are involved and employed in all areas of life and must be shown as such. Avoid representing minorities and ethnic groups in stereotyped occupations (Native American - craftspeople, Chinese - cooks).
5. Illustrations and photographs should include groupings to reflect equal status and nonsegregated social relationships of men, women, and minority groups. Special care should be taken in depicting minority and ethnic group members so that the illustrations are ethnically correct and realistic. A positive self-image should be maintained. Note, that the Native Americans from many parts of North America have never worn a headdress or

carried a tomahawk. Stereotyped "Indians" of the type featured in cartoons must be avoided.

### III. Positive and Equal Treatment of the Handicapped

1. All exceptionalities shall be represented, including the following: physical disability; visual, hearing, and speech impairments; giftedness; learning disabilities; emotional and behavioral problems; mental retardation; and neurological problems.
2. Language used in describing exceptional persons should be non-discriminatory and free from value judgments. AVOID offensive terms such as:

mentally ill	backward
crippled	"problem" child
dumb	retard

3. Handicapped persons should be portrayed in the least restrictive environment. They should be shown participating in activities including them in the mainstream of society.
4. A variety of appropriate role models of persons with handicaps should be provided by all materials. Components involving handicapped individuals should demonstrate the achievements of such individuals and their ability to live satisfying and productive lives. Many exceptional children and adults are employed and involved in all areas of life, and they must be represented as such.
5. Individuals with handicaps and without handicaps should be shown interacting in ways that are mutually beneficial.

### IV.

1. A balance of male/female, race, ethnic, and other minority groups must extend to all satellite materials including skill-books, worksheets, etc. To use stick figures or otherwise to attempt to disguise sex or neuter is unacceptable. The following tabular statistics taken from the U. S. Bureau of the Census will help determine appropriate percentages for the United States. However, it should be remembered, especially in terms of race and ethnic group, that these percentages vary with specific location.

SEX OF THE U. S. POPULATION (1973)  
(in approximate percent)

Male	-	49%
Female	-	51%

## ETHNIC ORIGIN (1973) (in approximate percent)

English	-	12.5%
French	-	2 %
German	-	10 %
Irish	-	6 %
Italian	-	3 %
Polish	-	2 %
Russian	-	.8%
Spanish	-	5 %
Mexican	-	5 %
Puerto Rican	-	.8%
Other	-	47 %
Not reported	-	11 %
Jewish	-	3 %

COLOR AND RACE OF THE U. S. POPULATION (1970)  
(in approximate percent)

White	-	87 %
Black	-	11 %
Indian	-	.3%
Japanese	-	.2%
Chinese	-	.2%
Filipino	-	.1%
Other	-	.3%

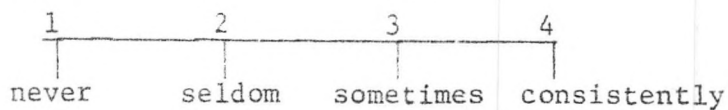
Note that these percentages must often be increased to provide any effect on the impression given to children by the material.

2. All elderly people in our society should be portrayed with dignity. Old people should be depicted as positive contributors to society. Children should be shown learning from their grandparents and other elderly relatives.
3. American Book Company publications should motivate pupils to examine their own attitudes and behavior and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy. In this realm, we will use the check list and count sheet attached as an aid in our careful examination of materials.



## CHECK LIST

Scale



F = females

M = males

I.

1. Females and males are portrayed in the following character types

active

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

passive

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

main

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

2. Females and males are depicted as showing interest in the following areas

art, music, poetry

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

cooking, sewing

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

mathematics, mechanics, science

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

active sports

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

3. The following strengths are praised in males and females

boldness, initiative, assertiveness

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

adventuresomeness, inventiveness

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

intuitiveness, nurturing

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

4. Females and males respond to emotional encounters and stressful situations with

fear, frustration, confusion

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

confidence, rationality, judgment

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	--	----------	----------	----------	----------

5. Females and males are depicted in illustrations in the following realistic variations

taller, heavier, stronger

<u>F</u>				<u>M</u>			
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

shorter, lighter, weaker

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

glasses, handicapped

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

leaping, climbing

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

6. a. Females and males are shown employed in the following professions and trades

arts and culture

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

business and enterprise

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

social service

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

sciences

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

- b. Females and males are portrayed in the following levels of authority and responsibility

executive

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

professional

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

white collar

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

blue collar

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

7. Family clusters show the following realistic changes of our society

working mother

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

both parents working

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

father involved in homemaking, child care

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

single adults

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

one-child families

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

no-child families

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

extended families

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
----------	----------	----------	----------	----------	----------	----------	----------

single-parent families	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
adopted children	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
8. The choice of vocabulary includes both sexes			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
9. Content is free from offensive and patronizing statements, unflattering comparisons between the sexes, or generalizations about either sex			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
10. a. The roles and contributions of women in content areas are acknowledged			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
b. Sexist customs that are rooted in history and some cultures are explained in notations in the text and in T. E.'s			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
II.								
1. a. The contributions of minority and ethnic groups to our civilization are discussed			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
b. Racial, religious, and ethnic group images are positive			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
2. Intergroup tension and conflict is analyzed fairly, frankly, and objectively, without the minority being presented as "the problem"			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
3. Words or statements that imply negative value judgments or offensive stereotypes are avoided			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
4. a. Minority and ethnic group members are shown employed in the following professions and trades								
arts and culture			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
business and enterprise			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
social service			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
sciences			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
b. Minority and ethnic group members are portrayed in the following levels of authority and responsibility								
executive			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		
professional			<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>		

white collar

1 2 3 4

blue collar

1 2 3 4

5. Illustrations and photographs reflect a realistic and positive image of minority and ethnic groups

1 2 3 4

### III.

1. The following exceptionalities are represented in all materials

physical disability

1 2 3 4

visual, hearing, and speech impairments

1 2 3 4

giftedness

1 2 3 4

learning disabilities

1 2 3 4

emotional and behavioral problems

1 2 3 4

mental retardation

1 2 3 4

neurological problems

1 2 3 4

2. Language used to describe handicapped and gifted individuals is non-discriminatory and free from value judgments

1 2 3 4

3. a. Handicapped persons are portrayed participating in activities that include them in the mainstream of society

1 2 3 4

b. They are shown in the least restrictive environment

1 2 3 4

4. A variety of appropriate role models of handicapped persons is provided

1 2 3 4

5. Handicapped and non-handicapped individuals are shown interacting in ways that are mutually beneficial

1 2 3 4

### IV.

1. There is a balance of male/female, minority, and ethnic groups in all material (Use Count Sheet for answering)

1 2 3 4

2. Elderly people are portrayed with dignity

1 2 3 4

## THE ECONOMY COMPANY

C O P Y

March 16, 1978

Ms. Carol M. Lange  
732-1/2 N. 4th Street  
Grand Forks, North Dakota 58201

Dear Ms. Lange:

Thank you for your letter requesting information on The Economy Company's treatment of exceptional people in our reading textbooks.

Answers to your first and second questions are based on the material in our 1975 edition of KEYS TO READING basal series.

1. Are exceptional persons visible in your present readers (Grades 1-6)?

The student's textbooks from grades 1-6 reflect in art and text many persons considered to be exceptional as suggested by the National Center on Educational Media and Materials for the Handicapped.

2. What handicaps are included?

Art and text reflect behavioral problems, giftedness, emotional problems, visual disabilities, and physical handicaps.

3. If they are not visible, have you made provisions to include them in future publications? Do you have guidelines for this? If so, may I have a copy?

Even though The Economy Company has always included exceptional people in our publications, we are increasing our efforts to make sure that exceptional people are highly visible and included as an integral part of society.

THE ECONOMY COMPANY

C O P Y

Ms. Carol M. Lange  
March 16, 1978  
Page Two

If you need more information as you do your research, please  
feel free to contact us.

Sincerely,

(Signed)

Tracy Masters  
Assistant Managing Editor

TM:lo

cc: Jerome Welch  
Barbara Frye

Ginn and Comapny  
Educational Publishers  
191 Spring Street  
Lexington, Massachusetts 02173  
Telephone: (617) 861-1670  
Cable: EGINN  
Telex: 923499

C O P Y

January 10, 1978

Ms. Carol M. Lange  
Box 119  
Northwood, N. D. 58267

Dear Ms. Lange:

Thanks for your recent letter of interest in Ginn materials. I'm pleased to answer your questions about representation of handicapped people in texts.

Neither our current reading or social studies texts give handicapped people much visibility. This is because those programs were planned, the art prepared, etc. before the sensitivity to the needs of handicapped people arose. Literally and figuratively, the picture has changed. New editions of present books will show more such people. Totally new programs will have to meet our new standards on this matter, which are high. In November our Publisher issued a set of guidelines for depicting handicapped people in all new programs, so you can be assured the matter will get attention from all editors and the books will show the results.

I hope these observations answer your concerns satisfactorily. If not, please write again.

Yours truly,

(Signed)

R. N. Walker  
Program Manager  
Reading/Testing

rnw/bf

GUIDELINES FOR PRESENTATION OF THE HANDICAPPED

Because individuals with major and minor handicaps are productive, capable, and contributing individuals in a variety of school, social, and work environments, they should so be depicted in all Ginn textbooks. Sensitivity is required, however, to ensure that presentations are positive, natural and realistic; that the illustrations do not call attention to themselves and divert the reader's attention from the purpose of the illustration; and that the impairment is not so isolated graphically or in print that the reader's response is merely one of sympathy, implying that the handicapped person is dysfunctional.

A reasonable visibility of handicapped persons presented in a natural and unobtrusive way is our present goal, not presentation through any fixed percentage of art and content. Indeed, because of the striking visual impact of some impairments, too great an emphasis would divert the reader's attention from the purpose of the text and undercut the effort to present handicapped individuals in a positive way.

The following examples illustrate some ways that are being used to fulfill the above.

1. Common minor disadvantages or handicaps should be regularly included as a planned part of the illustration program, e.g., left-handedness, persons with eyeglasses, dental braces, etc.
2. Most large group scenes (school rooms, crowds, etc.) should contain a limited number of individuals with minor handicaps (eyeglasses, etc.) as might realistically be expected in the particular social setting. For example, only a small percentage of primary school children wear eyeglasses; whereas, the percentage would increase somewhat with adult groups. The inclusion should not be so obvious as to direct attention to the handicaps and away from the focus of the illustration.
3. Certain handicapped persons cannot be feasibly illustrated graphically without supporting editorial content (e.g., mental retardation, learning disabilities, paraplegics, speech impediments, etc.). Illustrations of persons with such handicaps must be positive and attractive.
4. Handicaps occur among individuals in all groups. Both men and women from all ethnic groups should be shown with impairments.
5. Text content may include as appropriate, and as rationally and unobtrusively as possible, biographical information such as pictures or sketches of well-known individuals who succeed with handicaps (e.g., Helen Keller, Steinmetz, José Feliciano); scientific information (e.g., development of artificial limbs); factual information on the conditions, not the people (e.g., ramps for wheelchairs).



6. Many photographs and illustrations of buildings and sidewalks should show ramps for wheelchairs, signs for handicapped, etc.
7. Occasionally texts can indirectly refer to impairments in a normal way; e.g., "Mrs. Jones sat near the front so she could hear."
8. Teacher direction should provide for sensitive and helpful advice on how to discuss with children positive contributions of handicapped persons whenever such discussion is required by the text or illustration program.
9. Text and/or illustrations should include handicapped adults who are actively working and participating in social situations. This would serve to reinforce the ability of handicapped persons to mainstream in society, would provide career models to handicapped students, and would sensitize non-handicapped students to these possibilities.

HOUGHTON MIFFLIN COMPANY  
One Beacon Street, Boston, Massachusetts 02107  
(617) 725-5000 Cable Houghton

C O P Y

March 31, 1978

Ms. Carol M. Lange  
732-1/2 N. 4th St.  
Crana Forks, ND 58201

Dear Ms. Lange:

Your letter to our Geneva Regional Office has been referred to me since that is a sales and distribution office and all editorial work is done here in our Boston headquarters.

We had compiled a booklet entitled Avoiding Stereotypes which was used as an educational tool to help our editorial and art staff and our authors become more sensitive to the issue of stereotyping as they worked in developing our educational materials. Because of the interest expressed by people outside of the Company, we have been sending a copy to them. Unfortunately, the demand has been so great that we are now out of stock of the booklet. The guidelines addressed primarily sex and racial stereotyping but recommendations were also included with regard to people with various disabilities. I am enclosing a reproduction of the page which has those recommendations in our guidelines.

Our editorial staff and art editors are aware of the necessity to portray realistically all kinds of people participating in a broad range of physical, intellectual, cultural, and social activities.

However, it is extremely important that the materials used in teaching pupils to read have great interest appeal if those pupils are to be highly motivated to undertake the learning task. To guarantee such motivation, the best basal readers are made up largely of selections from previously published juvenile trade books that have already proven to be very popular with young readers and are recognized by experts in children's literature as having considerable literary merit. We are constantly on the lookout for good children's materials for our reading series that depict different cultures, materials that present a broad representation of socio-economic settings, and materials that will help to counteract the sexist and racist prejudices of our society. We have also become sensitive to the needs of fair representation of exceptional persons in our texts. One of the greatest difficulties, of course, is finding suitable material. The current output of juvenile trade books concerned with human relations represents an enormous expansion over what has been available until only recently. It is only during the past

C O P Y

Ms. Carol M. Lange

March 31, 1978

Page 2

few years that a constantly increasing reservoir of quality children's books has become available that present a positive image of all people and of the realities of a society in which various groups coexist. But the surface has been no more than scratched.

Although I do know that exceptional persons are included in our 1976 readers, I really could not, at this late date, give you the particulars since that series was worked on for several years prior to its publication date. If I remember correctly, cerebral palsy, blindness, and deafness were some of the handicaps that were visible.

I hope my response will be of some assistance in your research project.

Sincerely,

(Signed)

Ralpn L. Sterling  
Vice President  
Editorial Director  
School Division

RLS:ne

Enclosure

PROBLEM

Males are always taller than females. All people are trim, of medium size with a medium build.

SOLUTION

Present males and females of varying heights and weights. Include women who are taller than men. Young girls grow taller than young boys in grade school. Include people with large and small physiques engaging in sedentary and vigorous activity. Overweight people of all ages exist everywhere.

PROBLEM

Males and females are always shown in normal health, whether young or old. Women have babies but are never pregnant.

SOLUTION

Show people with ordinary, temporary disabilities: broken arms, legs, neck braces, braces, slings, eye patches, casts, crutches.

Show people with crooked teeth, children with missing teeth, people wearing glasses, hearing aids, and so forth.

While it would be inappropriate to emphasize physical handicaps, their existence need not be ignored. Handicaps are neither strange nor fearful. Include people who are blind, who use

wheel chairs or canes, who wear back braces, or who have a missing arm or leg.

Pregnant women should be shown in a variety of places with typical frequency.

People should be shown sick in bed, at home and in hospitals. Boys and girls get sick, as well as adults.

PROBLEM

All people are good looking.

SOLUTION

Everyone is not good looking. Encourage the idea that standards of excellence transcend physical appearance, that a strong character is not equivalent to good looks, and that to be less than handsome or pretty is not to lack ambition, achievement, friends, or happiness.

PROBLEM

Adults are frequently pictured with unlined and undifferentiated faces and bodies, like big children.

SOLUTION

Show adults with the developed facial and physical features characteristic of their years.

SCOTT, FORESMAN  
and Company

C O P Y

Joe Lowry, Marketing Manager  
Reading K-8

January 18, 1978

Ms. Carol M. Lange  
Box 119  
Northwood, North Dakota 58267

Dear Ms. Lange:

We appreciate your request about the visibility of the handicapped children in our materials. Scott, Foresman has, for several years, been concerned about representing the total cultural diversity of our country.

Every attempt has been made by our Editorial Departments to include a cross-section of our culture. This encourages and facilitates the children's acceptance of themselves and others as an integral part of our total culture. However, I'm sure you understand that the number of appearances of a particular group may be limited by the number of pages in each book as well as our obligation to other groups in our society.

Enclosed is a copy of a Research and Information article on Cultural Diversity in Basics in Reading. Basics in Reading is our new basal reading program.

Sincerely,

(Signed)

Joe Lowry

JL/cd  
enc.

## RESEARCH AND INFORMATION

## Cultural Diversity in BASICS IN READING

Educational materials should be fair, accurate, and balanced in their representation of all individuals. Textbooks play an important part in the reinforcement and formation of children's attitudes and behavior. It is essential, therefore, that they offer children a positive view--a realistic image--of the many different people who make up contemporary society in the United States.

Beginning at the Readiness levels and continuing through the upper grades, BASICS IN READING presents women, minorities, the elderly, and the disabled in realistic and nonstereotyped ways. Biographical selections highlight the achievements of many women and minority figures. Factual articles, realistic stories, and photo essays acquaint children with individuals from different ethnic and social backgrounds. Illustrations show people of various ages and physical abilities participating in the mainstream of society.

Materials at all levels of the program reflect contemporary attitudes toward human roles. The texts assign a variety of occupational roles--for example, physician, construction worker, police officer, school teacher--to both men and women. In addition, the texts often show mothers working outside the home in jobs that are rewarding and challenging. In the home, boys and men share domestic chores with girls and women.

The following paragraphs point out many examples of the ways in which BASICS IN READING provides quality representation of women, minorities, the elderly, and the disabled.

## REPRESENTATION OF WOMEN

The girls and women presented in BASICS IN READING are characters well worth the knowing. They are nonstereotyped, interesting individuals for children to respect, learn from, admire, and befriend.

Main Characters: Girls and women are featured as main characters in approximately 49 percent of all program selections. Ranging from detectives to magicians, from adventuresome girls to wise women, from dreamers to daring-doers, the female characters represent a variety of personalities, talents, and abilities. The princess in the primary-level story "The King and the Princess," for example, is an independent child who wears blue jeans instead of traditional "princess" clothes to a court ball (No Cages, Please, Preprimer 3, pp. 5-9). Kate demonstrates her ingenuity by building a birdbath out of cast-off pipe and an unwanted

automobile part (Hootenanny, Book 2/2, pp. 189-198). Mandy is a girl who rides horses, builds model ships, and loves a pet frog named Wart (Step Right Up!, Box 3/2, pp. 170-181).

One of the most unforgettable characters presented at the middle-grade levels is a grandmother who enjoys riding motorcycles, climbing mountains, and teaching judo (Flying Hoofs, Book 4, pp. 75-81). Other interesting characters include Rebecca and Abigail Bates, two courageous young Revolutionary War patriots (Flying Hoofs, Book 4, pp. 292-298); Bonita Valdez, a girl whose strong-armed pitch saves her father's life (Fins and Tales, Book 5, pp. 27-33); and Karana, a young Indian woman who survives alone on a rugged island off the coast of California (Racing Stripes, Book 6, pp. 268-278).

Real-Life Achievers: Among the outstanding women in history recognized in the program are Elizabeth Blackwell, one of the first women to become a doctor in the United States (Flying Hoofs, Book 4, pp. 191-197); Harriet Quimby, a daring woman who became America's first female airplane pilot and the first woman to fly the English Channel (Fins and Tales, Book 5, pp. 199-205); Mary Ann Anning, an Englishwoman who made her first important archaeological discovery when she was 11 years old (Racing Stripes, Book 6, pp. 53-61); Emily Geiger, a young Revolutionary War patriot who carried an important message through enemy lines (Racing Stripes, Book 6, pp. 118-122).

Mary skill-building materials also feature the achievements of women. For example, a lesson on realism/fantasy, fiction/nonfiction in Fins and Tales (Book 5, pp. 164-166) deals with Amelia Earhart's career as a pilot. A lesson on charts and tables in Racing Stripes (Book 6, pp. 352-354) includes a list of women who have won a Nobel Prize.

Occupational and Career Roles: Illustrations and reading materials throughout the program show women at work in a variety of jobs. For example, Calico Caper (Book 1) depicts women in the roles of cattle rancher (pp. 28-31), professional clown (pp. 129-932), and police officer (p. 100). Working women in Hootenanny (Book 2/2) include a veterinarian (pp. 180-181), a hard-hat construction worker (p. 195), and a scientist (p. 262).

Real-life and fictional professional women featured in Books 4-6 include photographer Margaret Bourke-White (Flying Hoofs, Book 4, pp. 341-346); Jane Goodall, Dian Fossey, and Birute Brindamour, anthropologists and animal behaviorists (Fins and Tales, Book 5, pp. 486-491); Ellie, spaceship crew member and scientist (Fins and Tales, Book 5, pp. 51-91); and a space traffic controller (Racing Stripes, Book 6, pp. 468-467).

Various selections examine traditional attitudes toward occupational and domestic roles, helping children evaluate stereotyped and biased attitudes objectively. For example, the story "Amy's Family" in Step Right Up! (Book 3/2, pp. 155-159) focuses on a family in which the mother works as an architect, while the father stays home to take care of the house and the children.

## REPRESENTATION OF MINORITIES

Blacks, Asian-Americans, Native-Americans, Spanish-Americans, Caucasians--all are treated as equals in BASICS IN READING. Selections throughout the program focus on the uniqueness and worth of each individual, helping children recognize that all people share common interests, traits, abilities, talents, and potentials.

Fictional Characters: Stories at the primary levels feature minority individuals in numerous main character roles. "Patsy and the C.B." (Step Right Up!, Book 3/2, pp. 146-151) deals with a Cherokee girl who is cool and straight-thinking during an emergency situation. "Mikey Helps," a story in Calico Caper (Book 1, pp. 11-51), focuses on a Black father who takes his children grocery shopping. "The Blue Seed," a fantasy in Hootenanny (Book 2/2, pp. 32-39), involves a Japanese boy who trades his toy airplane for a magic blue seed.

Selections at the middle-grade levels continue to show minority characters in interesting, nonstereotyped roles. "Shark," an adventure story in Racing Stripes (Book 6, pp. 282-286), tells of a courageous Mexican-American girl and her dangerous battle with an attacking shark. "The Trouble at Tektite 3000," a science-fiction selection in Racing Stripes (Book 6, pp. 398-405), features an Asian-American boy who visits his engineer father at work under the sea. "How Nancy Ended the Long Hot Spell," a tall-tale in Flying Hoofs (Book 4, pp. 207-211), focuses on a Black girl with legendary strength.

Outstanding Historical Figures: Biographies acquaint children with some of the contributions made by men and women of various ethnic and racial backgrounds. "Benny's Flag," tells the story of the Alaskan Indian boy who designed the Alaskan flag (Flying Hoofs, Book 4, pp. 312-319). "She Knew What She Wanted" focuses on the Black woman Maggie Lena Mitchell Walker and her successful career as a banker and business figure (Racing Stripes, Book 6, pp. 490-494). "A Job" features Dr. Hideyo Noguchi, a dedicated Japanese doctor who made many important medical discoveries (Racing Stripes, Book 6, pp. 369-375). "Henry O. Tanner, Artist" (Flying Hoofs, Book 4, pp. 404-408) and "Jacob Lawrence: A Master of American Art" (Racing Stripes, Book 6, pp. 30-35) pay tribute to the art and talent of two Black artists. "Henry Aaron: Home-Run King" focuses on the famous Black athlete who upset Babe Ruth's home-run record (Racing Stripes, Book 6, pp. 355-362).

Factual articles also recognize the role of minority figures have played in American history. "Little Bits of History," for example, uses postage stamps to highlight such Americans as the Black poet Paul Laurence Dunbar, the Nez Perces Indian leader Chief Joseph, and the Black educator Booker T. Washington (Fins and Tales, Book 5, pp. 365-370). "From Corn to Minnesota," points out the fact that early settlers learned about many different foods, medicines, and games from Native-Americans (Flying Hoofs, Book 4, pp. 304-307).



## REPRESENTATION OF THE ELDERLY AND THE DISABLED

In BASICS IN READING, people of various ages and with various physical abilities are presented accurately and without stereotyping. The elderly and the disabled are shown participating in interesting, fulfilling roles; they are portrayed as important members of American society.

Elderly Characters: BASICS IN READING is filled with selections about active elderly people. For instance, the factual article "Answering Hard Questions" (Fins and Tales, Book 5, pp. 281-287) features an older man who works as a resource person with elementary school children. "My Grandpa," a skills lesson in Calico Caper (Book 1, pp. 98-99), shows a grandfather playing baseball with his granddaughter. The main character in "Find a Way," a selection in Daisy Days (Book 2/1, pp. 48-54), is a wise, old woman who delights her young friends by trying out their tin-can stilts.

Other interesting elderly characters in the program include a gray-haired gentleman with a fondness for tickling tigers (Racing Stripes, Book 6, pp. 435-438); Tabitha Brown, a determined pioneer woman who makes the dangerous trip to Oregon when she is over 60 years old (Fins and Tales, Book 5, pp. 300-306); and an ingenious man who builds wonderful things with his hands (Hootenanny, Book 2/2, pp. 171-176).

Characters with Disabilities: BASICS IN READING is realistic and straightforward in its representation of disabled people. Selections and illustrations frequently feature, in main character roles, individuals with sight problems, deafness, broken limbs, paraplegia, and other disabilities. Among them are Carl, a boy who plays baseball in his wheelchair (Step Right Up!, Book 3/2, pp. 31-35); Ricky, a blind boy who helps a friend named Carlos overcome his refusal to talk (Flying Hoofs, Book 4, pp. 160-169); Kitty O'Neil, a deaf woman who makes her living by performing dangerous television and movie stunts (Ride a Rainbow, Book 3/1, pp. 35-39); and Louise Anderson, a detective who refuses to let her wheelchair hinder her solution to a mystery (Racing Stripes, Book 6, pp. 12-19).

\*\*\*\*\*

In summary, BASICS IN READING treats all people in a fair and unbiased way. Materials at each grade level place primary emphasis on the individual--on the person's talent, personality, and interests rather than on his or her age, physical ability, race, or sex. The nonstereotyped, realistic presentation of people helps children better understand themselves and others, leading them to appreciate the rich diversity of the world in which they live.

APPENDIX F

GUIDELINES PROPOSED BY THE CONSORTIUM FOR  
APPROPRIATE REPRESENTATION OF EXCEPTIONAL  
PERSONS IN EDUCATIONAL MATERIAL

Published by  
National Center on Educational Media  
and Materials for the Handicapped

This document was prepared in part pursuant to a contract with the U. S. Office of Education, Department of Health, Education, and Welfare, Bureau of Education for the Handicapped. Contractors undertaking such projects under government sponsorship are encouraged to express their judgment freely in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Educational materials have an enormous effect on the formation and reinforcement of behavior and attitudes. A substantial representation of persons with exceptionalities has been omitted from educational materials or has been stereotyped because of a lack of understanding about exceptional persons. Today, more opportunities are available for persons with exceptionalities to participate in the mainstream of society.

The Consortium for Appropriate Representation of Exceptional Persons in Educational Material recognizes that few educational materials have adequately portrayed persons with exceptionalities. This situation needs to be corrected because:

- There are approximately eight million persons in this country with exceptionalities.
- Despite periodic articles or news coverage about persons with exceptionalities, the vast majority are not represented at all.
- Many people do not understand or know how to relate to a person with an exceptionality as a person first and a person with an exceptionality second.
- Probably less than one percent of educational materials represents persons with exceptionalities.

Because of these conditions, the Consortium proposes the Guidelines to foster the positive, fair, and balanced representation of exceptional persons in print and non-print educational materials. The Guidelines are not considered to be all inclusive, but are intended to assist publishers/producers in developing a sensitivity to the manner in which persons with exceptionalities need to be represented.

Converting to positive, fair, and balanced representation will not be easy, any more than it was easy to convert to balanced and appropriate sex, ethnic, or social representation. Publishers and producers with philosophical and practical problems in implementing the Guidelines are encouraged to contact the Consortium through the address below for more information. All publishers and producers are urged to provide feedback that can help refine the present guidelines.

Write to:

Angele Thomas  
 EXCEPTIONAL CHILDREN  
 Council for Exceptional Children  
 1920 Association Drive  
 Reston, Virginia 22091  
 Telephone: (800) 336-3728

GUIDELINES

1 In print and nonprint educational materials, ten percent of the contents should include or represent children or adults with an exceptionality.

Do your educational materials reflect the fact that ten to fifteen percent of the population is composed of persons with exceptionalities?

If your materials do represent exceptional persons, have you limited the exceptionalities to deaf, blind, or physically handicapped?

Have any of your materials included the following conditions?

Behavioral Problems  
 Giftedness  
 Hearing Impairments  
 Learning Disabilities  
 Mental Retardation  
 Multiple Handicaps  
 Neurological Problems  
 Physical Handicaps  
 Serious Emotional Problems

2 Representation of persons with exceptionalities should be included in materials at all levels (early childhood through adult) and in all areas of study.

Do all of your efforts at representation focus on the elementary education market?

Have you made an effort to include persons with exceptionalities in such curriculum areas as:

Career Education  
 Guidance  
 Health Studies  
 Language Arts  
 Mathematics  
 Physical Education  
 Science  
 Social Studies  
 Vocational Education

3 The representation of persons with exceptionalities should be accurate and free from stereotypes.

Are you aware that each exceptionality has varying degrees of severity?

Have you represented the deaf as dumb; the blind as pitiful; the intellectual as bookwormish; the mentally retarded person as poorly groomed, as unkempt, or as the "fool"?

Have you stereotyped persons with exceptionalities as "the blind beggar," "the disfigured villain," or "the insane criminal"?

4 Persons with exceptionalities should be shown in the least restrictive environment. They should be shown participating in activities in a manner that will include them as part of society

Are all deaf persons shown only in the company of other deaf persons?

Are all retarded persons shown in institutions, or going places only in groups?

Does your material reflect the idea that persons with exceptionalities cannot function in the mainstream of society?

Does your material foster the attitude of "one of them" as opposed to "one of us"?

5 In describing persons with exceptionalities, the language used should be nondiscriminatory and free from value judgments.

Do you avoid the use of clichés and phrases that cast aspersions on persons with exceptionalities, such as: village idiot, deaf and dumb, spastic, egghead, four eyes, bookworm, gimp, retard, lamebrain?

Do your materials reflect attitudes of pity or condescension, such as "poor little cripple"?

6 Persons with exceptionalities and persons without exceptionalities should be shown interacting in ways that are mutually beneficial.

Are the persons with exceptionalities always shown being helped by others rather than vice versa?

Have your materials shown positive interpersonal relationships between persons with and without exceptionalities?

Do your materials show how persons with and without exceptionalities can communicate naturally, without embarrassment or awkwardness?

---

7 Materials should provide a variety of appropriate role models of persons with exceptionalities.

Have you explored the full range of jobs that persons with exceptionalities do perform or have you limited yourself to a narrow range of occupations?

Have you ever depicted persons with exceptionalities as parents, community leaders, or business executives?

Do you depict the typical achiever, as well as the super achiever as a role model?

8 Emphasis should be on uniqueness and worth of all persons, rather than on the differences between persons with and without exceptionalities.

Does your use of labels set persons with exceptionalities unnecessarily apart from others, in a manner such as "Sally, Anne, and Robert, their blind friend"?

Do your materials foster the appreciation of similarities between persons with and without exceptionalities?

---

9 Tokenism should be avoided in the representation of persons with exceptionalities.

Is your idea of representation one child with a hearing aid in a full classroom?

Do you use persons with actual exceptionalities in your materials?

Do you attempt to go beyond the superficial or obvious in depicting the exceptionalities?

---

## HOW CAN YOU APPLY THE GUIDELINES?

You can:

Show a teacher in a wheelchair in a classroom or wheelchair basketball, and other wheelchair sports.

Present sign language in a communications course as an alternative method of communicating.

Show persons with cerebral palsy bowling in a public bowling alley.

Create math problems using insulin measurement.

Explain workings of the hearing aid as a science or electronics project.

Show a blind person playing a musical instrument.

Use artificial limbs and other prosthetic devices for illustrations in areas of physics, engineering, physical education, hygiene.

Show the design of a community or building totally accessible to persons with handicaps.

Show persons with and without exceptionalities enjoying nature trails designed for public use.

Show a person with paraplegia driving a car.

Describe how a person with dyslexia can work in an office.

Show persons with speech disorders working in radio stations, writing scripts, or scheduling programs.

Show persons with exceptionalities in a variety of occupations such as: typesetters, lithographers, truck drivers, industrial workers, artists, authors, public servants.

NOTE: All exceptionalities are not easy to depict; there are subtleties and considerations that require responsible and sensitive treatment to portray them adequately. The examples listed above are meant to stimulate thought in the application of these guidelines. For definitions of handicapping conditions and related information, refer to the Rehabilitation Amendments Act of 1973 (Public Law 93-112), the Rehabilitation Amendments of 1974 (Public Law 93-516), the Education of All Handicapped Children Act of 1975 (Public Law 94-142), and the regulations thereunder.

The Council for Exceptional Children may be contacted for more information about those organizations that serve specific exceptionalities and that can provide more information on how to represent persons with exceptionalities.



## ABOUT THE CONSORTIUM

In April, 1976, the Delegate Assembly of the Council for Exceptional Children (CEC) passed a resolution calling for action to develop guidelines for the constructive treatment of persons with exceptionalities in educational materials. CEC enlisted the assistance of the National Center on Educational Media and Materials for the Handicapped (NCEMMH) and faculty members from the University of Pittsburgh.

Efforts of these three groups led to the establishment of The Consortium for Appropriate Representation of Exceptional Persons in Educational Material. Members represent NCEMMH, CEC, the Area Learning Resource Centers, the fields of special education and curriculum development, the American Association of Publishers, the White House Conference on Handicapped, the National Audio-Visual Association, and the Association of Media Producers.

Representation of persons with exceptionalities in educational material appears to exhibit many of the problems evidenced in studies of the treatment of sex roles and of various ethnic and racial groups in similar materials. A growing concern for the fair and adequate representation of persons with exceptionalities, and attention in the education

profession to mainstreaming, indicate the need for similar guidelines regarding the treatment of these persons in educational material.

Public Law 94-142, Education for All Handicapped Children Act of 1975, gives a special immediacy to this need. Signed into law November 29, 1975, the law mandates a zero reject policy with regard to the education of persons with exceptionalities. Further, the concept of least restrictive alternatives, as part of the law, reflects the view that the best education for all students is accomplished in an environment that will facilitate the learner's ability to participate in our society. Therefore, it can be expected that more students will have increasing contact with students exhibiting marked human variation in physical, mental, and behavioral attributes in the everyday learning environment.

The intention of these guidelines is to assure that print and non-print educational materials reflect a positive, fair, and balanced representation of persons with exceptionalities. It is expected that such representation will help all persons with and without exceptionalities to live their lives with a realistic and empathetic understanding of individual differences and abilities.

The guidelines rest on the assumption of the overall similarity of human wants and needs, and the recognition that each individual is unique.

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