

Eastern Illinois University

The Keep

Masters Theses

Student Theses & Publications

1970

Special Education in Eastern Illinois Area

Beulah Wenthe

Follow this and additional works at: <https://thekeep.eiu.edu/theses>



Part of the [Special Education Administration Commons](#), and the [Special Education and Teaching Commons](#)

SPECIAL EDUCATION
IN
EASTERN ILLINOIS
AREA

A Report
Presented to
Dr. Robert Shuff - Department of Education
Eastern Illinois University

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Administration

by
Beulah Wenthe
May 1970

322517

TABLE OF CONTENTS

CHAPTER	PAGE
I. AREA PROCEDURE	1
Philosophy	1
School Population by Counties	4
Eastern Illinois Area Map	5
Counties Statistics	6
Map of Area Within the State	8
II. ORGANIZATION AND ADMINISTRATION	9
Joint Agreement	11
The Agreement	12
Name	13
Purpose	13
Organization	13
III. PROGRAM	115
Director	15
Supervisor	16
Psychologist	31
Pre-Vocational Coordinator	33
Visiting Teacher or Social Worker	43
Operation	47
Transportation	47
Financing	47
Admendments	48

TABLE OF CONTENTS

CHAPTER	PAGE
IV. EDUCABLE MENTALLY HANDICAPPED	49
Total Number	49
Primary Class	50
Course of Study.	55
Preschool Class.	56
Pre-Kindergarten Teacher	58
Intermediate Class.	60
Junior High School Class	60
Curriculum.	61
Job Description.	62
Senior High School Class	64
Evaluation	68
Program	71
Transportation.	73
Facilities.	73
Teacher Selection	74
V. TRAINABLE MENTALLY HANDICAPPED	75
Total Number	75
Program	75
Transportation	77
Facilities	78
Job Description	79

TABLE OF CONTENTS

CHAPTER	PAGE
Course of Study	81
Evaluation	84
VI. SOCIALLY MALADJUSTED	86
Program	86
Non-certified Personnel	87
Transportation	88
Housing	88
Total Number	89
VII. LEARNING DISABILITIES	91
Total Number	91
Program	91
Transportation	94
Housing	94
VIII. EMOTIONALLY DISTURBED	95
Total Number	95
Program	95
Transportation	98
Housing	98
IX. PHYSICALLY HANDICAPPED	101
Total Number	101
Program	101
Transportation	103

TABLE OF CONTENTS

CHAPTER	PAGE
Housing	103
X. VISUALLY IMPAIRED	104
Blind	104
Partially Sighted	104
Program	105
Transportation	106
Housing	106
XIX. IMPAIRED HEARING	108
Deaf	108
Hard of Hearing	108
Program	109
Transportation	111
Housing	111
XII. MULTIPLY HANDICAPPED	112
Total Number	112
Program	112
Transportation	114
Housing	115
XIII. SPEECH CORRECTION	116
Total Number	116
Program	117
Transportation	117

TABLE OF CONTENTS

CHAPTER	PAGE
Housing	118
Job Description	118
XIV. KNOW AND CARE CENTER	124
Implementation of the Program	124
Purpose	126
Scope	126
Hypothesis	126
Need for the Know and Care Center	127
Method	127
Science Curriculum	131
Reading Program	134
XV. SUMMER PROGRAMS	141
Children with Multiple Handicap	141
Objectives	141
Size and Scope	141
Summary	142
Pre-School Deaf Children	143
Objectives	143
Summary	145
XVI. OUTDOOR EXPERIENCES FOR HANDICAPPED CHILDREN	148
Nature and Purpose	148
A Pilot Project	148

TABLE OF CONTENTS

CHAPTER	PAGE
Who Is Eligible	150
Objectives	151
Ideas to be Utilized	153
Evaluation Procedures	155
XVII. AGENCIES	157
XVIII. BIBLIOGRAPHY	164
XIX. EVALUATION	167
MAP OF EASTERN ILLINOIS AREA	168

CHAPTER I

AREA PROCEDURE

Philosophy. The responsibility of the Eastern Illinois Area of Special Education is to provide an education for its youth within the framework of their human similarities and their equally human differences. Working through its services, programs, and instructional media, therefore, the school should provide educational opportunities sufficient to meet each child's personal needs as well as to equip him for successful participation in a democratic society. Equally important, the school, in conjunction with home, church, and community organizations, should help each student develop his aesthetic, moral, social, and physical capabilities.

Because the educational process is dynamic, not static, the methods of instruction should be flexible, not rigid, and frequently evaluated in order to educate each student effectively. Evaluation should be based upon continuing examination of the nature of learning, upon student interests and abilities, and upon the goals of the students and community. Such a program is consistent with respect for individual differences whether they exist in students, in parents, in citizens of the wider community, or in faculty members. In order to develop a sense of optimal accomplishment, the professional talents and interests of the staff should be utilized in curriculum changes, administrative

planning and innovations of school procedures. To these ends, schools within the district, divisions or departments within each school, and classes within each area should reflect sameness where desirable and differences where necessary.

Special Education programs provide the means whereby the school recognizes the individual differences which cannot be completely resolved in the regular classroom and makes available the types of programs necessary in order to aid the student who has special needs. For this student, a successful school program works toward his social acceptance on the basis of his individual personality rather than on the condition of his handicap.

The programs are designed, as much as possible, to permit the student to function within the framework of the regular classroom with the supplemental help of special materials, school and outside resources, special and resource teachers for certain individualized or small group instruction, and, when necessary, placement in special self-contained classes.

Thus, the handicapped student is given the opportunity to continue his education to the best of his ability and equip himself for participation on an independent basis in a democratic society.

The fundamental philosophy undergirding the educational programs offered in the Eastern Illinois Area is that every pupil should have the educational opportunity for the fullest

development in terms of his potentialities, needs, and interests. To accomplish this, the single rigid curriculum which was offered to all pupils has given way to multiple educational programs designed to meet the learning experiences.

The objectives of education for exceptional children are the same as those for all children as established by the Educational Policies Commission:

1. Self-Realization
2. Human Relationships
3. Economic Efficiency
4. Civic Responsibility

The attainment of these objectives must be a continuous and dynamic process under the guidance of the public school system.

SCHOOL POPULATION BY COUNTIES:

COLES	8,000
CUMBERLAND	2,050
CLARK	4,000
DOUGLAS	5,600
EDGAR	5,200
EFFINGHAM	4,900
MOULTRIE	2,500
SHELBY	5,000
	<hr/>
	37,250

SUPERINTENDENTS

Altamont

C. C. Jenkins

Arcola

L. Sitter

Beecher City

Edward Wiser

Bethany

Paul H. Spence

Casey

M. L. Livingston

Charleston

Paul Seitsinger

Chrisman

Cecil Smith

Cowden

Don Drain

Cumberland

H. E. Garner

Effingham

James T. Fennessey

Findlay

Paul Bennett

Hume

James Fortune

Kansas

Eldred Walton

Lovington

A. E. Best

Marshall

C. A. Bush

Martinsville

E. H.

Wendlandt

Mattoon

Ray Lane

Moweaqua

M. J. Corby

Neoga

L. K. Voris

Newman

Arthur Leeth

Oakland

Charles L. Joley

Paris (Crestwood)

Paul Keehner

Paris Ch. #95

John Stabler

Scottland

Robert C. Dagley

Shelbyville

Robert Webb

Stewardson-Strasburg

Lloyd T. Elam

Sullivan

Marvin Rice

Teutopolis

Sister M. Stephanie

Tower Hill

F. M. Greer

Tuscola

J. Clinton Taylor

Villa Grove

Gerald Gaines

Westfield

Vergil Gregg

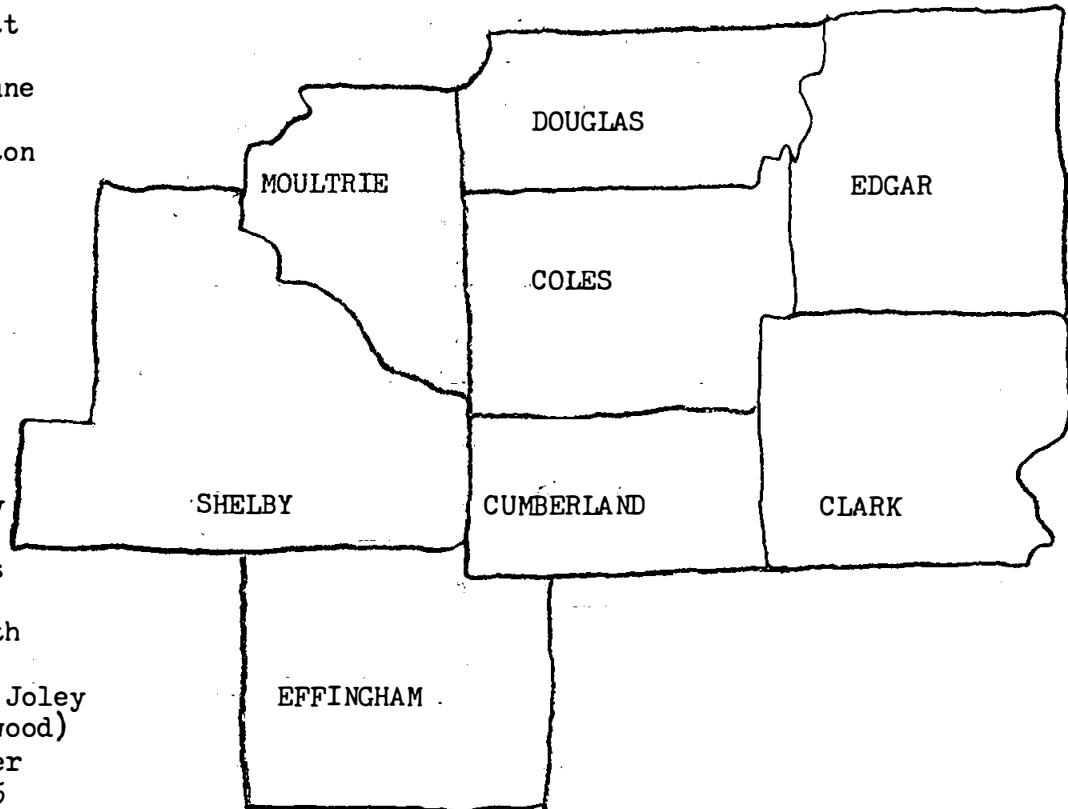
Windsor

J. R. Curry

EASTERN ILLINOIS

AREA

SPECIAL EDUCATION.



COUNTIES:

M. R. TEDRICK-CLARK

G. W. DUNN-COLES

J. L. BAKER-CUMBERLAND

W. A. BOZARTH-DOUGLAS

CARL JONES-EDGAR

LOWELL LEWIS-EFFINGHAM

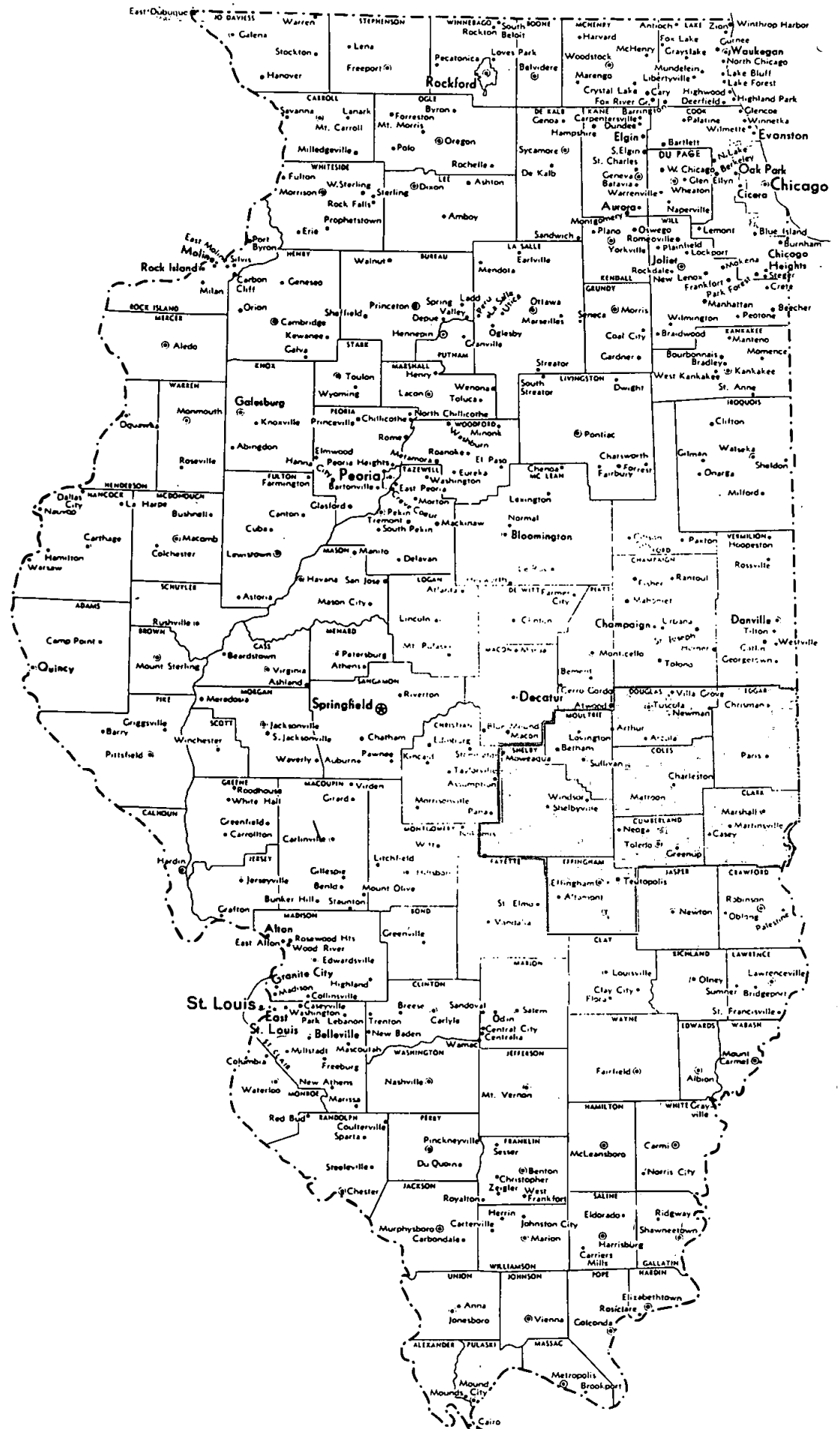
DELMAR ELDER-MOULTRIE

B. BATTERSHELL-SHELBY

COUNTY STATISTICS OF EXCEPTIONAL CHILDREN

		Clark	Coles	Cumberland	Effingham	Shelby	Edgar	Moultrie	Douglas
(1) Phy. Hand.	Served	2	3	0	1	1	20	0	6
	Not Served	<u>24</u>	<u>16</u>	<u>8</u>	<u>23</u>	<u>7</u>	<u>25</u>	<u>3</u>	<u>8</u>
	Total	26	19	8	24	8	45	3	14
(2) Speech	Served	26	147	25	99	67	130	120	200
	Not Served	<u>30</u>	<u>58</u>	<u>109</u>	<u>107</u>	<u>143</u>	<u>28</u>	<u>10</u>	<u>79</u>
	Total	56	205	134	206	210	158	130	279
(3) Deaf	Served	0	0	0	1	0	0	0	0
	Not Served	<u>0</u>	<u>3</u>	<u>0</u>	<u>2</u>	<u>15</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	0	3	0	3	15	0	0	0
(4) Hard-of Hearing	Served	2	2	2	2	2	8	5	0
	Not Served	<u>16</u>	<u>22</u>	<u>16</u>	<u>18</u>	<u>11</u>	<u>5</u>	<u>2</u>	<u>6</u>
	Total	18	24	18	20	13	13	7	6
(5) Blind	Served	0	1	0	0	0	0	0	1
	Not Served	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	Total	1	1	0	0	0	0	0	1
(6) Partially Seeing	Served	1	2	0	5	0	0	1	0
	Not Served	<u>11</u>	<u>4</u>	<u>2</u>	<u>6</u>	<u>5</u>	<u>3</u>	<u>2</u>	<u>3</u>
	Total	12	6	2	11	5	3	3	3

		Clark	Coles	Cumberland	Effingham	Shelby	Edgar	Moultrie	Douglas
(7) Socially Malad.	Served	2	2	0	2	1	0	0	0
	Not Served	<u>38</u>	<u>61</u>	<u>13</u>	<u>44</u>	<u>13</u>	<u>63</u>	<u>9</u>	<u>167</u>
	Total	40	63	13	46	14	63	9	167
(8) Learning Disorder	Served	2	4	0	0	3	0	0	0
	Not Served	<u>21</u>	<u>26</u>	<u>27</u>	<u>27</u>	<u>33</u>	<u>57</u>	<u>28</u>	<u>55</u>
	Total	23	30	27	27	36	57	28	55
(9) Emot. Dist.	Served	18	2	0	3	0	0	0	0
	Not Served	<u>3</u>	<u>103</u>	<u>24</u>	<u>16</u>	<u>10</u>	<u>19</u>	<u>5</u>	<u>56</u>
	Total	21	105	24	18	10	19	5	56
(10) T.M.H.	Served	1	2	0	3	3	8	6	9
	Not Served	<u>5</u>	<u>16</u>	<u>0</u>	<u>29</u>	<u>6</u>	<u>2</u>	<u>0</u>	<u>2</u>
	Total	6	18	0	32	9	10	6	11
(11) E.M.H.	Served	42	103	20	23	41	40	22	60
	Not Served	<u>24</u>	<u>34</u>	<u>20</u>	<u>67</u>	<u>20</u>	<u>45</u>	<u>0</u>	<u>51</u>
	Total	66	137	40	90	61	85	22	111
(12) Multp. Hand.	Served	5	1	1	0	0	6	0	0
	Not Served	<u>3</u>	<u>11</u>	<u>2</u>	<u>5</u>	<u>2</u>	<u>4</u>	<u>30</u>	<u>5</u>
	Total	8	12	3	5	2	10	30	5



CHAPTER II

ORGANIZATION AND ADMINISTRATION

The Eastern Illinois Area of Special Education serves an eight county area in Eastern Illinois adjoining the Indiana Border. The area, encompassing a population of 220,000 is essentially rural-farm and rural non-farm which represents 70 percent of the total population of the area in contrast with the state average of 20 percent in these two categories. There are no metropolitan centers in the eight county area and only two cities have populations in excess of 10,000. The primary occupations for the area are agricultural--related with scattered small manufacturing. Thirty-six (36) school districts, with an approximate enrollment of 37,500 are located in this area. Thirty-three of these school districts are served by the Eastern Illinois Area of Special Education. Non-members are Herrick, Dieterich, and Arthur. There are 37 high schools with only two having an enrollment of over 1,000 students. The population of the area is relatively homegeneous as related to the portion of its educational level, origin, wealth and types of employment.

The thirty-three (33) school districts holding membership in the special education district have 150 separate attendance centers and range in enrollment from 150 to 5,000 students and have an approximate total enrollment of 37,500. The median size of the member school district is approximately 1,000 pupils.

There are two (2) non-public schools located in the unit and these will be served by the on going activities of the programs. The total non-public school enrollment will not exceed 1,000 students.

An examination of such factors as the percentage of the population residing in homes with income in excess of \$3,000, the median level of education indicates that the counties in the Special Education District rank below the state median in each of the previously mentioned categories.

In support of the above statement, it is emphasized that the median income for the area is \$2,000 less than the state average, that the percentage of families with incomes of less than \$10,000 is one-third of the states average, that the unemployment in the area is slightly higher than the state average, and that the median level of education for the population of the area is slightly less than that of the state average.

Local interest and effort, as reflected through the on going Special Education District and local tax money supporting it, indicates a high level of acceptance and willingness to support innovative programs in Special Education; however, sufficient local resources are not available to provide full support for the operational program.

JOINT AGREEMENT
OF
EASTERN ILLINOIS AREA
FOR A
SPECIAL EDUCATION PROGRAM
COUNTIES OF

CLARK-COLES-CUMBERLAND-DOUGLAS-EDGAR-EFFINGHAM-MOULTRIE-SHELBY

<u>MEMBER UNITS</u>	<u>SUPERINTENDENTS EXECUTIVE BOARD</u>	<u>AREAS OF SERVICE</u>
Altamont	C. C. Jenkins	Article 14, Sec. 14-1
Arcola	Leon Sitter	to 14-12 and Article
Beecher City	Edward Wiser	14A-The School Code of
Bethany	Paul H. Spence	Illinois Blind
Casey	M. L. Livingston	Partially Seeing
Charleston	Paul Seitsinger	Deaf
Chrisman	Cecil Smith	Impaired Hearing
Cowden	Don Drain	Educable Mentally Hand-
Cumberland	H. E. Garner	icapped
Effingham	James T. Fennessey	Trainable Mentally
Findlay	Paul Bennett	Handicapped
Hume	James Fortune	Emotionally Disturbed
Kansas	Eldred Walton	Gifted
Lovington	A. E. Best	Multiply Handicapped
Marshall	C. A. Bush	Physically Handicapped
Martinsville	E. H. Wendlandt	Psychological Services
Mattoon	Ray Lane	Speech Therapy
Neoga	L. K. Voris	Socially Maladjusted
Newman	Arthur Leeth	
Oakland	Charles L. Joley	
Paris (Rural-#4)	Paul Keehner	
Paris #95	John Stabler	
Scotland	Robert Dagley	
Shelbyville	Robert Webb	
Stewardson	Lloyd T. Elam	
Strasburg		
Sullivan	Marvin Rice	
Teutopolis	Sister M. Stephanie	
Tower Hill	F. M. Greer	
Tuscola	J. Clinton Taylor	
Villa Grove	Gerald Gaines	
Westfield	Vergil Gregg	
Windsor	J. R. Curry	
		<u>COUNTY SUPERINTENDENTS</u>
		Clark M. R. Tedrick
		Coles G. W. Dunn
		Cumberland J. L. Baker
		Douglas W. A. Bozarth
		Edgar Carl Jones
		Effingham Lowell Lewis
		Moultrie Delmar Elder
		Shelby B. Battershell

ADMINISTRATIVE DISTRICT - SOUTH ROUTE 45, M.A.E.E.C. - MATTOON

ILLINOIS

DIRECTOR, D. R. GREWELL

A G R E E M E N T

It is hereby mutually agreed by and between the within named school districts, through their respective School Boards, to conduct a co-operative unit program of Special Education for the combined student enrollment encompassed within the total respective districts, all in accordance with resolutions, organization and policies herein contained.

R E S O L U T I O N

WHEREAS, there is a need for a program of special education at this time directed to insure better educational advantages for the children eligible under the State Special Education Program.

WHEREAS, an efficient and proper Special Education Program cannot be conducted feasibly by one alone; and,

WHEREAS, Section 10-22:31 of the Illinois School Code (School code change 1962) authorized joint agreements between several school districts, through their school boards, to establish such programs.

NOW THEREFORE BE IT RESOLVED THAT School District # _____, _____ County, Illinois be authorized to enter into a joint agreement with other school districts, and be bound thereby; and,

BE IT FURTHER RESOLVED that the President and the Secretary of this Board are hereby authorized and directed to execute said joint agreement, copy of which is attached hereto; and,

BE IT FURTHER RESOLVED that this Board hereby approved of the Program for Special Education as presented, copy of which program is attached hereto.

C E R T I F I C A T I O N

I _____, Secretary of the Board of Education of District # _____, _____ County, Illinois do hereby certify that the above and foregoing is a true and correct copy of a certain resolution which was duly passed by said Board at its regular meeting held on the ___ day of _____ A.D., 196__.

ATTEST:

President of the Board of
Education District # _____
_____ County, Illinois.

Secretary of the Board of Education
of District # _____,
_____ County, Illinois.

I. NAME

The within program shall be known as the Eastern Illinois Area of Special Education, said area comprising the counties of Clark, Coles, Cumberland, Douglas, Edgar, Shelby, Moultrie, and Effingham.

II. PURPOSE

The purpose shall be to operate a special education program to meet the needs of children residing within the school district of any and all members.

III. ORGANIZATION

A. Membership

1. Membership in this program shall be extended to all school districts within the eight county area who enter into this agreement on or before June 7, 1962.
2. Additional membership may be granted to other school districts by a two-thirds vote of the executive council.
3. Membership shall continue, and member districts shall be bound hereby, from year to year unless, on or before the 1st day of April of any year, any member district shall notify, in writing, the Director and the Executive Council of that district's intention to withdraw at the end of that year. The Council shall advise a member district of the Council's decision to exclude that member district from the program for the ensuing year by notice in writing on or before 1st day of April of any current year.
4. In the event of withdrawal or exclusion of any member district from the program, said district shall be reimbursed for money due, or make payment of outstanding obligations to the program.

B. Administration

1. One member district shall be designated by the Executive Council as the Administrative District.
2. Said Administrative District shall be the parent district for purposes of reimbursements, of teacher tenure and retirement benefits, and wherever else positive legal entity is required to execute the program.

C. Executive Council

1. The Executive Council shall be composed of one representative from each member district, one County Superintendent of Schools as selected by the County Superintendents in said area, and the Superintendent of Schools of the administrative district shall serve as an ex-officio member.
2. The Executive Council shall, from its membership, elect a Chairman and a Secretary, who shall serve for a term of one year each.
 - a. The Chairman shall perform all of the functions customarily inherent to a presiding officer.
 - b. The Secretary shall perform all of the functions customarily inherent in offices of a secretary.
3. The Executive Council shall establish all policies and shall constitute the recognized entity for the conducting of all financial transactions of the program.
4. The Executive Council shall hold regular meetings, and special meetings at the call of the Chairman or any five members. All meetings of the Executive Council shall be conducted according to Robert's Rules of Parliamentary Procedure.
5. The Executive Council shall define the scope and limits of the director's duties, responsibilities, and authority with respect to the cooperating districts.
6. Two-thirds of all members shall constitute a quorum but no action shall be taken unless approved by a majority vote of total membership.

CHAPTER III

PROGRAM

DIRECTOR

Director. The director of special education must possess not only the knowledge of special education programs and services but, equally important, have high level skills in leadership and administration. In addition, he should possess the ability to "sell" the needs of exceptional children to school administrators, teachers, and the lay public. Because handicapped children represent a minority faction and their education is expensive, the director must be able to represent them capably in all instances where decisions concerning their welfare are under considerations. He must also have the capacity to understand the feelings of parents of handicapped boys and girls and should possess skill in working with them on the feeling as well as the rational level.

THE RESPONSIBILITIES

A. The Director will be employed by the administrative district, with the approval of the Executive Council, and will be directly responsible to the Superintendent of that district and through him to its Board of Education.

B. The Director, with the advice and consent of the Executive Council, shall recommend to the administrative district the employment of such persons as he may deem advisable.

C. The Director, with the advice and consent of the Executive Council, shall recommend such matters as he may deem necessary or desirable for the efficient and proper execution of the program.

D. The Director shall keep complete and accurate records of all expenditures authorized by the Executive Council, of all receipts of monies by said Council, and shall do all things necessary to procure reimbursement from any source for the program.

E. The Director shall make a complete written annual report to each member district. Eight copies of said report shall be sent to each member district and one copy shall be sent to each county superintendent of said area.

SUPERVISOR

Supervision has been an integral part of our educational system since the nineteenth century. There have been many misconceptions in regard to supervision and the functions of a supervisor. Supervision is the leadership that is provided by schools who have a real commitment to attaining and maintaining a quality program for all children including the exceptional. It is a provision that insures effective and efficient operation of a special education program. With the changing demands placed on the schools and the explosion of new knowledge, theories, and ideas in the various fields of special education, supervision has a unique contribution to offer staff in assimilating and

utilizing such new information and concepts to improve programs and services to a typical children. Supervision, then, becomes increasingly important in fostering and facilitating change.

Dynamic supervision is the kind of supervision that best lends itself to the philosophy of special education. This type of supervision is one that basically is concerned with change. Change in and of itself does not necessarily insure improvement. To make improvement in programs, change is inevitable. Such changes as introduction of new methods or techniques, expansion of staff, introduction of a new program, development of an improved curriculum, design and activation of a research project, or planning of in-service programs for the coming year are all aspects that require dynamic supervision. This type of supervision is positive; it is forward moving.

Supervision is a teaching-learning process provided by a person with advance training and experience in the same discipline as the supervisee. The basic premise of supervision is that each and every staff member is capable of growth and independence in the person being supervised.

Need for Supervisors. The quality of the special education program is logically no better than the quality of the supervision. Pressures are continually being exerted to provide more services to larger numbers and types of exceptional children. There are limits beyond which a director can adequately supervise a total program. In addition, no director is qualified in every

area of exceptionality.

In programs that have grown so large that the director can not possibly give adequate supervision to the various areas, the staff of given areas are recommending to the director and superintendent that a supervisor be employed. A supervisor is a communicator of ideas, techniques, evaluation, and professional reinforcement to the teacher in the classroom. Every special education staff member has a right to this "super-vision".

In sizeable programs the special education administrator, as is true of the general superintendent of schools, does not have sufficient time nor does he possess training in all areas to enable him to provide the kind and amount of supervision needed by the staff. In special education the picture is further complicated by the fact that there is seldom more than one special classroom in each school building and there may be a sizeable geographic area involved. It is, therefore, imperative that responsibilities of supervision be delegated by the special education administrator to a supervisor who is adequately qualified by formal training and experience. The employment of a supervisor safeguards the initial investment and insures the continued development of programs for exceptional children. As programs grow in size, the development and the quality of programs and services can be assured only with adequate supervision.

Conscientious boards of education and joint agreements are continuously striving to meet their legal and moral obligation

to provide the best educational opportunity for every child within their district or districts. In consultation with their superintendent(s) and upon the recommendation of their director of special education, they should evaluate the needs within their own district or districts to determine the contributions a supervisor can make to the program they provide for exceptional children.

Job Specification. Because positions as supervisors of special education are relatively new, it is imperative that each local school system and joint agreement examine the supervisory functions. It is important to have these responsibilities specifically outlined when recruiting a supervisor so as to avoid confusion in roles after employment.

Length of Employment. The length of employment of a supervisor of special education generally should be in keeping with the local district or joint agreement's employment policies as they relate to their total supervisory or administrative staff. Some districts or joint agreements employ their supervisors for longer than the school year. The length of employment will depend on the scope and nature of the supervisory responsibilities and the needs. It is highly desirable to have supervisors employed on an eleven or twelve months basis.

Office Space and Equipment. In making a decision to establish the position of a supervisor, a district or joint agreement should make plans for supplying office and facilities in accordance with the duties and functions of the position. It

is recommended that (1) the office of the supervisor be housed in the same building with other special education offices; (2) the office be private and of adequate size for individual conferences; (3) a conference room be at the disposal of the supervisor for in-service education meetings, staffings, orientation of new staff members, and other group meetings; (4) the office be pleasant and comfortable, adequately furnished and equipped, and in accordance with the offices afforded other supervisory and administrative personnel; and (5) adequate provisions be made for storage of records, materials, and a professional library.

Secretarial Service. The supervisor of special education should have secretarial service commensurate with the scope and nature of his responsibilities. Superintendents, school boards, and joint agreements must recognize that using a person with professional training to do his own clerical work is not only expensive but defeats the purpose for which he is employed.

Allotment for Travel and Attendance at Professional Meetings. Supervisors as a general rule are required by their school boards and joint agreements to have access to an automobile to carry out his supervisory duties. Realistic travel allotments should provide to cover such expenses. It is essential that the supervisor who is in a leadership role be kept abreast of the newest trends, knowledge, and thinking in his field in his specialized field. Attendance at professional meetings

is one way to promote his professional growth. The budget should provide for the attendance at professional meetings.

Relationships of the Supervisor to Other School Personnel
Local District. The relationship of the supervisor of a specific area in special education to other school personnel is determined by the special education administrative organization of the local district or joint agreement. In any administrative structure the supervisor has the key role for leadership in the improvement of services to exceptional children in his special area. He has been selected for his personal qualities essential to promote good staff and pupil relationships.

The supervisor, a specialist in his area, serves as a consultant to the special education staff, to the principals, and to other school personnel. Lines of communication are open at all times and should be clearly defined in writing according to the administrative structure of the school district or joint agreement.

The supervisor through the special education administrator may make recommendations pertinent to his area which would be transmitted to the superintendent and/or to the school principals. Assistance in selecting personnel, evaluating staff, promoting in-service professional growth of staff, identifying needs and interpreting the program or services to principals and teachers imply a leadership role which necessitated good personal and professional relationships with all school administrative,

supervising and teaching staff, and other school personnel.

The supervisor of a specific area in special education establishes cooperative relationships with general supervisors through individual conferences and group meetings such as curriculum committee planning meetings, special projects or other activities which will improve educational facilities for children in the school system.

Supervisory Functions. The various functions of a supervisor will be affected by the changing nature of the needs and competencies, experience, training and qualifications of staff members from year to year. In this frame of reference, the supervisor must be prepared to work with the experienced and the inexperienced, the creative and the unimaginative, the independent and the dependent, the idealist and the realist, the theoretician and the practitioner. At any one point in time, the supervisor may be functioning as a master teacher, as an integrator, as a policy interpreter, as a continuity promoter, or as a source of inspiration and morale building. He may also be functioning as a resource person, a facilitator, a coordinator of group study and effort, a stimulator of ideas and the formulation of new policies, and a promoter of leadership in others.

Supervision, then, is a leadership role. The definition of this leadership role and functioning of an individual in this role should be directly related to a local district's

or joint agreement's philosophy, administrative organization, and staff need. Although the dynamics of the interactions between the supervisor and staff members must be determined by local need, usually the functions of supervisors will include both administrative aspects and educational aspects. The following is a breakdown of some of these functions:

Administrative Aspects of Supervision in Special Education.

The director of special education is the administrator of the special education program. He may delegate some administrative responsibilities to a supervisor. These responsibilities may be among those listed below:

Screening and recommending candidates for positions.

This responsibility includes recruitment of candidates, interpreting of evaluations and references received from other agencies or schools, and interviewing the candidates within special area supervised.

Recommending retention, promotion, and discharge of personnel

The supervisor should have regularly scheduled conferences with each staff member he is supervising. Formal evaluations should be conducted at regular periodic intervals. These evaluations should be a joint responsibility of the supervisor and staff member and should be recorded.

Evaluating the special area

The effectiveness and efficiency of the program should be continually evaluated. This evaluation should be as precise and objective as possible involving the total staff in the specialized area as well as those staff personnel who have intimate knowledge of the service or program.

Writing references on personnel

There are always staff members who leave the program for various reasons and request written evaluations of their work. The supervisor is often times in a better position to write such recommendations since he likely has been more closely associated with the staff member than the director or other school personnel. The supervisor's file of evaluations on the staff members can be of help to him in this regard.

Scheduling of personnel and pupils

Prior to the opening of school it is essential to schedule staff members in a specific school or schools. The placement of scheduling must take into consideration the training, experience, and particular interests of each staff member. In addition, scheduling of itinerant personnel (speech correctionists, social workers, psychologists, teachers of the partially sighted, etc.) in rooms shared by several personnel must be carefully studied and organized.

Scheduling pupils in special classes necessitates a thorough knowledge of the entire specialized program as well as the regular program since children are integrated into regular classes. The best interests of the individual child as well as the groups of children must be given consideration.

Providing physical facilities; materials, equipment

The supervisor should work with staff in recommending through the director adaptation of present facilities and in developing ideal facilities to be included in future building programs.

The supervisor has a responsibility to keep up-to-date on new materials available on the market and make such known to staff members. The same applies to available equipment. In some programs it may be necessary to design equipment to meet the needs of an individual child or group of children. This includes the operation of educational materials and professional library.

Keeping of records

A quality special education program requires the keeping of adequate records. The supervisor has great responsibility in developing and improving the system of record keeping and in disseminating information to appropriate personnel.

Record keeping relates not only to the office of the supervisor but also to the records on children which are kept by teachers. Through the leadership of a supervisor, a careful evaluation of records kept on children could be studied and developed by the staff in order that adequate, complete materials may be kept and recorded in a uniform manner. Such records picture the growth (or decline) of the student in all areas of development and gives each teacher working with that student an invaluable background of information. Too often record keeping is slighted or completed in a haphazard fashion due to pressures. The more extensive programs of a specialized area require even greater continuity of record keeping for more effective service to children.

Completing state forms

Since special education is partially state supported, accounting to the state is necessary. The supervisor could assume the responsibility for completing state forms which apply to his area of supervision. In assuming this responsibility the supervisor must constantly keep the calendar of due-dates for pre-approval forms, monthly supplemental forms and claim for reimbursement forms so that approvals are granted promptly and so that no penalties are imposed on the local district or districts by the state. The supervisor must provide completed state forms to the director in ample time so that those forms can be checked, combined with the total report, and forwarded to the state within the time limit. This procedure requires careful timing and planning on the part of the supervisor.

There are, from time to time, additional requests for information from state consultants in the various areas of special education. The supervisor would be the person best informed and most qualified to provide the answers to specific questions arising in his particular area of supervision.

Developing budget and requisition procedures

It is the responsibility of the director of special education to develop a yearly budget for his special area or joint agreement. In turn, the supervisor with the help of the director could develop that section of the budget for the staff he supervises. It is necessary that this section of the budget follow the plan and format

of the total budget for special education or joint agreement. Later it may be necessary for the director with the supervisor to integrate the sectional budget to comply with total budgetary provisions for the area or even to make adjustments to meet the total. The supervisor is the logical person to assist in this manner in budget development as he possesses the overall knowledge of his specific area and he must see that needs are anticipated and met including the addition of personnel.

In many districts the supervisor is the logical administrator to approve requisitions for equipment, supplies and material. First, his knowledge of the complete area reinforces or delays the recognition of a specific need in reference to other needs and to the total program. Second, his knowledge of the budget both from the making and from the effective using of the monies make him the logical person to approve expenditures. Naturally the requisition forms and channel of administrative lines should carefully follow those established by the school district or districts.

Reporting

In addition to completing state forms and other state reports, the supervisor should maintain channels of communication for reporting through the director or administrator of special education to the administration, joint agreement, the board of education, school personnel, parents, and the community through appropriate oral and written means.

Such reporting requires careful record keeping organized according to the data required by the district or joint agreement. This may change as the district grows or the concept of the area develops so that record keeping and reporting are a ever-changing process.

Promoting understanding and acceptance of the program

Through various media the supervisor should lend leadership in interpreting the program or services to school personnel and the public. Extensive time is given to this endeavor as understanding of exceptional children and educational programs for them is basic in any community, but the supervisor must balance his schedule so that other important responsibilities are not overlooked.

Assisting in liaison with the State Office of Public

Instruction and visitors from other school systems.

The supervisor, with the director, is involved in planning with the state personnel in the specialized area, including correspondence and organization of plans, for the visit of the state consultants in the specialized area. Even more than this, the supervisor will assume the recommendations made by the state consultant. Likewise he may arrange for further conferences with the state consultant to carry out the recommendations effectively.

The supervisor will likely be involved in planning carefully and purposely for visits of personnel from other school systems and personnel of his area to other school districts.

Recommending ways of improving services for children

The supervisor is in a strategic position through his over-all knowledge of needs within the school district or joint agreement and in the community(ies) to make recommendations and to assist in implementing plans for improvement of services. He works with all administrative personnel toward this objective and with community groups according to established policies.

Developing experimentation and research

The supervisor has a responsibility to identify problems that need to be investigated on a research basis and to recommend such pursuits to the administration. He, likewise, should take the initiative in developing innovations which should lead to improved services or programs.

Identifying pupils who need the service

An important aspect of the administrative duties of the supervisor is that of working with the key personnel in the school--regular and special--in identifying children in need of a given service for which he is responsible. Clarification of existing referral procedures, development of improved procedures, and interpretation of the characteristics to guide referrals are all important aspects of the identification program. A follow-up of cases is also of paramount importance.

Maintaining a conference schedule with the special education administrator

Since the special education administrator, according

to standard practices, has delegated responsibilities to the supervisor, it is imperative that the director be kept informed of the operation of the particular special service. All problems of concern should be brought to his attention. It is the supervisor's responsibility to make recommendations relative to major decisions. This can be accomplished by both regular supervisory conferences and/or by written reports.

Developing policies and procedures which affect the specialized program

The supervisor is responsible for implementing the policies, standards, and procedures pertinent to the area supervised and set forth by the State of Illinois and the local school system. He has a responsibility to evaluate the operation of the area supervised and to recommend procedures which will lead to improvement in the program.

Educational Aspects of Supervision

Professional growth of staff

As is the case in most supervisory functions, responsibilities in creating the climate and opportunities for the professional growth of staff members is a shared responsibility. The technical skills of a supervisor should be of superior quality. Thus, the supervisor will be adept in the interpretation of children's specific needs and in communicating with other personnel regarding these needs. In this sense the supervisor can be compared with a master teacher. The supervisor must not only be identified with professional problems, objectives, and associations of his specialized area but also with those of other areas of special education and regular education. The supervisor will work to the end that he becomes identified as a professional person in the community. The supervisor should present a model to the personnel with whom he is in direct contact--a demonstration of GROWTH IN PROFESSIONAL COMPETENCY, GROWTH IN THE PROFESSION, and GROWTH IN THE COMMUNITY AS A PROFESSIONAL PERSON.

The total purpose of supervision may be related to these parameters of growth. The purpose could be simply stated as a process of helping each staff member help himself toward a changing goal of growth and development (in each of the dimensions) not as

an end in itself for self aggrandizement, but toward the mutual goal of initiating, improving, and developing the direct service functions of staff members for pupils.

To provide the climate and opportunity for this growth, the supervisor must have considerable information about the staff members and the children being served. Perhaps of greater importance are the insights that a supervisor must have into certain relative determinants of staff functioning:

Where is the staff member functioning in relation to his own professional goals, aspirations and objectives?

Where and how is the staff member functioning in relation to his own abilities, interests, and physical and psychic energy?

Where and how is the staff member functioning in relation to the school, department, district, or joint agreement expectations of staff members in the areas of professional competency, professional identification, and as a professional person in the community?

The supervisor is not a puppeteer, pulling strings to cause staff members to conform to an epitome of professional growth but more of a concert master, capitalizing on the diversity of interests, abilities, backgrounds, and experiences of staff members to provide satisfying opportunities for expression of differences.

Some of the responsibilities of the educational aspects of supervision relative to staff are:

Fostering the development of increasing skills of the person supervised in the methods and techniques of his particular professional area.

Promoting the growth in self-awareness and in the under-

standing of the development of children in general and the exceptional child in particular.

Assisting in the orientation of new employees to the policies, procedures, philosophy and mores of the school district of specific school buildings and of the community.

Continually evaluating positively the work of the individual persons under his supervision, stimulating them to improve constantly their methods, attitudes, etc. through classroom visits, individual conferences, staff meetings, and other in-service training devices which promote the growth of personnel. It is inferred that the supervisor must convey to the supervisee interest, warmth, support, and appreciation for his work and for him as an individual.

Continually keeping personnel under his supervision informed of changing policies and procedures and other pertinent information having to do with effective operation of services or programs both within the school and the community.

The extent to which the above is followed must remain the responsibility of the local school system or joint agreement.

THE GUIDELINES SET FORTH BY THE STATE OF ILLINOIS SHOULD SERVE AS THE FOUNDATION UPON WHICH LOCAL POLICIES AND PROCEDURES ARE BUILT.

However, the extent to which local policies and procedures are developed should remain the responsibility of the local school system. It is obvious that such requirements will vary from school system to school system. This may be realized through the development of a local policy and procedure manual directed at the specialized area supervised. When such a procedure is followed, the professional staff supervised is more readily oriented to the public school setting. Personnel new to the field and/or the particular school system may readily perceive what is expected at all levels of responsibility.

SCHOOL PSYCHOLOGY--JOB DESCRIPTION

The following is a description of the functions of a school psychologist in the Eastern Illinois Area of Special Education area. In general, these functions are similar to the functions of other school psychologists in Illinois, but will vary because of the nature of a large joint agreement. We are and have been attempting to develop a progressive role that will go beyond the classical role of standard child evaluation. Our functions are as follows:

- I. Our primary function is to assist school personnel to deal more effectively with the children we all serve.
 - A. One responsibility is individual study of children with various types of problems. Each psychologist will examine approximately one-hundred children per year. This number represents only those children studied in depth for which there will be referral material, formal written reports.
 - B. It is the responsibility of the school psychologist to determine the eligibility of children for participation in various special education programs.
 - C. Consulting about other children is becoming an increasingly more important aspect of the school psychologist's role in our area. In consulting we work with teachers, parents and other school personnel in the remediation of techniques not necessarily involving formal testing. At present a minimum of one day per week is devoted by each psychologist to this particular activity.
 - D. We are attempting more direct involvement of teachers and school personnel with in-service training. We see this as working with school personnel on general problems that school children may experience which are not necessarily directed toward specific, existing situations. In this way we hope that they will be better able to identify and define their own classroom problems without direct assistance. We feel this to be an immensely important activity, but our involvement in this area, at present, is minimal.

- E. Follow-up procedures on problems that were previously worked with include such activities as parent conferences, teacher conferences, and inter-agency coordination. This has necessarily consumed a significant portion of our time.
- II. Direct contact with parents is another major responsibility of the psychologists in our area.
- A. We have and will work with parents on a group basis, such as P.T.A.'s, Parents without Partners, and other county and local parent organizations. This activity is normally carried on outside school hours.
 - B. We are increasingly seeing individual parents on an intensive basis in an effort to influence the child's total environment to remediate existing problems. At times this involves mediation of home-school and parent-child conflicts. This involves a great deal of well-spent time.
- III. The school psychologist serves as a coordinator of outside agencies in securing additional services for the child. We cooperate and involve such agencies as local mental health clinics, zone centers, children & family services, public aid, Department of Vocational Rehabilitation, physicians, county health personnel, etc.
- IV. An additional category is that of upgrading psychological services through in-service training, attendance at professional meetings, and periodical staffings. These activities are necessary to keep abreast of new ideas, and techniques in this rapidly changing field.
- V. Each psychologist must maintain complete and accurate records and must submit an annual report of his activities to the state.
- VI. In addition to the above, certain members of the psychological staff have duties specific to their assignments.
- A. The duties of the chief psychologist include purchasing and maintaining up-to-date testing materials and other supplies; recording and screening incoming referral material; scheduling; maintaining an accurate record of staff activities; and communicating with and interviewing applicants for staff psychologist positions and internships.
 - B. The duties of the supervising psychologist include the immediate and direct supervision of psychologist interns and filing various reports and records necessary to their

training. It is also the job of the supervising psychologist to aid in the selection of candidates for internship.

- C. The duties of an intern psychologist include the following: observing the supervising psychologist in the role as previously mentioned in the job description; conferring with the supervising psychologist on the development of the intern's duties and responsibilities; familiarizing oneself with testing procedures, evaluative and diagnostic work; report writing, staffings, parent conferences, and becoming acquainted with agencies, personnel and other general aspects of the job.

Duties of the Pre-vocational Coordinator

The Joint-Agreement between the Division of Vocation Rehabilitation, the Division of Special Education, and the Eastern Illinois Area of Special Education specifically states what the duties of the Pre-vocational Coordinator are:

- *1) Establish and coordinate the pre-vocational adjustment training stations.

The establishment of training stations is one of the most important and, possibly, most difficult duties. Training stations available within the school are analyzed and evaluated by school administrators, special class teachers, and the pre-vocational coordinator to determine the suitability of each training station for the purposes of this program. These same people must then discuss the program with the school personnel that will be the on-the-job supervisors. A very thorough understanding must be reached before any students are placed.

There are several ways the pre-vocational coordinator can go about establishing off-campus training stations. He might simply go from business to business explaining the program and enlisting the cooperation of possible trainer-employers. Another effective method is the use of local service clubs. The local offices of the Illinois Employment Service and the Division of Vocational Rehabilitation will be very valuable resources in finding and establishing training stations.

There will be problems encountered in setting up certain training stations for students that live in rural areas or away from the city in which they attend school. Some students live in or near very small communities which are as far as twenty miles away from their school.

In most cases it would be best to train the student within

the same town he is attending school. This enables the school to have a closer contact with the training station and gives the pre-vocational coordinator time for more valuable services, rather than traveling so many hours.

When a place of employment is being considered as a training station, a job analysis must be undertaken to determine what is required of a student who might fill that position.

A general description of the job, the broad skills required for the situation, the variety and complexity of relationships, the amount of supervision available and other related items.

The physical demand of the job, the working conditions: temperature, humidity, amount of time standing, running, walking, etc.

The social demands of the job: relationships with the supervisor as well as with peer groups and customers.

Academic demands of the job that must be appraised realistically. Frequently, a worker need have no reading ability beyond dealing with certain signs, such as: men, women, caution, danger, in, out, etc. In other similar settings, the employee may need to be able to read orders, do some record-keeping, etc. Therefore, the specific requirements of each situation must be fully evaluated.

- *2) See that periodic student-employee evaluation and other pertinent information are kept in the student's file.

The Division of Vocational Rehabilitation requires that a Progress Report be filled out for each student every four weeks when we apply for training and reimbursements. A copy of this form is included. It is filled out jointly by the pre-vocational coordinator and the on-the-job supervisor of the student. In addition, a more complete evaluation form will be filled out by the supervisor approximately every three months. Copies of this will be made available to the teacher, to the Division of Vocational Rehabilitation counselor and a copy will be kept filed in the pre-vocational coordinator's office.

A major evaluation technique will be the use of conferences with the trainer-employee. This will be used as the main basis for conducting individual student counseling.

- *3) Prepare a monthly budget covering costs to the Division of Vocational Rehabilitation for vouchering purposes.

Rather than submitting a budget to the Division of Vocational

Rehabilitation, we actually submit an invoice-voucher for reimbursement of training fees every four weeks. The Division of Vocational Rehabilitation reimburses on a set rate basis for the following training situations:

<u>Training Situation</u>	<u>Rate</u>
A. on-campus work experience during school year (minimum of 8 hours per week)	\$12.00 per week
B. off-campus work experience during school year (minimum of 15 hours per week)	\$10.00 per week
C. on-campus work experience during summer (minimum of 30 hours per week)	\$24.00 per week
D. off-campus work experience during summer (minimum of 30 hours per week)	\$20.00 per week

These training fees paid by the Division of Vocational Rehabilitation make it possible to pay the students who are working for the school district, reimburses the trainer--employer (off-campus) for his training services, provides fees for transportation and uniforms, and also provides some funds for the administration of the program.

The amount of pay in off-campus situations is left up to the employer. The coordinator will generally reimburse the employer at the rate of from six to twelve dollars per week, depending on the amount of time the employer must spend in supervising and training the student.

Other financial-management duties in addition to making out the four-week invoice-voucher are: 1) requisitioning reimbursement checks for trainer-employers and school districts employing these students (from business manager of administrative school district of the Eastern Illinois Area of Special Education), 2) developing a yearly budget of the program and reporting on it to the special education board, 3) keeping an accounting of receipts and expenditures in the special education office.

*4) Collect pertinent data on students.

In order to keep accurate records for a continuing program, especially when evaluation is as important as it is in this

program, pertinent data on each student must be kept on file in the pre-vocational coordinator's office, the Division of Vocational Rehabilitation office, and in the teachers file. The file of each student should contain the following items:

1. Four-week Division of Vocational Rehabilitation Training Progress Reports.
2. Periodic detailed evaluations filled out by employer or supervisor.
3. Copy of referral report for work-study entrance into work-study program.
4. Copy of application for Division of Vocational Rehabilitation services.
5. Medical reports.
6. Psychological reports.
7. Anecdotal records made by pre-vocational coordinator when training stations are visited, parent conference are held, or student counseling is carried out.

It is the duty of the pre-vocational coordinator to see that files containing this data are established and maintained.

*5) Prepare necessary information for admission into the program.

Before a student is declared eligible for the work-study program he must be staffed by the special class teacher(s), the pre-vocational coordinator, the Division of Vocational Rehabilitation counselor, the school counselor, the school psychologist, the director of special education, the social worker, and other personnel that could contribute to a thorough evaluation of the student.

*6) Counsel with students on individual problems affecting job training.

Many problems the student is having on the job will be dealt with in a private counseling situation. The most preferable way of doing this is to take the student out of class for a few minutes during the school day. In some cases, it may be necessary to counsel with the student briefly when we visit the training station, but this is undesirable as it is usually difficult to do this privately. It will be very important to schedule (with the teacher) the individual counseling sessions during school time in order to avoid taking the students out of class at an inconvenient time.

In order to insure that the students view the counseling situation as a positive experience, it will be important to establish good rapport. This means that the counseling session

must include positive suggestions on how a student can handle the difficulties he is having at work, and praise for everything the student is doing well. Many of these students have received little praise and satisfaction from anything connected with school.

- *7) Recommend those students to be considered for admission and dismissal from the program.

It is also the duty of the pre-vocational coordinator to seek out other students with handicaps who would benefit from a work-study program or other Division of Vocational Rehabilitation services. This will mean that each high school in the eight county area will have to be canvassed at least once a year.

- *8) Carry out vocational placement and follow-up of students participating in the pre-vocational program.

This refers to a more permanent, full-time placement following graduation from high school. Many of these students may stay on as permanent employees at the place they train. Though this will necessitate finding new training stations within a community, it will make the transition from part-time to full-time employment easier, and it will provide good employees for the employers who take the time to train these students while they are in high school. In some cases, however, an employer will not have a full-time position, or the position may not be satisfactory for full-time placement. In that case, it will be the duty of the pre-vocational coordinator and the Division of Vocational Rehabilitation counselor to help the student find a permanent job and see that a good adjustment is made.

This means that the school personnel will continue to have contact with the student during this post-school period. In some cases students will have little or no contact with the pre-vocational coordinator following graduation, depending on what sort of adjustment is made. Also, it is difficult to say how long the pre-vocational coordinator will maintain a regular contact with the student following graduation. Gradually, the student will have less contact with the pre-vocational coordinator. The student will know that he can go to the Division of Vocational Rehabilitation counselor for help if he needs it.

- *9) Promote a better understanding among school personnel of the vocational potentials of the students in the pre-vocational program.

Quite often, school personnel will not have a thorough understanding of the potentials of these students. They either reject these students, or else have a "pity the poor children"

attitude. Both are quite undesirable, and should be changed to improve the over-all effectiveness of the program. Because school personnel often know many people within a community and have many friends, they can do a lot of good public relations work if they are fully aware of the potentials of these students. This promotion of understanding can be accomplished at faculty meetings, P.T.A. meetings, by personal contacts, or by them actually seeing the kind of work the special education students perform.

This promotion of understanding is necessary not only with the professional personnel but with the non-professional staff as well. These are the people who will possibly be supervising these students. Thus, a very good understanding is necessary. Because these persons may be resentful of a person of low mental level doing the same job they are doing, it is necessary to not talk of these students in such terms as "persons who have difficulty learning in the normal ways," etc. Though it is not desirable to create a charitable attitude on the part of supervisors toward the students, it is desirable to make the supervisors or other non-professional personnel realize that they are performing a very important service.

- 10) Meet with special education teachers to help develop and improve the pre-vocational curriculum for special education students.

It is the duty of the pre-vocational coordinator to be familiar with pre-vocational text materials and curriculum so that he can make recommendations to the special education teachers on this matter. Because the classroom teacher has so many other academic requirements to attend to, he usually is not as aware of the pre-vocational education requirements as the pre-vocational coordinator is.

Though actual pre-vocational education is not included in the curriculum until the junior high or senior high levels, certain attitudes and abilities relating to vocational success can be developed in children earlier. It is the duty of the pre-vocational coordinator to encourage teachers of younger special education students to start developing these vocation-related habits and attitudes.

- 11) Meet with school personnel to explain the pre-vocational curriculum for the handicapped.

The reasons for and ways of explaining the pre-vocational program were discussed under section 9 above. It is also important to meet with teachers in schools that do not have a special education program in their school. They should be aware of any

services available to students in the school district, and they can also do much to further public relations.

- 12) Take the initiative in securing or recommending additional services to meet specific needs of handicapped pupils.

Because the pre-vocational coordinator works quite closely with the students and because he sees them in other than school situations, he is in a position to evaluate whether or not a student is in need of further services--especially such services that would raise the student's level of employability. Quite often, if the student is from a low-income family, these services would be paid for by the Division of Vocational Rehabilitation. Such services as speech therapy, dental services, medical services, or psychological services might be recommended. In addition, if a student needs and can benefit from further training beyond high school, he might be enrolled in a vocational school or training course. There are several special education work-study programs in the state that send some students to post-high school training courses, and have found it to be quite helpful to the students. Occasionally, we find additional training available while the student is in school.

- 13) Counsel with groups of students concerning vocational adjustments, vocational goals, etc.

Some students tend to "open up" more in a group situation. The entire group will benefit from experiences of each individual. Also, the group counseling situation is the logical place to talk about vocational plans and possibilities for the students. It is not certain how much group counseling will be possible with the size of a school, but if we find we are able to accomplish the counseling goals of this program through group counseling, we will use it more extensively than individual counseling because of the greater efficiency in terms of time spent. Always, it will be important to schedule this on a regular basis to insure that the counseling session does not conflict with other classroom plans.

- 14) Help the classroom teachers plan and carry out field trips to businesses and industries offering vocational possibilities.

As previously mentioned, one objective of this program is to make the students realistically aware of the kinds of jobs available to them in this area. One excellent way to introduce them to the local business and industry is through the use of field trips. The pre-vocational coordinator will make recommendations to teachers and help them set up field trips whenever possible.

15) Develop a plan of habilitation for each individual pupil.

A plan of habilitation will be worked out for each individual student by the Division of Vocational Rehabilitation Counselor, the special class teacher, the pre-vocational coordinator, other necessary school personnel, and medical personnel. This will always be tentative and subject to change, but it is important to have a goal in view for each student and a plan for implementing that goal. The plan is the product of the extensive evaluation of each student that we hope to carry out before and during the time the student is in the program.

16) Work with parents to help them set realistic vocational goals for their children.

Many parents of handicapped students have either too high or too low vocational goals set for their children. Some parents of Educable Mentally Handicapped students still believe their children will go to college, and others think their child will never be employable. Because their opinion, whether expressed or implied, has great influence on their child, it is very important to help them set realistic goals for their children. Conversely, they can often help in setting realistic vocational goals. They can often shed light on some things we have ignored.

17) Solicit the help of parents in fostering in their child the development of desirable habits and attitudes required for successful employment.

The parents can provide very excellent pre-vocational training right at home by developing a sense of responsibility and a positive attitude toward work. These students should definitely have responsibilities around the house which they are expected to carry out on a regular basis. It may only be washing dishes or mowing the lawn, but it is of great importance. This is something that should not begin when the child reaches sixteen and enters the work-study program. This is something that could be suggested by the pre-vocational coordinator or special education teachers to parents of much younger children. It would be a very good idea for teachers within the Eastern Illinois Area of Special Education to compile a handbook about the high school curriculum and the work-study program. Within the handbook suggestions could be made concerning the development of pre-vocational habits and attitudes at home.

18) Keep parents informed as to the child's progress while in the program.

It is very important for the pre-vocational coordinator to meet with the parents of each student at least once or twice

per year. The purpose is to inform the parents of the child's progress, restate the objectives of the program, and encourage the parents to help implement the plan of habilitation for their child.

This requires working some evening hours, but, when possible, these conferences can be set up in the late afternoon of the regular day the pre-vocational coordinator is in the community. This would avoid the time and mileage of returning multiple times to one community. Whenever possible, it would be a good idea to have this conference jointly with parent, teacher, pre-vocational coordinator and, when possible, the Division of Vocational Rehabilitation counselor.

- 19) Explain to the parents the role the Division of Vocational Rehabilitation can play in helping their child.

Because the school is the institution that parents will have the most contact with concerning the program it is necessary to remind them that the Division of Vocational Rehabilitation is a very important part of this program. They must be aware that the Division of Vocational Rehabilitation can, when necessary, provide other training services and help in vocational placement after graduation from high school.

- 20) Develop community awareness of the vocational potentials of handicapped youth in the community.

The pre-vocational coordinator should never pass up an opportunity to speak to any sort of church, club, or school organization. In addition he should constantly inform people he meets each day of the higher-than-expected vocational potentials that these students possess.

- 21) Teach Cooperative Work Training Class.

The implementation of the Cooperative Work Training (CWT) program requires the coordinator to teach occupational related information to the students at least 200 minutes per week. This curriculum consists of two major plans.

The first phase consists of units that relate to all types of employment with information and knowledge needed for the development of vocational competence.

The second phase consists of units relating to knowledge needed in the student's specific job.

- 22) Consulting with Special Education teachers in assigned areas.

It will be the responsibility of the coordinator to provide materials, methods, and program information to the special education personnel in his assigned area. Included in these services will be the development of workshops, and released teacher time, to insure the professional growth of all persons involved with educating handicapped persons.

23) Communications contact with local superintendents in assigned areas.

There are many problems which arise within a local district concerning special services and programs. It is the responsibility of the coordinator to be familiar with the various programs being affected and procedures to be followed in developing and receiving services. It is the opinion of this office that personal contact is by far the preferable means of communication. Prior to this time, such communication has been only haphazard and unstructured due to the time limitations placed on staff members.

24) Prepare monthly Program Reports for the Department of Vocational Education and Rehabilitation.

Each month the coordinator must fill out a written report on his coordinating activities. Within the report is included the students name, occupation and the various activities and accomplishments during that month.

These activities could include such things as training station visits, promotional activities, public relations, guidance, administrative contacts, labor-management contacts, and home visitations.

25) Summer Work Study Program.

Many of the Secondary EMH students continue employment throughout the summer months. It is the responsibility of the coordinators to continue the supervision and job coordination.

Another very important summer duty for the coordinator is to process all referrals and applications for the up coming school year. This involves parent conferences, contacts with school administrators, and conferences with local Department of Vocational Rehabilitation counselors. This is to insure that when the school year begins all students eligible for the vocational program will be ready to participate.

26) Summer Recreation and Work Study Camp.

During the past two years the summer work study camp has

been in operation. The camp is operated during the later part of the summer and runs for two weeks.

Within this unique situation the professional staff was able to:

1. Provide opportunities for students to grow in awareness of the natural world.
2. Provide opportunities for small group living experiences which lead to better self-realization for all participants.
3. Provide direction and experiences for participants to develop socially, mentally, socially, physically, spiritually, educationally and vocationally.
4. Provide circumstances and situations through which pride and interest in the participants work was enhanced.
5. Provide opportunities for exploration, adventure, and fun in an outdoor setting.

The coordinators role in this program consists of:

1. Initiating and organizing the camp (date, transportation, liability etc.)
2. Developing and supervising work stations while at the camp. This entails approximately five hours per day during camp.
3. Counseling both individual and groups.
4. Work related instruction--covering body care, health habits, social relations, work habits and attitudes.
5. Specific job instruction--use of tools, work processes, safety.
6. Group discussion--centering around work experiences, personal problems.
7. Recreation--including swimming, boating, fishing, hiking, dancing etc.
8. Arts and Crafts:

VISITING TEACHER OR SOCIAL WORKER

Visiting Teacher. With the passage in 1965 of the Elementary Secondary Education Act, Title I. Public Law 89-10, the Visiting Teacher school social worker whose main concern is people, more specifically children, has become an integral part of the Effingham Community Unit #40 educational system.

The Visiting Teacher was introduced into the system to insure closer tie between home and school when working with the individual needs of children who display unusual behavior.

The target area of Title I is children of economically deprived families, however, in extreme or emergency cases personnel may utilize the services of the Visiting Teacher.

Children are brought to the attention of the Visiting Teacher through the REFERRAL STEPS by teachers, principals, administration and agencies. They are referred for various reasons, such as personality or behavior troubles, scholarships or academic troubles, and health or physical defects.

When requested through the regular referral system, the Visiting Teacher initiates home visits, to establish rapport, to act as a liaison between home and school, to relate or obtain information pertinent to children with their own unique needs, and to give parents information that will help them better understand the school's obligation to their child.

The Visiting Teacher also conducts a follow-up program including drop-outs and referrals from present and preceding school terms.

The Visiting Teacher supplements but does not in any way supplant the role of the teacher; rather the Visiting Teacher and the classroom teacher are regarded as two different professional people who are working together on a common interest--the child in a school situation--each sharing a mutual goal which is the

development of the child through the medium of school experience.

Social Worker. The school social work program is an exemplary service which will be utilized at its maximum for the socially maladjusted and emotionally disturbed programs. We estimate that within the Eastern Illinois Area of Special Education that a minimum of ten (10) social workers will be needed to help supplant the educational program for handicapped children now in existence.

We plan to locate the school social worker within the resident milieu of the schools in which they service--such as those services offered by the school speech correctionists. We deem it imperative that the school social worker maintain a close contact with the school in which she is involved.

The School Social Worker must also be a member of the administrative team composed of the psychologist, director of Special Education, supervisors, vocational counselors, etc. Consequently, the supervisor of school social workers will be housed within the administrative offices of the Eastern Illinois Area of Special Education and will maintain direct responsibility to the field social workers.

The social workers have a concern and interest in all school children but they have a special concern in responsibility for children who did not seem to adjust satisfactorily to the school setting and have difficulties which persist despite the efforts of the teachers and others to resolve them. These children are demonstrating their unhappiness through the behavior which

they are exhibiting in the school. While the child with a major behavior disorder is a matter of great concern for the School Social Worker, he is still vitally interested in that youngster whose problem might be considered relatively superficial and whose improvement may be observed shortly following a referral by the teacher. It is desirable that school social work case loads be balanced between the severely maladjusted and chronic disordered on one end with an appropriate number of the brief service preventive type cases on the other.

This special service attempts to help the child become more socially and emotionally adequate. Special case work may be given the child and/or the social worker may work with the parents regarding the problem of the child. At times the social worker gives consultive services to the teacher and does not work with the child or parents directly. The kind of help given depends on the individual child's problem.

We deem it imperative that school social workers be employed within our individual school districts at the greatest possible moment. We feel that the first person to be employed in the school social work program is the supervisor of the school social workers to be placed on the administrative staff. The responsibility of this person will be to develop and employ field social workers within the individual school districts and counties. We think this person can best expedite the school social work programs.

PSYCHOLOGIST

An approved psychologist, to be approved by the Executive Council, shall be employed by the administrative district.

His duties, responsibilities, and authority shall be defined by the Executive Council.

OPERATION

All persons employed, all means used and all schedules effected under this program shall meet the requirements as shall be, from time to time, established by the Division of Special Education of the office of the Superintendent of Public Instruction.

The program shall be operated to provide special education for the children of all member districts as though one district, having regard to those most needful of such special education, age groupings, availability of personnel and facilities for classes, and the financial status of the program.

TRANSPORTATION

Each member district shall assume the responsibility of providing transportation for the students of that district attending the special classes organized and sponsored by the Executive Council.

FINANCING

This program shall be financed per capita by all member districts.

A budget of proposed expenditures shall be prepared by the total number of students (grades 1 through 12) enrolled as reported to the Office of Public Instruction for use in

the state directory in all of the several member districts, and the quotient thus obtained shall be multiplied by the number of students (grades 1 through 12) enrolled in any member district to determine the proportion to be contributed by each member district.

Each member district shall pay to the administrative district such sum of money as determined by Section C above as follows: one-half thereof on or before July 1st, and one-half on or before January 1st of each year.

All monies received by the administrative district shall be deposited in an approved bank, and shall by voucher or check be paid out as the Executive Council shall from time to time authorize.

AMENDMENTS

This program may be altered or changed at any time by a two-thirds vote of the Executive Council voting by districts.

CHAPTER IV

EDUCABLE MENTALLY HANDICAPPED

Total Number

I. Total number of children within the Eastern Illinois Area of Special Education -----37,250

A. Number estimated by prevalence rate (at .02% of school age children -----755

B. Number reported in 1966 Census:

<u>COUNTIES</u>	<u>NUMBER</u>	<u>PLACED</u>	<u>TOWNS</u>
Clark	- 66	39	Casey, Marshall, Westfield
Coles	- 137	121	Charleston, Oakland, Mattoon
Cumberland	- 40	17	Cumberland, Neoga
Douglas	- 111	52	Tuscola, Arthur, Newman, Arcola, Villa Grove
Edgar	- 85	40	Chrisman, Hume, Kansas, Paris, Crestwood, Paris-CH #95, Scotland
Effingham	- 90	31	Effingham, Beecher City, Dieterich, Altamont, Teutopolis
Shelby	- 61	42	Cowden, Findlay, Herrick, Moweaqua, Stewardson-Strasburg, Windsor, Tower Hill, Shelbyville
Moultrie	- 22	25	Bethany, Lovington, Sullivan
Total	-----	367	

C. Total number planned for: ----- 612

PRIMARY CLASS

The primary class should consist of children whose ages are six, seven, eight, and nine, mental ages for this group of children will be three to about six and a half. Since this class continues to be a preparatory class it is designated as the primary class. The purpose of such a group is to continue the social and mental development of the children, and to provide them with readiness activities, so that failure at the next level will be minimized.

The curriculum of the primary class should, in general, revolve around health, mental and physical, social experiences, readiness activities, visual and auditory discrimination, language, speech, quantitative, and motor, and familiarity with common materials, their uses and methods of using them. These should be taught through the use of meaningful units and activities.

Health. There is a higher incidence of physical and sensory disabilities among the mentally handicapped than among normal. It is essential that the teacher institute a program that places desirable values upon health, cleanliness, safety, and so forth. Regular routine must be organized within the classroom to establish habits of washing, brushing teeth, care of hair, and wearing suitable clothing within the classroom as opposed to outside. A proper balance between rest and activity should be planned in terms of class activities.

Social experiences. The provision of experiences in

group living is of extreme importance and should be an integral part of the primary program. The frustrations and failures experienced in many contacts with normal children and regular class situations have deprived them of many opportunities to learn to live, work, and play cooperatively with others.

Primary children in primary special classes have chronological ages of six to ten years, and develop mentally to the ages from three to six and one-half years. Generally, the chief criterion for moving a child from the primary to the intermediate group is not his chronological age but the fact that he has developed a mental age of six or six and one-half. Of course, other factors such as personality development and physical growth must also be considered. At that time, he has a reasonable chance of profiting from formal instruction in the skill subjects. Prior to that time the curriculum should be a continuation for the preschool level, emphasizing self-care, social skills, and sensory-motor readiness experiences. In social adjustment, heavy emphasis needs to be placed on oral language especially on enlarging the speaking vocabulary. There is a need to stress not only clarity in enunciation and correctness in pronunciation, but also the ability in structuring one's ideas clearly and in listening attentively so as to understand the spoken word.

Stress needs to be placed on self-care and habit training, particularly personal cleanliness, neatness, care of personal

property, and safety. Sharing, playing together and conforming to accepted social standards of behavior are important. In terms of readiness, the teacher should emphasize broadening of the experimental backgrounds of the pupils, lengthening their attention span, and developing good independent work habits. Improvement in motor coordination should be stressed. There should be a place for sense training which should center on such activities as matching colors, recognizing objects, and discriminating with the various senses. Rhythm exercises, arm movements, coloring, hammering, caring for household articles, cutting paper, and looking after pets. A beginning at learning to count and recognizing a few letters and words may have a place, though this should not be a major focus in the primary group.

As they begin to derive personal satisfactions from the activities and experiences in the special class they can begin to benefit from planned group experiences designed to teach them cooperation, sharing, and other skills required in normal, effective social relationships.

These skills must be developed slowly and at the developmental level of the child. Some of the most immature children will be unable to participate in cooperative activities with other children. These children must also learn to work and play independent of the teacher's direct supervision and also without interfering with the rights and activities of the other children

in the class.

Children who are developmentally ready should be taught to work cooperatively together on the same task, toward the same goal. This too will be achieved slowly with first two children working and playing cooperatively as they learn the social skills involved, the teacher needs to provide less and less direction and supervision. Gradually one additional child can be added to the group, if he too is at the developmental stage where he is capable of performing socially at this level.

The kinds of activities in which the children learn cooperative activities with the teacher and other children should be an out-growth of and integrated with the normal living and classroom activities. This will aid in the transfer of these social skills to their home and neighborhood situations.

Readiness Activities. The greatest proportion of the time a child spends in the primary class, he is at a pre-academic developmental stage. One of the more important aspects of the primary curriculum is the provision for experiences that will provide the children with those skills necessary to benefit from more formal instruction in the academic skills when they are intellectually ready. Speech and language environment from which a majority of them come.

Speech and language skills are fundamental to the

learning of reading as it is ordinarily taught in most primary classes. Emphasis should be placed upon increasing a meaningful speaking and listening vocabulary.

Quantitative Concepts. Understanding quantitative concepts and their use is necessary if a child is to comprehend fully the world about him and make use of arithmetical concepts and skills to be taught at a later date. The child must learn basic quantity or amount, sequence (counting), an understanding of the language used in dealing with quantities and finally the recognition and association of the written number with the quantity and process involved.

Motor Skills. Planned experiences to promote growth and improvement of skills in these areas should be included in a primary curriculum. The development of physical and motor skills is important to the learning of future academic, vocational, and avocational skills, and in the more satisfactory performance of other readiness activities. Physical and motor skills are also important in that they enable the mentally handicapped to participate in games and activities with other children on a more nearly equal basis.

Familiarity. Many of the previous skills can be taught through the use of integrative activities. They also require the use of concrete materials. The experience will have greatest value if the materials used are common to the environment of the children and with which they have had experience.

COURSE OF STUDY

The Primary Class for mentally handicapped children is designed to educate children of ages six to ten, whose mental level is six or below, and who are unable to cope with the curriculum of first or second grades of the regular public school.

The purposes of such a class are:

1. To establish, or re-establish, the confidence of the child in his own abilities by giving particular attention to mental and emotional factors in development.
2. To develop habits of physical health and safety according to the needs of such children.
3. To provide parent education so that the parents will accept the limitations of the child in academic achievement and accept the child for his abilities and his worth-whileness.
4. To emphasize the importance of social adjustment and social participation and to achieve the goal of social competency.
5. To develop language ability in these children since this is one of their major deficiencies.
6. To develop quantitative concepts at the pre-arithmetic level.
7. To develop better thinking ability through special guidance in that area.
8. To develop visual perception abilities as a

preparation for reading activities.

9. To develop auditory abilities as a preparation for reading activities.

10. To facilitate the use of their muscles for better muscles for better motor coordination.

11. To develop more adequate speech.

12. To develop, in general, habits and attitudes of work which will permit them to obtain maximum benefit from group participation in the classroom.

PRESCHOOL CLASS

The education of young mentally handicapped children at the preschool level is basically similar to the education of preschool children of average intelligence. Methods and procedures, equipment, personnel, and organization of such a preschool follow the pattern of nursery schools in general.

The major goals and objectives of the preschool are:

1. The preschool should provide an environment for each child which will foster emotional health through providing a feeling of security and belongingness, and a feeling of accomplishment.

2. The preschool should foster good physical health.

3. The preschool should provide opportunities for maturation through self-help throughout the day.

4. The preschool should offer opportunities for the

development..

5. The preschool should offer opportunities for social development.

6. The preschool should offer opportunities for the development of motor skills.

7. The preschool should offer ample opportunities to develop intellectual abilities.

8. The preschool should offer opportunities for parent education.

9. The preschool should provide for special clinical education for special disabilities found in the children.

The need for the field of preschool education of the mentally handicapped within a public school system is a much neglected field. The cost of operation, the difficulties of discovering children, and the lack of experience of school personnel in this area of education have retarded projects of this type.

This phase of the education of mentally-handicapped children may be more important than the phases that follow, after children have faced frustration and failure in the school. It is possible that many children who are unable to adjust to our society, would have been able to make an adequate adjustment following an intensive program of preschool education. The cost of education at this level may be insignificant compared to the cost of support and care at a later age.

PRE-KINDERGARTEN TEACHER

The teacher exercises his particular skill in selecting equipment and planning the curriculum which uses the equipment. These plans work best when they are concise, practical, easy to recall, and structured but flexible. On any day the tone of the group may alter the best thought out plans, calling for the ability to shift and redirect activities to meet the specific needs of the group and the children in it.

It is essential that the teacher know the significance of the choice and arrangement of equipment and how it might affect the individuals and the group. Specific opportunities should be provided to foster whatever peer interaction may be possible, be it parallel or interactive play contacts. The teacher must often initiate group activities and invite voluntary participation. The teacher should choose activities which will not be overstimulating for some of the children but which will maintain an attractive and inviting environment and should always support the child in his efforts to move toward new experiences. By providing carefully selected materials and offering adequate arrangements for their use, the pre-kindergarten school provides a fertile ground for positive ego development.

While attempting to live within a group of his peers, a retarded child often demands concentrated attention from an

accepting and sympathetic person. The child can be helped to discover that the teacher can be used in a variety of ways, from providing a temporary symbiotic tie to simply offering momentary support to help the child succeed.

The teacher's function or role in the classroom is first that of observing the children, then, individualizing his program to fit the group and individual requirements of the children through the choice of equipment, arrangement, and planning, and lastly, providing consistent structure and maintaining a climate of acceptance, warmth, and respect for the feelings of each child.

The teacher needs a thorough grounding in how normal children grow, an appreciation for openness about personality dynamics and feelings, and ingenuity in adapting educational techniques to the special group with which he works. Certainly whatever freedom and ability innovate he may have will be invaluable. This teacher must be able to understand himself and the process of becoming a teacher through integrating and incorporating new knowledge with previous strengths and abilities.

INTERMEDIATE CLASS

Children in the intermediate E.M.H. Classes usually range in age from about ten to thirteen years chronologically and have mental ages from about six to nine years. They are now ready for more formal instruction in the basic skill subjects. These should be taught only as growth in intellectual capacity permits and not to the neglect of social development. The intermediate curriculum is much more structured than the primary one. Learning tool subjects essential to everyday living requires systematic individualized instruction. A balanced program should make possible individual instruction without neglecting group instruction. It is usually possible for most retarded children to acquire academic skills at about grade three to four level before leaving the intermediate group, though some will be fortunate to be working at the upper grade two level when they reach adolescence. The chief criterion for moving a pupil from the intermediate group to the secondary group is the reaching of adolescence rather than in terms of academics.

JUNIOR HIGH SCHOOL CLASS

Adolescents in junior high special classes range in age from 13 to 15 years and have mental ages ranging from about 8 to 12 years. The central focus here is on life adjustment and occupational education. The curriculum is by now broadened

to include practical reading and arithmetic, science, social studies, household arts, and even a little of the fine arts. Adolescents, since their mental ages keep on increasing, should continue to be taught additional basic skill subjects. Arithmetic should stress handling money, figuring out wages, opening bank accounts, borrowing and paying back money, paying rent, taxes, and debts, and other practical tasks with which the retarded will be confronted in later life. These would include problems involving time, timetables, and road maps. By now, reading and writing skills should be sufficient for the retarded to begin reading a newspaper and other simple materials for information and pleasure. He should gain practice in filling out application forms for employment, reading instructions, studying want ads, and applying in writing for jobs. Oral communication in business and social settings must continue to be stressed. Special emphasis needs to be placed on social development. The boys and girls need help in feeling comfortable with the opposite sex. At the junior high level, while the pupils are 13 to 15 years of age, the general pattern is to provide in-school work experiences. A pupil may be assigned for one or more periods a day to janitorial, cafeteria, shop, office, or other duties. He should be shifted every two or three months to a different work situation to evaluate his interest in, and competence at the various work experiences. Both the person in charge of the program and the special

teacher need to observe and evaluate the trainee.

Job Description. The teacher selected for the organization and education of mentally handicapped children should be thoroughly trained in the education of the mentally handicapped. Regular elementary teachers without special training tend to pattern the special class after the curriculum of the elementary grades. A teacher of the mentally handicapped must obtain supplementary specialized training to understand the children, their needs, and the curriculum of the special class. The teacher should know the assets and liabilities of the child from the beginning, rather than find them out gradually during the year.

The teacher of the special class should be given freedom in organizing the curriculum according to the needs and abilities of the children assigned to his class. Since, special classes do not follow the regular curriculum of the school the teacher should be accorded the freedom of organizing the curriculum for the class. This does not mean that the teacher should have no program. The teacher should be required to outline the objectives to be attained during the year.

Children in the junior high group will consist of boys and girls of thirteen, fourteen, fifteen and possibly sixteen years of age depending on their mental and social abilities. The mental ages of these children range from about eight to twelve.

Curriculum.

(1) At the junior high level it is necessary to emphasize more specifically the areas of living, the skills, and attitudes essential to meeting the requirements of the social and occupational world. Most areas can be developed around the broad headings of (1) homebuilding, (2) occupational education, (3) societal relationships and, (4) physical and mental health.

Although a special education program is in reality a guidance program, it should be emphasized that one of the basic techniques of special education is personal guidance or individualization of instruction. By personal guidance is meant the recognition of the unique problems of each individual and the formulation of a technique for assisting him in solving his problems. Some of these problems may be in the areas of (1) difficulties in mastering the elements of tool subjects, (2) personal and social adjustment, and (3) occupational guidance, information, and training.

Objectives and Purposes. The education of the mentally handicapped differs from the education of the average child in the lack of emphasis placed upon academic achievement, and the emphasis placed upon the development of personality and adequacy in the occupational and social areas. Mentally handicapped children cannot achieve the skills and degrees of knowledge in the academic areas of reading, writing, arithmetic,

science, or social studies attained by the average child. They can, however, learn to adjust to society and to show accomplishment in an unskilled or semiskilled job.

The following questions should be asked regarding the activities of mentally handicapped children in a classroom.

Does it promote health, both mental and physical?

Does it promote a practical application of the tool subjects?

Does it promote better home membership?

Does it promote better group and community living?

Does it promote a better use of leisure time?

Does it promote desirable working habits and attitudes?

The more specific aims for the mentally handicapped are:

1. They should be educated to get along with their fellow men; i.e., they should develop social competency through numerous social experiences.

2. They should learn to participate in work for the purpose of earning their own living.

SENIOR HIGH SCHOOL CLASS

For most educable mentally handicapped students, senior high school is the last stage of formal training in a series of progressive steps in preparation for life as an independent and a contributing citizen. The intellectual limitations of

E.M.H. students dictate that the high school program should stress vocational training and family living. However, it must not be forgotten that E.M.H. students are entitled to many of the experiences available to all students in the senior high school, on a selective basis related to individual needs.

The development of acceptable work attitudes and work habits assumes major importance; professional counseling and psychological services should be available to help E.M.H. students develop such attitudes and habits.

A high school inaugurating workshops and vocational experiences for the mentally handicapped will want to coordinate its program with the services of the Division of Vocational Rehabilitation, State of Illinois.

IDENTIFICATION

As the Illinois program in special education matures, nearly all mentally handicapped students will be identified in the elementary schools and placed in appropriate special classes, being promoted to the senior high school at or near age fifteen. In many communities, this pattern is already well-established.

Regular and thorough re-evaluation by qualified psychologists is essential, to assess progress and to assure continued appropriate school placement. Professional staff conferences of the personnel working with each student, including those administratively responsible for his program, constitute the most effective

means of sharing information and reaching appropriate decisions.

PLACEMENT

Decisions to place EMH students in special classes and programs, and to modify their programs subsequently, are reached in staff conferences. Groupings and scheduling should always be sufficiently flexible that students may be transferred to more appropriate sections if necessary, after thorough staff assessment.

CURRICULUM

Graduation Requirements - High School EMH:

English	3 years
U. S. History	1 year
Government	$\frac{1}{2}$ year
Mathematics	1 year
Science	1 year
Driver's Education	$\frac{1}{4}$ year
Physical Education	4 years

(Subjects in parenthesis
are electives.)

SUGGESTED FIVE YEAR HIGH SCHOOL PLAN FOR EMH

A	I	II	III	IV	V
C	ENGLISH	ENGLISH	VOCATIONAL ENGLISH	PHYS. ED.	Classes as necessary
A	PHYS. ED.	PHYS. ED.		GOVT. $\frac{1}{2}$ yr.	
D	MATH	(Soc.Stud./ Driv.Ed.	PHYS. ED./ DRIV. ED.	(Vocational English)	
E	SCUEBCE"	$\frac{1}{4}$ year	$\frac{1}{4}$ year		
M	Soc.Stud.	(Science)	U.S. HISTORY	(Home Econ./ Shop)	
I	(Home Econ. Shop)	Math	Vocational Math	(Vocational Math)	
C		(Home Econ. Shop)	(Home Econ. Shop)		
S					
	Inventory- Counseling on job preparation	1 hr. job placement	2 hrs. job placement	3 hrs. job placement	Full-time job place- ment and follow-up. Additional counseling and place- ment as needed

V
O
C
A
T
I
O
N
A
L

EVALUATION

Evaluation. Evaluation is an on-going process that helps the teacher to look critically at her own program, and at her progress of individual children in her class. Since no absolute criterion can be established, teachers have found that the pupil must be must be evaluated on a number of relative criteria. These are:

1. The extent to which academic progress approaches the level expected as indicated by his mental age and his own pattern of abilities.
2. Progress in development of physical coordination.
3. Progress toward increasing social maturity.
4. Good mental health.

Self-evaluation--1. Is the class designed to further the areas just listed above? (2) Does the teacher assign with a purpose? (3) Are devices used relevant and as simple as possible? (4) Is there work assigned to the entire class that does not take into account individual differences? (5) Is the emotional atmosphere of the classroom relaxed rather than tense, over-excited, or depressing?

Pupil Evaluation.

1. Use special report card.
2. Have a parent conference at grade card time to explain that grades are on individual basis and not in competition with others in school.

3. Parent conferences can be utilized for a discussion of progress "ungradable" areas (social adjustment, etc.) and for an exchange of ideas.

4. Establish standards for promotion.

Teacher Evaluation.

1. Rapport with students.

2. Relations with others on the staff.

3. Personal qualities.

4. Methods of conducting class.

5. Desire to experiment and improve.

6. Allow teachers to help establish evaluative criteria.

7. Have ratings made frequently by more than one person.

8. Discuss evaluation with the teacher stressing strengths and ways to improve instead of dwelling on weaknesses.

Curriculum Evaluation.

1. Extent to which curriculum meets objectives.

2. Extent to which every teacher is involved in planning the curriculum.

3. Degree of continuity of the curriculum--scope and sequence.

4. Extent to which curriculum meets individual differences.

5. Amount of enrichment and remediation present in the curriculum.

6. Degree of unity of the curriculum.
7. Quality of learning experiences presented to pupils.
8. Provisions for continual evaluation of curriculum.
9. Provisions for experimentation and changes in curriculum.

Administrative Evaluation.

1. Amount of interest shown in developing the program.
2. Amount of support given the actual development.
3. Extent to which the administration allows the director to assume authority.

PROGRAM

The number of diagnosed Educable Mentally Handicapped children now being educated in Special Education Classes within the Eastern Illinois Area of Special Education -- Total----- 367

Number still needing service ----- 245

The Eastern Illinois Area of Special Education now has in existence the following classes:

1. Primary -----	9
2. Intermediate -----	9
3. Junior High -----	6
4. Senior High -----	<u>6</u>
Total -----	30

Classes are needed at the following levels:

Preschool	-- ages 3-5
Primary	-- ages 5-7
Intermediate I	-- ages 8-10
Intermediate II	-- ages 11-13
Junior High or Senior High I	-- ages 14-16
Senior High	-- ages 16-21

Where will the Special Education Classes be located within the Eastern Illinois Area of Special Education?

Due to the large geographical area covered by the Special Education District -- and the areas of sparse population -- it will be essential to develop a "Cluster" system of classroom and program development.

Presently the thirty (30) Special Education Classes are located in sites of convenience -- but leading toward the "Cluster" system. Note Map which depicts the present class placements and shows the network of classes. The "Clusters" will concentrate around six (6) target cities -- which are (note map):

Mattoon - Charleston -- Minimum 10 classes

Effingham - Minimum 5 classes

Paris -- Minimum 7 classes

Shelbyville - Minimum 6 classes

Villa Grove - Minimum 5 classes

Marshall - Casey - Minimum 5 classes

The "Cluster" system is based on the theory that in order to have a comprehensive educational curriculum and program a proper sequence of curricula and chronological ages must be maintained. Under this system a student would transfer to another class at least every two years -- but would still work at his own mental age level. "Cluster systems" also aids good social development. Transportation is kept to a minimum -- and team teaching may be utilized to its fullest extent.

There will be some cases where a few isolated classes will exist outside of the "Cluster." These isolated classes will be Primary Classes only and will be developed only when transportation time will exceed proper limits for Primary age children. Such cases may be Bethany and Chrisman. Maximum

travel time for Primary age children should probably not exceed thirty minutes one way.

TRANSPORTATION

What is the plan for transportation? According to the Eastern Illinois Area of Special Education Joint Agreement -- each district will be responsible for his own transportation to and from the special class. The Director of Special Education will help coordinate transportation activities.

Special attention to integrate transportation into meaningful lessons will be a goal of all teachers. Special assignments to be carried out on the vehicles will be emphasized.

Plans are in the developmental stage to transmit educational criteria programs to the vehicle by closed circuit T.V.

Regular bus schedules will be utilized in all cases possible, as will regular buses.

Transportation will be held to one hour (one way) but care will be taken to keep that time at a thirty (30) minute maximum (one way).

FACILITIES

How many rooms are being used? Presently, thirty classrooms are being used for Educable Mentally Handicapped classes.

How many rooms are needed? Approximately - 10-15 extra classes will be needed to complete the "cluster system" by 1969.

Are plans being made to obtain these rooms? All new building programs are including facilities for Special Education Classes. In some cases, "portable" classrooms will be constructed and attached to the regular architecture.

Junior High and Senior High Schools will not have to obtain separate rooms as these programs are not self-contained but integrated into the existing school program. Under these mechanics - 210 students can be integrated into the school structure without an undue burden.

TEACHER SELECTION

The selection of the teacher is the most important single factor in organizing and developing the educational program for the educable mentally handicapped. The law provides that the special classroom teacher (professional worker) must hold a valid Illinois Teacher's Certificate and have the specialized training required by the Superintendent of Public Instruction. Teachers of the educable mentally handicapped must not only have the skills and personal qualities of the competent regular classroom teacher, but also must possess the skills for working as a member of a professional team. Such attributes as flexibility, understanding, good physical and mental health, and a sense of humor are essential for the teacher in this program.

CHAPTER V

TRAINABLE MENTALLY HANDICAPPED

TOTAL NUMBER

Total number of children in Special Education District

-----37,250

Number estimated by prevalence rate of .002 of the
school age children _____75

Number reported in 1966 Census:

<u>County</u>	<u>Number</u>	<u>Placed</u>	<u>Class</u>
Clark-----	12	12	Primary
Coles-----	43	43	Two intermediate One primary
Cumberland-----	16	-	
Douglas-----	11	-	
Edgar-----	10	-	
Effingham-----	24	24	13 Nanon Wood School 8 Workshop
Shelby-----	9		
Moultrie-----	6	10	Bethany

PROGRAM

The number of diagnosed (~~Trainable Mentally Handicapped~~)
children now being educated within the Eastern Illinois Area
of Special Education -----59

Number still needing service -----15-30

The Eastern Illinois Area of Special Education has in existence the following Trainable Mentally Handicapped classes:

1. Mattoon ----- ages 7-12
2. Marshall ----- ages 8-12
3. Bethany ----- ages 9-14
4. Arcola ----- ages 6-11
5. Paris (not approved) ----- ages 10-16
6. Effingham (not approved) -- ages 5-18

Where levels of classes are needed?

It is imperative that classes be provided for trainable children from preschool to age 21 and gainful or sheltered workshop employment. A proper chronological age range not to exceed a maximum of three years and preferably a two year age range must be maintained. A comprehensive educational program can only be accomplished if the above age requirements are upheld.

Suggested class levels are:

1. Preschool----- Ages 3-6
2. Primary I----- Ages 6-8
3. Primary II----- Ages 8-10
4. Intermediate I----- Ages 12-15
5. Intermediate II-----Ages 12-18
6. Pre-Vocational Training--- 15-18

7. Vocational Work Study Training----- 18-21.

8. Employment or Sheltered Workshop----- 21+.

Where will the Trainable Mentally Handicapped classes be located within the Eastern Illinois Area of Special Education?

Presently the Trainable Mentally Handicapped classes are located in a circle around the area prohibiting the use of the cluster theory and a comprehensive educational program. To insure a proper comprehensive educational program and maintain a two-three year age range -- it will be necessary to centralize the Trainable Mentally Handicapped classes.

A committee of six (6) superintendents and the Eastern Illinois Area of Special Education board -- after considerable study -- recommended that all Trainable Mentally Handicapped classes be located in Mattoon and Charleston or all in Mattoon or all in Charleston or a combination of the two (2) towns. Present classes in existence will be phased into the centralized area when satisfactory facilities can be developed and transportation arranged. These recommendations were discussed and voted by the Eastern Illinois Area of Special Education Executive Board to be implemented as soon as feasible.

TRANSPORTATION

What noncertified personnel will be used for Trainable Mentally Handicapped classes?

A minimum of one (1) noncertified person will be employed

for each Trainable Mentally Handicapped class and in all cases volunteer service will be utilized whenever possible.

A noncertified person or "bus-marm" will be assigned to any bus, cab, or van that transports five (5) or more Trainable Mentally Handicapped students.

The Eastern Illinois Area of Special Education will coordinate all activities of other agencies that might become involved with the Trainable Mentally Handicapped program or students. Full cooperation with all agencies will be fostered. A list of cooperative agencies is listed in the addendum.

What therapist will be employed?

A language therapist will provide language training for the children and will act as a consultant to the Trainable Mentally Handicapped teachers.

What provisions are made for transportation?

Transportation will be the direct responsibility of the individual school districts aided by the Director of Special Education. "Shuttle" transportation will be used as much as possible for convenience to the outlying districts.

FACILITIES

All six (6) classes planned will hopefully be placed into two (2) large buildings. -- one building will handle the first four (4) classes and the second building will handle the last two (2) which are the vocational classes. These

buildings may both be located in Mattoon or Charleston or a combination of the two.

The existing classes will remain in their present locations until adequate housing is located in Mattoon and Charleston.

JOB DESCRIPTION

A good teacher for young retarded children will work in a bland environment, creating a series of structured situations saturated with a genuine attitude of empathy, worthwhileness, confidence and love.

A bland environment is achieved by avoiding the inclusion of any and all extraneous material, bright color, shiny or shimmering surfaces, or moving things.

The room should be painted in pleasant pastels, with no decorations, decals, pictures, print materials, murals. Hardware should be satin finish, if possible. Lighting should be indirect, shielded fluorescents.

Draw draperies should cover all views during work time. Draperies are opened on purpose to watch a fire engine, birds, clouds, swaying trees--to watch for the bus and learn to wait patiently.

Primary colors--red, bright blue, bright green, or deep yellow--are reserved for teaching devices.

Teachers should wear pretty pastels or plain colored
dark

dark clothing. Smocks should not be gaily patterned.

Furniture should be pastel, gray or beige, with unpatterned, undecorated formica tops on tables.

Dangly, bangly jewelry, bracelets and earrings should be avoided. Bright-colored fingernail enamel is very distracting, the effect of red nail polish is notable when the retarded child is older and learning to direct attention to flat surfaces, pictures in series or printed material. With these older children, having a red enameled index fingernail on the target will draw attention readily. This technique is valuable at the appropriate time. The nursery and kindergarten children are learning to direct attention toward a gross target, an object, or person, and must not be distracted to attend to fascinating details of a teacher's appearance.

All materials--toys, books, etc.--must be kept out of sight at the nursery and kindergarten level. The task at hand must have all the attention. Record players should be closed. The moving turntable is often more compelling than the sounds we are using for learning.

As the children move along and their attention becomes more readily captured and sustained, "things" may be a part of the environment. Open shelves, books and toys, are a part of the junior intermediate class. These children have had learning experiences in the nursery, kindergarten and primary groups. More color and extraneous material is permitted through the

intermediate years. The older children work in rooms very much like any other classrooms--pleasant, uncluttered, with materials for independent projects and pursuits accessible.

Habitual tidiness--a place for everything, and pride in having a comfortable, happy and beautiful place in which to work--contributes to the achievement of a mature, socially acceptable individual.

COURSE OF STUDY

The trainable mentally handicapped child requires a curriculum designed to further the adjustment of the child to his home and neighborhood. The school program for such a child is not expected to "cure" these children not to make them independent members of our society. It is designed so that the child may learn to better care for his personal needs at home (self care), to get along with others in the home, the school, and the neighborhood; to respect property rights; and in general to manage his own affairs in a social group and in a restricted environment (social adjustment); and to learn to do things, not only for himself but for others. This latter objective has been called economic usefulness which means simply to do chores around the house to assist the mother and father and/or to do some simple work under supervision in a sheltered environment. Above all the program as a whole should aim to develop a well adjusted personality, or a happy child, for these children are entitled to the

"pursuit of happiness", in the same degree as all children. In short, general personality development which can function in a limited environment should be the goal of the school program.

It is important to help each child acquire acceptable patterns of behavior consistent with his level of development. Learning begins when the child steps into the bus at the beginning of the day and continues through each activity during the school day.

The trainable mentally handicapped child becomes more independent and develops a feeling of security as he learns to do for himself those tasks that adults have had to do for him. He can usually achieve some measure of success at the very beginning of his training, regardless of how low his level of development may be. This small measure of success can provide the foundation for his training in self care.

The teacher must be aware of just how the routine he is trying to establish at school can be carried over into the home. There will be no value in teaching a routine if it cannot be used in the home. After a child's level has been determined, he should have a consistent pattern to follow at school and at home until the routine is a part of his living. This integration of the school and home training programs will be implemented through frequent teacher-parent conferences.

With proper training the trainable mentally handicapped child will gain independence and a sense of security by helping others as well as by helping himself. Most of these children can be trained in assisting at home in simple household tasks such as preparing and serving simple meals, cleaning, making beds, sewing, shining shoes, laundering, caring for yards, and running errands. In economic usefulness, as in self care, when household tasks are taught at school an effort should be made to have a carry-over into the home.

Since the physical development of many of these children is more in keeping with their chronological age rather than with their mental age, they can learn simple routine tasks that require the development and coordination of gross and small muscles. Such activities include folding, stamping, stuffing envelopes, woodworking, etc.

As some of these children learn simple routines they develop good work habits and longer attention spans. The older child who has had sufficient training can often spend most of his school day in activities that contribute to economic usefulness.

The greater part of a child's learning comes from and through body movements. Through physical training activities he improves his physique. But more important, he experiences social conditioning and finds a means of relieving his inner tensions and emotions in a conventionally acceptable manner.

Spoken language is one of the most important means by which the trainable mentally handicapped child will be able to gain acceptance in and enjoy group situations. The importance of spoken language is due partially to the fact that trainable mentally handicapped children will never achieve proficiency in the more advanced stages of communication i.e. reading, writing.

The value of music in teaching trainable mentally handicapped children cannot be over-estimated. It is a means of expression. It can be used to make the child happy through participation and appreciation; through relaxation by a release of pent-up emotions; through the joy of listening, watching, and playing together.

It is desirable that music be closely related to all of the child's actual daily experiences. It can be effectively correlated with his activities in physical training and with his growth in language development as well as with all other areas of his curriculum. Some of the abilities that can be achieved in the area of music are listening, singing, performing body rhythms, playing in rhythm band, singing games, dancing, and marching.

EVALUATION

Evaluation is the process by which we judge and thereby learn what a thing or act is worth at the time judgment is made.

In a program for trainable children we are always in the process of evaluating something. When a child is presented for admission his physical, social, emotional and intellectual statuses are evaluated by a physician, psychologist, social worker, teacher, and language pathologist to determine eligibility, and to indicate a starting point upon which the teacher may begin to make plans for a suitable and profitable program.

At the end of the pre-admission trial period another evaluation is made to determine the child's ability to function in a group of peers and to consider whether or not the child will profit from the available program.

CHAPTER VI
SOCIALY MALADJUSTED

PROGRAM

A teacher is a combination of academic teacher, remedial instructor, social group worker, and parent surrogate. He guides academic and remedial studies, recreation arts, hobbies, and clubwork--but in a very special way. Children participate through fluid groupings directed by, in some instances, one teacher, or at other times by teams of teachers. Groups are also under class observation of psychiatric social workers who guide and assist teachers in utilizing group dynamics techniques.

The recommendations for these classes are:

1. Pupil-teacher ratio should not exceed 15 pupils per teacher.
2. Teaching schedules should be comparable with other teachers.
3. Classroom teaching assignments should not exceed 30 hours per week.
4. Teachers should not be assigned to non-school duties.
5. Club sponsorship, hobby hours, and the like should merit adjustment in the teaching schedule.

Teachers must help maladjusted students come to terms with societal limits and find their individuality enhanced

through productive group membership.

Regular textbooks and teachers' manuals do not provide the information, activities, and guidance necessary. These youngsters learn well with instructional materials reflecting their style of learning. Maladjusted children need learning opportunities capitalizing on their facility with the: (1) physical and visual rather than the aural, (2) content-centered rather than form-centered, (3) externally oriented rather than introspective, (4) problem-centered rather than abstract-centered, (5) inductive rather than deductive, (6) spatial rather than temporal, (7) slow, careful, patient, persevering in areas of importance, rather than quick, clever, facile and flexible new curricular concepts for maladjusted youth incorporate elements of work, study, recreation, and social responsibility into special techniques. Relearning is instrumented by teachers skilled in directing behavior toward the "habits society demands as a condition of freedom". All activities emphasize vocational, pre-vocational, and job-connected skills.

NON-CERTIFIED PERSONNEL

We will not plan at this time to use non-certified personnel within the classroom. However, non-certified personnel may be utilized in the pre-vocational workstudy programs.

We will work with all Agencies interested in meeting the individual needs of children mainly these agencies are listed in the Appendix at the end.

Those therapists to be used in the socially maladjusted program will be speech and language therapists.

Other school services offered will be the services of the school social workers, school psychologists, school nurses, guidance counselors, special reading consultants, curriculum personnel, and special subjects supervisors.

TRANSPORTATION

The resident school administration will have the basic responsibility for providing transportation for all socially maladjusted children within their specific jurisdiction. The Director of Special Education will aid in the coordination of transportation. Private and public carriers will be contracted to transport these children.

One hour should be the maximum time that a child would be involved in this travel (one way).

HOUSING

We are currently using three rooms within the Special Education District and tract system for the socially maladjusted.

Rooms--additional rooms to be utilized when needed will be twelve (12) elementary rooms, six (6) junior high rooms, and six (6) senior high rooms.

Our plans for obtaining new rooms will be based on those school districts building new buildings which will add extra classrooms for use. We must also realize that by shifting

students, particularly elementary students within the school that this system will free other rooms for use. Floating systems at the high school and junior high school will be utilized as much as possible.

Our greatest effort to obtain housing will be concentrated at the elementary school level.

TOTAL NUMBER

Total number of children in Special Education District

----- 37,250

Number estimated by prevalence rate for this type hand-

icapped----- 1,862

Note: The total rate is .05% of the student population and of this number .02 or 755 need intensive teacher and pupil personnel service; .03% or 1,017 students need pupil personnel services' only.

Number of socially maladjusted students reported in 1966 Census: - 415.

<u>County</u>	<u>Number</u>	<u>Placed</u>	<u>Class</u>
Clark	-- 40	17	(1)
Coles	-- 63	20	Mattoon 7 & 8 grade
Cumberland	-- 13		
Effingham	-- 46		
Shelby	-- 14	1	Shelbyville

Edgar	-- 63	
Moultrie	-- 9	2 Sullivan
Douglas	--167	1 Villa Grove

Number presently being served:

1. Special Education ----- 50
2. Special Projects ----- 80

Number still needing service:

1. Intensive Service - 700
2. Personnel Services - 1,800

CHAPTER VII
LEARNING DISABILITIES
(Neurological Impaired Functional)

TOTAL NUMBER

Total number of children in Special Education District
----- 37,250.

Number estimated by prevalence rate of children with
learning disabilities - 372.

Number of children with learning disabilities reported
in 1966 census: 303.

a. Clark County	- 23
b. Coles County	- 50
c. Cumberland County	- 27
d. Effingham County	- 27
e. Shelby County	- 36
f. Edgar County	- 57
g. Moultrie County	- 28
h. Douglas County	- 55

Total number planned for - 372

PROGRAM

Number presently being served - 0

Involved in kindergarten; Neurological, one per county,
eight (8) classes minimum.

Number still needing service - 372

Levels at which there are classes -0

Levels at which classes are needed -

1. Elementary schools - 31
2. Junior High Schools - 6
3. Senior High School - the "Know and Care Centers"

will serve as the educational plan for the high school person with a learning disability.

Location of classes:

Because of the geographical location and populations sparsity it will be necessary for the Eastern Illinois Area of Special Education in most cases to utilize the services of the itinerant teacher rather than the self-contained classroom. However, in the counties of Coles, Douglas, and Edgar, self-contained classrooms may be utilized--however, even this is doubtful because of the lack of base population.

Thirty-seven (37) itinerant teachers will be the

approximate number needed by 1972 to serve the child with a learning disorder. The breakdown of teachers could be approximately as follows:

- | | |
|----------------------|--------------|
| a. Clark County | - 2 teachers |
| b. Coles County | - 5 teachers |
| c. Cumberland County | - 3 teachers |
| d. Effingham County | - 3 teachers |
| e. Shelby County | - 4 teachers |
| f. Edgar County | - 6 teachers |
| g. Moultrie County | - 3 teachers |
| h. Douglas County | - 5 teachers |

Timetable for implementing a program for the learning disabled:

Note: Our greatest emphasis would be placed on this program beginning September 1, 1969.

1969-70	1970-71	1971-72
---------	---------	---------

10

Noncertified Personnel:

We do not plan to use noncertified personnel in this area.

We will work with all agencies interested in meeting the individual needs of children. These agencies are listed in the Appendix I. A therapist to be utilized in the learning disabled program will center around a speech and language therapist who is particularly trained in the areas of learning disabilities,

particularly language functioning. The speech therapist will act as a team member on the team approach for the child. The school psychologist will be utilized fully for the purposes of educating this child.

TRANSPORTATION

Transportation should not be a problem in the program for the learning disabled unless it is deemed necessary to establish self-contained classes. If a self-contained classroom is utilized the resident district would be responsible for the transportation. The Director of Special Education will aid in the coordination of the transportation for these children.

HOUSING

Number of rooms presently being used - 0

Number of additional rooms needed as work rooms for itinerant teachers.

We would estimate that ten (10) more rooms will be necessary for the operation of this program as twenty-eight (28) rooms are now established for special services for itinerant teachers.

School districts are now engaged in a survey and room study. It will be possible to provide space for the itinerant teacher within the limits of the timetable:

1969-70
35

1970-71
37

1971-72
35

CHAPTER VIII
EMOTIONALLY DISTURBED
TOTAL NUMBER

Total number of children in Special Education District
----- 37,250.

Number estimated by prevalence rate (for this type
handicap) - 372

Number reported in 1966 Census - 259 *

Total number planned for - 372

* The Census breakdown is:

Clark	-	21
Coles	-	105
Cumberland	-	24
Effingham	-	19
Shelby	-	10
Edgar	-	19
Moultrie	-	5
Douglas	-	<u>56</u>
Total		259

PROGRAM

Number presently being served - 10

Number still needing services - 362

Levels at which there are classes - 0 (Those emotionally
disturbed students which are now being served are being served

in individual therapy conducted by the staff of the Eastern Illinois Area of Special Education).

Levels at which classes are needed - (All classes for the severely emotionally disturbed child will be conducted in the elementary grades and prior to the child's reaching his tenth birthday). We estimate that twelve (12) such classrooms and teachers will be needed to conduct this program prior to 1969. All twelve (12) classes will be conducted at the elementary level.

Location of classes:

The location of the classes will be attempted to be located near the center of the county for convenience of transportation. The sites selected are the target towns used for the cluster system. Such a breakdown as to the number of classes would be:

Mattoon/Charleston	- 2 classes
Effingham	- 2 classes
Shelbyville	- 2 classes
Paris	- 2 classes
Villa Grove	- 2 classes
Casey	- 2 classes

Each classroom will be specifically designed for the emotionally disturbed child and will require in most cases an architectural designed for that class in order to utilize "time-out-room" theory. Operant conditioning will be the main

operational principles of these classes.

A modified curriculum and the Social Worker Program will center around the disturbed child above the age of 10 years of age. (See Maladjusted Program)

Timetable:

The number of classrooms which will be needed is:

1966-67	1967-68	1968-69	1969-70
3	3	3	3

Noncertified Personnel:

Noncertified personnel will be utilized in all cases in all areas for the emotionally disturbed. This may be done either on a contractual basis or on the "volunteer mother" plan. We feel it is absolutely essential that these children receive as much aid, care, and love as they possibly can absorb.

We will work with all agencies interested in meeting the individual needs of the emotionally disturbed children; namely agencies dealing with mental and physical health, such as (1) the individual Mental Health Centers and Zone Centers of Mental Health and (2) the Child Guidance Care Clinics such as Children & Family Services and the University Guidance Centers (3) other cooperating agencies are listed in the Appendix.

Psychiatric Services:

A complete psychiatric examination must be conducted on each child prior to his entrance into the program for the emotionally disturbed. The psychiatric services may be contracted

through a private psychiatric clinic, through a private psychiatrist, or through Mental Health Agencies. In most cases we will try to utilize the psychiatrist of the Mental Health Clinics.

Other school services such as the services of the school psychologist will be utilized to its fullest extent, as each child must receive a complete psychological re-evaluation annually. The school social worker will be a vital link between the home and school setting.

TRANSPORTATION

Special transportation will have to be utilized in most cases primarily because the desire is to place all of the special classes within the same school framework as to utilize team teaching principles and to minimize transportation difficulties as much as possible. Each resident district will be responsible for its own transportation to and from the special classroom. Transportation will be correlated by the Director of Special Education.

HOUSING

Number of rooms presently being used - 0.

Number of additional rooms needed for the emotionally disturbed program: Presently twelve (12) classrooms at the elementary level must be utilized for the emotionally disturbed program.

A room survey is now being made to determine available classroom space for the emotionally disturbed children. Housing at this time appears to be a most critical detriment to this program. It will be difficult to locate twelve (12) classrooms by 1969 because of the architectural design of the classroom to be utilized. All new school programs under construction are providing extra classrooms for the handicapped child and in particular the emotionally disturbed child.

CHAPTER IX:
PHYSICALLY HANDICAPPED
TOTAL NUMBER

Total of children in Special Education District--37,250.

Number estimated by prevalence rate (with this type
handicap) - 37

Number reported in 1966 Census -- 147

Total number planned for - 37.

Clark	26
Coles	19
Cumberland	8
Douglas	14
Edgar	45
Effingham	24
Shelby	8
Moultrie	3

Total ----- 147

Note: The reporters have had a misconception of
the Physically handicapped program. Homebound students have
been confused with the truly physically handicapped youngsters.
The homebound program will be explained later.

PROGRAM

Number presently being served - 5.

Number still needing services - 31.

Level at which there are classes - None.

Level at which classes are needed:

Elementary Schools - 1 class

Junior High - Resource room

Senior High - 1 Resource room

Location of classes: Where will the location of classes within the Special Education District be. Because of the sparsity of the population and geographical layout of the Eastern Illinois Area of Special Education--the physically handicapped rooms will be located within a centrally located area and in one' of the larger school districts--such as the Mattoon and Charleston School District. The Mattoon and Charleston School Districts are large enough to offer a diversified curriculum for physically handicapped students--it is also centrally located within the Eastern Illinois Area. Presently the Mattoon School District is educating within their school system physically handicapped youngsters on an integrated basis.

Timetable:	69-70	70-71	71-72
Elementary Schools	1	1	1
Junior High Resource		1	
Senior High Resource			1

Noncertified personnel: A noncertified staff member will be employed for each physically handicapped room in order to aid the teacher with the child's special needs.

The Eastern Illinois Area of Special Education physically

Handicapped room will work with various agencies which deal with the physical being of the child. A list of these agencies are included in the Appendix.

What therapist will be available for the Physically Handicapped class: A complete physical therapy unit will be designed primarily for the physically handicapped youngsters within the Eastern Illinois Area of Special Education. The physical therapy unit will be staffed by registered physical therapists which will range anywhere from one to two with an assistant. The physical therapy unit will be located with the Eastern Illinois Area Special Education Administration Staff and will act as a supplementary aid to the students in the physically handicapped room. The physical therapist's major responsibility will be to the physically handicapped youngsters in the physically handicapped room.

The physical therapist's supplementary duties will be to consult with parents on how to treat these youngsters at home and to aid in various clinics sponsored by the Special Education District. The physical therapist will also be itinerant in nature as one of his duties will be to visit homebound students that are physically handicapped and offer treatment to them within the home and to secondly train the parents of the child in order that they might also work with the student. The physical therapist would also work with any student that would be recommended to him by a medical prescription.

This would include athletic injuries and the like.

TRANSPORTATION

Transportation will be the direct responsibility of the sending school districts and in most cases a special type of vehicle must be employed for these purposes. A special van will be equipped with a lift and special wheelchair arrangements will be employed by the Mattoon School District in order to transport the physically handicapped youngsters from the resource room to any other type of educational facilities within the school district. Eventually it may become necessary for the Eastern Illinois Area of Special Education to act as a agency for transportation of the youngsters and purchase such vehicles that might be needed for these purposes.

HOUSING

Number of rooms presently being used - None.

Number of additional rooms needed - 1.

1. In the elementary section a classroom must be designed for the physically handicapped unit.
2. For the Junior High Resource room, a room of adequate physical size on a one-floor layout consequently Jefferson Junior High School in Mattoon must be utilized.
3. A resource room at the Mattoon Senior High School must be designated and equipped for the physical handicapped student.

CHAPTER X
VISUALLY IMPAIRED
BLIND

The blind will be served by a regional plan consisting of the Eight Counties within the Eastern Illinois Area of Special Education and the ten (10) northern counties adjacent to us. The center of this region will probably exist in the Urbana or south Urbana area. The blind program will be residential in nature and will consist of cottage type arrangements and resource rooms within the schools. The regional blind program will be similar to the regional deaf program now in existence in the Central Illinois Area Program for Blind at Champaign.

Number of blind children in area - 3

Clark County	---	1
Coles County	---	1
Cumberland County	---	0
Effingham County	---	0
Shelby County	---	0
Edgar County	---	0
Moultrie County	---	0
Douglas County	---	1

PARTIALLY SIGHTED

Total number of children in county - 37,250.

1. Number of partially sighted children estimated

by prevalence rate - 2

2. Number reported in 1966 Census -- 45

3. Total number planned for - 22

Clark County --- 12

Coles County --- 6

Cumberland County --- 2

Effingham County --- 11

Shelby County --- 5

Edgar County --- 3

Moultrie County --- 3

Douglas County --- 3

Note: Teachers have not realized on the Census report the legal requirements and visual acuity of the partially sighted student. Consequently, they have reported children that have had eye-sight but are not necessarily partially sighted.

PROGRAM

Number presently being served - 3

Number still needing services - 19

Levels at which there are classes - 0

Levels at which classes are needed: Five (5) resource rooms are needed to adequately serve the partially sighted children within the Eastern Illinois Area.

Location of classes: All classes for the partially

sighted children will be located in a centrally localized area in order to expedite transportation. A school district must be selected that would be large enough to offer a wide and diversified curriculum. Such a school district would be either the Mattoon or Charleston School District.

Timetable:	1966-67	1967-68	1968-69	1969-70
	0	2	3	5

There are presently no plans to use noncertified personnel within the partially sighted rooms.

The Eastern Illinois Area of Special Education will endeavor to work with any agency which is involved with child care particularly those agencies involved in the Opthamological Associations. A list of these agencies is included in the Appendix.

TRANSPORTATION

Transportation will be the direct responsibility of the sending district. Transportation will be correlated by the Director of Special Education. No child that is partially sighted may travel more than one hour in either direction to attend the resource rooms.

HOUSING

Number of rooms presently being used - 0

Additional rooms needed - 5

Location of rooms:

1. Two classes are needed at the Elementary Level.
2. One resource room is needed at the Junior High Level.
3. One resource room is needed at the High School Level.

Additional rooms to house the resource rooms for the partially sighted must be added to the present school facilities. Such rooms will be of the relocatable type and will be specifically geared for the partially sighted child. These relocatable resource rooms will be attached to the regular school building. Also a regional center for low-incident areas with 18 centers planned.

CHAPTER XI
IMPAIRED HEARING

DEAF

The Eastern Illinois Area of Special Education is involved in an Eighteen County Regional Residential Deaf Program composed of Eight Counties within the Eastern Illinois Area of Special Education and the ten (10) adjacent counties to the north. The regional Deaf Program will be residential in nature utilizing, "The cottage parent's system" will be located within the Urbana, Illinois area. These deaf students will be integrated into the Champaign and Urbana School System. A brief description of this program is included in the Appendix.

Number of Deaf Students - 21	
Clark	0
Coles	3
Cumberland	0
Effingham	3
Shelbyville	10*
Edgar	0
Moultrie	0
Douglas	0

*Not Realistic

HARD OF HEARING

Total number of children in Special Education District

----- 37,250.

Number estimated by prevalence rate (for this type
handicap.) - 186

Number reported in 1966 Census - 119.

Clark	18
Coles	24
Cumberland	18
Effingham	20
Shelbyville	13
Edgar	13
Moultrie	7
Douglas	6

Total number planned for - 186

PROGRAM

Number presently being served - 22

Number still needing service - 164

Levels at which there are classes - None

Levels at which classes are needed: We estimate that
5-10 resource rooms must be developed in a centrally localized
area in order to serve the impaired hard of hearing child within
the Eastern Illinois Area of Special Education.

Location of classes: These classes because of the
sparse population and vast geographical location must be cen-
trally located in a school system large enough to offer

diversified type curriculum. Such a school district would be that of the Mattoon School District. It is recommended that 5-10 resource rooms be set up either in the Charleston or Mattoon School Districts.

Four (4) resource rooms will be located at the Elementary level, four (4) resource rooms at the Junior High level and two (2) resource rooms at the Senior High level.

Timetable: The first two classes will be in operation in September of 1966-67. Classes 4-6 will be in operation in 1967-68, classes 8-10 by September of 1969.

The speech and hearing therapists will be in charge of providing education for the not so severe hard of hearing child.

Use of noncertified personnel: We will attempt to utilize noncertified personnel in the Elementary resource rooms for impaired hearing children.

We will plan to work with concerned agencies that are involved with hard of hearing children--particularly the University Speech and Hearing Clinics. A list of these agencies are listed in the Appendix.

Therapist: Speech therapist will be utilized in all cases as aids to diagnosis and treatment. This speech therapist will generally work with any hard of hearing child with a decible level of 40-50 decibles and up (1964 I.S.O. Standards). A child with an average 50 decible loss and below (1964 I.S.O. Standard) will generally be augmented into the resource rooms.

TRANSPORTATION

The individual school district will be responsible for the hard of hearing child's transportation to and from the resource room.

Travel aid will be coordinated by the Director of Special Education.

HOUSING

Number of rooms presently being used - 0

Number of additional rooms needed to be established -
5-10

It will be necessary in most cases to develop relocatable classrooms as resource rooms for the hard of hearing children. It is hoped that these relocatable rooms to be used as resource rooms may be established in the Mattoon and Charleston School Districts by September 1, 1969.

In the Deaf Program there is one preschool class located at Mattoon.

CHAPTER XII
MULTIPLY HANDICAPPED

TOTAL NUMBER

Total number of children in Special Education District

----- 37,250.

Number estimated by prevalence rate - 16

Number reported in 1966 Census - 75

Clark	8
Coles	12
Cumberland	3
Effingham	5
Shelbyville	2
Edgar	10 - 3 at Paris #95
Moultrie	30
Douglas	5

Note: The heavy Census figure is probably due to the misunderstanding of the Multiply Handicapped Category.

Total number planned for - 16

PROGRAM

Number presently being served - 5

Number still needing service - 11

Levels at which there are classes -

1. One class is now in existence at the Elementary level.

Levels at which classes are needed: Two (2) additional resource rooms are needed; one (1) at the upper elementary level or Junior High and one (1) at the Senior High level. The greatest emphasis on classroom development will be at the elementary and junior high level as it is here that the basic learning processes must be developed and the greatest need for individual therapy to the child is needed. After having adequate treatment at the Elementary level, it is determined that these children would best then operate in a category which is contiguous with their major handicap and be implemented into that program.

Location of classes within the Special Education District: Presently a class for the multiply handicapped is located at Paris, Illinois which is on the far northeastern side of the program area. A second program which is a modified multiply handicapped program and is located in New Hope School, Mattoon, Illinois. The New Hope School of Mattoon will be phased out at the end of the school year and be specifically geared for the trainable mentally handicapped child. We assume that an adequate multiply handicapped class should be located toward transportation conveniences in a centrally localized areas which would be somewhere in Coles County. However, the multiply handicapped at Paris will remain at its present location.

Timetable: Junior High and Senior High School resource room will be adopted as soon as possible primarily before

September 1, 1969. The Paris Elementary School will remain in existence and one (1) additional classroom will be developed by July 1, 1969 at the Elementary level.

Noncertified personnel: Noncertified personnel will be used in all cases within the classrooms and resource rooms for the multiply handicapped child. It is felt that the noncertified personnel will play a major role in the functioning of the educational process of this child.

All agencies involved with the physical and mental and educational welfare of the multiply handicapped child will be utilized at all times. These agencies will be correlated by the Director of Special Education within the Eastern Illinois Area of Special Education. A list of these agencies are located in the Appendix of this program.

What therapist will be utilized: Speech and language therapist will be utilized in all instances for not only speech and language therapy but hearing, screening and rehabilitation. The physical therapist from the physical therapy unit will be utilized in all cases to aid the physically impaired child and to work with the parents on furthering the child's rehabilitation. The occupational therapist to be contracted and the vocational counselors will be contacted in these cases in order to help the child develop a program for gainful employment.

TRANSPORTATION

The individual sending school district will be responsible

for transportation to and from the resource rooms and classes for the physically handicapped child. Transportation aids will be correlated by the Director of Special Education.

HOUSING

Number of rooms presently being used - 1

The number of additional rooms needed - 2

Timetable: The second elementary room and junior high resource room will be developed by September 1, 1969.

CHAPTER XIII

SPEECH CORRECTION

TOTAL NUMBER

Total number of children in Special Education District

----- 37,250.

Number estimated by prevalence rate (for this type
handicap) - 2,607.

Note: The prevalence rate percentage used for these
figures is 7% of the school population as
opposed to the recommended 5%. 7% of the
school population was the figure used in 1957
White House Conference on handicapped youth
-- it is felt that this figure is more real-
istic than 5%.

Number reported in 1966 Census - 1,478

Clark	156
Coles	205
Cumberland	134
Effingham	206
Shelby	210
Edgar	138
Moultrie	130
Douglas	279

Total number planned for - 2,607.

PROGRAM

Number presently being served - 2,340.

Number still needing service - 260.

Level at which there are classes: Speech Services are at all levels within the Eastern Illinois Area of Special Education. Limited service is offered however, in a few of the districts as the therapist does not have the available time to see students at the high school level.

Levels at which therapists are needed: Five (5) additional speech therapists are needed within the Eastern Illinois Area of Special Education.

Location of service: Note map for the location of the speech therapist services.

Timetable: Five (5) additional speech therapists will be employed as soon as possible to aid the school districts now not being serviced by a trained speech correctionist.

No noncertified personnel will be used in the speech correction program.

Speech therapists will work with all other agencies which will provide services for speech impaired children. A soliciting of these agencies appear in the Appendix.

TRANSPORTATION

Transportation will not be provided except for diagnostic purposes at University Clinics and Diagnostic Centers located within the Eastern Illinois Area of Special Education.

Transportation would then be the responsibility of the sending district.

HOUSING

Number of rooms presently being used - Twenty-six (26) therapist rooms are now being utilized in the area and it is estimated that five (5) more districts will have to offer rooms within their individual schools for speech correction services.

JOB DESCRIPTION

Because of the increasing number of E.M.H. students and because of the frequency of speech problems of those students, the speech correctionist find himself devoting more and more time to them. Some classroom teachers must work without the help of a speech therapist. The suggestions offered here are based on teaching speech improvement to an entire E.M.H. classroom.

Primary Level: The speech correction program offered to the primary Educable Mentally Handicapped children encompasses three basic areas: speech stimulation and language building, discrimination of sounds, and correction work on error sounds.

Speech stimulation--As many of these children are willing to remain silent or to use their own jargon for communicative situations, directed effort must be made to give them a need to speak. Books which are extremely simple and have universal appeal may be used for this purpose. Golden "shape" books are especially

good. These books present picture subjects such as hats, dogs, cats, cowboys, etc. After these pictures are shown, the therapist encourages each child to relate his own experiences from these pictures. The number and variety of speech stimulation activities are limited only by the imagination and ingenuity of the teacher.

Discrimination--Discrimination practice between sounds is an essential aspect of any corrective work. This aspect is especially important with E.M.H. children. The child must learn (1) to see and/or hear the difference between sounds as the therapist makes them, (2) to hear his own incorrect production and (3) to discriminate between the correct and incorrect as he produces them. Until this is learned attempts made by peer students and teachers to remind the child to use his correct sound will probably be in vain.

Discrimination work should give the child not only an auditory cue for the sound but also kinesthetic and proprioceptive cues as well.

Many times the therapist must begin discrimination work well below the speech level. "Same" and "different" concepts must be handled by the students until they show understanding of the concept. This type of training can be done with various colored toothpicks, paper figures, and picture cards. During this period the therapist and the children discuss how objects are alike or different. The therapist may lead the children to see differences between words.

Now discrimination work can begin on the sound level. Here the therapist can produce sets of two sounds. The children listen for differences between the two sounds. Sounds that are visible when produced are good ones to begin with so that the children can not only hear but see a difference between the sounds. The /s/ and /th/, /f/ and /th/, /p/ and /s/, /b/ and /z/ are examples of starting sounds one might use in beginning sound discrimination practice. An example of a beginning activity the children enjoy is a "thumbs up" exercise for specific /f/ for /th/ type of work. If the teacher says "fumbs up" the direction is to be ignored. Anyone who fails to make the correct discrimination is "out" or loses a turn. Different variations may be made in the type of direction ("thumbs out") and later children can be leaders. At this point the children will be making the sound correctly if they are to be leaders. Discrimination work is continuing throughout speech work with children.

Correction of error sounds--Actually, correction of error sounds began with discrimination between the correct sound the error sound being made by the children. All children need to be able to hear a difference in the correct sound and the error sound before they can produce a difference between the sounds. When working on correction of a sound the group of E.M.H. children should be small--one or two being ideal. The group for discrimination work could be larger--from one to perhaps a whole class.

If a sound being corrected is visible, the mirror can be helpful to the child in discriminating his production of a sound. For example the child can both see and hear his production of the /th/. Drill on /th/ words may take many forms. The therapist may draw various objects on the blackboard that have a /th/ sound. A scrapbook may be made of /th/ words. The children may want to cut pictures from magazines that have their sound. The therapist may use a fill-in-the-blank type of drill by saying, "When we have rain, we have lightning and _____." These above types of drills not only give the children practice on a specific sound but make them aware of new vocabulary words which have their sound. Rewards for a "good job" during the session can reinforce good behavior as well as good speech work.

Intermediate Level: Speech stimulation topics used with the two intermediate levels are: classroom topics, school events, eg. the fall festival and the poster contest, and current holidays. A Halloween theme may be introduced, with a picture of children "trick or treating." When all of the children in the group are aware of the topic for discussion, each child is asked to relate the most fun he has ever had dressing up for Halloween. Giant Everyday Pictures by Instructo are also used to stimulate conversation. These pictures include farm animals, places we visit, and community helpers. These same topics are used to have the group work together in telling a story.

For example a picture may show a child in a dentist chair. The correctionist may start to tell a story about a child who had a cavity and made an appointment to see the dentist. The group then must think of things which happened to the child. If some of the children in the group have been having individual therapy and are aware of their speech problem and able to use his sound in conversational speech, the correctionist may make the classroom teacher aware of the child's ability so that she may insist that the child use his corrected sound in the classroom.

Individual speech correction--Sound discrimination is stressed. Drills are presented in which the individual is asked to judge whether words are alike or different. Lists of words which contain the error sound and pictures of objects containing the error sound are presented for drill. The children's sentences are also corrected and omitted prepositions and correct verb forms included for the child to repeat. Simple progress games, in which the child may move a space for a correct sound may be used to motivate the child to make the correct response.

Junior High Level: Speech stimulation topics used with this group can be much the same as with the intermediate level but can include more complex ideas. The importance of learning to speak well is emphasized. Current events from the newspaper, conducting job interviews, current clothing and hair styles, and holidays and their history may be included. At this age level

the speech time brings a refreshing break in which they are responsible only for their speech. All of the students in the room become aware that others in the room also have speech sounds which they can correct and become reminders for each other.

CHAPTER XIV'

APPLICATION OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION DIVISION OF SPECIAL EDUCATION FOR THE IMPLEMENTATION OF A PROGRAM FOR THE TYPE A MALADJUSTED

The program was designed for Type A Maladjusted child "social problems."

Pre-planning was made through the Eastern Illinois Area of Special Education Master Plan - Coles County and school administration.

Legal Liaison were established through the Eastern Illinois Area of Special Education.

Special classes are those classes designated as a Resource Room with individualized tutorial programs. Departmentalization-tutorial concept were utilized in all cases. Approximately three to four rooms were utilized for this project.

All students falling under this plan are part-time in regular class and part-time in special class. Time allotment per student will be determined by the needs of that individual student.

Eligibility for the program were determined by case study and review by professional personnel in a staff conference. Professional shall include the special class teacher, a qualified psychological examiner, Director of Special Education, School Guidance Counselor, Building Principal, and other professional

persons that were designated by the Superintendent of the School.

The rules were abided by in all cases regarding appropriate medical examinations, psychiatric consultations, and reports of all examinations and consultations.

An eligible student may be placed in the special program at the discretion of the Director of Special Education and another administrator designated by the superintendent.

Continued placement in a special Program shall be contingent upon a continuing evaluation of progress of the student by the professional personnel so designated.

In no case may a child be continued under this Article for more than two years without a full review and staff conference utilizing current diagnostic reports.

The maximum class size for the above students in this project shall be in conjunction with the State Rules and regulations--no more than twenty in a class and not to exceed four years in age range.

The Director of Special Education in conjunction with the County Superintendent of Schools and the Administrator in charge of the local school district shall abide by both rules and regulations concerning physical facilities and special equipment. The special class teacher shall use by rules concerning proper curriculum and proper keeping of records for each child.

Direct supervision shall be the responsibility of the Project Director, Director of Special Education and local school

administrators. Such supervision shall include identification, diagnostic processes instructional program, evaluation of progress and parent counseling. Such consultation shall be on a regular basis between the teacher and all professional people so designated that are involved.

The special teacher of children under the above project shall have (a) A valid Illinois Teacher's Certificate and (b) Approval from the Division of Special Education in the Office of Superintendent of Public Instruction.

KNOW AND CARE CENTER

Purpose. The purpose of this project was to propose and implement a "Know and Care" Center for socially maladjusted students in the area.

Scope. This project was concerned with students who were achieving on an average of 1.5 to 2.0 grades below average placement on the Metropolitan Achievement Test Form AM. The project was constructed by two teachers--one in science and mathematics and the other in social studies and language arts, using the departmentalized system. The guidance counselor was responsible for counseling and direction of the project.

Hypothesis. The hypothesis was that by instituting a "Know and Care Center" concept by revamping the present educational milieu--providing a tutorial skill program for Type A maladjusted students that a substantial progress in achievement

and social interaction can be demonstrated.

NEED FOR THE KNOW AND CARE CENTER

At the present time remedial students have been stylized by their peers and teachers as not being on an intellectual equal with other classes. The social and emotional consequences of this problem are enough to offer grave concern.

We hope that by conducting a rigorous and methodical approach to all facets of the tutorial program--as outlined in the method and treatment section of this prospectus--many of the remedial students will make rapid advancement in achievement.

We are further not concerned with emulating other programs which swing on the educational pendulum from intensive pedagogy to the laissez-faire approach. What we are interested in is providing as much intensive care to specific learning problems of students as efficiently and as quickly as possible. We are not interested in becoming a holding company for these students, but are interested in getting them back into their contemporary educational milieu, so that they may be able to compete on an equal basis with their peers.

The need for this has many salient aspects which go beyond that of sheer school work, and we shall consider these social and emotional ramifications more fully in the methods and treatment of this prospectus given over to counseling of the remedial student.

METHOD

General Methods of Institution of the Project.

It is our feeling that self-concept of the student is probably one of the most vital parts to making the study go. It is, therefore, of greatest importance that no stigma of remedialism be attached to this class. This means that the most minute details be changed so as to remove the ones of remedialism.

1. Use of counseling in the intensive care section shall be a blueprint of the non-achievement syndrome used by Roth and Meyersburg (1963).

We shall assume these constructs:

- a. The student's poor achievement does not arise from an incapacity to achieve.
- b. Poor achievement is an expression of the student's choice.
- c. The student's choice for poor achievement operates in the preparation he makes for achievement.
- d. Poor achievement is a function of the preparation for achievement which a student makes.
- e. Poor academic skills are related to poor achievement and are an outgrowth of previous choice for poor achievement.
- f. The choice for poor achievement may be expressed as over-all limited achievement or as achievement in deviate channels. (In over-all limited achievement the student's energies seem to be directed against experiencing and toward the maintenance of the status quo.)
- g. The patterns of choice for poor achievement are enduring and do not undergo spontaneous change.
- h. Achievement patterns, like other enduring behavior patterns, can be considered to be related to "personality

organization."

- i. The counseling relationship can serve as the impetus to change achievement patterns.

There are three main pathological processes which are assumed.

- a. In order for the child to maintain some kind of identity with the parent he must learn to see himself as a failure.
- b. Opinion of others comes to occupy a position of greater importance than his own, and the development of a set of values for himself is arrested.
- c. Unsatisfied longing for approval makes the child particularly susceptible to the cultural approval given; the unscholarly and he derives important gratification from acceptance accorded his peers.

Psychodynamics of the Underachiever

There is a lack of self-boundaries which is expressed in an apparent inability to accept or reject other's evaluations. Whatever is heard is sponged up. Underachievers have little value system of their own. When feelings well up they become uncontrollable and impulsive. The impulsive expression of hostility is directed inward and rarely permitted outward expression. The entire picture is that encountered in depressive disorders.

Counseling techniques for the underachiever.

- a. The student is asked to express his complaints as completely as he is able.
- b. The use of symptomatic expression "I freeze up on exams" of a personality difficulty is to be avoided and attention is directed to the ways in which he prepares to achieve.
- c. When sufficient examples are secured, the counselor

interprets deficits in preparation in terms of their value in predicting failure.

- d. These errors in preparation seem to be intentional ~~though~~ although not conscious. Inference then that the student is seeking or choosing failure.
 - e. If the client wishes to change, the counselor can indicate the areas and directions of change. (Counselor helps the client stop self-disparagement).
 - f. The effect of self-disparagement on studies is the focus of all early sessions.
 - g. In time self-disparagement is seen in other areas also (family, peers, depression).
 - h. The amount of help the counselor gives is from near total to none from those who are able to formulate their own hypothesis. (Hopefully everyone reaches the latter point).
 - i. The counselor should view this hypothesis testing as trial and error. (Rejection may be interpreted as evidence of the underachiever's own failure and use it for further disparagement).
 - j. Successful methods are used for establishing success in other areas besides study.
 - k. As these changes occur, the student is able to understand his own actions in terms of his new perception of himself and his altered self-image which imposes changes in the view of him by his peers.
 - l. The underachiever's relationship with his parents must change. The underachiever seems to covertly battle with parents for acceptance over long periods of time.
 - m. The underachiever gives the impression that he originally sought to get whatever attention he could by self-devaluation and self-punitive measures in front of his parents, which is the final change which must be made to re-vitalize this self-concept.
2. Implementation of the counseling program shall be threefold.
- a. First, there will be weekly group guidance sessions

involving the entire section. Material and discussion will center on the booklet, "You Can Get Better Grades" (Mason, 1961) and the complete motivational sequence of social, emotional, and educational adjustment filmstrips of Guidance Associates.

- b. Second, there will be four-five group therapy sections involving five students each from the intensive care section each week with the counselor. These sections will work on self-concept under the Roth and Meyersburg Plan. A follow-up of individual counseling will be conducted in the spring quarter.
- c. Monthly staffings on each student will be held by teachers involved so that constant evaluation and re-evaluation may be undertaken.

Method of implementation of the science and mathematics program for the intensive care section.

A. The development and organization of these courses is designed to provide adequate background knowledge in science and mathematics which will enable these students to best fulfill their needs as future productive citizens in a rapidly developing and changing world.

The science curriculum will be established around three lab periods a week; Monday, Wednesday, and Friday; with an emphasis on individual experimentation using the scientific method. The seventh grade curriculum will consist of five units. These units being (1) Introduction; (2) Astronomy; (3) Meteorology; (4) Geology and (5) Biology. Varying amounts of time will be spent on each unit depending upon the amount of material covered from each. The eighth grade course will be built around a pre-established curriculum outline, covering material in the physical sciences.

Each lab period will be spent in individual experimentation and inquiry. The students themselves will become personally involved in the problems and problem solving methods of science.

Laboratory equipment and audio-visual equipment will be used to supplement and implement the student's efforts to better understand science. Each student will receive individual projects tailored to his own interest and intelligence level. Success will be a very important part of this science curriculum and success will be insured through this special class.

Two days a week, Tuesday and Thursday, will be spent in discussing the material covered in the laboratory periods, preparing for future lab classes and testing.

B. The goals for the class will be as follows:

- (1) to develop skills in the use of laboratory or science equipment,
- (2) to develop in the students an understanding in science concepts through "first hand" experience by having students do investigations themselves,
- (3) to have the students devise the problems they wish to investigate and have them learn by inquiry into these areas,
- (4) to develop the skills needed for investigation with a scientific methodology,
- (5) to develop the ability to express personal ideas.

C. The mathematics curriculum will be developed around the basic objective in mathematics to make certain that mathematical knowledge functions in the activities of children and adults both in and out of school. Today the emphasis is being placed

on helping students to understand the structure of the number system and how the number system operates, along with the development of an appreciation of the role of mathematics in a time of rapid social change and scientific progress. These points will be emphasized, but the emphasis will also be placed on the development of skill in number operations with whole numbers, fractions, decimals, and per cents and the ability to solve problems dealing with social applications of numbers.

1. The seventh grade course outline will include:
 - a. Continued growth in developing number skills.
 - b. Properties of non-negative integers
 - c. Per cent with application
 - d. Areas and volumes of geometric forms
 - e. Ratios and Proportions
 - f. Elementary business practices
 - g. Reading and constructing graphs
 - h. Development and use of formulas
2. The eighth grade course outline will include:
 - a. Maintaining skills in fundamental operations
 - b. Application of per cent
 - c. Use of fractions and decimals
 - d. Simple formulas and equations
 - e. Study of insurance, banking, and taxes
 - f. Metric and non-metric geometry
 - g. Polynomials

- h. Powers and roots
- i. Equalities and inequalities
- j. Graphs
- k. Factoring and products
- l. Sets and simple sentences
- m. Numerator systems
- n. Probability statistics

In both seventh and eighth grade classes emphasis will be placed on the meaning and understanding of the structure of mathematics and the relationship in thinking and utilizing mathematical procedures in the affairs of daily life and in all curriculum areas. Provisions for the great range of ability in the classes will be available to best satisfy the needs, interests, and abilities of each individual student in the class. Learning will be achieved through discovery by allowing each student to work at his own rate to meet individual goals. The over-all emphasis will be placed on broadening the scope of the subject matter and strengthening the mathematical foundation in an effort to prepare each student for future course work at higher academic levels.

DEVELOPMENTAL READING PROGRAM

Nature of the Class. The intensive Care Reading Class will meet for two hours and forty minutes each day for reading instruction. A forty-five minute study period will be provided at the end of the classes. The time will be spent in a series

of activities: (1) self-directed study; (2) group learning situations; and (3) integrated class sessions.

Duration of the particular activity on a daily basis will depend upon continuity desired, attention span, and specific objectives. Duration of the particular remedial situation will depend upon the nature and intensity of the treatment and the attainment of desired goals.

Methods. Methods employed will be based upon individual needs. Methods are not to be confused with the techniques needed to efficiently manipulate machinery, skill kits, and film slides. Realizing the methods which motivate or aid one student might fail with another, evaluation and adjustment will be a necessity. Methods will take into account each student's psychological and environmental backgrounds. To aid in obtaining background information, an experience inventory similar to the Witty and Kopel Inventory will be indirectly administered.

1. Testing: Prior to initiating the reading phase of the Intensive Care Program, all students will be given the Gates Reading Survey-Form 2 and the Gray Oral Reading Test-Form A. These tests are more specific in locating deficiencies than the Metropolitan Achievement Test-Form AM; thus, the instructor will be provided with a thorough diagnosis of extrinsic reading difficulties.

2. Broad Scope: Teacher-centered work, student self-

direction, interest grouping, achievement level grouping, and skill grouping will be employed at various times. Different needs will require these settings in whatever manner that promotes a progressive atmosphere.

3. Equipment: It will be necessary to have on hand certain teaching tools so that corrective units can be organized with full utilization of them in mind. Equipment such as tachistoscopes, listening labs, tape recorders, rate machines, phonics games, basal readers, and a comprehensive library with wide interest and reading levels are but some of the items that a diversified therapeutic program should employ.

Objectives. The primary objective is to advance the student's reading ability range from 1.5 years of achievement below his mental age to at least his expected reading age for his mental age.

Secondary objectives must be individualized for the various areas requiring treatment. Objectives would consequently be based upon individual needs and potential.

Implementation of the Reading Program. After administering necessary diagnostic tests, one must first interpret the results with the following questions in mind:

- a. What areas of weakness are common to the majority of the class? Do these areas lend well to serving as a core for teacher-directed learning situations?
- b. What weak areas are common to small groups of students? Are comprehension levels similar enough

that these students could effectively work in group situations?

- c. What areas will require significant self-directed study?
- d. How can equipment be dispersed to meet the needs of all students?
- e. How can classtime be adjusted for group, individual, and class-centered work?

Diagnosis might reveal that the class is basically weak in word attack skills. This weakness will become the basis for teacher-centered learning and student self-directions. Certain word attack skills will be taught to the entire class each day using a phonic's skilltext at individual reading levels. After each controlled learning situation, the students will be allowed to proceed at their own rates through a series of lessons and quizzes programmed for immediate reinforcement. Students check and correct their own work. As time progresses, the teacher will spend less time with the entire class and more time providing individuals with specialized help.

Further diagnosis reveals that five students with relatively similar comprehension levels have failed to master the techniques needed to read in phrase units or throughout units. Oral reading reveals clustering of words in meaningless units.

These students will be grouped with the following objectives in mind:

- a. To increase rate and comprehension at a rate 1.5 the normal growth.

- b. To develop phrase or thought unit reading skills so they will be retained and used when this unit is terminated.
- c. To develop a positive attitude toward reading by making students aware of all progress.

The students would be given joint reading assignments from a basal reading text. They would use SRA rate machines to force them to read beyond their normal rates and to prevent repeating words. Workbooks of corresponding comprehension levels would be used with the texts. Supplementary sheets requiring specific details answered in thought units should be administered. Exaggeration of pauses between units would be demonstrated on tapes and students would record passages making similar pauses.

Specific care would be taken to see that all new words are introduced in a context. Unit check-ups would use multiple choice questions in which phrases and thought units are offered as possible answers.

Tachistoscopes would be used periodically to rapidly expose meaningful word clusters. The objective would be to teach phrase recognition involving only one eye movement.

Time involvement would be lengthy, but provisions would be made for a relaxed atmosphere and sufficient group interaction to prevent loss of attention and boredom.

The basis for a basal text is that it allows for a common bond between class members. A class could be united using the text as a focal point for a teacher-centered learning situation.

Sufficient books should be available at varying comprehension levels to supplement basal reading and for use in free time. These books could also be used for interest groups and for satisfying a variety of reading tastes.

Vocabulary and spelling would not be ignored with this group, but considered in a secondary status in view of the group's fundamental reading difficulties. Any new word growth would involve reinforcement through repetition and variety in usage. These areas can also be provided for in self-directed studies as initiated by the teacher.

PROPOSED STAFF

- A. Administration
 - 1. Project Director
 - 2. Director of Special Education/Building Principal
- B. Instruction
 - 1. Group Counselor
 - 2. School Psychologist
 - 3. Remedial Reading Instructor
 - 4. Remedial Mathematics Instructor
 - 5. Remedial Science Instructor
 - 6. Remedial Physical Education Instructor

CHAPTER XV

SUMMER PROGRAM

CHILDREN WITH A MULTIPLE HANDICAP

Objectives of Program. The primary objective of this project was to provide an educational--recreational summer program for Multiply Handicapped children. There was no such program available in the area. The proposed project provided educational instruction in such areas as reading, arithmetic and language improvement. Recreational activities were centered around such activities as music, arts and crafts, field trips and fishing trips. The four week program was concluded with a two-day, one-night trip to East Bay Camp near Bloomington, Illinois. This project also provided an opportunity for the school psychologist, a member of the project staff, to do a rather complete evaluation of each child.

Effect Summer Project will have on regional program. The Summer Program was a Pilot Program for the Eastern Illinois Area in summer educational therapeutic instruction and was a forerunner of an intensive Recreational-Therapeutic Camping and Outdoor Education Program.

The Summer Program was contiguous with Title VI and regional programs--and was closely articulated with all Summer Projects.

Size and Scope of Project. The geographic area served by this project was the eight counties in East-Central, Illinois.

These counties are Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Moultrie, and Shelby. The total school population of these counties, both public and private, is approximately 42,000 children. The program was of such size that it incorporated all students and parents who wished to attend.

Approximately ten children were served by this project. All of the Multiply Handicapped children in the area were invited to participate. It was estimated that approximately one-half of these took part.

Students were selected by a screening staff composed of the Director of Special Education--School Psychologist--Registered Nurse--Special Education Teachers, and Pediatricians.

Time Schedule.

Beginning Date ----- July 7

Ending Date----- August 1

Daily Schedule:

9:45 - 10:00 - Arrive - toilet

10:00 - 10:15 - Opening of School

10:15 - 10:45 - Reading - Arithmetic Instruction

10:45 - 11:00 - Music

11:00 - 11:15 - Speech Improvement

11:15 - 12:00 - Arts & Crafts

12:00 - 1:00 - Lunch - Rest Period

1:00 - 2:00 - Recreation

2:00 - Dismiss

Provisions for in-service training of the staff were held. All staff members, with the exception of the nurse, were certified special education teachers and college students that were enrolled in a special education curriculum. A one-day workshop was held prior to the opening of school. At this workshop a staffing was held on each child so that all members of the staff would be aware of the special needs of each child.

Summary Report. This program, which was directed by Mr. Don Landis, was held at the Mayo School Annex in Paris, Illinois. The program consisted of four weeks of classes, with a pre and post school interviews with the parents involved.

As academic instructor Mr. Landis tried to establish the level of achievement of each child and then to help him progress from that point as far as possible in the time allotted.

The techniques used were those of pre-readiness and readiness work in reading and arithmetic through use of texts and work sheets. He also used a perceptual motor test and work sheets to establish which students might have a problem of this type. Some students were found to have a problem in perceptual motor discrimination and he worked with them in this area until the end of the school session.

At the conclusion of the school the staff met with the parents of each student and discussed with them what problems the child was having and what they found to be effective in correcting their particular problem. They suggested various

exercises that the parents could do at home in order to carry on the proper training of their child.

In conclusion I would like to state that as a teacher of the Educable Mentally Handicapped I was very gratified with the results. The children enjoyed the school and looked forward to coming each day. The parents interviewed at the end of school also thought the program was very worthwhile and stated that their child enjoyed it very much.

PRE-SCHOOL DEAF CHILDREN AND THEIR PARENTS

Objectives of program. This program was designed to provide: (1) guidance and information to the parents of young deaf children, and (2) a language development program for these pre-school deaf children. The language development was based on experiences afforded by field trips. The field trips were the basis for the auditory training and speech reading program. In addition, activities normal for any pre-school child were included. The program also included a week of camping for both parent and child at East Bay Camp near Bloomington, Illinois. Parents attended the classes as often as possible and were included on all field trips. Such a program was the first of its kind in this area.

The most lasting effect was the guidance and information given to the parents of pre-school deaf children. They provided much of the language building necessary for the deaf child's

ultimate success. As this area has had no previous program for the very young deaf, a combination education--recreation program provided badly needed help for both the parents and children.

Size and Scope of Project. An eight county area in East-Central, Illinois was served. The counties were Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Moultrie, and Shelby, total school population 42,000.

Approximately six children ranging in age from two and one-half to five and one-half was included in the program. All the deaf children in this age range were invited to participate.

Children were selected by the Director of Special Education --School Psychologist--Teacher of the Deaf--Audiologist, and Pediatricians.

Time Schedule.

Beginning Date ----- July 21

Ending Date ----- August 22

Daily Schedule:

9:45 - 10:00 - Arrival

10:00 - 10:30 - Auditory Training - Speech Reading

10:30 - 10:45 - Music

10:45 - 11:00 - Bathroom

11:00 - 11:30 - Speech

11:30 - 12:15 - Arts & Crafts

12:15 - 1:15 - Lunch & Rest

1:15 - 2:00 - Language Directed Play

In-service Training of staff was provided prior to each day's classes. The staff met for one-half hour each day to review and assess plans and objectives for the day. In addition, a one-day workshop of both staff and parents was held prior to the opening of school.

Summary Report. A five-week summer program for the pre-school deaf and their parents was held in Mattoon under the auspices of Title VI. Personnel included a teacher of the deaf, a clerical aide, and two teacher aides--one, a nursery school teacher and the other a teacher of the mentally retarded. Equipment used was loaned by Eastern Illinois University Speech and Hearing Clinic. Materials were purchased with Title VI money. The five-week program was built around a series of field trips--one to the farm, one to camp, and one to the zoo. The vocabulary for speech reading, auditory training, and speech were based on the experiences they would have on the field trips. Several days preparation was done showing them objects and pictures of the animals they would see. The field trip was taken and Polaroid color pictures were made of the actual animals and things that were seen. Follow-up was done using these pictures with the children. This method was extremely successful.

Five children attended the program. Three of these were accompanied by their mothers. The other two by a nursery school teacher. One mother was unable to attend because of her job,

and the other mother is confined to a wheelchair and could not attend. In addition, a one year old deaf child and her mother attended on an irregular basis. Of the children attending, two were two years old, two were three years old, and one was four years old. Previous training ranged from none to very little. Their mothers were encouraged to not only watch and participate in the therapy sessions with their own children, but to play in a structured situation with children other than their own. This approach showed some success. The mothers were anxious to learn how to work with their children and in the therapy situation with guidance were able to make some progress in learning what techniques to use. In the play situation, success seemed to depend on the individual mother's personality rather than the structure of the school.

The most frustrating aspect of the summer was the fact that this was only for five weeks, and there was no definite plan for the fall for these children. In five weeks the teacher was able to prepare them to learn. Only limited progress was made in the therapy because of the short length of time in school. Both the children and the mothers are now ready to continue a program of learning suitable to them and to their age, but no program is available.

Two changes should be made if the program is done again. One, a building more suitable to needs should be found. New Hope School is largely open space. The therapy area is open

to much distraction--traffic going from the kitchen to the play area, inticement of the nearby play area, and movement near the front door. This school is used for trainable mentally handicapped children during the year, and the size of the tables and chairs were not suitable to two and three year old children. Two, although sufficient money was available for the program this summer and no requests were denied, a petty cash fund would have certainly been helpful. It is very difficult to foresee all the teaching and learning possibilities with two year olds and three year olds. Quite often, it would have been needed to do this. For instance, to take the children to get an ice cream cone, or when we were at the zoo to buy the children a balloon--an excellent opportunity for teaching "up", "down", "round", "colors". Several good teaching opportunities went by through the summer because of lack of available cash.

In summary, I felt that the summer project was definitely successful and that the money was well spent, but that the major thing lacking was a follow-up program.

CHAPTER XVI

OUTDOOR EXPERIENCES FOR HANDICAPPED CHILDREN

Nature and purpose of the Project. The nature of the project is to provide a residential program of organized camping for all handicapped children. To provide educational, recreational, therapeutic, and employment opportunities for all handicapped children, and to provide for the training of teachers of handicapped children in a practical manner.

Camping provides a creative educational experience in co-operative group living in the out of doors. It utilizes the resources of the natural surroundings to contribute significantly to mental, physical, social, and spiritual growth.

The following discussion describes the need and proposes a plan for an outdoor center that would serve as a camp and an outdoor education center for handicapped youngsters.

A pilot project in Camping for Educable Mentally Handicapped youngsters. Before embarking on a full scale resident camping program for handicapped youngsters a pilot project was proposed to test the feasibility of such an endeavor.

In June of 1966, the Eastern Illinois Area of Special Education and the Illinois Division of Vocational Rehabilitation sponsored a two week work camp for eighteen high school special education students at Wesley Woods Camp at Lak Geneva, Wisconsin. These eighteen high school students actually maintained the camp

facilities for two weeks.

The camp program was organized for the following purpose:

(1) to evaluate vocational skills and abilities, (2) to provide prevocational training (especially in the area of improving habits and attitudes), (3) to develop close personal relationships with these students who have so many social and emotional problems, (4) to provide new experiences for these students (some had not been out of Central Illinois), (5) to provide wholesome recreation and outdoor education.

The six girls prepared the food and maintained the camp kitchen under the guidance of two camp staff personnel. They prepared the food for as many as two-hundred people.

The twelve boys did many groundskeeping and maintenance tasks around the camp site. They did such things as: (1) clear and seed a hillside, (2) remove an old fence and build a new fence, (3) install a pier, (4) wash floors, walls, and windows in preparation for opening the portions of camp that has been idle during the winter months. It was felt by the camp management that all of these students did a very excellent job. Their desire and willingness to work is certainly something every camp manager dreams of.

Planned recreation in the late afternoon and evening was a part of the camp program. They participated in such things as swimming, boating, hiking, fishing, team sports, etc.

It was the opinion of the camp staff that each of the

students benefited very much from this program. The personal relationships developed were very valuable. It is the intent of the area to expand this program to include approximately thirty to thirty-five students in June of 1970. We will expand the staff to include approximately eight professional workers; including one psychologist.

In addition to serving our high school Educable Mentally Handicapped students in a camp program, we believe there is a very strong need to develop a camp program in our area for younger Educable Mentally Handicapped children--especially those that come from inadequate homes.

Who Would Be Eligible for Attendance in the Outdoor Center?

Any child in the surrounding area, but primarily those handicapped children residing within the 10 counties of the Eastern Illinois Area of Special Education and the Eastern Illinois Development and Service Unit.

The estimated incidence figures are:

Trainable Mentally Handicapped	80 children
Educable Mentally Handicapped	800 children
Speech Defective	2,000 children
Physically Handicapped	140 children
Socially Maladjusted	1,200 children
Learning Disorders	800 children
Emotionally Disturbed	400 children
Deaf	40 children

Partially Sighted	24 children
Multiply Handicapped	20 children
Blind	<u>12 children</u>
Total	<u>5,916</u>

Handicapped Youngsters

These figures represent all of the handicapped school age children in the area based on 40,000 children.

The camp, of course, could not possibly provide camping facilities for all 5,916 children, particularly during its first phase of operation. The areas of disability would probably center around the mentally retarded (Educable and Trainable), Physically Handicapped, Socially Maladjusted, Neurologically Impaired, and Speech Defective.

We estimate that approximately 80% of these children are culturally deprived.

What are Some of the Objectives of such an Outdoor Center?

An outdoor center for handicapped children should be designed for an extended experience in the out-of-doors -- an escape from classical classroom milieu.

An outdoor center should provide for a decentralized plan in which the students act in small groups and are brought together for meals and group activities. This allows for a close camaraderie and flexibility of program.

The outdoor center should concern itself first hand with nature--an area sadly neglected. Appreciation of nature can

lead to new discoveries, new experiences, new learnings and a better understanding of things around us. It allows the children to formulate concepts.

The outdoor center should concern itself with an extension of the learning experiences gained in the school classroom. Direct subject matter material can be readily seen in the outdoor environment and be made more practical and meaningful.

The outdoor center should provide successful experiences for the student. Successful experiences are important as he has generally had a history of failure--and no child can learn in a "failing" environment.

The extended camp experience should offer to teacher and pupil alike intimate contact with each other in an informal environment which gives them an opportunity to learn and live together as they establish common interests and close companionship which is more likely to be achieved in an outdoor setting.

How to Reach These Objectives.

- A. The outdoor center should fully utilize its environment and resources for educative ends and to meet the needs of the handicapped child.
- B. The outdoor center should teach social living and citizenship and to apply these concepts in daily working and living experiences.
- C. The outdoor center should be an informal experience where fun is cherished, happiness learned, and education a joy.
- D. The outdoor center should be a place where health

is improved, nutrition and personal hygiene learned through the demands of camp living, and taught by cognizant counselors.

- E. The outdoor center should encourage and develop work experiences of a variety of kinds through which campers come to understand the dignity of labor, and the significance of shared responsibility in democratic living.
- F. The outdoor center should continually evaluate its program to ascertain it is meeting the needs of each camper.
- G. The outdoor center should be an integral part of the child's special education program--to supplement his school training with experience and democratic living in an outdoor setting.

What Ideas Could be Utilized in an Outdoor Center? Many of the tasks in developing the site for an outdoor center could involve the use of special education work-study students--under close supervision. This would provide a practical learning situation.

The outdoor center could be partially maintained and partially staffed by mentally retarded students as adequately displayed in the pilot project. This would give the student a successful work experience in a highly supervised situation--aiding to the employability potential of that student.

The outdoor center could provide a healthy atmosphere and learning situation to the students of culturally deprived environments and aid in combating educational retardation.

The outdoor center could provide "Special Services" to certain handicapped youngsters such as:

1. Psychological counseling in group sessions and in-

individual sessions.

2. Thorough diagnostic evaluations through constant observations and psychometrics.
3. Physical therapy to physically handicapped students-- on a daily intensive basis--with a session to train the students' parents in order to continue the exercises. Waterfront and other physical activities would be employed to meet this end.
4. Occupational therapy--especially to trainable youngsters and emotionally disturbed students.
5. Speech therapy, lip reading, and language development could be provided by the Speech Pathologist--as speech and language problems constitute a major problem to many handicapped children.
6. Special medical aid and diets could be provided on an intensive basis to students with special needs by a dietician and medical staff.
7. A complete educational and remedial program could be utilized especially to the children with learning disabilities associated with neurological involvements.
8. Complete medical evaluations and treatments could be a benefit to many children--especially to those from culturally deprived homes; including a training session for the parents on "How to care for your handicapped child."

Resident camping could provide invaluable facilities to University Teacher Training Programs.

Eastern Illinois University Speech Correction Department would be interested in using the camp facilities to train student clinicians under the auspices of the University Staff and the Camp Staff. This would provide intensive speech therapy for the campers and a training situation for the clinician.

Eastern Illinois University and the University of Illinois

would also be interested in training their teacher trainees in Mental Retardation at the camp by providing them with first hand experience with mentally retarded children. This would also provide some additional classroom work, on an informal basis, for the children. This is especially important for those children that are underachievers.

A camp for the handicapped could provide excellent experiences to college students majoring in Special Education and to foster an interest in Special Education within other students. A majority of the cabin counselors could be from this group.

The camp could provide excellent facilities for year round in-service training programs for Special Education teachers.

Evaluation Procedures. Outdoor Education Programs must continually be evaluated to determine if it is meeting the needs of the students and meeting the objectives of the camp.

CHAPTER XVII

REFERRAL AGENCIES THAT COOPERATE WITH THE
EASTERN ILLINOIS AREA OF SPECIAL EDUCATION
FOR THE EDUCATION OF HANDICAPPED CHILDREN

Dr. Herman Adler
Zone Center
University of Illinois
Champaign, Illinois
Phone - 333-4990

Dr. Milton Baumann
725 S. Second Street
Springfield, Illinois

Boys Town of Illinois
Grafton, Illinois

Galesburg Group Care Home
Galesburg, Illinois

Adolph Meyers Center
Mound Road
Decatur, Illinois

Dr. C. G. Glenn, M.D.
152 North Edward Street
Decatur, Illinois 62522

Champaign Mental Health Clinic
501 E. Springfield
Champaign, Illinois
Phone - 352-7921

Coles County Mental Health Clinic
1819 $\frac{1}{2}$ Broadway
Mattoon, Illinois

Dr. Eisen, Psychologist
501 S. Sixth
Suite 208
Champaign, Illinois

Dr. Kurke, Psychiatrist
Zone Center
Decatur, Illinois

Gene Moore, M.D.
Adult & Children's Guidance Clinic
Terre Haute, Indiana

Macon County Mental Health Clinic
2300 N. Edward
Decatur, Illinois
Phone - 877-8613

Dr. Wayne Thurman
Director of Speech & Hearing Clinic
Eastern Illinois University
Charleston, Illinois

Dr. Otto Visintin, Psychiatrist
331 N. Edward
Decatur, Illinois

Dr. Uyeno, Psychiatrist
Citizen's Building
Decatur, Illinois
Phone - 422-5202
(works at the Coles County Mental Health
Clinic on Thursdays)

Dr. Peter Stabing, Psychiatrist
University of Illinois
Clinic Health Services
Champaign, Illinois
Phone - 333-2706
(works at the Coles County Mental Health
Clinic on Tuesdays)

Mrs. Nanon Wood, Director
Achievement School
Effingham County Association for Mentally
Retarded Children
109 Long Street
Effingham, Illinois 62401
Phone - 542-3361

Ashmore Estates, Inc.
Dedicated to the Rehabilitation of the
Mentally Ill
P. O. Box 811
Ashmore, Illinois

Miss Beverly Evko
Consulting Speech Correctionist
316 S. Second Street
Springfield, Illinois
Phone - 525-6601 Ext. 525-7032

Jack Ross
Decatur Job Training Center
Shopper's World - N.E. Corner
Decatur, Illinois
Phone - 877-2436

Division of Vocational Rehabilitation
117 N. 15th Street
Mattoon, Illinois 61938

Dr. Earl W. Stark, Supervisor
Hearing Clinic
322 Illini Hall - University of Illinois

Miss Hazel Bothwell
Hearing and Deaf Consultant
Division of Special Education
316 S. Second Street
Springfield, Illinois

Mrs. Evelyn Carrell
Public Aid Office
Mattoon Area Educational Extension Center
S. Route 45
Mattoon, Illinois

Warren A. Murray - Children's Center
1717 W. Broadway
Centralia, Illinois 26801
Phone - 532-1811

Francis Crites
Division of Services for Crippled Children
602 S. Broadway
Urbana, Illinois
365-3375 or 365-3376

Commission for Handicapped Children
160 N. LaSalle Street
Chicago 1, Illinois

Department of Family & Children Services
44 E. Main Street
Champaign, Illinois
(also)
1000 Broadway
Mattoon, Illinois

Division - Exceptional Children
Field Office
1111 N. Neil Street
Champaign, Illinois*

Kenton Williams
Supervisor of the Decatur Branch Office
Mental Health
125 N. Franklin
Decatur, Illinois

Miss Naomi Nielt, Executive Director
Illinois Commission on Children
714 Ferguson Building
Springfield, Illinois

Illinois Council for Exceptional Children
Petra Harris, Chairman
550 E. 49th Street
Chicago, Illinois

Children's Clinical Services
Institute for Juvenile Research
State of Illinois
Department of Mental Health
44 Main Street
Champaign, Illinois

Dr. Milt Adler
Adler Zone Center
Subzone 2
Decatur, Illinois

Illinois Society for the Prevention of Blindness
Leonard Heise, Executive Director
220 S. State Street - Room 1714
Chicago 4, Illinois

Institute for Research on Exceptional Children
University of Illinois
1003 W. Nevada
Urbana, Illinois

Psychological Service
Carbondale Field Office
117 E. Grand
Carbondale, Illinois

Mental Health Clinic
130 S. Central Avenue
Paris, Illinois

Illinois Council for Exceptional Children
1130 South 6th Street
Box 905
Springfield, Illinois

D. F. Moriarty
Director of Social Service School for
the Blind and Partially Seeing
Jacksonville, Illinois

Lloyd Mosley, Speech and Hearing Consultant
Division of Services for Crippled Children
602 S. Broadway
Urbana, Illinois 61801
Phone - 365-3375

National Association for Retarded Children, Inc.
386 Park Avenue South
New York 16, New York

National Society for Crippled Children & Adults
(Easter Seal)
11 S. LaSalle Street
Chicago, Illinois

Eastern Illinois Speech and Hearing Association
Gene Strain, President
Olney Public School
Olney, Illinois

Washington University
St. Louis Children's Hospital
Department of Pediatrics
500 S. Kings Highway
St. Louis, Missouri 63110

Illinois Association for Mental Health, Inc.
Mrs. Thomas D. Schmitt, Executive Director
709 $\frac{1}{2}$ E. Adams Street
Springfield, Illinois

Big Brothers of America
1007 Suburban Station Bldg.
Philadelphia, Pa.
Thomas O'Brien, Executive Director

Illinois Council for Mentally Retarded Children
343 S. Dearborn Street
Chicago 4, Illinois
Gorion R. Snow, Executive Director

Illinois Association for the Crippled
Charles H. Moody, Executive Secretary
Springfield, Illinois

United Cerebral Palsy of Illinois
909 E. Capital
Springfield, Illinois
Ben F. Behrent, Executive Director

National Association of Sheltered Workshops
and Homebound Programs, Inc.
1029 Vermont Ave., N.W.
Washington, D.C.
Antonio C. Suazo, Executive Director

National Society for the Study of Education
5825 Kimbark Avenue
Chicago 37, Illinois
Herman G. Richey, Secretary-Treasurer

American Cancer Society
Illinois Division 5th District
212 S. 16th Street
Mattoon, Illinois
Phone - 234-4757

American Red Cross
Mattoon Chapter
1706 Broadway
Mattoon, Illinois
Phone - 234-7500

Catholic Charities
Decatur Branch Office
247 W. Prairie
Decatur, Illinois
Phone - 4283458

Coles County Tuberculosis Assn.
P. O. Box 255
120 $\frac{1}{2}$ S. 17th Street
Mattoon, Illinois 61938

Coles County Department of Public Aid
119 W. State Street
P. O. Box 310
Charleston, Illinois 61920
Phone - 345-2188

Coles County Tuberculosis
Sanatorium Board
P. O. Box 227
National Bank Building
Charleston, Illinois
Phone 345-2523

County Division, Circuit Court
Court House
Charleston, Illinois
Phone - 345-2134

Department of Public Health
301 W. Birch Street
Champaign, Illinois 61822
Phone - 217-356-6446

Illinois Heart Assn.
54 E. Springfield
Champaign, Illinois 61820

Illinois Lutheran Welfare Assn.
730 E. Vine
Springfield, Illinois 62705

Illinois State Employment Service
115 N. 15th Street
Mattoon, Illinois 61938

Illinois Veterans Commission
309 S. 21st Street
Mattoon, Illinois
Phone - 234-4775

Illinois Youth Commission
Correctional Services for Boys and Girls
410 S. Neil
Champaign, Illinois

Lutheran Child Welfare Assn.
730 E. Vine
Springfield, Illinois 62705

Lutheran Social Service of Illinois
400 W. Dickens
Chicago, Illinois 60614

National Foundation
1929 S. MacArthur
Springfield, Illinois 62704

Salvation Army
300 N. 14th Street
Mattoon, Illinois
Phone - 234-3915

School Nurses
Charleston
Board of Education
Community Unit District No. 1
1115 Monroe
Phone - 345-2106

Mattoon
Board of Education
2601 Walnut
Phone - 235-5446

Oakland
Board of Education
Logan Avenue
Phone - 346-3561

Social Security Administration
District Office Dept. of Health, Education and
Welfare
309 W. Clark Street
Champaign, Illinois 61822

Eastern Illinois Area of Special Education
Donald R. Grewell, Director
M.A.E.E.C.
South Route 45
Mattoon, Illinois

CHAPTER XVIII

B I B L I O G R A P H Y

- California State Department of Education. "Curriculum Suggestions for the Educable Mentally Retarded." Sacramento, 1964. (Mimeographed).
- California State Department of Education. "Work Experience for Mentally Retarded Students at Soquel High School, Santa Cruz City Schools." Sacramento, 1964. (Mimeographed).
- Capobianco, R. J. and Jacoby, H. B. "The Fairfax Plan: A High School Program for Mildly Retarded Youth." Mental Retardation, Vol. 4, No. 3 (June, 1966,) 15-20.
- Carson, E. O. "Jobs Held by Educable Mentally Retarded High School Graduates." Journal of Secondary Education, Vol. 40, No. 1 (February, 1965,) 19-21.
- Champaign Public Schools. "Prevocational Services for Handicapped Youth." Champaign, 1961. (Mimeographed.)
- Cohen, J. S. and Rusalem, H. "Occupational Values of Retarded Students." American Journal of Mental Deficiency, Vol. 69, No. 1 (July, 1964) 54-61.
- Connecticut State Department of Education. "The Educational-Work Experiences Program for Educable Level Mentally Retarded Youth." Hartford, 1962, (Mimeographed.)
- County School District of Oakland County, Michigan. "A Brief Description of a Cooperative Project Between a County School Office and a Divisional Office of Vocational Rehabilitation." Pontiac, (no date). (Mimeographed.)
- Doll, E. A. "Occupational Education for the Adolescent Mentally Deficient in a School Program." Exceptional Children, Vol. 25, No. 2 (October, 1958,) 51-53, 76.
- Goldstein, H. and Heber, R. F. A Summary of the Conference, in Preparation of the Mentally Retarded Youth for Gainful Employment. Washington, D. C., U. S. Department of Health, Education and Welfare, Office of Education, Bulletin 1959, No. 28.

- Illinois Division of Vocational Rehabilitation, "Revised Prevocational Program Information." Springfield, 1966. (Mimeographed.)
- Kokaska, Charles. "In School Work Experience: A Tool for Community Adjustment." Mental Retardation, Vol. 2 No. 6 (December, 1964) 365-369
- IaGrange Area Department of Special Education. "Prevocational Services for the Educable Mentally Handicapped." A handbook. IaGrange, Illinois, 1965. (Mimeographed.)
- Lord, R. E. (ed.) Work Education for Educable Retarded Youth--Report on Institutes. Los Angeles: California State College at Los Angeles, 1965.
- Madison, H. L. "Work Placement Success for the Mentally Retarded." American Journal of Mental Retardation, Vol. 69, No. 1 (July, 1964) 50-53
- Muench, G.A. "A Follow-Up of Mental Defectives After Eighteen Years." Journal of Abnormal and Social Psychology, Vol. 39, (1944) 407.
- Neuhaus, E.C. "A Unique Prevocational Program for Educable Retardates." Mental Retardation, Vol. 3, No. 4 (August, 1965), 19-21
- Ohio Department of Public Instruction. "The Joint School-Community Vocational Placement Program for Slow-Learning High School Pupils." (no publication information) (Mimeographed.)
- Parnicky, J.J., Kalin, H. and Burdett, A. "Preliminary Efforts at Determining the Significance of Retardates Vocational Interests." American Journal of Mental Deficiency, Vol. 70, No. 3 (November, 1965) 393-398
- Peterson, L. and Smith, L. "A Comparison of the Post-School Adjustment of Educable Mentally Retarded Adults with that of Adults of Normal Intelligence." Exceptional Children, Vol. 26, No. 8 (April, 1960) 404-408.
- Peterson, R.O. and Jones, E.M. Guide to Jobs for the Mentally Retarded. Pittsburgh: American Institutes for Research, 1964.
- Phelps, W.R. "Attitudes Related to the Employment of the Mentally Retarded." American Journal of Mental Deficiency. Vol. 69, No. 4 (January, 1965,) 575-585.

Shawn, Bernard. "Review of a Work-Experience Program." Mental Retardation, Vol. 2, No. 6 (December, 1964) 360-364.

Texas Education Agency. "Plan for the Rehabilitation of Mentally Retarded." Austin, (no date) (Mimeographed).

U.S. Department of Health, Education, and Welfare. Rehabilitation-Special Education Cooperation on Prevocational Programs for Handicapped Young Adults. Proceedings on a conference sponsored by the U.S. Office of Vocational Rehabilitation and Illinois State Normal University. Vocational Rehabilitation Administration, Washington, 1963.

Wakefield, R. "Work Experience for Mentally Retarded in Santa Monica." National Association of Secondary School Principals Bulletin, Vol. 46 (1962) 217.

Younie, W. J. and Colombato, J.J. "A Survey of Some Current Practices in Off-Campus Work-Experience Programs." Mental Retardation, Vol. 2, No. 3 (June, 1964) 136-142.

Younie, William J. "Increasing Cooperation Between School Programs for the Retarded and Vocational Rehabilitation Services: An Experimental Teaching Approach." Mental Retardation. Vol. 4, No. 3 (June, 1966), 9-14

CHAPTER XIX

EVALUATION

The writer of this paper served her internship for administration in the office of Special Education under the guidance of Don Grewell.

Mr. Grewell, his secretaries, and members of his staff were most helpful. Never having been involved in the administrative field, the writer felt very insecure; but Mr. Grewell gave her many good pointers and sound advice on how to cope with situations which would arise. Further working with Mr. Grewell made her more aware of the varied and complex problems a director encounters.

The educational programs and supplementary services differ in some ways from those of regular grade students. Curricula frequently needs to be modified to meet the special needs of exceptional children. Specially trained and certified teachers must be selected to provide suitable instruction. Special educational equipment and supply items have to be purchased and made available in the classrooms. Specially designed classrooms and facilities, in some instances, must be built. Transportation must be provided for some of these pupils. Identification and diagnostic procedures must be developed to assure the selection of all pupils who need special education programs. Plans must be developed with regular school administrators so that integrated

programs with normal children may be provided where feasible. Cooperative working relationship must be developed and maintained with many community agencies. Programs for all types of handicapped children must be arranged so that all educable pupils will have suitable programs of instruction. Special child accounting systems must be put into operation for maintenance of records at the local level and for reporting to the state department of public instruction. Finally, a well-selected and well trained staff of supervisors and consultants must be employed so that pupils, teachers, administrators, and parents may receive the understanding and help and counsel they require with their special problems.

As the author views it, she can see many grave weaknesses within the current special education program. Let us be honest with ourselves, the present courses of study tend to be a "watered down" regular curriculum. To move from this stage to a science of instruction, a special education program will need a rich array of validated prescriptive programs of instruction at their disposal. To assemble these programs will take time, talent, and money. Moreover, teams of specialists including creative teachers, curriculum specialists, programers and theoreticians will be needed to do the job.

In a large measure, special educators have been at the mercy of the general education establishment in that they accept problem pupils who have been referred out of the

regular grades. In this way, they contribute to the delinquency of regular education, since they remove pupils that create problems and thus neglect the need to deal with individual differences. The content of mutual delusion between general and special education, that special class placement will be advantageous to show learning children of poor parents can no longer be tolerated. Children that others cannot teach, are placed in the special classrooms. A large percentage of these are from economically disadvantaged backgrounds. Thus much of special education will continue to be a sham of dreams unless special educators insist on a comprehensive ecological push--with quality educational programs as part of it. This is hardly with the prevalent practice of expediency in which many untrained and less than master teachers are employed to increase the number of special education classes in response to the pressures of waiting lists and mandatory legislation. Because of these pressures from school systems, educators have been guilty of fostering quantity with little regard for quality of special education instruction and the administration of the programs.

The three largest problems within the Eastern Illinois area of Special Education are: (1) lack of monies, (2) sparse population over a large geographic area, (3) and lack of supervision.

Adequate supervision of Special Education Programs is imperative in the eyes of the educational leaders within the

State of Illinois. Adequate supervision of Special Education Classes is doubly imperative in Joint Agreement Programs where sparse population and wide geographical locations offer and invite a breakdown in communications. Supervision is a means of correlating the educational programs for all children and a means of providing the best educational services to each child possible. The supervisor must be able to observe the "big picture" in a Joint Agreement Program.

Presently the Eastern Illinois Area of Special Education is offering more than seventy (70) Special Education Classes. There is no supervisor available in this program; consequently, it is difficult to maintain an adequate communication chain, it is difficult to maintain adequate pupil personnel services, and it is difficult to maintain adequate parent conferences and parent study groups. Placement of children in Special Education classes particularly those children which reside in one district and must be educated in another district, at times, has been haphazard. Remediation of this method of placement is a critical need in the Eastern Illinois Area program.

The State of Illinois Special Education Rules and Regulations Handbook indicates that one supervisor may be employed for each ten Special Education Classes within the program. The Eastern Illinois area of Special Education consequently requires at least two supervisors; one (1) in T.M.H.-E.M.H. Program, and one (1) in the Speech and Hearing Program. An honest attempt

should be made to provide these services.

A complete supervisory staff should be assembled by September 1, 1970 for every unit of Special Education that contains a minimum of ten (10) classes. This would mean approximately seven areas of Special Education necessitating a full-time employed supervisor for each area. It is imperative that the Eastern Illinois Area of Special Education consider this facet on an emergency basis.

Even though the hours were long, the relative humidity high, and the temperature soared, the writer of this paper must admit the summer of 1969 was well spent. She feels the education and experiences gained through her internship to be irreplaceable. She, also, must admit that she doesn't know all the answers, but she does feel she has enough knowledge and experience to qualify her to accept a supervisory or administrative post. With so many new innovations for special education, the writer would welcome as well as enjoy an opportunity to help initiate needed changes in the Special Education Area.

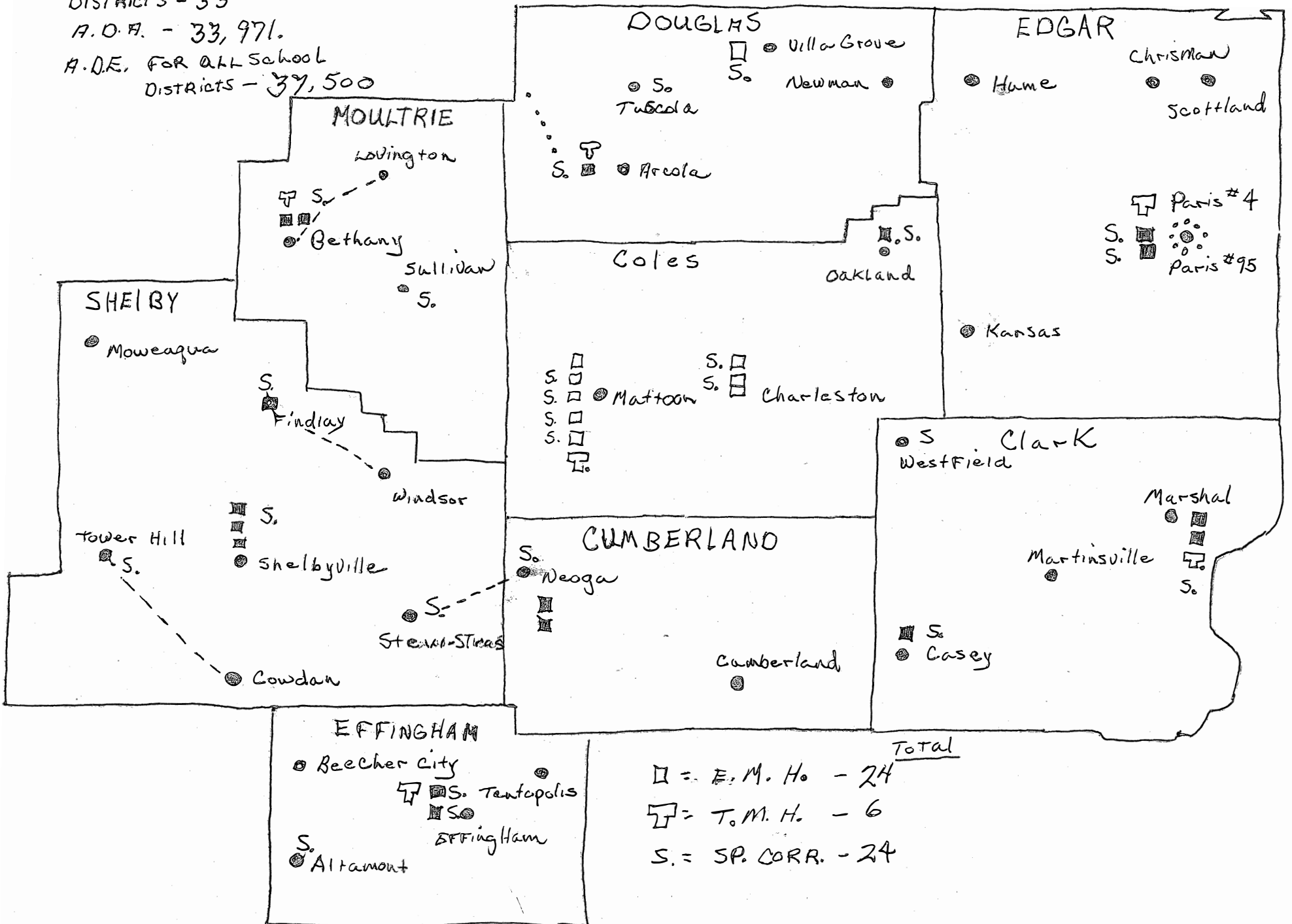
E.I.A.S.E. - 1970 - 1971

COUNTIES - 1

DISTRICTS - 33

A.O.F. - 33, 971.

A.D.E. FOR ALL SCHOOL DISTRICTS - 37,500



Total

□ = E.M.H. - 24

⊞ = T.M.H. - 6

S. = S.P. CORR. - 24