

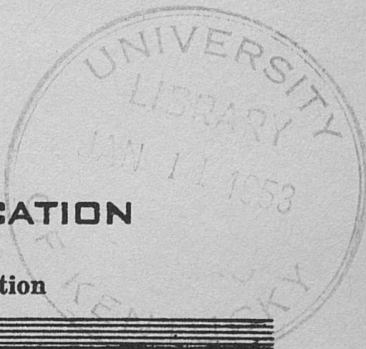
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● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

**EXCEPTIONAL
CHILDREN**

administration-supervision
examination-reporting
identification
housing
curriculum
aids to instruction
home instruction
consultation

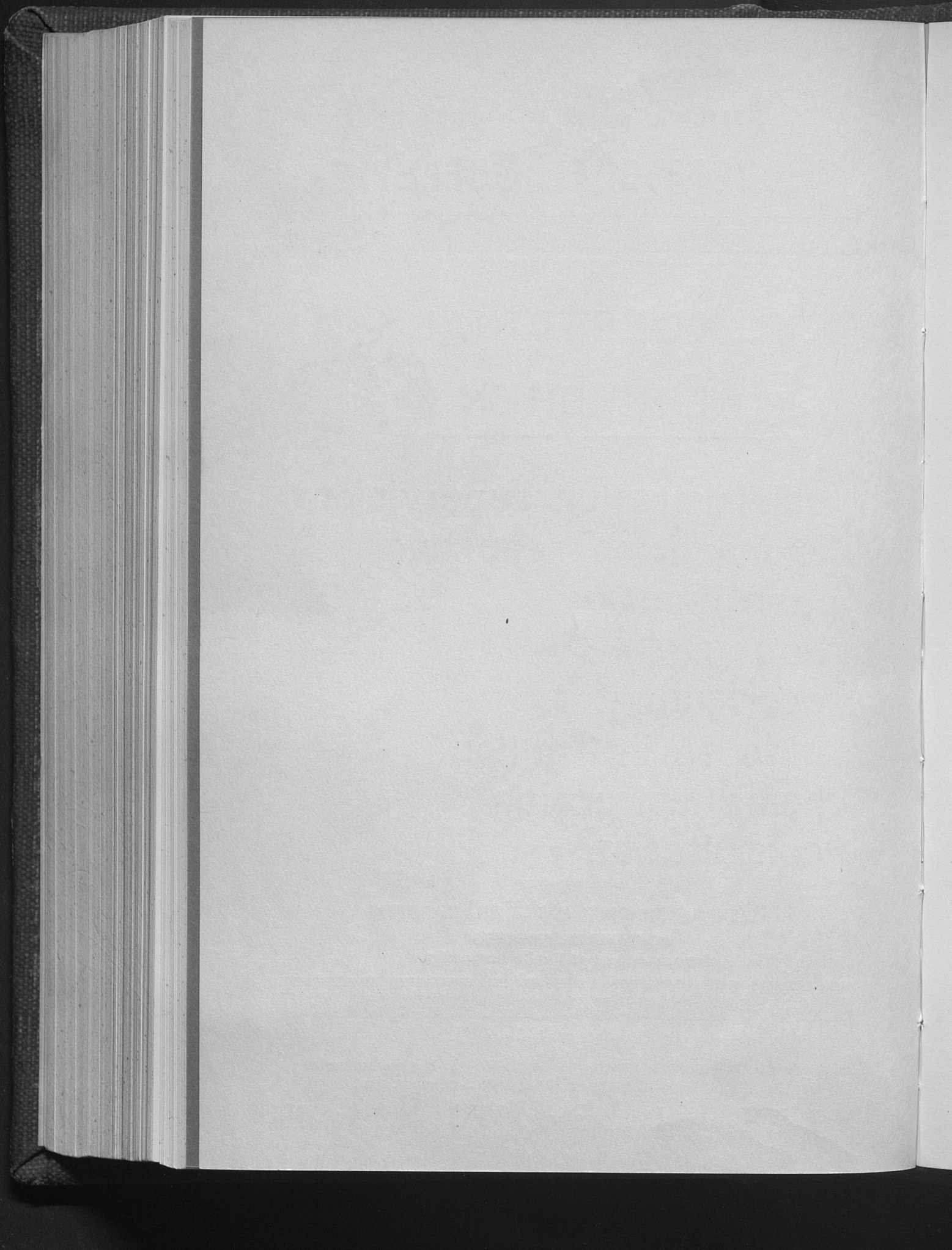
Published by
DEPARTMENT OF EDUCATION
Superintendent of Public Instruction



ISSUED MONTHLY

Entered as second-class matter March 21, 1933, at the post office at Frankfort, Kentucky, under the Act of August 24, 1912.

Vol. XX December, 1952 No. 10



FOREWORD

This publication will assist administrative and supervisory personnel in appraising local needs as they pertain to the development of improved instruction for exceptional children who are handicapped by physical and mental limitations. Effort has been made to suggest, in a practical manner, items and factors which will be of assistance in making educational provision for these children. At present, they are being educationally penalized by lack of appropriate educational facilities.

The practical value of the contents of this Bulletin will depend upon its use in local schools. I urge you to read this material carefully.

Consultation with the personnel in the Division of Education for Exceptional Children is advised. The Division personnel will assist in the evaluation of local needs and offer guidance and direction in the development of a study-action program to improve instruction for children with handicaps.

Wendell P. Butler
Superintendent, Public Instruction

December 19, 1952

EXCEPTIONAL CHILDREN

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INTRODUCTION

"The education which these . . . children [with handicaps] acquire is of major importance to American Democracy. We often hear eulogies to the "common man"; these children are a part of that great group. They will do their share of the work of the world, they will cast their votes, they will participate in the activities of labor unions and farm organizations, they will make homes. What they become, the ideals they develop, are vital to our national welfare.

"Yet the school often merely tolerates this group of children, convincing them through repeated failure in competition . . . that they are of little consequence."¹

The purpose of an educational program is to provide opportunity for the development of the individual as a person and to prepare that person so that he can offer his unique contribution to his cultural group. Therefore, the provision of improved instruction for children with handicaps is a problem of the local schools and the community.

Study-action planning to discover ways and means of providing improved instruction will involve the community in consideration of exceptional children in (1) special schools and classes, (2) regular classes with a regular teacher assisted by a "roving" teacher trained in the techniques and methods applicable to the child having exceptional needs resulting from serious physical or mental impairments.

A recent U. S. Office of Education publication points out that "There are many important questions to be answered in venturing into this relatively new field of service. How to identify the children who should be served, how to fit the extended provisions into existing . . . programs, how to integrate the program with the medical and social welfare services of the community, how to select and

¹ Featherstone, W. B. Teaching The Slow Learner, Teachers College, Columbia University, New York, 1951. (Editor's Introduction),

plan classroom activities that meet the needs of the children, how to provide for parent participation and counseling, how to select teachers, and how to deal with administrative details relative to housing, pupil transportation, and financial support will need to be considered."²

Progress has been made in developing and providing adequate instructional facilities for only a fraction of exceptional children in Kentucky. The challenge is to do more by extending facilities and improving instruction for a greater number of these children. Schools must meet this challenge.

² Hill, Arthur S. The Forward Look, the Severely Retarded Child Goes to School. Federal Security Agency, Office of Education, Bulletin 1952, No. 11. (Foreword).

ADMINISTRATIVE RESPONSIBILITY FOR DEVELOPMENT AND SUPERVISION OF INSTRUCTIONAL UNITS

Administrative responsibility for instructional units and special education facilities rests with the local Board of Education and the local Superintendent of Schools. The development and initiation of improved instruction for children with handicaps is dependent upon the leadership provided by the Superintendent and his administrative and supervisory assistants.

In the larger school units, supervisory assistance may be delegated to one person. It is preferable that the supervisor have experience as a teacher in one or more areas of education for children with handicaps or have supervisory training, including study of the exceptional child.

There is a trend in smaller school units toward placing the principal in the role of "supervisor" whenever special education units are housed in an elementary or junior high school. Frequently, home and hospital instructional units are supervised by the Superintendent or a staff member designated by him.

In the administration and supervision of educational programs for children with handicaps, attention must be given to locating these children, school placement, attendance and reporting the children with handicaps to the local pupil-personnel staff, as well as to the State Department of Education. Consideration of transportation, housing, curriculum, instructional aids, and counseling with parents is of prime importance in the development and maintenance of improved instruction.

EXAMINATION AND REPORTING OF CHILDREN WITH HANDICAPS

Children with suspected or real handicaps should first have a thorough physical examination to determine the **exact** handicapping condition, its **extent** and **degree**.

Requests for placement in special education facilities may be made by doctors, public health nurses, teachers, parents, and others.

Referral reports, to be effective, should contain a statement of the child's physical condition, his previous achievement, and his future needs. Upon receipt of this summary report the Superintendent or his representative, in conference with those who are or who will be concerned with the child's welfare and education, should determine, on the **basis of mental ability, physical status, and educational needs**, the most satisfactory school placement.

Examination by appropriate professional authority of all children with **physical handicaps** is necessary for enrollment in special education facilities.

The status of children who may be mentally handicapped can be determined:

- a. By teacher evaluation of pupils in classrooms as regards emotional, social, and academic progress. Such observation makes possible awareness on the part of the teacher as to whether or not the child suspected of retardation is progressing comfortably in these three areas; whether or not his progress is at the level of expectation for children of the same age group.
- b. By selection of pupils suspected of mental retardation by supervisors, administrators, and others.
- c. By general group tests of the objective type. The use of such group tests is for the purpose of screening only and helps to determine the need for individual tests.
- d. By individual examination, when need is indicated, to be given by a qualified psychologist.

All statements concerning medical or psychological examinations are confidential and, in all cases, confidential materials must be carefully protected.

ANTICIPATED NUMBER OF CHILDREN WITH HANDICAPS

The following figures are taken from statistically sound and nationally known writings. Results of critical evaluations in local districts throughout the nation tend to follow these statistical figures.

Category	Number per 100 in Juvenile Population
Blind	1 in each 5,000
Crippled	1 in each 100
Deaf and Hard of Hearing	About 7 in each 100
Epileptic	About 5 in each 1,000
Mentally Retarded	2 or 3 in each 100
Partially Seeing	1 in each 500
Speech Impaired	About 7 in each 100

IDENTIFICATION OF CHILDREN WITH HANDICAPS

The identification and classification of children with suspected or real handicaps is a difficult task. With the assistance of persons trained to determine the handicap, its degree, the immediate and probable future needs of the child, identification and school placement is less difficult. The absence of such trained personnel does not, however, make identification of these children and consideration of meeting their instructional needs an impossibility. The listed descriptive factors will aid in identification; the suggested school placement will be of assistance in arranging for the child to participate in an improved instructional program to meet his needs.

Category	Descriptive Factors	School Placement
BLIND	Visual acuity less than 20/200; "educationally or industrially blind."	State Residential School for the Blind; special Braille class.

Category	Descriptive Factors	School Placement
CRIPPLED	Deformity that interferes with normal function of bones, muscles, joints; e.g., cerebral palsy, polio, accidental crippling, congenital crippling, cardiac problems, etc.	Home and hospital instruction; crippled children class; regular class, if degree is slight.
DEAF	No hearing since birth; or lost hearing before acquiring speech; or after achieving speech, loss of hearing resulted in corresponding loss of speech.	State or private residential school; class for acoustically handicapped.
HARD OF HEARING	Hearing loss prevents hearing ordinary voice at twenty feet. Loss, in voice range, of 15 decibels or more on pure-tone audiometer.	Speech reading training (lip reading); special class — cooperative basis; regular class. ³
EPILEPTIC	Convulsions of petit mal (mild) or grand mal (severe), accompanied by loss of consciousness.	Remain in regular grades, with medication; special class, if convulsions severe.
MENTALLY RETARDED	Mental capacity below normal, difficulty with abstract symbols, can profit by "academic" instruction, inadequate concept of personal and social responsibility, poor muscular coordination, short attention span, expected to develop competence for social and economic independence.	Special class when educable (can profit from "academic instruction"). Consider: previous school progress, teacher evaluation, social and physical maturity, general physical and emotional well-being, results and interpretation of individual psychological examination.
PARTIALLY SEEING	Visual acuity (corrected) between 20/70 and 20/200, cannot use materials and equipment for "normally seeing" children. Attempts to brush away blur, rubs	Special class (cooperative basis); regular class ³ (in rural areas, especially) with instructional aids, e.g., special materials and

Category	Descriptive Factors	School Placement
	eyes, cannot see chalk board, reading material too near or too far from eyes.	equipment, guidance, counseling.
SPEECH IMPAIRED	Attracts attention to itself, attracts attention of listener to speech and not to idea or thought, interferes with communication, causes maladjustment.	Remain in regular classroom with provision for speech correction by a trained speech correctionist.

³ To assist with the instruction of hard of hearing or partially seeing children remaining in the regular grades, it is profitable to employ a trained special education teacher who will serve the children and counsel with teachers and parents on an itinerant basis.

NUMBER HANDICAPPED CHILDREN RECOMMENDED PER CLASS UNIT

Category	Number per Class Unit
Crippled	12-20
Deaf	8-12
Epileptic	15-20
Hard of Hearing	10-25
Mentally Retarded	15-20
Partially Seeing	10-20
Speech Impaired	125 per week

BASIC HOUSING CONSIDERATIONS

Classrooms or other facilities for children with handicaps better serve the community when they are centrally located. The elementary or junior high school is likely to be the best "center" when children are assigned according to chronological age and educational requirements of the pupils. Transportation is also a factor in determining the location of the special education facility. In general, the same standards regarding ventilation, decoration, and lighting (except in classrooms for the partially seeing, deaf and hard of hearing) as apply for normal children may be used.

Classrooms should be located so that children with handicaps will have as many contacts as possible with normal children of their own age-group. Segregation is to be avoided.

The following specific suggestions will serve as a guide in selecting and preparing a classroom for children with handicaps:

Category	Description of Classroom
CRIPPLED	Classrooms should be at least as large as those for normal children; they should be on the first floor near the exit; ramps and sturdy hand rails should be provided. If steps are used, they should be sturdily built, have an easy grade, and be equipped with hand rails. Toilet facilities, a drinking fountain, cot room, etc., should adjoin the classroom or be easily accessible. If possible, the lunch room should be on the same floor. Storage space for materials is desirable.
DEAF AND HARD OF HEARING	Classrooms at least as large as those for regular classes and located in a quiet wing of the building are best. For fire protection, a "red flasher" rather than the sound gong is a more effective danger signal. Proper selection of room exposure will help to provide the greatest amount of constant natural light. Precautions against glare should be taken. 50 foot-candles of properly diffused light is recommended. Storage space for materials is necessary.
MENTALLY RETARDED	It is preferable that the room be about one and one-half times as large as regular classrooms and located so as not to segregate these children. Running water, deep sink, work bench, convenient electrical outlets, and tool cabinet should be provided.
PARTIALLY SEEING	Classrooms for partially seeing children should be of standard size or larger. Care in selection of room should be exercised so that it is a model for good seeing conditions. 50 foot-candles of light correctly diffused and distributed is recommended. Natural light is best controlled by using

Category

Description of Classroom

a pair of buff or light gray translucent shades attached at the center of each window. To direct the light, one shade pulls up and one down.

Desirable room decoration consists of white ceiling, walls of light tints, woodwork of light color and dull finish, floors should have a dull finish and be light in color. Light gray-green chalk boards are recommended since they present desirable seeing conditions and reflect the maximum amount of light.

SPEECH IMPAIRED

Since these children meet with the correctionist, in small groups or as individuals, only for short periods, the room may be smaller than the regular classroom. It should, however, be large enough to provide for special equipment and materials; have good sound properties, be attractively decorated, well lighted and comfortable; and have adequate bulletin board and chalk board space.

BASIC CURRICULUM CONSIDERATIONS

Curriculum adjustments are necessary for most children with handicaps to assure that their instructional and personal needs will be met properly. The final objective of curriculum improvement for these children, as for others, is to prepare them for participating in and contributing to "society."

Teaching practices and curriculum content are most effective when they are in keeping with individual capacities, limitations, previous experiences, and future needs.

Fundamentally, the curriculum for these children emphasizes the following:

1. "Academic" instruction—e.g., basic tool subjects; reading opportunities that include family and age-group experiences, aspects of community living, safety, etc.
2. Healthful living and wholesome social experiences—e.g., caring for bodily needs; enjoying social relationships; sharing with others; group planning, etc.

3. Participation in community affairs—e.g., respect for property; working in appropriate class activities, school clubs (Scouts, Stamp clubs), etc.
4. Pre-vocational and occupational training—e.g., wood working; home making; exploration of many “jobs” through visits, movies, etc.

BASIC AIDS TO INSTRUCTION

Educational equipment and materials used for non-handicapped children are, in general, basic to meaningful instruction for children with handicaps. In addition, instructional equipment and materials designed to meet specific educational needs greatly aid children with handicaps in making optimum progress.

Although field trips, projects, experimentation and exploration, demonstrations and talks by parents and outstanding citizens are not considered to be “instructional equipment and materials,” intensive use of these aids to instruction is desirable. This is especially true since many exceptional children, because of their handicap, cannot go to the community. Hence, “education” in its most complete concept must be **brought to** the child.

The cost of some equipment and materials may be more than a school district can budget for this purpose. However, this should not delay the development of special education facilities. Instructional personnel should be encouraged to use local materials that are at hand and to find ways of using those which are free or inexpensive. Frequently, the necessary equipment can be obtained at a small cost by having it constructed by the school carpenter, in the school shop, or by an interested and willing parent. Many instructional materials can be secured without cost from commercial firms, or the teacher, with the help of the children, often finds it expedient to prepare her own materials (e.g., instructional charts) as an outgrowth of experienced need.

Equipment and supplies are of value only when they are selected on the basis of an educationally sound curriculum. Criteria for determining instructional value: Will the proposed equipment or material serve to meet the child’s needs? Will instruction be improved?

Specific suggestions will serve as a guide in selecting the particular equipment and materials that are most helpful as instructional aids.

Category

Instructional Aids

CRIPPLED

Highly specialized tables, chairs, walkers, etc., should be provided only when necessary. Usually, this equipment is prescribed as an aid to or continuation of treatment. Modification of regular classroom equipment to provide more comfort, security, and to aid in correction is frequently necessary. The construction and modification of some equipment can easily be made in the school shop or by the school carpenter when proper specifications are available. Furniture should be movable and adaptable to the child's needs. Wheel chairs and tables of appropriate size are often desirable. Cots for rest periods may be necessary. Typewriters, large pencils, large chalk, and occasionally large type books, are needed by individual children. Appropriate handwork and art materials and the necessary tools and equipment are helpful to the physically handicapped child in releasing creative talents. Puppets are an excellent media of expression for physically handicapped children.

DEAF AND HARD OF HEARING

Instruction is greatly implemented by the use of a group hearing aid with a sufficient number of ear phones (individual plug and volume control) and a phonograph attachment for acoustic training. Phonograph recordings of gross sounds, music, and speech assist in the development of hearing and speech. Picture dictionaries for non-readers and Standard dictionaries properly keyed for pronunciation are a necessity. Visual aids—displays, movies, film-strips, etc.—have special values. To teach speech to children who are deaf and hard of hearing, a large mirror is a "must." Play materials, educational toys, games, puzzles, arcraft and handcraft supplies are valuable aids to instruction.

MENTAL RETARDATION

Instructional aids to promote growth and development of educable mentally retarded children in the "academic" skills and knowledges closely parallel those for the non-handicapped child. Adaptation and simplification will be necessary, even when the

Category

Instructional Aids

“experience curriculum” is the basis for instruction. The use of pupil-interest-experience materials, visual aids, practical arts and crafts material, and music material will be of assistance.

For older children, it is desirable that equipment and materials necessary for practical instruction in the mechanical processes be provided. Interest and need will determine what and how much should be provided. Early laboratory experiences must deal with simple processes. Naturally, the goal will be to provide experience which will lead to practical application of the mechanical processes in the various possible vocational fields as suggested below.

Woodwork—simple cabinet making, rough carpentry

Agriculture—gardening, simple landscaping, farming

Electronics—repair of household appliances, helper in radio and television

Metals—plumber’s helper, machine shop assistant

Automotive—automobile repair, car wash, “grease monkey”

Home Making—cooking, maintenance, shopping, laundry, child care

PARTIALLY SEEING

Equipment and materials should insure instruction with the least amount of eye strain to the child and bring about maximum relaxation and eye rest. Furniture should be movable, light in color, dull in finish, and adjustable to promote desirable posture. Green chalkboards are highly advantageous. Typewriters with large (magnatye or bulletin) type, magnetic recorder (dictaphone, Soundscriber, wire recorder) are approved conservation aids and serve as a means of communication and self-expression, including creative writing. Soft thick lead pencils, buff colored non-gloss paper, large soft chalk, textbooks in large type (18 or 24 point), over-sized outline maps in color, and a dictionary (Winston Dictionary for

Category

Instructional Aids

Schools—**Large Type**), are recommended materials for use by children having severely restricted vision. Appropriate arts and crafts materials, particularly those used in the development of large art forms, modified recreation equipment and materials, music (learning by rote), drama and dance, are all acceptable as a means of expressing creative abilities and providing for pleasurable ways of releasing tensions.

SPEECH IMPAIRED

Equipment and materials for speech impaired children are important. However, a considerable number of items can be selected from instructional aids now available in many schools. Supplies such as construction paper, oak tag, crayons, scissors and paste, can be selected by the speech correctionist in accordance with determined needs. Drill or practice materials (games, picture cards) may be secured from commercial firms or developed by the correctionist and the children.

It is desirable to provide a portable recording machine, a magnetic tape or wire recorder, to reproduce the child's speech for his own evaluation. A record player and appropriate recordings selected by the correctionist are used in the development of auditory training and in stimulating those children who may have delayed speech.

Blowing equipment and other aids to develop breath control can usually be devised by the correctionist. Each room used by the correctionist should have a large mirror about 24" by 36" and two or more small mirrors. Some children with impaired speech may have a hearing loss. To help these children, a hearing aid for sound amplification may be necessary. Selected educational toys are also helpful instructional materials.

TRAINING AND QUALIFICATIONS OF TEACHERS OF CHILDREN WITH HANDICAPS

To qualify for a STANDARD SPECIAL EDUCATION CERTIFICATE, the following is required: Bachelor's Degree, including 45 semester hours in general education; 12 semester hours in professional education courses; 12 semester hours in the area of special teaching, i.e., crippled children, mentally handicapped, partially seeing, speech, etc.

In addition, teachers of children with handicaps should have exceptional ability to understand how children grow and develop, the process of child socialization, and for each child the meaning of his particular handicap to him and to his age-peers. Knowledges and skills in curriculum development, construction, and adaptation as they relate to the educational and personal needs of each child are important and desirable in the teacher's kit of tools.

It is highly desirable that teachers of elementary age children with handicaps be qualified as elementary teachers.

Personal qualifications should include a pleasant personality, good mental and physical health, initiative and a high degree of personal and professional interest.

PARENTAL PARTICIPATION

The school has a primary responsibility and must function in assisting parents in their emotional acceptance of problems which must be faced by them and their children—to overcome feelings of pity, humiliation, guilt, or resentment.

Parents should be drawn into the planning of a program for their children. The school should inform the parents as regards the child's ability, strengths and weaknesses, readiness for instruction, methods of instruction, and the **attainable** instructional objectives.

Parental consultation with the instructional and supervisory personnel is also helpful for clearer understanding of the child's educational program, including practical attention to prevocational and vocational interests, as well as a consideration of progress the child is likely to make.

HOME INSTRUCTION

Since instruction for children who are homebound differs somewhat from other special education facilities in aspects related to administration and supervision, the following comments may be helpful to school authorities who find it necessary to initiate home instruction programs. In all instances where the child can participate in another type of special education facility, and when other facilities can be provided, home instruction is to be avoided.

Purpose:

Home instruction provides for educational opportunity only for those children who are **physically unable to attend regular schools**. Children receiving home instruction should have sufficient intelligence to profit from this individualized educational opportunity.

Placement:

The physical and educational needs of school age children who are to receive home instruction should be the determining factors in placing children in membership. There must be impartial assignment where physical and educational needs indicate that such assignment is advisable. Responsibility for the assignment of children to a home teaching program, in the final analysis, belongs to the Superintendent of Schools. Assignment should be made only when proper medical reports certifying that the child is unable to attend the regular schools, because of physical conditions, are presented by a qualified professional authority. These reports should be received before placement is made.

In determining which children are to receive home teaching, it will be generally understood that a child who is of school age and whose physical handicap will prevent him from attending regular school thirty days or more will be **considered**. When the child is homebound because of a communicable disease, the service cannot be offered.

Medical Examination:

The medical statement should include the medical diagnosis, prognosis, and such recommendations as the examiner cares to make. (See Page 486)

These medical reports should be on file in the Superintendent's office for audit at any time.

Referral Procedures:

Children may be referred by doctors, public health nurses, teachers, parents, and others. To be effective, proper study of the child's needs should be made and a summary report supplied to the Superintendent. Upon receipt of this report the Superintendent, in conference with the home teacher, the attendance officer, and others whom he may wish to include, should determine on the basis of physical and educational needs whether or not the child is to be assigned to the home teaching program. (See Page 486)

Attendance Records:

Attendance records should be kept for children on the home instruction program. There must be a regular record book with monthly reports on enrollments, withdrawals, and attendance, made to the attendance officer of the school district. The home instruction program, in the case of reporting to the attendance officer, is considered as a separate school.

Recording Attendance:

A child enrolled in the home instruction program and receiving instruction on the basis of the minimum standard of two (2) visits per week is considered as being in school attendance five (5) days. One visit per week is recorded as two and one-half ($2\frac{1}{2}$) days attendance. Attendance records kept by the home teacher should be maintained on this basis.

Teacher Headquarters:

Since the teacher in most instances is responsible directly to the Superintendent, there should be arranged in or near the Superintendent's office a place for her to work, make reports, write case summaries, etc. A specific and scheduled time for the teacher to report to headquarters is to be encouraged.

Service Load:

In most counties, travel conditions, the necessity of teacher preparation, and grade spread, usually indicate that a maximum of twelve children at any time is the most that can be handled by one teacher.

In urban areas, teachers carry a service load of fifteen children.

CONSULTATIVE SERVICES

The local district is responsible for the initiation, organization and development of special education facilities. Assistance is available from the State Department of Education.

Certain areas are **suggestive** of relationships in which administrative and consultative assistance is mutually helpful:

1. working out basic administrative policies to assure operation in keeping with the intent and purposes of statutes controlling the program;
2. selecting children for enrollment in special education facilities;
3. using related services as provided by existing child care agencies;
4. considering problems concerned with teacher-education and certification of teachers of exceptional children;
5. planning for direct services for children—e.g., testing, providing instructional materials;
6. in-service assistance to teachers;
7. providing loan-packets of materials.

It is recommended that inquiries from local school personnel to the Department of Education, which pertain to the policies and operation of facilities for handicapped children, be cleared through the office of the local Superintendent.

Divisional personnel are available to give assistance to classroom teachers and to make as many visits to special class units as can be accomplished. Consultation and guidance is also offered to parent organizations on special problems.

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