

Commonwealth of Kentucky

EDUCATIONAL BULLETIN

EXCEPTIONAL CHILDREN

State Plan — Revised 1962

- BLIND
- CRIPPLED
- DEAF
- HARD OF HEARING
- MENTALLY RETARDED
- PARTIALLY SEEING
- SPEECH IMPAIRED

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DEPARTMENT OF EDUCATION

Superintendent of Public Instruction

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FOREWORD

This Educational Bulletin contains the 1962 revision of the State Plan for the Education of Exceptional Children including the organization and implementation of the Statewide instructional program for these children. It is based upon the 1948 Special Education Act (as amended in 1962), the Foundation Program Law, and State Board of Education Regulations.

In studying the Bulletin, you will find classifications of exceptional children and principles of administration and supervision. Further, the State Plan specifically indicates children with exceptionalities who may be included in special education programs, pupil-teacher ratios for each type of classroom unit, and appropriate school placement. Consideration of these and other factors leads to a sound orderly approach to, and provision of, at least a minimum instructional program for children with exceptionalities.

Wendell P. Butler,
Superintendent of Public Instruction

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INTRODUCTION

Beginning with the 1948 Special Education Act which provided a small legislative appropriation, Kentucky, for the first time, gave more pointed recognition to State responsibility in the provision of instruction and facilities for handicapped children. When the Foundation Program Law was passed in 1954 and revised in 1956 and 1960, guarantees were established for all Kentucky school children and broader provisions were made for Special Education to meet the needs of exceptional children by permitting the establishment of classroom units on a State-local partnership basis.

When classroom units are allotted for teachers of exceptional children, consideration is given to (1) community need for instructional programs for exceptional children, (2) sufficient number of exceptional children, (3) approved teachers whose professional preparation qualifies them as special teachers in the classification of exceptionality in which teaching is to be done, and (4) approved housing. The same ratio of funds is allocated for special education units with respect to Capital Outlay and Current Operating Expenses as for regular classroom units for non-handicapped children.

The establishment of instructional programs for exceptional children is based upon the recognition that there are wide deviations or differences among children in their physical, mental, social and emotional needs. Subsequently, it follows that an instructional program—organization of the program, housing facilities, instructional methods—must differ to meet fully the educational needs of the children who deviate from the average to the extent that they require special instruction to develop their maximum potential.

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DEFINITIONS

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Exceptional children (KRS 157.200) are those who differ or deviate from what is supposed to be the average in physical, mental, emotional or social characteristics and abilities to the extent that they require specialized education in order to attain the maximum of their abilities and capacities.

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“Special educational facilities” means special schools, special classes, and special instruction. All special education facilities shall be under the supervision of the Superintendent of Public Instruction (KRS 157.200) (6).

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Exceptional children who require special education programs are defined as follows:

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I. Physically Handicapped

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A. **Crippled and Special Health Problems**—Children who are so handicapped through congenital or acquired defects (including cerebral palsy) in the use of their bodies as to be unable to function with normal children of the same age, or may have certain illnesses such as epilepsy, rheumatic fever, asthma, nephritis, and hemophilia which prevent their attendance in a regular class.

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B. **Homebound**—Children who are confined to their homes due to some condition which renders them physically unable to attend school but who have sufficient intelligence to profit from instruction. These children are generally those with crippling conditions and special health problems.

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C. **Hospitalized**—Children who are confined to the hospital for care and treatment and, according to medical prescription, are well enough to participate in a limited special education program.

II. Mentally Handicapped

A. **Educable**—Children who because of retarded intellectual development, as determined by recognized standardized tests, are incapable of being educated through ordinary classroom instruction but whose intellectual ability would indicate a degree of scholastic attainment with the benefit of special education methods and materials. Also used to

refers to those mentally retarded children who may be expected to maintain themselves independently in the community as adults. These mentally retarded children would obtain IQ scores between 50 and 75 on recognized standardized individual tests of intelligence.

- B. **Trainable**—Children who because of retarded intellectual development, as determined by recognized standardized tests, are incapable of being educated through ordinary classroom instruction or special education programs for educable mentally handicapped children but who may be expected to benefit from training in a group setting designed to further their social adjustment and economic usefulness in their homes or in a sheltered environment. Also used to refer to that group of mentally retarded obtaining IQ scores from 35 to 50 on recognized standardized individual tests of intelligence.

III. Visually Handicapped

- A. **Blind**—Children who are blind are those whose visual problem is so severe that the child must pursue his education chiefly through the use of Braille, audio aids and special equipment, or if his vision is such that it is not safe for him to be educated in the regular class or in a class for the partially seeing.
- B. **Partially seeing**—Children who are partially seeing are those who have visual limitation but are able to use vision as the chief channel of learning. The generally accepted classification for the partially seeing is a Snellen reading of 20/70 or less in the better eye after correction, or those with visual deviations such as progressive myopia who, in the opinion of the eye specialist, can benefit from special education facilities provided for the partially seeing.

IV. Hearing Handicapped

- A. **Deaf**—Children whose hearing loss is so severe that they are unable to comprehend and learn speech and language even though hearing aids may be useful to some of them. These children generally have a hearing loss of 70 decibels or more in both ears.

- B. **Hard of Hearing**—Children are considered hard of hearing who are able to understand and learn speech and language but whose hearing is not sufficient for them to learn adequately in a regular school class. These children generally have a hearing loss of from 40-70 decibels in the better ear. Those children with a hearing loss of less than 40 decibels will probably be able to function adequately in a regular class with the assistance of a speech correctionist.

V. **Speech Handicapped**

Speech handicapped means children whose speech has been diagnosed by a speech correctionist as deviating or differing from average or normal speech to the extent of hindering adequate communication and requiring specialized instruction for improvement or correction of the handicapped.

INSTRUCTIONAL PROGRAMS FOR EXCEPTIONAL CHILDREN means classroom units designed to meet the educational needs of those children who differ or deviate from the average or normal children in physical, mental, emotional or social characteristics and who cannot function in regular classrooms in public schools. Provision is made for instructional programs in addition to, or different from those provided in the regular program. The experiences and activities provided are parallel to those for normal children as nearly as the conditions will permit.

CLASSROOM UNITS FOR EXCEPTIONAL CHILDREN means special instruction in a special class, home or hospital, provided (a) the requisite number of exceptional children are in membership, (b) the physical facilities, equipment, materials, and curriculum are approved, (c) the teacher has the required special education preparation for the type of exceptionality of the children enrolled in the unit. Each classroom unit shall serve only one classification of exceptional children as described in the Criteria. Children with multiple handicaps should be classified for educational purposes by the major educational handicap.

FRACTIONAL CLASSROOM UNIT is a unit having fewer children than prescribed in the required pupil-teacher ratio or the program is in operation less than a full day or a full school year. Such

units may be allotted and certified on a basis proportionate to the minimum pupil-teacher ratio and/or the proportionate length of the school day or the school year.

TEACHING LOAD IN CLASSROOM UNITS FOR EXCEPTIONAL CHILDREN

CLASSIFICATION	NO. CHILDREN PER UNIT (MEMBERSHIP)
PHYSICALLY HANDICAPPED	
Crippled and Special Health (Classes)-----	10-20
Home Instruction	
(County Districts) -----	8-12
(Independent Districts) -----	8-12
Hospital Instruction -----	10-20
MENTALLY HANDICAPPED	
Educable (Classes) -----	15-20
Trainable (Classes) -----	8-12
VISUALLY HANDICAPPED	
Partially Seeing (Classes) -----	10-20
Blind (Classes) -----	8-12
HEARING HANDICAPPED	
Hard of Hearing -----	10-20
Deaf -----	8-12
SPEECH HANDICAPPED -----	75-100 per week

LENGTH OF SCHOOL DAY AND SCHOOL YEAR

School Day shall be the same as for non-handicapped children except when the child's handicap indicates a legitimate need for an adjusted day. Such changes shall appear on the Application for Tentative Approval for Classroom Units for Teachers of Exceptional Children.

The school day for trainable mentally handicapped children may be less than 6 clock hours provided the superintendent of the district requests such reduction. The school day for classes for trainable mentally handicapped children shall not be less than four and one-half

clock hours. The superintendent's request for reduction shall be made on an annual basis prior to the beginning of the school year.

The teacher should spend the remaining one and one-half hours of the school day in preparation. If the teacher is assigned other teaching duties for the remaining one and one-half hours of the school day, the unit allotted to the school district will be **reduced** proportionately.

School Year shall be the same as for non-handicapped children.

An Approved Teacher for classroom units for exceptional children shall have the required special preparation in the specific area of exceptionality. This may be included in, or in addition to, a Bachelor's degree. For example, teachers of the mentally retarded will hold a Special Education Certificate for Teachers of the Mentally Retarded. (See Certification Bulletin.)

It is expected that the teacher will devote a regular teaching day to instructional activities for exceptional children. In addition, the teacher may be assigned to a fair share of routine responsibilities of operating the school. However, in the assignment of routine duties, the class for exceptional children must not be left without supervision.

Housing Facilities shall meet the same standards for regular classrooms as specified in State Board of Education Regulations, Chapter 22. In addition, housing plans should include needed facilities such as proper toilet arrangements, lunchroom service, special equipment and special materials according to the classification of exceptional children being served. Housing and equipment provisions shall be stated on the application for tentative approval of classroom units for exceptional children before approval can be given.

Classroom units allotted for special classes shall be located in regular elementary or secondary schools, dependent upon the age range of the pupils. The location of a classroom unit in other facilities must be approved by the Division of Special Education, State Department of Education.

ESTABLISHING A CLASSROOM UNIT FOR EXCEPTIONAL CHILDREN

Local Responsibility

The school superintendent, representing the local board of education, has the primary responsibility for initiating, establishing and administering the instructional program for exceptional children in the community. He, with others of his professional staff, community representatives, and the leadership and consultation services of the Division of Special Education, State Department of Education, must determine the advisability and the means of providing this important part of the total instructional program. This planning should begin at least a year in advance of the time that the program is to be initiated. The success or failure of the program will depend in a large measure on the soundness and thoroughness of the planning and ultimate administrative policies established for the operation of the program.

It must be remembered that classroom units for teachers of exceptional children are allocated under KRS 157.360 (5) and are not ASIS units.

State Consultation and Service

(1) However, the Superintendent and his co-workers must be alert to the possibilities of assistance from the State Department of Education, which has two general and broad objectives: (a) To provide over-all leadership and guidance and (b) to give specific service whenever possible. (2) In meeting the leadership objective, the Division of Special Education is ready for consultation with individual superintendents and their staff. (a) To give interpretation of the instructional services required by handicapped children in each classification, the needed physical facilities, the importance and kind of special equipment and instructional materials and aids, and basic housing consideration. (b) To prepare school personnel, parents, and the community for acceptance of educational provision for children with moderate to gross deviations from the average. (3) The local school district, in asking the State Department of Education to fulfill the service objective, may secure help from staff specialists in the (a) identification and classification of handicapped children in the school and the community; (b) preparation of materials of assistance to teachers, parents, board members, and the community; (c) imple-

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mentation of a balanced in-service program dealing directly with instruction of handicapped children for all school personnel; (d) clarification and use of "lines of communication" making possible assistance from related organizations in care of handicapped children, e.g., Crippled Children Commission, University of Kentucky Speech and Audiology Clinics, Kentucky Schools for the Deaf and Blind, Kentucky Training Home (mentally deficient), and others; (e) evaluation of the various classroom units for exceptional children in school districts providing special education services.

Planning the Program

To know the numbers and types of exceptional children in a school district and to recognize the need for instructional programs for these children, certain information is necessary.

1. How many children with handicaps may we expect to find in the juvenile population of any community?
2. What professional authorities should help assess the child's physical and/or mental handicap?
3. What type of special education setting or school placement should be provided for children with handicaps?

The following diagram should prove to be a helpful guide in answering some of these questions:

CLASSIFICATION	RECOMMENDED PROFESSIONAL EXAMINER	POSSIBLE SCHOOL PLACEMENT	APPROXIMATE NO. IN JUVENILE POPULATION
CRIPPLED AND SPECIAL HEALTH PROBLEMS	Orthopedist Pediatrician Neurologist Family physician	Crippled Children class in elementary or secondary school; home or hospital instruction; regular class if condition is mild	1 or 2 in each 100
HOMEBOUND AND HOSPITALIZED	Pediatrician Heart Specialist Neurologist Orthopedist Family physician	Home Instruction Hospital Instruction	1 or 2 in each 100
EDUCABLE MENTALLY RETARDED	Psychologist Psychometrician	Special class in elementary and/or secondary school	2 in each 100
TRAINABLE MENTALLY RETARDED	Psychiatrist Psychologist Psychometrician	Special class in elementary school or other approved facilities	1 in each 300

CLASSIFICATION	RECOMMENDED PROFESSIONAL EXAMINER	POSSIBLE SCHOOL PLACEMENT	APPROXIMATE NO. IN JUVENILE POPULATION
BLIND	Ophthalmologist Optometrist	Kentucky School for the Blind; public school Braille class	1 in each 500
PARTIALLY SEEING	Ophthalmologist Optometrist	Special class in elementary and/or secondary school	1 in each 500
DEAF	Otologist Otolaryngologist Audiologist	Kentucky School for the Deaf; private residential school; class for deaf in elementary or secondary school	1 in each 200
HARD OF HEARING	Otologist Otolaryngologist Audiologist	Special class in elementary or secondary school; lip-reading and auditory training while in regular class	4 or 5 in each 100
SPEECH HANDICAPPED	Speech Correctionist Speech Pathologist	Regular or special class with provision for speech correction	5 or more in each 100

Determine Needs for Special Education

The first step is to make a comprehensive survey of the juvenile population in the community to determine the number and type of exceptional children who need to be enrolled in special education programs. This survey must include those children who are not enrolled in school, as well as those who are enrolled, since many of them may not be in attendance because the school has not had a suitable type program to meet their needs. The pre-school population should be surveyed also.

Special techniques for the selection of children for special education programs are discussed under the headings devoted to the various types of exceptional children.

Examination by Professional Authority

Those children discovered through the survey should be examined by the appropriate authority (see chart on page 9) to determine the current status and future prognosis of the child in view of his receiving special education. Records from the examining authorities should be kept on file in the local school district.

Selection of Children

Select from the records and school progress reports those children who can best profit from special education programs. This selection

and decision as to school placement is the function of an Admission and Release Committee.

Admissions and Release Committee

The most advantageous manner of determining placement, admission and release of children from special education programs is the "Admissions and Release Committee". This committee may function in a group setting or by other coordinated plan and should be made up of the following: (1) The superintendent or local supervisor of special education, (2) the building principal, (3) a qualified psychologist and/or guidance counselor, (4) the special education teacher and the classroom teacher who last had the child enrolled, (5) other professional personnel concerned with the class or the individual child.

Factors pertinent to placement or release of children to/from special education facilities are discussed in detail under the sections dealing specifically with the various classifications of exceptionality.

If there is any question as to the child's status or his ability to profit from special education, he should receive a reasonable trial period in the properly selected classroom unit for exceptional children.

Selection of Classroom

Survey all classrooms to locate appropriate facilities. (See sections dealing with each type of handicap for specific recommendations.)

Selection of Teacher

Survey possible teaching personnel to select a well-prepared and certified special education teacher. Check qualifications with the Division of Teacher Education and Certification, State Department of Education, at an early date.

Local Board Approval of Proposed Plan

Prepare for approval of the local board of education a plan describing the program, physical facilities, teaching personnel, general policies, procedures, rules for admission and release of pupils, for classroom unit(s) for exceptional children to be established.

Community Education

Plan and carry out a program of community education to gain the acceptance and support of parents, civic and business organizations, public and private agencies, school personnel, and the general public.

Orientation Programs

Programs should be conducted to orient supervisors, pupil personnel directors, building principals and teachers, as to the aims and objectives of Special Education programs. Consultation services are available from the staff of the Division of Special Education, State Department of Education.

Curriculum, Materials, Equipment

Arrange for an adjusted curriculum for the classification of exceptional children enrolled in the classroom unit. Consider the special instructional materials and equipment needed.

Application for Unit

Request tentative allotment of classroom units for the instruction of exceptional children from the State Department of Education by filling out the APPLICATION FOR TENTATIVE APPROVAL FOR CLASSROOM UNITS FOR TEACHERS OF EXCEPTIONAL CHILDREN in accordance with KRS 157.360 (5). It must be remembered that classroom units for exceptional children are **not** ASIS units and are allotted on the basis of need, approved teacher, facilities, etc., as outlined in the criteria.

Certification of Unit

Activate the classroom unit after receipt of "Tentative Approval" from the State Department of Education. Keep all records, curriculum plans, etc. readily available for audit by the Division of Special Education. The Division will evaluate the program and certify final approval of the unit.

SPECIAL EDUCATION PROGRAMS BY DISTRICT OTHER THAN THAT OF CHILD'S RESIDENCE

Contract Agreement

If the number of children in one classification of exceptionality in a district is not sufficient to justify a special education program in that district, or if a school district does not provide a special education program, the board shall provide instruction by contract with another county or independent district that maintains an approved special education program for that type child. When a district undertakes, under operation of a tuition contract or of law, to provide in its classes for these pupils residing in another district, the district of their residence shall share the total cost of the special education program in proportion to the number of pupils or in accordance with contract agreement between the two districts.

Transportation

The school board of the school district in which any child resides shall pay for his transportation to the class in the other school district, cost not to exceed three hundred dollars for one school year, unless the school board of the other district provides his transportation to the class, in which case the cost of transportation will be included in the total cost of the special education facility. (KRS 157.280)

SPECIAL CLASSES FOR CHILDREN WITH CRIPPLING CONDITIONS AND SPECIAL HEALTH PROBLEMS

Definition

Special classes are for children who are so handicapped through congenital or acquired defects in the use of their bodies as to be unable to function with normal children of the same age, or may have certain illnesses such as epilepsy, rheumatic fever, asthma, nephritis and hemophilia which prevent their attendance in a regular class.

Age Range: 5-21 years

Class Size (Membership): 10-20 children per teacher

Screening considerations:

1. Is the child known to the Commission for Handicapped Children? Or, is he under the care of a private orthopedic physician?
2. Has he the intellectual capacity to learn?
3. Has he achieved social and emotional maturity to the extent that he can socially adjust?
4. Has he had or can he get satisfactory medical care and treatment to minimize his physical handicap?
5. Is he completely or partially able to move about the classroom?
6. Should the child be placed on a home instruction program or will enrollment in a special class for crippled children be more advantageous?
7. Could the child attend regular school if transportation and other ancillary services are available?

Class Placement:

1. Placement of a child in special classes should be done by the Admission and Release Committee and based on pertinent information from a qualified medical examiner. The medical reports for each child should be on file in the Superintendent's office for audit at any time.
2. The medical statement should include the medical diagnosis, prognosis and such additional recommendations the examiner cares to make.

CRIPPLING BLEMS

3. Sources of information concerning crippled children include the local health department, the Commission for Handicapped Children, and private physicians.

Classroom Considerations:

1. Classrooms for crippled children should be housed in a centrally located school to minimize transportation costs and to serve a maximum number of children.
2. Classrooms should be on first floor near entrance unless elevators or easy ramps are provided. If steps are used, they must be sturdily built and equipped with handrails.
3. Classrooms at least as large as for a regular group of non-handicapped children are needed.
4. Classrooms should be located within the building to provide maximum contact with non-handicapped children of the same age group.
5. Toilet facilities, a drinking fountain, provision for rest and facilities for speech correction, occupational and/or physical therapy should join the classroom or be easily accessible and of sufficient size and design to accommodate children with crutches and wheelchairs.
6. Lunchroom facilities should be on the same floor, if possible.
7. Facilities should be provided for rest periods to include cots, etc., if necessary.
8. Large storage space is essential.

Instructional Aids:

1. Specialized standing tables, relaxation chairs, wheelchairs, walkers, standing bars, should be provided when necessary and as recommended by the orthopedic physician or physical therapist.
2. All furniture should be movable, adjustable, and adaptable to the child's needs as an aid for continuation of treatment, comfort, and security. These should be of sturdy construction.
3. Typewriters, large pencils, large chalk, and occasionally large-type books are needed by individual children as a means of meeting needs brought about by weak or damaged muscles, poor eye coordination.
4. Appropriate handwork and art materials are desirable and helpful in releasing creative talents—puppets and homemade movies are excellent media of expression for physically handicapped children.

HOME INSTRUCTION PROGRAMS

Definition

Home Instruction is individualized instruction for children who are confined to their homes due to some condition which renders them physically unable to attend school even with the help of transportation but who have sufficient intelligence to profit from this individualized instruction. Excluded from this category is the child who is mentally retarded but not physically handicapped, and the child whose only handicap is speech, vision, or hearing. Children with communicable diseases cannot be enrolled on a home instruction program.

Age Range: 5-21 years.

Pupil-Teacher Ratio: (Membership): County Districts — 8-12 per teacher; Independent Districts — 8-12 per teacher

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. The Admission and Release Committee should determine on the basis of the physical and educational needs whether or not the child is to be assigned to the home instruction program.

Placement:

The physical and educational needs of children who are to receive home instruction should be the determining factor 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 school because of a physical condition, are presented by a qualified professional authority. Medical reports should be received before placement is made.

In determining which children are to receive home instruction, it will be generally understood that a school age child whose physical handicap will prevent him from attending regular school thirty days or more will be considered.

Children who cannot attend school because of handicaps such as rheumatic fever, poliomyelitis, heart conditions, cerebral palsy, accidents, various types of surgery, etc., should be considered for placement on home instruction programs. Children who have only speech problems, hearing problems, or mental retardation are not eligible for home instruction since these conditions do not prevent regular school attendance.

When the child is homebound because of a communicable disease, the service cannot be offered.

Medical Examination:

The medical statement should include medical diagnosis, prognosis, and such recommendations as the medical examiner cares to make. Suggested reporting forms are available from the Division of Special Education. These medical reports should be on file in the Superintendent's office for audit at any time.

Schedule of Visits:

As soon as the case load has been established, the teacher should make out a visitation schedule. A sample form for this schedule is available from the Division of Special Education. A copy of this schedule should be on file in the Superintendent's office.

Periodically throughout the year, the home instruction teacher will be asked to submit reports to the Division of Special Education. Forms for this purpose will be sent to the school district when the reports are due.

Attendance Records:

Attendance records should be kept for children on the home instruction program. These must be a regular record book with monthly reports on enrollment, withdrawal, and attendance, made to the director of pupil personnel of the school district. The home instruction program, in the case of reporting to the director of pupil personnel, is considered a separate school. The home instruction pro-

gram should follow the regular school calendar insomuch as practical. When unusual conditions arise, the items may have an explanatory footnote.

Recording Attendance:

A child enrolled on 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 attendance five days. Each visit should be a minimum of one hour. One visit per week is recorded as two and one-half (2½) days attendance. Attendance records kept by the home instruction teacher should be maintained on this basis. Absences should be made up whenever possible. Any variations from this rule in cases of holidays, etc., should be noted in an explanatory footnote.

Teacher Qualifications:

Special education preparation is not required of home instruction teachers although it is recommended. The teacher must hold a regular teaching certificate valid at the level of the majority of pupils he is instructing.

Travel Expenses:

It is the responsibility of the local board of education to defray the travel expenses incurred by the home instruction teacher in the execution of his duties. Provision is made for these expenses under Other Expense of Instruction, Code 250-B, as shown in Uniform School Financial Accounting, June 1958, Departmental Bulletin.

Teacher Headquarters:

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

HOME INSTRUCTION OF HIGH SCHOOL STUDENTS:

High school students on home instruction programs shall meet minimum State Board of Education requirements, follow the prescribed local course of study, and acquire the required number of units prior to graduation from high school. Credits will be issued through the high school which the student would attend if it were not necessary for him to be enrolled in a home instruction program. These credits are transferable to the same extent as credits earned in a regular high school program.

Certain substitutions as to units completed may be necessary due to the student's handicap. For instance, it may not be possible for him to take courses that require laboratory work.

Generally, a high school student on a home instruction program will be able to carry two subjects a semester if the home instruction teacher instructs him only the minimum number of visits per week. State Board of Education regulations state that the minimum number of visits per week is two. However, if the student's physical condition, and the home instruction teacher's schedule permits spending more than two visits per week, he may be permitted to carry more than two subjects a semester.

The home instruction teacher should confer with the high school teachers and principal at stated intervals during each semester.

At regular intervals or upon completion of the course, the home instruction teacher should give the principal a subject report to include the following:

1. Subject taught
2. Textbooks and other instructional material used
3. Credit earned
4. Descriptive progress report in subject.

Supervised correspondence study courses may be used to expand curricular offerings. These should be conducted through the extension departments of the University of Kentucky and state colleges and then only with the approval of the home instruction teacher and the high school principal. Only such approved correspondence courses are accepted for credit toward high school graduation.

HOSPITAL INSTRUCTION:

Hospital Instruction may mean a special class within a hospital or individual instruction within a hospital for children who are confined to the hospital for care and treatment and, according to medical prescription, are well enough to participate in a limited special education program. In the event there are a sufficient number of children in the hospital to establish a special class, the pupil-teacher ratio is 10-20 children per teacher and procedures listed under special classes for crippled and special health problems should be followed.

COMBINED HOME AND HOSPITAL INSTRUCTION:

If there is not a sufficient number of children in the hospital to warrant the establishment of a special class or it is otherwise unfeasible, the school district may operate a combined home and hospital instruction program with the teacher dividing his time according to the proportionate number of children enrolled in the two programs. In this event, the pupil-teacher ratio would be the same as that listed for home instruction programs. In event that pupils are enrolled from more than one school district, it is the responsibility of the superintendent operating the program to enter into a tuition contract or other suitable agreement with a child's district of residence to cover the expenses of the program.

SPECIAL CLASSES FOR HARD OF HEARING

Definition

Special classes are for hard of hearing children who are able to understand and learn speech and language but whose hearing is not sufficient to enable them to learn adequately in a regular school class even with the assistance of a speech correctionist. These children generally have a hearing loss of from 40-70 decibels in the better ear. Those children with a hearing loss of less than 40 decibels may be able to function adequately in a regular class with the assistance of a speech correctionist.

Age Range: 5-21 years

Class Size (Membership): 10-20 children per teacher

Screening Considerations:

1. Has the child had an individual audiometric test?
2. Does the child have a hearing loss of from 40 to 70 decibels in the speech range in the better ear?
3. Has the child been examined by an ear specialist? Will medical treatment improve the hearing loss and/or prevent further loss? If so, is this treatment being carried out?
4. Has the child had a hearing aid evaluation? Is a hearing aid recommended? If so, does the child have a hearing aid and does he use it properly?
5. Can the child remain in the regular class with special help from the speech correctionist, or should he be placed in a special class for the hard of hearing in order for him to progress satisfactorily?
6. Is the attitude of the regular classroom teacher such that she is willing to learn, understand and be helpful to the hard of hearing child if he remains in the regular class?

Class Placement:

1. Placement of a child in a special class for the hard of hearing should be made only when he has had a complete audiometric evaluation by an approved audiologist.
2. The child should have a hearing loss of such severity that he is unable to function adequately in a regular class with the help of a speech correctionist. The generally accepted criteria for such placement is a hearing loss of from 40 to 70 decibels in the better ear after all possible aid or correction.

3. The child should have sufficient intellectual ability to profit from this special class placement.

Classroom Considerations:

1. The classroom should be in a regular school building centrally located in the school district to minimize transportation costs and to serve the maximum number of children.
2. Classrooms should be at least as large as those for regular classes and located in a quiet wing of the building.
3. There should be proper room exposure to secure constant natural light without glare to lessen eye strain and enhance speech (lip) reading.
4. Artificial light, 50 foot-candles, properly diffused is recommended.
5. A "red-flasher" rather than a sound gong for fire warning is a more effective danger signal.
6. There should be numerous electrical outlets well situated around the room to accommodate special equipment.
7. Ample storage space for special equipment and materials is a necessity.

Instructional Aids:

1. All the equipment provided in the regular class.
2. Provision should be made for group hearing aids with a sufficient number of earphones and individual volume controls for each child for auditory training. Group aids equipped with phonographic and radio attachments are preferable.
3. Records of gross sounds, music and speech should be provided for auditory and speech development and improvement.
4. Materials for use in teaching speech (lip) reading are essential. Such materials should include picture books, picture and word cards, and tangible objects.
5. There should be provision of textbooks with simple language construction, big print and basic vocabulary used. Materials are needed for reading and other visual subjects are essential.
6. A tape or wire recorder is needed.
7. Opaque projector, film strips, slide or film projector, rhythm instruments and other similar aids have special value for teaching hard of hearing children.

SPECIAL CLASSES FOR DEAF

Definition

Special classes are for children whose hearing loss is so severe that they are unable to comprehend and learn speech and language even though hearing aids may be useful to some of them. These children generally have a hearing loss of 70 decibels or more in both ears.

Age Range: 3-21 years

Class Size: (Membership) 8-12 children per teacher

Screening Considerations:

1. Is the child unable, even with a hearing aid, to use his hearing projectively under normal circumstances?
2. Is his level of speech and language development greatly retarded?
3. Is he unable to perform academically in a regular school class?
4. Has the child had an individual audiometric test? Has the child had a hearing aid evaluation by an approved audiologist? Is a hearing aid recommended? If so, does he have an aid? Does he use it properly? Does the hearing aid appear to be helping the child with his academic work?
5. Has the child been examined by an ear specialist? Will medical treatment improve the hearing loss and/or prevent further loss? If so, is this treatment being carried out?
6. Has the child ever been known to the Kentucky School for the Deaf or other classes or schools for the deaf or any speech and hearing clinic?

Class Placement:

1. A child should be placed in a special class or school for the deaf only when he has had a complete audiometric evaluation by an approved audiologist.
2. The child should have a hearing loss of such severity that he is unable to use hearing projectively and is unable to make satisfactory progress in either a regular class or a special class for the hard of hearing.
3. The child should have sufficient intellectual ability to profit from this special class placement.

Classroom Considerations:

1. Classrooms should be centrally located within the school district to minimize transportation costs and to serve the maximum number of children.
2. Classrooms should be at least as large as those for regular classes and located in a quiet wing of the building.
3. There should be proper room exposure to secure constant natural light without glare to lessen eye strain and enhance speech (lip) reading.
4. Artificial light, 50 foot-candles, properly diffused is recommended.
5. A "red-flasher" rather than a sound gong for fire warning is a more effective danger signal.
6. There should be numerous electrical outlets well situated around the room to accommodate special equipment.
7. Ample storage space is a necessity.

Instructional Aids:

1. All the equipment provided in the regular class.
2. Provision should be made for group hearing aids with a sufficient number of earphones and individual volume controls for each child for use in developing auditory perception and language awareness. Group aids equipped with phonographic and radio attachments are preferable. Provision of individual hearing aid may be indicated.
3. Records of gross sounds, music and speech are vital in the training of auditory perception and the development of speech and language.
4. Materials for use in teaching speech (lip) reading are essential. These include picture books, picture and word cards, and tangible objects.
5. There should be provision of textbooks and workbooks with simple language construction, big pictures and utilization of basic vocabulary words.
6. A tape or wire recorder is needed.
7. Opaque projector, film strips, slide or film projector, rhythm instruments and other similar aids have special value for teaching deaf children who are so dependent on visual teaching.

SPECIAL CLASSES FOR PARTIALLY SEEING

Definition

Special classes for children who are partially seeing are for those who have visual limitation but are able to use vision as the chief channel of learning. The generally accepted classification for the partially seeing is a Snellen reading of 20/70 or less in the better eye after correction, or those with visual deviations such as progressive myopia who, in the opinion of the eye specialist, can benefit from special education facilities provided for the partially seeing.

Age Range: 5-21 years

Class Size (Membership): 10-20 children per teacher

Screening Considerations:

1. Has the child been examined by an ophthalmologist or optometrist?
2. Is his corrected vision 20/70 or less in the better eye? Does he use vision as his chief channel for learning?
3. Does he have progressive myopia, corneal opacity (clouded vision), nystagmus (constant eye movements) or other type of eye difficulty?
4. Is the child recovering from an eye operation, or does he have serious muscular imbalance for which he is under treatment, or is he recovering from diseases (such as measles or scarlet fever) or from other illnesses which have seriously affected his eyes?
5. After correction or treatment, does the child need to use large-type (12, 18 or 24 point) books, magnifying equipment, large type typewriters, recording equipment, under the direction of a special teacher?
6. Does he have limited central vision or a narrow visual field? Can he see the blackboard? Can he be trained to use his hearing as a substitute for vision in doing close eye work?

Class Placement:

1. Placement of a child in a special class for the partially seeing should be made only when he has had a complete evaluation by an eye specialist.

2. His eye condition must be of such a nature that he uses vision as a chief means of learning academically.
3. He should have normal or near normal intellectual capacity.

Classroom Considerations:

1. The classroom should be standard size or larger.
2. The classroom should be in a regular school building that is centrally located in the school district to minimize transportation costs and to serve the maximum number of children.
3. The classroom should be located within the building to provide for maximum natural light well diffused and controlled to avoid glare. Artificial lighting of 50 foot candles is recommended.
4. Light buff or gray translucent window shades mounted at the center of the window, one pulling up and one pulling down, and of sufficient width to avoid "side light streaks" should be used.
5. Walls should be painted a soft pastel shade that will produce a minimum of glare and eye strain.

Instructional Aids:

1. Equipment and materials should insure instruction with the least amount of eye strain to the child and bring about maximum relaxation and eye rest.
2. Furniture should be movable, light in color, dull in finish and adjustable to promote desirable posture. It should be large enough to accommodate large type textbooks.
3. Green chalkboards are highly advantageous.
4. Typewriters with large (magnatype or bulletin) type, magnetic recorder (dictaphone, Soundscriber, wire recorder) are approved vision conservation aids and serve as a means of communication and self-expression, including creative writing.
5. Soft, thick lead pencils, buff-colored, non-gloss paper, large soft chalk, textbooks in large type (12, 18 or 24 point), over-sized maps in color, and a large type dictionary are recommended materials for use by children who have severely restricted vision.
6. Appropriate arts and crafts materials, particularly those used in the development of large art forms, modified recreational equip-

ment 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 tension.

7. Large type textbooks for the partially seeing child are available under the Kentucky Free Textbook program. Inquiries concerning these materials should be addressed to the Division of Free Textbooks, State Department of Education.

SPECIAL CLASSES FOR BLIND

Definition

Special classes for blind children are for those whose visual problem is so severe that the child must pursue his education chiefly through the use of Braille, audio aids and special equipment, or if his vision is such that it is not safe for him to be educated in the regular class or in a class for the partially seeing. These children may be educated in a special class in the public school or they may be referred to the Kentucky School for the Blind.

Age Range: 3-21 years

Class Size: (Membership) 8-12 children per teacher

Screening Considerations:

1. Has the child been examined by an eye specialist?
2. Is it necessary that he use some channel other than vision in order to function academically?
3. Is his visual acuity 20/200 or less after correction?
4. Is there evidence of normal hearing?
5. Is he completely or partially able to feed and dress himself?
6. Has consideration been given to the need for referral to and placement in the Kentucky School for the Blind?

Class Placement:

1. Placement of a child in a special class for blind children should be made only when he has had a complete evaluation by an eye specialist.
2. The Child's visual condition should be such that it is not possible for him to pursue his education through the use of vision.
3. He should have normal or near normal intelligence.
4. He should have normal or near normal hearing.
5. He should be sufficiently trained so that he can avoid the common safety hazards associated with school.

Classroom Considerations:

1. The classroom should be standard size or larger.

2. The classroom should be in a centrally located school building.
3. If possible, the classroom should be sound-proofed to eliminate distracting outside noises.
4. Provision should be made for large tilt-topped desks for easy handling and storage of Braille materials.
5. Rooms should have wide aisle space and be free of any obstructions to provide for easy movement of students.
6. There should be ample storage space for special equipment and materials.

Instructional Aids:

1. Essential equipment includes Braille writers, Braille typewriters, Braille slates, etc.
2. Provision of talking books and talking book reproducers are vital.
3. Tape recorders and soundscribers are needed.
4. Braille books and paper are essential.
5. Braille and embossed maps and globes are necessary.
6. Braille books, special tangible apparatus and other materials are available to legally blind students attending the public schools under the Federal Act "To Promote the Education of the Blind". Registration of these students and the handling of orders for materials are done by the Division of Special Education, State Department of Education. All communications relative to this matter should be directed to this Division.

SPECIAL CLASSES FOR EDUCABLE MENTALLY HANDICAPPED

Definition

Special classes are for educable mentally handicapped children who because of retarded intellectual development, as determined by recognized standardized tests, are incapable of being educated through ordinary classroom instruction but whose intellectual ability would indicate a degree of scholastic attainment with the benefit of special education methods and materials. Also used to refer to those mentally retarded children who may be expected to maintain themselves independently in the community as adults.

These mentally retarded children would obtain IQ scores between 50 and 75 on recognized standardized individual tests of intelligence.

Age Range: 6-21 years

Class Size (Membership): 15-20 children per teacher

Screening considerations:

1. Is he a "repeater", is he two years or more behind his age group?
2. Has his intellectual capacity been assessed by a qualified psychological examiner or guidance counselor? Has he the intellectual capacity to master reading, writing, and arithmetic?
3. Has he the potential ability to acquire second, third, or fourth grade achievement by the age of sixteen?
4. If the child is between the ages of seven and eleven years and has a mental age between four and eight, can he be provided with a pre-academic program? If he is between the ages of eleven and fourteen years with a mental age between six and nine, can he function in a beginning academic program? If the chronological age is from thirteen to sixteen and the mental age is from eight to eleven, can instruction be planned to provide a working knowledge of skill subjects, health and physical needs, social and vocational needs?
5. Is his speech and language adequate for most ordinary situations?
6. Is there evidence that he can become independent or nearly independent economically and socially?

Class Placement

1. Group tests of intelligence and achievement should be administered locally. Teachers' opinions, principals' evaluations and parental requests are considered an integral part of the screening process.
2. Children with low scores on group intelligence tests (below 75) and who have school failure records, should be referred to a qualified psychologist for an individual psychological examination. If the services of a qualified psychologist are not available locally, arrangements for this testing should be made with the staff of the Division of Special Education, State Department of Education.
3. Children whose intelligence is at the borderline (either 50 or 75) may be placed in the special class for educable mentally retarded children on a trial basis.
4. The Stanford-Binet, 1937 or 1960 Revision, shall be used with all educable mentally retarded children under 12 years of age. Either the Wechsler Intelligence Scale for Children (WISC) or the Stanford-Binet shall be used for all educable mentally handicapped over 12 years of age. Other tests may be used **in addition** to the Stanford-Binet or WISC.
5. Other tests which help to diagnose the child's school failure are batteries of achievement tests in basic tool subjects, audiometric tests, vision tests, general medical examination, neurological and/or psychiatric examinations (If indicated by psychological or medical examinations), and social casework study.
6. After a careful study of all tests and existing records, the decision to place a child in a special class should be made by the Admissions and Release Committee.

Classroom Considerations:

1. Classes for educable mentally retarded children shall be housed in a regular school building, dependent upon the age range of the pupils.
2. Classrooms should be located in the school building so that the mentally retarded are not segregated from non-handicapped children.
3. Classrooms should be housed in a centrally located building in school districts where it will be necessary to transport children from other areas of the district.

4. Classrooms should be standard size or larger.
5. There should be sufficient floor space for movable desks for the total class enrollment and for equipment desirable in the teaching of the mentally retarded.
6. Provision should be made for running water, electrical outlets, workbenches, etc., as well as ample storage space.

Instructional Aids:

1. Adaptation and simplification of regular instructional materials necessary to provide simplified "step-by-step" and "concrete" presentation of the "three R's" in the academic training of the educable mentally retarded.
2. Pupil-interest-experience materials, visual aids, practical arts and crafts materials and elementary music materials are valuable instructional aids.
3. Provision of "elementary" reading materials to supplement regularly supplied books are necessary to provide practice and to maintain interest for children who must repeat reading experiences many times before the abstract symbols become meaningful. Many of these materials should have a high interest level but a low vocabulary level.
4. Classroom laboratory experiences with greatly simplified equipment and materials in concrete form for repeated manipulation are most necessary.
5. Classroom laboratory experiences leading to practical application of the mechanical processes in the various possible vocational fields are suggested as basic to the instruction of educable retarded children, e.g., homemaking—cleaning and care of the classroom, planning and preparing simple meals, shopping, washing, ironing, child care. Woodwork—simple cabinet-making, rough carpentry. Agriculture—gardening, simple landscaping, farm "chores". Electronics—repair of household appliances, helper in radio and television. Metals—plumber's helper, machine shop assistant. Automotive repair, car wash, "grease-monkey".

SPECIAL CLASSES FOR TRAINABLE MENTALLY HANDICAPPED

Definition:

Special classes are for children who because of retarded intellectual development, as determined by recognized standardized tests, are incapable of being educated through ordinary classroom instruction or special education facilities for educable mentally handicapped children but who may be expected to benefit from training in a group setting designed to further their social adjustment and economic usefulness in their homes or in a sheltered environment.

Also used to refer to that group of mentally retarded obtaining IQ scores from 35 to 50 on recognized standardized individual tests of intelligence.

Age Range: 6-21 years

Class Size: 8-12 children per teacher (Membership)

Screening Considerations:

1. Is his capacity so low as to make "academic" achievement unlikely?
2. Has his intellectual capacity been assessed by a qualified psychological examiner?
3. Has he the capacity to learn self-care and social adjustment in family and neighborhood?
4. Can he take, or develop the ability to follow, simple directions?
5. Is he toilet trained; can he dress himself, feed himself, and otherwise care for his bodily needs?
6. Can he move about the home and in the schoolroom independently and is he free from other major defects such as serious crippling, deafness, blindness?
7. Is his language and speech developed so that he can communicate his needs to others?
8. Is his social adjustment and maturity such that he will not be a hazard to himself or others in the classroom and on the playground?
9. Will he require special transportation to and from a school facility?

Class Placement:

1. Locating trainable mentally retarded pupils may be difficult because most of the children in this category either have not attended school or have been excluded from school. It would be advisable to secure the cooperation of other community agencies, such as county health departments, in locating these students.
2. The Stanford-Binet, 1937 or 1960 Revision, shall be used as a minimum for the psychological evaluation of all trainable mentally retarded students. Other tests may be used **in addition** to the Stanford-Binet. These intelligence tests should be administered by a qualified psychologist. If these services are not available locally, arrangements should be made with the Division of Special Education, State Department of Education, for such testing.
3. It is recommended that a test of social competence such as the Vineland Social Maturity Scale be used to supplement the intelligence test results. Social competence should be included because of consideration of safety and protection of the child in group situations.
4. Children whose intelligence is at the borderline (either 35 or 50) may be placed in a special class for trainable mentally retarded children on a trial basis.
5. Trainable retarded children may not be placed in classes for the educable mentally retarded.

Classroom Considerations:

1. Classes for trainable mentally retarded children should be housed in an elementary or secondary school, dependent upon the age range of the pupils. The location of a classroom unit in other facilities must be approved by the Division of Special Education and the Division of Buildings and Grounds, State Department of Education.
2. Classrooms shall meet the standards for regular classrooms, as specified in State Board of Education Regulations, Chapter 22.
3. Rooms should be standard size or larger.
4. Classrooms should be in a centrally located building in school districts where it will be necessary to transport children from other areas of the district.

5. There should be sufficient floor space for movable desks for the total class enrollment and for experience equipment desirable in the teaching of the trainable mentally retarded.
6. A workbench, sink with running water, and convenient electrical outlets should be provided in addition to large storage space.

Instructional Aids:

1. Classrooms should be equipped for activities such as cooking, serving, resting, cleaning, playing, etc., and should have running water.
2. A working area equipped with workbench or tables to accommodate the size of the children should be provided.
3. A piano and/or record player are essential instructional aids.
4. To carry on such activities as self-grooming, a mirror, soap, towels, tooth brushes and other similar articles are necessary.
5. For activities such as physical training and directed play, balls, blocks, games, puzzles, toy furniture, break-down toys, etc., will be helpful.
6. Arts and crafts and music materials are vital to instruction of the severely retarded, e.g., rhythm band instruments, art paper, tempera paints, crayons, chalk, scissors, pliable metal, clay, wood, oil-cloth, felt plastic, etc.

Length of School Day:

The school day for trainable mentally handicapped children may be less than six (6) clock hours provided the superintendent of the district requests such reduction. The school day for classes for trainable mentally handicapped children shall not be less than four and one-half (4½) clock hours. The superintendent's request for reduction shall be made on an annual basis prior to the beginning of the school year.

The teacher shall spend the remaining one and one-half (1½) hours of the school day in preparation.

If the teacher is assigned other teaching duties for the remaining one and one-half hours of the school day, the unit allotted to the school district will be reduced proportionately.

SPEECH CORRECTION PROGRAMS FOR SPEECH HANDICAPPED

Definition:

Itinerant speech correction programs are for children whose speech has been diagnosed by a speech correctionist as deviating or differing from average or normal speech to the extent that it hinders adequate communication and requires specialized instruction for improvement or correction of the handicap. These children attend classes in the regular school program, or special classes, at the same time they are enrolled in speech correction.

Age Range: 6-21 years

Pupil-Teacher Ratio (Case Load): 75-100 children per speech correctionist per week.

Screening Considerations:

1. Does the child have speech which is inappropriate for his age?
2. Does the child have faulty sound production, voice deviations, repetitions, etc.?
3. Does he have an organic problem such as cleft lip and/or palate, cerebral palsy, etc.?
4. Does he have a hearing loss?
5. Does his speech interfere with his communication to an extent that his school progress is hampered?
6. Do his friends ridicule him because of his speech?
7. Is his home and school speech environment good? Do other members of his family have speech problems?
8. Is his intellectual capacity average?
9. Has his speech handicap been diagnosed at a speech clinic?

Speech Surveys:

1. Classroom teachers should refer all children in their classes whom they suspect of having speech problems to a qualified speech correctionist for evaluation.

2. A qualified speech correctionist should screen all children referred by the teachers to determine which children should be enrolled in a speech correction program and to determine the exact need in the school district for a speech correction program.
3. If a qualified speech correctionist is not available locally to conduct the speech survey, arrangements should be made with the Division of Special Education, State Department of Education, for this service.
4. The survey should be conducted sometime during the year prior to the date of the establishment of a speech correction program in a local school district.

Program Placement:

Children with speech problems should be placed in a speech correction program only upon the recommendation of a qualified speech correctionist.

Classroom Consideration:

1. Classrooms for speech correction may be somewhat smaller than a regular classroom. They should be sufficiently large to provide for groups of 3 to 6 children at a time.
2. A suitable room must be provided in each school in which the speech correction program is to be conducted.
3. The room should have good sound properties, be relatively quiet, well lighted, ventilated and heated. It should have adequate blackboard and bulletin board space.
4. Provision should be made for special equipment and sufficient storage space for this special equipment and materials.
5. Electrical outlets are essential.

Instructional Aids:

1. Many materials commonly used in regular classrooms are valuable. These materials include flash cards, reading readiness, number materials, story books, picture books, and the like.
2. Drill and practice materials that are developed by the correctionist and the children are very useful aids in the speech correction

program. Supplies such as construction paper, oak tag, crayons, paints, and scissors may be needed for this type of activity.

3. A recorder (tape or wire) is of valuable assistance in the program to reproduce a child's speech for his own evaluation.
4. A record player and appropriate recordings are excellent aids for auditory training and speech stimulation.
5. Mirrors, both large and small, are essential.
6. Selected educational toys, puzzles and the like are useful in stimulating speech and for informal conversation.

SCHOOL WORK PROGRAM FOR EXCEPTIONAL CHILDREN AND YOUTH

Definition

A School-Work Program for Exceptional Children and Youth means instruction in the classroom and placement in actual on-the-job working situations under the supervision of a school-work program teacher-coordinator. (a) The **academic phase** of the program in the special education classroom will be centered around such activities as discussions of occupations, field trips, demonstrations, filling out application blanks, securing social security cards, etc., all of which involve the basic academic skills of reading, writing, arithmetic, social studies, and the like. In addition, there should be an opportunity to develop elementary job skills in several work areas appropriate to the individual's physical and mental aptitudes and abilities. (b) The **on-the-job training phase** of the program shall be a cooperative arrangement between the school system and employers whereby students receive actual part-time job training under the joint supervision of the school and industrial personnel.

Classroom Unit

A classroom unit for teachers of exceptional children may be allotted for the special education classroom (academic phase) but may **not** be allotted for the School Work Coordinator.

School-Work Coordinator

The School Work Program Coordinator shall have the responsibility for the coordination of the program between the school and employers by: (a) explaining the goals and objectives of the program and what is expected of the school and employing personnel; (b) in cooperation with the school principal and the teacher of a special class, select possible candidates for the work-training program based on complete social, vocational and psychological information; (c) locate jobs in the community suitable to the students' aptitudes and abilities in which the employer is willing to give the student part-time supervised job training; (d) work with students, teachers, and employers in insuring a balanced program; (3) see that the students have the necessary medical examinations, working papers, etc.; (f) work

with health personnel, guidance personnel, industrial leaders, vocational rehabilitation counselors, and other in making the school-work program a community program.

Admission Requirements

(a) The student must be enrolled in a special education class; (b) students shall be sixteen (16) years of age to participate in the school-work program; (c) the student must be physically and/or mentally able to participate in a school-work program; (d) the student must have acceptable social and emotional development to the extent that he can enter into a work program; (e) the student and his parents must demonstrate an interest in the program and be willing to cooperate in all phases of the program; (f) the school system must be willing to give school credit for the time in which the student is on the job training program; (g) wages received shall be paid directly to the student; (h) the student shall not pay any fees for job placement under this program.

Enrollment

The coordinator will supervise physically and/or mentally handicapped students between the ages of 16 and 21 years of age who are actually **enrolled** in a special education school program. The maximum number shall depend on the types of handicapped individuals included in the program and the size of the school district.

Criteria for a School-Work Program for Exceptional Children and Youth

1. Classroom Unit

A classroom unit for teachers of exceptional children may be allotted for the special education classroom but may **not** be allotted for the School Work Coordinator.

2. Enrollment

Physically and/or mentally handicapped students between the ages of 16 and 21 enrolled in a special education program may participate in a school work program.

3. Personnel

The Superintendent of the school district for a school-work program shall select and approve a coordinator. It is recommended that the person shall hold a valid Special Education teaching certificate or a Special Education supervision certificate.

4. Planned Program

The school district shall draw up a carefully planned program for the school-work program and submit it to the State Department of Education for approval.

5. Reporting Attendance

Students shall be counted in attendance full-time on this basis on the rolls of the special education class in which they are enrolled. Students participating in the school-work program shall not spend more than the equivalent of one-half of the school year in the on-the-job training. Absences from either phase of the program should be recorded according to the usual methods.

APPENDIX

GENERAL CRITERIA FOR CLASSROOM UNITS FOR EXCEPTIONAL CHILDREN

The criteria for classroom units for exceptional children authorized by KRS 157.360, sub-section (5), are for the guidance of superintendents in planning instructional programs to include classroom units for the various classifications of exceptional children.

The administration and supervision of special education programs for exceptional children are the primary responsibility of the local superintendent of schools, in accordance with laws and State Board of Education Regulations.

I. General Provisions

- A. Classroom units shall be allotted on the basis of an approved teacher. An approved teacher is one who devotes full-time or a fractional time to instruction for exceptional children in accordance with State Board of Education regulations pursuant to KRS 157.200-157.290 and KRS 157.360 (5). The teacher shall have the required special preparation for the type of exceptionality of the children enrolled in the unit.
- B. Classroom units shall be allocated on the basis of a planned program as determined by careful study of educational needs of children with handicaps.
- C. Each unit shall serve one classification of handicapped children as follows:
 1. Children with crippling conditions (orthopedic crippling, accidental crippling, cerebral palsy, cardiac conditions, etc.). Children with special health problems (rheumatic fever, nephritis, hemophilia, asthma, etc.) may be included.
 2. Children who are hard of hearing.
 3. Children who are deaf.
 4. Children who are partially seeing.
 5. Children who are blind.
 6. Children with speech handicaps (faulty articulation, stuttering, delayed speech, etc.)

7. Children who are educable mentally handicapped.

Children who because of retarded intellectual development, as determined by recognized standardized tests, are incapable of being educated through ordinary classroom instruction but whose intellectual ability would indicate a degree of scholastic attainment with the benefit of special education methods and materials. Also used to refer to those mentally retarded children who may be expected to maintain themselves independently in the community as adults.

These mentally retarded children would obtain IQ scores between 50 and 75 on recognized standardized individual tests of intelligence.

8. Children who are trainable mentally handicapped.

Children who because of retarded intellectual development, as determined by recognized standardized tests, are incapable of being educated through ordinary classroom instruction or special education programs for educable mentally handicapped children but who may be expected to benefit from training in a group setting designed to further their social adjustment and economic usefulness in their homes or in a sheltered environment.

Also used to refer to that group of mentally retarded obtaining IQ scores from 35 to 50 on recognized standardized individual tests of intelligence.

9. Children who are homebound by physical defects which make school attendance either in special classes or regular grades impossible may receive instruction in the home. A home instruction unit may be allotted when a qualified teacher is employed on a full-time basis. A fractional unit may be allotted in the event that a home instruction teacher is employed on a part-time basis.

10. Children who are hospitalized for care and treatment and who are able to participate in a special education program may be included in a hospital instruction program.

11. A combined program for home and hospital instruction may be established when there are not sufficient children for a full unit in either of these categories, or when it appears advantageous otherwise.

12. On the basis of the major handicap, children with multiple handicaps may be enrolled in the units which can best serve the child.

D. Classroom units for exceptional children vary in size according to the type and severity of the disability. Full-time or fractional units may be approved in accordance with State Board of Education regulations.

**NO. CHILDREN PER UNIT
(MEMBERSHIP)**

CATEGORY	
Physically Handicapped	
Crippled and Special Health Problems (Class) -----	10-20
Home Instruction	
(County District) -----	8-12
(Independent District) -----	8-12
Hospital Instruction -----	10-20
Mentally Handicapped	
Educable (Class) -----	15-20
Trainable (Class) -----	8-12
Visually Handicapped	
Partially Seeing (Class) -----	10-20
Blind (Class) -----	8-12
Hearing Handicapped	
Hard of Hearing (Class) -----	10-20
Deaf (Class) -----	8-12
Speech Handicapped -----	75-100 per week

II. Qualified Personnel

A. Units may be allotted to districts meeting the requirements of KRS 157.360 (5), KRS 157,200-157,290, and State Board of Education regulations.

1. An approved teacher for classroom units for exceptional children shall have the Special Education Certificate appropriate to the classification of children in the instructional unit; or teachers employed prior to April 12, 1952 may teach classes for exceptional children "on any valid teaching certificate in the area of special education in which he has been employed and/or in which he has had previous experience".
2. The Teacher of Home Instruction and/or Hospital Instruction may serve on a regular elementary certificate if the majority of the children are of elementary school age or on a secondary certificate if the majority of the children are of high school age. It is recommended that these teachers qualify for special education certificates. (See Certification Bulletin)

B. Selective employment procedures should be used in securing personnel for classroom units for exceptional children. While persons having the appropriate certificate will be employed to teach handicapped children, it is important that the teacher have particular competency in recognizing the child as an individual; skill in individualizing and organizing the curriculum for meaningful and socially useful experiences; understanding the social and emotional problems of the child and helping him in the development of acceptable social patterns of behavior; ability to counsel with the child, his parents and others who come in contact with him; and proficiency in developing practical self-sufficiency in the child.

III. Planned Program

- A. The planned program for children with exceptionalities should provide for:
 1. Effective, accurate identification including diagnosis of defect by appropriate professional authority, and proper classification as to defect and ability.
 2. Necessary adjustment of the curriculum to meet individual as well as group needs and abilities.

IV. Facilities

- A. An appropriate instructional program for exceptional children must include the needed facilities, special equipment and materials, and proper supervision.
1. Classroom units shall be located in a regular elementary or secondary school, dependent upon the age range of the pupils. The location of a classroom unit in other facilities must have approval from the Division of Special Education, and the Division of Buildings and Grounds, State Department of Education. Classrooms shall meet the standards for regular classrooms, as specified in State Board of Education Regulations, Chapter 22.
 2. Materials and special equipment needed for the maximum educational development of exceptional children.
 3. Transportation when necessary.

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