

● Commonwealth of Kentucky ●  
**EDUCATIONAL BULLETIN**

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**A STATE PLAN**  
FOR THE  
**EDUCATION OF EXCEPTIONAL**  
**CHILDREN**

(Including KRS 157.200 to 157.300)



Published by  
**DEPARTMENT OF EDUCATION**  
**BOSWELL B. HODGKIN**  
Superintendent of Public Instruction

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## FOREWORD

This bulletin has been prepared for the use of local school administrators in developing and supervising special education facilities for exceptional children who are physically or mentally handicapped. It includes a copy of the 1948 Act for the Education of Handicapped Children and a statement of policies and standards as adopted, September 17, 1948, by the State Board of Education.

It is hoped that superintendents, boards of education, supervisors, special education teachers, and others interested in the education of exceptional children will find this bulletin useful as a stimulating guide in developing educational opportunities for the innumerable handicapped children of our Commonwealth.

BOSWELL B. HODGKIN

*Superintendent of Public Instruction*

October 21, 1948



## INTRODUCTION

This is the century of child welfare—an age of child care. Society has recognized the value of conserving and developing the abilities of its children whether they be “normal” or “exceptional”. In order that proper opportunity be offered the exceptional child, we have come to realize that education is an important part of “learning to live”; that education, properly adapted, has a definite contribution in the rehabilitation and development of the physically handicapped; that education, properly designed, assists the mentally handicapped child in developing, to the fullest, his potentialities even though they are limited.

Since 1934, Kentucky school law has permitted local school districts to provide special instruction and special materials for children with physical and mental handicaps. Under this Act, however, no provisions were made for an appropriation to support the program.

During the period following 1934 certain county and independent school districts provided some special education, called home teaching, for children who were unable to go to regular school and for whom special classes could not be organized. In the larger cities a few classes for mentally handicapped children were developed. Louisville Public Schools also provided day school classes for the partially seeing, the deaf, and the orthopedically handicapped. Records show that during the 1947-48 school year a few more than a thousand handicapped children were served in special education facilities entirely supported by local school districts.

Organizations, having the relationship of sincere interest in the welfare of children, often take the leadership in stimulating educational planning. Among those organizations which have aroused interest and action in educational planning for the exceptional child are the Kentucky Parent and Teacher Congress, the Kentucky Society for Crippled Children, and numerous service organizations throughout the State.

Acknowledgment is due the Kentucky Society for Crippled Children for its spirit of service to all handicapped persons. Its interest in handicapped children is almost legendary. Since 1930 the Society has consistently and actively worked for an adequate State-wide educational program, including fundamental legislation and financial support, for ALL handicapped children.

The Society, in 1947, recognizing the need for a State-wide, State-supported program for exceptional children, made a money grant to the State Department of Education. The one and one-half year grant

made possible the employment of a supervisor trained in the field of education for exceptional children. During this period practical and sufficient legislation was prepared by the Society's Legislative Committee and enacted into law by the 1948 Legislature.

The 1948 Act created a Division of Education for Exceptional Children within the Bureau of Instruction. The Act further provided an appropriation to help local school districts pay the added cost of special education facilities.

In acknowledging the right of the handicapped child to educational opportunity we recognize that there are and will be many problems to work out and overcome. Many of us must learn to recognize, early in the child's life, handicapping conditions. We must find the handicapped child, in the classroom, on the playground, in the home and report immediately to the Superintendent of Schools. There must be knowledge of, and referral to, all available local, state, and national resources for diagnosis and treatment. As citizens of our community school we must take steps to consistently carry out recommendations of experts. The school curriculum—even the home and neighborhood curriculum—will have to be adjusted to provide properly designed and adapted education for the exceptional child. The child's liabilities must be MINIMIZED and MAXIMUM opportunity created to develop his assets.

Here it will be well to recall that the "Principles underlying a program of special education do not differ from those that guide our work in a regular program of education".\*

The Division of Education for Exceptional Children believes that together we can serve many more of our handicapped children, both in rural and urban areas. This Bulletin, containing the 1948 Act and the State Plan, as adopted by the State Board of Education, will serve as a ready reference for those interested in a State-wide educational program for exceptional children.

GWEN RETHERFORD, *Director*  
*Education of Exceptional Children*

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\* Heck, Arch O., *Education of Exceptional Children*, McGraw-Hill Book Co., Inc., New York, 1940.



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## EDUCATION OF EXCEPTIONAL CHILDREN

### Philosophy

"In content, motive, and method education must be democratic at every level and phase since it is the process of having experiences in which one makes *self-directed choices* in carrying on *self-expressive activities* which result in *self-realization* both individual and social."<sup>1</sup>

Through adjustments of curriculum, teaching methods and techniques, and daily programs the individual needs of the exceptional child are resolved in terms of his ability to achieve. Accordingly, we seek to promote for them, as for the so-called normal child, the valid goals of Self-Realization, ability to enjoy and to participate in Wholesome Human Relations; Economic Efficiency; and sharing in Civic Responsibilities as set forth in *The Purposes of Education in American Democracy*.<sup>2</sup>

Educational experiences for the exceptional child are the media through which he learns and he must be given the opportunity for these experiences within the ability of the teacher to provide them and the child's ability to profit from them. For the exceptional child educational experiences must differ from those of the normal child in instructional method and technique, instructional materials, and equipment, therapeutic services which help remove or minimize the handicap in addition to different experiences and adaptation of curricula to help him become a well-adjusted, self-sufficient exceptional child.

The needs of the exceptional child can be met only with intelligent program planning. That is to say, for many less handicapped children a satisfactory program can be maintained in the regular classroom; for others, with slightly more severe handicapping conditions, classroom attendance plus transportation; for those more severely handicapped a combination of the regular classroom and a special class; and for the most seriously handicapped, special classes are necessary. In all cases the educational facilities, therapeutic services, equipment, etc., must be adequate to meet the needs of the child.

Segregation of exceptional children from "normal" children is to be discouraged and should be supplanted whenever possible by educational facilities which place exceptional children in a normal en-

<sup>1</sup>Courtis, S. A. *Philosophy of Education*. Ann Arbor; Brumfield and Brumfield, 1934. p. 204.

<sup>2</sup>National Education Association, The Educational Policies Commission. *The Purposes of Education in American Democracy*. Washington, D. C. The Association, September, 1938. 157 pp.

vironment, supplemented when necessary by special facilities. Segregation should be used only when definitely necessary for educational reasons. No child should be denied opportunity of enrollment in a special school or class if he is educationally in need of such facilities.<sup>3</sup>

### Administration

The legislative Act creating a Division of Special Education for Exceptional Children places direct administration of the educational program upon the local schools. The legislature assigned to the Director of the Division the responsibility of: (1) supervising and directing a state program of education for exceptional children, (2) registering all exceptional children, (3) classifying types of exceptional children who may receive instruction together, (4) recommending rules and regulations for adoption by the State Board of Education.

There are certain duties placed upon the Superintendent of Public Instruction. These are mentioned in the law, a copy of which is contained in this bulletin.

The Superintendent of Public Instruction is authorized by the State Board of Education to require reports, other than those included in the present plan, as are necessary to the successful operation of the Program of Education for Exceptional Children.

In the event that total costs of the program exceed the actual amount allotted by the Legislature for purposes of paying the excess costs for exceptional children, the Superintendent of Public Instruction has authority to determine the items and factors on which State reimbursement may be made to the local school district.

Changing conditions dictate change of plan, and may make it necessary to revise the policies in this bulletin. When local conditions indicate the need for flexibility the Superintendent should confer with the State Department of Education.

### I. Definitions of Exceptional Children

*Law* "Physically handicapped children" means children of sound mind between the ages of three and twenty-one years who suffer from any disability making it impracticable or impossible for them to benefit from or participate in the normal classroom program of the public schools in the school district in which they reside and whose education requires a modification of the normal classroom program."

<sup>3</sup> Haitema, Stoddard, Martens. "The Education of Exceptional Children", *School Life*. Vol. 29, No. 6, p. 7. March, 1947.



### *Interpretation*

a. The aid of special facilities is restricted to specific ages of children but not a grade placement. Thus, preschool, kindergarten, elementary, and secondary pupils within the age range may benefit.

b. A person twenty-one years of age or younger is one who has not reached his twenty-first birthday by the beginning of the current school year.

c. Children who have the following defects may be considered as "physically handicapped". Partially seeing, hard of hearing, deaf, epileptic, crippling conditions including cardiac difficulties and speech deviations.

*Law* "Educable mentally handicapped children" means children between the ages of five and twenty-one years who because of retarded mental growth (as determined by recognized standardized tests) are incapable of being educated profitably and efficiently through ordinary classroom instruction but who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted."

### *Interpretation*

a. The aid of facilities is restricted to specific ages of children but not to grade placement. Pupils within the range of preschool and high school placement may benefit.

b. A person who has not reached his twenty-first birthday by the beginning of the current school year shall be considered as twenty-one or younger.

c. Educable mentally handicapped children are those children who because of mental retardation cannot meet the demands of the regular classroom, but who by simplified and adapted method, procedure and curriculum can make progress. Uneducable mentally handicapped children should be excused from school. It is preferable that special education facilities be provided for mentally handicapped children upon the recommendation of a qualified psychological examiner. When a qualified psychological examiner is not available, objective standardized tests should be used to determine the mental status of the child.

d. The following standardized tests are recommended :

1. Stanford-Binet—administered only by trained clinicians.
2. Bellvue-Wechsler—administered only by trained clinicians.
3. California Mental Maturity—administered by principal, supervisor, teacher.

*Law* “Special education facilities” means special school, special classes, and special instruction. All special education facilities shall be under the supervision of the Superintendent of Public Instruction.”

#### *Interpretation*

##### a. *Special Schools*

1. *Physical Plant*—a school unit designed with physical facilities to meet the needs of one or more types of exceptional children. For example: a building for children with orthopedic handicaps having ramps rather than stairs for safe, convenient and efficient use by children fitted with braces, crutches, and wheel chairs.

2. *Instructional Facilities*—should include such equipment and materials as will best serve the special needs of the type or types of exceptional children served in the special school. [See (f) under “Special Classes.”]

3. *Staff Personnel*—of special schools should be qualified by training and experience. (See recommended qualifications for special teachers, supervisors. IV.)

##### b. *Special Classes*

1. *A class unit* for one type of exceptional children (hard of hearing, partially seeing, mentally handicapped, etc.) located in a regular school building to serve children who deviate from the normal to the extent that special modification of the school program cannot be made in the regular classroom. Such classes should be administered on the *non-segregated* plan with the exceptional child taking part in the regular program whenever possible, providing the child's physical or educational safety and progress are not endangered.

2. *Instructional facilities* should include the proper adaptation of method and technique; provision of recommended instructional materials and equipment; and provision for a



wide scope of educational experiences within the child's ability to profit. Too much stress cannot be placed on the necessity of providing educational experiences for the exceptional child that are equivalent to those of the normal child of a similar growth level. (See listing of materials and equipment.)

3. *Staff personnel* having the responsibility of supervising or teaching special classes should be qualified by training and experience necessary to serve properly the type of exceptional children enrolled in the special class. (See Section IV, b.)

4. *Pupil-Teacher Ratio*, of course, varies with the type of handicap, the degree of the disability, and the age range of the special group. The following table indicates the usual number of children per teacher:

Type of Class	Number of Children in Special Classes Full Time
Orthopedic and Cardiopathic .....	12— 30
Deaf .....	8— 12
Hard of Hearing .....	10— 25
Blind .....	8— 12
Partially Seeing .....	10— 25
Epileptic .....	15— 25
Homebound .....	10— 15
Hospital, Sanatoria, Etc. ....	15— 20
(Modify for bedside or class group instruction)	
Speech Correction .....	125—200 per wk.
Mentally Handicapped .....	15— 20

In speech correction programs pupils should be met as often as necessary but not less than twice a week for periods of approximately 30 minutes. The correctionist should set aside a definite amount of time for conferences with parents, teachers, and others.

5. *Housing and Equipment*. Careful consideration should be given to locating the children so that they will have as many profitable contacts as possible with normal children of their own age group.

- (a) Placement of special classes should be made in a centrally located building if possible. It is advisable that the building, or classroom, should not be below the average for normal children.
- (b) Orthopedic classrooms should be on the first floor of the building near an adequate exit having ramps and hand rails as well as properly constructed steps. Toilet facilities, a drinking fountain, cot room, etc., should be near by. It is desirable to have

such facilities adjoining the regular classroom if possible.

- (c) All classrooms with easily controlled unilateral lighting, should be large enough to allow for freedom of movement, desirable arrangement of furniture, and special equipment. A room at least 20x30 feet may be considered adequate.
- (d) Facilities for lunch rooms are desirable for all special classes.
- (e) Special equipment should be movable so that it may be used in another location, if desired. Items of equipment that become fixed parts of the room or building are not reimbursable.
- (f) The same materials and equipment supplied for all children should be available to special classes. Materials and equipment on which reimbursement is to be paid must be listed, with cost price, in the Application for Preapproval. Reimbursement will be made on items of equipment only if the local district is granted written approval from the Division of Education for Exceptional Children. The following are examples of equipment on which reimbursement may be paid if they are needed:

*Hard of Hearing*

Audiometers	Lipreading tests, charts
Consonant and vowel drill charts	and drills

Mirrors

*Orthopedic*

Back supports	Reclining chairs
Bradford frames	Rolling platforms
Creeper carts	Toys for muscle exercise
Desk attachments	Screens
Foot rest supports	Walkers
Mirrors	Wheel chairs

*Partially Seeing*

Book racks or rests	Sight saving pencils
Chalk—large	Sight saving papers
Copy holders	Talking books
Dictaphone or Sound Scribe	Textbooks, clear type
Typewriters, bulletin type	



*Speech Correction*

Blowing equipment

Practice materials

Mirrors

Testing materials

c. *Special Instruction*

1. *Home*: Special education facilities may be provided in the home under the following conditions:

- (a) The physical handicap must prevent the child from attending regular school.
- (b) Transportation facilities cannot be adjusted to take the child to his regular school.
- (c) All children on a home teaching program must have a medical examination by the proper examining specialist in which it is stated that the child is physically unable to attend school.
- (d) *Instruction*: Each child on a home teaching program should be under instruction for a minimum of 2 hours per week. It is advisable that there be no less than 2 separate weekly periods. This is a *minimum* standard. More time should be allotted the child if the physical status permits and if time spent is profitable. Such allotment should be upon the recommendation of the examining physician.
- (e) *Pupil Load*: Home teachers in Independent School Districts may be able to carry pupil load of 15 children at any one time. Home teachers in County School Districts may find that an adequate pupil load is less than 15 because of the extensive travel involved. It is highly recommended that pupil load be thought of in terms of service given to the child by the home teacher, since she has the additional responsibility of travel and preparations in proportion to the number of children which she teaches. Careful study of travel time and preparations must be made before determining the actual number of children which a home teacher can serve with maximum efficiency.

2. *Hospital and Sanatoria*: Educational service for physically handicapped children in hospitals and sanatoria must come under the direction of a local school system if reimbursement claims are to be made. The local school system

sponsoring the hospital or sanatoria teaching shall be responsible for supervision of the teachers, and for payment of teacher salary, instructional supplies, etc. In order that the teaching plan work smoothly, the local superintendent will find it advantageous to work out cooperative policies and procedures with the hospital superintendent and personnel—such as the occupational and physical therapists, as well as the medical staff.

(a) Non-resident pupils in hospital: Any child whether resident or non-resident of the local school district should be considered eligible for educational services whenever they are provided in the hospital in which he is confined.

(1) The school district of the child's residence shall pay to the district offering the hospital teaching, depending upon the period of training, a proportionate amount of the average per capita cost prevailing in the district of residence (tuition).

(2) School districts maintaining special facilities in the hospital may claim excess cost after all tuition fees have been received and taken from the total cost of the special facilities.

(b) Instruction:

(1) *Individual Teaching*: Instruction in hospitals and sanatoria is frequently individualized. This should be done only where group teaching is not possible, or when the child cannot be moved into a group situation. It is, however, recommended that all work be scaled to the child's educational needs and physical capacities.

(2) *Group Teaching*: Wherever possible it is advisable that group teaching be done since one of the purposes of instruction in hospitals and sanatoria is to provide proper socialization of the children. Academic instruction may be given in a classroom for those who can be moved there, or it may be given in a ward where several children can be grouped together. As many group activities as possible should be offered including:

Occupational Therapy



Play Therapy

Assemblies

Recreational Activities, etc.

Care should be taken to assure a program for the total day; that is, some plan for educational recreation should be made for the evening hours before the child is required to retire.

## II. Establishment of Special Educational Facilities

*Law* "School boards of any school district may, subject to any limitation specified in KRS 157.240 to 157.300, establish and maintain special education facilities for physically or educable mentally handicapped children who are residents of their school districts, and, in accordance with provisions of KRS 157.280, who are residents of other school districts."

### *Interpretation*

- a. The law is permissive and provides that any board of education may establish special education facilities for educable physically handicapped children, as well as for educable mentally handicapped children.
- b. In all public school programs for the education of exceptional children the local Board of Education is responsible for the administrative and supervisory planning and direction of all special facilities.

*Law* "If in any district there are handicapped children not able even with the help of transportation to be assembled in school, instruction may be provided in the child's home or in hospitals or sanatoria. Children so instructed may be counted under the provisions of KRS 157.230, counting however, a minimum of two hours of instruction by a teacher . . . as equivalent to the attendance of one child 5 days in school."

### *Interpretation*

- a. The local school board is authorized to plan and develop special education facilities for those educable physically handicapped homebound children who are unable to attend regular school.
- b. Special facilities may be organized by local school boards in suitable places such as homes, hospitals, sanatoria, recognized

convalescent homes, etc., at the invitation of governing boards of the institutions in which the facilities are to be established.

c. As specified in the law the minimum time allowed, if reimbursement is to be received, is two hours per week. It is advisable that there be no less than two separate weekly periods. (See preceding section on "Instruction".)

d. It is recommended that children who receive home, hospital or sanatoria instruction, providing the minimum requirement of hours of instruction with proper distribution of periods per week, be counted in regular attendance.

*Law* "If a child resident of one school district, because of his handicap attends a class or school for any such types of children in another school district, the school district in which he resides shall pay to the school district maintaining the school or class he attends, his tuition in the sum equal to the per capita cost of educating normal children in the district of his residence . . ."

#### *Interpretation*

a. Special facilities should be designed to serve neighboring school systems not having such facilities; that is to say, non-resident children shall be allowed attendance providing the enrollment does not exceed the maximum number of children for productive work.

b. Establishment of special schools or classes in some school districts is impractical because there are but few children who cannot be educated safely or profitably in the regular program. The legislature, recognizing this fact, specifies that districts having a sufficient number of exceptional children to develop and maintain special education facilities may provide for both resident and nonresidents.

c. To encourage the development and use of area planning, at minimum expense, the legislature specifies that the school district from which the child comes shall pay to the school district providing the facilities tuition equal to the per capita costs of normal children.

*Law* "The local superintendent of schools shall present to the Superintendent of Public Instruction an application for conditional preapproval of a plan for special education facilities . . . before a local school district shall be eligible



to receive state reimbursement for these special education services.”

*Interpretation*

- a. Local school districts, before establishing special education facilities, must make application for preapproval and have received State Department approval as a prerequisite for reimbursement.
- b. The necessary preapproval forms and instructions for use are to be secured from the Division of Education for Exceptional Children.
- c. To facilitate the mechanics of setting up a program of special facilities it is recommended that the preapprovals, for the coming school year, be completed and in the office of the Division of Education for Exceptional Children by May 1, of the current school year. Those classes starting after the beginning of the school year should complete the Application for Preapproval at least 10 days previous to the establishment of special education facilities.
- d. It is the intention of the Department to return the approved forms to the local superintendent within two weeks after receipt in the Division of Education for Exceptional Children.
- e. Applications will be approved only when the “Enrollment Report” is completed and attached.

**III. Determination of Status of Child**

*Law* “No physically handicapped child shall be allowed special education facilities except upon certified diagnosis of a physical defect by competent and appropriate professional authorities acceptable to the Superintendent of Public Instruction.”

*Interpretation*

- a. Proper medical authority acceptable to the Superintendent of Public Instruction shall provide a certified diagnosis of a physical defect before enrollment.

The diagnosis shall be written and shall state the disability, nature and extent of the disability, the prognosis—and make recommendations for care and treatment, including the necessary restrictions in activity.

b. Examining specialists must possess American Board ratings in their respective areas. The following examining specialists for the different types of handicapped children are recommended:

Cardiopathic—Internists or Pediatricians

Crippled—Orthopedists

Deaf and Hard of Hearing—Otologists or Otolaryngologists

Blind and Partially Seeing—Ophthalmologists

Epileptics—Neurologists or other recognized specialists in the field of epilepsy

Speech Defects

1. Physical examination by family physician or Health Department physician.

2. Speech Pathologist, or person especially trained and approved by the Department of Public Instruction.

Children confined to hospitals, or sanatoria, shall be considered eligible for special education facilities without further medical certifications while they are so confined.

c. Psychological examination for the child is recommended before enrollment in special instruction. The child who is educable and who can be helped through the use of special educational facilities and who can satisfactorily adjust to the group is eligible for enrollment. The mentally deficient child is not eligible for enrollment in facilities for physically handicapped children.

In questionable cases, a trial period of 3 months is advised. The parents should understand that such a period is a "trial" and that the school, after the trial period, is the final authority in deciding the functional educability of the child.

d. The pupils with speech defects caused by poor speech environment and who need only speech improvement are not eligible for enrollment in special educational facilities. Such children should be cared for by the regular teachers with the advice of speech specialists.

e. Children with cerebral palsy should have psychological examinations under clinicians especially qualified to give such tests. The Crippled Children Commission offers this psychometric service.

f. The final determination of a desirable *educational* placement for physically handicapped children is the responsibility of the Superintendent of Schools.



*Law* "The Director of Special Education for Handicapped Children, upon the approval of the Superintendent of Public Instruction, shall prescribe regulations and tests for determining what children shall be classified as educable mentally handicapped, and questionable cases shall be decided by the director after adequate examination and consideration of specific case histories."

*Interpretation*

a. Great care should be taken that children are not excluded from special facilities for the educable mentally handicapped on the basis of a low I.Q. alone. However, children with a low I.Q. who show *little* or *no* potentiality for profiting from a special educational program should be considered *not educable* in the public school.

1. Intelligence tests which are valid and reliable are to be used in determining the I.Q. of a retarded child. It is recognized that such tests should be administered, scored and interpreted by persons trained in this skill. For the present, such service under trained personnel is not available on a State-wide scale. In lieu of adequate testing service, the *California Test of Mental Maturity* will be recognized as an acceptable measure of the I.Q. School administrators must recognize that only *one* test is an *inadequate* measure and should arrange for more than one examination using a different form of a standardized test.

The Division of Education for Exceptional Children will recognize this manner of determining the I.Q. until the beginning of the school year of 1952-53, at which time children enrolled in special facilities for the educable mentally retarded shall be examined by qualified persons employed by a Mental Hygiene or Child Guidance Clinic, or the public school system in which the special education facilities exist. Frequently, interest and personality scales, as well as aptitude tests are helpful in evaluating a child, and are of invaluable assistance in determining proper school placement.

b. Characteristics, other than I.Q., which help to identify the mentally handicapped child are:

1. School efficiency and achievement constantly remains below the level of most other children of the same age.
2. Evidence of social misbehaviour resulting from inability to progress either socially or academically in a satisfactory manner.

3. Evidence of extreme difficulty in the use of symbols and abstract thinking.

4. Evidence of an inadequate concept of personal and social responsibility.

5. Evidence for poor coordination, flexibility and adaptability either mentally or physically.

c. Factors, other than I.Q. which help to determine educability:

1. Study of school program and consultation with teachers and principals, as well as referral to former school records.

2. Child's conduct and behaviour in classrooms, on the playgrounds and in other activities, both supervised and unsupervised.

3. Results of any specialized study of a child which may show:

(a) Retarded or irregular developmental history

(b) Severe and damaging illnesses

(c) One or more outstanding traits which, if developed, will make for more acceptable adjustment and progress.

d. It is generally recognized that educational programs for mentally handicapped children are definitely a *part of* the general instructional program; classes for the retarded children differ in the number of children in the group, methodology, teaching time required, and adaptations of the curriculum to individual needs, interests, and abilities. Provision of a teacher trained in the techniques and methods of teaching the mentally handicapped is recommended if the school district receives reimbursement for such special education facilities.

#### **IV. Qualifications of Teachers of Exceptional Children**

*Law* "No person shall be employed to teach any class in any school authorized by KRS 157.230 unless he holds a valid teacher's certificate as provided by law and unless he has had such training as the State Board of Education may require. The State Board of Education is hereby directed to develop plans for the proper education of teachers of mentally or physically handicapped children and to prescribe and issue such standards and regulation as may be necessary and reasonable for certifying teachers and supervisors for exceptional children."



### *Interpretation*

a. *Certification* for teachers to instruct exceptional children requires one of the following certificates.\*

1. Elementary Certificate—provisional or standard.
2. High School Certificate—provisional or standard.
3. Administration and Supervision Certificate.

To comply fully with the Act, plans will be developed for special training which, under the law, is to be determined by the State Board of Education upon the recommendation of the Council on Public Higher Education (KRS 161.030, Section 2).

b. *Selection* of teachers for exceptional children must be on the basis of sound physical and mental health, teaching skill, adaptability and a wholesome understanding of the purposes of education as related to the exceptional child.

*Approval* of teachers for exceptional children: Even though technically certified, the Division of Education for Exceptional Children expects teachers of exceptional children to meet the same *requirements* for *in-service growth* as is expected of other teachers.

Teachers not having specialized training in the education of exceptional children but who were employed prior to the school year of 1950-51 may be temporarily approved by the Division of Education for Exceptional Children on the basis of experience and success in the regular grades providing:

1. The local superintendent shall make such request in writing to the Division of Education for Exceptional Children.
2. The teacher holds a valid certificate as indicated under "IV-a".
3. The teacher will secure 6 hours of additional work in the field of education of exceptional children before the beginning of the ensuing year.

*Supervisory personnel:* A supervisor of special education facilities, if his salary, in part or whole, is to be considered reimbursable, must be approved by the Division of Education for Exceptional Children (KRS 157.220).

\* Elementary certificates are valid only in the elementary grades; high school certificates are valid only in the secondary grades; administration and supervision certificates are valid in both elementary and secondary grades for teaching, supervisory, and administrative positions.

Division approval will be granted only on the basis of :

- (1) Training — equivalent of "General and Related Courses" and if supervising a specific area supervisory training must be at least equivalent to that required for teacher certification in that area PLUS teaching experience.
- (2) Allotment of time to supervision of special education facilities.

#### V. Annual Census by Attendance Officers

*Law* "The attendance officer of each school district shall ascertain annually all children within his district who are physically or mentally handicapped, and shall report the same to the Division of Special Education for Handicapped Children on forms provided . . . according to regulations prescribed by the Superintendent of Public Instruction."

#### *Interpretation*

a. Reportorial procedures of this nature assist greatly in evaluating the needs of the local district in terms of developing special education facilities which cannot be met adequately until proper enumeration of all exceptional children has been effected.

b. It is recommended that proper evaluative methods such as case studies, medical examination, psychometric examinations and carefully administered objective and standardized tests, etc., be employed before reporting a child to the Division.

Cooperative planning and action with the following agencies and organizations will help provide reliable evaluative data: State Department of Health, County Health Units, State Welfare Department, Kentucky Crippled Children Commission, Division of Vocational Rehabilitation, Child Guidance and Mental Hygiene Clinics. Among the helpful private agencies interested in the education and welfare of exceptional children are the Kentucky Chapter of the National Foundation for Infantile Paralysis, and the Kentucky Society for Crippled Children and its County Chapters. The assistance and interest of private physicians as well as that of the numerous local service clubs should not be overlooked but developed and used as a part of community programming to benefit the exceptional child.

c. The Superintendent of Schools is responsible for properly instructing the attendance officer in the use of the forms provided and shall verify the annual report.



d. *Excusal of educable mentally handicapped from further school attendance.* This is a phase of the problem that needs clarification. Under the present law the educable mentally handicapped is eligible for special education services up to 21 years of age. Under the compulsory school law he must attend between the ages of 7 and 16. The educator will recognize the fact that some of these children reach a point at which they are unable to profit from further school attendance. In many of these cases the home or local agencies insist they remain in school and the school becomes merely a place to send the child so that the home may be relieved. There are some authorities who believe that when a child chronologically 16 years or more of age with a mental age of 8 or less shall be judged to be unable to profit from further school attendance, such child shall be officially excused from further attendance.

#### VI. Budgets, Reports, Payment of Excess Per Capita Costs<sup>1</sup>

*Law* "The board of education of a school district providing special education facilities for handicapped children described in KRS 157.200 to 157.300, shall include in its annual budget a sum sufficient to provide such special education facilities, including salaries for qualified teachers, maintenance and transportation of pupils, special books and special equipment, and other approved expenses."

##### *Interpretation*

a. *Budget.* The local superintendent when making Application for Preapproval should on form EC-5, under the item "Cost" on Page 3, give the probable *excess cost* based on the program outlined in the Application for Preapproval. This amount should be sufficient to cover all costs of special education facilities for the current school year. The local district will keep separate accounts and canceled vouchers for these costs, such information to be used in completing the forms for reimbursement claims.

b. *Special education facilities.* See Sections on "Special Schools", "Special Classes", and "Special Instruction" to determine reimbursable items that may be included in figuring the amount to be budgeted. In addition to those items suggested the budget should include the salary of the special teacher.

c. *Auxiliary services.* The cost of maintenance and transportation should be carefully studied. Expenditures for such services

<sup>1</sup> *Excess per capita* cost is considered as that amount, per exceptional child served, in excess of the *average per capita* cost of the school district.

should not be out of proportion to instructional costs since the fundamental purpose of special education facilities is *instruction*. The district of residence may pay all or part of transportation costs of children eligible for special education facilities or pay room and board costs. It is recommended that maintenance (room and board) be paid only if it is *less* expensive than transportation. Maintenance plans are advisable only with consent of parent or guardian.

Pursuant of KRS 157.280 the district of residence using special education facilities in another district may be permitted to subtract the cost of transportation or maintenance in lieu of transportation in determining the tuition rate to be paid to the district operating the special education facilities.

The cost of auxiliary services shall be a part of the *total* excess per capita cost and payment of such costs will be made directly to the district when such services have been approved in the Application for Preapproval (EC-5) and properly accounted for in the Financial Data Report.

*Law* "Accurate, detailed, and separate accounts for all monies paid out for special education facilities . . . shall be kept by the local school district. The district shall make an annual report thereof to the Superintendent of Public Instruction, indicating the excess per capita cost for each handicapped child for the current school year over the ascertained per capita cost for normal children for the same year. The report shall be accompanied by an application for reimbursement of the excess per capita cost. . . . Upon the approval, by the Superintendent of Public Instruction, the application for reimbursement, the Department of Finance shall draw its warrant upon the State Treasurer, in favor of the treasurer of the school district, for the amount of the excess per capita cost above the average per capita for the school district, as so determined, computed, reported, and approved, but in no event to exceed the sum of \$275.00 per annum for each physically handicapped child, or \$125.00 per annum for each educable mentally handicapped child. The State Treasurer shall pay such warrant out of funds in the State Treasury that have been appropriated for that purpose. No school district may be reimbursed under KRS 157.210 to 157.300 for costs for which financial aid is paid under any other Act."



### *Interpretation*

- a. Forms for reimbursement (Form EC-6 and Form EC-7) will be sent to the local school district not later than April 15 of any school year. These completed forms must be returned to the Division of Education for Exceptional Children on or before July 15 of the school year just completed.
- b. Reimbursement is based upon the added cost of special education facilities over the cost of similar facilities for other children of similar grades. As set by law the maximum excess cost allowance per exceptional child served cannot exceed \$275.00 for physically handicapped children and \$125.00 for educable mentally handicapped.
- c. For reimbursement on equipment see section (f) under Special Classes.

### **APPENDIX I**

Form EC-5, "Application for Preapproval of Plan for Special Education Facilities"; Form EC-6, "Supporting Financial Data Report"; Form EC-7, "Financial Report to State Board of Education and Standard Invoice"; Form EC-8a, "Verification of Annual Census of Exceptional Children"; Form EC-8, "Annual Census of Exceptional Children" with instructions for use appear in Appendix I.

These forms are all provided by the Division of Education for Exceptional Children, State Department of Education, Frankfort, Kentucky, for use by the local school districts.

#### **Instructions Concerning Application For The Preapproval Plan For Special Education Facilities**

The State Superintendent of Public Instruction expects to have Preapproval Plans, Form EC-5, for the coming school year in the office of the Division of Education for Exceptional Children by May 1 of the current school year.

For classes starting after the beginning of the school year, these forms should be completed at least 10 days previous to the establishment of special education facilities.

It is the intention of the State Department of Public Instruction to return 2 sets of Application for Preapproval to the local superintendent within 2 weeks after receipt in the Division of Education for Exceptional Children. One set will be kept in the files of the local superintendent and the other in the files of the school in which the special education facilities are available.

Careful attention to these regulations will mean that Preapprovals will function to the advantage of all parties concerned. The Division of Education for Exceptional Children will have definite knowledge of special education facilities being provided and the local superintendent will know that the facilities have been approved by the Division for Exceptional Children and will be certified for reimbursement if carried out as described.

The application is not complete unless the ENROLLMENT REPORT is included with the Preapproval.

### Application Form

Please use the proper blank for each type of handicap when making Preapproval application for special education facilities. The following forms should be used:

- Green—Educable mentally handicapped...Form EC-5a
- Pink—Deaf and hard of hearing.....Form EC-5b
- Yellow—Partially seeing .....Form EC-5c
- White—Orthopedic defects .....Form EC-5d



**Commonwealth of Kentucky**  
**DEPARTMENT OF PUBLIC INSTRUCTION**  
**Education Handicapped Children**

**Application For Preapproval of Plan For Special Education  
Facilities For Children With Handicaps**

For School Year Ending \_\_\_\_\_

School District _____	County _____
Name of School _____	Address _____
	WHITE ( ) COLORED ( )

**COMPLETE IN TRIPLICATE**

Superintendent of Public Instruction  
State Department of Education  
Frankfort, Kentucky

Pursuant to the requirements of the law providing for the education of children, we submit our application for preapproval of the plan for special education facilities as included herein.

1. Estimate the number of children to receive special service.....  
     No. resident pupils..... No. non-resident pupils.....
2. Does this plan for special education facilities to be rendered and for which you are requesting approval constitute: (Check ALL pertinent factors)
 

a.—A regular class in regular school	g.—Hot noon day meal
b.—A special class in regular school	i.—Transportation (Attach copy of contract)
c.—A special school	—Private car —Taxi
d.—Hospital or sanatoria teaching	—Regular school bus
e.—Home teaching	—Other
f.—Provision for rest	j.—Special attendants employed

3. Class sessions:

	Mon.	Tues.	Wed.	Thur.	Fri.
Hrs. A. M.					
Hrs. P. M.					

**Standards**

- I. Were the proposed special education facilities established by board action?.....
- II. Explain procedure for determining eligibility of pupils. Give name and address of examiners.....  
 .....  
 .....

- III. Explain method of admittance to special class.....  
.....
- IV. Give number and grade range of pupils to be served.....  
.....
- V. Give detailed plan for administrative Supervision provided by Superintendent, building principal, or special supervisors.....  
.....
- VI. Give plan to be used in developing pupil case studies.....  
.....
- VII. Explain in detail proposed curriculum.....  
.....
- VIII. List special equipment and instructional materials.....  
.....
- IX. Describe housing facilities—room size, location, available toilets, etc. ....  
.....
- X. Describe organization of tuitional plan for non-district pupils.  
.....
- XI. Describe vocational planning that is provided.....  
.....
- XII. Give plan for home visits.....  
.....

**Teacher Qualifications**

- I. Does your teacher hold a valid teacher's certificate?.....
- II. Does your teacher hold a special certificate for teaching the child with handicaps? .....
- III. If teacher does not have special training what is your program for securing such special training?.....  
.....



IV. Complete form below:

	Teacher No. 1	Teacher No. 2	Teacher No. 3
Name of teacher			
Address			
Kind of certificate held by teacher			
Preparation for teaching normal children. Degree or No. semester hours			
Special preparation for teaching children with handicaps. Degree or No. semester hours			
When and where was special training taken?			
Experience in teaching: a. Normal children b. Children with handicaps			
Annual Salary			

**Costs**

Give estimate of probable **excess cost** of the special facilities as outlined in this application for the school year. \$.....

We herewith certify that the special education facilities as described herein have been approved by the school board of this district and may be verified by the minutes of the board, meeting on the date of....., 194....

We understand that our claim for excess cost is to be based upon actual expenditures made by the school district for carrying out the above plan.

We understand that certification of this service for reimbursement of excess costs by the State depends upon:

1. Our carrying out of the plan for special education facilities herein described

2. Final approval based on visitation reports by the Division of Education for Handicapped Children
3. Determination of eligibility for reimbursement
4. Completion of claim to the Superintendent of Public Instruction within the prescribed period following the close of the school year.

Secy. of Board	Address
Chairman of Board	Address
Superintendent of Schools	Address

**(District will NOT fill in this section)**

Received by \_\_\_\_\_, Division of Education for Handicapped Children

Date: \_\_\_\_\_, 194.....

Comments:

**Conditional Approval**

Of application [Final approval of excess cost to follow (1) Certification by Superintendent of Public Instruction at end of school year as to satisfactory fulfillment of this plan, and (2) Information submitted in voucher reports.]

Date \_\_\_\_\_, 194.....  
\_\_\_\_\_  
Superintendent of Public Instruction

**Instructions Concerning Reimbursement Claims For  
Special Education Facilities**

**A. Supporting Financial Data Report (Form EC-6)**

1. In determining the cost of ITEMS 1 through 6 as well as ITEM 8 refer to the State Department of Education Bulletin "Official Manual of Instructions for the Kentucky Uniform Financial Accounting System".

For ITEMS 1 to 4 inclusive, refer to pages 1037 and 1038; reference to ITEM 5 will be found on page 1042 and for ITEM 8 refer to "Definitions of Equipment" on page 1064.

2. Form EC-6 comes in quadruplicate (4). One is for pencil copy. Type 3, retaining one copy for your files. Forward 2 copies to the *Division of Education for Exceptional Children* on or before JULY 15 following the close of the school year so that they may be approved and forwarded to the Superintendent of Public Instruction.

3. Prepare only one claim for excess cost of all special education facilities in your district.



4. Include in your claim ONLY those excess costs on which you have made payment in full prior to the time of filing claim.

5. Retain all working papers and canceled vouchers in a file readily accessible for auditing.

6. *Check your claim after preparation* for completeness, accuracy, signature and notary seal. All Items must be complete.

**B. Financial Report to State Board of Education and Standard Invoice (Form EC-7)**

1. Form EC-7 is a companion form to Form EC-6 and is a *summary of Reimbursable costs* of special education facilities.

2. The quadruplicate form is to be completed and *all* copies returned to the Division of Education for Exceptional Children on or before July 15 following the close of the school year.

3. All items must be carefully checked. Be sure that it is properly signed and notarized before submitting it to the State Department. Failure to observe this warning may result in a delay in the payment of the Claim to the local school district.

White ( )  
Colored ( )

**SUPPORTING FINANCIAL DATA REPORT**

Form EC-6  
3/25/48

**Department of Education**

**DIVISION OF EDUCATION FOR EXCEPTIONAL CHILDREN**

	Normal	Defective Vision	Defective Hearing	Mentally Retarded	Speech Correc'n	Physically Home	Handicapped School
1. Teachers' Salaries .....							
2. Supplementary & Textbooks...					xxx		
3. Educational Supplies .....					xxx		
4. Other Expenses of instruction					xxx	xxx	
5. Transportation .....					xxx	xxx	
6. Maintenance in Lieu of Transportation .....					xxx	xxx	
7. Health .....							
8. Equipment .....							
9. Total Cost of Above Services...							
10. Avg. Daily Membership (Res. & Non-Res.) .....							
11. Per Pupil Cost (9÷10) .....							
12. Insert Item 11, Col. 1 .....	xxx						
13. Excess Cost per Hdcpd. Pupil (11-12) .....	xxx						
14. Max. Excess Cost Allowance Per Pupil .....	xxx	275.00	275.00	125.00	275.00	275.00	275.00
15. Excess Cost Rate per Pupil (13 or 14 whichever is smaller) xxx	xxx						
16. Avg. Daily Membership (Res. Pupils Only) .....	xxx						
17. Excess Cost Claimed from State Res. Pupils Only (15X16) .....	xxx						
18. Tuition per Non-Resident Pupil .....	xxx						
19. Per Pupil Allowance Non-Res. Pupil (15-18) .....	xxx						
20. Avg. Daily Membership (Non-Res. Pupils) .....	xxx						
21. Excess Cost Claimed from State Non-Res. Pupils (19X20) xxx	xxx						

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At the close of the fiscal year ending June 30, 1948, the total amount of the State's contribution to the cost of the Division of Education for Exceptional Children was \$1,100,000.00.



**Commonwealth of Kentucky  
STATE DEPARTMENT OF EDUCATION  
DIVISION EDUCATION FOR EXCEPTIONAL CHILDREN**

**Affidavit on "Supporting Financial Data Report" on Excess  
Cost of Facilities For Exceptional Children.**

The School Board of ..... School District,  
....., Kentucky, hereby certifies for the  
purpose of reimbursement from the State as follows:

- I. That the laws in relation to the establishment of special education facilities for exceptional children have been complied with.
- II. That separate and accurate accounts of all monies paid out for the maintenance of special education facilities for exceptional children have been kept and that canceled vouchers are on file for expenditure of monies paid out for that purpose.
- III. That the amount of \$..... stated as being due from the State is correct; that all facts submitted in the report on special education facilities for exceptional children for the year ending ....., 19....., are true to the best of my knowledge and belief.

.....  
Chairman of the Board

.....  
Superintendent of Schools

Subscribed and sworn to me this..... day of....., 19.....

.....  
Notary Public

State of Kentucky }  
County of ..... } S

20. Avg. Daily Membership (Non-Res. Pupils) .....  
21. Excess Cost Claimed from State Non-Res. Pupils (19x20) .....

**Commonwealth of Kentucky**  
**EDUCATION EXCEPTIONAL CHILDREN**

Form EC-7  
8/25/48

Financial Report to the State Board of Education and Standard Invoice

Invoice Date .....

Enc. No. ....

Department of Education—Division of Education for Exceptional Children

Account No. ....

TREASURER, ..... Bd. of Educ.

Voucher Number .....

Address ....., Kentucky

Amt. Enc. ....

Liquidation .....

**Costs of Special Education Facilities**

Enter on this form those payments which are chargeable to the cost of special education facilities. Under the column headings transfer Item 17 and 21 from the "Supporting Financial Data Report", Form EC-7.

**TOTAL COSTS**

	Defec- tive Vision	Defec- tive Hear- ing	Mental- ly Re- tarded	Speech Corr'n	Physically H		Total
					Home	School	
1. Resident Pupils .....							
2. Non-Resident Pupils....							
<b>GRAND TOTALS</b> .....							

Pay to above treasurer from funds for Education of Exceptional Children \$.....

**Treasurer's Affidavit**

I, ....., Treasurer of the above designated Board of Education, certify that this is an accurate statement of money expended from ....., 19..., to ....., 19..., for special education facilities. I affirm that all expenditures have been made in accordance with the Kentucky State Plan and

Subscribed and sworn to before me by

this..... day of ....., 19.... Treasurer, Board of Education

....., Notary

My Commission expires....., 19....

Payment of the above amount is hereby authorized.

Dir. Div. Edcn. for Exceptional Children

Head of the Dept. of Edcn. or authorized agent.



**Commonwealth of Kentucky**  
**STATE DEPARTMENT OF EDUCATION**  
**DIVISION EDUCATION EXCEPTIONAL CHILDREN**

**Verification of Annual Census Report of Exceptional Children.**

The School Board of ..... School District, of  
....., Kentucky, hereby verifies the attached  
report of the ANNUAL CENSUS OF EXCEPTIONAL CHILDREN  
residing in said School District as being correct and complete as re-  
quired by KRS 157.260.

.....  
Chairman of the Board

Signed on this .....  
day of ....., 19.....  
Superintendent of Schools

**Commonwealth of Kentucky**  
**STATE DEPARTMENT OF EDUCATION**  
**ANNUAL CENSUS OF EXCEPTIONAL CHILDREN**

County..... School District..... Date.....  
Name..... Birth Date..... Sex: M F Race: W C  
Residence .....  
(St. and No.) (Town) (County)  
Father..... Mother.....

**Child's Disability**

.....Blind (total) .....Epileptic .....Mentally Retarded  
.....Cardiac .....Hard of Hearing .....Speech Defect  
.....Deaf (total) .....Partially Seeing  
.....Crippled (.....Congenital; .....Polio; .....Cerebral Palsy)

Additional defects .....

TREATMENT: (Fill in all cases reported)

Physician .....  
(Name) (Address)

Clinic .....  
(Name) (Address)

Not Receiving..... Why Not?.....

When Last Examined..... By Whom?.....

Physically Able to Attend School: Yes..... No.....

Certifying Authority .....

EDUCATION: (Fill out for minors of school age or over)

School Last Attended..... Grade.....

Mentally Able to do School Work: Yes..... No.....

Method of Determining Mental Ability:.....

Remarks: .....

.....  
Attendance Officer

Return to Director, Education of Exceptional Children, State Department  
of Education not later than April 1, of the current school year.

## APPENDIX II

The following forms are suggestive of those that may be used to locate or find exceptional children; to secure results of medical examinations made by physicians who may be asked to diagnose and suggest treatment to improve a handicapping condition; to suggest reportorial procedures when surveys or activities of enumeration are being conducted.

These forms are *not* supplied by the State Department of Education. However, these or similar forms, should be used in school districts whenever a child is to be served by special education facilities. The "Case Study Folder" of each exceptional child should contain a properly completed form or a copy of the original certification.

(This form may be mimeographed on stationery with the school letterhead.)

TO: .....

FROM: ..... (Position)

RE: ..... AGE: .....

On the basis of our (vision, hearing, speech) examinations, a medical referral was indicated in regard to:

General physical condition .....

Eyes..... Ears..... Nose and throat..... Other.....

We would appreciate a brief report of your examination and treatment in relation to the above checked areas. Suggestions as to necessary restrictions enable us to plan for a more adequate school program.

Date..... M. D.

..... Address

If you are interested in adding our test results to your own record, please check here.....

NAM  
Soun  
K  
G  
NG  
WH  
R  
F  
V  
Th-  
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Name of School  
**ARTICULATION TEST RECORD**

(Individual)

NAME..... AGE..... SCHOOL.....  
 GRADE.....

Sound	Articulation				Stimulation			Comments		
	O.K.	Initial	Medial	Final	I	NS	Words			
							I		M	F
K										
G										
NG										
WH										
R										
F										
V										
Th-unvoiced										
Th-voiced										
S										
Z										
L										
SH										
ZH										
CH										
J										

For **Articulation**: (16 most frequently missed sounds, check sounds in initial, medial, final positions in word.) Under initial, medial, final indicate whether there is **substitution** for the sound, **O**mission, **A**dditions, or **I**ndistinct if the sound is not clearly made.

For **Stimulability**: Check in correct column (I = sound in **isolation**, NS = nonsense syllable.) When attempting to stimulate child to make sound in **WORDS** check correct column for position of incorrect sound. (I = initial position; M = medial position; F = final position.)

(Name of School System)  
**SPEECH SURVEY RECORD**

Grade..... Teacher..... Room..... Date.....  
 Examiner:.....

Name	O.K.	Articulation				Voice				Dial	Stutt	Comment
		Sub	Om	Add	Ind	Vol	P	R	Q			
Totals												

Sub—Substitutions    Om—Omission    Ad—Addition    Ind.—Indistinct  
 Vol—Volume    P—Pitch    R—Rate    Q—Quality    Dial—Foreign Dialect  
 Stutt—Stuttering.

Note.—A sample certification form for exceptional children who are to be admitted on a home teaching program. (See following page.)  
 (This form may be mimeographed on stationery with the school letter-head)



**Medical Certification for Home-Bound Teaching**

Name....., Date....., 19.....  
Address.....  
Telephone Number.....

This is to certify that.....cannot continue  
on a regular school program. The physical condition.....

Diagnosis

is such as to permit teaching of the child in the home. Approximate  
length of time necessary for such teaching will be.....

M. D. .... Address

Return this blank to the office of the School Superintendent.

Note.—A sample certification form for Exceptional Children who are to  
be admitted to Special Education facilities for the Hard of Hearing.  
(This form may be mimeographed on stationery bearing the school  
letterhead)

**PHYSICIAN'S STATEMENT ABOUT HARD OF HEARING  
CHILD**

Name of Child..... Date of Birth.....  
Address ..... Parents .....

**Hearing Test**

Screening: R..... Recheck: R.....db. loss  
L..... L.....db. loss

Clinical Data .....

**Physician's Examination**

Diagnosis .....

Prognosis .....

Recommended Treatment .....

Hearing Acuity: R..... Hearing Aid—YES... NO...  
L.....

**School Placement Requested by Physician: (Check)**

- ..... 1. School for the deaf.
- ..... 2. Lip reading training only.
- ..... 3. Special class for hard of hearing in public day school.
- ..... 4. Assignment to school with normal hearing children.

.....  
Examining Physician

.....  
Office Address

.....  
Date

Please return this form to:..... Office.....

(This form may be printed on stationery bearing the school letterhead)

## EDUCATION OF EXCEPTIONAL CHILDREN

### Physician's Statement About Physically Handicapped Child

Name of Child..... Date of Birth.....

Address..... Parents.....

Diagnosis .....

Prognosis: Good..... Fair..... Poor.....

Remarks .....

#### SCHOOL PLACEMENT REQUESTED BY PHYSICIAN: (Check only one)

- ..... 1. Home Instruction (for those children who must remain in bed or be confined to their homes).
- ..... 2. Assignment to a class for cardiac and orthopedic cripples. (Cardiacs, Classes II and III, orthopedic cripples who cannot attend regular school because of severity of crippling; hemophiliacs; etc.).
- ..... 3. If hospitalized, is child able to do school work in hospital?
- ..... 4. Assignment to regular school with physically normal children. (Please note specifically if there are any activities in which the child should not engage.).....

.....  
Clinic

.....  
M.D.

.....  
Social Worker

.....  
Office Address

.....  
Date

TO THE PHYSICIAN: Please return this form to.....



Note.—Suggested form for use with visually defective children who are to be enrolled in special education facilities.

(NAME OF SCHOOL)

Name..... Sex..... School..... Grade.....

Address..... Parent..... Date of Birth.....

Vision without glasses (Near)..... (Distance)..... (Near)..... (Distance).....  
O.D. O.S.

Pin-hole vision .....

Telescopic vision .....

Wearing .....

External condition .....

Correction prescribed .....

Vision with correction (Near)..... (Distance)..... (Near)..... (Distance).....

Date of examination .....

Remarks: .....

.....

Recommendations:

For school: Sight-Saving Class..... Blind School.....

For care: .....

.....

Children may be considered eligible for sight-saving classes if they are in the following groups:

1. Children who cannot read more than 20/70 on a standard Snellen Chart with the better eye after correction.

2. Children with progressive eye difficulties, including those with progressive myopia, even though glasses may bring the vision nearly to normal.

3. Children who suffer from non-communicable diseases of the eye or diseases of the body that seriously affect vision.

Any child who in the specialist's opinion would benefit by sight-saving training will be considered, subject to suggestions of the specialist, provided the child has normal or average mentality.

Doctor .....

Address .....

Please return this form to: .....

(Name of School)

**STATEMENT ABOUT EDUCABLE MENTALLY  
HANDICAPPED CHILD**

Name..... Birth date..... Grade.....  
Address..... Parent.....  
Referred by .....  
Reason .....  
Previous school experience.....

<b>Mental Tests</b>	<b>Results</b>	<b>Date</b>
.....	.....	.....
.....	.....	.....

<b>Achievement Tests</b>	<b>Results</b>	<b>Date</b>
.....	.....	.....
.....	.....	.....

**School Placement:**

- ..... Remain in regular grades.
- ..... Class for educable mentally handicapped.
- ..... Slow learning group, special teaching in

.....	.....
Clinic	Examiner
.....	.....
Date	Position



### APPENDIX III

Frequently it is necessary to purchase materials for use with handicapped children. The following lists, although not exhaustive, may be of assistance.

Names of companies have been included for convenience only and are not for purposes of advertising.

#### Supplementary Books for Mentally Handicapped

CADMUS BOOKS for Retarded Readers (levels 1, 2, 3).

Information may be secured from J. L. Lair, Georgetown, Kentucky, or E. M. Hale and Company, Eau Claire, Wisconsin.

THE ALICE AND JERRY BASIC READERS, including TEXTFILMS.

Prices and information may be secured from Row, Peterson and Company, Evanston, Illinois, or Lee Smith, Box 433, Route 1, Louisville, Kentucky.

MY FRIEND NICK, Church and Dwight Company, Inc., 70 Pine Street, New York 5, New York.

LITTLE RED SKY, Church and Dwight Company, Inc., 70 Pine Street, New York 5, New York.

Handwork materials which may be secured from any school supply company.

#### Mental Tests

CALIFORNIA TEST OF MENTAL MATURITY may be purchased from The Psychological Corporation, 522 Fifth Avenue, New York, New York, or from the California Test Bureau, 5916 Hollywood Boulevard, Los Angeles 28, California. The short form is desirable. Cost of the short form for all levels, Pre-Primary S-Form through the Advanced S-Form, is approximately 90¢ per 25 tests; for the long form the cost approximates \$1.40 per 25 tests.

#### Equipment and Instructional Materials for Partially Seeing Children

ART EASELS: Hill Mathias Easel (single type); Milton Bradley Company, 200 Fifth Avenue, New York, New York.

BOOKS: (Books in 18 or 24 point type). BOOKS FOR CHILDREN WITH SERIOUSLY DEFECTIVE VISION, compiled by Bureau of Physically Handicapped Children and the School Library Supervisors of the New York State Education Department and a subcommittee of the School Libraries Committee of the New York Library Association, 1939; The University of the State of New York Press, Albany, New York.

CLEAR TYPE SERIES (price list), August 1, 1946; Clear Type Publishing Committee, Pompton Lakes, New Jersey.

Lorraine Galisdorfer, READING GUIDE FOR BOYS AND GIRLS WITH PARTIAL VISION, Chas. A. Lindbergh School. Kenmore 17, New York.

John C. Winston Co., 1010 Arch Street, Philadelphia 7, Pa., Elementary readers, etc.

Stanwix House, 336 4th Ave., Pittsburgh 22, Pa. Large-type editions of WINSTON DICTIONARY FOR SCHOOLS, STANFORD ACHIEVEMENT TEST, elementary readers, etc.

Garnette Watters and S. A. Courtis, PICTURE DICTIONARY FOR CHILDREN, 1939; New York, Grosset and Dunlap, has been used with good results by younger partially seeing children.

#### **Typewriting Manual**

Detroit. Board of Education. SIGHT-SAVING STUDY IN TYPE-WRITING, 1939. Department of Statistics and Publications, Board of Education, 1354 Broadway, Detroit, Michigan.

#### **Chalk and Crayon**

Alpha ( $\frac{5}{8}$ -in. diameter) white; Weber-Costello Co., Chicago Heights, Ill. Freart (1-in. diameter) white; American Crayon Co., Sandusky, Ohio.

#### **Maps and Globes**

Graphic-Project Globe for sight-saving classes; A. J. Nystrom & Co., 3333 Elston Ave., Chicago, Illinois.

#### **Materials for Creative Handiwork**

Clay, plasticine, etc.; local dealers.

#### **Mechanical Devices**

Sound Scriber, Sound Scriber Corp., 146 Munson Street, New Haven, Conn.

Dictaphones and Ediphones; local dealers.

Talking Book; American Foundation for the Blind, Inc., 15 West 16th Street, New York 11, New York.

#### **Paper**

Sight Conservation Paper, No. 56; J. L. Hammett Co., 380 Jelliff Avenue, Newark 8, New Jersey.

Sight-Saving Paper (lined, if desired); The Diem & Wing Paper Company, Gilbert Avenue, Viaduct, Cincinnati 2, Ohio.

#### **Pencils**

Extra Black, No. 6120; J. S. Staedtler, Inc., 55 Worth Street, New York 13, New York.

Dixon Shadow, No. 305; Joseph Dixon Crucible Co., Jersey City, New Jersey.

Eagle Auditor, No. 286, Eagle Veri Black, No. 315, and Mikado, No. 5174; Eagle Pencil Co., 703 East 13th St., New York 9, N. Y.

Weatherproof Faber, No. 6639, Faber Editor Verisoft, No. 1; Eberhard Faber Pencil Co., 37 Greenpoint Ave., Brooklyn 22, New York.

#### **Seats and Desks**

American Seating Co., 9th Street and Broadway, Grand Rapids 2, Michigan.



### **Typewriters and Copy Holders**

Remington No. 17, with Bulletin Type No. 48.

Remington Portable No. 5, with type No. 105 (cuts stencils).

Remington Portable No. 5, with Bulletin Type No. 48 (does not cut stencils).

L. C. Smith, with Bulletin Caslon type, upper and lower case, No. 27.

L. C. Smith, Sight Ease Type No. 47 (cuts stencils).

Underwood, Bulletin Type, Pitch No. 6, upper and lower case for sight-saving classes.

### **Equipment for Hard of Hearing**

Mirrors, phonetic charts, etc., are desirable and information concerning this equipment, as well as on reputable hearing aids, may be secured from the VOLTA BUREAU, 1537, 35th Street, N.W., Washington 7, D. C.

## APPENDIX IV

The following Kentucky agencies provide services for the handicapped. Each agency provides a specialized service.

### State Agencies

**DIVISION OF EDUCATION FOR EXCEPTIONAL CHILDREN:** Supervisory services dealing with educational programs for exceptional children. (See Sections I and II of the Bulletin.)

For further information write to the Division of Education for Exceptional Children, State Department of Education, Frankfort, Kentucky.

**DIVISION OF VOCATIONAL REHABILITATION:** Services for handicapped persons 16 years of age or older. Services include: physical restoration, vocational training and guidance service, and services to the blind.

Further information may be secured by writing to the Director of Vocational Rehabilitation, State Department of Education, Frankfort, Kentucky.

**KENTUCKY TRAINING HOME:** Mentally deficient persons are accepted by commitment during the regular term of circuit court. The institution is located at Frankfort, Kentucky.

**KENTUCKY SCHOOL FOR THE BLIND:** Blind children between the ages of 7 and 16 whose mental condition permits application to, shall be enrolled (KRS 159.050).

Information concerning this service may be secured from the Superintendent, Kentucky School for the Blind, 1867 Frankfort Avenue, Louisville, Kentucky.

**KENTUCKY SCHOOL FOR THE DEAF:** Enrollment includes deaf children between the ages of 7 and 16 years of age.

Information may be secured from the Superintendent of the Kentucky School for the Deaf, Danville, Kentucky.

**STATE DEPARTMENT OF HEALTH:** The following Divisions of the Department will be helpful in providing information and services for children:

1. Division of County Health Work.
2. Division of Trachoma.
3. Division of Dental Health.
4. Division of Maternal and Child Health.
5. Division of Public Health Education.
6. Division of Public Health Nursing.
7. Division of Tuberculosis.

Address inquiries to the Director of the Division, 620 South Third Street, Louisville 2, Kentucky.

**STATE DEPARTMENT OF WELFARE:** Psychological services are under the directions of the **Division of Hospitals and Mental Hygiene.** Questions concerning these services should be directed to Dr. A. M. Lyon, Director of the Division, Frankfort, Kentucky.



**KENTUCKY CRIPPLED CHILDREN COMMISSION:** Serves crippled children under 21 years of age; provides clinics for examinations, diagnosis of orthopedic deformities with recommendations for treatment, furnishes treatment, and provides supervision and after-care for those served by the Commission.

Information may be secured by writing the Director, Kentucky Crippled Children Commission, 301 Heyburn Building, Louisville, Kentucky.

#### **Local Clinics**

**LOUISVILLE MENTAL HYGIENE CLINIC:** Services in the fields of psychiatric and clinical psychology are provided.

Information may be secured from Dr. Spafford Ackley, Medical Director, 610 South Floyd Street, Louisville, Kentucky.

**CHILD GUIDANCE SERVICE:** Serves in the area of clinical psychology and mental hygiene programs.

Questions may be referred to Dr. Graham Dimmick, Director. Address: 217 North Upper Street, Lexington, Kentucky.

#### **Private Agencies**

**KENTUCKY CHAPTER OF THE NATIONAL FOUNDATION FOR INFANTILE PARALYSIS:** Offices of this agency located at 414 Martin Brown Building, Louisville 2, Kentucky. The Kentucky chapter supports a program for control and treatment of infantile paralysis and cooperates with the Kentucky Commission for Crippled Children in providing services to those crippled by "polio."

Information may be secured by writing the secretary, Mrs. Inez Ligon, at the above address.

**KENTUCKY SOCIETY FOR CRIPPLED CHILDREN:** The Society located at 840 South Third Street, Louisville, Kentucky, receives its financial support through the sale of Easter Seals and contributions. It serves to "fill the gaps" in programs for the handicapped. Effort is made to avoid duplication of activity provided by other agencies.

A Curative Workshop staffed by a director, a physio therapist, and an occupational therapist, is supported by the Society.

The Executive Secretary, Mrs. Viola Morey, will provide information as requested.

