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Evaluative criteria for special education for physically handicapped children in the public schools.

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Blakeley, D.E.
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Thesis

EVALUATIVE CRITERIA FOR SPECIAL EDUCATION FOR PHYSICALLY
HANDICAPPED CHILDREN IN THE PUBLIC SCHOOLS

Submitted by

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(B.S. in Ed., Framingham Teachers College, 1942)

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~~Boston University~~
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CHAPTER I

INTRODUCTION

There are certain basic philosophies inherent in our American way of life.

We believe in equal opportunities for all; and we believe all are entitled to an education that will equip them to lead a self-supporting, full, rich life. More and more, communities are beginning to realize that it is not consistent with these philosophies just to offer exceptional children, including the physically handicapped, some type of education. It must be the type that will develop each child to his maximum physical, intellectual, social and emotional potential. For this, many types of special education must be made available that are fitted to the special capacities and limitations of the individual child.

Purpose

The purpose of this study is to present a set of evaluative criteria in all areas of special education for physically handicapped children in a typical public school situation. The evaluation of the quality and scope of such education is thus possible. The evaluative criteria aims to present an instrument for measuring administrator, instruction and teacher. The lists of statements provide a means for superintendents, school boards,

administrators, teachers, and citizens to decide how adequately the educational goals for these children are being met in their own community.

Justification

A study of public school education reveals that attention to the special requirements of physically handicapped children is a relatively new phase in its development. Today some cities and towns are providing successful instruction and facilities for one or more types of physically-handicapped children, but comparatively few are completely meeting the needs of all these children. Lacking also in many communities, is a full-time co-ordinator or administrator, to set the aims, develop a single philosophical purpose, and unify the standards. There is a scarcity of written material that outlines concretely how these children may be helped most satisfactorily. Most communities will hold with the ideal that these children are entitled to the same educational opportunities, adapted to their individual needs, as the normal children, but are at a loss as to what methods to use to measure objectively the effectiveness of their efforts. Several methods could be used, but one that has been applied widely in the other areas of education is suggested in the following:

Once a school's philosophy of education has been definitely stated and clearly understood and accepted by those who are to evaluate the school, the evaluative criteria may be effectively employed by the administration, by the staff, and by the

visiting committee to measure and evaluate every aspect of the school's resources and educational program.¹

Scope

This study covers seven areas of special education for the physically-handicapped child who is physically and mentally capable of profiting by public school education. These children would fall into three categories. First, certain handicaps allow the child to have successful classroom experience with auxiliary special instruction. Second, with other types of handicaps, the child must spend the greater part of the day in a special class room. And finally, although receiving public school education, the nature of the disability makes it mandatory that the child be kept at home.

The seven areas of special instruction are home instruction, class for crippled children, special instruction for the hard of hearing, class for the deaf, class for the partially sighted, special instruction for the blind, and special instruction for the speech defective.

The areas covered contain factual statements about the content and methods of the instruction; the background, qualifications, duties and functions of the special teacher; and the materials and equipment necessary.

¹ _____, Evaluation of Secondary Schools, General Report Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C., 1939. p. 62

Much emphasis is placed upon the special teacher, for he, even more than the classroom teacher in a normal situation, is the vital key to success or failure of a special education program.

This study excludes physically-handicapped children who may also be mentally handicapped. It also excludes the physically-handicapped child who is in either a special day school, hospital school, or institution. Neither does it consider the needs of the child in the classroom with a special health problem other than those already delineated. It is concerned primarily with the child whose physical handicap can be somewhat compensated for by special techniques of teaching and special equipment.

CHAPTER II

REVIEW OF RESEARCH

Philosophical Background

Frampton¹ and Gall trace the role of the handicapped in our society through three distinct historical periods: Primitive and Ancient Times, the Middle Ages, and the Modern Period. "Probably from man's earliest thinking moments the exceptional have been recognized as a group of individuals needing treatment." They delineate evolving philosophies from prehistoric days when nature herself simplified the problem, largely by the handicapped's inability to survive in the existing environment, up to the present time. Van Riper² expresses the history of the handicapped in these sentiments. "Cultural history demonstrates that the stupid, the blind, the deaf, the crippled and those who could not talk have been treated progressively as a nuisance, a disgrace, a problem and a challenge."

Van Riper³ also questions whether today's attitude does not still contain traces, in a refined form, of the old attitude.

In this country, we would hang the man who killed his crippled son. We have come far in our journey toward civilization, but perhaps not far enough. Rejections take many forms. Spirits, too, can be killed. This is what one handicapped person has to say: "We think the inhabitants of old Sparta cruel

¹Frampton, Merle E. and Gall, Elena D., Special Education for the Exceptional, Vol. I., Introduction and Problems, Porter Sargent Publisher, 11 Beacon Street, Boston 8, Massachusetts, 1955. p. 2

²Van Riper, Charles, Speech Correction, Principles and Methods, Third Edition, Prentice-Hall, Inc., New York, 1954. p. 42

³Ibid., p. 4

for putting to death the weak, those who would be unable to compete, or to contribute much to their society; but were they after all much more inhuman than we, who nurse the weakling, keep it alive, yet as much as possible keep it from normal persons, especially the children, for fear its contact will contaminate them; then throw it out to compete with normal adults."

The gradual realization that more and more of these children can be given the special education they need, and yet be integrated into society at the same time will eventually do much to eradicate the above-expressed sentiment.

Modern Concepts of Special Education

The public today is becoming increasingly aware that it is the right of all physically-handicapped children to be provided with an education designed and supplemented to meet their special needs. In the early days of the century, McMurtrie¹, in speaking of the handicapped child, says,

"The aim therefore, should be to give him, in so far as possible, the advantages enjoyed by other children, offsetting, by aid of special points, the limitations imposed by his deformity. Such a policy should give him his education through ordinary means and as a right, not a charity."

Within the last twenty years, authors have become more explicit and demanding in their philosophy. The White House Conference² stated that we should

.....help the individual to help himself to the limit of his capacity. It is unquestionably better

¹McMurtrie, Douglas, Some Considerations Affecting the Education of Crippled Children, Douglas McMurtrie, Printer and Publisher, New York, 1910. p. 22

²_____, White House Conference, Addresses and Abstracts of the Committee, The Century Company, New York, 1931. p. 231

public policy to spend more money today in helping the handicapped child than it is to spend twice as much supporting him at public expense.

Studebaker¹ takes a more idealistic attitude.

When all that can be done physically has been accomplished and still a handicap persists, it becomes of paramount importance to guide the mind and the spirit of the child far out beyond the limits of his obvious deformity into the freedom of achievement that recognizes no handicap and brooks no defeat. For this, education-adapted education - is necessary.

Within the last decade, those who championed the education of the physically handicapped express the views of today.

Dolch² says, "More and more, the people of this country are realizing the plight of handicapped children."

In referring specifically to education, Mackie³ states, "The education of physically-handicapped children is complex, and can be accomplished only through understanding of the elements in a well-rounded program leading to physical, intellectual, social, and emotional growth."

Frampton and Gall express this educational goal,

In every school system there are pupils who, because they deviate markedly from the so-called "normal child", require special skills and services

¹Studebaker, John W. Special Education for the Physically-Handicapped Child, International Society for Crippled Children, United States Government Printing Office, Washington, D.C., 1937. p.3

²Dolch, Edward William, Helping Handicapped Children in School, The Garrard Press, Champaign, Illinois, 1951. p. 8

³Mackie, Romaine P., Crippled Children in School, Federal Security Agency, Office of Education, Bulletin 1948, No. 5, United States Government Printing Office, Washington, D. C., 1948.

⁴Op. cit. p. 12

on the part of teachers and other school personnel. These children cannot adjust to the school program without such special services.

They¹ go on to say,

Specifically the purpose is to make sure that the school program is sufficiently flexible and individualized so that it will meet the needs of children with marked variations of a physical, emotional, and mental nature. This is a high goal. If this goal is to be reached, the services of the public school systems must be greatly improved and increased.

Van Riper² states, "Morally we cannot deny the right of the handicapped child to his place in the scheme of civilized living."

All present day concepts can be summed up in one of the articles from the Creed for Exceptional Children.³

We Believe that the nation as a whole, every state and county, every city and hamlet, and every citizen has an obligation to help in bringing to fruition in this generation, the ideal of a full and useful life for every exceptional child in accordance with his capacity: the child who is handicapped by defects of speech, of sight, or of hearing, the child whose life may be adversely influenced by a crippling disease or condition, the child whose adjustment to society is made difficult by emotional or mental disorders, and the child who is endowed with special gifts of mind and spirit.

The Handicaps

In planning the special education that will most nearly

¹ Op. cit. p. 17

² Op. cit. p. 8

³ Mayo, Leonard, Creed for Exceptional Children, Department of Health, Education and Welfare, Office of Education, United States Printing Office, Washington 25, D. C., 1955.

meet the ideals of modern philosophy, several areas of handicaps will be considered.

The Homebound Child. The Department of Special Schools and Classes, Massachusetts Department of Education, has a policy that dictates that any school child, who because of illness, is to be absent from school for a minimum of two months, shall be considered eligible for home instruction, providing there is no infectious or contagious condition present. This includes both the temporarily and the permanently disabled. It further states that the homebound child must be educable.

According to Mackie¹

Home instruction is unquestionably a necessary service. When a child is so ill or disabled that he cannot go to school, the school must go to the home.

In speaking of homebound children, Atwood² says

"Handicapped children are certainly entitled to at least the same educational opportunities as non-handicapped children for they may be more dependent upon specific school-type learnings since their vicarious learnings are more restricted."

The Crippled Child. "A³ crippled child is an individual under twenty-one years of age who is so handicapped, through congenital

¹Mackie, Romaine P., Education of Crippled Children, Federal Security Agency, Office of Education, Bulletin 1948, No. 5, United States Government Printing Office, Washington, D.C. 1948.

²Atwood, Doris M., Status Survey of Home Teaching of Physically-Handicapped Pupils, Unpublished Master's Thesis, Boston University, 1951. p. 1

³Commission for Study of Crippled Children, The Crippled Child, in New York City, The Commission, 303 Ninth Avenue, New York 1940

or acquired defects, in the use of his limbs and bodily musculature as to be unable to compete on terms of equality with a normal individual of the same age."

Frampton¹ and Gall point out one of the primary aims in the education of this type of child. "Flexibility of approach must be ever-present on the part of all those who work with these children so that they will guide them toward total security and toward the utilization of their potential to the utmost." Unlike some other types of physically-handicapped children, there are several choices of educational planning for the crippled child. This study is concerned with just one. According to Mackie², "In recent years, the center (group) of classes for the handicapped in the regular school has been looked upon with much favor."

The Hard-of-Hearing Child. Pinter, Eisenson, and Stanton³ give this definition. "The hard-of-hearing individual is one who established language in the normal way, either because his loss of hearing developed after the natural establishment of language, or because his loss of hearing has never been severe enough to prevent him from learning language in the ordinary way."

¹Frampton, Merle E. and Gall, Elena D., Special Education for the Exceptional, Vol.II, Porter Sargent Publisher, 11 Beacon Street, Boston 8, Massachusetts.

² Op. cit. p. 4

³Pinter, Rudolph, Eisenson, Jon, Stanton, Mildred, The Psychology of the Handicapped, Appleton-Century-Crofts, Inc., New York, 1941. p. 188

As to the method of education, McIntire¹ calls to the attention that "there is complete agreement on the general principle that deaf and hard of hearing must be taught by different methods, and it is recognized that each child must be placed and provided for on the basis of individual needs regardless of the severity of hearing loss."

With special education in lipreading and speech development the hard of hearing may compete with normal children in the classroom. McIntire² says "This presupposes that their program in the content subjects is the same as that provided for hearing children, that they have requisite mental capacity, and the will to work harder than normal children, if they are to achieve success."

The Deaf Child. "By the deaf we mean those individuals whose hearing is of no practical value for the purpose of communicating with others", as defined by Pintner, Eisenson and Stanton.³

The Forty Ninth Yearbook of the National Society for the Study of Education⁴; in speaking of education for deaf children says,

Such losses when sustained from birth or very early childhood, typify deaf children who must receive

¹McIntire, Hazel C., Deaf and Hard-of-Hearing Children in Ohio, Ohio Commission on Children and Youth, F. J. Heer Printing Co., Columbus, Ohio, 1951. p. 35

² Ibid. p. 33

³ Op. cit. p.101

⁴Henry, Nelson B., The Education of Exceptional Children, The Forty-Ninth Yearbook of the National Society for the Study of Education, The University of Chicago Press, Chicago 37, Illinois p. 154

Their education from teachers trained to develop the communicative process through very specialized techniques. Educational facilities are provided for these children in schools or classes for the deaf.

The Partially-Sighted Child. "The partially seeing depend upon vision, but upon a vision which is very much restricted and does not give full use of the eyes¹."

With a very few exceptions, there is one uniformly popular way to educate these children. "In the cities and in some rural school districts, the problem of partial vision is met increasingly by the services of a special day class for the low visioned in the regular schools²."

Although this, like other special classes, for the physically handicapped, must be multi-graded, Mackie³ says, "In such a class, a child has a good many advantages which perhaps cannot be provided in any other situation."

The Blind Child. "A blind person is one who cannot use his eyes for education⁴."

Overwhelmingly, the research ignores the fact that blind children with the necessary attributes for success are being integrated into public school systems. A few mention it.

¹Baker, Harry J., Introduction to Exceptional Children, The MacMillan Company, New York, 1954. p. 44

²Mackie, Romaine, Education of the Visually Handicapped, Bulletin 1951, No.20, Federal security Agency, Office of Education, United States Government Printing Office, Washington, D.C., 1951. P.20

³ Ibid. p. 21

⁴ Op. cit., p. 55

Mackie¹ explains

The day-school classes (Braille) for the blind, however, are organized similar to that of the sight-saving classes.....Several cities have developed extensive day-school programs for children who are blind, as well as for those who are partially seeing. Such programs have been especially successful when the schools have employed supervisors who devote their time to the needs and problems of visually-handicapped children and worked with the parents of such children.

The Speech Defective Child. "Speech is defective when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted²"

That it is vitally necessary that speech defects be treated educationally is attested to by Van Riper³. "The 'need to belong to a group' is a need felt by every person with a speech defect and it is felt with an intensity that few normal speakers can fathom....Not only is personality built around differences in speech, but also profound emotional reaction patterns are often associated with these differences⁴."

He⁵ reduces it to the essentials when he says,

The lists of occupations open to the person severely handicapped in speech is very restricted. Teaching is out. Law and medical schools usually exclude such applicants. Business requires efficient communication.

¹ Op. cit. p. 30

² C. Van Riper, Op. cit. p. 19

³ Op. cit. p. 13

⁴ Ibid. p. 527

⁵ Ibid. p. 18

The child with a speech defect attends the regular classroom with periodic sessions of speech therapy.

Evaluative Criteria

In the interests of higher standards and the development of more effective methods for educating physically-handicapped children, evaluative criteria could be a motivating force.

Two evaluative criteria have made contributions in the interest of better education in other areas of education. Both the Evaluative Criteria¹, 1950 Edition, and the Elementary Evaluative Criteria², are groups of checklists organized to provide a means of critically analyzing teaching procedure, methods, and materials, and all factors involved in the teaching-learning situation. The purpose of these lists is to provide foundations upon which to base evaluations and their relation to needs from the viewpoint of the school, the home, and the community. In the light of those results, a modification of some of the areas within the school would be indicated.

The Evaluation of Secondary Schools, General Report³ says,

The checklist items are highly desirable because they contribute much to the stimulation of school authorities who appraise themselves carefully and honestly. Though the checklist items largely contribute to the bulkiness of the separate blanks, any

¹ _____, Evaluative Criteria, 1950 Edition, Manual, Cooperative Study of Secondary School Standards, Washington, D.C., 1950

² Baker, James F., Elementary Evaluative Criteria, Boston University, School of Education, 332 Bay State Road, Boston, 15, Massachusetts, 1953.

³ Op. cit. p. 80

omission of any appreciable number of checklist items would destroy the good that might be derived from a careful analysis through them.

In defense of the number of checklist items, Barr, Burton, and Brueckner¹ state, "The standards by which teaching is judged should be comprehensive in character."

The Elementary Evaluation² which served as an inspiration and guide for the evaluative criteria found in the Appendix, has a basic format of guiding principles, checklists and evaluations, and summaries.

It covers very thoroughly all areas of elementary education. The curriculum covered is kindergarten, arithmetic, arts and crafts, health and physical education, language arts, music, science, and social studies. In the organization, staffing, and equipping of an elementary school, standards are set up by means of check lists and evaluations in library services, guidance services, school plant and administration. The instrument concludes with individual staff member data sheet and summary forms.

This work is the result of a group research project which was participated in by twenty-five Boston University graduate students in 1951-1952. An example of the procedures used in developing these criteria may be found in the service paper of

¹Barr, A. S., Burton, William H., Brueckner, Leo J., Supervision D. Appleton-Century Company, New York, N. Y., 1938. p. 479

² Op. cit.

Kathleen V. Harrington.¹

She first reviewed research that had been done in the area of speech in the last fifteen years. The first draft was then brought before the seminar and revised in terms of group thinking.

Certain authorities were approached who were prominent in the speech field by letter asking them to serve as jurors to criticize tentative materials. A total of nineteen consultants and specialists agreed. They were asked specifically to change, delete, or add to the materials.

After studying the return criticisms, the criteria were again revised as to general policy and specific items.

From the work of Harrington and similar work in the other areas by twenty-four other graduate students, the instrument known as the Elementary Criteria, 1950 Edition,² was published.

¹Harrington, Kathleen V., Building Evaluative Criteria for Speech and Oral Language in the Elementary School, Service Paper, Boston University, 1952.

²Baker, James F. Op. cit.

CHAPTER III

PROCEDURES.

In reading the literature and investigating and visiting communities, it was discovered that there appeared to be a beginning of unanimity of thinking as to what constituted an adequate program of public school special education for physically-handicapped children. It seemed important that some concrete, factual set of standards be organized in as simple, yet detailed, an instrument as possible. A study was made of the Evaluative Criteria, 1950 Edition,¹ and the Elementary Criteria² with the decision that a similar criteria could be useful in appraising special education for the physically handicapped.

BUILDING THE CHECKLISTS

The checklists that were to comprise the criteria were built around seven areas of special instruction for physically-handicapped children in the public schools. The aim was to list factors that would make for an ideal situation in all areas.

In all the checklist items in the criteria, only one factor was presented for measurement in each item to promote accuracy in scoring. Items were to be detailed, concrete, and simple in structure. The evaluations were intended to summarize the

¹ Op. cit.

² Op. cit.

judgment of the scorer after rating the checklists.

The subject matter of the checklists was arrived at from diverse sources. Some were from personal experience in administering special education for the physically handicapped in some of the areas. The experimentation with various methods over the years and the gradual molding of an effective program in said areas was the basis for some of the checklists. Standards of teaching, as related in the literature pertinent to the subject, which is listed in the bibliography, was the second most important influence. Graduate courses; special education conventions; interchange of experience with others in the field; and visits to other communities were contributory factors in the creating of these checklists.

In addition to the seven areas which will be considered below, the role of the administrator was carefully explored. Two checklists were prepared for the evaluation of the administrator, the subject matter of which was found through personal experience, observation, and a study of the literature listed in the bibliography.

The first checklist dealt with the preparation and qualifications of the administrator. The items included were intended to measure not only his past background, his present qualifications for the position; but his future potential in terms of usefulness to the department. Intangibles, such as personality, social and psychological adjustment, temperament, and the like, were not included as they are items subject to personal bias and cannot be measured objectively.

The second checklist for the administrator defined his duties and functions. Some that were included are common to all good administration; others are peculiar to the administration of education for all exceptional children; and still others are necessary only for the good administration of a program for the physically handicapped.

In the seven areas, as described in "The Scope", each area was considered as a unit that included four separate checklists. This was for the convenience of communities that might want to measure just one or more areas. Repetition of items common to all special education for the physically handicapped was included in each unit for the same reason. Included mainly, however, were the items peculiar to the specific area. No attempt was made to include the significant factors necessary to all good general education.

The first category checklisted within the unit was contents and methods in each of the seven areas. The items were intended to be factual, but it is hoped that a consistent philosophy would emanate from the whole. This was the aim in all categories in all areas.

The second category was the qualifications and preparation of the special teacher. Here again, as with the administrator, the items were intended to measure past background, present qualifications, and future potential. Personal items were again omitted as not objective and unnecessary because a high rating in other categories would presuppose a desirable personality and temperament.

The third category was the duties and functions of the special teacher. These were created in harmony with the first checklist on content and methods and consistent with the second one on preparation and qualifications.

The fourth category was the equipment and materials. Every effort was made to include all the equipment necessary in an ideal situation. This category was the least uniform in all areas of them all, because types of special education differ widely in their dependence upon mechanical devices and type of environment.

Room was left at the bottom of all checklists for additions, and at the bottom of the evaluations for comments.

TRIAL EVALUATION

Upon the completion of the checklists, they were distributed to special teachers in one city. These included four home teachers, three speech therapists, one hearing conservation teacher, and one braille teacher.

They were asked each to score her own area using the "Instruction for Rating Checklists and Evaluation Items" as found in the Appendix. Each teacher was asked to omit her name from the checklists so she would be free to answer honestly and objectively.

First they were asked to evaluate the checklists for completeness and authenticity of the instrument. They were to indicate at the end of the section affirmatively or negatively by

answering these questions:

1. Do you find all the elements necessary to your program included in the checklists?
2. Can you suggest any omissions?
3. Do you find any distortions?
4. Do you discover any ambiguities?

Then they were asked to apply the checklist items to their own field. Caution was given not to confuse good theory with actual practice.

REFINING THE CHECKLISTS

Since impartial judging of the accuracy, clarity, and completeness of the items in the checklists would greatly add to their usefulness, a group of jurors was selected to comment critically on the evaluative criteria. Letters were sent to all states asking for the name of the person who administered the program for special education for physically-handicapped children at the state level. From this information and from knowledge of workers in the field, a geographically representative group of outstanding leaders at city and county, state and national, and collegiate level was chosen.

The checklists in their original form were then mailed to this group with an accompanying letter of explanation. In the letter accompanying the checklists, the jurors were asked to do three specific things:

1. Re-edit any statements that are not clear.
2. Delete any statements that are unimportant.
3. Add further statements which have not been included and should be.

Of the twenty-five sets of checklists sent out, 60% of them were returned. The critical analyses were very thorough and detailed, in most cases. From the suggested changes, the instrument was refined.

CHAPTER IV

RESULTS

Conclusions from Trial Evaluation

From the results of the self-evaluation by the special teachers in one school system, there were indications that some factors could be improved, and the following generalizations were possible:

1. No significant factors necessary to an efficient system in the areas evaluated was omitted from the checklists in the opinion of the special teachers.
2. The areas all rated highest in teacher preparation and qualifications.
3. The areas all rated lowest in material and equipment.

Home Instruction

The program is satisfactory except for these suggested weaknesses:

1. Periodic samples of the home student's work are not regularly filed with the administrator.
2. Home teachers and students are not always alone during the instruction periods.
3. Very little follow-up by the teacher is done scholastically on each student for a year after he returns to school. (Note - This is done by the administrator.)
4. There is no newspaper composed of home student contributions published periodically.

5. Only occasionally are home students taken to the library.
6. The home teachers do not regularly visit the classroom teacher to check on the home student's progress with that of their classmates.
7. Field trips are seldom planned to widen the home student's horizons.
8. The home teachers encourage hobbies and suggest avenues of occupational therapy only to some extent.
9. The home instruction is given in a quiet, orderly room only to some extent.
10. Portable blackboards, ceiling projectors, and teacher-phone equipment are not available.

Special Education of the Hard of Hearing

The program is satisfactory except for these suggested weaknesses:

1. Special attention is paid to the development of individual skills and talents only to some extent.
2. Special teacher is not a competent lipreader.
3. Therapy is offered only on the written recommendation of a medical specialist only to some extent.
4. The special teacher takes the students on field trips only occasionally.
5. The special teacher has an understanding of the fundamental principles of audiology only to some extent.
6. The special teacher points out to the classroom teacher the importance of giving the child frequent opportuni-

ties to participate to some extent.

7. The special teacher fosters wholesome attitudes in the other students in relation to the handicap to some extent.
8. The special teacher provides parent counseling and education wherever indicated to some extent.
9. A small, quiet, well-ventilated, well-lighted room is provided for special education in some schools, but not all.
10. Blackboard space is ample and well lighted to some extent.
11. The room contains no tape recorder for speech evaluation.
12. Desirable play materials are around for use in free play and dramatic play in very limited quantities.
13. A selective library of professional books for teachers and parents is included to some extent.
14. The library also contains high interest books for students to some extent.

Special Education for the Blind

1. Taking of numerous field trips for aural and kinesthetic development is very limited.
2. Pupil readers are not used to read lengthy subject matter to the blind student.
3. Artificial lighting is not correctly diffused and distributed with a standard of fifty foot-candles of light.
4. The special room does not have a white ceiling, light

tinted walls, light woodwork or dull finish, and a light-colored, dull-finished floor.

5. The door is not equipped with one-way mirror glass.
6. The braille room does not contain a piano.
7. One corner does not contain a sand table for recreating impressions.
8. Models of buildings in miniature are not available to help visualization.
9. A tumbling mat is not available for development of grace and rhythm.
10. There are plenty of peg boards, puzzles, toys, and a generous supply of modeling clay to some extent.

Speech Therapy

The program is satisfactory except for these suggested weaknesses:

1. All children are surveyed for speech handicaps only to some extent.
2. Provision for additional weekly periods when need indicates is very limited.
3. Participation in dramatics is encouraged to some extent.
4. The speech therapist has complete knowledge of the psychological aspects of the handicap to some extent.
5. The speech therapist attends institutes and conventions for speech education to some extent.
6. The speech therapist holds bi-weekly individual and group sessions with students allotting sufficient time

for effective therapy to some extent.

7. The speech therapist acquaints himself with the use and care of the special mechanical aids used in his teaching to some extent.
8. Teaching of classroom teacher simple technique in speech improvement is very limited.
9. Encouragement of the teacher in the classroom to speak in a natural tone and rhythm of speech is missing.

The Revised Checklists

When the checklists were returned by the jurors, the general impression was that there existed quite a unanimity of philosophy and policy, at least among the leaders in the field. The corrections and additions were constructive and added to the accuracy of the instrument. Listed below are the specific suggested changes and additions.

For the purpose of simplification, the original statement will be designated as A., and the corrected statement will be designated as B., in the following explanation of changes and additions.

- A. The ADMINISTRATOR
- B. The ADMINISTRATOR OF SPECIAL EDUCATION FOR PHYSICALLY-HANDICAPPED CHILDREN.

Under "THE ADMINISTRATOR - Preparation and Qualifications", the following changes and additions were made;

Item 5.

- A. Has had successful teaching experience in the classroom at several grade levels.
- B. Has had successful teaching experience in the classroom at one or more grade levels of the range of grades to be administered.

Item 7.

- A. Has had training and experience in public speaking
- B. Has demonstrated reasonable ability in public speaking.

Item 9.

- A. Has expanded the special services offered to these children.
- B. Has expanded and/or improved the special services offered to these children.

Item 10.

- A. Attends institutes and conventions for special education.
- B. Attends institutes and conventions for special education regularly.

Item 11.

- A. Holds membership in professional organizations in education.
- B. Holds membership in professional organizations in education, including those which relate to the physically handicapped.

Item c.

- A. To what extent has the administrator expanded the educational facilities for the physically handicapped?
- B. To what extent has the administrator expanded or improved the educational facilities for the physically handicapped?

Additions.

Has an understanding of legislation pertaining to the education of physically-handicapped children.

Is sensitive to the needs of the community which he serves.

Has demonstrated ability to work effectively with other agencies, individuals, and organizations whose interests fall within his scope.

Under "THE ADMINISTRATOR" -- Duties and Functions", the following additions and changes were made:

Item 6.

- A. Has a harmonious and efficient cooperation with the school nurses.
- B. Has a harmonious and efficient cooperation with the school nurses, school social workers, school medical inspectors, school psychologists, and guidance departments.

Item 18.

- A. Keeps individual records and progress reports on all legally-blind students.
- B. Keeps individual records and progress reports on all partially-sighted and legally-blind students.

Additions.

Is responsible for arranging and facilitating special transportation whenever needed.

Provides leadership in curriculum development and curriculum evaluation.

Stimulates the interest and cooperation of service clubs and other philanthropic groups within the community.

Under "HOME INSTRUCTION - Content and Methods", the following changes and additions were made:

Item 4.

- A. Home instruction is provided for all illnesses, exclusive of communicable ones.
- B. Home instruction is provided for all physical illnesses, exclusive of communicable ones.

Item 6.

- A. All major subjects are included in the home instruction program.
- B. All major academic subjects are included in the home instruction program.

Item 7.

- A. All home students are provided with three to five hours of instruction per week.
- B. All home students are provided with at least three to five hours of home instruction per week.

Item 8.

- A. All high school home students are given one hour's instruction in each subject per week by qualified teachers in each field.
- B. All high school home students are given one hour's instruction in each major subject per week by qualified teachers in each field.

Item 19.

- A. Scholastic follow-up is done on each student for at least a year when he returns to school.
- B. Scholastic follow-up is done on each student for at least a year when he returns to school if his period of home instruction was for two months or longer.

Additions.

Opportunities are provided for short visits to regular school classes if physical condition permits.

Holiday parties and other appropriate extracurricular activities are provided for those whose physical condition permits.

Under the "HOME TEACHER - Preparation and Qualifications", the following change and addition were made:

Item 9.

- A. Attends institutes and conventions for the physically handicapped.
- B. Attends institutes and conventions for educators of the physically handicapped.

Addition..

Has sufficient social work training or background to insure good techniques in working with parents as well as teachers, principals, and other professional workers.

Under "SPECIAL EDUCATION FOR THE CRIPPLED - Content and Methods", the following changes were made:

Item 3.

- A. The crippled child spends a maximum of time in the special class room.
- B. The time the crippled child spends in the special

class room is based upon individual needs and abilities.

Item 8.

- A. The school day is shortened for those children whose health demands it.
- B. The school day is shortened, upon adequate medical advice, for those children whose health demand it.

Item 19.

- A. Dramatics is offered for creative expression, recognition and group experience.
- B. The child is offered opportunity for creative expression, recognition and group experience.

Under "TEACHER OF SPECIAL CLASS FOR CRIPPLED CHILDREN - Preparation and Qualifications", the following changes were made:

Item 5.

- A. Has had successful teaching experience at several grade levels.
- B. Has had successful classroom teaching experience at several grade levels.

Item 7.

- A. Attends institutes and conventions for crippled children.
- B. Attends institutes and conventions for educators of crippled children.

Under "THE TEACHER OF SPECIAL CLASS FOR THE CRIPPLED - Duties and Functions", the following change was made:

Item 8.

- A. Fosters a love of reading and a taste for good literature in the crippled child.
- B. Fosters a love for growth in reading, good literature, science, and group relationships in the crippled child.

Under "SPECIAL EDUCATION FOR THE CRIPPLED - Materials and Equipment", the following changes and addition were made:

Item 5.

- A. The special class room is near to the domestic science room.
- B. The special class room is near to the domestic science, arts and crafts, and music rooms.

Item 6.

- A. The special class room has its own rest room; or is adjacent to a general one with cot arrangements within the special class room.
- B. The special class room has its own rest room with lavatory facilities; or is adjacent to a general one with cot arrangements with the special class room.

Addition.

Ample storage space for special equipment is provided.

Under "SPECIAL EDUCATION OF THE HARD OF HEARING - Content and Methods", the following changes were made:

Item 13.

- A. Lipreading is offered also to students whose speech is defective as a result of hearing loss.
- B. Lipreading is offered to students whose speech is defective as a result of hearing loss.

Item 26.

- A. Special attention is paid to the development of individual skills and talents.
- B. Special attention is paid to the development of individual and group skills and talents.

Omission.

Auditory training is given to those hard-of-hearing students whose speech is distorted.

Under "SPECIAL EDUCATION FOR THE HARD OF HEARING - Materials and Equipment", the following addition was made:

There is sufficient tackboard for displays and announcements.

Under "SPECIAL EDUCATION FOR THE DEAF" - Content and Methods", the following changes and addition were made:

Item 4.

- A. The special class room substitutes for the class room.
- B. The special class room substitutes, in part, for the class room.

Item 8.

- A. Speech, language, lipreading skill, and auditory training are emphasized in the lower class group.
- B. Language, speech, lipreading skill, and auditory training are emphasized in the lower class group.

Item 11.

- A. Formal lipreading lessons are presented to all levels for learning and retaining the skill.
- B. Formal and informal lipreading lessons are presented to all levels for learning and retaining the skill.

Item 12.

- A. Auditory training lessons are given at all levels.
- B. Auditory training procedures are given at all levels.

Addition.

Pupils are integrated for some regular classroom work when abilities and administrative arrangement permit.

Under "SPECIAL EDUCATION FOR THE DEAF" - Materials and Equipment", the following changes were made:

Item 4.

- A. The special class room for the deaf is attractively decorated with cheerful, colorful materials.
- B. The special class room for the deaf is attractively decorated with meaningful, cheerful, colorful materials.

Omission.

Item 2.

The special class room for the deaf has no sound

reverberations.

Under "SPECIAL EDUCATION FOR THE PARTIALLY SIGHTED - Materials and Equipment", the following change and addition were made:

Item 4.

- A. Light gray-green chalk boards are part of the permanent equipment.
- B. Light neutral or pastel-colored chalk boards are part of the permanent equipment.

Addition.

Anatomical models, science equipment, etc., are in the room.

Under "SPECIAL TEACHER OF THE BLIND - Preparation and Qualifications", the following addition was made:

Addition.

Has an adequate skill in typing.

Under "SPECIAL TEACHER OF THE BLIND - Duties and Functions", the following addition was made:

Addition.

Teaches the touch system of typing to those of grade four or over.

Under "SPECIAL EDUCATION FOR THE BLIND - Materials and Equipment", the following addition was made:

Addition.

Anatomical models are available to help visualization.

Under "SPEECH THERAPIST - Content and Methods", the following changes were made:

Item 7.

- A. Speech therapy is offered to all students whose school progress is unsatisfactory due to the speech impediment, however slight the defect.
- B. Speech therapy is offered to all students whose school progress is unsatisfactory due to a speech impediment.

Item 17.

- A. All children who show possible indications of severe organic or psychogenic involvement are referred to medical auspices.
- B. All children who show possible indications of severe organic or psychogenic involvement are referred to medical or psychological auspices.

Item 20.

- A. Participation in dramatics is encouraged.
- B. Participation in extra-curricula activities, especially dramatics, is encouraged.

Under "SPEECH THERAPIST - Preparation and Qualifications", the following change was made:

Item 5.

- A. Has had successful teaching experience in the classroom.
- B. Has sufficient knowledge of the general education program, particularly in the elementary grades.

Under "SPEECH THERAPIST - Duties and Functions", the following change and addition were made:

Item 6.

- A. Has a minimum case load of forty and a maximum of seventy five.
- B. Has a minimum case load of fifty and a maximum of one hundred.

Addition.

Participates in faculty meetings and other professional meetings in order to have opportunity to interpret the speech correction program to as many as possible.

CHAPTER V

SUMMARY

Historical Background

Since ancient times, the philosophy of attitudes toward and treatment of the physically handicapped has slowly evolved into a wholesome, constructive one. The ideal has not yet been reached. In education, since the turn of the century, increasingly more efficient and enlightened methods have been used to develop the physically handicapped to his greatest potential. The public schools have begun to assume more and more responsibility for the education of these children. "In¹ the midst of infinite numbers of changes in the modern dynamic curriculum, adaptations for the handicapped and the exceptional must also keep pace."

Today, seven types of physically handicapped school children are being successfully educated by and in the public schools. The types are homebound, the crippled, the hard of hearing, the deaf, the partially sighted, the blind, and the speech defective.

Development of the Criteria

The purpose of this study is to prepare a criteria in all areas of special education for physically-handicapped children in a typical public school situation that could serve as a standard against which superintendents, school boards, administrators, teachers, and citizens could measure the adequacy of their own systems.

¹Baker, H. J. Op. cit., p. 17

In preparing an instrument that would serve as such a standard, the method chosen was a set of checklists and evaluations in administration and each area of special education based in part on the format of the Elementary Evaluative Criteria¹.

The subject matter was chosen from personal experience, observation and research. It was intended to be factual in content, broad in scope, and general enough to apply to any area of the nation. The evaluations also were intended to be general enough to allow sufficient scope for judgment of the scorer to be a significant factor in the final evaluation of any special education program.

Upon completion, a trial evaluation was made in one school system. From the results, it was determined that the criteria, in that particular instance, was effective.

Next, the checklists were sent to twenty-five recognized leaders in the field of special education with an accompanying letter asking for corrections, additions, and deletions. The sixteen who responded gave the following favorable general reactions:

"Our entire staff was interested in this subject and has great respect for the tremendous amount of work which must have gone into it."

"Your standards are written in great detail. They constitute a job analysis."

"You have made a very thorough presentation of your materials and they seem quite adequate in the subject covered."

¹Baker, James F. Op. cit.

"I believe it will be a valuable and useful tool in the field."

"The material is extensive and comprehensive."

"Speaking generally, this is an excellent piece of work and something that is tremendously needed."

"I am impressed by the completeness of these criteria."

"You have thought your problem through very well."

On the negative side, the following comments were offered:

"Your rating scheme is a little complicated."

"I would favor more specific evaluation questions."

"I think it is too comprehensive in parts for the classroom teacher of physically-handicapped children."

"Some items should be stated in such a way that they agree with state practices."

"Many of the items are too general."

When the suggested specific changes were carefully checked against the research material for validity, many of them were incorporated in the original instrument. The revised forms were thus developed.

Further Studies Suggested

Several opportunities for further studies suggest themselves as a result of this study.

1. Status surveys in each of the seven areas of special education in this study.
2. An evaluative criteria for the special education of the mentally retarded and the trainable.
3. An evaluative criteria for the special education of the mentally gifted.

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APPENDIX

LIST OF JURORS

- Dr. James F. Baker, Associate Professor of Education, School of Education, Boston University, Boston, Massachusetts.
- Mrs. Iva F. Boyles, Assistant Director of Education of Exceptional Children, Physically Handicapped, 401 Centennial Building, Springfield, Illinois.
- Dr. Philip G. Cashman, Director of Special Schools and Classes, Department of Education, 739 Boylston Street, Boston, Massachusetts.
- Dr. Lloyd M. Dunn, Coordinator of Special Education, George Peabody College for Teachers, Nashville, Tennessee.
- Dr. Maurice H. Fouracre, Head, Department of Special Education, Teachers College, Columbia University, New York.
- Dr. Ivan Garrison, Director of Special Education, Jacksonville, Illinois.
- Dr. William C. Geer, Supervisor, Special Education, City Public Schools, Nashville, Tennessee.
- Mr. Arthur Hill, Educational Director, United Cerebral Palsy Association, New York.
- Dr. George R. Ludwig, Physical Handicapped and Visual Consultant, State Department of Public Instruction, Special Education Division, Des Moines, Iowa.
- Dr. Horace Mann, Director, Division of Education of Exceptional Children, State University of New York, College for Teachers, Buffalo, New York.
- Mrs. Kathleen McCutchen, Instructor in Special Education, University of Florida, Gainesville, Florida.

Mrs. Hazele C. McIntire, Director, Division of Special Education,
Ohio State Department of Education, Columbus, Ohio.

Dr. Boyd E. Nelson, Director of Special Education, New Jersey
State Department of Education, Trenton, New Jersey.

Dr. H. E. Robinson, Director of Special Education, State Office
Building, 200 East 11th Street, Austin, Texas.

Miss Jayne Shover, Association Director, National Society for
Crippled Children and Adults, 11 South LaSalle Street,
Chicago 3, Illinois.

Miss Mildred Stanton, Consultant, Special Education, Box 2219,
Hartford, Connecticut.

City of Malden, Massachusetts
THE PUBLIC SCHOOLS

COPY

April 27, 1956.

Dr. H. E. Robinson,
Director of Special Education,
State Office Building,
Austin, Texas.

My dear Dr. Robinson:

As a recognized leader in the field of education for the exceptional child, you may be interested in the enclosed subject matter. It is proposed evaluative criteria for special education for physically-handicapped children in the public school situation.

In 1950, Evaluative Criteria were published by the Cooperative Study of Secondary School Standards for evaluation of secondary schools. In 1953, Dr. James F. Baker of Boston University published Evaluative Criteria for elementary schools.

To my knowledge, there are none in the area of special education for the physically handicapped. Under the direction of Dr. Wilbert F. Pronovost, Chairman of the Special Education Committee at Boston University, I am compiling checklists for such evaluative criteria.

Will you kindly look over the enclosed carefully, and do the following:

1. Re-edit any statements that are not clear.
2. Delete any statements that are unimportant.
3. Add further statements which have not been included and should be.

Will you please return the corrected copy in the enclosed stamped envelope by May 21st, 1956?

I will send you a copy of this in its corrected form for your files upon request. Any help that you may give to this project will be appreciated.

Sincerely yours,

(Miss) Dorothy E. Blakeley,
Director of Education for
Physically-Handicapped Children.

REVISED
EVALUATIVE CRITERIA
for
SPECIAL EDUCATION FOR PHYSICALLY-
HANDICAPPED CHILDREN
in
PUBLIC SCHOOLS

INSTRUCTIONS FOR RATING CHECKLIST AND EVALUATION ITEMS¹

When the features in these sections are being checked and evaluated, persons applying the ratings should ask: "How well do the practices in this school meet the needs of the pupils and the community?" The two-fold nature of the work - evaluation and stimulation to improvement - should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

The checklists consist of provisions, conditions, or characteristics found in good special education classes. Although they are recommended provisions, a school system lacking some of them may have other compensating features. Space is provided to record these features as additional items or under Comments. The checklist items should be marked in accordance with the following definitions:

- ✓ if the provision or condition is made extensively;
- ✓✓ if the provision or condition is made to some extent;
- X if the provision or condition is very limited;
- M if the provision or condition is missing and needed; and
- N if the provision or condition is not desirable or does not apply.

Evaluations represent a summarizing judgment after all evidence including results of observations, consideration of checklist items, and other data which may be available, have been considered. The evaluation ratings should be made by means of the scale defined below:

- 5-- Excellent; the provisions or conditions are extensive and are functioning excellently.
- 4-- Very Good;
 - a. - the provisions or conditions are extensive and are functioning well, or
 - b. - the provisions or conditions are moderately extensive but are functioning excellently.
- 3-- Good; the provisions or conditions are moderately extensive and are functioning well.
- 2-- Fair;
 - a. - the provisions or conditions are moderately extensive but are functioning poorly, or
 - b. - the provisions or conditions are limited in extent but are functioning well.
- 1-- Poor; the provisions or conditions are limited in extent and are functioning poorly.

¹ Adapted from the ELEMENTARY EVALUATIVE CRITERIA, Boston University, School of Education, 332 Bay State Road, Boston 15, Massachusetts, copyright 1953 by James F. Baker.

M-- Missing; the provisions or conditions are missing and are needed; if present they would make a contribution to the needs of pupils.

N-- Does Not Apply; the provisions or conditions are missing but do not apply or are not desirable for the children of this community. Reasons for the use of this symbol should be explained in each case under Comments.

* Staff members may wish to use the symbols "4a" or "4b", "2a" or "2b".

THE ADMINISTRATOR OF SPECIAL EDUCATION FOR PHYSICALLY HANDI-
CAPPED CHILDREN.

Preparation and Qualifications

Checklist

The Administrator

- () 1. Has had a broad formal background in general education.
- () 2. Has done graduate work in the field of special education.
- () 3. Has done extensive study in the field of childhood diseases and the psychological aspects of said disease.
- () 4. Has kept up-to-date on new medical discoveries, techniques and therapy.
- () 5. Has had successful teaching experience in the classroom at one or more grade levels of the range of grades to be administered.
- () 6. Has had successful administrative experience.
- () 7. Has demonstrated reasonable ability in public speaking.
- () 8. Has studied the needs and potentials of education for the physically handicapped.
- () 9. Has an understanding of legislation pertaining to the education of physically-handicapped children.
- () 10. Has expanded and/or improved the special services offered to these children.
- () 11. Is sensitive to the needs of the community which he serves.
- () 12. Has demonstrated ability to work effectively with other agencies, individuals and organizations whose interest falls within his scope.
- () 13. Attends institutes and conventions for special education regularly.
- () 14. Holds membership in professional organizations in education, including those which relate to the physically handicapped.
- () 15. Is continuing professional study in education.

() 16.

() 17.

Evaluation

- () a. How complete is the administrator's background and experience in general education?
- () b. How complete is the administrator's background and experience in education for the physically handicapped?
- () c. To what extent has the administrator expanded or improved the educational facilities for the physically handicapped?
- () d. To what extent is the administrator continuing to improve himself/herself professionally?

Comments

THE ADMINISTRATOR OF SPECIAL EDUCATION FOR PHYSICALLY HANDI-
CAPPED CHILDREN.

Duties and Functions

Checklist

The Administrator

- () 1. Defines a wholesome basic philosophy for educating the physically handicapped that serves as an ideal for the teachers of same.
- () 2. Takes responsibility for the policies and professional procedures of the department.
- () 3. Takes responsibility for effectively conforming and integrating the policies within the department with the policies of the city-wide system as formulated by the superintendent and the school committee.
- () 4. Has a harmonious and efficient cooperation with the other areas of special education.
- () 5. Has a harmonious and efficient cooperation with the individual schools.
- () 6. Has a harmonious and efficient cooperation with the school nurses, school social workers, school medical inspectors, school psychologists, and guidance departments.
- () 7. Is responsible for arranging and facilitating special transportation whenever needed.
- () 8. Plans and offers in-service training courses and institutes pertaining to the physically handicapped for the regular classroom teachers.
- () 9. Interprets the services of the department to the public through the media of newspapers, radio, television, articles in professional magazines, and public speaking.
- () 10. Stimulates the interest and cooperation of service clubs and other philanthropic groups within the community.
- () 11. Participates in community work and accepts leadership responsibility in it.
- () 12. Acquaints himself/herself personally with local doctors, hospitals, clinics and social service agencies.

- () 13. Initiates and encourages close team-work with all persons and agencies directly concerned with the welfare of the individual child.
- () 14. Provides realistic educational and vocational guidance and enlists the services of city and state vocational rehabilitation agencies.
- () 15. Makes services of department easily and informally accessible to schools, parents, doctors, and hospitals.
- () 16. Budgets time so that administration, clerical work, supervision, home calls, school personnel meetings and public relations are given proportionate attention.
- () 17. Prepares and administers the department's budget.
- () 18. Is responsible for the state census of all physically-handicapped children of school age in the city or town.
- () 19. Keeps individual records and progress reports on home students.
- () 20. Keeps individual records and progress reports on all partially-sighted and legally-blind students.
- () 21. Keeps individual records and progress reports on all hard-of-hearing and deaf children receiving special attention.
- () 22. Keeps individual records and progress reports on all children with speech defects.
- () 23. Keeps individual records and progress reports on all children with special health problems who need preferential treatment in the classroom.
- () 24. Provides adequate and modern supplies and textbooks for efficient teaching.
- () 25. Equips and maintains a modern professional library within the department that is easily accessible to the teachers.
- () 26. Includes in this library professional magazines for use of the teachers.
- () 27. Provides leadership in curriculum development evaluation.
- () 28. Has major voice in the selection and retention of personnel.

- () 29. Through group procedure, defines clearly the spheres of work and areas of participation of each teacher within the department.
- () 30. Defines policies for the teachers of the physically handicapped so that they may work successfully with administrators, classroom teachers and nurses.
- () 31. Cooperatively organizes case load, itinerary, and programs for the teacher of the physically handicapped.
- () 32. Has specialist keep a record of lesson dates and material or therapy content.
- () 33. Requires written case studies whenever, in the opinion of the administrator, they are necessary to the planning of educational procedure for the individual child.
- () 34. Encourages continual graduate study in the field of special education.
- () 35. Offers extensive guidance and assistance to new teachers.
- () 36. Develops initiative in the special teacher concerning the solution of educational problems.
- () 37. Keeps himself/herself readily accessible for help with problems of special teachers, school personnel, and parents.
- () 38. Assumes major responsibility for final decision concerning administrative and policy problems that special teachers may encounter.
- () 39. Has major decision as to which children shall be served by the department, to what extent, and in what manner.
- () 40. Accepts final responsibility for promotion or detention of home students.
- () 41. Is responsible for maintaining high morale of teachers, children, and parents.
- () 42.
- () 43.

Evaluation

- () a. To what extent does the administrator show leadership in the education of physically-handicapped children?

- () b. To what extent is the administrator providing adequate supervision?
- () c. To what extent is the administrator correlating special services with the entire school program?
- () d. To what extent is the administrator correlating special services with outside agencies?
- () e. To what extent is the administrator providing special services for the home student?
- () f. To what extent is the administrator providing special services for the legally blind?
- () g. To what extent is the administrator providing special services for the hard of hearing and deaf?
- () h. To what extent is the administrator providing special services for the speech defective?
- () i. To what extent is the administrator providing special services for the physically handicapped in the classroom?
- () j. To what extent is the administrator building high morale among parents, physically-handicapped children, and special teachers?

Comments

HOME INSTRUCTION

Content and Methods

Checklist

- () 1. Home instruction strives to maintain an uninterrupted flow in the educational life of the home student.
- () 2. Home instruction is provided upon the written recommendation of the attending physician or clinic.
- () 3. Home instruction is provided on the written approval of the state department of education.
- () 4. Home instruction is provided for all physical illnesses, exclusive of communicable ones.
- () 5. Home instruction is provided only when the minimum expected absence is lengthy enough to guarantee effective teaching.
- () 6. All major academic subjects are included in the home instruction program.
- () 7. All home students are provided with at least three to five hours of home instruction per week.
- () 8. All high school home students are given one hour's instruction in each major subject per week by qualified teachers in each field.
- () 9. A regular weekly schedule is arranged and adhered to.
- () 10. Scholarship is maintained at the highest possible level.
- () 11. Sufficient daily homework in major subjects is assigned to maintain the pace of the regular classroom whenever health permits.
- () 12. All homework assignments are recorded in a notebook kept by the student for that specific purpose.
- () 13. Periodic samples of the student's work is filed in an individual folder kept in the administrator's office.
- () 14. Instructional activities consider the individual needs of the home student.
- () 15. Instructional activities consider the physical limitation of the home student.

- () 16. Home student and teacher are alone in the room during the instruction period.
- () 17. Rest and relaxation are provided within the home instruction period, wherever indicated.
- () 18. Opportunities are provided for short visits to regular school classes if physical condition permits.
- () 19. Provisions are made for intensive and varied reading to extend the vocabulary and broaden the environment.
- () 20. Scholastic follow-up is done on each student for at least a year when he returns to school if his period of home instruction was for two months or longer.
- () 21. A newspaper, composed solely of home student contributions is published periodically.
- () 22. Hobbies are encouraged in the life of the home student.
- () 23. The cooperation of the parents is sought to encourage extensive reading.
- () 24. Children are taken to the public library, whenever possible, to familiarize them with its facilities and resources.
- () 25. All children are encouraged to own and use library cards.
- () 26. Holiday parties and other appropriate extracurricular activities are provided for those whose physical condition permits.
- () 27.
- () 28.

Evaluation

- () a. How adequately do the content and methods meet the present needs of the home student?
- () b. How completely are the content and methods developing the potential of the child?

Comments

SPECIAL EDUCATION BY TELEPHONE

Content and Methods

Checklist

The School-to-Home Telephone System

- () 1. Is preceded by a conference of parents, family physician, and school personnel.
- () 2. Is considered at a minimum functional mental ability level of nine years, and a fourth grade achievement level.
- () 3. Is used with home students with cardiac, orthopedic, muscular conditions, and accidents.
- () 4. Is used for as much of the school day as the child's strength and endurance will allow.
- () 5. Allows the home student to listen in on classroom instruction.
- () 6. Allows the home student to contribute to and participate in the classroom instruction.
- () 7. Is utilized to supplement and make more effective the work of the home teacher.
- () 8. Offers the shut-in child the important advantage of daily educational contact.
- () 9.
- () 10.

Evaluation

- () a. How adequately does the school-to-home system meet the educational, social, and psychological needs of the home student?
- () b. How effective is the school-to-home system?

Comments

THE HOME TEACHER

Preparation and Qualifications

Checklist

The Home Teacher

- () 1. Has had a formal education in general education.
- () 2. Has had appropriate training in the area of physical handicaps at an accredited college or university.
- () 3. Has complete knowledge of the physical aspects of the handicaps.
- () 4. Has complete knowledge of the psychological aspects of the handicaps.
- () 5. Has had successful teaching experience at several grade levels.
- () 6. Is a full-time, duly-elected teacher with tenure privileges.
- () 7. Has sufficient social work training or background to insure good techniques in working with parents as well as teachers, principals, and other professional workers.
- () 8. Has some knowledge of arts and crafts.
- () 9. Has general good health, and is resistant to respiratory infections.
- () 10. Attends institutes and conventions for educators of the physically handicapped.
- () 11. Holds membership in professional organizations in education.
- () 12. Is continuing professional study in general and special education.
- () 13.
- () 14.

Evaluation

- () a. How complete is the home teacher's background and experience in general education?

- () b. How complete is the home teacher's background and experience in education for the physically handicapped?
- () c. To what extent is the home teacher secure in his/her position?
- () d. To what extent is the home teacher physically fit to do home teaching?
- () e. To what extent is the home teacher continuing to improve himself/herself professionally?

Comments

THE HOME TEACHER

Duties and Functions

Checklist

The Home Teacher

- () 1. Teaches all major subjects at the elementary level, supplemented with arts and crafts only when time allows.
- () 2. Is assigned only to those subjects in secondary education for which he/she is qualified by formal education and experience.
- () 3. Has the teaching restricted to one area of education, such as grades one through three, four through eight, and nine through twelve.
- () 4. Has a teaching load of twenty periods a week.
- () 5. Teaches each student three to five hours a week.
- () 6. Seeks to understand and adjust to the particular needs.
- () 7. Synchronizes the rate of educational progress with that of the home student's regular class, whenever possible.
- () 8. Adjusts the rate of educational progress to the physical condition of the student.
- () 9. Regularly visits the classroom teacher to check on the student's progress with that of the class.
- () 10. Follows the course of study as prescribed by the school department for the particular grade.
- () 11. Carefully budgets and balances time spent on each student within the hour.
- () 12. Synchronizes his/her instruction with the school-to-home telephone system.
- () 13. Uses basic textbooks that regular class of the home student is using.
- () 14. Supplements basic textbooks with books of high interest level.
- () 15. Arrives and leaves the home promptly at the designated hour.
- () 16. Confines the relationship with the family to education,

avoiding all discussion of medical or personal problems.

- () 17. Requires daily assignments, a written record of which is kept.
- () 18. Uses objective tests to evaluate instruction and pupil progress.
- () 19. Particularly stresses the skill and enjoyment of reading with permanently handicapped children.
- () 20. Familiarizes the home student with the use and resources of the public library.
- () 21. Encourages the home student to write articles and stories for the department's newspaper.
- () 22. Plans field trips whenever feasible to widen the home student's horizon.
- () 23. Prepares case studies at the request of the administrator.
- () 24. Keeps accurate visitation and scholastic records.
- () 25. Supplies scholastic records when the home student returns to school.
- () 26. Submits recommendation of promotion or detention of home student to the administrator.
- () 27. Encourages hobbies and suggests avenues of occupational therapy.
- () 28. Encourages social contacts with other children in the same grade or same age group.
- () 29. Fosters realistic education and vocational goals in the physically handicapped.
- () 30. Is responsible for maintaining high morale in the home student.
- () 31.
- () 32.

Evaluation

- () a. How adequately is the home teacher meeting the present needs of the home student?

() b. How completely is the home teacher developing the potential of the home student?

Comments

HOME INSTRUCTION

Equipment and Materials

Checklist

- () 1. Home instruction is given in a quiet, orderly room with only the teacher and the student present.
- () 2. Every home student is supplied with the same basic books as his classmates.
- () 3. Basic books are supplemented with enrichment books.
- () 4. Every home student is supplied with school pencils and paper.
- () 5. Notebooks are supplied for homework assignments and special projects.
- () 6. A portable blackboard is part of the standard equipment.
- () 7. Ceiling projectors are available where desired by the department.
- () 8. Teacherphone equipment is available where desired by the department.
- () 9. There is access to mimeograph equipment for publishing the home student newspaper.
- () 10. Crayon, paint, and clay are provided for hobby work.

Evaluation

- () a. How complete is the equipment for the education of the home student?
- () b. How adequately do the materials and equipment fit the needs of the instructional program for the home student?

Comments

SPECIAL EDUCATION FOR THE CRIPPLED.

Content and Methods

Checklist

- () 1. Crippled students are enrolled in a special class for crippled children upon the written recommendation of a physician, including diagnosis, and the approval of the department.
- () 2. Enrollment is limited to a maximum of fifteen students.
- () 3. The time the crippled child spends in the special classroom is based upon individual needs and abilities.
- () 4. Some time is spent in the regular classroom if such attendance is indicated and provision and space for special apparatus is possible.
- () 5. The special class for the crippled is unified, despite wide range of age and grade.
- () 6. The regular curriculum is followed as nearly as possible.
- () 7. There are flexible objectives and procedures to meet the changing needs of the children.
- () 8. The school day is shortened, upon adequate medical advice, for those children whose health demands it.
- () 9. The educational program makes time allowance for medical examinations and the fitting of appliances.
- () 10. The educational program makes time allowance for physical therapy.
- () 11. The educational program makes time allowance for rest periods.
- () 12. All medical services available to the regular classroom children are available for the crippled children.
- () 13. The curriculum gives opportunity for each child to work at his own academic level.
- () 14. The curriculum and content presentation take into consideration the limited experience of the crippled child.
- () 15. Educational material is offered that aims to enlarge the horizon of the crippled child.

- () 16. The curriculum is planned to meet the urgent need for the socializing influence of group planning and group participation.
- () 17. Group activities are utilized that appeal to all grade and age levels.
- () 18. Projects of interest at all ages and levels of development, such as the raising of pets and the cultivation of plants, are worked out by the whole class.
- () 19. The child is offered opportunity for creative expression, recognition, and group experience.
- () 20. Field trips are planned, whenever practical, to broaden and enrich the students' environments.
- () 21. Supplementary materials are provided that stimulate the mental processes.
- () 22. Supplementary materials are provided that add to the culture of the child.
- () 23. The crippled child is immediately integrated into the regular classroom whenever the physical condition allows.
- () 24.
- () 25.

Evaluation

- () a. How adequately do the content and methods meet the present needs of the crippled child?
- () b. How completely are the content and methods developing the potential of the crippled child?

Comments

TEACHER OF SPECIAL CLASS FOR CRIPPLED CHILDREN

Preparation and Qualifications

Checklist

The Teacher of Special Class for Crippled Children

- () 1. Has had a formal education in general education.
- () 2. Has had appropriate training in the area of crippling diseases at an accredited college or university.
- () 3. Has complete knowledge of the physical aspects of the handicaps.
- () 4. Has complete knowledge of the psychological aspects of the handicaps.
- () 5. Has had successful classroom teaching experience at several grade levels.
- () 6. Has some knowledge of arts and crafts.
- () 7. Attends institutes and conventions for educators of crippled children.
- () 8. Holds membership in professional organizations in education.
- () 9. Is continuing professional study in general and special education.
- () 10.
- () 11.

Evaluation

- () a. How complete is the background and experience of the teacher of special class for children in general education?
- () b. How complete is the background and experience of the teacher of special class for crippled children in special, multiple-grade education?
- () c. To what extent is the teacher of a special class for crippled children continuing to improve himself/herself professionally?

Comments

THE TEACHER OF SPECIAL CLASS FOR THE CRIPPLED

Duties and Functions

Checklist

The Teacher of Special Class for the Crippled

- () 1. Keeps a record of the diagnosis and prognosis of each child in the special class.
- () 2. Understands thoroughly the physical capacities and limitations of each child.
- () 3. Is always alert for signs of undue fatigue.
- () 4. Has flexible objectives and procedures to meet the changing needs of the child.
- () 5. Unifies the special class for the crippled, despite wide range of age and grade.
- () 6. Follows the regular curriculum as nearly as possible.
- () 7. Develops the skill of reading to its maximum.
- () 8. Fosters a love for growth in reading, good literature, science, and group relationships in the crippled child.
- () 9. Plans a curriculum that is flexible enough to make time allowance for medical examinations and the fitting of appliances.
- () 10. Plans a curriculum that is flexible enough to make time allowance for physical therapy.
- () 11. Plans a curriculum that is flexible enough to make time allowance for rest periods.
- () 12. Plans a curriculum that is flexible enough to make time allowance for warm lunches.
- () 13. Offers educational material that takes into consideration the limited experience of the crippled child.
- () 14. Offers educational material that aims to enlarge the horizon of the crippled child.
- () 15. Uses teaching techniques that provide a maximum of socializing experiences.
- () 16. Plans projects that are of interest to all grade and age levels.

- () 17. Takes the crippled children on field trips whenever practical.
- () 18. Offers supplementary materials that stimulate the mental processes.
- () 19. Offers supplementary materials that add to the culture of the crippled child.
- () 20. Strives to develop in the crippled child a normal adjustment to the present.
- () 21. Strives to develop in the crippled child a realistic approach to the vocational future.
- () 22. Establishes rapport and cooperation with school administrator and other personnel.
- () 23. Helps the teachers of the regular classrooms to foster a wholesome attitude in the rest of the school population toward the crippled children.
- () 24. Encourages the crippled child to seek participation in clubs and social groups by acquainting him/her with those in his environment and helping him/her to make overtures.
- () 25. Provides parent counseling and education when necessary.
- () 26. Has a library of reference books for parent use.
- () 27. Refers immediately to the administrator any crippled child who shows mental and physical promise of being able to compete in the regular classroom for the exploration of such placement.
- () 28. Is responsible for maintaining high morale in the crippled child.
- () 29.
- () 30.

Evaluation

- () a. How adequately is the special teacher meeting the present needs of the crippled child?
- () b. How completely is the special teacher developing the potential of the crippled child?

Comments

SPECIAL EDUCATION FOR THE CRIPPLED

Materials and Equipment

Checklist

- () 1. The special classroom for the crippled is situated on the ground floor of the school building.
- () 2. There is a building entrance near to the special class room equipped with ramps.
- () 3. There is an exit from the special class room directly onto the playground, a space in which is reserved for the crippled children.
- () 4. The special classroom is adjacent to the assembly hall.
- () 5. The special classroom is near to the domestic science, arts and crafts, and music room.
- () 6. The special classroom has its own rest room with lavatory facilities; or is adjacent to a general one with cot arrangements with the special class room.
- () 7. The special classroom is equipped with movable desks and chairs.
- () 8. There is ample space for wheelchairs and the motility of same.
- () 9. Ample storage space for special equipment is provided.
- () 10. A small area of the room is set aside for a library and reading corner.
- () 11. Warm lunches are available for the crippled children.
- () 12. The room contains all the approved materials and equipment of a modern regular classroom.
- () 13. The special classroom is attractively furnished and decorated.
- () 14.
- () 15.

Evaluation

- () a. How complete is the equipment for the education of the crippled child?

() b. How adequately do the materials and equipment fit the needs of the instructional program for the crippled child?

Comments

SPECIAL EDUCATION OF THE HARD OF HEARING

Content and Methods

Checklist

- () 1. All the children are tested in a group with a standard pure-tone audiometer every year.
- () 2. All children who fail the group test are tested individually.
- () 3. All children who show a hearing loss of twenty decibels in any two tones of the standard pure-tone audiometer or a loss of thirty decibels in one tone are referred to an otologist for examination and recommended treatment.
- () 4. Special instruction is offered only on the recommendation of an otologist.
- () 5. Special instruction is offered to hard of hearing children at least twice a week.
- () 6. Additional weekly periods are provided when need indicates.
- () 7. The periods of instruction are at least twenty minutes in length.
- () 8. No more than six hard of hearing students shall be included in any one group.
- () 9. Individual, rather than group, help is given when need indicates.
- () 10. Lipreading is offered to those children whose better ear has an impairment of twenty-five decibels or more at 500, 1,000 and 2,000 cycles, which does not improve under medical care within six months.
- () 11. An auditory training unit is used to develop normal listening habits and to develop better speech patterns.
- () 12. Auditory training is offered to develop to its highest operational level the residual hearing of the student so that he may distinguish sounds correctly.
- () 13. Lipreading is offered to students whose speech is defective as a result of hearing loss.
- () 14. Lipreading is offered to students whose hearing loss has a prognosis that indicates increasing further loss.

- () 15. Lipreading is offered to students who school progress is unsatisfactory due to hearing loss.
- () 16. Auditory training is given to those hard of hearing children whose speech has not been utilized during childhood.
- () 17. Auditory training is given to those hard-of-hearing students whose speech has fallen into disuse.
- () 18. Auditory training is offered to all hard-of-hearing students who use hearing aids.
- () 19. Lipreading, auditory training, and speech therapy are supplemented by tutoring periods daily, whenever indicated.
- () 20. Oral participation is stressed and encouraged.
- () 21. Language arts, skills, and understanding is an important phase.
- () 22. The development of effective reading is imperative in the education of the hard of hearing.
- () 23. The educational methods emphasize understanding of number and time relationships.
- () 24. Special attention is paid to the development of individual and group skills and talents.
- () 25.
- () 26.

Evaluation

- () a. How adequately do the content and methods meet the present needs of the hard-of-hearing child?
- () b. How completely are the content and methods developing the potential of the hard-of-hearing child?

Comments

THE SPECIAL TEACHER OF THE HARD OF HEARING

Preparation and Qualifications

Checklist

The Hearing Conservation Teacher

- () 1. Has had a formal education in general education.
- () 2. Has had appropriate training in the area of hearing handicaps at an accredited college or university.
- () 3. Has complete knowledge of the physical aspects of the handicap.
- () 4. Has complete knowledge of the psychological aspects of the handicap.
- () 5. Has had successful teaching in the classroom.
- () 6. Has the technical knowledge to understand the proper use and care of special equipment and materials.
- () 7. Has had successful clinical experience.
- () 8. Has no handicapping hearing loss.
- () 9. Is a competent lipreader.
- () 10. Attends institutes and conventions of educators for the hard of hearing.
- () 11. Holds membership in professional organizations for hearing.
- () 12. Is continuing professional study in hearing conservation.
- () 13.
- () 14.

Evaluation

- () a. How complete is the background and experience in general education of the special teacher of the hard of hearing?
- () b. How complete is the background and experience in hearing conservation of the hearing conservation teacher?

- () c. To what extent is the special teacher of the hard of hearing equipped aurally to do hearing conservation?
- () d. To what extent is the special teacher of the hard of hearing continuing to improve himself/herself professionally?

Comments

THE SPECIAL TEACHER OF THE HARD OF HEARING

Duties and Functions

Checklist

The Special Teacher of the Hard of Hearing

- () 1. Offers special instruction to the hard-of-hearing student who attends the regular classroom.
- () 2. Teaches the skill of lipreading (speechreading) to the hard of hearing.
- () 3. Develops auditory discrimination in the hard of hearing.
- () 4. Has a minimum caseload of 30 and a maximum of 50.
- () 5. Holds twenty to thirty minute bi-weekly individual and group sessions with students.
- () 6. Works constantly to acquire and maintain a high standard of articulation and voice usage in the hard-of-hearing child.
- () 7. Stimulates an interest in and alertness to speech.
- () 8. Helps the student to acquire a definite awareness and feeling for the auditory, visual, and kinesthetic forms of speech.
- () 9. Develops residual hearing to its maximum.
- () 10. Correlates lipreading, and auditory training and speech improvement.
- () 11. Strives to develop an ease of communication, of language usage, and of language understanding.
- () 12. Offers tutorial service to students who have difficulty keeping up with the classroom, due to the handicap.
- () 13. Provides many opportunities for self-expression.
- () 14. Re-educates, where necessary, those hard of hearing who have gathered misconceptions or fact distortions through faulty hearing.
- () 15. Offers therapy only on the written recommendation of a medical specialist.
- () 16. Adapts the therapy to the individual needs and hearing potential of the individual student.

- () 17. Refers to an accredited speech and hearing center all those who do not respond normally to public school therapy.
- () 18. Adapts and co-ordinates the public school therapy for a particular child, who is being treated at a speech and hearing clinic, with that of the clinic.
- () 19. Refers to the administrator for consideration of placement in a special class or school for the deaf, any child who, despite all special help, cannot adjust to the classroom.
- () 20. Uses materials for lipreading and auditory training that is adapted to interest level and adds to the student's fund of knowledge.
- () 21. Uses materials that stimulate the mental processes.
- () 22. Uses materials that add to the culture of the student.
- () 23. Takes the students on numerous field trips.
- () 24. Develops a realistic attitude in the hard-of-hearing child.
- () 25. Acquires an understanding of the fundamental principles of audiology.
- () 26. Acquaints himself/herself with the use and care of the special mechanical aids used in his/her teaching.
- () 27. Establishes rapport and cooperation with school administrators and other personnel.
- () 28. Holds many individual conferences with the classroom teacher.
- () 29. Acquaints the classroom teacher with the related effects on the handicapped child as he matures physically and emotionally.
- () 30. Sees that the hard-of-hearing student is seated in the classroom with his back to the light and with the better ear toward the class and the teacher.
- () 31. Encourages the hard-of-hearing student to seek participation in clubs and social groups by acquainting him with the ones available in his environment and helping him to make overtures.
- () 32. Encourages the teacher in the classroom to speak in a natural tone and rhythm of speech.

- () 33. Points out to the classroom teacher the importance of giving the child frequent opportunities to participate.
- () 34. Fosters wholesome attitudes in the other students in relation to the handicap.
- () 35. Provides parent counseling and education wherever indicated.
- () 36. Has a library of reference books for parent use.
- () 37. Is responsible for maintaining high morale in the hard-of-hearing student.
- () 38.
- () 39.

Evaluation

- () a. How adequately is the special teacher meeting the present needs of the hard-of-hearing child?
- () b. How completely is the special teacher developing the potential of the hard-of-hearing child?

Comments

SPECIAL EDUCATION FOR THE HARD OF HEARING

Materials and Equipment

Checklist

- () 1. A small, quiet, well-ventilated, well-lighted room is provided for special education.
- () 2. Blackboard space is ample and well lighted.
- () 3. A comfortable table and chairs are among the furnishings.
- () 4. The room is equipped with an auditory training unit.
- () 5. A phonograph is used if there is no auditory training unit.
- () 6. The room contains a tape recorder for speech evaluation.
- () 7. There is sufficient tackboard for displays and announcements.
- () 8. Toys that make distinctive sounds and are large enough to recognize when held in the hand are used.
- () 9. Pictures are provided in abundance.
- () 10. There is a library of educational records for sound discrimination and rhythm development.
- () 11. Desirable play materials are around for use in free play and dramatic play.
- () 12. A selective library of professional books for teachers and parents is included.
- () 13. The library also contains high interest books for the students.
- () 14.
- () 15.

Evaluation

- () a. How complete is the equipment for the education of the hard-of-hearing child?
- () b. How adequately do the materials and equipment fit the needs of the instructional program for the hard-of-hearing child?

Comments

SPECIAL EDUCATION FOR THE DEAF

Content and Methods

Checklist

- () 1. Deaf students are enrolled in a special class for the deaf upon the written recommendation of an otologist and the approval of the department.
- () 2. Deaf students are enrolled in a special class for the deaf when hearing loss is so profound that classroom placement is impossible, or when residual hearing is slight and complicating factors of temperament or intelligence prove such placement unsuccessful.
- () 3. Enrollment is limited to from six to ten deaf students.
- () 4. The special class room substitutes, in part, for the classroom.
- () 5. The special class room is unified, despite wide range of age and grade.
- () 6. Deaf students are grouped, rather than graded, within the class according to lower, middle and upper groups.
- () 7. Deaf students are allowed to learn at the individual rate possible to the capacities and limitations.
- () 8. Language, speech, lipreading skill, and auditory training are emphasized in the lower class group.
- () 9. A minimum of number concepts is developed in the lower class group.
- () 10. A regular school curriculum is followed as nearly as possible in the middle and upper class group.
- () 11. Pupils are integrated for some regular classroom work when abilities and administrative arrangement permit.
- () 12. Formal and informal lipreading lessons are presented to all levels for learning and retaining the skill.
- () 13. Auditory training procedures are given at all levels.
- () 14. A lipreading atmosphere pervades all teaching areas.
- () 15. All instruction is adapted to the individual needs of hearing potential of each student.
- () 16. Alertness, attention and visual acuity is developed to

the maximum.

- () 17. There is constant attention to the development and retention of good speech habits.
- () 18. Those deaf children who have misconceptions due to the handicap are re-educated.
- () 19. Supplementary devices and materials are used that do not require hearing.
- () 20. Supplementary materials are used that stimulate the residual hearing.
- () 21. Supplementary materials are provided that stimulate the mental processes.
- () 22. Supplementary materials are provided that add to the culture of the student.
- () 23. Numerous field trips are taken for visual and kinesthetic development.
- () 24. Projects of interest to all age levels are worked out by the class.
- () 25. Attention is paid to the needs for normal growth and development.
- () 26.
- () 27.

Evaluation

- () a. How adequately do the content and methods meet the present needs of the deaf child?
- () b. How completely are the content and methods developing the potential of the deaf child?

Comments

THE SPECIAL TEACHER OF THE DEAF

Preparation and Qualifications

Checklist

The Special Teacher of the Deaf

- () 1. Has had a formal education in general education.
- () 2. Has had appropriate training in the area of deafness at an accredited college or university.
- () 3. Has complete knowledge of the physical aspects of the handicap.
- () 4. Has complete knowledge of the psychological aspects of the handicap.
- () 5. Has had successful teaching experience in the classroom at several grade levels.
- () 6. Has had successful clinical experience.
- () 7. Has the technical knowledge to understand the proper use and care of special equipment and materials.
- () 8. Has no handicapping hearing loss..
- () 9. Is a competent lipreader.
- () 10. Attends institutes and conventions for educators for deafness.
- () 11. Holds membership in professional organizations for the deaf.
- () 12. Is continuing professional study in deafness.
- () 13.
- () 14.

Evaluation

- () a. How complete is the background and experience of the special teacher of the deaf in general education?
- () b. How complete is the background and experience of the special teacher of the deaf in teaching deaf children?

- () c. To what extent is the special teacher of the deaf equipped aurally to teach the deaf?
- () d. To what extent is the special teacher of the deaf continuing to improve herself/himself professionally?

Comments

THE TEACHER OF SPECIAL CLASS FOR THE DEAF

Duties and Functions

Checklist

The Teacher of Special Class for the Deaf

- () 1. Keeps a record of the diagnosis, prognosis, and amount of hearing loss of each deaf child in the special classroom.
- () 2. Offers regular classroom instruction to the deaf student.
- () 3. Teaches the skill of lipreading (speechreading) to the deaf student.
- () 4. Develops auditory discrimination in the deaf student.
- () 5. Allows each deaf student to learn at the individual rate, consistent with the capacities and limitations.
- () 6. Groups, rather than grades, the students into lower, middle and upper groups according to their scholastic achievements.
- () 7. Instructs only in speech, language, and lipreading skills, and auditory training in the lower group.
- () 8. Introduces number concepts casually in their simplest form to the lower group.
- () 9. Follows as nearly as possible, a regular school curriculum in the middle and upper groups.
- () 10. Presents formal lipreading lessons at all levels.
- () 11. Gives auditory training lessons on all levels.
- () 12. Constantly strives to develop the lipreading skill throughout all areas of learning.
- () 13. Works constantly to acquire the highest standard of articulation and voice usage possible, considering the handicap.
- () 14. Stimulates an interest in and alertness to speech wherever the handicap allows.
- () 15. Develops residual hearing to the maximum.
- () 16. Re-educates those deaf children who have acquired misconceptions and fact distortions because of the

handicap.

- () 18. Uses materials for lipreading and auditory training that is adapted to the interest level and adds to the student's fund of knowledge.
- () 19. Collects and adapts for educational purposes an extensive variety and amount of pictorial material.
- () 20. Uses materials that stimulate the mental processes.
- () 21. Uses materials that add to the culture of the students.
- () 22. Takes the students on numerous field trips.
- () 23. Strives to develop in the deaf child a normal adjustment to the present.
- () 24. Strives to develop in the deaf child a realistic approach to the vocational future.
- () 25. Acquires an understanding of the fundamental principles of audiology.
- () 26. Acquaints herself/himself with the use and care of the mechanical aids used in teaching.
- () 27. Establishes rapport and cooperation with the school administrators and other personnel.
- () 28. Helps the teacher of the regular classroom to foster a wholesome attitude in the rest of the school population toward the deaf child.
- () 29. Encourages the deaf student to seek participation in clubs and social groups by acquainting him with those in his environment and helping him to make overtures.
- () 30. Provides parent counseling and education when necessary.
- () 31. Has a library of reference books for parent use.
- () 32. Refers immediately to the administrator any deaf child who shows definite promise of being able to compete in the regular classroom with special help for consideration of such placement.
- () 33. Is responsible for maintaining high morale in the deaf student.
- () 34.
- () 35.

Evaluation

- () a. How adequately is the special teacher meeting the present needs of the deaf child?
- () b. How completely is the special teacher developing the potential of the deaf child?

Comments

SPECIAL EDUCATION FOR THE DEAF

Materials and Equipment

Checklist

- () 1. The special class room for the deaf is a model of exceptional seeing conditions.
- () 2. The special class room for the deaf has walls that are treated acoustically.
- () 3. The special class room for the deaf is attractively decorated with meaningful, cheerful and colorful materials.
- () 4. The special class room for the deaf is decorated with meaningful, attractive pictures and pictorial material.
- () 5. Movable desks with adjustable tops and separate movable chairs are provided.
- () 6. A group auditory training unit with sufficient outlets and earphones for a group is standard equipment.
- () 7. The teacher is equipped with a neck microphone.
- () 8. A filing cabinet for all types of teaching materials is provided.
- () 9. The special class room for the deaf contains materials for occupational therapy.
- () 10. A film projector is available.
- () 11. A generous supply of film strips is available.
- () 12.
- () 13.

Evaluation

- () a. How complete is the equipment for the education of the deaf child?
- () b. How adequately do the materials and equipment fit the needs of the instructional program for the deaf child?

Comments

SPECIAL EDUCATION FOR THE PARTIALLY SIGHTED

Content and Methods

Checklist

- () 1. Partially-sighted students are enrolled in a sight-conservation class upon the written recommendation of an ophthalmologist and an approval of the department.
- () 2. Students with 20/70 vision or less with correction in the better eye and students with more vision but with factors that indicate special consideration, are placed in a sight conservation class.
- () 3. Enrollment is limited to from ten to sixteen partially-sighted students.
- () 4. The sight-conservation room functions as a homeroom in which the average partially-sighted child spends a maximum amount of time.
- () 5. Part of the school day is spent in the regular classroom.
- () 6. The sight conservation room is unified, despite wide range of age and grade.
- () 7. Supplementary instruction in all major subjects is taught in the sight-conservation room.
- () 8. The work in the special classroom is correlated closely with that of the regular classroom.
- () 9. The instruction is adapted to the individual needs in sight potential of each student.
- () 10. The sight conservation room is a model of good-seeing conditions.
- () 11. Individual instruction is given to students who have difficulty keeping up with the classroom, due to the handicap.
- () 12. Necessary periods are provided for eye rest.
- () 13. Alertness, attention, and aural acuity are developed to the maximum.
- () 14. Oral fluency and clarity of thought in oral expression are stressed.
- () 15. Re-education is provided for those visually handicapped who have gathered misconceptions and imagery distortions because of the handicap.

- () 16. Supplementary teaching devices and materials are provided that do not require close eye work.
- () 17. Supplementary materials are provided that stimulate the mental processes.
- () 18. Supplementary materials are provided that add to the culture of the student.
- () 19. Numerous field trips are taken for aural and kinesthetic development.
- () 20. Projects of interest at all ages and levels of development, such as, a class newspaper, raising of pets, and the culture of plants, are worked out by the whole class.
- () 21. Attention is paid to the need for normal growth and development.
- () 22. Instruction is given in the use of a bulletin typewriter.
- () 23. Tests and copy material are prepared in large script or manuscript.
- () 24. Pupil readers are appointed, when necessary, to read lengthy subject matter to the partially-sighted student.
- () 25.
- () 26.

Evaluation

- () a. How adequately do the content and methods meet the present needs of the partially-sighted child?
- () b. How completely are the content and methods developing the potential of the partially-sighted child?

Comments

TEACHER OF SPECIAL CLASS FOR THE PARTIALLY SIGHTED

Preparation and Qualifications

Checklist

The Special Teacher of the Partially Sighted

- () 1. Has had a formal education in general education.
- () 2. Has had appropriate training in the area of sight disorders at an accredited college or university.
- () 3. Has complete knowledge of the physical aspects of the handicap.
- () 4. Has complete knowledge of the psychological aspects of the handicap.
- () 5. Has had successful teaching experience in the classroom at several grade levels.
- () 6. Has no handicapping visual defect.
- () 7. Has the technical knowledge to understand the proper use and care of special equipment and materials.
- () 8. Attends institutes and conventions for educators on sight conservation.
- () 9. Holds membership in professional organizations for sight conservation.
- () 10. Is continuing professional study of sight disorders.
- () 11.
- () 12.

Evaluation

- () a. How complete is the special teacher of partially-sighted children's background and experience in general education?
- () b. How complete is the special teacher's background and experience in teaching partially-sighted children?
- () c. To what extent does the special teacher understand the technical equipment involved?
- () d. To what extent is the special teacher equipped visually

to teach partially-sighted children?

- () e. To what extent is the special teacher continuing to improve himself/herself professionally?

Comments

SPECIAL TEACHER OF THE PARTIALLY SIGHTED

Duties and Functions

Checklist

The Special Teacher of the Partially Sighted

- () 1. Offers special instruction to the partially sighted who attends a regular classroom part time.
- () 2. Accepts sight conservation placement only on the written recommendation of an ophthalmologist.
- () 3. Understands thoroughly the nature of each child's visual handicap.
- () 4. Understands thoroughly the capacities and limitations that the handicap imposes.
- () 5. Keeps the sight conservation room a model of good-seeing conditions.
- () 6. Unifies the sight conservation class, in spite of wide age and grade range.
- () 7. Provides necessary periods of eye rest.
- () 8. Gives individual instruction to students who have difficulty keeping up with the classroom, due to the handicap.
- () 9. Adapts the teaching to the individual needs and sight potential of the individual.
- () 10. Gives instruction in major subjects in the sight conservation room.
- () 11. Develops his/her own power of effective expression so that the student has correct mental imagery of that which cannot be seen.
- () 12. Develops alertness, attention, and aural acuity in the partially sighted to the maximum.
- () 13. Develops oral fluency and clarity of thought in oral expression in the visually handicapped.
- () 14. Re-educates, where necessary, those visually handicapped who have gathered misconceptions and imagery distortions because of the handicap.
- () 15. Correlates closely the work in the special classroom

with that of the regular classroom.

- () 16. Acquaints himself/herself with the use and care of the special mechanical aids used in his/her teaching.
- () 17. Provides supplementary teaching devices and materials that do not require close eye work.
- () 18. Uses supplementary materials that stimulate the mental processes.
- () 19. Uses supplementary materials that add to the culture of the students.
- () 20. Takes the students on numerous field trips for aural and kinesthetic development.
- () 21. Teaches the visually handicapped how to live realistically with his handicap.
- () 22. Fosters the beginnings of practical vocational goals in the partially sighted.
- () 23. Encourages the partially-sighted student to seek participation in clubs and social groups in his neighborhood by acquainting him with the ones available and helping him to make overtures.
- () 24. Holds many individual conferences with the classroom teacher to discuss and appraise the visual limitations and potentials of the defect, and the general aptitudes, talents, and limitations of the student.
- () 25. Sees that the student is seated in the best light environment for his particular visual handicap in the regular classroom.
- () 26. Sees that the student is seated at the proper distance from the blackboard for his particular visual handicap in the regular classroom.
- () 27. Helps the teacher to foster wholesome attitudes in the other students in relation to the handicap.
- () 28. Refers to the administrator for consideration of placement in a braille class or school for the blind, any child who, despite all special help, cannot adjust to the classroom because of the handicap.
- () 29. Provides parent counseling and education wherever indicated.
- () 30. Has a library of reference books for parent use.

() 31. Is responsible for maintaining high morale among partially-sighted students.

() 32.

() 33.

Evaluation

() a. How adequately is the special teacher meeting the present needs of the partially-sighted child?

() b. How completely is the special teacher developing the potential of the partially-sighted child?

Comments

SPECIAL EDUCATION FOR THE PARTIALLY SIGHTED

Materials and Equipment

Checklist

- () 1. The sight conservation room is of standard size and is selected for maximum daylight lighting.
- () 2. Artificial lighting is correctly diffused and distributed with a standard of fifty foot-candles of light.
- () 3. The special room has a white ceiling, light-tinted walls, light woodwork of dull finish, and a light-colored, dull-finished floor.
- () 4. Light neutral or pastel-colored chalk boards are part of the permanent equipment.
- () 5. The windows are equipped with buff or gray translucent shades that control natural light.
- () 6. The room is furnished with light-colored, dull-finished furniture.
- () 7. Furniture is without glass to eliminate glare.
- () 8. Movable desks and adjustable tops are provided for all students.
- () 9. The seats are placed at an angle of 30° in relation to the windows.
- () 10. All textbooks and dictionaries are printed in large print, in 18-24 point type.
- () 11. Colored, raised maps and globes are part of the teaching aids.
- () 12. The partially-sighted students use dull, buff-colored paper, and pencils with soft, thick lead.
- () 13. On the blackboard, the teacher uses a soft, thick, white chalk.
- () 14. The room contains a wide variety of materials for handicrafts.
- () 15. Supplementary material consists of bulletin typewriters, a disc recorder, tape recorder, record player, and a Talking Book machine.
- () 16. Anatomical models, science equipment, etc., are in the

room.

- () 17. A wide variety of plants decorate the room.
- () 18. Some pets, that children may care for, are included.
- () 19. The room is decorated with large pictures with little detail, and no glass in the frames.
- () 20.
- () 21.

Evaluation

- () a. How complete is the equipment for the education of the partially-sighted child?
- () b. How adequately do the materials and equipment fit the needs of the instructional program for the partially-sighted child?

Comments

SPECIAL EDUCATION FOR THE BLIND

Content and Methods

Checklist

- () 1. Blind students are enrolled in a special class for the blind upon the written recommendation of an ophthalmologist and the approval of the state department.
- () 2. Enrollment is limited to a maximum of eight students.
- () 3. The blind student spends a minimum of the school day in the special room.
- () 4. The majority of the school day is spent in the regular classroom.
- () 5. The special class for the blind is unified, despite wide range of age and grade.
- () 6. The skill of reading and writing braille is taught in the special class.
- () 7. Supplementary instruction in all major subjects is taught in the special class.
- () 8. The work of the special class is correlated closely with that of the regular classroom.
- () 9. The instruction is adapted to the individual needs of the blind student in the special room.
- () 10. The touch system of typewriting is taught at the fourth grade level.
- () 11. Types of physical education that develop rhythm and co-ordination are a part of the special class functions.
- () 12. Alertness, attention, and aural acuity are developed to the maximum.
- () 13. Oral fluency and clarity of thought in oral expression are stressed.
- () 14. Accurate recognition from the sense of touch is developed to a maximum.
- () 15. Supplementary teaching devices and materials are provided that do not require sight.
- () 16. Supplementary materials are provided that stimulate the mental processes.

- () 17. Supplementary materials are provided that add to the culture of the student.
- () 18. Projects of interest at all ages and levels of development, such as the raising of pets and the cultivation of plants, are worked out by the whole class.
- () 19. Seat work, tests, and copy work are prepared for the blind student in braille.
- () 20. Condensations of social studies and sciences are recorded for listening-learning by the blind students.
- () 21. Numerous field trips are taken for aural and kinesthetic development.
- () 22. Pupil readers are used to read lengthy subject matter to the blind student.
- () 23. Attention is given to the needs of normal growth and development.
- () 24. Typical mannerisms of some blind children are corrected.
- () 25.
- () 26.

Evaluation

- () a. How adequately do the content and methods meet the present needs of the blind children?
- () b. How completely are the content and methods developing the potential of the blind child?

Comments.

SPECIAL TEACHER OF THE BLIND

Preparation and Qualifications

Checklist

The Special Teacher of the Blind

- () 1. Has had a formal education in general education.
- () 2. Has had appropriate training in the area of blindness at an accredited college or university.
- () 3. Has complete knowledge of the physical aspects of the handicap.
- () 4. Has complete knowledge of the psychological aspects of the handicap.
- () 5. Has had successful teaching experience in the classroom at several grade levels.
- () 6. Has had clinical experience working with the blind.
- () 7. Has no handicapping visual defect.
- () 8. Is an accomplished braille reader and writer.
- () 9. Has an adequate skill in typing.
- () 10. Has the technical knowledge to understand the proper use and care of special equipment and materials.
- () 11. Can play the piano.
- () 12. Attends institutes and conventions for educators on blindness.
- () 13. Holds membership in professional organizations for the blind.
- () 14. Is continuing professional study of blindness.
- () 15.
- () 16.

Evaluation

- () a. How complete is the background and experience of the special teacher of the blind in general education?

- () b. How complete is the background and experience of the special teacher of the blind in teaching blind children?
- () c. To what extent does the special teacher of the blind understand the technical equipment involved?
- () d. To what extent is the special teacher of the blind continuing to improve himself/herself professionally?

Comments

SPECIAL TEACHER OF THE BLIND

Duties and Functions

Checklist

The Special Teacher of the Blind

- () 1. Offers special instruction to the legally-blind child who attends a regular classroom part-time.
- () 2. Accepts braille class placement only on the recommendation of an ophthalmologist and the approval of the state department.
- () 3. Understands thoroughly the nature of each child's visual handicap.
- () 4. Understands thoroughly the capacities and limitations that the handicap imposes.
- () 5. Acquaints the child with the geography of the school building.
- () 6. Develops skill and confidence in the blind child in traveling around the building without escort.
- () 7. Teaches the skill of reading and writing braille to the legally blind.
- () 8. Teaches the touch system of typing to those of grade four or over.
- () 9. Supplements the classroom teaching in the instruction of major subjects.
- () 10. Correlates closely the work in the special classroom with that of the regular classroom.
- () 11. Develops his/her own power of effective expression so that the blind child may acquire correct mental concepts of the world about him.
- () 12. Devotes one hour per child in the school day to individual instruction.
- () 13. Transcribes each day's written assignments of the regular classroom into braille so that the blind student may participate with his sighted classmates.
- () 14. Corrects all work that the blind student does in braille in the regular classroom.

- () 15. Helps to foster wholesome attitudes in the other students toward the handicap.
- () 16. Instills independence of thought and action in all activities in the blind child.
- () 17. Develops alertness, attention, and aural acuity in the blind to the maximum.
- () 18. Develops oral fluency and clarity of thought in oral expression in the blind child.
- () 19. Re-educates the blind child who has gathered misconceptions and imagery distortions because of the handicap.
- () 20. Acquaints himself/herself with the use and care of the special mechanical aids used in his/her teaching.
- () 21. Provides teaching devices and materials that do not require sight.
- () 22. Uses supplementary materials that add to the culture of the student.
- () 23. Takes the students on numerous field trips for aural and kinesthetic development.
- () 24. Teaches the blind child how to participate in the games and play on the playground during the recess period.
- () 25. Holds many and constant individual conferences with the classroom teacher to discuss and appraise the visual handicap of the child, and methods of developing the general aptitudes and talents to their maximum.
- () 26. Helps the teacher to foster wholesome attitudes in the other students in relation to the handicap.
- () 27. Refers to the administrator for consideration of placement in a school for the blind any child who, despite all special help, cannot adjust to regular school.
- () 28. Teaches the blind how to live realistically with his handicap.
- () 29. Fosters the beginnings of practical vocational goals in the blind child.
- () 30. Encourages the blind child to mingle with the sighted children in his neighborhood whenever practical.
- () 31. Provides parent counseling and education wherever

indicated.

- () 32. Has a library of reference books for parent use.
- () 33. Is responsible for maintaining high morale among blind students.
- () 34.
- () 35.

Evaluation

- () a. How adequately is the special teacher meeting the needs of the blind child?
- () b. How completely is the special teacher developing the potential of the blind child?

Comments

SPECIAL EDUCATION FOR THE BLIND

Materials and Equipment

Checklist

- () 1. The braille room is of standard size or over-size and is selected for maximum daylight lighting.
- () 2. Artificial lighting is correctly diffused and distributed with a standard of fifty foot-candles of light.
- () 3. The special room has a white ceiling, light-tinted walls, light woodwork of dull finish, and a light-colored, dull-finished floor.
- () 4. The windows are equipped with buff or gray translucent shades that control natural light.
- () 5. The door is equipped with one-way mirror glass.
- () 6. A sink is in the room for frequent handwashing.
- () 7. The room is furnished with light-colored, dull-finished furniture.
- () 8. Furniture is kept at a minimum to facilitate freedom of movement.
- () 9. Desks are movable with stationary tops and wide side compartments to hold braille books.
- () 10. The room contains plenty of spacious shelves for standing braille books upright.
- () 11. The braille room contains a piano.
- () 12. One corner of the room is set aside as a library.
- () 13. Another corner contains a sand table for recreating impressions.
- () 14. Each child has an individual brailler that may be carried from special rooms to regular classrooms.
- () 15. Teaching aids include tape recorder or disc recorder, record player with ample supply of educational and cultural records, Talking Book machine, bulletin typewriters, and megascope projector.
- () 16. Raised maps and globes are part of the teaching aids.
- () 17. Models of buildings in miniature are available to help

visualization.

- () 18. Mounted specimens of familiar animals are available to help visualization.
- () 19. Anatomical models are available to help visualization.
- () 20. The room is profusely decorated with many varieties of plants.
- () 21. Pets that the children may tend are in the room.
- () 22. A tumbling mat is available for development of grace and rhythm.
- () 23. There are plenty of peg boards, puzzles, toys, and a generous supply of modeling clay.
- () 24.
- () 25.

Evaluation

- () a. How complete is the equipment for the education of the blind child?
- () b. How adequately do the materials and equipment fit the needs of the instructional program for the blind child?

Comments

SPEECH THERAPY

Content and Methods

Checklist

- () 1. All children are surveyed for speech handicaps.
- () 2. All children with suspected speech handicaps are individually tested.
- () 3. Therapeutic procedure is decided on the basis of the diagnosis.
- () 4. The decision to initiate therapy is made ultimately by the therapist.
- () 5. Speech therapy is offered to students with articulatory defects, voice disorders, and non-fluencies.
- () 6. Speech training is given to children whose speech and language development has been retarded.
- () 7. Speech therapy is offered to all students whose school progress is unsatisfactory due to a speech impediment.
- () 8. Therapy is offered to speech defective children at least twice a week.
- () 9. Additional weekly periods are provided when need indicates.
- () 10. Periods of instruction are adjusted to the capabilities and limitations of the student and to the nature of the disability.
- () 11. The size of the group is determined by the age of the students and the nature and severity of the speech defects.
- () 12. Individual, rather than group, help is given when need indicates.
- () 13. The level of therapy is adapted to the individual needs.
- () 14. Therapeutic techniques are adapted to meet the emotional needs of the speech-handicapped child.
- () 15. All children who do not respond normally to public school therapy are referred to an accredited speech and hearing center.
- () 16. The public school therapy for a particular child is

adapted to and co-ordinated with that of a speech and hearing clinic where he is being treated.

- () 17. All children who show possible indications of severe organic or psychogenic involvement are referred to medical and psychological auspices.
- () 18. The therapist enlists assistance of the classroom teacher to encourage and carry out the therapy program.
- () 19. Pictures, games, and toys are utilized as invaluable aids in speech therapy.
- () 20. Participation in extra-curricular activities, especially dramatics, is encouraged.
- () 21. Speech therapy is correlated with reading instruction whenever it is necessary.
- () 22. Special attention is paid to the development of individual skills and talents.
- () 23.
- () 24.

Evaluation

- () a. How adequately do the content and methods meet the present needs of the speech-handicapped child?
- () b. How completely are the content and methods developing the potential of the speech-handicapped child?

Comments

THE SPEECH THERAPIST

Preparation and Qualifications

Checklist

The Speech Therapist

- () 1. Has had a formal education in general education.
- () 2. Has had appropriate training in the area of speech handicaps at an accredited college or university.
- () 3. Has complete knowledge of the physical aspects of the handicap.
- () 4. Has complete knowledge of the psychological aspects of the handicap.
- () 5. Has sufficient knowledge of the general education program, particularly in the elementary grades.
- () 6. Has had successful clinical experience.
- () 7. Has the technical knowledge to understand the proper use and care of special equipment and materials.
- () 8. Has no noticeable speech defects.
- () 9. Attends institutes and conventions for speech education.
- () 10. Holds membership in professional organizations.
- () 11. Is continuing professional study in speech education.
- () 12.
- () 13.

Evaluation

- () a. How complete is the speech therapist's background and experience in general education?
- () b. How complete is the speech therapist's background and experience in speech therapy?
- () c. To what extent is the speech therapist equipped vocally to do speech therapy?
- () d. To what extent is the speech therapist continuing to improve himself/herself professionally?

Comments

THE SPEECH THERAPIST

Duties and Functions

Checklist

The Speech Therapist

- () 1. Offers special instruction to the speech handicapped.
- () 2. Surveys school population for the discovery of speech-handicapped children.
- () 3. Gives individual diagnosis for the detection of the nature of the speech handicap.
- () 4. Determines therapeutic procedure on the basis of this diagnosis.
- () 5. Strives to correct articulation errors, and voice disorders, and to control non-fluencies.
- () 6. Has a minimum case load of fifty and a maximum of one hundred.
- () 7. Holds bi-weekly individual and group sessions with students allotting sufficient time for effective therapy.
- () 8. Strives constantly to be a model of speech standards.
- () 9. Adopts the therapy to the individual needs and capacities of the student.
- () 10. Uses materials for speech therapy that are adapted to the interest and educational level of the student.
- () 11. Stimulates an interest in and alertness to speech.
- () 12. Motivates spontaneous speaking situations.
- () 13. Provides many opportunities for self-expression.
- () 14. Uses the auditory, visual and kinesthetic techniques that are appropriate to the individual child.
- () 15. Works constantly to attain the highest standard of articulation and voice usage consistent with the child's physical and emotional development.
- () 16. Strives to develop an ease of communication, of language usage, and of language understanding.
- () 17. Uses materials that stimulate the mental processes.

- () 18. Acquaints himself/herself with the use and care of the special mechanical aids used in his/her teaching.
- () 19. Encourages the speech-handicapped student to seek participation in clubs and social groups by acquainting him with the one available in his environment and helping him to make overtures.
- () 20. Develops a wholesome attitude in the speech-handicapped child toward the defect.
- () 21. Makes necessary referrals for more extensive and intensive therapy wherever indicated.
- () 22. Establishes rapport and cooperates with school administrators and personnel.
- () 23. Participates in faculty meetings and other professional meetings in order to have opportunity to interpret the speech correction program to as many as possible.
- () 24. Teaches classroom teacher simple techniques in speech improvement.
- () 25. Holds many individual conferences with the classroom teacher.
- () 26. Acquaints the classroom teacher with the related effects on the handicapped child as he matures physically and emotionally.
- () 27. Points out to the classroom teacher the importance of giving the child frequent opportunities to participate.
- () 28. Encourages the teacher in the classroom to speak in a natural tone and rhythm of speech.
- () 29. Fosters wholesome attitudes in the other students in relation to the handicap.
- () 30. Provides parent counseling and education wherever indicated.
- () 31. Has a library of reference books for parent use.
- () 32. Keeps records on each student and makes periodic progress reports.
- () 33.
- () 34.

Evaluation

- () a. How adequately is the speech therapist meeting the present needs of the speech-handicapped child?
- () b. How completely is the speech therapist developing the potential of the speech-handicapped child?

Comments

SPEECH THERAPY

Materials and Equipment

Checklist

- () 1. A quiet, well-ventilated, well-lighted room is provided for speech therapy.
- () 2. Blackboard space is ample and well lighted.
- () 3. A comfortable round table and chairs are among the furnishings.
- () 4. A phonograph and a library of records are available.
- () 5. A tape recorder is available.
- () 6. Toys that make distinctive sounds and motivate spontaneous speech are used.
- () 7. There is a library of educational speech games.
- () 8. Pictures are provided in abundance.
- () 9. Desirable play materials are available for use in free play and dramatic play.
- () 10. A portable or stationary mirror is provided as a teaching aid.
- () 11. There is an ample supply of testing materials for diagnosis.
- () 12. A selective library of professional books for parents is included.
- () 13. The library also contains high-interest books for children.
- () 14. There is a supply of bubble gum, lollipops, straws, etc., for therapeutic use.
- () 15.
- () 16.

Evaluation

- () a. How complete is the equipment for the education of the speech-handicapped child?

() b. How adequately do the materials and equipment fit the needs of the instructional program for the speech-handicapped child?

Comments