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PROGRAM DESCRIPTION FOR SPECIAL EDUCATION. (TITLE SUPPLIED).

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DESCRIPTORS- *STATE PROGRAMS, *HANDICAPPED CHILDREN, *SPECIAL EDUCATION, *STATE AID, PHYSICALLY HANDICAPPED, DEAF, HARD OF HEARING, HOSPITALIZED CHILDREN, PARTIALLY SIGHTED, BLIND, LEARNING DIFFICULTIES, AURALLY HANDICAPPED, CHILDREN, ADOLESCENTS, PROGRAM PLANNING, SPECIAL CLASSES, REGULAR CLASS PLACEMENT, BOARDING HOMES, PERCEPTUALLY HANDICAPPED, SPEECH THERAPY, HOMEBOUND CHILDREN, LANSING

GUIDELINES COVER THE PLANNING AND OPERATION OF EDUCATIONAL PROGRAMS FOR HANDICAPPED CHILDREN. PROCEDURES ARE STATED FOR DEVELOPING SERVICES FOR THOSE WITH HEARING, VISUAL, OR PHYSICAL HANDICAPS AND THE HOMEBOUND OR HOSPITALIZED. ACCOMMODATING THE CRIPPLED IN REGULAR BUILDINGS, PROVIDING PHYSICAL, OCCUPATIONAL, AND SPEECH THERAPY, AND ARRANGING SPECIALIZED INSTRUCTION FOR CHILDREN WITH PERCEPTUAL PROBLEMS AND RELATED LEARNING DISORDERS ARE DISCUSSED. ROOM AND BOARD PROVISIONS, SUMMER PROGRAMS, AND TEACHER COUNSELOR PROGRAMS FOR THE PHYSICALLY HANDICAPPED ARE PRESENTED. SPECIAL PROGRAM IS AVAILABLE FOR CHILDREN NEEDING SPEECH CORRECTION. INFORMATION IS PROVIDED ON PROCEDURES FOR DETERMINING THE NEED FOR SERVICES, ELIGIBILITY REQUIREMENTS, SUGGESTIONS FOR VARIOUS TYPES OF PROGRAMS, TEACHER REQUIREMENTS, CASE LOADS, EQUIPMENT, COUNSELING SERVICES, AND STATE AID. (GW)

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DEPARTMENT OF EDUCATION
LANSING

Educational Programs
for those with
Hearing Handicaps
August, 1966

Reimbursed educational programs for those with hearing handicaps may be administered by local public schools if they are approved by the Department of Education.

Establishment of Educational Programs

It is advisable for school districts to join together in planning educational programs for those with hearing handicaps so they can serve children from a large enough population to permit establishment of services from infancy and the early childhood education period through high school. (The infancy program includes help to mothers of infants in working on child growth and development problems particularly the development of language.)

Application SE-18 of the Department of Education are used to secure approval for state aid.

Surveying the Need

In counties having health departments, surveys should be requested from the county health departments. In counties without health departments, surveys should be requested from the Michigan Department of Health, Lansing, Michigan.

Planning the Program

Since educational programs for children with severe hearing impairments require considerable technical assistance over and beyond that available in most local school districts, county, state, university, and other consultants may be needed both in the initial planning stage and on a continuing basis. Any educational plan should, however, be designed to meet the needs of the pupils of the particular community or communities in which it is located.

Eligibility of Pupils

Children and youth are eligible for state reimbursed programs up to the age of 25 years, who, by reason of having defective hearing are considered by the local educational planning team to have educational problems which cannot profitably be solved in regular classrooms. Language is so important to the development of children with hearing defects, infant programs for instructing parents are advisable for these children.

An otolaryngologist who holds an American Diplomate Board membership or its equivalent must certify the diagnosis of all children enrolled in approved educational programs for those with hearing handicaps.

Audiological reports are extremely important for educational planning and should be done on a regular basis on each child.

Eligible children who have hearing handicaps may be enrolled from other school districts. If excess costs are incurred due to the acceptance of non-resident pupils, tuition may be charged by the accepting district and when it is charged,

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shall be paid by the sending district and it in turn, will be reimbursed by the state for all tuition costs over and beyond tuition charges for the "normal" child.

Suggested Types of Educational Programs

Educational classification for these children should be considered as flexible depending upon:

- a. Age of onset of hearing loss
- b. General physical condition of pupil
- c. Social adjustment of pupil
- d. Intellectual and academic abilities of pupil
- e. Willingness of principal and regular teachers to accept the child
- f. Family understanding and cooperation
- g. Preparation and background of the speech correctionist, special teacher, or teacher counselor who is to give help to such pupils.

Teacher-counselors for the physically handicapped may serve hard of hearing children providing such children have no serious language impairment and the teacher-counselor has some preparation for teaching the hard of hearing.

1. Integrated Classes for Children with Impaired Hearing

The degree of success which a pupil experiences in an integrated program depends upon many factors in addition to the degree of hearing loss. Children with hearing losses up to and including those with profound losses, are often able to take part of their educational programs in regular classes if they receive necessary daily instruction in a special class from a teacher of children with hearing handicaps. Other factors besides hearing losses which should be considered are:

- a. Age of onset of hearing loss
- b. Home and school cooperation
- c. Intellectual and academic ability of the pupil
- d. Community cooperation
- e. Social skills of the pupil
- f. Ability of the child to understand language
- g. Ability of the pupil to use both oral and written language well enough to be understood by teacher and students in regular classrooms.

2. Special Schools or Classes for Children with Severe Hearing Losses Who Have Little or No Language

- a. Special classes taught by well-prepared teachers of the deaf are needed for children who have severe language problems due to hearing losses. Such pupils may need to spend full time in special classes until they understand language well enough to communicate with teachers and pupils in the regular classroom. In addition to regular curriculum work, they need highly individualized instruction including language development every day school is in session. Many of these children have useable hearing and with properly fitted aids and instruction in using them, are able to spend considerable time in regular classes.

Profoundly deaf students will need special classes throughout their high school and community college career. Others can communicate well enough to participate in many of the regular high school classes.

Class Load

Degree and extent of handicapping conditions, individual differences in family background, age range, ability to socialize, etc., should be considered in determining special class size. The following special class loads are required in *State Rules and Regulations for reimbursable programs:

Early Childhood Education Period (Profoundly Deaf) - 7 pupils
Elementary Level (Profoundly Deaf) - 7 pupils
High School Level (Profoundly Deaf) - 7 pupils
Hard of Hearing (Lip Reading Classes) - 10 pupils
Combination of Profoundly Deaf and
Hard of Hearing - 7 pupils

The chronological age range in any special class shall be no more than six years.

Personnel

- a. Any teacher employed for reimbursed programs shall possess a valid Michigan teacher's certificate, and in addition, shall be approved for teaching the deaf and hard of hearing in accordance with the requirements of the Superintendent of Public Instruction.
- b. Teachers of speech correction who have some preparation in the field for the hard of hearing may offer itinerant services for children with hearing losses but with little language impairment.
- c. Teacher-counselors for the physically handicapped may include hard of hearing children in their case loads providing these pupils have no serious language impairment and the teacher-counselor has some preparation to teach them.

Housing

It is desirable to house educational programs for infants (mother training) and for young deaf children in their regular neighborhood schools if possible. In general, no children of nursery school age should be separated from their families. For older children who have no special programs to meet their needs locally, board and room costs are provided by the state so that they may attend approved special education programs in another school.

This service is available only when daily transportation is not possible.

Equipment

Emphasis on special equipment should be upon the use of modern audio visual aids. Multiple hearing aids should be provided and arrangements made to procure individual hearing aids for all pupils who can profit from them. (Individual aids should be purchased by the family or some private or public agency so they can become the property of the individual pupil).

*See Rules and Regulations Governing Educational Programs under the Provisions of Act 269 of Public Acts of 1955, Being Sections 340.771 through 340.780 of the Compiled Laws of 1948.

State Aid

a. Special Class Type I Programs

(Pupils must meet for special instruction every day school is in session to be counted as Type I pupils). Seventy-five per cent of the actual cost, but no more than four memberships are paid by the state for all deaf or hard of hearing children enrolled in approved Type I programs.

b. Teacher-Counselor Program

A teacher-counselor for the physically handicapped must serve a total school enrollment of 2,500. For each full-time teacher counselor program for the physically handicapped, the state will pay 75% of the actual cost, but no more than a specified allowance per full-time program per school year.

c. Speech correctionists may include hard of hearing children with little or no language impairment, as a part of the case load of no less than 75 and no more than 100 children which is required for full-time speech correction load. Seventy-five per cent of the actual cost but no more than a specified allowance per year will be paid by the state for each approved speech correction program.

Procedure for Applying for State Aid

- a. Discuss the proposed program with the appropriate state consultant in the Department of Education.
- b. Request Forms SE-18 and SE-19 from the Department of Education, Lansing, Michigan.
- c. Fill out Form SE-18 and return two copies to the Consultant for Special Education (Physically Handicapped), Department of Education, Lansing, Michigan. Retain one copy for local files, and send one to the intermediate school office.
- d. File SE-19 immediately if there are any changes in the original information given on SE-18 such as discontinuance of program, change of teacher, revision of estimated cost data, etc. Reimbursement for the program sometimes hinges upon prompt filing of SE-19 when changes occur in the program.

Consultant Service

- a. Requests for consultant service in this field may be made to the Consultant for Special Education (Physically Handicapped), Department of Education, Lansing.
- b. Requests for assistance from college and university personnel may be addressed as follows:
 1. Eastern Michigan University, Ypsilanti, Michigan - Dr. Allen Myers
 2. Michigan State University, East Lansing, Michigan - Dr. Charles Mange
 3. University of Michigan, Ann Arbor, Michigan - Dr. Geraldine Scholl
 4. Wayne State University, Detroit, Michigan - Dr. John J. Lee
 5. Western Michigan University, Kalamazoo, Michigan - Dr. Kristen Juul
 6. Central Michigan University, Mt. Pleasant, Michigan - Dr. Keith Maxwell

All of these universities have some courses in hearing, but all do not have full teacher education sequences in deaf and hard of hearing.

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Reimbursable educational programs for the visually handicapped may be administered by local public schools and reimbursed by the State Department of Education if they are approved by the Department of Education.

Establishment of Educational Programs

It is advisable for school districts to join together in planning educational programs for the visually handicapped so they can serve children on a large enough population basis to permit establishment of services from the early childhood education period through high school. In less populated areas, one or more local districts may jointly sponsor a center for the visually handicapped which will serve all school districts in one or more intermediate school districts. Application SE-18 of the Department of Education should be used to secure approval for state aid.

Surveying the Need

In counties having health departments, surveys should be requested from the county health department. In counties without health departments, surveys should be requested from the Michigan Department of Health, Lansing, Michigan.

Planning the Program

Since educational programs for children who are blind or partially seeing require considerable technical assistance over and beyond that available in most local school districts, county, state, and university consultants may be needed, both in the initial planning stage and on a continuing basis. Educational plans, however, should be designed to meet the needs of the individual children involved and those of the particular community or communities in which the program is located.

Eligibility of Pupils

Children and youth are eligible for state reimbursed programs up to the age of 25 years, who, by reason of having visual handicaps are considered by the local educational planning team to have educational problems which cannot profitably be solved in regular classrooms. Programs for helping mothers with the educational problems of their infants should be encouraged.

An ophthalmologist who holds an American Diplomate Board membership or its equivalent shall certify the diagnosis of all children enrolled in approved educational programs for the visually handicapped.

Eligible visually handicapped may be enrolled from other school districts. If excess costs are incurred due to the acceptance of non-resident pupils, tuition may be charged by the accepting district and when it is charged shall be paid by the sending district. The sending district will be responsible for the same amount of tuition for the handicapped as it is for the non-handicapped. The state will reimburse all other excess costs.

Suggested Types of Educational Programs

Educational classification should be considered flexible depending upon the child's ability to adjust and achieve satisfactorily in a regular classroom and upon such factors as the amount of residual vision, his interests, capacities, and abilities, the size of the class in which he is to be placed, and the regular teacher's willingness to help him compensate for his poor vision.

- a. Teacher-Counselor Programs - Teacher counselors for the physically handicapped may include children with visual handicaps in their case loads providing the teacher counselor has some preparation in the teaching of these children. Generally, teacher-counselor programs should be utilized for children who are partially seeing - not blind - who are able to succeed full-time in regular classrooms with teacher-counselor help.
- b. Special Classes for Children with Visual Handicaps - In larger cities special classes for the partially seeing may be organized as resource rooms in order to permit the children to meet with the special class teacher for instruction for each day school is in session and spend the remainder of their time in regular classrooms.

Other types of integrated classes in smaller communities

- a. It is sometimes necessary to serve both children who are partially seeing and the blind in the same special class. Both of these types are often able to take part of their educational programs in regular classes if they receive necessary instruction when school is in session in a special class from a teacher of the blind and partially seeing.
- b. Integrated classes may be organized for children with severe visual handicaps in school districts where there are enough pupils for a special class. Whenever possible these children should participate in educational programs in regular classes and receive necessary instruction each day school is in session in a special class from a teacher who has preparation in the field of the education of those with severe visual handicaps. Occasionally the child with serious vision loss may have additional handicaps and will have to remain for the major portion of his time in a special class.

Class Loads

State Rules and Regulations require the following teacher-pupil ratios:

Early Childhood Education Period - 8 pupils
Elementary Level - 8 pupils
High School Level - 8 pupils
Partially Seeing - 10 pupils
Combined Blind and
Partially Seeing - 8 pupils

The chronological age range of pupils enrolled in any special class shall be no more than six years.

Mobility Experts

Mobility experts may be employed on a full-time or part-time basis as needed by the pupils enrolled and the cost of their services charged as a part of state

reimbursement. Mobility experts are needed to help the visually handicapped improve their body mechanics, travel skills, appearance, and personalities, etc.

Personnel

- a. Teachers employed for this program shall possess a valid teacher's certificate and they shall be approved for teaching the visually handicapped as prescribed by the Superintendent of Public Instruction.
- b. Teacher counselors for the physically handicapped may include children with partial vision in their case loads providing the teacher counselor has some preparation in the teaching of children who have visual handicaps and providing the pupils taught can succeed in regular classes with teacher-counselor assistance.

Housing

It is desirable to house educational programs for young children with visual handicaps in their neighborhood schools. In general, no children of nursery school age should be separated from their families in order to attend school. For older children who have no special programs for the visually handicapped in their own school district, board and room costs are provided by the state so that such children may participate in approved educational programs in another school district. Such service is available only when daily transportation is not possible. The district receiving special education pupils on a non resident basis may charge excess costs to the sending district. The state will reimburse the sending district for all tuition charges up to the amount of tuition paid for regular pupils.

Equipment

Several publishing houses carry regular textbooks in large type which are suitable for the use of many children with impaired vision. The American Printing House for the Blind in Louisville, Kentucky furnishes a limited amount of free Braille material through the Michigan Department of Education for children who are blind and who are registered annually (before January 1st of each year) as required by Federal law through the Michigan Department of Education. A number of Michigan communities use volunteers to prepare braille material for individual pupils. Jackson Prison also has a service made possible through prisoners who prepare some braille materials. The Michigan State Library keeps a current file indicating the location of braille and large type books in various Michigan schools. Superintendents may request copies of this list and make requests to each other to borrow needed books.

State Aid

Special class Type I programs. (Type I pupils must receive instruction from the special class teacher every day school is in session in order to be counted for state aid). Seventy-five per cent of the actual cost but no more than four memberships are paid by the state for all children who are blind or partially seeing and who are enrolled in approved Type I programs.

Teacher-Counselor programs. A teacher-counselor program for the physically handicapped may be organized on a minimum school enrollment of 2,500. For each approved full time teacher counselor program for the physically handicapped, the state will pay 75 per cent of the actual cost but no more than a specified allotment per full time teacher per school year.

Procedure for Applying for State Aid

It is suggested that the proposed program for the visually handicapped be discussed with the appropriate state consultant in the Department of Education.

Request Forms SE-18 and SE-19 from the Department of Education, Lansing, Michigan.

Form SE-18 should be filled out and two copies returned to the Department of Education, Lansing, Michigan. Retain one copy for local files.

File SE-19 only if there are changes in the original information as filed on SE-18. Examples of such changes are: discontinuance of program, change of teacher, necessary revision of estimated cost data, etc. Reimbursement may hinge on the immediate filing of SE-19 when a change occurs in the program.

Consultant Service

Requests for consultant service in this field may be made to the Consultant for the Physically Handicapped, Department of Education, Lansing, Michigan.

Requests for assistance from college and university personnel may be addressed to Directors of Special Education as follows:

Eastern Michigan University, Ypsilanti, Michigan

Michigan State University, East Lansing, Michigan

University of Michigan, Ann Arbor, Michigan

Wayne State University, Detroit, Michigan

Western Michigan University, Kalamazoo, Michigan

MICHIGAN
DEPARTMENT OF EDUCATION
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Educational Programs for
Children with Crippling Conditions and Other Disabling, Physical Conditions

1. Surveys to Find Children with Crippling Conditions or Those Who Have Other Disabling, Physical Conditions

Upon request, local health departments will furnish school administrators with certain information relative to numbers of local children known to have crippling conditions or to be otherwise physically handicapped. Information may be secured from other public and private agencies such as the local or county Easter Seal Society, the Michigan Crippled Childrens Commission. School census information also is valuable in locating these children.

2. Eligibility of Children

For educational purposes these are the children and youth, up to and including age 25, with defects in size and structure of bone or joint or deviations in muscle strength, coordination, or control, who are recommended for special education by the local special education planning committee, because in their judgment, special education is needed primarily because of crippling or otherwise physically handicapping conditions.

3. Diagnoses of Crippling Conditions or Otherwise Physical Handicaps

Before any child with crippling or other physically, disabling conditions may be considered for enrollment in a state-approved special education program, diagnosis must be certified by a competent medical specialist. Educational placement must then be decided upon by the local educational planning team. All children in this category must be certified before December 15 annually by a member of the American Diplomate Board in this area of medical specialty (or its equivalent).

(Before any child may be considered for enrollment in state-approved special education programs for the otherwise physically handicapped, his diagnosis must be certified by an internist, neurologist, or pediatrician who is a member of his respective American Board or its equivalent.*)

4. Instruction

There are two types of Type I Classes:

- a. Type I Classes with all activities confined to the special room are for those children with crippling defects or those otherwise physically handicapped who have such severe educational and physical problems that they cannot be safely or profitably educated in regular classrooms.

*See Rules and Regulations Governing Educational Programs under the Provisions of Act 269 of Public Acts of 1955, Being Sections 340.771 through 340.780 of the Compiled Laws of 1948.

- b. Type I Classes are also for those children with crippling defects or those otherwise physically handicapped who can take part of their activities in regular classes but meet every day school is in session for some instruction from the appropriate special education teacher.

State rules and regulations require that class sizes for Type I be as follows:

Nursery level - No more than 15 pupils
Elementary level - No more than 15 pupils
Secondary level - No more than 15 pupils

The chronological age range of pupils enrolled in any special class shall be no more than six years.

It is recommended that a regular time be set aside for parent and teacher conferencing relative to child growth and development problems.

5. Personnel

Teachers employed for this program shall possess a valid teacher's certificate, a Bachelor's Degree, and in addition, shall be approved for teaching the crippled or otherwise physically handicapped as prescribed by the Superintendent of Public Instruction.

6. Housing and Equipment

- a. It is suggested that children with crippling defects or who are otherwise physically handicapped* attend a school as near their own neighborhood as possible.
- b. *(Request information sheet from the Department of Education for further details. This sheet is called "School Buildings to Accommodate Crippled Children.")
- c. It is further suggested that crippled children be transported in buses which have lifts or ramps.

7. State Aid

a. For Type I Classes:

- 1) Three-fourths of actual costs, but no more than four state aid memberships, will be paid for every child who is crippled or otherwise physically handicapped and enrolled in an approved Type I class up to 15 per teacher.
- 2) State aid will be paid for teacher-counselor programs for the crippled or otherwise physically handicapped on the basis of one program for each 2,500 school memberships. Three-fourths of actual cost, but no more than a specified amount per year, will be paid from state aid for each approved full-time teacher counselor program as described above.

8. Procedure for Applying for State Approval

- a. Request Form SE-18 from the Consultant for Special Education (Physically Handicapped) in the Department of Education, Lansing, Michigan.
- b. Discuss the proposed program with the Consultant for Special Education (Physically Handicapped) in the Department of Education.

9. Requests for Consultant Service

Special requests for consultant service should be directed to: Consultant in Education (Physically Handicapped), Department of Education, Lansing, Michigan.

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Location: All classrooms for crippled children should be self-contained, located as near as possible to rooms for "normal" children of similar ages, and be the same basic size as kindergarten rooms in order to provide space for large equipment such as wheel chairs, etc.

Doors: Since crippled children should be integrated whenever possible with the non-handicapped, all interior and exterior doors should be at least 36 inches wide. No door sills should be provided and doors should have kick plates extending from the bottom to at least 16 inches from the floor to protect the door from wheel chairs, crutches, braces, etc.

Floors: Floors should have non-slip surfaces and be of a common level throughout the building. In multi-level buildings ramps or elevators should be available as needed.

Toilet Rooms: Toilet rooms should have fewer toilets and more space than regular facilities in order to provide for movement of wheel chairs, etc. If stalls are used, they should be at least 36 inches wide. Adjustable hand rails should be provided on each side of the toilet. Some schools prefer to have one toilet with hand rails to be located in the corner of the room rather than in the typical stall facility. For younger children toilet chairs are sometimes satisfactory.

Towel racks and soap dispensers should be no higher than 40 inches from the floor.

Water Fountains: In the October 31, 1961, bulletin of the American Standards Association Incorporated sponsored by the National Society for Crippled Children and Adults the following specifications for water fountains are given:

"Note 1: Conventional floor-mounted water coolers can be serviceable to individuals in wheelchairs if a small fountain is mounted on the side of the cooler 30 inches above the floor.

Note 2: Wall-mounted, hand operated coolers of the latest design, manufactured by many companies, can serve the able-bodied and the physically disabled equally well when the cooler is mounted with the basin 36 inches from the floor.

Note 3: Fully recessed water fountains are not recommended.

Note 4: Water fountains should not be set into an alcove unless the alcove is wider than a wheelchair."

Playgrounds: If pre-school children are to be served, then a small, semi-protected playground should be provided. Various surfaces may be used for the playground to permit walking practice on gravel, dirt, sand, brick, cement, etc.

Special Provisions: Since some of the cerebral palsied and other crippled children have hearing losses one area near the front of the school auditorium where wheelchairs may be placed may also be provided with hearing aid jacks. Auditoriums serving pupils with hearing losses should provide an overhead projector as standard equipment. The teacher of the hearing impaired can prepare explanatory notes for the projector in advance of lectures in the auditorium so the hearing impaired can follow the programs.

Space for Physical and/or Occupational Therapy: Physical and occupational therapy rooms should be about the same size as modern classrooms, colorful, and equipped with heavy duty water and electrical outlets so that equipment can be used in as flexible a manner as possible, depending on the needs of the children. Medical treatment rooms should be arranged so that shower curtains can be used for privacy as needed and to avoid medical cubicles. A wall mirror should be built into the wall and there should be pegs for gym mats.

Storage Space: A closet should be provided near the physical and/or occupational therapy room for storing wheel chairs, walking bars, and large pieces of equipment.

Space for Resting: Large cot rooms for mass resting are not advised since rest to be effective should be based upon individual need and cannot realistically be set up at a certain time for all children. Teachers should cooperate with the physical and/or occupational therapist in planning time for medical resting in the health room, in a screened corner of the classroom, etc.

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Establishment of Services

The board of education of any public school district may establish and maintain special classes for physically handicapped children and youth who are confined to hospitals. Such a program requires school administrators to do joint planning and evaluation with the hospital administrator and appropriate members of his staff.

Eligibility of Pupils

Children and youth up to the age of twenty-five years who are confined to hospitals, because of physical handicaps, are eligible for such programs. This includes the crippled, tuberculous, etc. Pregnant girls are sometimes given group instruction under this program.

A certified medical diagnosis is not necessary for these children and youth since they would not be confined to a hospital except upon medical orders.

Grouping for Instruction

Group instruction is advisable, but should be arranged in such a way that it can be carried on without interruption or conflict with medical routine or appointments for therapy. This requires careful team planning between school and hospital staffs. Occasionally, it may be to the advantage of an individual patient to be given bedside instruction, but such teaching should be considered a temporary measure only until classroom group instruction is possible. State Rules and Regulations require that each hospital teacher serve no more than 12 pupils.

In certain communities, it may be feasible for the hospital teacher to combine homebound and hospital teaching. Since home teaching necessitates individual instruction and considerable teacher travel, the case load required by State Rules and Regulations shall be no greater than 12 pupils for such programs.

Personnel

Teachers employed for this program shall possess a valid teacher's certificate, a Bachelor's Degree, and, in addition, they shall be approved for teaching the hospitalized as prescribed by the Superintendent of Public Instruction.

Housing and Equipment

Of a necessity, these programs must be housed in the hospital. The hospital administrator arranges for a room to be set aside exclusively for school use. This room should look like a school room and should be free from storage of hospital equipment. All kinds of modern curriculum materials should be available for use in this room. In fact, more equipment is needed in a setting like this since there is less possibility of sharing materials with other teachers. Tape recorders, film strips, and other modern audio-visual materials should be available in locked storage cabinets for the exclusive use of the teacher and students. This prevents

the teacher from having to go on a "scavenger hunt" throughout the hospital each time she needs audio-visual equipment. Other equipment typical of self-contained classrooms is also desirable.

State Aid

Seventy-five per cent of the actual cost, but no more than a specified amount per teacher, is available through state aid for state approved special education program administered by a public school for physically handicapped, hospitalized children and youth.

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Personnel

Only qualified physical and occupational therapists may be employed for reimbursable public school programs. According to the State Rules and Regulations governing such programs, "Occupational and/or physical therapists for such programs shall have completed a minimum of a bachelor's degree in their respective therapy from a university or college approved by the Council on Medical Education of the American Medical Association."

Eligibility
for
Treatment

Physical and occupational therapists may provide only treatment for those children from birth through twenty-five years of age who are diagnosed by medical specialists as stated in the State Rules and Regulations as follows: "Pupils to be enrolled in this program shall be examined each year by a member of the American Board of Orthopedic Surgeons, or its equivalent, and they shall be found to have a crippling condition."

School
Policies

Physical and occupational therapists who work in schools should adhere to the administrative policies governing other school personnel including the length of working days, etc.

Suggested
Types of
Services

Treatment may be carried out in the physical therapy room provided by the school and every effort should be made to coordinate treatment objectives in the classroom and in the home.

When space is available, physical therapists should be encouraged to travel to various schools within the district operating the program so that individual children who do not need special class placement, may receive necessary physical therapy services.

If time permits physical and occupational therapists should offer their services to children from birth through twenty-five years of age on an outpatient basis.

Number of
Children
to be Served

The number of children to be served will vary according to individual diagnosis and recommended treatment. Whenever possible, children with similar treatment needs should be grouped for services.

Schedule for
Treatment

The schedule for treatments should be developed cooperatively with each child's teacher with the understanding and cooperation with the building principal.

Medical
Records

Individual medical records should be kept current and up to date and should contain necessary information about treatment and prescribed diagnosis. Monthly progress notes should be in each individual's file. Copies of correspondence and reports to the child's physician should be made for the cumulative files and available to teachers and other professional workers at the discretion of the building principal.

Functional
Training

Teaching functional training on an individual basis such as learning to eat, to dress, etc., is a responsibility of both the physical and occupational therapist. The cooperation of the teacher and the family in these activities is paramount to insure acquisition of these skills. However, when physical and occupational therapists carry out the teaching of functional skills during their noon hour, their lunch time should be adjusted accordingly.

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Board and Room Provisions for the Physically Handicapped

1. It should be clearly understood that the parents, not the school, are responsible for foster home placement of the physically handicapped child.
2. The school may recommend special education placement which requires rooming and boarding away from home, but the parents place the child in a foster home. The law permits the parents to place the child in a licensed home anywhere in Michigan when no special education program is available in the child's home school district. In such cases the fee for such placement is arranged between parents and the licensed home.
3. Payment for room and board under Act 191, Public Acts of 1949, is reimbursable to the sponsoring school district only when the physically handicapped child is placed in a licensed home, or in the home of a blood relative.
4. Local school superintendents should write to the Superintendent of Public Instruction and request Form SE-22 to apply for state aid indicating that each foster home for which an application is made has been studied by one of the local offices of the Department of Social Welfare and that a copy of the study is on file in the school. For the protection of the school this application should be completed prior to the final agreement between the parents and the foster parents.
5. A list of licensed homes may be available locally. In that case, the parents may wish to choose a home from that list.
6. Homes of relatives by blood or marriage are exempt from licensing, but the school board may ask the local social welfare worker to look into the situation in any foster home.
7. All licensed homes are under continuous study. Teachers can be most helpful in interpreting home conditions to the social welfare worker and vice versa. Such cooperation is desirable and should be encouraged.
8. In certain instances appropriate placement agencies or the court will place children in foster homes. Such arrangements are acceptable, also.
9. Whenever feasible and possible, children should return to their own family home on week-ends and vacations.
10. Room and board is furnished only during the time such pupils are enrolled in another school district, because their local school district does not provide a special education program which meets at least minimum state approval.

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1. Finding the Children for the Program

Classroom teachers, psychologists, principals, nurses, and parents will usually refer children who are not achieving, but who appear to be average, near average, or above in intelligence. These pupils are often non-conformists and do not seem to fit into regular class group instruction. They may not even respond well as individual pupils and are often distractible, confused, irritable, and unpredictable, etc.

2. Eligibility for Programs for the Otherwise Physically Handicapped

Each pupil must be examined annually by an internist, neurologist, or pediatrician who is a member of his respective American Board, or its equivalent, and if cerebral dysfunction is indicated and psychiatric services are made available if needed. Only pupils testing as average, near average, or above average in intelligence with diagnosed learning deficits, shall be served by special class or teacher counselor programs for the otherwise physically handicapped.

The local school superintendent shall designate a multi-disciplinary planning committee which shall review all findings and recommend to him what type of educational placement seems appropriate for the children.

3. Personnel

Each teacher employed for this program must meet the requirements for teaching the otherwise physically handicapped of the State Board of Education. Teacher aids can be used for preparing materials, etc.

4. Program

The instructional program for these children should be geared to the particular learning problems of each child and materials used should be prepared or purchased on the basis of the needs of the children enrolled. The professional educational planning team should also be utilized to aid and support the teacher in planning for individual children. As soon as the special teacher recommends dismissal of a child or transfer to regular classes, the planning team should aid her in making these changes in placement or give sufficient evidence that this cannot or should not be arranged.

5. Facilities, Equipment and Supplies

A self-contained classroom located in a quiet part of the building away from indoor and outdoor distractions is desirable. Some method for isolating children for instruction should be made available. This type of arrangement need not be the building of permanent cubicles, but the utilization of screens, heavy furniture, etc. to afford necessary isolation for instruction of children who need this type of treatment.

Room decorations such as floral drapes, open shelves, cupboards, etc., should be eliminated in favor of "A place for everything and everything in its place".

A work space not visible from the classroom would be desirable so the teachers' aid and teacher can make materials and leave their work and return to it without having to put it away between work periods. Such a space should be well-lighted and ventilated and equipped with a work table and chairs of suitable heights for the adults who are to use them. A pencil sharpener, ruler, drawing pens, scissors, paints, paste, paper, a paper cutter, and a work bench with simple tools would be a desirable addition to such a work space.

Lockable cupboards are recommended for storing commercially made materials, books, puzzles, and other instructional aids. No materials should be visible in the classroom except those being worked with at the moment by both teachers and children.

Opaque window shades which can be firmly fastened are also a must for this type of room. If a choice of floor cover is available, carpet in a neutral color is very functional for this type of room. Preferably, noisy clocks and bells should not be used in this type of room. Neutral or cool pastel tones should be used to decorate the walls, and woodwork. Furniture should be light, movable, and suitable size for the pupils using it.

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Eligibility

Summer special education programs are for children with physical handicaps or speech defects who have not been enrolled in special education during the prior year. The same age range and certification requirements apply to summer programs for all special education programs for the physically handicapped and speech defectives which are operated during the regular school year. (See Rules and Regulations Governing the Education of the Deaf, Hard of Hearing, Blind, Partially Seeing or Otherwise Physically Handicapped, and Speech Defective as published by the Department of Education, Lansing, Michigan.)

Philosophy

State aid for summer programs is provided primarily for pilot studies to demonstrate need for special education services in certain communities to offer summer or day camp possibilities, to give opportunity for certain children to be studied carefully before enrollment in special education programs, to offer early preventive services so younger children can be habilitated sufficiently well to attend regular classes, and to demonstrate new ways of organizing special education programs. At no time should these summer programs be used as emergency special education services in lieu of continuous programs during the regular school year.

State Aid

Any public school district or combination of districts will receive actual cost up to \$3.00 per day per physically handicapped child enrolled in summer programs approved by the Superintendent of Public Instruction. Application SE-23 should be used to secure approval for state aid for summer programs. These should be filed with the Consultant for the Physically Handicapped, Department of Education, Lansing, Michigan.

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Children Who Need
Speech Correction

It is estimated that $3\frac{1}{2}$ to 5 per cent of all school children need special help with their speech because it is so different or uneven that communication is seriously faulty or inefficient. These speech difficulties can be classified roughly as follows:

Kinds of Speech
Problems Served
Under the Speech
Correction Program

1. Omissions or substitutions of sounds
2. Noticeable and repeated speech interruptions even when continuous speaking is intended or repetition of sounds, words, phrases, or sentences
3. Malformations of structure of speech organs such as cleft palates
4. Meaningless jargon or no speech at all
5. Hearing impaired

Preliminary Survey.
State Aid. Certifi-
cation of cases.
No. of Children
Served by Speech
Correction Teacher.

A preliminary survey by all teachers in the school will give a rough idea of the number of children needing speech correction. The state of Michigan pays the local school a flat allowance per speech correctionist per year, but no more than 75% of the actual cost for each speech correctionist who serves no less than 75 children and no more than 100. Children should receive an average of one hour per week of instruction either in a small group or on an individual basis. Some may need individual assistance. Children are usually grouped for speech correction on the basis of developmental level, not according to defect. Sometimes, conferences with parents or others may aid the child more than direct instruction and such meetings may be counted as direct instruction.

Housing Speech
Correction Programs.

It is advisable that speech correction centers be located in areas where most cases are discovered or the greatest concentration of severe defects exists. Whenever possible a community school or combination of schools should employ the speech correction teacher. When this is impossible, intermediate school districts may offer such programs. The speech correction room should be of adequate size to accommodate classes of varying numbers, (at least 12' x 15'), located in a reasonably quiet part of the building, and be available for use during the periods for which it is scheduled for speech correction. New school building plans should include a room for speech correction. It should be equipped with a large mirror, blackboard, storage space for teaching materials and equipment, and furniture of the correct size to accommodate the various age groups who will use it. Some schools provide a petty cash fund so that the speech correctionist can purchase new instructional materials all during the year, so that toys, etc., can be replaced often enough to offer variety and interest for the children.

Coordination Days

In planning speech correction schedules, it is well to keep at least a half day per week free from scheduled classes so that this time may be used for coordination with classroom teachers and parents. It would be even more desirable to reserve a full day each week for staffing cases, giving individual assistance to children with long term speech defects such as severe stuttering, severe spasticity, marked cleft palate disability, or seriously delayed speech.

Staff Meetings

Since speech correctionists often work in small school districts where they are the only such teacher, it is advisable that some plan be worked out so they can meet regularly with other speech correctionists in the area to share professional problems. In larger districts speech correctionists profit from informal meetings with other such teachers in the district.

To avoid isolation, speech correctionists should meet with classroom teachers also to discuss problems related to the entire educational program.

Applications for State Approval of Speech Correction Program.

Applications for State Approval for Speech Correction Programs, Form SE-18, should be requested from the Department of Education at the time the program is initiated and for every subsequent year for which state aid is to be sought.

Certification of Speech Correction Teachers

The educational background of the speech correction teachers should be evaluated by the university in which the correctionists are enrolled and recommendations for approval should be made by that institution to the Department of Education in advance of their employment in the fall.

Consultant Service

Consultant services for speech correction programs are available upon request to the Department of Education or to one of the following university or college speech clinics:

1. Central Michigan University - Mt. Pleasant - Keith Maxwell
2. Eastern Michigan University - Ypsilanti - David Palmer
3. Michigan State University - East Lansing - Herbert Oyer
4. Northern Michigan University - Marquette - Dale Lundeen
5. University of Michigan - Ann Arbor - Harlan Bloomer
6. Wayne State University - Detroit - George Kopp
7. Western Michigan University - Kalamazoo

FINDING THE SPEECH DEFECTIVE CHILD

When a school speech correction program is being considered, the aid of the classroom teachers should be enlisted in determining how many and which children are eligible for the service. Such a preliminary survey is relatively simple for any teacher who understands certain basic principles that are functional in so-called "normal" speech.

Complex and technical descriptions of speech deviations are not essential to adequate cooperation of the classroom teachers in finding children who need speech correction. The teacher should thoroughly understand a sound definition of speech defects and should then consider the speech of the children in relation to it.

Speech functions are mainly for the purpose of communication. If speech is so different or so uneven that the communication is seriously faulty and inefficient, the speech needs some kind of correction.

The teacher will find that she is already familiar with the general speech characteristics that are represented in her group. These may be classified under four headings:

1. Articulation. Articulation difficulties are characterized by omission and substitution of sounds as well as difficulty in joining or blending sounds in words. For example, the child may say "ca" for "cat" or "tat" for "cat".
2. Stuttering. Stuttering is characterized by noticeably and repeatedly interrupted speech even when the speaker wishes and intends to continue. For example, the child may completely stop or block and be unable to make a sound or he may repeat sounds, words, phrases, or sentences.
3. Organic difficulties. Organic difficulties will be characterized by malformations of the structure of the speech organs. For example, the child may be born with a cleft palate.
4. Language difficulties. Language difficulties are noticed in children who hear and understand language perfectly but who speak a meaningless jargon or who do not speak at all. For example, they may use only isolated words in an attempt to express their ideas.

CERTIFICATION OF SPEECH CASES

From time to time questions are directed to this office relative to certification procedures for speech correction. The following information may be helpful in clarifying some of these questions:

1. The deadline date for certification of speech cases is December 13 for each school year.
2. If a local speech correctionist holds a Master's degree and has at least five years of teaching speech defectives, he may certify local cases for state reimbursement. Certifier's fees are not reimbursable when a local correctionist certifies.
3. If the local speech correctionist does not have a Master's degree and five years or more of teaching speech defectives, the local school superintendent should employ a certifier from one of the Michigan colleges or universities preparing speech correctionists. Such certification fees are reimbursable.
4. Planning for, and executing, certification should be arranged between local administration, the correctionists, and/or the certifier. Certification should be completed annually for every child.
5. The certification statement should show actual number of cases and date of examination. It should be placed on file locally, and not sent to the Department of Education.

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1. Finding the Children for Teacher-Counselor Programs

Classroom teachers, principals, nurses, parents, etc., will know which pupils are not so severely physically handicapped as to require special class placement, but need part-time special teaching and counseling in order for them to succeed in their regular classes. Teacher-counselor service should not be considered for pupils who are succeeding in the regular class and having no unique problems at home or in the community.

2. Eligibility for Teacher-Counselor Services

Each pupil shall receive an annual examination by a licensed physician for certifying the diagnosis of a physical handicap except when, in the opinion of said physician, the physical condition is deemed to be chronic, and an annual statement to that effect may be used in lieu of the annual examination.

In addition, the special education planning committee appointed by the local superintendent of schools reviews all available facts about each pupil and, if in their judgment the child can profit from teacher counselor services, he may be assigned to this program.

One teacher counselor may be employed for each 2,500 school memberships.

3. Personnel

Each teacher counselor employed for this program shall hold a valid teaching certificate, and, in addition, he shall be approved as a teacher counselor for the physically handicapped in accordance with requirements prescribed by the Superintendent of Public Instruction.

4. Program

The teacher-counselor for the physically handicapped has a multiplicity of duties which vary in terms of the needs of the physically handicapped pupils they serve.

A large number of the pupils served in this program will have visual impairments. This means that the teacher-counselor will need to be alert to the availability of large type books, low vision aids, tangible apparatus, and sometimes will be asked to locate braille materials for pupils with serious visual impairment who are able to attend regular classes with supportive help. Referral for mobility assistance as needed is also important. Occupational information should be provided.

Other pupils will have hearing impairments, but will be able to attend regular classes with help from a teacher-counselor. The teacher-counselor who has had sufficient background in working with the hard of hearing will assist with speech and language and will offer some help in using of hearing aids. Knowing when to refer pupils who have more serious needs than those which can

be met by the teacher counselor is also a skill needed by the teacher-counselor. In general, profoundly deaf pupils should not be carried on a teacher-counselor case load. These pupils will need help in securing occupational information.

Other pupils will have crippling or other physical problems which require special services such as aid with academic work, because of long hospitalization, arrangements for medical and paramedical services, elimination of architectural barriers, transportation services, etc. Many of these pupils will need help in securing occupational information and goal-planning.

Teacher-counselors may also be called upon to aid and assist the school administrators in recognizing the needs of the severely physically handicapped (deaf, blind, crippled) in their educational service area and may give help and advice in totally educational planning for these pupils including the organization of special class service areas, recruitment of staff, and referral to other needed special education programs. They should also work closely with Vocational Rehabilitation.

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Educational Programs
for Children Who Are Homebound

1. Finding the Children Who Need Home Teaching

Upon request, local health departments will furnish school administrators with information relative to numbers of children having crippling conditions or known to be otherwise physically handicapped and who are homebound. School principals can also be helpful in reporting children who are not in school because of physical conditions. Public and private clinics, parents, physicians, service clubs, etc. often refer these children.

2. Eligibility of Children for Home Teaching

For educational purposes these are children and youth for whom a licensed physician makes a written statement that they are unable to attend school because of a crippling condition or because they are otherwise physically handicapped. Generally, it appears more satisfactory to serve pregnant girls in a group situation in a hospital rather than to give individual instruction in the home. However, individual needs should be considered in planning such programs.

3. Instruction

The home teachers are chosen to prepare for home teaching because they are outstanding regular teachers. Through their visits, a wealth of modern curriculum materials are brought to the homebound. The childrens' homes must be visited for at least two hours per week, but some children need and should have more frequent visits, and the home teachers help to keep their pupils in touch with their classrooms during the time they must remain at home. Sometimes certain children, particularly at the junior and senior high levels, are given school to home telephone service as a supplement to the home teacher's efforts. This device and others such as letter writing, round robin clubs, scouting, etc. often aid the homebound to return to their regular classes more easily. Some students complete their education through home teaching and receive their high school diplomas when they meet graduation requirements. Some of these students eventually are able to participate fully in community living. Others are permanently disabled and will be homebound as adults. For the latter group, the home teacher devises realistic curricula which is appropriate for the activities of daily living at home.

An important part of home teaching is direct consultation with the parents relative to the child's educational and developmental needs. It is imperative to the success of the home teaching program that a responsible adult be present in the home when the teacher is there.

4. Personnel

Each teacher employed for the program shall possess a valid teacher's certificate, a Bachelor's degree, and, in addition, they shall be approved for teaching the homebound who are crippled or who are otherwise physically handicapped.

5. Home Programs Without Special Education Approval

Programs for which special education approval is not available may be set up for individual pupils who receive tutoring from a licensed teacher (without special education preparation) for a minimum of two hours per week. One membership can be obtained for such students if they are reported by the September count date and are not dropped from membership. Their family physician furnishes a written statement that they are physically unable to attend school. In other words, for these children a minimum of two hours per week home instruction is equated for state aid as though the child had been able to remain in school.