

## DOCUMENT RESUME

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AUTHOR Marinelli, Joseph J..  
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## ABSTRACT

A project to assess needs of educable mentally retarded (EMR) children and adults in three Florida counties reports findings and recommendations. EMR population findings show that many of the 224 EMR students have language deficiencies, and that most cluster at 11 and 15 years of age; recommended are early intervention, language programs, and revised secondary curriculums. Data show that the average EMR teacher is married, is confident about providing good relationships, is not confident about curriculum planning and implementing, and is perceived by other teachers as a baby sitter; recommended is more inservice teacher training in classroom techniques, and more teacher action in professional organizations. Job opportunities exist for EMR persons who work independently and remember procedures; recommended are teacher contact with employers, and more vocational training. Few differences are found between EMR and regular classes, and thus few problems preclude integration; recommended are more academic courses for EMR students, and secondary curriculum improvement. Classroom environment assessment shows traditional audiovisual material use, and physical arrangement; minuscule physical development material use, and some language program use; and recommended is the curriculum specialist's attention. Administrative support findings show EMR teachers sharing all teachers' roles and budgets; while the support services of schools and local agencies appear adequate. An index comprising half the document gives data for all assessment phases and includes a summary list of job possibilities. (For related information see EC 052 197).. (MC)

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A SUMMARY OF FINDINGS AND RECOMMENDATIONS  
FOR  
CURRICULUM DEVELOPMENT  
NEEDS ASSESSMENT OF THE EDUCABLE MENTALLY RETARDED  
IN  
BAKER, BRADFORD AND UNION COUNTIES

DEVELOPED BY  
THE CURRICULUM DEVELOPMENT PROJECT FOR THE EDUCABLE MENTALLY RETARDED  
Lake Butler, Florida

SERVING THE  
SCHOOL DISTRICTS OF BAKER, BRADFORD AND UNION COUNTIES, FLORIDA

A Title VI-B Grant of  
The Elementary and Secondary Education Act

JOSEPH J. MARINELLI  
Project Author and Director

PAMELA S. HARRINGTON  
Curriculum Specialist

JULY  
1972

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## PARTICIPANTS

### COORDINATING COMMITTEE

Joseph J. Marinelli	Director, Administrative and Support Services School District of Union County
Pamela S. Harrington	Project Curriculum Specialist
Lucille Payne	Elementary Supervisor School District of Bradford County
Yvonne Stephens	Elementary Supervisor School District of Baker County
Joyce L. Dukes	Project Secretary and Typist

### CONSULTANTS

#### *Evaluation and Management*

Gerald R. Boardman	Associate Professor Educational Administration Teachers' College University of Nebraska
--------------------	--

#### *Content*

Charles J. Feignone	Associate Professor Special Education University of Florida
Cary L. Reichard	Assistant Professor Special Education University of Florida

### AGENCIES

#### *Administrative and Local*

School Board of Union County Lake Butler, Florida	James H. Cason, III Superintendent of Schools
--	--

#### *Cooperating*

School Board of Baker County Maccenny, Florida	Alan Hurvey Superintendent of Schools
School Board of Bradford County Starke, Florida	Thomas L. Casey Superintendent of Schools

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in the three counties

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Florence Jennings  
Yvonne Long  
Linda Lucas

Mellonease McDonald  
Jim O'Neal  
Willie Mac Randolph  
Linda Rockwell

### UNION COUNTY

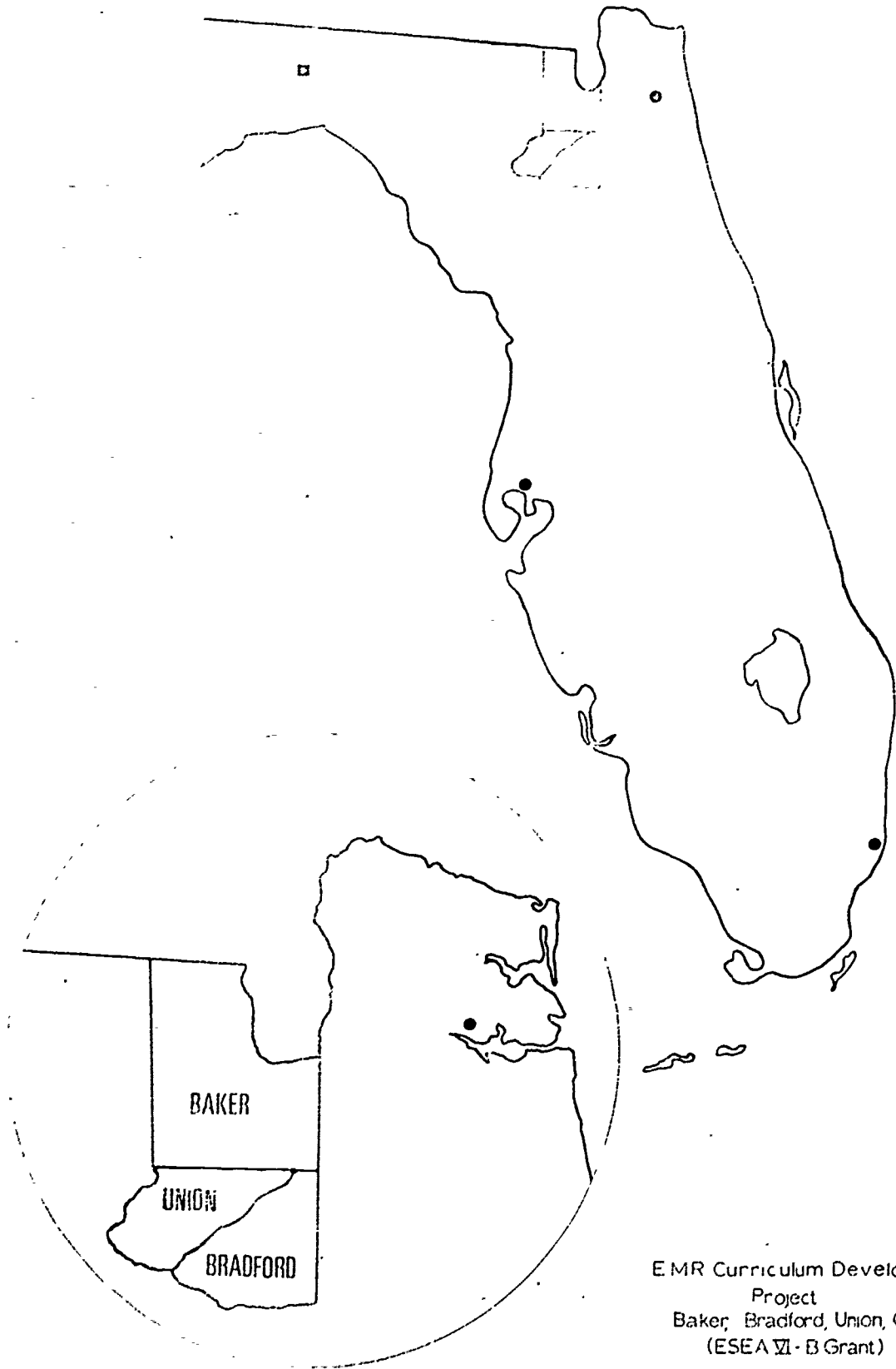
Deanna Dodson  
Geoffrey Grant

Sharon Minshew  
Janice Snodgrass

## TABLE OF CONTENTS

	PAGE
DESCRIPTION OF CURRICULUM DEVELOPMENT PROJECT FOR THE EDUCABLE MENTALLY RETARDED	1
Systems Model	13
INTRODUCTION	17
Functional Flow Chart	19
Functional Flow Network	27
ASSESSMENT OF TARGET POPULATION	29
ASSESSMENT OF TEACHERS	35
ASSESSMENT OF COMMUNITY JOB OPPORTUNITIES	35
ASSESSMENT OF CURRICULUM	37
ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING	41
ASSESSMENT OF ADMINISTRATIVE SUPPORT	43
ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES	47
ASSESSMENT OF LOCAL AGENCIES' SUPPORT	49
APPENDICES OF SUPPORTING DATA	51
I. ASSESSMENT OF TARGET POPULATION	53
II. ASSESSMENT OF TEACHERS	69
III. ASSESSMENT OF COMMUNITY JOB OPPORTUNITIES	83
IV. ASSESSMENT OF CURRICULUM	125
V. ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING	133
VI. ASSESSMENT OF ADMINISTRATIVE SUPPORT	139
VII. ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES AND LOCAL AGENCIES' SUPPORT	147

# COUNTIES SERVED by E.M.R. CUPRICULUM PROJECT



E.M.R. Curriculum Development  
Project  
Baker, Bradford, Union, Counties  
(ESEA VI - B Grant)



DESCRIPTION OF  
CURRICULUM DEVELOPMENT PROJECT  
FOR THE EDUCABLE MENTALLY RETARDED

Only cursory examination of current academic programs for the educable mentally retarded students in the three school districts of Baker, Bradford and Union Counties is needed to expose a variety of curriculum gaps and a duplication of efforts. County staff generalists are assigned to coordinate exceptional child programs. It follows that although these generalists are capable in many areas, they do not possess the expertise to provide good leadership and effective coordination. Training of students in occupational and social skills is provided in varying degrees by each district. As a result, the retarded students generally attempt to participate in their local working communities with some or no salable skills. In addition, their understanding of the importance of interpersonal relationships is minimal or completely lacking. While personnel, possessing general educational skills, attempt to provide the best programs possible, they have no way of knowing the results of their efforts. In short, little evaluation of programs is attempted during the course of the programs, and none at all is tried after the child has left the school environment.

An HESEA Title VI-B project proposal was prepared during the summer of 1971 and submitted to the Florida Department of Education with its title and goal: "The Development of a Sequentially Designed Functional Curriculum for the Educable Mentally Retarded in Three Rural Counties." The proposal was funded in the amount of \$19,464 from the federal government, and an instructional unit was obtained from the Exceptional Child Section of the Florida Department of Education. The project was to be funded for three years, pending the outcome of its annual evaluations and the writing of continuation grant proposals during each of the two successive years. The staff would be sponsored and housed by the School Board of Union County at its Curriculum Center.

In order to eliminate gaps and weaknesses in current programs and to comply with the project proposal, a full time curriculum specialist in mental retardation was hired who would obtain the services of consultants as needed. To date, consultants have provided advice for the content of the needs assessment and for the management and evaluation of the project. In addition, they are providing appropriate inservice training for teachers of the educable mentally retarded, thus bringing their leadership and expertise directly to the teachers.

A systems model divided into phases (see following page) was developed for planning, implementing, and evaluating the project. The model utilizes a functional flow chart and network for each project objective and specifies the activity, time allocation, and personnel responsibilities for each activity. Four project objectives were delineated as follows:

- I. To conduct a needs assessment of educable mentally retarded students, so that when these needs are fulfilled, they will be able to function adequately in the society of this locale.
- II. To develop broad goals, a curriculum model, terminal and interim student objectives, specific criterion-based student instructional objectives, and suggested activities for the educable mentally retarded. They would cover basic and physical skills and social and vocational competencies in light of needs determined in Objective I. These student objectives developed by a teacher writing team would be divided into the four chronological levels of primary, intermediate, junior high, and senior high units.
- III. To field test the student objectives and to conduct inservice training of teachers on understanding and using objectives along with suggested instructional materials and resources.
- IV. To modify the curriculum in accordance with the data and evaluation obtained during and after the field testing and to write a curriculum guide for each district.

PHASE I - OBJECTIVE I (1971-72)  
Planning and Organizing

1. Statement of mission
2. Development of procedures and instruments
3. Assessment of needs
4. Specification of goals, objectives, and activities
5. Development of a functional flow network

PHASE II - OBJECTIVE II (1971-73)

Specifying the curricular model structure in performance objectives and testable hypotheses

1. Review of literature and research
2. Determination of content and activities
3. Division of content into areas, subareas, or units
4. Division of units into modules
5. Division of modules into units

SYSTEMS MODEL

Developed by the  
Curriculum Development Project for the  
Educable Mentally Retarded

PHASE III - OBJECTIVE III (1973-74)  
Implementing

1. Development of materials and activities
2. Field testing
3. In-service training

PHASE V - OBJECTIVE IV (1972-74)

Modifying, recycling, revising, and disseminating

1. Identification of procedures for accomplishing objectives
2. Identification of needs
3. Description of curriculum writing and field testing process
4. Description of evaluation process

PHASE IV - OBJECTIVE V (1973-74)  
Evaluating

1. Context
2. Process
3. Product

Built into the project are procedures for process and product evaluations. The content evaluation provides a basis for stating the expected change due to the project as a result of efforts by diagnosing and ranking problems and ways to solve them. The process evaluation assesses the content and a procedure are specified as intended and the product evaluation involves determining the extent to which project and student objectives are being attained.

The curriculum specialist conducts the activities required by the project objectives, he is the director, and is the coordinating committee, whereas the part-time director is the one who reports to the project. The part-time director plans procedures and activities and establishes a functional flow chart and network, with the assistance of the consultants and curriculum specialist and with the approval of the coordinating committee. In addition, he monitors activities, chairs the coordinating committee, and handles such administrative details as the expenditure of funds. A coordinating committee is composed of the project director, the curriculum specialist, and the administrator in each district responsible for exceptional child education. It serves as the policy-making body, acts on proposed procedures, activities, and budgets, and reviews all written reports and documents for publication. The committee may appoint consultants upon the recommendation of the project staff.

The project publishes a newsletter periodically for all participants, cooperating agencies, and other interested individuals. For demonstration purposes the project staff has prepared a slide presentation of its activities and has agreed to publish several documents. The following documents published to date are available through the Exceptional Child Section, Florida Department of Education, Tallahassee: Systems Procedure Manual for Conducting a Needs

Assessment, A Survey of Teachers and Curriculum Development, Needs Assessment of the Mentally Retarded in Baker, Bradford and Union Counties, and a Field Test Draft, Student Objectives for the Educable Mentally Retarded.

At present the staff is conducting these activities necessary to accomplish Objective II.

## INTRODUCTION

The purpose of this publication is to present the findings of the needs assessment conducted in Baker, Bradford, and Union Counties, as described in the initial objective of the systems model design of the Curriculum Development Project. Recommendations for modification of the existing program are also included in this document. A needs assessment was conducted to determine the status of the three counties in terms of job opportunities, services available, and programs used in the E.M.R. classrooms so that a curriculum to be developed later would be relevant to the needs of the three-county area.

In order to facilitate communication of ideas in the needs assessment phase, certain terminology was used. Systems model refers to the organizational design of the project. Incorporated into the systems model is the Program Evaluation and Review Technique (PERT). The PERT is of great value in helping clarify intermediate steps which must be followed before a goal may be reached. All activities deemed important for meeting an objective are identified and placed in a PERT flow chart. This flow chart outlines the major events and activities of the objective, as well as naming who is responsible for carrying out each activity, the length of time anticipated for its completion (along with expected beginning and completion dates), and the actual dates when the activities were begun and completed. By examining the PERT flow chart, one may readily evaluate the appropriateness of the original time estimates. He may also infer where problems were encountered during the actual operation of activities. The PERT functional flow network is a diagram which graphically represents all of the activities of the flow chart. The activity numbers are placed along a time frame, with many activities usually occurring simultaneously. Each activity was

color-coded on the flow network for this project's needs assessment phase to clarify the identity of the person or group responsible for its completion. The PERT flow chart and functional flow network for this project's needs assessment objective are included in one section of this document.

A detailed description of the procedure followed by the project staff to accomplish the needs assessment may be found in the Systems Procedure Manual for Conducting a Needs Assessment.

FUNCTIONAL FLOW CHART FOR NEEDS ASSESSMENT - PHASE I

ACTIVITY	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (te)	EXPECTED START	EXPECTED COMPLETION		SLACK (TL-TE)	ACTUAL START	ACTUAL COMPLETION
					(TE)	(TL)			
100-111 (100-110)	Identify present E.M.R. population	Coordinators (Specialist)	1 (4)	10-11	10-12	11-16	25	(10-12)	(10-18)
110-111	Develop class population assessment and referral forms	Specialist	5 (2)	10-12	10-19	11-24	25	(10-18)	(10-23)
111-112	Assess class populations by cumulative record review including additional hand-caps	Specialist	12 (34)	10-19	11-12	1-13	37	(11-8)	(11-11)
112-113	Observe in classrooms	Specialist	5 (22)	10-12	10-18	12-23	45	(10-15)	(11-9)
113-114	Identify population of pupils no longer in E.M.R. programs	Coordinators (Specialist)	9 (17)	10-15	11-3	1-14	45	(1-17)	(2-8)
114-115	Assess jobs of population no longer in E.M.R. program who are considered	Specialist (Special Services)	5 (22)	10-15	10-28	1-14	49	(10-18)	(11-1)
115-116	Assess present E.M.R. population through strategic planning and pupils to the regular school program	E.M.R. Teachers	5 (22)	10-15	10-26	1-14	51	(10-18)	(2-8)
116-117	Report present status of pupils who have left enrollment on E.M.R. program	Coordinators	9 (38)	10-12	10-26	12-9	30	(10-12)	(12-3)
117-118	Distribute referral forms to be filled out by all teachers, collect and compile random sampling from total referral population	Specialist							



ACTIVITY	ACTIVITY DESCRIPTION	RESPON- SIBILITY	DURATION (w)	EXPECTED		SLACK (TL-TE)	ACTUAL START	ACTUAL COMPLETION
				START	COMPLETION			
118-119	Conduct standardized testing of a random sampling of the present E.M.R. population, if necessary	Specialist	27 (13)	10-19	(TE) 12-7 (TL) 1-17	25	(1-10)	(1-27)
118-119	Conduct standardized testing of a random sampling of the total referral population	Specialist	18 (13)	10-25	12-13	25	(1-10)	(1-27)
100-121	Identify teachers of E.M.R. classes	Specialist (and Coordinators)	2 (1)	10-11	10-15	23	(10-12)	(10-12)
121-122	Develop and distribute forms on which all teacher-centered data may be compiled	Specialist	11 (23)	10 13	10-28	29	(10-13)	(11-22)
122-123	State teachers' philosophy of special education for the E.M.R.	E.M.R. Teachers	5 (42)	10 13	11-4	42	(10-21)	(12-20)
122-124	Record educational level and training of E.M.R. teachers	Specialist (and E.M.R. teachers)	5 (42)	10-28	11-4	42	(10-21)	(12-20)
122-125	Assess teacher competence by use of a form and a self-appraisal	Specialist and E.M.R. Teachers	13 (41)	10-28	11-23	29	(11-2)	(1-12)
121-126	Assess teacher competence by use of a supervisory evaluation	Specialist and Coordinators	9 (55)	10-13	10-26	49	(10-21)	(1-6)

ii. Assessment of Teachers

ACTIVITY NUMBER	ACTIVITY TITLE	ACTIVITY DESCRIPTION	RESPON-SIBILITY	NO. OF PERSONS	START DATE	END DATE	STATUS
122-127	Conduct pupil evaluation of E.M.R. teacher by random sampling reactions		Specialist	5 (24)	10-11	10-25	(12-1)
122-128	Assessment of Community Job Opportunities	Interview all voluntary employees in community	Specialist and Secretary	10	10-11	11-3	(12-1)
122-129	Assessment of Curriculum	Interview all skills and workers in community. Determine factors required for vocational jobs	Specialist and Secretary	10 (67)	10-11	11-3	(12-1)
122-130	Assessment of Curriculum	Develop and distribute form (Specialist) for data concerning class time ratios	(Specialist)	(2)	10-12	11-15	(12-1)
122-131	Assessment of Curriculum	Determine ratio of time spent by pupils in E.M.R. program to time spent in regular program. Determine activities and teacher-pupil ratio	Coordinator	3 (19)	10-12	11-15	(12-1)
122-142	Describe present instructional sequence of goals and objectives of each E.M.R. class		E.M.R. Teachers	5 (26)	10-28	11-4	(12-1)
122-143	Determine kinds and extent of instructional equipment available and in use in the E.M.R. Classrooms		E.M.R. Teachers	5 (26)	10-28	11-4	(12-1)
122-144	Determine prevailing instructional method per E.M.R. class		Specialist and E.M.R. Teachers	3 (42)	11-4	11-10	(12-1)

PROJECT NUMBER	DESCRIPTION	RESPONSIBILITY	DURATION	EXPECTED		SLACK	ACTUAL		
				START	COMPLETION		START	COMPLETION	
149-113	Report pupil evaluation method	E.M.R. Teachers	5 (36)	10-28	11-4	32	(10-21)	(12-10)	
149-114	Report requirements concerning graduation from E.M.R. program	E.M.R. Teachers	5 (36)	10-28	11-4	32	(10-21)	(12-10)	
149-117	Differentiate between E.M.R. program activities and regular program activities	Specialist (and E.M.R. Teachers)	5 (28)	10-28	11-4	32	(11-2)	(12-10)	
149-148	Determine incidence of participation of E.M.R. class students in extracurricular activities available to the total school population	E.M.R. Teachers	5 (36)	10-28	11-4	32	(10-21)	(12-10)	
V. Assessment of E.M.R. Classroom Facilities									
149-151	Report allotted space in each E.M.R. classroom	E.M.R. Teachers	5 (34)	11-5	11-12	29	(11-2)	(12-29)	
149-152	Report equipment available in each E.M.R. classroom	E.M.R. Teachers	5 (34)	11-5	11-16	29	(11-2)	(12-29)	
149-153	Complete checklists of consumable items used frequently	E.M.R. Teachers	5 (34)	11-5	11-16	29	(11-2)	(12-29)	
149-154	List furniture in each E.M.R. classroom	E.M.R. Teachers	5 (34)	11-5	11-16	29	(11-2)	(12-29)	
149-155	Report on janitorial services	E.M.R. Teachers	5 (34)	11-5	11-16	29	(11-2)	(12-29)	
149-156	Report on bathroom, playground, and auditorium facilities	E.M.R. Teachers	5 (34)	11-5	11-16	29	(11-2)	(12-29)	

ACTIVITY	ACTIVITY DESCRIPTION	RESPON- SIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION	SLACK	ACTUAL START	ACTUAL COMPLETION
			( $t_e$ )		( $T_e$ )	( $T_L - T_e$ )		
VI. Assessment of Administrative Support	(101-160) (Copy data sheet listing all administrative-oriented functions, see needed)	(Specialists)	( 2)		( $T_L$ )		(10-12)	(10-14)
	(101-161) Identify all administrators	Coordinators	2 ( 2)	10-11	10-13	28	(10-14)	(10-18)
	(101-162) State administrators' philosophies of special education as it relates to the E.M.R.	Coordinators	15 (65)	10-13	11-3	35	(10-18)	(1-17)
	(101-163) Draft organizational chart and job description	Coordinators	15 (43)	10-13	11-3	35	(10-18)	(12-16)
	(101-164) Report relationships of E.M.R. teacher with other personnel in administration	Coordinators	15 (43)	10-13	11-3	35	(10-18)	(12-16)
	(101-165) Identify sources of special education funding	Coordinators	15 (64)	10-13	11-3	35	(10-18)	(1-14)
(121-166) Validate actual decision-making responsibilities of the E.M.R. teachers by reporting the kinds of meetings they attend and their interpretations of how administrators regard them	E.M.R.	10 (42)	10-13	10-27	40	(10-21)	(12-20)	
VII. Assessment of School Supportive Services								
(161-171) Describe pupil personnel services available in the schools	Specialist	21 (34)	10-13	11-11	28	(11-2)	(12-20)	

ACTIVITY NUMBER	ACTIVITY DESCRIPTION	RESPONSIBILITY	DURATION (te)	EXPECTED START	EXPECTED COMPLETION (TE)	EXPECTED COMPLETION (TL)	SLACK (TL-TE)	ACTUAL START	ACTUAL COMPLETION
161-112	Describe other business services available in the schools	Specialist	21 (34)	10-13	11-11	12-29	28	(11-2)	(12-20)
161-113	Describe other special education services available in the schools	Specialist	21 (34)	10-13	11-11	12-29	28	(11-2)	(12-20)
161-114	Describe vocational training available in the schools	Specialist	21 (34)	10-13	11-11 <sup>30</sup>	12-29	28	(11-2)	(12-20)
VII. Assessment of Local Agencies' Support									
180-111	Identify local agencies' support available	Special Services Personnel (and Coordinators)	7 (18)	10-11	10-20	12-1	28	(10-26)	(11-19)
181-192	Describe medical services	Special Services Personnel (and Coordinators)	15 (18)	10-20	11-10	1-4	52	(10-26)	(11-19)
181-183	Describe vocational rehabilitation	Special Services Personnel (and Coordinators)	15 (18)	10-20	11-10	1-4	52	(10-26)	(11-19)
181-184	Describe welfare services	Special Services Personnel (and Coordinators)	15 (18)	10-20	11-10	1-4	52	(10-26)	(11-19)

RESPON- SIBILITY	DURATION (te)	EXPECTED START	EXPECTED COMPLETION		SLACK (TL-TE)	ACTUAL START	ACTUAL COMPLETION
			(TE)	(TL)			
186 Describe parent involvement in E.M.R. educational activities and give a general description of PTA involvement by parents	15 (36)	10-20	11-10	1-4	32	(10-21)	(12-10)
187 Describe non-profit organization support <i>(and Coordinators)</i>	15 (18)	10-20	11-10	1-4	32	(10-26)	(11-19)
191 Summarize findings of target population assessment	5	11-29	12-6	1-17	25	(1-3)	(2-28)
191 Summarize findings of E.M.R. teacher assessment	3	11-23	12-6	1-17	25	(12-13)	(2-3)
191 Summarize findings of the job opportunities assessment	15	11-8	12-6	1-17	25	(1-6)	(1-21)
189-191 Summarize findings of the E.M.R. curriculum and its implementation by use of the E.M.R. classroom facilities, equipment, and supplies	8	11-12	12-6	1-17	25	(12-13)	(1-21)
167-191 Summarize administrative support	11	11-3	12-6	1-17	25	(1-19)	(2-4)
175-191 Summarize school supportive services	12	11-11	12-6	1-17	25	(12-22)	(1-31)
189-191 Summarize local agencies' support	9	11-16	12-6	1-17	25	(12-22)	(1-31)

LINE NUMBER AND DESCRIPTION	ACTIVITY NUMBER	ACTI ON	PROJEC TION	RESPON- SIBILITY	DURATION	EXPECTED START	EXPECTED COMPLETION	SLACK	ACTUAL START	ACTUAL COMPLETION
	191-195	Complete on the	writing of report and assessment	Specialist	(4) 10	12-6	(T <sub>1</sub> ) 1-17	(T <sub>1</sub> -T <sub>2</sub> ) 10	(2-4)	(2-28)
	(195-196)	(Complete a basic manual,	Manual of all projects to be used as a project manual.	(Specialist)	(4)				(2-28)	(3-3)
	(100-192)	(Attention coffee, sites, childr etc.)	Meetings: employer initiation of job board meetings, committee meeting,	(Specialist)	(These activities were of continuous duration throughout the needs assessment phase.)					
	(100-193)	(Plan and co insert and ne	For attend workshops (Specialist) teachers; teacher workshops and state conferences)	(Specialist)						
	(100-194)	(Prepa and si	Project newsletter presentation)	(Specialist)						

All events, activities, and descriptive data correspond to the PERT flow network for Objective I. Those events, activities, and descriptive data which are italicized represent the modifications made during the actual needs assessment procedure.

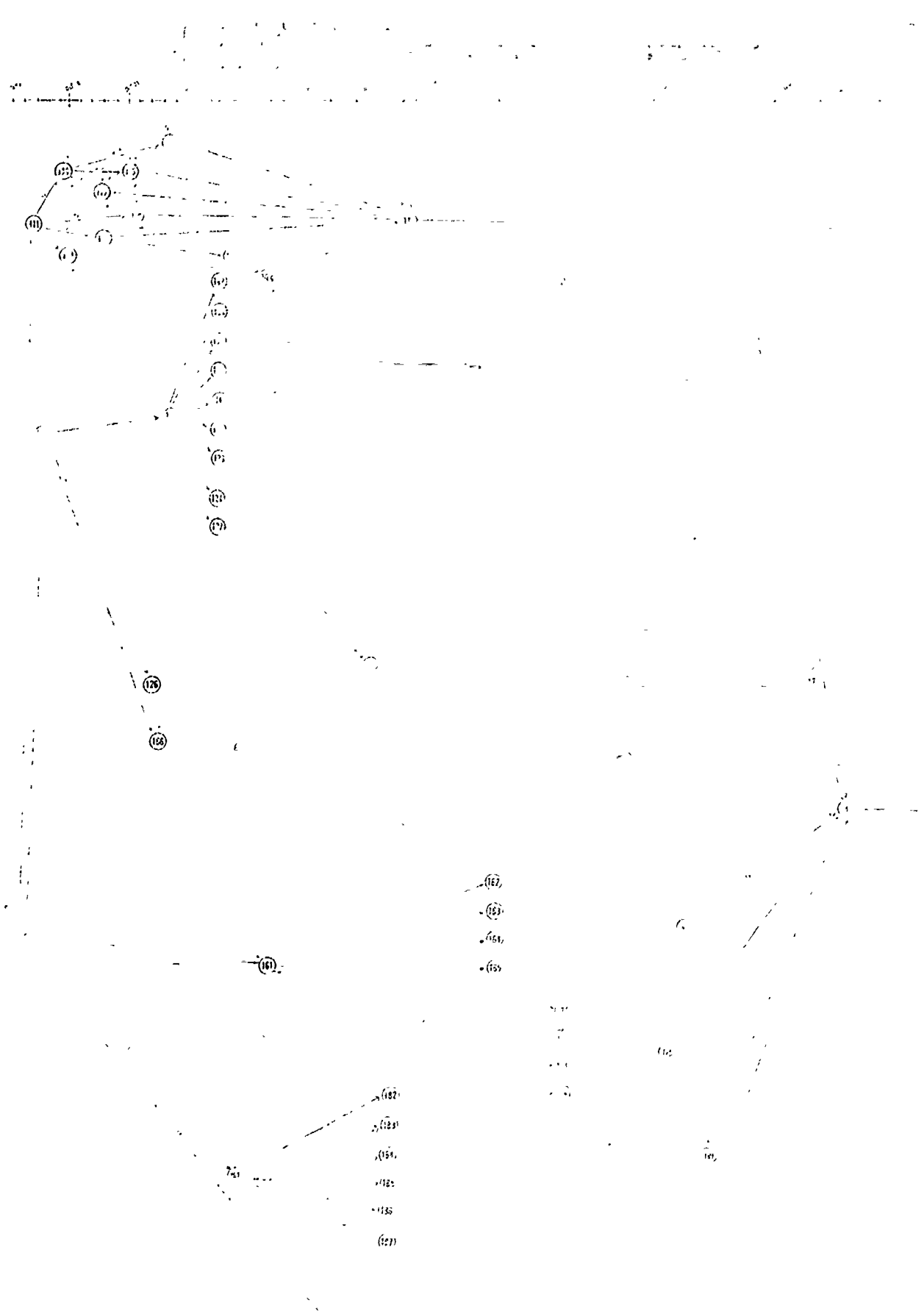


Figure 1. Curriculum Development Project  
 (continued from previous page)



## ASSESSMENT OF TARGET POPULATION

### FINDINGS

The findings of the assessment of the target population include three groupings of subjects: 1) those pupils presently enrolled in E.M.R. classes, 2) those pupils placed in E.M.R. classes at one time but no longer in the special class, and 3) those pupils who have been referred for special education (E.M.R.) services.

Of the total population of 224 students in E.M.R. classes, 57% have I.Q.'s ranging between 60 and 75 and 23% have I.Q.'s between 65 and 70. Six students scored below 50 on I.Q. testing, and two scored above 80. The Wechsler Intelligence Scale for Children was used as a basis for I.Q. placement for 75% of the children in E.M.R. classes, and the Stanford-Binet for 10%. The remaining children were placed in E.M.R. classes on the basis of scores from other individual tests. Almost half of the placement tests were given in 1971, and 95% of all placement tests had been given since 1968. Those children tested before 1969 were being scheduled by county personnel for retesting.

Ten per cent of all children presently enrolled in E.M.R. classes were given a battery of tests for the purpose of identifying strengths and weaknesses in relation to the curricular needs of the special education program. Generally, the students tested within the intellectual range of retarded on both the performance and verbal tests of intelligence. Findings from the tests indicate that many students have language deficiencies which are greater than performance handicaps. A significant number of pupils scored better on the arithmetic section of one test (Wide Range Achievement Test) than on the reading and spelling sections of that same test.

Only five of the 224 children on the E.M.R. rolls are identified by their teachers as having additional handicaps. These handicaps consist of speech disfluencies and emotional "immaturity." As the specialist visited the classrooms and talked with the E.M.R. teachers, she heard numerous comments concerning children who, in the teachers' estimations, exhibited behavior characteristic of an emotionally disturbed child. However, since the teachers did not report these comments, there is no data confirming the exact number of children concerned.

In accordance with national prevalence rates, there were more boys than girls in E.M.R. classes. Bradford County showed the greatest difference with boys outnumbering girls by more than 2 to 1. In Union County there were nearly 2 boys to every girl, whereas in Baker County the ratio was 1 to 1.

Although a tally was not made of the number of black pupils compared to the number of whites in E.M.R. classes, the ratio is approximately 1:1, based on information collected for the project proposal.

There were two distinct age groupings of the present E.M.R. population. The population curve peaked at age 11 and again at age 15. Most of the classes in the three counties are intermediate and senior high levels. One of the units at Baker County High is designated "junior high" and one "senior high," but in actuality the two units take students of approximately the same (senior high) age. In Bradford County a middle school serves junior-high aged children. Union County has junior and senior high units, but both function similarly to those at Baker County High, with little differentiation being made between the goals of the two levels.

The assessment of pupils who are no longer in the E.M.R. program included three categories: 1) those students who had graduated from the E.M.R. program, 2) those who had returned to the regular school program, and 3) those who had dropped out of school before completing an E.M.R. program.

Follow-up of former E.M.R. students was difficult. In the three counties, only two graduates could be identified, both from Bradford County High School. Of course, many more students had graduated from the E.M.R. program there, but the specialist considered the records from only two years. The teacher and occupational specialist obtained an address and employment location for only the two students who had graduated in the previous two years. Baker County's E.M.R. programs have been initiated too recently to have had graduates, and although personnel in Union County stated that students have received diplomas of special education, no easily accessible records could be found.

The two graduates located were both working, and their employers rated high their skills related to academic areas. Skills which the employers considered least adequate were related to good work habits, such as cleaning up the work area, correcting errors, and initiating tasks. Socially related inadequacies were revealed when the worker had to perform efficiently in the absence of supervision, when he had to complete several tasks with directions given orally and without demonstration, and when he had to indicate specifically what was unclear to him before he could attempt to complete a task.

The students who had returned to the regular school program were evaluated. Basis for their return was a retest score on the WISC or Stanford-Binet above the I.Q. range for E.M.R. placement. No other criteria than I.Q. scores are used in any of the three counties for returning children to the regular school program. Nineteen students in the three counties were identified as being returned to regular classes and being presently in school. Three of the nineteen were reported to have occasional inappropriate social responses and low reading ability. The other students were reported to be functioning without serious social or academic problems. Four students were identified as having returned to the regular school program, having graduated, and having subsequently been employed. These four were evaluated by their employers with the same results as the other employed E.M.R. graduates.

Twenty-one students were categorized as having withdrawn from school before they graduated from the E.M.R. program. Information was collected for thirteen of the twenty-one students: seven had moved, and five out of eight girls had married.

Students who might be referred for special education E.M.R. classes were assessed since they might be placed in the classes within the following year. A random sampling of 25% of all referrals made by January 1, 1972 was compiled. These children were given a battery of tests, with the results indicating that most of the referrals had been valid for E.M.R. placement. Summary of the testing results has been discussed earlier in this section.

### RECOMMENDATIONS

The placement procedure for the E.M.R. program appears to comply with state guidelines. Most of the students in E.M.R. classes fall within the I.Q. range of 50 to 75 and have been tested on the Wechsler Scale within the past three years. In addition to the students already in special education classes, the majority of referrals are appropriate for placement purposes.

This assessment has revealed certain areas of need. The population of E.M.R. students is concentrated at the intermediate and senior high level. More service should be provided to primary-aged children who could be identified as early as the first grade. Full-time E.M.R. class participation for primary-aged children might not be necessary, but emphasis in the language area and in discrimination skills would be appropriate.

More differentiation between junior and senior high level classes is needed. Rather than making the junior high class a lesser version of the senior high level, separate goals and instructional materials should be initiated. With better developed primary and junior high programs, the E.M.R. curriculum for each county would become more sequential in nature.

Teachers were concerned about the large numbers of children in their classes who appeared emotionally disturbed. Psychological screening of these children for the purpose of identifying disturbances could be conducted. A referral system for those children suspected of having these disorders would need to be initiated in each county.

The results of the random testing reveal the need for a more comprehensive language development program. The fact that a significant number of pupils scored higher on the arithmetic section than on the reading and spelling sections of the Wide Range Achievement Test indicates that there should be more instruction in language areas in the E.M.R. curriculum. Scores on the Wechsler Scale were also lower in the verbal than in the performance section.

A well organized follow-up program for graduates from E.M.R. classes is essential for curricular feed-back which might result in modifications. The high school level teacher should work with the vocational counselor to remain in contact with as many graduates as possible; they could offer occupational counseling and assistance when necessary so that the student's transition from school to a self-supporting role might be smooth and successful. A post-school level could be incorporated into the curriculum model so that the E.M.R. graduate could continue to receive guidance in meeting the challenges of living as a responsible citizen in society.

Results from the San Francisco Vocational Competency Scales completed by employers of former E.M.R. students were generally favorable. The major deficiency they revealed, which might be ameliorated by an improved curriculum, was the student's independent working habits. Not only should the student be able to complete several tasks in sequence after receiving only verbal instruction, but also he must learn to identify the supervisor whose help he could seek for task completion. Seeking help when needed is a form of independence, for judgments must be made by the student as to when he should seek help and to whom he should go.

Several conclusions arise from the findings that most of the students who had been returned to a regular school program from the E.M.R. class performed adequately in the regular class. Either the regular program is so similar to the E.M.R. program that the students find no real change in their challenges, or the students were not correctly placed in the E.M.R. class originally. The specialist would tend to accept the latter conclusion. Evidence from the random testing did reveal that placement procedures are an improvement over earlier systems, thus, fewer students should be taken from a self-contained E.M.R. class and thrust back into the mainstream with little preparation.

Most of the girls who had withdrawn from school before completing the E.M.R. program were married and at home with children. If these findings can be taken as indicators of a stable pattern, much emphasis should be placed on homemaking and child care skills for the girls in the junior and senior high level classes. The homemaking skills should be integrated into the established areas of curriculum.

## ASSESSMENT OF TEACHERS

### FINDINGS

Three basic assessments were made of the seventeen teachers of E.M.R. classes in the three project counties. The teachers provided data on information and self-appraisal forms. In addition to the information gathered from the teachers, supervisory personnel evaluated the teachers. Finally, the curriculum specialist visited each teacher in the classroom to observe the characteristics of each one and compile a precise picture of the project teachers. It is interesting to examine the results of the information provided by the teachers, specialist, and supervisors and to make comparisons where discrepancies exist.

The average E.M.R. teacher is a married woman who received her Bachelor of Education degree from a Florida institution within the last five years. She feels confident in her ability to create warm and productive relationships with her students, and she considers herself flexible, able to work well with others and to adapt her lesson plans to unforeseen changes in circumstances. Classroom functionings are generally under her control, and she considers the example she sets for her students to be a good one. She feels least capable of planning and implementing a curriculum. The setting of goals relevant to her students' needs is a problem to her, and she does not think that she is provided enough opportunities to increase her professional knowledge.

The average teacher's philosophy of education concerning the E.M.R. reflects a desire to provide a supportive environment in which social skills and occupational competency may be fostered. Academic areas are important to her, at least in theory, only when they relate to the goals of social and occupational skills. She receives cooperation from her principal which is laissez-faire in nature as long as there is no interference with other school programs. The other faculty members see her in a positive light, but they generally feel that special education is mainly a "baby-sitting service," with the special education teacher being endowed with saintly qualities.

The positive comments far outweighed the negative ones on the evaluations of the E.M.R. teachers by supervisors. Generally, supervisors were pleased with the quality of the teachers. Those supervisors who did not feel the teachers were excellent or very good at least thought they were doing as well as expected considering the obstacles with which they were confronted, such as lack of certification, a very small room, or an unsympathetic principal. The physical appearance of the room and behavior management ability were the two most prominent criteria used for evaluating the teachers, although the variety of materials and their use were also considered important. The supervisors indicated to the specialist that if the teachers would evaluate and request instructional materials which might be effective in the classroom, they would try to find money in the budget for purchasing some of these materials.



The evaluation made by the specialist and the self-appraisal by each E.M.R. teacher produced many similarities. In the areas of personal characteristics and relationships with other professionals, both evaluators made positive comments. The area of subject knowledge was rated as being deficient by both the teachers and the specialist.

In evaluating classroom functioning, a majority of the teachers generally saw themselves as being in control of their classes. Similarly, they felt they were utilizing a variety of instructional techniques and grouping situations. The specialist, on the other hand, observed little variety in the activities in many classes. She noted that small allowance was being made for individual differences, and that in those classes with discipline problems, there was almost no use of effective behavior modification techniques. These teachers relied heavily upon verbal reprimands for obtaining improved behavior, but few used positive verbal reinforcements with any consistency. Only five teachers used any kind of token reward system, and these teachers maintained good discipline.

There was some inconsistency in one area in particular. On the self-appraisal form, the majority of the teachers checked that they felt the instructional goals they set for their students were relevant to the students' life goals. Yet, when the specialist asked the teachers what they thought the students would be doing after they had left school and what jobs they would have, very few could answer these questions.

### RECOMMENDATIONS

The major recommendations concerning improvement in the quality of teaching in the E.M.R. classes are related to curriculum planning. Most of the teachers felt least confident in their curriculum planning, especially in setting goals. A complete curriculum, based on a sound assessment of community job opportunities, would provide goals and student objectives relevant to the students in each class. This curriculum would free the teacher to design classroom activities and methods of instruction for meeting the goals already given to her. Inservice training in use of the curriculum would give the teachers an opportunity to increase their professional knowledge and to share ideas for a greater variety of activities and materials used in their classrooms. A useful curriculum would complement the many positive characteristics which the E.M.R. classes and teachers already display.

Inservice training in classroom management techniques would improve discipline in those classes where the teacher cannot teach because of children with behavior problems. Verbal reprimands should be replaced by positive verbal reinforcement and, in certain instances, a token reward system.

In addition to participating in inservice meetings, the teachers should be encouraged to attend such professional organizational activities as the Council for Exceptional Children Chapter meetings. A local chapter of C.E.C. might be formed (the project counties are currently affiliated with the Alachua County chapter).

## ASSESSMENT OF COMMUNITY JOB OPPORTUNITIES

### FINDINGS

Based on the assessment of employment opportunities in each project county, a list was compiled of all potential employers which included not only the employer's name and his business location but also a brief summary of job activities and the personal characteristics required for successful employment. The complete list of employers in each county may be found in the Appendix.

The greatest number of employing firms in the area are in the sales category. Personal services businesses are also numerous. The number of employing firms rather than actual employment positions have been listed. Thus, although such relatively small business concerns as beauty and barber shops are more numerous than agricultural, manufacturing, or construction companies, the larger companies would be more likely to hire a greater number of graduates from E.M.R. classes.

The following personal characteristics are of particular significance as requirements for employment. The worker is required to exhibit an ability to work independently from constant supervision or guidance, remembering correct procedures and following them without reminders. In addition, the worker must use care in those activities which pose personal hazard. Stamina and sociability ranked high in the list of desirable personal characteristics.

### RECOMMENDATIONS

There would appear to be a sufficient number of employing firms in the three counties to provide at least training opportunities in the areas of employment identified. The E.M.R. teachers should make personal contacts with various employers in their local communities, explaining the types of programs they would like to conduct and enlisting the cooperation of the employers in placing students for on-the-job training. By cooperating with the local employers and school vocational counselors, and by using the curriculum developed by this project, the E.M.R. teachers should have all of the necessary resources for initiating and maintaining an effective work-study program.

Preparation for jobs in the agricultural area would be appropriate in this locale because many job positions are available with dairies, farms, and nurseries. The other area of emphasis for vocational training would be personal services. Girls, especially, will find employment opportunities in local motels and restaurants. If facilities are not planned for training students as domestic helpers or as service station workers, the senior high teachers should try to obtain equipment for use in the classroom or school so that the students will receive relevant simulated job experiences.

The findings of a survey made to discover how well former E.M.R. students performed in job situations revealed that many were unable to follow a series of verbal directions without demonstration and to maintain high efficiency in the absence of supervision. Indeed, the personal characteristic required most often for the jobs available in the three counties was the ability to work independently from constant supervision or guidance, remembering correct procedures and following them without reminders. It is obvious that these social skills must be stressed at all levels of the E.M.R. curriculum.



## ASSESSMENT OF CURRICULUM

### FINDINGS

One of the concerns of the curriculum assessment was the ratio of time E.M.R. students spent in their special education classrooms versus time spent with their peers in the regular program. Of the units involved in the project, only Baker indicated that all E.M.R. classes are full time. On the elementary level, all of the classes are completely self-contained. The children receive music, art, and physical education, as well as lunch and library time, but all of these activities are participated in by the entire class as a group. The secondary units send their students out of the E.M.R. class from one to two hours during the day. Some E.M.R. students are enrolled in art, home economics, and clubs apart from the entire E.M.R. class, but this outward flow is only a recent trend. The elementary teachers felt that integration into some non-academic areas of the regular class would probably be accepted by other faculty members and students because they emphasize social skills rather than intellectual capacity.

Bradford County has a wide variety of class levels and structure. There are only two full-time E.M.R. classes, and these are on the elementary level, serving children in grades 2 through 6. Even though these two classes are considered full-time because the children spend more than half of a day with the E.M.R. teacher, some of these children attend activities with other classes as well. At the elementary level the E.M.R. pupils participate in art, music, physical education, lunch, and homeroom, and in many instances they are with children of other classes. The high school has a new vocational-technical building where many of the E.M.R. students attend a variety of vocationally-oriented courses. On the high school level, especially, a significant number of E.M.R. students attend many different academic classes with their peers. These subjects are mostly basic courses, geared for the "below-normal" I.Q. students. Thus, further integration of E.M.R. pupils into regular classes, if felt necessary, would not present a problem in Bradford County.

The primary and intermediate level classes in Union County are almost entirely self-contained. The E.M.R. students interact with other children when they go, as a class, to physical education, library, and cafeteria. Art and music, however, are provided to the E.M.R. class as a unit. In the high school, E.M.R. students attend classes away from the E.M.R. room in only non-academic subjects.

In many of the schools in the entire three-county area, there are few if any real differences in curriculum design between the E.M.R. program and the regular school program. In general, the E.M.R. teachers use techniques similar to those of any good regular class teacher. A few teachers utilize visual-motor-perceptual materials and the Social Learning Curriculum developed by Yeshiva University.

One curricular recommendation which pertains more to the regular school program than to the E.M.R. program is the provision of more academic classes geared to the student with a low average I.Q. If more of these "basic" classes were offered as part of the regular curriculum, some of the E.M.R. students could be placed or placed with their peers. A teacher could also be assigned to handle special class placement if the student's placement is not appropriate to their abilities. Some of the schools in the project could be asked to provide services of this nature.

The problem of a diploma designed especially for special education students is not easy to solve. The best approach is probably that taken by most of the high schools. That is, a regular diploma is given, with Carnegie unit requirements being met by the modified courses offered in the E.M.R. program. By designating the diploma "Special Education," one is giving the child a label which will remain with him throughout his life in all employment situations.

The tally of class population reveals that most of the E.M.R. units are on the intermediate and senior high levels. More attention should be given to the primary and junior high levels in curriculum. The curriculum to be developed by this project will provide guidance in identifying goals and objectives for these two levels; with an efficient identification system of children requiring placement, excellent programs could be established and existing programs enhanced.

## ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING

### FINDINGS

In order to accomplish a thorough facilities assessment the E.M.R. teachers were asked to complete a checklist of equipment, supplies and classroom space available to them. More than half of the teachers indicated that they had the use of phonographs, television sets, tape recorders, slide projectors, movie and filmstrip projectors, screens, headsets, phonograph or tape recorder, and overhead projectors. Dupl. machines were available in every project school, and refrigerators and sinks were generally accessible.

Other than jumping ropes and balls, physical skills development equipment was not in wide use. Four teachers reported having balance beams, but other motor skills equipment was either unavailable or used only when a physical education teacher took charge of the E.M.R. program for instruction which included use of this equipment. None of the teachers used a consistent physical skills development program, such as those of Kephart or Valett, and only four used Frostig materials for remedial or perceptual motor problems.

Six teachers were field testing the Yeshiva Social Learning Curriculum and perhaps will be more sophisticated than the others during the field testing of the E.M.R. curriculum. In general, the E.M.R. teachers use some type of language development program, predominantly the Pearson Language Development Kit. Scientific Research Associates (SRA) materials are used by a few in language arts. Less than half of the teachers feel that the instructional materials in use meet the needs of their pupils. Several teachers would like to use some of the academic area 'kits' now on the market for teaching reading and math.

The classrooms themselves are all traditionally furnished. There is wide use of chalk, crayons, paste, construction paper, and lined writing paper, but few teachers use photographic supplies or overhead transparencies. Regarding their physical dimensions, one-third of the E.M.R. classrooms are less than 200 square feet in size. One very small room will be replaced next year by facilities in a new school. The other small rooms do not accommodate more than six or seven children at one time. Most of the remaining classrooms are over 600 square feet in size. Junior high service, bathrooms, and playgrounds are available to all teachers. Four classrooms have bathrooms adjacent to them.

### RECOMMENDATIONS

Although materials and activities for meeting objectives will not be stated in the curriculum field test books, the curriculum specialist will be able to make suggestions to the teachers based on her knowledge.

## ASSESSMENT OF ADMINISTRATIVE SUPPORT

### FINDINGS

Organizational charts for exceptional child services outline the chain of authority in each county. The charts, together with a list of all administrators, for Baker, Bradford and Union Counties may be found in the Appendix. In general, the E.M.R. teacher is responsible to his principal concerning administrative matters and to the county coordinator of exceptional child education for some supervision. In Union County, however, final placement of students in the program and program development, itself, is directed at the district level.

On the basis of responses to the Teacher Information data sheet, one may conclude that E.M.R. teachers in the three counties play the same role as other faculty members. In addition to working with parents, other school personnel, and community and state agencies, they supervise their assigned students and keep records of their performances. Most E.M.R. teachers serve on screening committees to evaluate referrals for their units. If the teacher considers a child ready for dismissal from the E.M.R. class, he may recommend it. Test results, together with the willingness of the regular teacher to receive the child back in the class, usually determine whether or not the child will actually be dismissed. In Bradford and Union Counties the special education teachers serve on the E.M.R. placement committee, and their signatures are required on placement recommendations for E.M.R. classes.

Most of the E.M.R. teachers reported that they attended inservice workshops arranged by county or area personnel. The Curriculum Research Education Supplementary Center (CRESC), a multi-county consortium funded by ESFA Title III, acted as the initiating agency for most of these workshops during the last three years. Some teachers also attended area meetings for the Council for Exceptional Children, and several were involved in field-testing the Yeshiva Social Learning Curriculum. Few participated in other administrative functions.

According to most teachers, their principals feel they have a difficult job because of the great number of "disruptive" children in the E.M.R. classes. Others, however, indicated that their principals don't really understand the E.M.R. program and want to keep the class operating at its maximum allowable size. The teachers generally felt that their principals allow them the same freedom for decision-making as any other teacher. The teacher is allowed to make classroom decisions and initiate instructional practices as long as school policies are not violated and other school programs are not disrupted.

In general, funds for special education services in the three counties come from the same sources as those for general educational services. Funds are generated by local, state, and federal taxation. Federal funds for the handicapped, including funds for this Curriculum Development Project, may be received from Title VI-B of the Elementary and Secondary Education Act on a competitive basis through the Department of Education. Additional funds are available from the Vocational Education Act Amendment of 1968 which provides that 10% of all vocational education money must be spent for handicapped children. Teachers, equipment, travel, or any combination of the three may be supported by money from this source.

The three counties have received funds from the E.M.R. as follows:

<u>County</u>	<u>Year</u>	<u>Amount</u>	<u>Purpose</u>
Baker	1971-72	unspecified	equipment for auto mechanics class at graded youth center
Bradford	1971-72	\$5,000	equipment for secondary E.M.P., T.M.P. facility
Union	1971-72	\$8,000	equipment for secondary E.M.R. facility

In 1967 the Florida legislature pledged to meet the needs of all handicapped children by 1972-73. In order to accomplish this mandate the state provided exceptional child teaching units to districts according to the priorities established by the state's Minimum Foundation Program. These units were distributed by the Exceptional Child Section of the Florida Department of Education. Allocation of units to each district has been based on the ratio of total student population to state prevalence figures for the incidence of mentally retarded youth. Before this special program began, however, districts could grant their regular M.F.P. allotment one teaching unit for every 27 students in average daily attendance for exceptional child education. Each new exceptional child unit in 1967 provided \$750 to assist in the purchase of equipment to establish the program. The following is a summary of units for E.M.R. and their sources of funding:

<u>County</u>	<u>Units</u>	<u>Source of Funding</u>
Baker	5	Exceptional Child Education
Bradford	4	Exceptional Child Education
Union	4	Exceptional Child Education

Beginning in 1973-74 units will be allocated to each district on the basis of district surveys which seek to identify the number of exceptional children enrolled in the schools.

The Department of Education also distributes funds according to proven need for the construction of facilities to house exceptional child units. The following summarizes those funds used in the three districts:

<u>County</u>	<u>Year</u>	<u>Amount</u>	<u>Purpose</u>
Baker	1970-71	\$70,000	construction of a facility for secondary E.M.P.
Bradford	1970-71	\$90,000	construction of a facility for secondary E.M.R., T.M.R., S.L.D.
Union	1971-72	\$75,000	construction of a facility for secondary E.M.R.

Each school in Baker, Bradford and Union Counties receives funds to be used for equipment and supplies in each teacher unit. Each decides on the distribution of funds for teacher supplies in his school; the needs of special education teachers are considered equally with those of any other teacher. In Baker County equipment is allocated jointly by the principals and the county staff.



For each county's total teaching units, including the E.M.R., the state provides \$1720. This total includes money designated for supplemental school lunch programs. Funds are provided to the counties in a lump sum, labelled "Educational Improvement Expenses (E.I.E.)." Although used primarily for staff development and inservice education, E.I.E. funds may also enhance the exceptional child program by providing teaching units, inservice education, or materials and supplies. In Union County teachers may receive money to implement experimental programs called mini-projects, for which special education as well as other teachers are eligible to apply. In all three counties exceptional child programs share equally with other areas in receiving benefits from general fund expenditures, e.g. lunch, library, bus transportation.

Each county's philosophy of education for the exceptional child was stated in its Annual Plan for the Provision of Special Education Programs for Exceptional Children and Youth. The three philosophies had many similarities. All philosophies considered the exceptional child as an individual and emphasized his right to receive services, instruction, and programs essential to his becoming a contributing member of society. The philosophies of Baker and Bradford Counties also stated that exceptional children should be included in regular school activities as much as possible. All three philosophies may be found in the Appendix.

#### RECOMMENDATIONS

Most of the recommendations for administrative support center in the area of programming. The return of a child to the school's regular program should be based on the testing of the child by the E.M.R. teacher and additional psychological testing. The decision should then be supported by all teachers and supervisors concerned. Of course, preparation should be made by the E.M.R. teacher so that the child is not suddenly thrust into an unfamiliar environment. Once this preparation has been accomplished, the return of the child should not be determined by the willingness of any one regular teacher to receive him. A willing teacher must be found rather than allowing the child to remain in a program not meeting his needs.

Concerning funding, the only problem felt by teachers was the lack of knowledge of the amount they were entitled to spend for classroom materials and supplies. Each principal should clarify the expenditure of funds to his teachers. Communication between principals and teachers is essential, with the E.M.R. teacher providing most of the information concerning the class activities. Better public relations in many instances would result in more administrative support for programs recommended by the E.M.R. teacher.

## ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES

### FINDINGS

The project counties did not differ significantly in the school supportive services which they offered. In the area of pupil personnel services, all schools had librarians and reading teachers as part of the school staff. Deans of students and guidance counselors were found at the junior and senior high school levels. Only two of the seven elementary schools had guidance counselors. The high schools in Baker and Bradford Counties employed occupational specialists, and Bradford County High also had a vocational rehabilitation counselor who worked with E.M.R. students and graduates.

In addition to these vocational counselors and occupational specialists, the junior and senior high schools in all counties provided classes in business, shop and auto mechanics, agriculture, and pre-vocational training (at the junior high level). Bradford County was utilizing a work-study system in its vocational classes, with some E.M.R. students being eligible for participation. Bradford and Union Counties already had horticultural training, and Baker County was developing classes in horticulture. Baker County also anticipated initiating a work-study program within the next year.

Business services provided in all schools of the project area included school bus transportation, food service, secretaries for school staff use, and custodians.

Every school involved in the project had a class for the educable mentally retarded. Two schools in Bradford County, an elementary school and a middle school, also provided classes for trainable children. The services of a speech therapist were available in each county. Union County had an itinerant teacher for the gifted serving two of its three schools.

One additional special education service provided to one school in Baker and one school in Union County was involvement in the Title III Prescriptive Curriculum in Physical Education for the Mentally Retarded. Teachers of these two classes were members of the project's steering committee, and their students were involved in physical skills testing during the first half of the school year.

### RECOMMENDATIONS

The school supportive services available in all schools having an E.M.R. program are, for the most part, adequate. Although most high schools employed occupational specialists and vocational counselors, every high school should have a teacher or counselor who could work with the E.M.R. teacher to establish an effective work-study program. The curriculum to

be developed by the project includes in its objectives the employment of each high school student at a job in his community. Cooperation between the vocational and E.M.R. classes and elsewhere would make the work-study program more successful.

The addition of services for emotionally disturbed children might be considered in those schools identifying sufficient numbers. The Summary of Target Population contains a more detailed description of findings related to this area of special education.



## ASSESSMENT OF LOCAL AGENCIES' SUPPORT

### FINDINGS

Medical services were made available to all schools through clinics staffed by the Health Department in each county. In addition to a county clinic, a school nurse visited each school, caring for minor problems and making referrals to the clinic. Hearing and vision screening were performed in each school, usually by the speech therapist and nurse.

A variety of welfare services were available in the counties. Attendance officers or aides make reports of absences, but in many cases they also offer family assistance which might remedy some of the causes for absences. Protective service workers were active in Bradford and Union Counties. As of January 1, 1972, welfare recipients in all three counties were allocated food commodities. Later, the counties switched to a food stamp program.

Part of the non-profit organizational support for the E.M.R. program, as well as for other programs in the schools, came from P.T.A. organizations. Of the twelve schools in the project, four did not have a P.T.A., indicating that there is little parental support for school activities in general in these four schools. Six teachers reported no involvement and three teachers, very little involvement in school activities by the parents of E.M.R. students. Of the seventeen teachers in the project, only four felt that the parents of E.M.R. students reflected participation in school activities equal to that displayed by parents of other children.

In addition to the P.T.A., churches and men's clubs were available to give support to school programs. Civitan, Rotary, and Lion's Clubs were the major non-profit service clubs in the three counties. Finally, the local county teachers' associations provided special project support in all three counties.

### RECOMMENDATIONS

Active parental support of the E.M.R. program is a valuable asset in any school. When the interest from parents in school activities in general is minimal, as in many of the schools in the project counties, it is especially difficult to obtain participation in the special class' functions. This is an important concern for the E.M.R. teacher, however, who should make a concerted effort to involve parents as much as possible in E.M.R. class activities. Not only will the parents gain a more realistic understanding of the problems and capabilities of their children, but also they will be available to provide both material and attitudinal support for the E.M.R. program.

Although many resources for E.M.R. teachers exist in all three counties, the teachers seem unaware of their extent. An orientation to all of the service clubs and non-profit organizations in each county should be provided so that the teachers may know where to ask for assistance.

APPENDICES OF SUPPORTING DATA

I. ASSESSMENT OF TARGET POPULATION



MALE/FEMALE RATIO OF STUDENTS IN E.M.R. CLASSES

	Male	Female	Ratio Male:Female
Total E.M.R. Population	102	66	3:2
Total Primary/Intermediate Levels Population	52	46	4:3
Total Middle School/Junior High Population	24	11	2:1
Total High School Population	26	32	8:5
Baker County (Total Population)	36	34	1:1
Bradford County (Total Population)	77	43	9:4
Union County (Total Population)	22	12	2:1

## TALLY SHEETS

### SOCIAL COMPETENCIES SCALE CHILDREN, AGES 3 - 12

Check the mark which the child consistently demonstrates.  
(Number tally based upon population of 73\*)

#### I. Independent Functioning

##### A. Eating Skills

- |           |     |   |
|-----------|-----|---|
| <u>69</u> | 1.  | Feeds self with spoon and fork - neatly.            |
| <u>39</u> | 2.  | Uses table knife for cutting or spreading.          |
| <u>34</u> | 3.  | Uses knife and fork correctly and neatly.           |
| <u>10</u> | 4.  | Is able to order a complete meal in restaurants.    |
| <u>69</u> | 5.  | Drinks without spilling, holding glass in one hand. |
| <u>66</u> | 6.  | Eats soups and solids equally well.                 |
| <u>42</u> | 7.  | Eats food with mouth closed.                        |
| <u>30</u> | 8.  | Does not talk while eating.                         |
| <u>39</u> | 9.  | Uses napkins properly.                              |
| <u>63</u> | 10. | Eats without dropping food on the floor.            |
| <u>62</u> | 11. | Does not play with food.                            |

##### B. Bathing and Cleanliness

- |           |     |   |
|-----------|-----|---|
| <u>67</u> | 12. | Never has toilet accidents.   |
| <u>69</u> | 13. | Washes hands without help, using soap.  |
| <u>60</u> | 14. | Flushes toilet after use.   |
| <u>53</u> | 15. | Washes face alone using soap.   |
| <u>47</u> | 16. | Dresses self (well) alone.  |
| <u>52</u> | 17. | Able to adjust water temperature without help.                                      |
| <u>44</u> | 18. | Keeps self clean without being reminded (skin, nails, underwear reasonably clean).  |
| <u>31</u> | 19. | Applies tooth paste and brushes teeth, preferably with up and down motion.          |
| <u>55</u> | 20. | Has good posture when standing, sitting, and walking.                               |
| <u>32</u> | 21. | Combs and brushes hair well.  |
| <u>55</u> | 22. | Knows the difference between clothing for varying functions and weather conditions. |
| <u>58</u> | 23. | Puts on clothes without help (buttons, zips, snaps, buckles, ties).                 |
| <u>59</u> | 24. | Able to take off clothes without assistance.  |
| <u>42</u> | 25. | Able to tie and untie shoes alone.  |
| <u>56</u> | 26. | Can hang up clothes unaided.  |

##### C. General Independent Functioning

- |           |     |   |
|-----------|-----|---|
| <u>59</u> | 27. | Can go several blocks from school or home without getting lost.   |
| <u>69</u> | 28. | Can find his way around the school building without getting lost. |
| <u>21</u> | 29. | Able to place local telephone calls without assistance.           |
| <u>8</u>  | 30. | Able to use a pay phone.  |
| <u>1</u>  | 31. | Able to use a telephone directory alone.                          |
| <u>33</u> | 32. | Can answer a telephone politely and take a message.               |
| <u>40</u> | 33. | Shows how to deal with simple injuries, e.g., cuts and burns.     |
| <u>57</u> | 34. | Can go to a shop and specify one item.                            |
| <u>56</u> | 35. | Can be sent on simple errands without a note.                     |

\*Some teachers did not participate; others did not complete each item for those students indicated.

## II. Physical Development

- 69 36. No difficulty seeing (with or without glasses).  
70 37. No difficulty hearing (with or without hearing aid).  
54 38. Able to balance on "tiptoe" while bending forward.  
49 39. Able to stand on "tiptoe" for ten seconds.  
64 40. Stands without support for ten or more minutes.  
68 41. Sits unsupported and with good posture.  
71 42. Walks unaided.  
70 43. Walks up and down stairs unaided.  
64 44. Can hop and skip.  
65 45. Able to jump by lifting both feet off the ground simultaneously.  
68 46. Can catch a ball.  
63 47. Can throw a ball overhand.  
68 48. Can run without falling often.  
65 49. Not spastic.

## III. Sociability

- 61 50. Uses phrases such as "please" and "thank you".  
46 51. Talks pleasantly during meals.  
44 52. Talks to others about sports, family, group activities, etc.  
58 53. Listens and can be reasoned with verbally.  
59 54. Is willing to help if asked.  
49 55. Offers assistance to others.  
52 56. Does helpful things for others.  
53 57. Attempts to please others.  
42 58. Shows interest in the affairs of others; is not indifferent.  
40 59. Takes care of others' belongings.  
41 60. Seems considerate of others' feelings.  
65 61. Knows the names of many people around him.  
51 62. Plays cooperatively or competitively with others in group games.  
42 63. Is an active and eager participant in group activities.  
47 64. Shares with others (material possessions).  
49 65. Is not overly jealous of the teacher's or aide's time when he/she is helping another person.  
51 66. Takes turns.  
38 67. Is not overly dependent upon the teacher (is not at the teacher's elbow constantly).  
42 68. Does not always have to be made to do things; has a sense of self-direction.  
21 69. Able to organize leisure time adequately, e.g., hobbies, watching television, listening to phonograph, etc.

## IV. Responsibility

- 58 70. Will pay attention to a task for at least fifteen minutes.  
35 71. Is able to complete a task without constant encouragement.  
34 72. Associates time on clock with various actions and events.  
55 73. Arrives on time for scheduled appointments, activities, school, etc.  
36 74. Very dependable - always takes care of personal belongings.  
37 75. Makes a special effort to carry out responsibility; one can be reasonably certain that the assigned act will be performed.  
44 76. Is a careful worker, not "sloppy" or careless.  
53 77. Stays with the task without frequent redirection.  
45 78. Never leaves place of required activity without permission.  
62 79. Is not absent excessively from routine activities (school).  
67 80. Returns to places where he is supposed to be after leaving, e.g. going to toilet, running errand, etc.

## TALLY SHEETS

### SOCIAL COMPETENCIES SCALE ADULTS, AGES 13 OR OLDER

Check the skills which the adult consistently demonstrates.  
(Number tally based upon population of 51\*)

#### I. Independent Functioning

##### A. Eating Skills

- |           |     |   |
|-----------|-----|---|
| <u>36</u> | 1.  | Feeds self with spoon and fork - neatly.            |
| <u>36</u> | 2.  | Uses table knife for cutting or spreading.          |
| <u>36</u> | 3.  | Uses knife and fork correctly and neatly.           |
| <u>37</u> | 4.  | Able to order a complete meal in restaurants.       |
| <u>35</u> | 5.  | Drinks without spilling, holding glass in one hand. |
| <u>33</u> | 6.  | Eats soups and solids equally well.                 |
| <u>36</u> | 7.  | Chews food with mouth closed.                       |
| <u>34</u> | 8.  | Does not talk while eating.                         |
| <u>31</u> | 9.  | Uses napkins properly.                              |
| <u>34</u> | 10. | Eats without dropping food on the floor.            |
| <u>31</u> | 11. | Does not play with food.                            |

##### B. Bathroom and Cleanliness

- |           |     |  |
|-----------|-----|--|
| <u>35</u> | 12. | Never has toilet accidents.  |
| <u>32</u> | 13. | Washes hands and face with soap and water at appropriate times.  |
| <u>35</u> | 14. | Able to adjust water temperature when necessary without help.  |
| <u>35</u> | 15. | Flushes toilet after use.  |
| <u>32</u> | 16. | Bathes regularly.  |
| <u>33</u> | 17. | Keeps self clean without being reminded (skin, nails, underwear reasonably clean).                             |
| <u>32</u> | 18. | Does not have strong body odor.  |
| <u>32</u> | 19. | Applies toothpaste and brushes teeth with up and down motion.  |
| <u>31</u> | 20. | Teeth are clean and without unreasonable amount of decay.  |
| <u>13</u> | 21. | (For females) Cares for self completely for menstruation without assistance or reminder.                       |
| <u>33</u> | 22. | Has good posture when standing, sitting, and walking.  |
| <u>32</u> | 23. | Clothes fit properly.  |
| <u>32</u> | 24. | Clothing is clean, pressed, and in good condition.   |
| <u>33</u> | 25. | Chooses appropriate clothing for formal and informal occasions, work and play, and various weather conditions. |
| <u>32</u> | 26. | Able to dress and undress unassisted.  |
| <u>33</u> | 27. | Combs and brushes hair well.   |
| <u>34</u> | 28. | Does not wear an unusual or extreme hair style.  |
| <u>32</u> | 29. | Uses a moderate amount of perfume or makeup, (men - hair oil or cologne) when he/she wears it.                 |
| <u>30</u> | 30. | Shaves frequently (women - shaves legs or underarms frequently).   |
| <u>31</u> | 31. | Wipes and polishes shoes when needed.  |
| <u>31</u> | 32. | Hangs up clothes or puts clothes away without being reminded.  |
| <u>34</u> | 33. | Can tie and untie shoes alone.   |

\*Some teachers did not participate; others did not complete each item for those students evaluated.



C. General Independent Functioning

- 33 34. Knows his way around the immediate community without getting lost.
- 27 35. Able to ride on train, plane, or long-distance bus independently.
- 29 36. Able to use the telephone directory.
- 30 37. Can place calls from a pay telephone as well as private telephone.
- 29 38. Answers telephone politely and takes message.
- 30 39. Knows postal rates, can buy stamps from Post Office.
- 27 40. Knows how to deal with simple injuries, e.g., cuts, burns, and knows the values of various common medications.
- 27 41. Knows how and where to obtain a doctor's or dentist's help.
- 26 42. Knows about welfare facilities in the community.
- 27 43. Is able to use banking facilities.
- 31 44. Makes change correctly up to one dollar in coins and twenty dollars in bills.
- 30 45. Shows some ability for budgeting money.
- 29 46. Can go to several shops and specify different items.
- 35 47. No major physical disabilities which hamper normal independent functioning.

II. Sociability

- 28 48. Uses phrases such as "please" and "thank you".
- 30 49. Is sociable and talks pleasantly at meals.
- 31 50. Talks to others about sports, family, group activities, etc.
- 26 51. Can talk another back into good humor.
- 30 52. Listens and can be reasoned with verbally.
- 26 53. Fills in main items on application form reasonably well.
- 32 54. Is willing to help if asked.
- 24 55. Offers assistance to others.
- 25 56. Does helpful things for others.
- 32 57. Wishes to please others.
- 30 58. Shows interest in the affairs of others; is not indifferent.
- 27 59. Takes care of others' belongings.
- 25 60. Directs or manages the affairs of others when needed.
- 27 61. Seems considerate of others' feelings.
- 29 62. Is well informed about others, e.g., classmates, neighbors, etc.
- 29 63. Plays cooperatively or competitively with others in group games.
- 25 64. Initiates group activities (leader and organizer).
- 28 65. Participates in group activities spontaneously and eagerly (active participant).
- 29 66. Takes turns.
- 27 67. Shares with others (material possessions).
- 25 68. Does not try to tell others what to do (in a bossy manner).
- 26 69. Does not demand service from others.
- 26 70. Does not push others around or cause fights.
- 32 71. Is not given to throwing tantrums.
- 25 72. Does not manipulate others to get them in trouble.
- 25 73. Does not interfere with others' activities, e.g., blocking passage, grabbing play equipment, etc.
- 26 74. Does not use verbal threats of others or hostile language, e.g., "stupid jerk", "idiot", etc.
- 34 75. Is not overly jealous of the teacher's or aide's time when he/she is helping another person.

- 29 76. Able to organize leisure time adequately, e.g., hobbies, watching television, listening to phonograph, etc.
- 29 77. Does not exhibit inappropriate interpersonal manners.
- 29 78. Respects person in authority.

### III. Responsibility

- 29 79. Is never late for scheduled appointments, activities, school, etc.
- 30 80. Returns to places where he is supposed to be after leaving on an errand, going to toilet, etc.
- 28 81. Does not disrupt a group activity by talking about unrelated topics, making loud noises, or acting up.
- 31 82. Will pay attention to a task for more than fifteen minutes.
- 33 83. Can tell time well enough to meet appointments.
- 29 84. Is never late for work without good reason.
- 25 85. Never leaves work station without permission.
- 28 86. Is a careful worker, not "sloppy" or careless.
- 28 87. Very dependable - always takes care of personal belongings.
- 27 88. Makes a special effort to carry out responsibility; one can be certain that the assigned task will be performed.
- 27 89. Stays with the task without frequent redirection.

IDENTIFY POPULATION OF PUPILS  
NO LONGER IN E.M.R. PROGRAM

BAKER COUNTY

Izell Smith                      Returned to regular classes; functioning well.  
Immature social behavior.

BRADFORD COUNTY

Gloria Baker                      All students returned to regular classes;  
Shirley Cain                      functioning adequately.  
Paul Cohens  
Gary Corbitt  
Byron Flowers  
Emmanuel Hampton  
Harold Hankerson  
James Hutchinson  
Jimmy Jones  
Ronald Mitchell  
Hembrick Morris  
Michael Perkins  
Thomas Starling  
Buddy Webb  
James Williams  
Kenneth Williams

UNION COUNTY

Tyrone Stoutamire                Back in regular classes at the middle school. Does  
"o.k." in those classes (according to the guidance  
counselor); his main problems are inappropriate  
social responses; last year they had trouble with  
him because he kissed the girls all the time, and he  
was known to be a real extortionist with the other  
students.

Edwin Holder                      Now back in regular classes at the high school; reading  
problems are the basis for his poor grades. His  
parents have done too much for him, even to the extent  
of doing his homework for him (according to the atten-  
dance aide). Needs to be more independent.

GRADUATES

Bradford County

Joseph Gunter                      Employed at Owen-Joist Steel Co. - steel cutter

Freddy Rowe                        Employed at Ralston Purina Company

ASSESSMENT OF JOBS OF POPULATION  
NO LONGER IN E.M.R. PROGRAM  
WHO ARE EMPLOYED

BAKER COUNTY

Roland Bryant	Works on a garbage truck, Glen St. Mary
Marcus Young	Works at Gro-Plant Nurseries

BRADFORD COUNTY

David Sellers	Employed at Bradford County Government Surplus Warehouse
Isaac Turner	Working on construction crew

GRADUATES:

Joseph Gunter	Employed at Owen-Joist Steel Co. - steel cutter
Freddy Rowe	Employed at Ralston Purina Company

UNION COUNTY

None

REPORT DROP-OUT RATE OF PUPILS WHO LEAVE  
BEFORE COMPLETING AN E.M.R. PROGRAM

BAKER COUNTY

Johnny Johnson                      Moved to Live Oak

BRADFORD COUNTY

Arthur Bellamy	Withdrawn
Clara Berry	Withdrawn - Home with child
Francis Broskey	Withdrawn - Moved from area
Roosevelt Carroll	Withdrawn
Betty Jane Cashmore	Withdrawn - Attending night school
Linda Dell	Withdrawn - Married
Michael Denison	Withdrawn
Terry French	Withdrawn
Larry Green	Withdrawn - Moved from area
Tommy King	Withdrawn
Henry Nichols	Withdrawn - Attending Clay High School
Lynn Silcos	Withdrawn
Joseph Whittle	Withdrawn

UNION COUNTY

Jeannie Douglas	Married - Now lives in Lake City
Dianne Gibson	Married
Alfred E. Griggs	Moved from area
Ruth Merle Holmes	Moved from area
Bruce Nichols	Drops out of school regularly, then he will stay at home until his dad kicks him out and tells him to get a job. He hitch-hikes into town, sits around a "Jiffy Store" while trying to get a job; then he will decide to go back to school until the cycle starts again.
Janice Watkins	Married
Kenny Wood	Parents were teachers; moved with them. Believe he is in a "special" school in Texas at the present. Parents are teaching in Live Oak.

## SUMMARY AND CONCLUSIONS OF PUPIL ASSESSMENT

Services from the Department of Special Education at the University of Florida were contracted to test a random sample of pupils in Baker and Union Counties in concordance with Phase I of the VI-B Curriculum Project. The purpose of the testing was to determine the curricular needs of the mentally retarded pupils in this project. The following represents a description of the project and the assessment.

### A. Tests Utilized

1. Wechsler Intelligence Scale for Children
2. Peabody Picture Vocabulary Test
3. Wide Range Achievement Test
4. Illinois Test of Psycholinguistic Abilities
5. Basic Concept Inventory

### B. Procedure

A stratified random sample of pupils from Baker and Union Counties was selected so that varying age groups would be represented. This sample was drawn from pupils presently placed in special classes and pupils who have been referred for special class placement. Each pupil was administered the educational and intellectual tests appropriate for his age levels. (Note: The purpose was not to determine placement of pupils, but rather to identify strengths and weaknesses of each pupil and hopefully draw some conclusions concerning the curricular needs of the special education program.)

### C. Findings

#### 1. Wechsler Intelligence Scale for Children.

- a. A significant number of pupils scored higher on the performance section of the test than on the verbal portion. This concurs with the profile of pupils who have language deficiencies and who are frequently labelled "disadvantaged."
- b. A significant number of pupils tested were Negro. This, again, calls attention to the probability of language differences and the resultant label of "disadvantaged."
- c. A significant number of children scored within the intellectual range of retarded on both performance and verbal tests of intelligence. This essentially means that most of these pupils met the state requirement for placement in special education.

#### 2. Peabody Picture-Vocabulary Test.

- a. This test proved to be reliable when compared to the verbal score on the WISC but not to the performance score. This essentially means that the PPVT is primarily a language-based test. In addition, the results of this test add strength to the diagnosis of the language deficiencies shared by a significant number of the pupils tested.

3. Wide Range Achievement Test.

- a. A significant number of pupils proved to be deficient in the areas of reading, spelling, and arithmetic when compared with their peers of the same chronological age. This is not surprising, when considering the fact that their mental ages were less than average.
- b. A significant number of pupils scored as much as 1 or more grade levels below the level of achievement expected on the basis of their mental age. Mental age is considered the best predictor of academic success. However, these pupils scored significantly lower than the levels of achievement predicted for them.
- c. A significant number of pupils scored better on the arithmetic section of the test than on the reading and spelling sections. This, again, points to the language problems of these pupils.

4. Illinois Test of Psycholinguistic Abilities

(Subtests used - visual closure and auditory closure)

- a. A significant number of pupils scored at levels commensurate with their mental ages on the visual closure subtest, but significantly lower than expected on the auditory closure subtest. This essentially means that the pupils tested with the ITPA were doing well visually but not auditorially.

5. Basic Concept Inventory

- a. A significant number of pupils had obtained a level of concept orientation that would permit them to achieve at a level commensurate with their mental age.
- b. Most, although not a significant number, of the pupils scored lower on the language concepts than on the non-language symbol concepts.

D. Summary and Conclusions

1. If the self-contained class is to be used for a population comparable to the ones tested, the curriculum should initially emphasize language development. Teachers should encourage, accept, and build on the multiple response concept rather than dwelling on specific responses. (Divergent responses emphasized - convergent responses minimized initially).
2. The curriculum should definitely reflect a vocational rather than an academic orientation. This is not to say that academics should not be stressed, but rather that academics should be directly applicable to vocational success. In other words, arithmetic should pertain to the development of concepts concerning money, time, measurement, and life-like problem solving rather than the formal computations of addition, subtraction, multiplication, and division.

3. At the junior high and high school levels, major emphasis should be placed on work-study experiences rather than remediation of academic achievement deficiencies. The total curriculum should reflect a gradual change from vocationally-oriented academics to intensive work experience.
4. The results of this testing program indicate a need for a qualified person to cooperatively work with mainstream teachers as a resource teacher. This person would work with pupils who do not require special class placement but need special and individual assistance in specific academic areas. Children would come to the resource teacher for remediation of learning difficulties or for enriched experiences in deficient areas, with the teacher in some instances prescribing work which might be carried out in the regular classroom. Of the children tested for project purposes, two in particular should receive this kind of service rather than E.M.R. class placement. On the basis of the large number of other children referred for special education services, it can be generalized that a substantial number of pupils presently in the schools' mainstream activities could benefit from a resource-room setting of the type described.



## II. ASSESSMENT OF TEACHERS

SUMMARY OF TEACHERS OF E.M.R. CLASSES

BAKER COUNTY

Baker County High School  
Mrs. Catherine O'Brien  
Mr. David O'Brien

Glen Elementary School  
Mrs. Ruby King

Macclenny Elementary School  
Mrs. Nan Bowen

Sanderson Elementary School  
Miss Ann Lanier (resigned 12/71) Replacement - Miss Marianna Newsome

BRADFORD COUNTY

Bradford High School  
Mrs. Irene Jelson  
Miss Linda Rockwell

Bradford Middle School  
Mr. James O'Neal

Hampton Elementary School  
Mrs. Jean Clark

Lawley Elementary School  
Miss Willie Mae Randolph

Southside Elementary School  
Mrs. Yvonne Long  
Mrs. Linda Lucas

Starke Elementary School  
Mrs. McIlhennase McDonald

UNION COUNTY

Lake Butler Middle School  
Mrs. Sharon Minshew  
Mrs. Janice Snodgrass

Union County High School  
Mrs. Deanna Dodson  
Mr. Geoffrey Grant (resigned 12/71) Replacement - Miss Helene Hoffman

## TALLY SHEET

### TEACHER INFORMATION

(Number tally based on population of 12\*)

1. What was your last degree and when did you receive it?

Bachelor's Degree - 13	1950-60 - 5	In-state college - 11
Master's Degree --- 4	1960-65 - 1	Out-of-state college - 6
	1966-71 - 11	Teaching out of field - 4

2. Briefly state your philosophy of education concerning the educable mental retarded.

Provide understanding and supportive atmosphere ----	2
Provide tools for coping in social interactions ----	5
Develop to potential in academic skills -----	4
Prepare student to be self-supporting -----	3
Help child reach his "potential" -----	3
"They have the same needs as normal kids" -----	1

3. Briefly list your sequence of goals or objectives for this year. That is, what do you hope to accomplish with your E.M.R. class in terms of academic, vocational and/or social skills?

Academic areas skill development (reading, math, science) -	12
Social areas skill development -----	10
Leisure and self-expression activities (art, music) -----	1
Physical development -----	1
Job orientation -----	4

4. What kinds of meetings do you attend that pertain to your role as an E.M.R. teacher?

C.E.C. meetings and conventions --	7
CRESC workshops -----	9
Yeshiva -----	6
Local special education meetings -	5 (all Bradford County)
None -----	1
Observations -----	4

5. How do you feel the administrators regard you in your role as an E.M.R. teacher? (You might include your ideas about how much decision-making power you have, their general opinion about special education, and any other indications of administrative attitudes.)

Cooperative -----	7
Laissez-faire as long as no interference with other programs ---	6
Need more special education, there are "so many" E.M.R. kids ----	1
Not much understanding of E.M.R. program -----	3
No comment -----	1

\*Some teachers made more than one response to some questions.

TEACHER INFORMATION  
Page 2

6. How do you feel the other teachers on your faculty regard you in your role as an E.M.R. teacher?

Positive -----	5
Negative -----	2
No feelings either way ----	1
"Babysitter" -----	3
Saintly -----	2
"They feel sorry for me" --	2
Social reformer -----	1
Remedial teacher -----	1

## TALLY SHEETS

### TEACHER SELF-APPRAISAL<sup>1</sup>

Read the following statements. Put a check under the column you feel best applies to you.\*

#### Key

- Column (1) = I Do Very Well  
 Column (2) = I Do Fairly Well  
 Column (3) = I Do Adequately  
 Column (4) = I Need Improvement  
 Column (5) = Doesn't Apply

You feel that you:

1. Create a warm and supportive environment in which each individual can feel accepted.
2. Influence individuals to perceive that it is worthwhile to accept each other.
3. Influence student-to-student relationships based upon a realistic understanding of each other.
4. Make the effort to see each individual as he really is.
5. Communicate the feeling that each individual is of worth.
6. Communicate the feeling that each individual can develop more worth.
7. Communicate a feeling of trust.
8. Know what your trusting behaviors are (know how you communicate a feeling of trust).
9. Influence students to express themselves in real ways.
10. Perceive yourself as an adequate person.
11. Are careful not to tune people out.
12. Listen well.
13. Realize that you cannot get another person's view while you are expressing your own.
14. Are aware of the effects of your non-verbal behavior upon students.
15. Are able to relate your classroom instruction to your students' real concerns and experiences.
16. Influence students to become more aware of their values.

	Columns				
	(1)	(2)	(3)	(4)	(5)
8	5	2			
6	6	2	1		
4	8	2	1		
8	5	1	1		
8	6	1			
8	6	1			
4	8	3			
3	6	3	1		
4	9	2			
7	5	2			
5	9	1			
8	7				
6	9				
5	7	1	1		
3	7	5			
3	8	3	1		

\*Fifteen of the 17 project teachers completed the self-appraisal - Two had taken leave from teaching duties for health reasons.

FULLY SHEETS  
TEACHER SELF-APPRAISAL

17. Help your students to set goals for their lives which are based upon realistic expectations.
18. Enhance your students' powers of sensing.
19. Influence your students to know when to be dependent upon others.
20. Are confident in your own use of language.
21. Are a good model.
22. Use stated goals to guide you in the selection of curriculum content.
23. Relate the goals in your curriculum to the school's overall goals.
24. Challenge your students without overwhelming them with your curriculum content.
25. Are familiar with a wide variety of methods from which you can choose as you manage students, content, time, space, media.
26. Use methods related to your life style.
27. Are acquainted with the techniques of behavior modification (i.e. precision teaching, operant conditioning, enhancement of self-concept, etc.)
28. Are successful in managing groups of various sizes.
29. Are able to engage in cooperative teaching.
30. Use a wide range of media in your teaching.
31. Get things done within planned time.
32. Are flexible in the use of time.
33. Maintain good discipline in the classroom under normal conditions.
34. Receive adequate stimulation to develop professionally.
35. Maintain open channels of communication with your supervisors.
36. Participate in functions of the school not necessarily related directly to Special Education.

Columns				
(1)	(2)	(3)	(4)	(5)
4	5	5		
2	6	6	1	
4	7	3	1	
7	6	1	1	
6	6	3		
4	4	5	1	
4	4	3	2	
3	5	5	2	
5	3	3	3	
5	5	2		
7	3	1	4	
5	3	7		
6	3	4		
4	5	6		
2	7	2	4	
2	8	3	1	
6	7	2		
4	6	4		
4	6	5		
5	5	5		

<sup>1</sup>The Teacher Self-Appraisal Form contains items that were found in a research bulletin published by the Florida Educational Research and Development Council. The title of this bulletin is "Social Dimensions of the Self as an Open System: A Curriculum Design - Strategies for Implementation." The author, Virginia M. Macagnoni, a professor in the College of Education, University of Georgia, copyrighted her research findings in 1970.

Dr. Macagnoni presented her Teacher Self Evaluation Criteria in five parts. Each part represented criteria she had collected from numerous sources. Persons wishing to study the entire assessment form may find it on pages 34-40 of FERDC bulletin, Volume 5, Number 2, Summer, 1969.

Some items on the form were composed by the E.M.R. specialist.



TALLY SHEETS

TEACHER APPRAISAL\*

General Information - - - E. M. R. Class  
(Completed by the E.M.R. Specialist)

1. What is the general atmosphere in the classroom? Are the students happy? What is going on?

Restless students -----	6	Warmth -----	4
Teacher-centered activities -----	4	Appropriate level activities -----	3
Verbal reprimands -----	5	Good rapport -----	5
Work on inappropriate level -----	4	Interest in work by students -----	6
No variety in materials -----	3	Attractive room -----	2
Inappropriate class goals or materials -	5	Students said they like the class -	10
Students unmotivated -----	3	Students unhappy with class -----	3
Ineffective use of free time -----	4		
Noisy -----	2		

2. What kinds of jobs do the teachers anticipate the pupils being able to find when they leave school, if any?

Custodial -----	11	Motels -----	3
Gas station attendant -----	5	Cooks -----	3
Housewife -----	6	Lumber industry -----	3
Pants factory -----	2	Nurseries -----	3
Farm helper -----	1	Construction -----	1
Meat packing -----	4	Auto work -----	2
Agricultural work -----	3	Pecan work -----	1
Small motor work -----	2	Hospital -----	1

3. What is the prevailing instructional mode of the teacher?

Total class instruction ----	10	Small Groups -----	4
Lecture -----	7	Games -----	1
Individual direction -----	5		

4. What are the differences between the E.M.R. program activities and the regular program activities?

Smaller class -----	4	More materials -----	2
"Watered-down" regular curriculum approach -----	10	Smaller room -----	4
More individualized -----	3	Stress on perceptual-motor skills --	1
Reward system -----	5	Not as good as regular class -----	2
Social development curriculum used ----	6		

\*Number tally based on population of 17. Most teachers were described by more than one statement.

TALLY SHEETS\*  
TEACHER APPRAISAL<sup>2</sup>

	Acceptable	Needs Improvement	Not Observed
<b>A. WORK PLANNING AND EXECUTION</b>			
1. Are his plans in evidence?	4	6	7
2. Are his plans adaptable to changing circumstances?	8	2	7
3. Are his objectives clear?	9	6	2
4. Is the content of instruction up to date and accurate?	16		1
5. Does the material meet a variety of individual differences?	7	10	
6. How well does he give instructions?	14	3	
7. Are the methods appropriate to the learner goal?	10	7	
8. Does he use a wide variety of teaching media?	9	7	1
9. Does he have a wide variety of methods from which he can choose as he manages students, content, time, space, media?	5	9	3
10. Are materials correlated with learning activities-- coordinated in scope and function?	14	3	
11. How well does he give assignments?	14	3	
12. How well does he follow through to assure the assignments are carried out?	14	3	
13. Is there a good balance of different activities, such as motor (physical) development, academics, social skills, vocational training?	7	8	2
14. Is consideration given to learning activities outside of the confines of the classroom?	6	8	3
15. Does he relate content of material to the pupils' real concerns in their world?	6	10	1

\*Number tally based on population of 17.

<sup>2</sup>Some items on the Teacher Appraisal Form were taken from the same source as the Teacher Self-Appraisal (see Footnote 1). Other items were composed by the E.M.R. specialist.

## B. RELATIONSHIPS

		Not Observed		
		Needs Improvement		
		Acceptable		
1.	Students: How well does he -			
a.	Encourage pupil-pupil help?	7	8	2
b.	Encourage new forms of pupil self-expression?	3	6	8
c.	Encourage pupil discipline by using a variety of effective behavior control techniques?	5	9	3
d.	Encourage pupils to accept themselves and others in a variety of situations?	3	7	7
e.	Encourage pupil self-motivation?	8	6	3
f.	Involve all pupils in classroom activities?	10	7	
g.	Appraise and constructively criticize pupils?	13	3	1
h.	Demonstrate a positive attitude toward his pupils?	12	4	1
i.	Encourage pupil self-understanding of his assets and liabilities?	3	5	9
j.	Admit own error?	7	2	8
k.	Create interest in and enthusiasm for the subject?	11	5	1
l.	Acknowledge and reward appropriate student responses?	14	2	1
m.	Reward divergent thinking?	7	3	7
n.	Use rewards and punishment consistently?	6	3	8
o.	Establish appropriate reward and punishment contingencies?	5	4	8
p.	Provide enough progress checks so that a pupil knows where he is going?	7	4	6
2.	Others: How well does he -			
a.	Cooperate with others as a "member-of-the-team"?	10	3	4
b.	Demonstrate a constructive attitude toward his work?	14	3	
c.	Demonstrate a constructive attitude toward parent-community activities and relationships?	11	1	5

	Not Observed		
	Needs Improvement		
	Acceptable		
<b>C. CLASSROOM FUNCTIONING</b>			
1. Within limits available, is the room "decoration" appropriate for the variety of disabilities among the pupils (e.g., stimulating for the retarded, neutralized for brain-damaged, modified for physically handicapped)?	9	8	
2. Does the general atmosphere in the room encourage student self-expression?	8	9	
3. Is there a variety of facilities appropriate for the age, sex, interests of the pupils?	6	10	1
4. Does the teacher provide for effective transition from one activity to another?	6	9	2
5. Is the teacher successful in managing groups of various sizes?	10	3	4
6. Is a majority of pupil behavior task-oriented?	13	4	
7. Does the teacher maintain a record of pupil performance?	11	1	5
8. Is most of the activity pupil centered?	12	5	
<b>D. KNOWLEDGE</b>			
1. How good is his command of the subject matter?	14	3	
2. How well does he keep up-to-date in trends, methods, materials in Special Education?	11	6	
3. Is he a consumer of research?	1	10	6
4. How well does he organize and apply his knowledge?	11	4	2
5. How well does he review major ideas throughout the lesson and relate present learning experiences to previous and future experiences?	11	2	4
6. How well does he capitalize on his own unique style and human properties?	8	7	2

	Needs Improvement	Acceptable	Not Observed
1. Is his appearance such that it is not distracting to the pupils nor does it interfere with the class functioning?	17		
2. Does he have a sense of humor?	16	1	
3. Has he demonstrated a high degree of dependability (punctuality and attendance)?	6		11
4. Does he have due consideration for the rights, feelings, and welfare of others?	15	1	1
5. Is he able to handle constructive criticism and praise equally well?	14	3	

E. PERSONAL CHARACTERISTICS

1. Is his appearance such that it is not distracting to the pupils nor does it interfere with the class functioning?
2. Does he have a sense of humor?
3. Has he demonstrated a high degree of dependability (punctuality and attendance)?
4. Does he have due consideration for the rights, feelings, and welfare of others?
5. Is he able to handle constructive criticism and praise equally well?

SUPERVISORY EVALUATION TALLY  
(Completed by County Supervisors\*)

Positive Comments	# Times Comment Made
Outstanding teacher -----	3
Good teacher -----	4
Uses a variety of media and methods ---	6
Individualizes -----	3
Attractive classroom -----	1
Flexible, willing to make changes -----	2
Cooperative -----	2
Relates well to children -----	5
"Doing as well as can be expected considering the obstacles" -----	6

Negative Comments

Lacks understanding of students -----	1
Does not use a variety of media or methods -----	2
Cluttered, unattractive classroom -----	4
Problem maintaining discipline -----	2
Sensitive to criticism -----	1

\*Supervisors evaluated 17 teachers - total of those involved in project.

### III. ASSESSMENT OF COMMUNITY JOB OPPORTUNITIES



SUMMARY TALLY OF PERSONAL TRAITS IDENTIFIED  
 REQUIRED FOR THE IDENTIFICATION OF PERSONAL TRAITS

Description of Characteristic	Number of Times Indicated
Self-expression - Communicate questions	3
Sociability - Interact with	1
Work Independence - Work without supervision of	1
Appearance - Cleanliness, good manners, neatness appearance	10
Teamwork - Perform with members of	1
Pace - Perform at a consistent rate of speed	11
Attendance - Be reliable in attendance and punctuality	6
Simultaneity - Perform several activities at the same time	5
Timing - Perform several activities, be aware of time	13
Accuracy - Perform within well-defined tolerances	16
Dexterity - Make fine manipulations, coordinated movement	1
Choices - Select among alternatives, make decisions	12
Direction - Follow procedures, instructions or directions	5
Memory - Remember locations, procedures, tools, facts, etc.	40
Caution - Use care in activities which pose personal hazard	36
Repetitiveness - Have tolerance for monotony or repetition	9
Perseverance - Perform continuously, over normal periods	2
Stamina - Have physical stamina, strength, resist fatigue	30

SUMMARY TALLY OF COMMUNITY

JOB CLASSIFICATION

A. Sales

Retail sales and services  
Wholesale sales and services

B. Personal service

Restaurants  
Dry cleaning  
Hospitals  
Motels  
Beauty and barber shops  
Funeral parlors  
Churches  
Domestic help

C. Building services

Custodial or janitorial services

D. Agriculture

Dairies and farms  
Florists and nurseries

Total

E. Forestry

Pulpwood plants  
State, Division of Forestry

Total

F. Food Products

Poultry processing plant

G. Manufacturing

Clothing  
Metal

SUMMARY TABLE PERSONAL CHARACTERISTICS  
 REQUIRED FOR THE OCCUPATION OF INTEREST

Description of Characteristic	Number of Times Indicated
Self-expression - Communicate questions	3
Sociability - Interact with	1
Work Independence - Work without supervision of	1
Appearance - Cleanliness, good grooming, neatness appearance	10
Teamwork - Perform well with others	1
Pace - Perform at a consistent rate of speed	11
Attendance - Be reliable in attendance and punctuality	6
Simultaneity - Perform several activities at the same time	5
Timing - Perform several activities, be aware of time	13
Accuracy - Perform within well-defined tolerances	16
Dexterity - Make fine manipulations, coordinated movement	1
Choices - Select among alternatives, make decisions	11
Direction - Follow procedures, instructions or directions	1
Memory - Remember locations, procedures, tools, etc.	46
Caution - Use care in activities which pose personal hazard	36
Repetitiveness - Have tolerance for monotony or repetition	9
Perseverance - Perform continuously, over normal periods	2
Stamina - Have physical stamina, strength, resist fatigue	30

SUMMARY TALLY OF COMMERCE

JOB CLASSIFICATION

A. Sales

Retail sales and services  
Wholesale sales and services

B. Personal service

Restaurants  
Dry cleaning  
Hospitals  
Motels  
Beauty and barber shops  
Funeral parlors  
Churches  
Domestic help

C. Building services

Custodial or janitorial services

D. Agriculture

Dairies and farms  
Florists and nurseries

Total

E. Forestry

Pulpwood plants  
State, Division of Forestry

Total

F. Food Products

Poultry processing plant

G. Manufacturing

Clothing  
Metal

JOB CLASSIFICATION	NUMBER OF EMPLOYING FIRMS
H. Printing Occupations	
Newspaper offices	2
I. Construction	
Building construction	3
J. Trades and services	
Garages and service stations	35
Automobile machine shops	7
Building materials and supplies	3
	Total 45
K. Public service	
City maintenance and trash collection	4

<sup>3</sup>Job classifications are taken from the Guide to Jobs for the Mentally Retarded by Peterson and Jones and the Dictionary of Occupational Titles.

## ICF ASSESSMENT

### PERSONAL CHARACTERISTICS REQUIREMENTS\*

The personal characteristics indicated below are to be considered the minimum personal characteristics required for employability on any job. In many job situations, many of these characteristics will be required to a greater degree. Whenever a letter code is noted on an individual Job Profile, it is considered to be somewhat crucial to successful employment in that particular job. Refer back to the master profile list for the complete description of the coded skill.

- A. Self-expression - Communicate, ask for assistance, question
- B. Sociability - Interact with other employees or public
- C. Work Independence - Work without supervision or guidance
- D. Appearance - Cleanliness, good mannerisms, neatness in appearance
- E. Teamwork - Perform in close coordination with other jobs
- F. Pace - Perform at a consistent rate of speed
- G. Attendance - Be reliable in attendance and punctuality
- H. Simultaneity - Perform several activities at near same time
- I. Timing - Perform timed, scheduled activities; be aware of time
- J. Accuracy - Perform within well-defined tolerances
- K. Dexterity - Make fine manipulations, coordinated movement
- L. Choices - Select among alternatives, make decisions
- M. Direction - Follow procedures, instructions or directions
- N. Memory - Remember locations, procedures, nomenclatures, etc.
- O. Caution - Use care in activities which pose personal hazard
- P. Repetitiveness - Have tolerance for monotony or repetition
- Q. Perseverance - Perform continuously, over normal periods
- R. Stamina - Have physical stamina, strength, resist fatigue

\*Personal Characteristics Profile data is taken from Peterson, R. O. and Jones, E.M., Guides to Jobs for the Mentally Retarded (Revised Edition), Pittsburg, American Institute for Research, 1964.

### BAKER COUNTY

#### APPLIANCES

Lewis' Appliances & Repairs  
Macclenny

Western Auto Store  
Macclenny

#### General Description

Assists in the receipt, delivery and display of electrical appliances which may vary from small in size and weight to very large and heavy. May also be responsible for some of housekeeping of the store. Only male workers would be appropriate.

#### Job Activities

Rack or shelve stock  
Load & unload  
General cleaning  
General handyman  
Run errands

CUSTODIAL OR JANITORIAL SERVICES

Baker Land & Abstract Company  
Baker Loan Company  
Citizens Bank  
Dr. Jiminez  
Dr. Richard Johnson  
Dr. Frank Kilgo  
Dr. Watson  
Ferry Insurance Company  
Kirsopp Insurance Agency  
Owen Chiropractic Center  
George Rhoden Ins. Agency  
Well's Insurance Agency

General Description

Perform regular custodial services, do yard work.

Job Activities

Sweep, vacuum, dust  
Remove trash  
Clean furniture  
Scrub, polish floors  
Clean bathrooms  
Rake leaves  
Sweep, clean walk  
Mow lawn  
Trim trees, shrubbery  
Replenish lavatory supplies  
Replace light bulbs using ladder  
Wash windows  
Wash walls

Personal Characteristics

F, M, R

DAIRIES

Register's Dairy

General Description

Assists in care of animals, assists in farm work on farms essentially concerned with milk production. Male employee.

Job Activities

Load, unload, transport  
Clean up barns, buildings, yard  
Cleanse milking equipment  
Milk by hand  
Milk by machine  
Hosle  
Feed & water stock  
Inoculate animals  
Castrate animals  
Apply dehorning paste  
String wire fence (minimal)

Personal Characteristics

I, M, O, R

DRUG STORES

Paul's Rexall Drugs  
Macclenny

Raynor Pharmacy  
Macclenny

Job Description  
Assists in general housekeeping & stock handling in drug store. Most frequently used for minor physical activity

Job Activities  
Clean up shelves  
Restock shelves  
Check expiration dates  
Answer customer questions  
Operate cash register  
Some minor physical activity

FARMS

Ponsell's Farms, Inc.  
J. H. Crow

General Description  
Assists in farm work in multiple produce areas. Male employee. Female employee for some jobs.

Job Activities  
Load, unload, transport  
Clean up barns, building, yard  
Hustle  
Feed & water stock  
Hitch & unhitch farm equipment  
Plant by hand  
Use common garden tools  
Perform simple carpentry  
Perform simple mechanical repairs  
Use power garden tools  
Weed by hand (minimal)  
Spread mulch (minimal)  
Thin young plants (minimal)  
Pick vegetables (minimal)  
String wire fence (minimal)  
Operate farm equipment, drive tractor (minimal)

Personal Characteristics

A, C, F, L, M, O



## FLORISTS

Bobbie's Florist  
Coner Florist & Gift Shop  
Libby's Florist

### General Description

Learn how to build bases for sprays, wreaths, etc., and use the "picking" machine.

### Job Activities

General cleaning  
Sweep, vacuum, dust  
Remove trash  
Build bases for sprays, etc., with supervision  
Take telephone messages (minimal)  
Make local deliveries

### Personal Characteristics

M, N

## GROCERY STORES

Bill's Grocery  
Blair & Finley Grocery  
Fraser's Grocery  
G & H Grocery  
Glen Cash Store  
Karell's  
Smith's Trading Post  
Thomas Brothers Grocery  
Yarbrough Food Store

### General Description

Perform activities in receiving, sorting and displaying a wide variety of small merchandise items.

### Job Activities

Rack or shelve stock  
Mark or remark stock, stamp, tag  
Transport by stock cart  
Sort stock, cards, etc.  
Count  
General cleaning  
Tie w/string or rope  
Wrap or unwrap packages  
Load or unload  
Simple reading (labels, etc.)  
Sack merchandise  
Clean fruits or vegetables  
Seal packages, gum tape  
Use telephone (minimal)  
Write simple message (minimal)  
Make local deliveries

### Personal Characteristics

C, N, O, R

HARDWARE, FURNITURE STORES

Thrift's Hardware  
Western Auto Store

General Description

Assists in the receiving, displaying and delivery of articles sold in hardware store. Assists in receipt, display and delivery of furniture. Generally appropriate for only male employee.

Job Activities

Rack or shelve stock  
Load & unload  
Mark or remark stock, stamp, tag  
Wrap or unwrap packages  
Transport by stock cart  
Tie with string or rope  
Simple reading (labels, etc.)  
Deliver from truck  
General cleaning  
Spread dust covers  
Make local deliveries  
Count (minimal)  
Take telephone messages (minimal)  
Perform simple assembly (minimal)  
Seal packages, gum tape  
Sack merchandise

Personal Characteristics

C, O, J, N, R

MANUFACTURING

Southern Resin & Chemical Co.

General Description

Assists in preparation of ground for planting and setting out of young trees in areas where timber has been cut. Male and female.

Job Activities

Dig ditch, shovel, rake  
Sort by size  
Load by hand  
Cut with knife (minimal)  
Bundle plants  
Plant seedlings  
Sort by kind, quality  
Clean, pick up seedlings

Personal Characteristics

F, L, M, N, O, Q, R

## NURSERIES

Gro-Plant Industries  
Heir's Nursery  
Glen St. Mary Nursery

### General Description

Assists in general activities in contracted landscaping; assists in tasks around hot house, planting and care of plants; also work on grounds. May be male or female employee.

### Job Activities

Plant by hand  
Weed by hand  
Spread mulch  
Use common garden tools  
Load, unload, transport  
Use power garden tools  
Prune trees  
Use garden sprayer (hand) (minimal)  
Use tree sprayer (pump) (minimal)  
Thin young plants  
Open and close irrigation lines  
Clean up barns, building, yard (minimal)

### Personal Characteristics

C, L, O

## PERSONAL SERVICES

Baker County Nursing Home  
Fraser Memorial Hospital  
Northeast Florida State Hospital

### General Description

Assists in preparing, cooking and portioning out food in hospitals, institutions. Performs cleaning tasks in kitchen area. May assist in making up trays. Performs tasks in cleaning of patients' rooms, furniture and bathrooms. May be male or female employee.

### Job Activities

Prepare foods for cooking or salads  
Portion out food to plates  
Make up trays according to diet list  
Gather ingredients, equipment; open containers  
Watch, stir cooking food; timer or clock  
Mop floors, clean up breakage, spills  
Prepare meat for cooking (minimal)  
Prepare simple foods; coffee, eggs (minimal)  
Clean stove, refrigerator (minimal)  
Sort and shelve canned foods (minimal)  
Scour work tables, meat block, counter  
Burn trash, operate incinerator with supervision  
Scrub, wax floor by hand or machine  
Wash windows

Clear dishes from table, cart, tray  
Sweep, vacuum, dust  
Clean bathroom fixtures  
Replenish supplies or linen  
Remove trash  
Clean with disinfectant  
Clean ashtrays, cuspidors

Personal Characteristics

B, D, I, O, M

PRINTING, SMALL NEWSPAPER

Baker County Press  
Macclenny

General Description

Assists in tasks related to preparation and distribution of weekly newspaper, and to do job printing. Male employee.

Job Activities

Clean rollers and platens  
Fold paper  
Run errands  
Make local deliveries  
Gather or collate papers  
Stack papers (jogging)  
Package or wrap  
Tie with rope or string  
Label  
Fill machines - ink, fluid  
Do binding - plastic rings  
Staple, drill, feed hand press (minimal)

Personal Characteristics

C, F, N, P

PUBLIC SERVICE

Macclenny, City of  
Baker County Health Department

General Description

Assists in street and highway construction, repair, cleaning, and marking; assists in activities related to trash and garbage collection. Helps in caring for recreation areas. Male employee.

RESTAURANTS

Turkey Creek Restaurant  
Caprice Restaurant  
Blue Haven Restaurant

Job Activities

Dig with pick and shovel  
Assist in paving operations  
Operate mowing equipment  
Pick up trash or garbage  
Operate collection trucks  
Weed and care for plants  
Plant trees, shrubs, flowers  
Trim trees, shrubs

Personal Characteristics

C, L, O, R

General Description

Assists in the preparation and cooking of food.  
Performs activities in cleaning and shelving of  
dishes and utensils, wash dishes, general  
clearing. Male or female employee.

Job Activities

Prepare vegetables, fruits for cooking or salad  
Gather ingredients, equipment; open containers  
Watch, stir cooking food; timer or clock  
Make sandwiches  
Wrap food for carry-outs  
Store or shelve dishes, cooking utensils  
Mop floors; clean up breakage, spills  
Prepare simple foods; coffee, eggs (minimal)  
Scrape dishes, trays, pans  
Wash dishes, silver, pans (machine or hand)  
Clear dishes from table, cart, tray  
Scour work tables, meat blocks, counter  
Wash, dust, polish furniture and fixtures  
Sweep or vacuum floors  
Wash windows  
Scrub, wax floors  
Burn trash, operate incinerator w/supervision  
Clean stove, refrigerator

Personal Characteristics

D, I, M, B, N, C, O

SALES

Badcock Furniture Store  
 Baker County Farmer's Supply  
 Baker County Saw Shop  
 Barnes' Auto Parts  
 Bo's Auto Parts and  
 Wrecker Service  
 Hutto Clothes Hut  
 Keith Griffis Ford Company  
 Lewis' 5 & 10 Store  
 Macclenny Shoe Store  
 Moran's Auto Parts  
 Odom's Department Store  
 Pixie Store  
 Sand's Motor Company  
 United Auto Parts

General Description

Assists in the handling of merchandise; unpacks boxes or crates; prepares merchandise to be racked or displayed. May also perform general housekeeping duties around the store during regular hours.

Job Activities

Rack or shelve stock  
 Load and Unload merchandise  
 Count  
 Simple reading (labels, etc.)  
 General cleaning  
 Mark or remark stock, stamp, tag  
 Wrap or unwrap packages  
 Transport by stock cart  
 Sack merchandise  
 Spread dust covers

Personal Characteristics

C, N, O, R, D

SERVICE STATIONS

Bud's American  
 Direct Station  
 Finley's Station  
 Griffis' BP Station  
 Hunter's American Station  
 John's Truck Stop  
 Spence's Gulf Station  
 Walter's Truck Stop

General Description

Assists in automobile servicing activities; keeps service stations clean and orderly. Male employee.

Job Activities

Change tires  
 Wash car  
 Wax or polish car  
 Dry car  
 Hose down floors  
 Operate cash register, count money  
 Use telephone (minimal)  
 Assist in lubrication in garage  
 Replenish supplies at pumps  
 Sweep, vacuum, dust  
 Move boxes, equipment (minimal)  
 Burn trash (minimal)

Personal Characteristics

96 A, B, H, R, J

BRADFORD COUNTY

AIR CONDITIONING

General Description

Brown's Refrigeration and Air Cond. 266 S. Walnut St. Starke, Florida	964-7731	Assists in the receipt, delivery and display of air conditioners which may vary from small in size and weight to very large and very heavy. May also be responsible for some of the housekeeping of the store. Only male workers would be appropriate.
--	----------	--

Bryant Air Conditioning 332 W. Madison St. Starke, Florida	964-7701
--	----------

Job Activities

Rack or shelve stock  
Load & unload  
General cleaning  
General handyman  
Run errands

Personal Characteristics

B, M, R

AUTOMOBILE DEALERS

General Description

Baldwin Chevrolet-Olds Starke	964-7500	Performs activities related to cleaning cars such as washing, polishing, waxing and vacuuming. In some instances would assist in the servicing of automobiles. May also assist in keeping establishment clean. Male employee.
Green's Buick Starke	964-6491	

Starke Chrysler-Plymouth Starke	964-6600
------------------------------------	----------

Job Activities

Terwillegar Motors Starke	964-7200	Change tires Wash car Wax or polish car Clean car interior
Hardey Auto Sales Starke	964-6081	Assist in lubrication in garage Hose down floors Identify cars by model, year
Noegel's Auto Sales Starke	964-6461	Drive and park car (no traffic) (minimal) Move boxes, equipment Burn trash

Personal Characteristics

B, C, F, N

AUTO MACHINE SHOP

Dervick, Inc.  
Starke 964-5857

Parts Service Co. of Starke  
Starke 964-7721

Starke Motor Parts, Inc.  
Starke 964-6060

Hardy Brothers Salvage Yard  
Starke 964-5473

Thornton Salvage  
Starke 964-6243

General Description

Assists in the handling of merchandise; unpacks boxes or crates; prepares merchandise to be racked or displayed. May also perform general housekeeping duties around the store during regular hours.

Job Activities

Rack or shelf stock  
Load and unload merchandise  
Count  
Simple reading (labels, etc.)  
General cleaning  
Mark or remark stock, stamp, tag  
Wrap or unwrap packages  
Transport by stock cart  
Sack merchandise  
Spread dust covers

Personal Characteristics

C, N, R, O

AUTO REPAIR AND SERVICE

Bells Garage  
Starke 964-6241

Biggs Auto Body and Radiator  
Shop  
Starke 964-7704

Earl Good Garage  
Starke 964-7005

David Lawson Parts & Body  
Starke 964-5463

Libby Sales and Service  
Starke 964-6211

Mack's Garage  
Starke 964-7516

K. E. Thompson  
Starke 964-5190

General Description

Assists in automobile servicing activities; perform duties related to car washing, cleaning. Male employee.

Job Activities

Change tires  
Wash car  
Wax or polish car  
Assist in lubrication in garage  
Hose down floors  
Identify cars by model, year  
Move boxes, equipment  
Burn trash  
Drive and park car (no traffic) (minimal)

Personal Characteristics

A, B, N



BARBER SHOPS

Bradford Barber Shop Starke	964-7227	<u>General</u> Assist comp
City Barber Shop Starke	964-6483	<u>Job</u>
Lawtey Barber Shop Lawtey	782-5205	Shir Run Remo Sweep, Tend Steril Embr
Morgan's Beauty & Barber Shop Starke	964-7004	
Plaza Barber Shop Starke	964-5050	<u>Personal</u> B, M

BEAUTY SHOPS

Bernice's Beauty Shop Lawtey	782-3310	<u>General</u> Perform in dire vision.
Bonnie's Hair Styles Starke	964-8200	<u>Job Acti</u>
Ethel's Beauty Shop Lawtey	782-3840	Sweep, Remove Empty as Clean for Scrub, Tend
Gayle's Beauty Shop Starke	964-7332	Wash, pin Steril Use to
Glamo-Ree Hair Stylists Starke	964-7408	
Loudon's Beauty Shop Starke	964-5780	<u>Personal</u> B, M, W

BICYCLE SHOP

George Simpson's Bike and  
Hobby Shop  
Starke 964-7836

General Description

Performs simple assembly of bicycles. Assists in simple repairs. Perform general cleaning tasks.

Job Activities

Use common hand tools  
Perform simple assembly  
Pack or crate  
Sanit (minimal) (minimal)

Personal Characteristics

BUILDING MATERIALS AND SUPPLIES

Builders Hardware and Supply  
Starke 964-6163

Jackson Building Supply  
Starke 964-6078

Starke Building Supply  
Starke 964-5270

General Description

Assists in loading, unloading and storing of lumber and building supplies outdoors or within the warehouse area. Male employee.

Job Activities

Rack or shove stock  
Push cart  
Tie with string or rope  
Count  
Measure - length, weight  
General cleaning  
Deliver from truck  
Simple reading (labels, etc.) (minimal)

Personal Characteristics

C, N, O, R

CARPET CLEANING

McCollum's Window & Floor  
Service  
Starke 964-7391

General Description

Assists in activities in rug and general cleaning establishments. Male employee.

Job Activities

Operate special cleaning equipment  
Lift and carry heavy loads  
Sweep, vacuum, or dust  
Assist in dyeing operations  
Remove spots  
Move boxes, equipment  
Burn trash (minimal)

Personal Characteristics

M, O, R

CONSTRUCTION WORK

General Description

Helper in Cement  
Crew

964-6255

Assists carpenters, plumbers, or other members  
of crew in building construction. Male employee.

Job Activities

Use common hand tools  
Load and unload equipment, materials  
Sort tools  
Clean tools and equipment  
Store tools  
Shovel cement, sand, gravel  
Pick up scrap lumber  
Pile or tack up boards, stone  
Clean and sort brick  
Push wheelbarrow  
Paint by hand

Personal Characteristics

C, R

LAUNDRY WORK

General Description

High Drum Cleaners  
Crew

964-7901

Performs activities in the washing, folding,  
pressing and packaging of laundry. May be  
male or female employee.

Electric Cleaner  
Crew

964-5498

Job Activities

Low Method Cleaners  
Crew

964-5704

Operate special cleaning equipment  
Elastic, tie and label laundry packages  
Fold laundry, clothing  
Sweep, vacuum, or dust  
Mark or tag clothing  
Locate clothing from receipt  
Lift or carry heavy loads (minimal)

Personal Characteristics

D, E, N

CLOTHING MANUFACTURERS

Starke Industries  
Starke

964-5064

General Description

Performs tasks in clothing production either by hand or using simple tools. May be male or female employee.

Job Activities

Do hand pressing  
Fold cloth (end cuts)  
Sew; simple joining of straight edges  
Mark for button holes  
Assemble garter units  
Cut (trimming)

Personal Characteristics

K, J, G, M, N, F, O

CONCRETE PRODUCTS

Denny Concrete Products  
Starke

964-5403

General Description

Assists in activities related to the storage and delivery of cement; could also apply to the production of cement block and concrete vaults or tanks.

Job Activities

Weigh or weigh-count  
handle ware  
Load truck or rail cars  
Remove items from molds  
Shovel

Personal Characteristics

C, E, J, L, O, R

DEPARTMENT STORES AND GENERAL MERCHANDISE

Carp and Company  
Starke

964-5651

General Description

Assists in receiving, storing, displaying, shipping or delivery of merchandise. Male or female employee.

DeVane Eagles'  
Starke

964-7520

Job Activities

Stumps  
Starke

964-5423

Reck or shelf stock  
Mark or remark stock, stamp, tag  
Wrap or unwrap packages  
Load or unload  
Count

Top Dollar  
Starke

964-5637

General cleaning,  
Spread dust covers  
Press or sew, baste (minimal)

Personal Characteristics

B, D, C, L, M, R

MOTOR AND ENGINE REPAIR

General Description

Durrance Pump and Supply Co.  
Starke 964-7061

Assists in simple repair and servicing activities;  
keeps garage or establishment clean and orderly.

Briggs and Stratton Gas Eng.  
Starke 964-5185

Job Activities

Use simple, common tools  
Oil and lubricate motors and engines  
Sort and count nuts, bolts, washers  
Use telephone (minimal)  
General cleaning

Personal Characteristics

E, H, J, M, N, P

FARM EQUIPMENT AND SUPPLIES

General Description

Starling Farm Supply  
Starke 964-6062

Assists in the handling of merchandise; unpack  
boxes or crates; prepares merchandise to be  
racked or displayed. May also perform general  
cleaning duties around the store during regular  
hours.

Bradford Feed Inc.  
Starke 964-7245

Farmers Mutual Exchange  
Starke 964-7871

Job Activities

Rack or shelve stock  
Load and unload merchandise  
Count  
Simple reading (labels, etc.)  
General cleaning  
Mark or remark stock, stamp, tag  
Wrap or unwrap packages  
Transport by stock cart  
Sack merchandise  
Spread dust covers

Personal Characteristics

C, N, O, R

FISH AND SEAFOOD

City Fish and Meat Market  
Starke 964-8077

Starke Seafood Center  
Starke 964-8383

General Description

Assists in handling fish and seafood, preparing displays. Also responsible for cleanliness and orderliness of work area. Male employee.

Job Activities

Rack or shelve stock  
Load and unload  
Count - weigh  
General cleaning  
Wrap packages  
Tie with string or rope  
Seal packages  
Sack merchandise

Personal Characteristics

C, N, J

FUNERAL DIRECTORS

Chestnut and Haile  
Starke 964-7905

Jones DeWitt  
Starke 964-6200

General Description

Assists in cleaning yards, general housecleaning  
Male or female employee - depending on how much  
outside or yard work to be done.

Job Activities

General house cleaning  
Sweep, vacuum, dust  
Remove trash  
Clean furniture  
Scrub and polish floors  
Yard work

Personal Characteristics

F, P

FURNITURE DEALERS AND MANUFACTURERS

Badcock Furniture Store  
Starke 964-5289

Dahmer's Discount House  
Starke 964-7923

Denmark Furniture Store  
Starke 964-5827

Bradford Furniture Corp,  
Starke, 964-7347

General Description

Assists in receipt, display and delivery of  
furniture; performs tasks in furniture manu-  
facture using hands or light tools. Male  
employee.

Vaughn Johnson Company  
Starke 964-5711

Job Activities

Drive  
Staple  
Insert  
Drill  
Glue  
Use common  
Perform simple  
Pack or crate  
Load and  
Simple

Personal Characteristics

C, L, M, N, O

GENERAL SALES (PAINT, ETC.)

BLP Mobile Paints  
Starke 964-5791  
Mary Carter Paints  
Starke 964-7025

General Description

Assists in the handling of merchandise; unpacks boxes or crates, and places merchandise to be racked or displayed. Also perform general housekeeping duties around the store during regular hours.

Job Activities

Rack or shelf stock  
Load and unload merchandise  
Count  
Simple reading (labels, etc.)  
General cleaning  
Mark or re-rack stock, stamp, tag  
Wrap or unwrap merchandise  
Transport by stock cart  
Sack merchandise  
Spread dust covers

Personal Characteristics

C, N, O, R

GROCERIES AND MARKETSGeneral Description

Brown's Grocery Lawtey	782-3951	Perform activities in receiving, sorting and displaying a wide variety of small merchandise items.
Davis Grocery & Market Starke	964-6725	<u>Job Activities</u>
Edward's Grocery Starke	964-5312	Rack or shelf stock Mark or remark stock, stamp, tag Transport by stock cart
Starling Valley Store Starke	964-7109	Sort stock, cards, etc. Count General cleaning
Suwannee Store Starke	964-7019	Tie with string or rope Wrap or unwrap package Load & unload
Tompkins Grocery Lawtey	782-3130	Simple reading (labels, etc.) Sack merchandise Clean fruits or vegetables Seal packages, gum tape Use telephone (minimal) Write simple message (minimal) Make local deliveries

Personal Characteristics

C, N, O, R

HOSPITALSGeneral Description

Bradford County Hospital Starke	964-6000	Assists in preparing, cooking and portioning out food in hospitals, institutions. Performs cleaning tasks in kitchen area. May assist in making up trays. Performs tasks in cleaning of patients' rooms, furniture and bathrooms. May be male or female employee.
Starke Nursing Home Starke	964-6220	

Job Activities

Prepare foods for cooking or salads  
 Portion out food to plates  
 Make up trays according to diet list  
 Gather ingredients, equipment; open containers  
 Watch, stir cooking food; timer or clock  
 Mop floors, clean up breakage, spills  
 Prepare meat for cooking (minimal)  
 Prepare simple foods; coffee, eggs (minimal)  
 Clean stove, refrigerator (minimal)  
 Sort and shelve canned foods (minimal)  
 Scour work tables, meat block, counter  
 Scrub, wax floor by hand or machine



Wash windows  
 Burn trash, open trash can w/supervision  
 Clear dishes from table, wash tray  
 Sweep, vacuum, dust  
 Clean bathroom fixtures  
 Replenish supplies of linen  
 Remove trash  
 Clean with disinfectant  
 Clean ashtrays

Personal Characteristics

B, D, I, O, M

HOTELS, MOTELS

Magnolia Hotel Starke	964-9939
Bradford Motel Starke	964-9988
Dempsey Motel Starke	964-7591
Desert Isle Motel Lawtey	782-3332
Dixie Motel Starke	964-5590
Holiday Inn Starke	964-5201
New Englander Motel Starke	964-5801
Plaza Lodge Starke	964-7774
Sleepy Hollow Motel Starke	964-9947
Starke Motor Court Starke	964-7143
Starke 301 Starke	964-9929
Temple Motel Starke	964-7357

General Description

Performs or assists in daily activities required to prepare rooms for guests. Female employee. In some instances, male employee could be hired to perform yard work, landscaping and keeping grounds.

Job Activities

Sweep, vacuum, or dust  
 Change or make beds  
 Clean bathroom fixtures  
 Replenish guest room supplies or linen  
 Remove trash  
 Clean ashtrays  
 Fold linens  
 Clean furniture  
 Move furniture, boxes (minimal)  
 Hang drapes, curtains (minimal)  
 Sort, count, record, or issue linens (minimal)  
 Mop floor, clean up spills and breakage (minimal)  
 Fill water pitchers (minimal)  
 Wash windows  
 Burn trash  
 Mow lawn; trim lawn, bushes, hedges  
 Rake leaves  
 Weed and care for plants

Personal Characteristics

C, F, I, M, R, O, N

Torena Motel & Restaurant  
 Starke 964-6784

Trail Motel  
 Lawtey 782-3886

Whispering Pines Motel  
 Starke 964-5695

PHARMACIES

Andrews Drugs  
 Starke 964-7170

Koch's Drugs  
 Starke 964-6757

Mitchell's Drugs  
 Starke 964-7810

General Description

Assists in general housekeeping and stock handling tasks in drug store. Most frequently male, particularly if major physical activity is required.

Job Activities

Rack and shelve stock  
 Load and unload  
 General cleaning  
 Make local deliveries  
 Sort, stock cards, etc.  
 Count  
 Simple reading (labels, etc.)

Personal Characteristics

C, D, N

POULTRY PROCESSING PLANT

Dixie Poultry  
 Starke 964-6382

General Description

Assists in the dressing of poultry and preparing it for delivery to markets. May be male or female employee.

Job Activities

Kill animals  
 Pluck fowls  
 Draw entrails  
 Unload (hand)  
 Cut and slice (hand)  
 Hang carcasses in cold storage  
 Transport by cart  
 Count  
 Clean work room and work tables  
 Sack feathers  
 Wrap or un-wrap  
 Seal packages  
 Label (stencil or other)

Pack into cartons  
 Weigh or weigh count  
 Sort by size and quality  
 Wash utensils  
 Pack in ice (minimal)  
 Operate simple or highly automated machines  
 (minimal)

Personal Characteristics

C, F; M, N, R

MILPWOOD, FORESTRY

Container Corporation  
 Starke 964-7342  
  
 Kite Timber Dealer  
 Starke 964-7568  
  
 Lewis Timber Company  
 Starke 964-6871

General Description

Assists in preparation of ground for planting and setting out of young trees in areas where timber has been cut. In some instances, cut timber and load on trucks. Female employees for setting out of young trees, male employees for cutting of timber.

Job Activities

Use chain saw  
 Dig ditch, shovel, rake  
 Load by hand  
 Cut with knife  
 Bundle plants  
 Tie with rope or string  
 Plant seedlings  
 Sort by kind, quality  
 Clean, pick up seedlings  
 Load trucks

Personal Characteristics

F, I, J, K, O, P, R

RESTAURANTS

A & T 964-9919  
 B & G 964-7696  
 Branding Iron 964-7618  
 What-A-Burger 964-7763  
 Garden Restaurant 964-7600  
 Hornes 782-9827  
 Kentucky Fried Chicken 964-5126  
 Knights' 782-3908  
 Longhorn Rest. 964-6931  
 Luther's Gold Kettle 964-5500  
 Noegel's 301 Rest. 964-7771  
 Taste-Trail 964-6411

General Description

Assists in the preparation and cooking of foods. Performs activities in cleaning and shelving of dishes and utensils, wash dishes, general cleaning. Male or female employee.

Job Activities

Prepare vegetables, fruits for cooking or salads  
 Gather ingredients, equipment; open containers  
 Watch, stir cooking food; timer or clock  
 Make sandwiches  
 Wrap food for carry-outs

Tuck's Drive-In	964-9937	Store or shelve dishes, cooking utensils
Underwood Rest.	964-9945	Mop floors; clean up breakage, spills
Wishbone Fried Chick.	964-9972	Prepare simple foods; coffee, eggs (minimal)
		Scrape dishes, trays, pans
		Wash silver, dishes, pans (machine or hand)
		Clear dishes from table, cart, tray
		Scour work tables, meat blocks, counters
		Wash, dust, polish furniture and fixtures
		Sweep or vacuum floors
		Wash windows
		Scrub, wax floors
		Burn trash, operate incinerator w/supervision
		Clean stove, refrigerator

Personal Characteristics

B, C, D, I, N, O, M

SERVICE STATIONS

Alvercy's	964-9927
B & G Truck Stop	964-7694
Brown's Station	964-7361
Bush's Station	964-7361
Citgo Cash & Carry	964-8600
Crawford Tennece	964-9956
Eastern Oil	964-9968
Eddie's 66 Station	964-5831
Faulkner Gulf Station	964-5899
Houston's Gulf	964-7153
Hursts' Shell	964-6111
Massey's Gulf	783-3708
Mercury Oil Co.	964-9953

General Description

Assists in automobile servicing activities; keeps service stations clean and orderly. Male employee.

Job Activities

Change tires  
Wash car  
Wax or polish car  
Dry car  
Hose down floors  
Operate cash register, count money  
Use telephone (minimal)  
Assist in lubrication in garage  
Replenish supplies at pumps  
Sweep, vacuum, dust  
Move boxes, equipment (minimal)  
Burn trash (minimal)

Personal Characteristics

A, B, H

UNION CIVITY

APPLIANCES, T.V.

Douglas' T.V. Sales and Serv.  
Henry Douglas 496-3303

O. B. Dukes' Appliances  
O. B. "Pete" Dukes 496-2901

General Description

Assists in the receipt, delivery and display of electrical appliances which may vary from small in size and weight to very large and very heavy. May also be responsible for some of the housekeeping of the store. Only male workers would be appropriate.

Job Activities

Rack or shelve stock  
Load & unload  
General cleaning  
General handyman  
Run errands

Personal Characteristics

C, D, M, N

BARBER SHOPS

McLeod's Barber Shop  
Cyril McLeod

Richarde's Barber Shop  
Frank Richarde

General Description

Assists primarily in cleaning activities. Male employee.

Job Activities

Shine shoes  
Run errands  
Remove trash  
Sweep, vacuum, dust  
Tend washroom  
Sterilize equipment  
Empty ashtrays

Personal Characteristics

B, M

BEAUTY SHOPS

Deloris' Beauty Shop  
Deloris Conner 496-2281

McLeod's Beauty Shop  
Dorrie McLeod 496-5051

Nita's Beauty Shop  
Nita Elixson 496-2691

Union Beauty Shop  
Edith Brannen 496-2361

Georgia's Beauty Shop  
Raiford 431-1041

General Description

Performs cleaning activities. May also assist in direct services to customers, under supervision. Female employee.

Job Activities

Sweep, vacuum, dust  
Remove trash  
Empty ashtrays  
Clean furniture  
Scrub, polish floors  
Tend washroom  
Wash, rinse hair  
Sterilize equipment  
Use telephone, receive messages (minimal)

Personal Characteristics

B, M, N

CHURCHES

Lake Butler United Methodist  
Parsonage 496-2355

First Baptist Church, L.B.  
Robert D. Moseley 496-7571

First Christian Church  
Raymond Baer 496-3461

Harmony Free Will Baptist Ch.  
496-2093

Sardis Baptist Church  
Worthington Springs 496-5342  
496-5347

Trinity Baptist Church  
Rev. Barney Hampton 496-6191

General Description

Perform custodial services, do yard work.

Job Activities

Sweep, vacuum, dust  
Remove trash  
Clean furniture  
Scrub, polish floors  
Clean bathrooms  
Rake leaves  
Mow lawn  
Trim trees, shrubbery  
Sweep walks  
Replenish lavatory supplies  
Replace light bulbs using ladder  
Wash windows  
Wash walls

Personal Characteristics

F, M, R

United Methodist Church  
Worthington Springs

Raiford Baptist Church

Providence Village BAPT. Ch.

Old Providence Baptist Church

DAIRIES

Harrison's Dairy  
Route 2 Lake Butler  
I. B. Harrison & Sons - 496-4271

General Description

Assists in care of animals, assists in farm work on farms essentially concerned with milk production.

Job Activities

Load, unload, transport  
Clean up barns, buildings, yard  
Cleanse milking equipment  
Milk by hand  
Milk by machine  
Hosle  
Feed & water stock  
Inoculate animals  
Castrate animals  
Apply dchorning paste  
String wire fence (minimal)

Personal Characteristics

I, M, O, R

DRUG STORES

Andrews Drugs  
Guy Andrews  
496-2721

General Description

Assists in general housekeeping & stock handling tasks in drug store. Most frequently male, particularly if major physical activity is required.

Job Activities

Rack & shelve stock  
Load & unload  
General cleaning  
Make local deliveries  
Sort, stock cards, etc.  
Count  
Simple reading (labels)

Personal Characteristics

C, D, N

EGG AND POULTRY FARMS

S. M. Brown  
Route 2 - Lake Butler  
496-5933

Wilbur Brown  
Route 2 - Lake Butler  
496-5928

Robert Lee Cason  
Route 2 - Lake Butler  
431-1737

Robert Clyatt  
Route 2 - Lake Butler  
496-2796

Donald & M.C. Dukes  
Route 2 - Lake Butler  
496-3413

Wayne & Milton Dukes  
Route 2 - Lake Butler  
496-5931

I. B. Harrison & Sons  
Route 2 - Lake Butler  
496-4581

C. B. Hayes, Jr.  
Route 2 - Lake Butler  
496-4292

Bryan Hendricks  
Route 2 - Lake Butler  
496-3348

J. M. Howard & Son  
Route 2 - Lake Butler  
496-2658

Joe Shaw  
Lake Butler - 496-2151

Cleatus Ward  
Lake Butler - 496-3971

John Whitehead  
Lake Butler - 496-5501

Pine-Air Farms, Inc.  
Lake Butler - 496-6501

General Description

Assists in care of poultry & other general activities on poultry farms. Male employees. Washing & handling eggs on egg farm, female employees.

Job Activities

Use common garden tools  
Handle eggs (gather, wash, sort, crate)  
Load, unload, transport  
Clean up barns, building, yard  
Hustle  
Feed & water stock  
Perform simple carpentry (minimal)  
Perform simple mechanical repairs (minimal)

Personal Characteristics

C, I, J, K, L, M, N, P, Q



## FLORISTS

Marjories Flowers  
Marjorie Driggers 496-4302

Mary's Florist  
Mary Elixson 496-3901

### General Description

Learn how to build bases for sprays, wreaths, etc., and use the "picking" machine.

### Job Activities

Sweep, vacuum, dust  
General cleaning  
Remove trash  
Build bases for sprays, etc., with supervision  
Take telephone messages (minimal)  
Make local deliveries

### Personal Characteristics

M, N

## FUNERAL HOMES

Brannon Funeral Home  
Doyle Archer 496-3123

### General Description

Assists in cleaning yards, general housecleaning. Male or female employee - depending on how much outside or yard work to be done.

### Job Activities

General house cleaning  
Sweep, vacuum, dust  
Remove trash  
Clean furniture  
Scrub & polish floors  
Yard work

### Personal Characteristics

F, P

## FORESTRY

Owens-Illinois Glass Company  
W. A. Campbell, Area Supervisor  
496-6101

State of Florida, Division of  
Forestry 496-4321  
Dick Staples, County Forester  
496-5861

### General Description

Assists in preparation of ground for planting and setting out of young trees in areas where timber has been cut. Male and female employees.

### Job Activities

Dig ditch, shovel, rake  
Sort by size  
Load by hand  
Cut with knife (minimal)

GROCERY STORES

Brown Brothers Grocery  
S. M. & Wilbur Brown 496-5916

Dukes' Grocery & Market  
Gerald & R.K. Dukes 496-5791

Jiffy Food Store 496-9401

Parrish's Food Store  
Lowell Parrish 496-4661

Spires' Store  
F.L. & Tommy Spires 496-5361

Griffis' Grocery & Feed Store  
J.D. Griffis 431-1383

Hi-Lo Grocery Store  
Raiford 431-1020

General Description

Perform activities in receiving, sorting and displaying a wide variety of small merchandise items.

Job Activities

Rack or shelve stock  
Mark or remark stock, stamp, tag  
Transport by stock cart  
Sort stock, cards, etc.  
Count  
General Cleaning  
Tie with string or rope  
Wrap or unwrap packages  
Load & unload  
Simple reading (labels, etc.)  
Sack merchandise  
Clean fruits or vegetables  
Seal packages, gum tape  
Use telephone (minimal)  
Write simple message (minimal)  
Make local deliveries

Personal Characteristics

C, N, O, R

GENERAL FARMING

Numerous farms located throughout the county - large and small

General Description

Assists in farm work in multiple produce areas.  
Male employee. Female employee.

Job Activities

Load, unload, transport  
Clean up barns, building, yard  
Hbster  
Feed & water stock  
Hitch & unhitch farm equipment  
Plant by hand  
Use common garden tools  
Perform simple carpentry  
Perform simple mechanical repairs  
Use power garden tools  
Weed by hand (minimal)  
Spread mulch (minimal)  
Thin young plants (minimal)  
Pick vegetable or young fruits (minimal)  
String wire fence (minimal)  
Operate farm equipment, drive tractor (minimal)

Personal Characteristics

A, C, F, L, M, O

## HARDWARE, FURNITURE STORES

C. U. Crews Builders Supply  
Clyde Crews 496-3241

Rivers Hardware & Furniture  
Wilson Rivers 496-2241

### General Description

Assists in the receiving, displaying and delivery of articles sold in hardware store. Assists in receipt, display and delivery of furniture. Generally appropriate for only male employee.

### Job Activities

Rack or shelve stock  
Load & unload  
Mark or remark stock, stamp, tag  
Wrap or unwrap packages  
Transport by stock cart  
Tie with string or rope  
Simple reading (labels, etc.)  
Deliver from truck  
General cleaning  
Spread dust covers  
Make local deliveries  
Count (minimal)  
Take telephone messages (minimal)  
Perform simple assembly (minimal)  
Seal packages, gum tape  
Sack merchandise

### Personal Characteristics

C, N, O, R, J

## MANUFACTURING

Lake Butler Apparel Company  
Norman Stephenson 496-3601

Thomas Metals, Inc.  
William Thomas 496-4213

### General Description

Perform tasks in clothing production either by hand or using simple tools. May be male or female employee. Assists in the handling and transporting of pipe. Male employee.

### Job Activities (Apparel Co.)

Do hand pressing  
Fold cloth (end cuts)  
Sew: simple joining of straight edges  
Mark for button holes  
Assemble garter units  
Cut (trimming)

### Job Activities (Metals Co.)

Load truck or rail cars  
Count  
Perform simple carpentry  
Use simple hand tools  
Use small electrical tools

Personal Characteristics

B, C, F, J, K, N, O, P

PRINTING OR NEWSPAPER OFFICE

Union County Times  
Ray Powell 496-2261

General Description

Assists in tasks related to preparation and distribution of weekly newspaper, and to do job printing. Male employee.

Job Activities

Clean rollers & platens  
Fold paper  
Run errands  
Make local deliveries  
Gather or collate papers  
Stack papers (jogging)  
Package or wrap  
Tie with rope or string  
Label  
Fill machines - ink, fluid  
Do binding - plastic rings  
Feed hand press (minimal)  
Drill (minimal)  
Staple (minimal)

Personal Characteristics

C, F, N, P

PRODUCE, WHOLESALE

Brown & Son Produce  
S. M. Brown & Son 496-2161

Wilson Produce Company  
James Wilson 496-2741

General Description

Performs activities in receiving, storing, and shipping of large quantities of crated or boxed fruits and vegetables.

Job Activities

Rack or shelve stock  
Transport by stock cart  
Load & unload  
General cleaning  
Stencil boxes  
Clean fruits or vegetables  
Tie with string or rope  
Count  
Package or box for shipment  
Simple reading (minimal)

Personal Characteristics

C, J, N, M, R, L

PERSONAL SERVICE

Union County Hospital  
Lake Butler 496-7101

General Description

Assists in preparing, cooking and portioning out food in hospitals, institutions. Performs cleaning tasks in kitchen area. May assist in making up trays. Performs tasks in cleaning of patients' rooms, furniture and bathrooms. May be male or female employee.

Job Activities

Prepare foods for cooking or salads  
Portion out food to plates  
Make up trays according to diet list  
Gather ingredients, equipment; open containers  
Watch, stir cooking food; timer or clock  
Clean ashtrays  
Prepare meat for cooking (minimal)  
Prepare simple foods; coffee, eggs (minimal)  
Clean stove, refrigerator (minimal)  
Sort and shelve canned foods (minimal)  
Scour work tables, meat block, counter  
Mop floors; clean up breakage, spills  
Scrub, wax floor by hand or machine  
Wash windows  
Burn trash, operate incinerator with supervision  
Clear dishes from table, cart, tray  
Sweep, vacuum, dust  
Clean bathroom fixtures  
Replenish supplies or linen  
Remove trash  
Clean with disinfectant

Personal Characteristics

B, D, I, O, M

PUBLIC SERVICE

Lake Butler, City of 496-3401  
Union County Road Department  
George Langley 496-5751

General Description

Assists in street and highway construction, repair, cleaning, and marking; assists in activities related to trash and garbage collection. Helps in caring for recreation area. Male employee.

Job Activities

Dig with pick and shovel  
Assist in paving operations  
Operate mowing equipment  
Pick up trash or garbage  
Operate collection trucks  
Weed and care for plants  
Plant trees, shrubs, flowers  
Trim trees, shrubs

Personal Characteristics

C, L, O, R

RESTAURANTS

Green's Restaurant  
Lyman Green 496-9411  
  
Townhouse Restaurant  
Colin Halle 496-3791

General Description

Assists in the preparation and cooking of foods.  
Performs activities in cleaning and shelving of  
dishes and utensils, wash dishes, general clean-  
ing. Male or female employee.

Job Activities

Prepare vegetables, fruits for cooking or salad  
Gather ingredients, equipment; open containers  
Watch, stir cooking food; timer or clock  
Make sandwiches  
Wrap food for carry-outs  
Store or shelve dishes, cooking utensils  
Mop floors; clean up breakage, spills  
Prepare simple foods; coffee, eggs (minimal)  
Scrape dishes, trays, pans  
Wash dishes, silver, pans (machine or hand)  
Clear dishes from table, cart, tray  
Scour work tables, meat blocks, counters  
Wash, dust, polish furniture and fixtures  
Sweep or vacuum floors  
Wash windows  
Scrub, wax floors  
Burn trash, operate incinerator with supervision  
Clean stove, refrigerator

Personal Characteristics

D, I, M, B, N, C, O

SALIS

General Farm...  
 Loretta Merit...  
 Howard...  
 Lake Butler...  
 D...

SERVICE STATIONS

Cargo Gasoline Station  
 Mr. Stansill 196-5451  
 assists in automobile servicing activities; keep service station clean and orderly. Male employee.

Coastal Oil Company  
 James Wilson 196-3711  
Job Activities  
 change tires  
 wash car  
 wax or polish car  
 fix car  
 mop down floors  
 operate cash register, count money  
 use telephone (minimal)  
 assist in lubrication in garage  
 replenish supplies at pumps  
 sweep, vacuum, dust  
 store boxes, equipment (minimal)  
 remove trash (minimal)

Lake Butler Standard...  
 Pritchett's Gulf...  
 Marvin Pritchett...  
 F. E. Roberts...  
 F. E. Roberts...  
 S...  
 ...  
Person Characteristics  
 ...

There are miscellaneous jobs available throughout the county - working for individuals rather than businesses. Places of employment may vary. Some of these jobs and job activities are listed below.

DOMESTIC

Day Worker, Child Care

General Description

Takes responsibility for one or more young children for part of day in private home, with or without parent present; independence is a high requirement. Female employee.

Job Activities

Bathe children  
Dress or undress children  
Supervise indoor play  
Supervise outdoor play  
Supervise eating, feeding of children  
Feed or clean pets  
Use telephone, receive messages

Personal Characteristics

A, B, C, D, G

Day Worker, Housecleaning  
and Home Laundry

General Description

Helps with or assumes major responsibility for housecleaning tasks. Supervision is generally provided. Helps with or takes major responsibility for laundering and finishing of clothing in a private home. Female employee.

Job Activities

Sweep, vacuum, or dust  
Polish furniture, woodwork  
Scrub or wax floors (hand)  
Wash windows  
Wash walls  
Clean wallpaper  
Clean bathroom fixtures  
Change or make beds  
Scrub or wax floors (machine)  
Hose floors, walks, steps  
Clean kitchen and laundry appliances  
Lift or move furniture, boxes  
Burn trash



Use telephone, receive messages (minimal)  
Press or iron (hand)  
Wash laundry (machine)  
Operate clothes dryer  
Fold or hang clothes and laundry  
Mend or repair clothes (hand)  
Mend or repair clothes (machine) (minimal)

Personal Characteristics

B, C, F, G, L, N

Day Worker, Meal Preparation

General Description

Helps with preparation, serving and clean up of home meals under supervision. Female employee.

Job Activities

Prepare vegetables, fruits for cooking or eating  
Watch, stir cooking food; may use timer or clock  
Serve food to dishes, table  
Clear table  
Wash and dry dishes, pans and silver (hand)  
Sort and shelve dishes, silver  
Supervise eating, feeding of children  
Feed or clean pets  
Clean kitchen and laundry appliances  
Cook or prepare simple foods; prepare beverages  
Set table informally  
Wash dishes, pans and silver (machine)  
Scrub or wax floors (hand) (minimal)  
Wash walls (minimal)  
Use telephone, receive messages (minimal)

Personal Characteristics

B, C, D, H, I, J, N

Day Worker, Handyman

General Description

Helps with heavy housework and outdoor work around the home. Supervision is generally available. Male employee.

### Job Activities

Hose floors, walks, steps  
Wash windows  
Wash walls  
Clean wallpaper  
Lift or move furniture, boxes  
Burn trash  
Dig or spade garden beds  
Mow lawn; trim lawn, bushes, hedges  
Weed lawn, gardens  
Beat or clean rugs  
Wash or wax automobile  
Make simple house repairs (minimal)  
Paint simple furniture or surface (minimal)

### Personal Characteristics

C, J, M, N, O

#### IV. ASSESSMENT OF CURRICULUM

EMR RATIO TALLY SHEET

	Baker	Bradford	Union
1. Class Level			
a. Primary (Grades 1-3)		3	1
b. Intermediate (Grades 4-6)	3	1	1
c. Elementary (Grades 7-6)		1	
d. Junior High (Grades 7-9)	1	2	
e. Senior High (Grades 10-12)	1	1	2
2. Class Organization			
a. Full time class		2	2
b. Part time groups		5	
c. Resource room			
d. Other - Full time with EMR for 1 EMR for others part time		1	
3. Class Activities			
a. Average time per day class members spend with E.M.R. group (in hours)	5	3	4
b. Average time per day class members spend with students and teachers other than the E.M.R. class as a unit and E.M.R. teacher (in hours)	1 1/2	3 3/4	2 1/2
c. If the E.M.R. student spends time out of the E.M.R. class, where is he? (Items checked were indicated most frequently.)			
Health		x	
English		x	
Reading		x	
Math		x	
Social Studies		x	
Science		x	
History			
Civics		x	
Library	x		
Homeroom			x
Study Hall		x	
Lunch	x		x
Physical Education/Sports	x		x
Music	x		x
Art	x		x
Home Economics	x		x
Industrial Arts			x
Vocational Classes		x	
Drivers' Education			
Club Meetings	x		

	Baker	Bradford	Union
d. Summary			
Hours per day in E.M.R. class	3	3	4
Hours per day out of E.M.R. class - academic areas	0	3 3/4	0
Hours per day out of E.M.R. class - non-academic areas	1 1/2		2 1/2
Total hours in school per day	6 1/2	6 3/4	6 1/2
4. General Comments (daily numbers represent the number of times each response was checked)			
a. In general, how much integration of E.M.R. students into the regular school program would you say there is at this school?			
Much	1	0	2
Some	2	1	2
Little	2	1	
None			
b. If there is not a great deal of inte- gration of E.M.R. students into the regular school program, do you feel it would be accepted by the faculty and principal at this school if a careful program were worked out?			
Yes, definitely	1	1	2
Probably	2	1	2
Possibly with good arguments		1	
Probably not	2		
c. In what areas could student integration best be achieved at this school?			
All right as is			2
Clubs	3		
Reading clinic	2		
Non-academic areas (art, music, physical education)	7	2	2

1. What is your most frequently used instructional method? (lecture, small group instruction, individual direction, self-instruction and demonstration, etc.)

lecture ----- 11  
 small group instruction ----- 11  
 individual direction ----- 11  
 self-instruction ----- 11  
 demonstration ----- 11

(S. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100)

2. How are grades reported? (regular report cards, notation, how is the fact of the student's progress reported?)

regular report cards, notation ----- 2  
 regular report cards, no notation ----- 6  
 report letters to parents ----- 3

3. (For senior high E.M.R. units only) What requirements must an E.M.R. student meet before being permitted to graduate? Are these requirements different from those for a student in the regular program?

There are 6 senior high E.M.R. units in the 3 county area. Two teachers responded that the question of a diploma for E.M.R. students and the requirements for graduation have not been decided yet. Their county (Baker) is considering a Special Education Diploma. The other four teachers, from Bradford and Union Counties, responded that there is no difference between the requirements (by Carnegie units) or diploma for students in special education and those in the regular program. Teachers, principals, and coordinators have indicated that they have reservations about using the Carnegie unit system for graduation requirements. In most instances, the standard course names are given to the modified courses that are taught by the special education teachers. For example, the title "Science" would be given to a course taught to girls with a content more like cooking---it would be rationalized being "Domestic Science."

\*Number tallies based on population of 17.

4. How much participation in regular school extracurricular activities is there by E.M.R. students? If there is some, what is the nature of these extracurricular activities?

Two teachers, both at the elementary level, reported no participation in regular school activities by their children. Four teachers, one at the elementary level and three in high school, indicated that no participation; and four teachers said that some E.M.R. class members participated in school activities as much as any other class members. In general, more teachers whose schools did not report any school extracurricular activities as sports or clubs were present, but there was some participation in school activities. In regular school activities, the participation in school sports or physical education. Six of elementary teachers said that their students attended art, music, lunch, and physical education with their peers from regular classes. All six high school groups and one middle school group went to lunch with students other than members of the E.M.R. class. In general, the high school units are much more open, with the students entering and leaving the special education classroom several times a day. The units for intermediate and primary aged children were much more self-contained. Five units are completely separate, and the remaining five serve the E.M.R. students for more than half of the total in-school time.

5. How much parent involvement in the school and E.M.R. class activities is there? In general, is it more or less than the support given to PTA and other school functions by all the parents of the total school population?

Parental involvement in E.M.R. class activities is minimal. Of the twelve schools in the project, four did not have a PTA, indicating that there is little parental support for school activities generally. Six teachers indicated no involvement in school activities by the parents of E.M.R. students, and three teachers reported very little involvement. Of the seventeen teachers in the project, distributed over twelve schools, only four felt that the parents of E.M.R. students reflected school activities participation equal to that of other parents. Two of these four teachers are in very small, rural schools, and two are in the same high school.

6. What instructional equipment do you use in your program?

listening stations -----	1
flashcard reader -----	1
filmstrips -----	1
film projector -----	1
record player -----	1
tape recorder -----	1
typewriter -----	1
overhead projector -----	1
slide projector -----	1
duplicating machine -----	1
Adofax -----	1
flannel board -----	1
Hoffman reader -----	1
SRA kits -----	2
videotape recorder -----	2
television -----	1
(2 others I know use a T.V. but they didn't list it)	
Peabody Language Development Kit -----	1 (Others use it)

7. What kinds of instructional equipment would you use if you had it?

tape recorder -----	34 (regular or cassette)
flashcard reader -----	1
controlled reading machine -----	2
videotape recorder -----	1
language master -----	4
film projector -----	3
primary typewriter -----	2
mobile classroom -----	1 (I assume she means a van set-up)
small hand tools -----	2
stove hook-up -----	2
perceptual-motor play equipment -----	1
various academic area kits:	
math -----	2
reading -----	3
science -----	1
"some type of programmed teaching machine" -----	1



V. ASSESSMENT OF E.M.R. CLASSROOM ENVIRONMENT FOR LEARNING

TALLY SHEET

MATERIALS CHECKLIST

A. Equipment and Supplies Checklist

Below is a list of equipment which might be included in the curriculum to be developed. Check each item as to its availability to you and your EMR class.

	Available		Unavailable	
1. Phonograph .....	15			
2. Tape recorder .....	15			
3. Slide projector .....	12	2		
4. Filmstrip projector .....	15			
5. Movie projector .....	13	2		
6. Language master .....	7	7		
7. Hoffman reader .....	5	9		
8. Overhead projector .....	15			
9. Cassette player/recorder .....	10	5		
10. Screen .....	15			
11. Headsets and/or listening station .....	14	2		
12. Radio .....	6	8		
13. Television .....	8	6		
14. Stove with oven .....	3	12		
15. Refrigerator .....	9	5		
16. Hotplate .....	7	8		
17. Language Development Kits (e.g. Peabody, Ginn) *Kind Peabody - 6	10	6		
18. Math Development Kit *Kind SRA - 1	3	10		
19. Power tools *Kind Drill Press 1; Skill Saw 11; Jigsaw 1; Table Saw 1; Drills 1	2	12		
20. Mirror .....	7	8		
21. Hair dryer .....	3	12		
22. Dishwasher .....	1	14		
23. Garbage disposal .....	1	14		
24. Iron .....	2	13		
25. Ironing board .....	2	13		
26. Clothes washer .....	2	13		
27. Clothes dryer .....	2	13		
28. Sink(s) .....	11	4		
29. Hand tools (e.g. hammer, saw) *Kind Garden Tools 1; Small Tools 11 (hammer, saw, screwdrivers)	7	7		
30. Tumbling-type mats .....	6	9		
31. Physical coordination equipment (e.g. balance beam, jump ropes, balls, rocking board) *Kind Balls 4; Jumprobes 5; Bars 2; Balance Beam 4; Mats 1	10	4		
32. Auditory trainer .....	1	12		
33. Camera - still photos (e.g. Polaroid, 35 mm) *Kind None specified	4	11		
34. Movie camera .....		14		
35. Duplicator .....	15			
36. Xerox-type copier .....	14	1		
37. Video tape machine .....	7	8		

B. Instructional Materials

Check the materials used frequently

- 4 1. Frostig program for perceptual-motor development
- 4 2. Physical coordination program (e.g. Lephart program)  
\*Kind None specified
- 8 3. Games  
\*Kind SRA Word - 1 Letters - 1 Money - 1
- 4 4. Educational-type toys  
\*Kind Puzzles - 4 Wood Blocks - 1
- 7 5. Social curriculum materials (e.g. Yeshiva)  
\*Kind Yeshiva - 6 SVE Filmstrips - 1
- 10 6. Library books
- 10 7. Records
- 9 8. Reading development kit, program or series (e.g. Sullivan, Rebus Readers, Open Highways, Phono-visual, and Distar) \*Kind SRA - 1 Phonovisual - 1 Rebus - 2
- 4 9. Science kit or supplies  
\*Kind Eyegate - 1 Fearon - 1 Transparencies - 1
- 5 10. Sandpaper letters and numbers
- 7 11. Mathematics program (e.g. Cuisinaire, Distar)  
\*Kind Jenn - 1 SRA - 2
- 5 12. Language program (e.g. Peabody, Distar)  
\*Kind Peabody - 5
- 5 13. Vocation-oriented materials Driver Training Signs - 1
- 9 14. Globe and maps

C. Furniture

Indicate the number of the following in your room.

- 11 1. Teacher desk
- 9 2. Student desks (if individual)
- 12 3. Chairs
- 11 4. Tables
- 12 5. Filing cabinet
- 11 6. Bookcase
- 7 7. Other furnishings:
  - 1 - A. V. Cart
  - 1 - Piano
  - 1 - Cabinet

D. Supplies

Check the consummable supplies in your classroom

- 12 1. Crayons
- 14 2. Paste or glue
- 12 3. Pencils
- 14 4. Scissors
- 14 5. Rulers
- 12 6. Mimeo-type paper
- 13 7. Ditto masters
- 6 8. Overhead transparencies
- 2 9. Photographic supplies (e.g. film, flash bulbs)
- 9 10. Felt-tip pens
- 14 11. Construction paper
- 5 12. Carbon paper
- 10 13. Ball point pens
- 13 14. Writing (lined) paper
- 5 15. Tissue paper
- 11 16. Masking tape
- 8 17. Cellophane tape
- 10 18. Tape recorder tapes (not already programmed)
- 9 19. Charts (lined, for teacher use)
- 15 20. Chalk

E. General Questions

1. Do you use any consummable items as rewards, such as candy, trinket prizes, and if so, what do you use most frequently? Yes - 10 Candy - 6 Cookies - 2  
Trinkets - 4 Checkmarks - 1 Not permitted to give anything to eat to child - 1
2. Do you feel the instructional materials you have available and use are meeting the needs of your pupils? Yes - 7
3. By rough estimate, what is the size of your room or area, in square feet?  
-100 1 100-200 3 200-300 1 300-400 1 600-700 2 1000-1100 1 1200 1
4. Do you feel you are aware of the various materials that are available for use in an EMR class?  
Yes - 1
5. What janitorial service do you receive for your classroom maintenance?  
Sweeping & vacuuming - 4 As needed - 3 Twice each week - 1  
Do my own ----- 1 Not much -- 1
6. What bathroom, playground and auditorium facilities are available for your class' use?  
All facilities available ---- 11  
Toilet & wash bowl ----- 1  
Bathroom attached to EMR rm - 4  
Playground equipment ----- 4

## VI. ASSESSMENT OF ADMINISTRATIVE SUPPORT

## SUMMARY OF ADMINISTRATORS

### BAKER COUNTY

#### County Level Staff

Mr. Alan Harvey - Superintendent

Mr. N. J. Johns - Director of Instruction

Mrs. Yvonne Stephens - Elementary Supervisor (Special Education Coordinator)

#### Principals

Mrs. Evelyn S. Dew - Glen Elementary

Mr. Michael J. Gazdick - Baker Junior High

Mr. Ernest Harvey, Jr. - Macclenny Elementary

Mr. Harold A. Hinte - Sanderson Elementary

Mr. Jerry Sisk - Baker High

### BRADFORD COUNTY

#### County Level Staff

Mr. Thomas L. Casey, Jr. - Superintendent

Mr. C. M. Clark - Assistant Superintendent for Instruction and  
General Supervisor

Mrs. Lucille Payne - Elementary Supervisor (Special Education Coordinator)

#### Principals

Mr. Charles E. Francis - Bradford High

Mr. James C. Hobbs - Southside Elementary

Mr. Richard H. Jockel - Bradford Middle

Mr. Curtiss Marlowe - Lawtey Elementary

Mr. Lennard B. Register - Hampton Elementary

Mr. Philip Vellenga - Starke Elementary

### UNION COUNTY

#### County Level Staff

Mr. James H. Cason, III - Superintendent

Mr. Buren L. Dunavant - Director of Instruction

Mr. Joseph J. Marinelli - Director, Administrative and Support Services  
(Special Education Coordinator)

Mrs. Pamela S. Harrington - E.M.R. Specialist

#### Principals

Mr. Bruce Clarke - Lake Butler Middle

Mr. Frank Warriner - Union County High

STATE ADMINISTRATORS' PHILOSOPHIES OF SPECIAL EDUCATION  
AS IT RELATES TO THE E.M.R.

BAKER COUNTY

This We Believe:

We believe that exceptional pupils are those who differ from the average to such a degree in physical or psychological characteristics that school programs designed for the majority of children do not afford them opportunity for all-round adjustment and optimum progress. Therefore, they need special instruction to achieve a level commensurate with their respective abilities.

We believe our exceptional child program should be designed to foster the emotional, social, physical and aesthetic development of each child.

We believe that each child can learn at his own rate and speed; that school is a pleasant place to be; that it is good to work hard; that he is a person who can learn and contribute.

We believe that Exceptional Children should participate as much as possible in the regular school activities and in experiences which are appropriate to their individual needs and abilities.

We believe that it is our responsibility to offer a varied and flexible program to help prepare these children to function effectively in their home, and as self supporting citizens in the community.

The following is the educational policy of the Board of Public Instruction as listed on page 32 section D-16 regarding Exceptional Child Education:

It shall be the duty of the faculty of each school in Baker County to evaluate the progress of the pupils enrolled in or eligible to be enrolled in the school and to refer to the County Board all those who, because of unusually high intellectual ability, or a physical, mental, or emotional impairment, are suspected of being unable to be adequately educated in the regular classes without the provision of special instructional facilities or services.

Upon receiving the referrals from the schools, the County Board will provide for medical, psychological, sociological, and academic assessments for the purpose of diagnosis and classification in relation to educational management.

To meet the present needs of exceptional children, the District Board will provide teachers and facilities for classes when State and County units are available.

## BRADFORD COUNTY

The philosophy of education in Bradford County is to provide educational experiences and opportunities which will develop the skills, concepts, and the understandings necessary for each student to achieve a successful role in the changing society of today and tomorrow. In order to afford such opportunity to all children, it is recognized that special types of programs, services and instruction are required from that which is considered average.

Such instruction and services are an integral part of the regular school program, and regular school facilities and services adapted to the need of exceptional children are used wherever possible. The program for exceptional children is considered a part of the total school program.

## UNION COUNTY

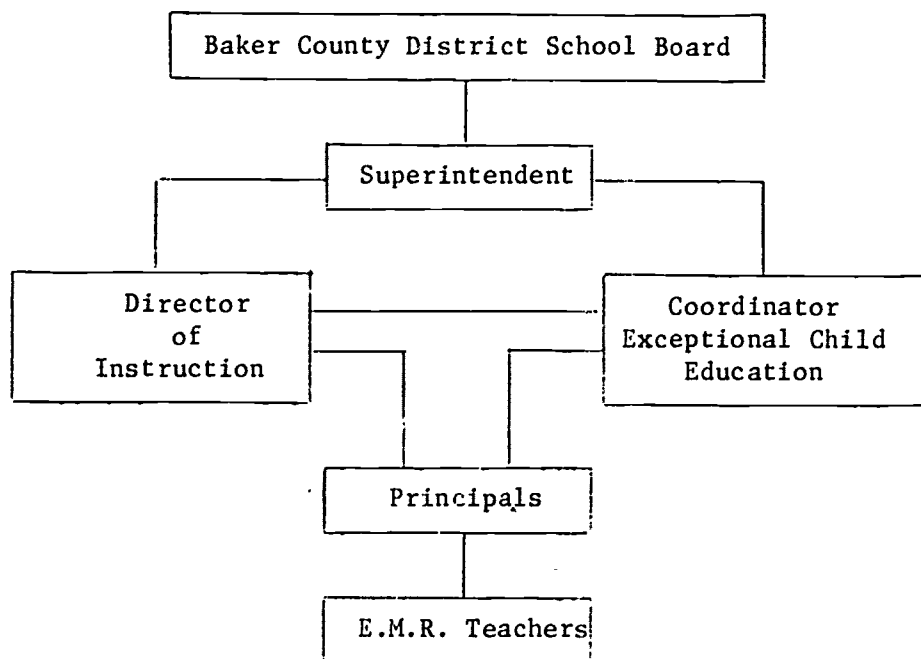
The School Board of Union County believes that every child is entitled to whatever education is necessary for that child to meet his needs and to enable him to be a productive member of society. It is the policy of the Board to provide facilities, equipment, and supplies for whatever degrees of exceptionality exist among the county's students as available facilities and funds make possible. The philosophy of special education is based on the fact that our democracy provides educational opportunity for all.

Education, in its broadest sense, means providing for the development of each child to his fullest capacity as an individual and a contributing member of society. Education for the exceptional child should provide experiences that will meet his present and future needs for success, respect, and usefulness. Since each child is unique and should be given every opportunity to develop in the areas in which he can succeed, he has a right to a program of education and training in keeping with his individual potential.



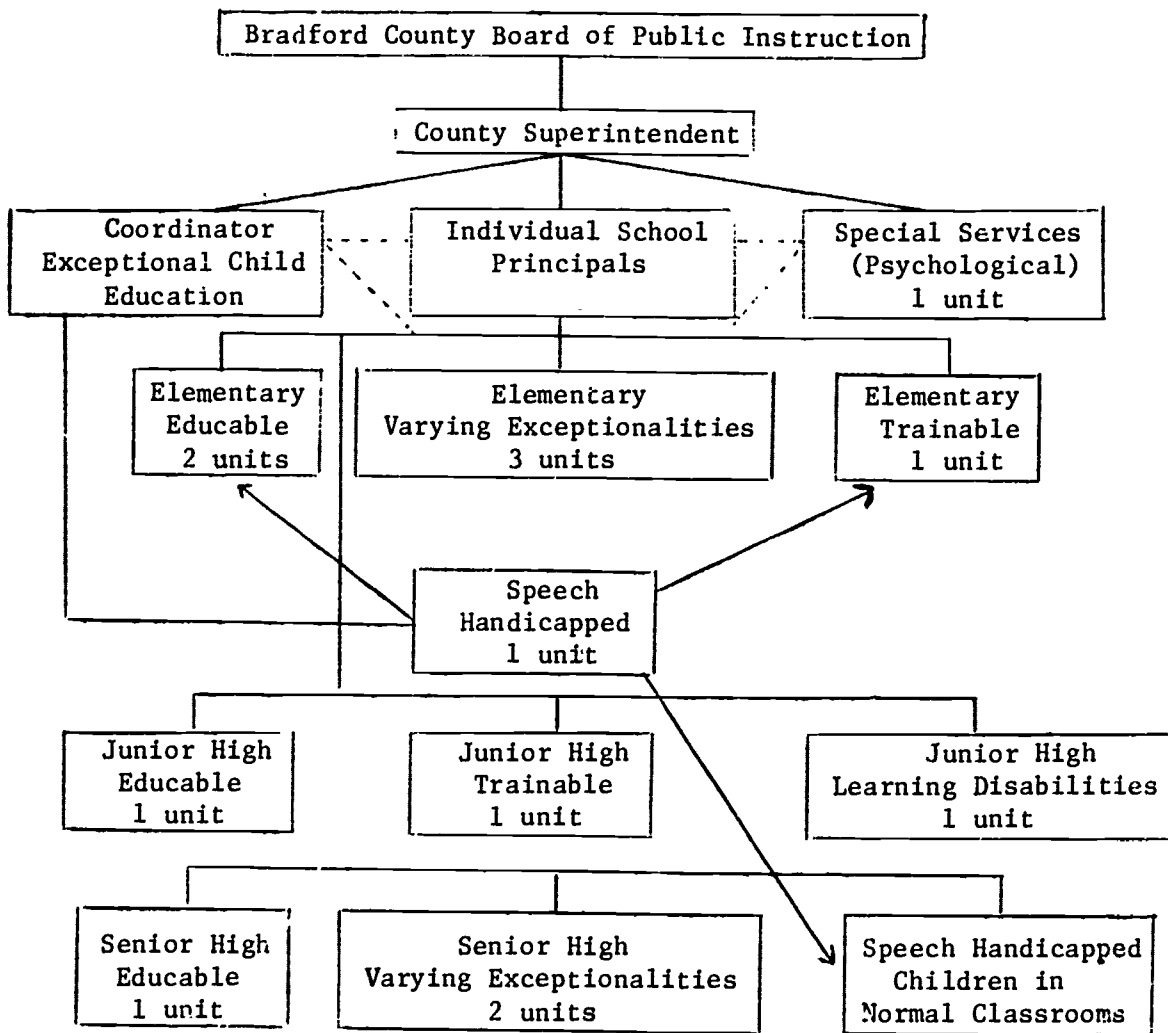
ORGANIZATIONAL CHART

BAKER COUNTY



ORGANIZATIONAL CHART

BRADFORD COUNTY

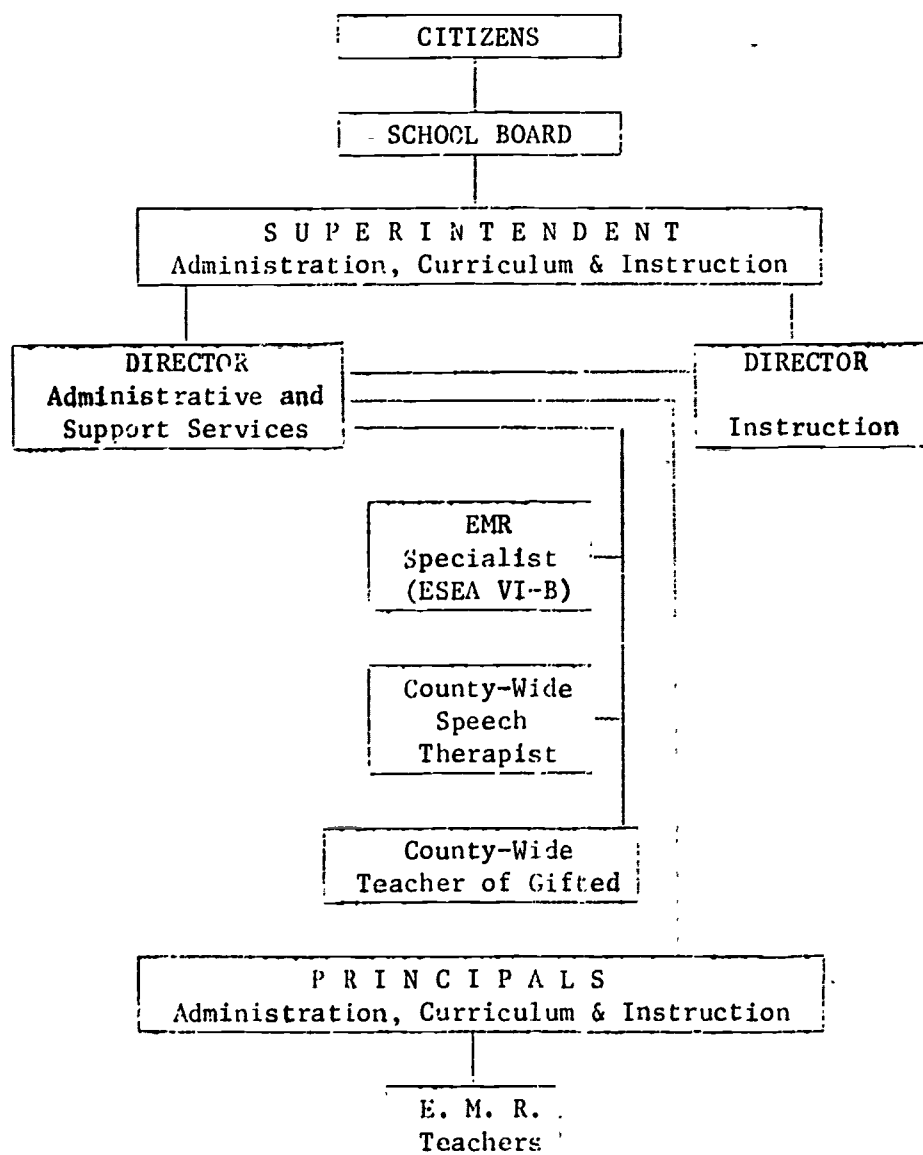




## ORGANIZATIONAL CHART

### UNION COUNTY

The Director of Administrative and Support Services coordinates the Exceptional Child Education program and works closely with the principal in the supervision of exceptional education teachers. The Director of Administrative and Support Services has final authority as to the placement of students in the program.



VII. ASSESSMENT OF SCHOOL SUPPORTIVE SERVICES  
AND  
LOCAL AGENCIES' SUPPORT

TALLY SHEET

School Supportive Services  
and  
Local Agencies' Support

Available Services	BUKER COUNTY				BRADFORD COUNTY						UNION COUNTY		
	School No. 1	School No. 2	School No. 3	School No. 4	School No. 1	School No. 2	School No. 3	School No. 4	School No. 5	School No. 6	School No. 1	School No. 2	
<b>I. Pupil Personnel Services</b>													
A. Guidance counselor				X		X		X	X	X		X	X
B. Occupational specialist				X						X			
C. Vocational rehabilitation counselor										X			
D. Dean of students				X					X	X			X
E. Reading teacher	X	X	X	X	X	X	X	X	X	X	X	X	X
F. Librarian	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>II. Business Services</b>													
A. School bus transportation	X	X	X	X	X	X	X	X	X	X		X	X
B. Food service	X	X	X	X	X	X	X	X	X	X		X	X
C. Secretary for school staff use		X		X	X	X	X	X	X	X		X	X
D. Custodial staff	X	X	X	X	X	X	X	X	X	X		X	X
<b>III. Vocational Services</b>													
A. Vocational rehabilitation counselor										X			
B. Occupational specialist				X						X			
C. Vocational training classes				X						X			X
1. Business courses				X						X			X
2. Shop				X						X			X
3. Auto mechanics				X						X			X
D. Agriculture classes				X						X			X
E. Work-study program				*						X			
F. Pre-vocational classes								X				X	
G. Horticultural training				*						X			X
<b>IV. Special Education Services</b>													
A. EMR class	X	X	X	X	X	X	X	X	X	X	X	X	X
B. TMR class								X	X				
C. Special therapist	*	*	*	*	X	X	X	X	X	X	X	X	X
D. Gifted class													X
E. Participation in P. E. curriculum for mentally retarded project	X	X											X



- V. Medical Services
  - A. School/county nurse
  - B. County clinic through the Health Department
  - C. Hearing screening
  - D. Vision screening
  
- VI. Welfare Services
  - A. Attendance aide
  - B. Protective service worker
  - C. Family services
  - D. Commodity foods available
  
- VII. Local Agencies and Non-Profit Organizational Support
  - A. Civitan
  - B. Lions
  - C. Rotary
  - D. Churches
  - E. P.T.A.
  - F. County Education Association

BAKER COUNTY				BRADFORD COUNTY						UNION COUNTY	
School No. 1	School No. 2	School No. 3	School No. 4	School no. 1	School No. 2	School No. 3	School No. 4	School No. 5	School No. 6	School No. 1	School No. 2
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X