DOCUMENT RESUME

ED 119 436 40 EC 081 661

TITLE	A Study of Exceptional Children in Idaho: Special Education Needs Assessment Study.
INSTITUTION	Idaho State Dept. of Education, Boise.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO	542930
PUB DATE	Jun 74
GRANT	OEG-0-70-4178(608)
NOTE	192p.; Occasional light print areas and Tables 1 and 7 are marginally legibile
EDRS PRICE	MF-$0.83 HC-$10.03 Plus Postage
DESCRIPTORS	Elementary Secondary Education; Exceptional Child Research; Financial Support; *Handicapped Children; Incidence; Legislation; *Needs Assessment; Parent Attitudes; Services; *Special Education; *State Programs; State Surveys; Teacher Education
IDENTIFIERS	Idaho

ABSTRACT

Documented are the results of a 1974 Idaho needs assessment study of statewide special education services for exceptional children which involved 22,020 school-aged handicapped children. The findings include field research related to (1) prevalence of exceptional children in Idaho school districts and communities; (2) services presently available, including Child Find, and services for which need is indicated to meet state legislated mandates; (3) manpower available and adequacy of potential training resources; (4) consumer satisfaction with present services for exceptional children and possible satisfaction with new alternatives; (5) present and alternative finding patterns for special services and educational programs; and (6) identification of legislative considerations necessary to implement training, programing, and finance patterns. It is noted that the needs assessment format applied to Idaho's special education services has replication potential for other states. Emphasized are cause-effect factors operating statewide which will influence planning toward full services for all exceptional children. (Author/SB)

a study of exceptional children in idaho

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ROY TRUBY
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

A STUDY OF EXCEPTIONAL CHILDREN IN IDAHO

SPECIAL EDUCATION NEEDS ASSESSMENT STUDY

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June, 1974

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This project was supported and funded by the Rocky Mountain Regional Resource Center, University of Utah, Project No. 542930, Grant No., OEG-0-70-4178 (608), U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Education for the Handicapped.

PREFACE

This report describes the findings of a comprehensive study of special education in Idaho conducted from January, 1973 - May, 1974. This study was initiated in response to a legislative request for information regarding the current status and future demands of manadory special education.

Hopefully, the information contained in this report as well as that updated on an annual basis will assist legislators, policy makers, responsible officials and educators, parents, and local citizens in the development and implementation of special education services to meet the needs of all exceptional children and youth throughout the state.

I would like to acknowledge the cooperation of many persons throughout Idaho who provided assistance without which this project would never have been completed. Special thanks goes to the following persons who worked as field researchers:

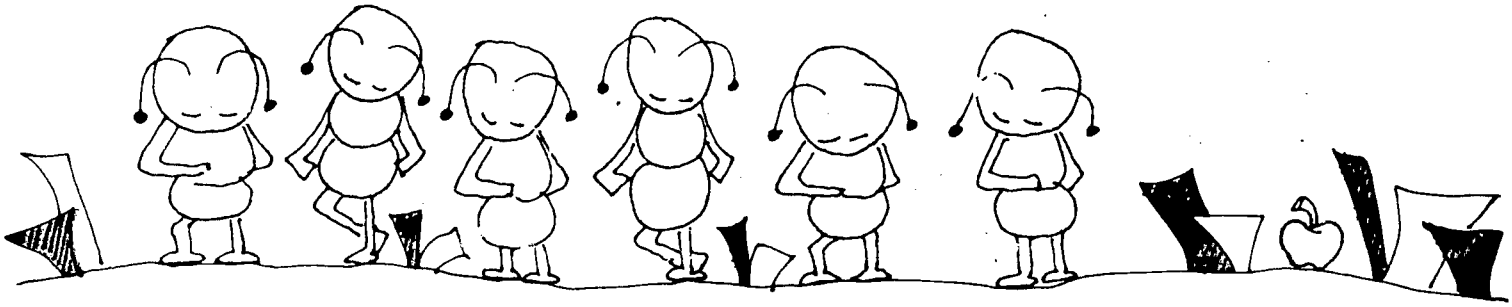
Frank Daley
Debra Rudeen
Barbara Brassard
Elianora Brassard
Angie Strickland
George Lee

Several colleagues and consultants also provided valuable assistance. Tim Daley was responsible for the planning and implementation of the special education finance study. Richard Rossmiller provided expertise in the planning of the special education finance study. Gene Hensley assisted with the exceptional child survey, as well as provided several opportunties for project staff persons and legislators to attend various regional conferences on special education finance. Alan Abeson assisted in a review of Idaho's special education legislative statutes. Maynard Reynolds and David Lillie served as third party evaluators. Theodora Daley designed child find posters and various public information materials as well as illustrations in this final report. Other consultants include Bill Hart and Dave Miles.

I am also very grateful for the financial support and personal help provided by Judy Buffmire, Bob West, and other Rocky Mountain Regional Resource Center staff members in the planning, initiation, and completion of various project objectives.

It is with great appreciation and gratitude that I would like to thank Pat Lowber for her loyal support and personal friendship. She provided excellent secretarial assistance during the conduct of the research and the typing of the final report.

acknowledgments. . .



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CHAPTER I

OVERVIEW

Equal educational opportunity is a basic right of children across the country. Sometimes, many children with handicaps, have been discouraged from attending school or excluded from such attendance. Others have received inappropriate educational programs within regular or special classes. Weintraub (1972) has estimated that less than half of the nation's seven million handicapped children are receiving the education and related services they need. In addition, Martin (1971) has estimated that approximately one million handicapped children have never received any type of educational program.

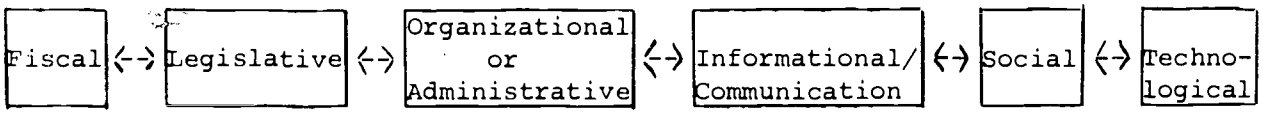
In order to bring about needed changes in guaranteed educational rights to all children, advocates for handicapped children have turned to the courts, to Congress, to state legislatures, and to state and local administrators with requests for equal educational opportunities.

Litigation cases have been initiated or completed in at least seventeen states across the country in behalf of quality education for children with handicaps (Abeson, 1973). States have also begun to gradually remove discriminatory provisions in laws and regulations.

The 1974 regular legislative sessions across the country saw approximately 48 states providing some form of mandatory special education legislation (Education Commission of the States, HACHE, 1974). Idaho House Bill 754, amending Section 33-2001, Idaho Code, mandated special education for all exceptional children in the State (1972). Federal and state policies

and changing legislation continue to emphasize accountability--the need for systematic data collection as well as the development of comprehensive service plans for children with special needs.

As states begin to fully develop quality programs to meet the needs of all children, at least six factors become evident which may act singly or together to facilitate appropriate planning. They may also result in barriers preventing the amelioration or elimination of the needs of children with handicaps (Schrag, 1973). These factors can be identified as follows:



The effect of each of these factors (barriers) must be continually monitored through sufficient data gathering so that systematic strategies can be developed to manipulate these variables to facilitate program development.

In order to fully implement Idaho's mandatory special education legislation and to plan and implement quality programs and services for all exceptional children, the Idaho Special Education Needs Assessment Study was initiated. Project objectives were established to carefully analyze the above factors and their interaction so that recommendations for needed changes could be made. The following needs assessment objectives were established:

1. To determine the prevalence of exceptional children within Idaho school districts and communities selected by a stratification and randomization process.

2. To describe the services presently available to exceptional children in Idaho and those needed to meet mandatory special education (vendor or provider system).

3. To determine the manpower available and the adequacy of potential training resources to meet the manpower demands of special education (vendor or provider system).

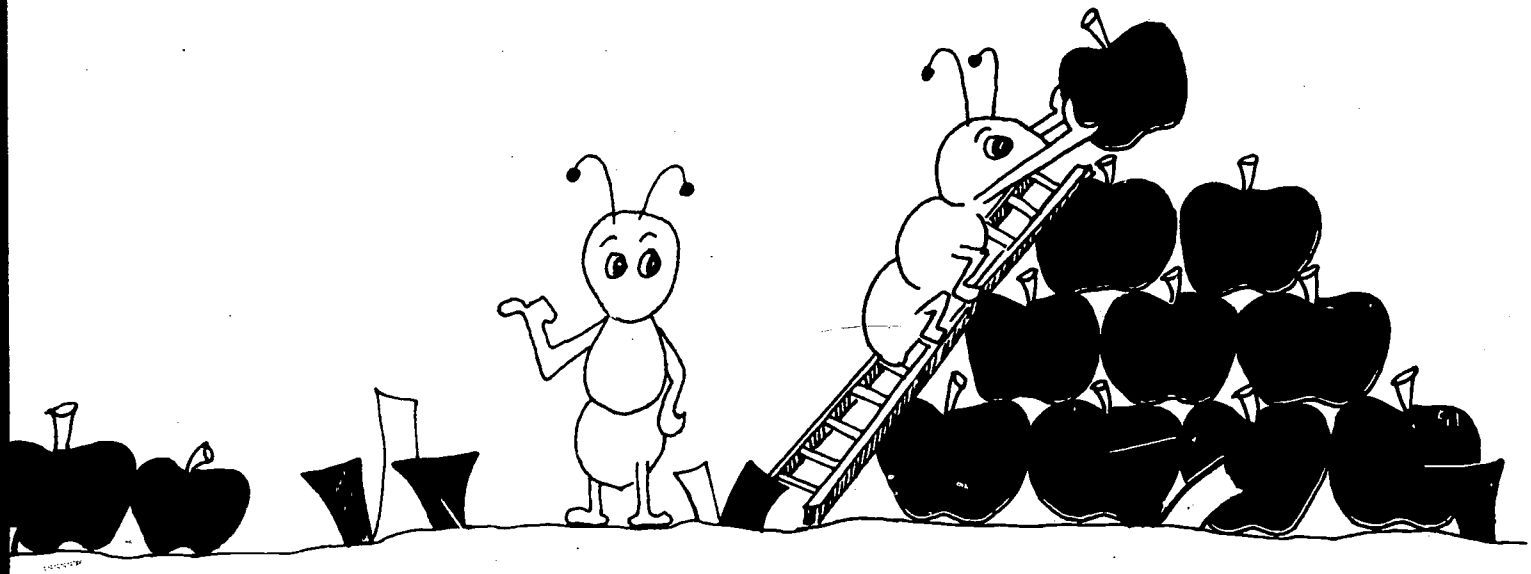
4. To determine consumer satisfaction with the present service delivery system for exceptional children in Idaho and possible satisfaction with new alternatives (user system).

5. To identify alternate funding patterns compatible with program alternatives.

6. To identify legislative considerations necessary to implement various training, programming, and finance patterns.

The following chapters discuss the design, activities, and results of each objective. Chapter VIII summarizes the findings and makes recommendations for changes in the provision of services to exceptional children. Throughout the following text, the terms handicapped and exceptional are frequently used within the context of this study and are to be considered synonomous. In addition, special education refers to programs and services for all types of exceptional children (gifted, as well as handicapped).

prevalence



CHAPTER II

PREVALENCE OF EXCEPTIONAL CHILDREN IN IDAHO

EXCEPTIONAL CHILD SURVEY

Introduction

Children who have handicaps are legally referred to as exceptional children in some states and handicapped in others. In Idaho, exceptional children are defined as:

> children whose handicaps, or whose capabilities, are so great as to require special education and special services in order to develop to their fullest capacity. This definition includes but does not limit itself to those children who are physically handicapped, mentally retarded, emotionally disturbed, chronically ill or who have perceptual impairment as well as those children who are so academically talented that they need special education programs to achieve their fullest potential (Section 33-2002, Idaho Code).

Estimates of the number of children with handicaps vary widely. Generally, national incidence figures indicate that handicapped children represent 10 to 12 percent of the total school-age population. Several states have attempted to identify the numbers and kinds of exceptional children for planning purposes--either through sample studies or through a complete census of school-age children.

Table 1 displays a summary of several states' findings. As can be observed from the table, prevalence figures range from 6.95 percent in Kentucky to 29.03 percent in New Mexico (Kalik, et al., 1973). It should be emphasized that caution must be taken when comparing the estimates of handicapping prevalency found in the various surveys. Results should not be generalized to other states or localities. For each study, there are differences in definitions of various exceptionalities; differences in

	DUNN & MACKIE (1954)	NEW MEXICO (1973)	COLORADO (1973)	KENTUCKY (1971)	ALABAMA (1972)	UTAH (1972)	SAMPLE STUDY NORTHWEST MINNOSOTA (1972)	NEBRASKA (1972-73)	NORTH DAKOTA (1972-73)	IDAHO (1969)
Visually Handicapped	0.2	0.28	0.27	0.15	0.200	0.06	0.33	0.35	0.08	0.28
Blind					0.200					
Partially Sighted										
Aurally Impaired	1.5	3.91	0.42	0.22	0.203		0.13	1.00	2.10	0.41
Deaf						0.08				
Hard-of-Hearing						0.05				
Crippled/Orthopedically Handicapped	1.5	N.A.	N.A.		0.180	0.04	N.A.	0.35	0.50	N.A.
Speech Handicap	2.0	7.8	7.00	1.30	1.300	3.34	3.50	4.50	5.00	0.94
Specific Health Impairment	1.5	N.A.	N.A.	N.A.	0.050		N.A.	N.A.	0.50	N.A.
Emotionally Disturbed/ Socially Maladjusted	2.0	2.0	3.40	0.61	2.600	5.07	0.17	5.00	3.00	1.24
Gifted	2.0	2.51	N.A.	0.74	N.A.		N.A.	N.A.		2.47
Mentally Retarded	2.0	3.48	3.40	1.91	7.000			6.30	2.25	N.A.
Educable Retarded		2.92		1.63		1.60	1.00			
Trainable Retarded		0.56		0.28		0.34	0.27			
Learning Disability	N.A.	7.38	5.84	1.35	2.200	6.27	5.0 - 6.0	7.00	5.00	2.82
Physically Handicapped		1.53	0.77	0.35	N.A.	0.04	0.37	N.A.		0.69
Multiply Handicapped		0.14		0.32	N.A.	0.002 Deaf & Blind	N.A.	N.A.	N.A.	2.09
TOTALS	12.7	29.03	-5.50 15.00	6.95	13.730	16.892	10.77 - 11.77	24.50	18.43	10.94

Table 1. Prevalence Estimates for Various Types of Exceptional Children Found in Studies of Various States.

criteria utilized to identify the presence of each exceptionality; differences in geographic and demographic characteristics; differences in age range and background of children sampled; and differences in methodology used by the various researchers.

The determination of state incidence figures of exceptional/handicapped children is important to provide baseline information to guide effective planning for comprehensive delivery of educational services. Without appropriate data for administrative decisions, one runs the risk of making inappropriate and often costly decisions.

As part of objective one of the Idaho Special Education Needs Assessment Study, an exceptional child survey was initiated. Data was collected regarding the incidence of the following exceptionalities:

1. Mental Handicap: Trainable Mentally Retarded
2. Mental Handicap: Educable Mentally Retarded
3. Physically Handicapped: Orthopedically Impaired
4. Physically Handicapped: Health Impaired
5. Speech Impaired
6. Visual Handicap: Blind
7. Visual Handicap: Partially Sighted
8. Hearing Handicapped: Deaf
9. Hearing Handicapped: Hard of Hearing
10. Emotional Handicap
11. Learning Disabilities
12. Gifted/Academically Talented
13. Multiple Handicap (presence of two or more serious handicaps; e.g., deaf-blind)

Design of Study

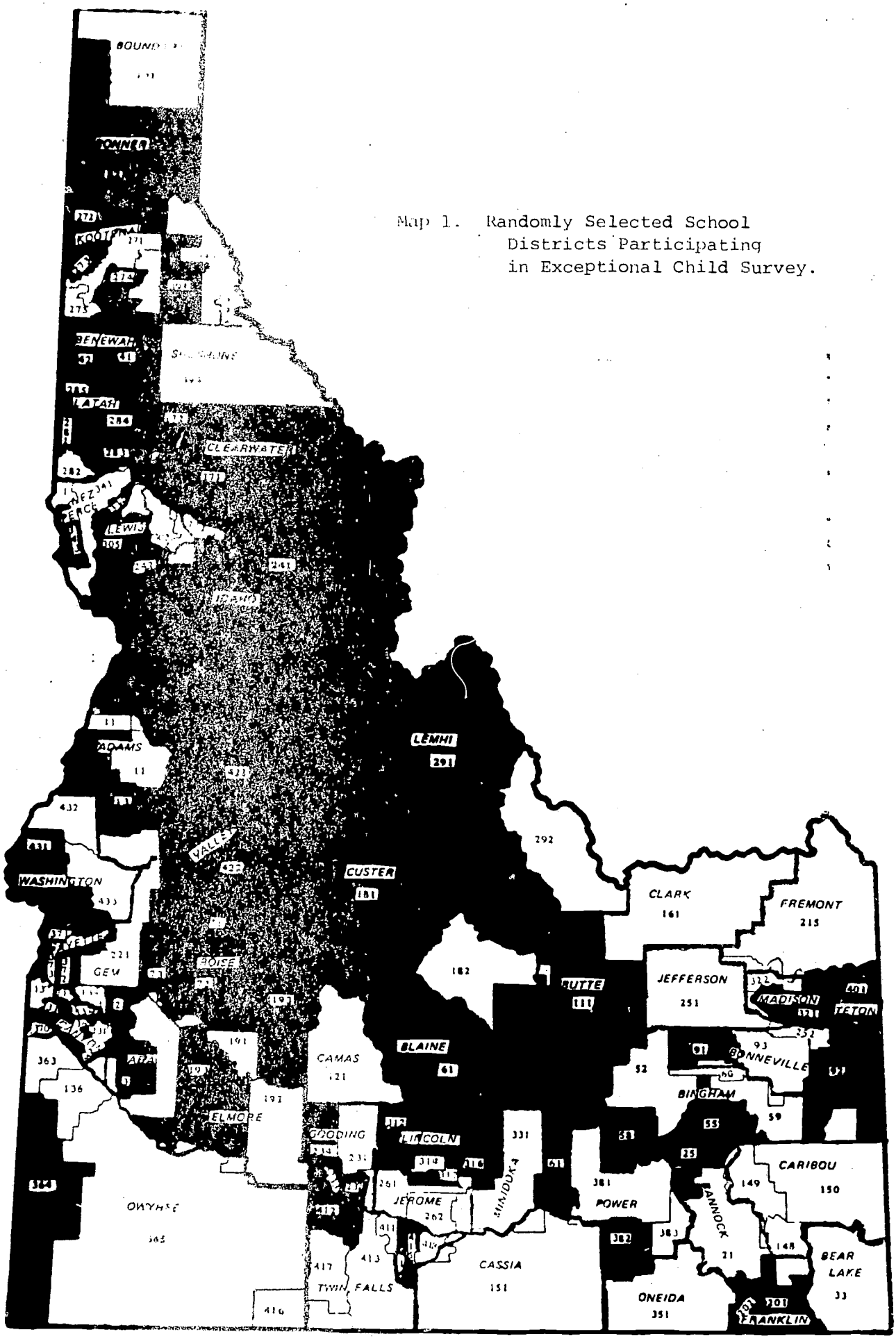
Operational Definitions

After a review of the special education literature and other states' surveys, operational definitions and behavioral attributes of the various kinds of exceptionalities were established. Operational definitions selected and utilized within the scope of this study were those commonly agreed upon in the professional literature, as well as similar to those used by Minnesota, Kentucky, and several other states. These operational definitions are discussed later in this chapter.

Sampling Process

Because of time and fiscal constraints, a sampling procedure was utilized rather than to survey the entire population of children. In order to insure that the sample size would be representative of the total population from which it was drawn, a stratified, random selection procedure was employed. All Idaho school districts were first ranked according to size. The school districts were then equally divided into five strata: very large, large, medium, small, and very small. Utilizing a table of random numbers, twelve school districts were selected from each of the five strata. The total school-age population of the sixty randomly-selected districts was 86,925 or 47 percent of the state, school-age population. Map 1 shows the location of participating school districts. Appendix A includes a listing of each random district.

Because of the various study constrants, it was necessary to further select a manageable, yet statistically-acceptable sample size. Therefore,



Map 1. Randomly Selected School Districts Participating in Exceptional Child Survey.

a thorough search of exceptional children was initiated in a cross-section age range within the 60 school districts. The search included those children whose birthdates fell between October 15, 1960 and October 15, 1963. This cross-section age range was utilized because most handicaps are easily identifiable around age 9. In addition, more complete diagnostic testing seemed to be available for 9 to 11 year olds. The size of the final sample was 22,020 children or 12 percent of the total school-age population. Table 2 shows the sample size by Idaho planning regions.

Table 2. Number of Children Sampled in the Exceptional Child Survey Within Each Region of Idaho.

Region	No. of Children in Sample
I	3,140
II	2,743
III	6,418
IV	1,389
V	4,495
VI	3,835
TOTAL	22,020

Implementation of the Study

In order to initiate a thorough search of exceptional children within 60 school districts, six field research workers (3 full-time and 3 part-time) were employed. Each of the field workers were familiar with special education, as well as research and statistics. A workshop was held on January 17, 1973, in order to train the staff in the utilization of forms and appropriate procedures. During the training session, data worksheets to be utilized throughout the study were prototyped in a school district

outside the random sample. An inter-observer reliability coefficient of .97 was obtained among the six field researchers. A copy of this worksheet is found in Appendix B.

After appropriate training and prototyping of forms and procedures, the exceptional child survey was implemented and carried out during a five-month period. Each field researcher was designated responsibility of a particular region of the state. Before data collection was initiated, local school superintendents and other district personnel were given a briefing concerning the purposes and procedures of the study. School district participation in the survey was voluntary. The response and subsequent cooperation of all superintendents and school district personnel was excellent. Only one school district chose not to participate. Data collection began January 22, 1973, and was completed May 30, 1973. A uniform step-by-step procedure was followed. This procedure included: a review of all child cumulative school records within the cross-section age range; a review of psychological and educational testing records; further testing if necessary; a review of speech and hearing records; a review of available medical records; interviews with teachers, principals, and ancillary personnel; and a review of client and resident lists of the Idaho State School and Hospital, Gooding School for the Deaf and Blind, regional Child Development Centers, Elks Rehabilitation Center, and other public and private agencies serving exceptional children who could have been residents of the 60 randomized school districts.

Treatment of Data

A data worksheet was filled out for each child identified as exceptional. In order to insure confidentiality of reporting, all children

were given an identification number and names were blacked out after completion of data collection within each district. Information recorded on each child included ethnic and socioeconomic characteristics, mobility history, educational and psychological testing results, type of identified exceptionality, current school placement, and teacher or other personnel comments. All information collected concerning numbers and types of exceptional children, as well as other variables and demographic characteristics, were hand coded and keypunched for computer analysis.

Results

Analysis of the data showed a 15.21 percent rate of exceptionality. Within the random sample of sixty districts, 3,350 children were found to display one or more handicapping conditions. Table 3 shows the number of identified exceptional children and the prevalence percentage by category, as well as a projected number of exceptional children within the total population. These projected numbers within the total population of Idaho school-age children utilizing sample estimates were made realizing certain limitations of extrapolation as discussed within this chapter. The data within this table also compares the total state data to that found in the various regions of Idaho.

As can be seen by the data within this table, some variance was noted between regions. Region VI yielded a high incidence rate of 19.01 percent compared to a low rate of 13.9 percent and 13.93 percent for Region IV and Region III, respectively.

Mentally Retarded

The American Association on Mental Deficiency Manual on Terminology and Classification (Heber, 1961) stated that "mental retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with an impairment in adaptive behavior." Within the scope of this study, a distinction was made between educable and trainable mentally retarded children. Operationally, educable mentally retarded (EMR) referred to those pupils with IQ scores between

Table 3. Numbers and Percent of Exceptional Children Identified Within the Total Sample and Specific Regions, as Well as Projected Numbers of Exceptional Children Within the Idaho School-Age Population.

Type of Exceptionality	REGIONS												Total Sample Estimates		Projected No. of Exceptional Children
	I		II		III		IV		V		VI				
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
E. M. R.	89	2.83	44	1.60	159	2.48	29	2.09	73	1.62	93	2.43	487	2.21	4,122
T. M. R.	4	.13	5	.18	1	.02	1	.07	3	.07	3	.08	17	.08	149
Physical Handicap	15	.48	18	.66	86	1.34	10	.72	33	.73	92	2.40	254	1.15	2,145
Speech Handicap	60	1.91	45	1.64	81	1 26	12	.86	82	1.83	59	1.54	339	1.54	2,872
Visual Handicap	14	.45	9	.33	22	.34	5	.36	17	.38	19	.50	86	.39	727
Auditory Handicap	18	.57	13	.47	27	.42	8	.58	52	1.16	35	.91	153	.69	1,287
Specific Learning Disability	137	4.36	131	4.78	213	3.32	43	3.10	98	2.18	124	3 23	746	3.39	6,322
Emotional Handicap	49	1.56	57	2.08	91	1.42	25	1.80	108	2.40	68	1.77	398	1 81	3,376
Academically Talented	58	1.85	113	4.12	147	2 29	49	3.53	64	1.42	171	4.46	602	2.73	5,092
Multiply Handicapped	11	.35	37	1.35	67	1.04	12	.86	77	1.71	65	1 69	269	1.22	2,275
TOTAL	455	14.49	472	17.21	894	13.93	194	13.97	607	13.50	729	19.01	3,351	15 21	28,367

approximately 50 and 80 who are having difficulty with learning. Trainable mentally retarded (TMR) referred to students with IQ's between approximately 30 and 50. Other behavioral descriptors were utilized, such as:

Trainable Mentally Retarded:	Learns at ¼ to ½ the rate of normal children. Capable of developing simple self-help skills, socialization, and oral language. Generally unable to acquire rudimentary academic skills.
Educable Mentally Retarded:	Learns at 1/2 to 3/4 the rate of normal children. Capable of eventually attaining academic skills equivalent to average fourth or fifth graders. Difficulty in dealing with tasks involving abstract reasoning.

According to Table 3, 487 EMR's were identified. This figure yielded a prevalence estimate of 2.21 percent. This compares with a national estimate of 2.0 percent. Region I had the highest rate (2.83 percent) compared to a low of 1.60 percent in Region II and 1.62 percent in Region V. The overall prevalence estimate of TMR's was .09 percent compared to a USOE estimate of .30 percent. Although only 17 children were identified as TMR, 71 were included within the handicapped category because they had additional handicapping complications. Again, some regional variance was found. Region III reported a TMR prevalence estimate of .02 percent compared to .18 percent in Region II, and .13 percent in Region I.

Figure 1 shows a prevalence rate of mental retardation by chronological age (Lewis, 1929). This figure indicates the greatest prevalence of retardation in late childhood and early adolescence: age 5-9, 1.6 percent; age 10-14, 2.6 percent; and age 15-19, 1.1 percent. Based on this information,

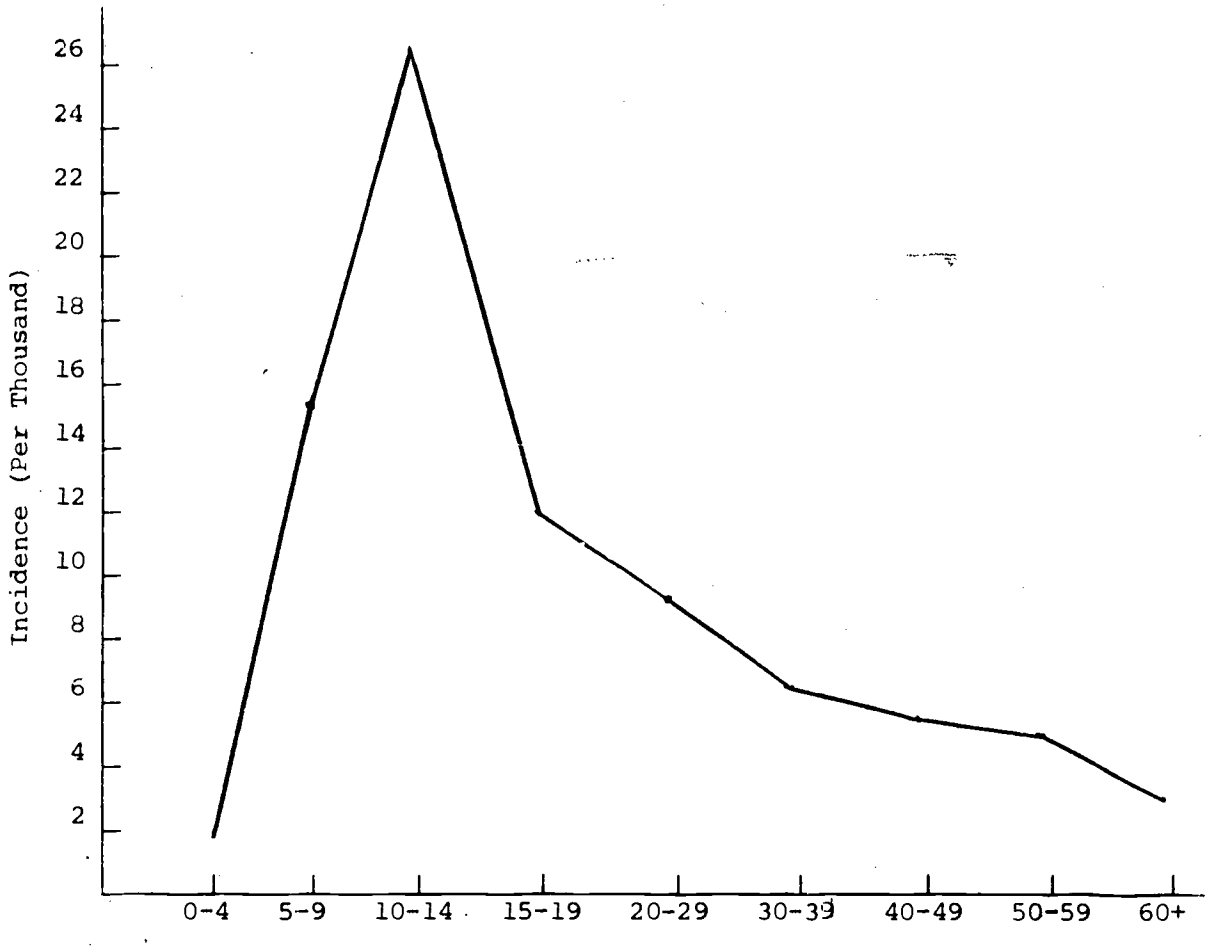


Figure 1. Incidence of Mental Retardation by Chronological Age (Adapted from Lewis, 1929).

the overall mental retardation prevalence rate of 2.22 percent is perhaps fairly accurate. When utilizing this estimate to project to the total school-age population in Idaho, however, differences in mental retardation estimates at different ages must be recognized.

Physically Handicapped

Physically handicapped refers to those children who are crippled and who have orthopedic conditions or motor impairments, congenital or acquired.

Within this study, physically handicapped children also included those with chronic health problems such as rheumatic fever, cardiac problems, epilepsy, etc.

The number of physically handicapped children identified in Idaho was 254 or 1.15 percent. This compares with a national estimate of 1.5 percent. Again, it must be noted that some physically handicapped children (121) were classified as multiply handicapped due to the presence of other serious handicaps. There appeared to be significant variance among regions in physically handicapped prevalence figures. Regions I, II, IV, and V showed percentages of .48, .66, .72, and .73. A higher prevalence percentages was found in Region III (1.34 percent) and Region VI (2.40 percent). Table 4 below gives a breakdown of types of physical handicaps reported, as well as the corresponding percent of the total physically handicapped variance.

Table 4. Types of Physically Handicapped Children Reported in the Exceptional Child Survey.

Physical Handicap	Percent
Spinal Bifida	.53%
Congenital Defect	8.80%
Cerebral Palsy	8.27%
Rheumatic Fever	3.47%
Epilepsy	14.40%
Heart Disease or other Serious Health Problems	61.60%
Muscular Dystrophy, or Kypkotic Deformity	2.93%
	100.00%

Speech Handicapped

According to Van Riper (1963), speech is "defective when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted." Johnson (1959) lists the following types of severe speech disorders among school children: articulation, voice, stuttering, cleft palate and lip, delayed speech development, cerebral palsy and other types of neuromuscular impairment, and miscellaneous fluency and rate problems. Articulation errors are the most common type of speech disorders.

Approximately 2.48 percent of the children within the sample were reported as speech impaired. However, many (206) were reported as multiply handicapped. After these children are separated from the data, a prevalence figure of 1.54 percent was reported. Region IV was found to have a rather low prevalence of speech handicapped (.86 percent) compared to Region V with 1.82 percent and Region I with 1.91 percent. Table 5 below lists the types of speech handicaps reported and the corresponding percent of total speech handicapping variance.

Table 5. A Breakdown of the Types of Speech Handicapped Children Reported in the Exceptional Child Survey.

Speech Handicap	Percent
Articulation	58.53%
Voice	3.85%
Stuttering	5.69%
Cleft Palate and Lip	3.12%
Delayed Speech	3.67%
Lisping	5.69%
Cerebral Palsy	.37%
Other	19.08%
	100.00%

It must be pointed out that other studies report higher prevalence figures of speech handicaps. Figure 2 below shows the percent of children ages 6-11 with speech defects (DHEW, 1970). This figure indicates a rate of 12.8 percent at 6 years decreasing to 6.2 percent at 11 years of age. Even though the statistics for the Idaho survey are reasonably accurate for the age range sampled (9-11), higher figures would be found from ages 6-8 and should be noted for program planning purposes.

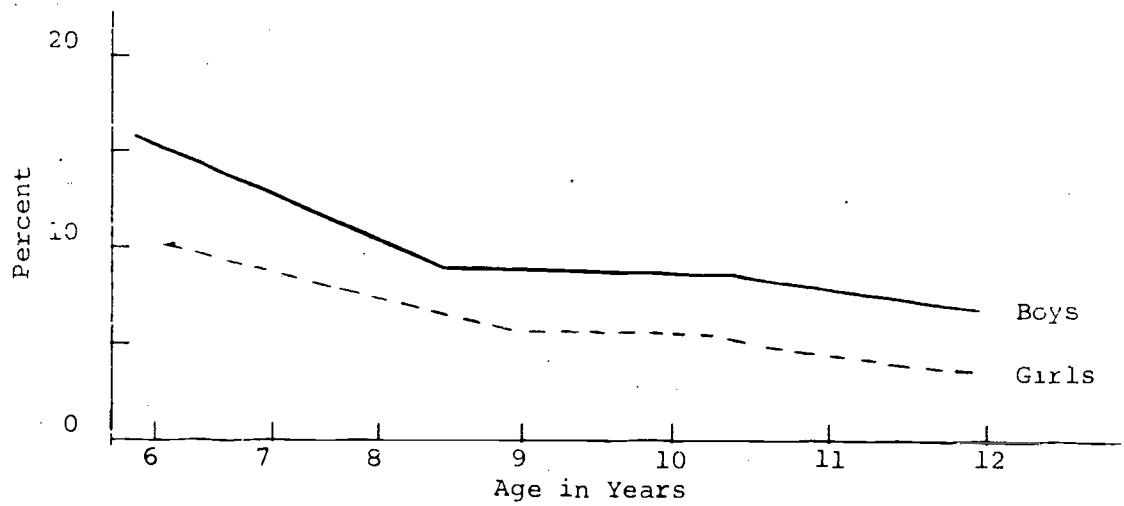


Figure 2. Proportion of Children Ages 6-11 with Speech Defects or Other Problems with Talking, Be Age and Sex: United States, 1963-65.

Visual

The term "visually impaired" includes the blind and the partially sighted. Discrimination between the two groups of children uses a criteria based on the degree of useful vision and the media utilized for reading. The American Foundation for the Blind (1961) gives a legal definition of blindness as a visual acuity of 20/200 or less in the better eye with the

best possible correction or a restriction in the field of vision to an angle subtending an arc of 20 degrees of less. Hathaway (1959) defined the partially sighted as those who have remaining visual acuity between 20/200 and 20/70 in the better eye with the best correction. Mackie (1964) stated that approximately 65 percent of the visually handicapped children are given special education services within the local public school program, while 35 percent of the children are educated in residential school settings.

The Idaho Exceptional Child Survey identified 86 visually impaired children or a prevalence rate of .39 percent. A breakdown of this percentage showed:

Blind	.01%
Partially Sighted	.28%
Other	.10%
	.39%

National prevalence figures of partially sighted children are similar to those generated within the Idaho survey, with no significant differences noted among various age ranges. The National Society for the Prevention of Blindness (1966) suggested that approximately .20 percent of school-age children are partially sighted and .054 percent of school-age children are legally blind. Regionally, Idaho prevalence figures of visually impaired children varied from a high of .45 percent in Region I and .50 percent in Region VI, to a low of .33 percent in Region II and .34 percent in Region III.

Hearing Impaired

Children who are "hearing impaired" are divided into the two groups of deaf and hard of hearing, according to the degree of hearing loss. Children whose sense of hearing is non-functional after all medical or surgical

treatment and/or use of prosthetic devices are considered to be deaf (Wooden, 1963). This general group is made up of the congenitally deaf (those born deaf) and those adventitiously deaf (those born with normal hearing but lost sense of hearing through illness or accident). The hard of hearing child is one in which the sense of hearing, although defective, is functional with or without a hearing aid (NINDS, 1969). Rossmiller (1970) used a classification of a hearing loss of 20-45 decibels in at least two speed frequencies as a criteria for mildly hard of hearing. Deaf or severely hard of hearing are those with a hearing loss of between 75-80 decibels or greater across the speech range without the use of hearing aids.

Within the Idaho search for exceptional children, 153 children were identified as aurally impaired. This yielded a prevalence estimate of .69 percent. A further breakdown of this percentage is:

Deaf	.02%
Hard of Hearing	.54%
Other or Unstated Type	.13%
	.69%

These prevalence figures are similar to those of recent national and state studies as can be seen in Table 6. The NINDS (1970) reports a prevalence rate of .525 percent of the age range 0-21 are hard of hearing and .060 percent of that same range are deaf.

Again, it must be noted that many children identified as aurally handicapped are included in the multiple handicapped category with other compounding handicaps such as a serious physical, mental, or emotional problem.

Region V was found to have a much greater prevalence of aural handicaps--1.16 percent as compared to .91 percent in Region VI and .42 percent in Region III.

Table 6. Prevalence of Hearing Impairments, by Degree of Impairment

Degree of Impairment	(a)	(b)	(c)	(d)
Hard of Hearing	0.500	0.500	0.200	0.525
Deaf	0.075	0.075	0.003	0.060

[a]Mackie, Williams, and Hunter, 1957-58.
[b]Bureau of Education for the Handicapped, 1970.
[c]Wisconsin Department of Public Instruction, 1970.
[d]National Institute of Neurological Diseases, 1969.

Learning Disabilities (Perceptually Impaired)

Children with "specific learning disabilities" can be defined as those who have:

> ". . . a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect function in listening, speaking, writing, reading, spelling, or doing mathematical calculations. Such disorders include conditions described as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia but do not include those with learning problems primarily the result of visual, hearing, or motor handicaps or mental retardation."

Because this definition was not very precise, prevalence rates vary widely. For example, the Fleischman Report (1972) quoted a figure as high as 20 percent. BEH prevalence rate (1973) for the 3-21 population is about 1.0 percent.

In order to obtain an estimate of learning disability prevalence useful for Idaho educational policy decisions, the following operational definitions were used:

A. Average intelligence (100 IQ or more) on a current intelligence test.

B. Two or more grades below grade level on a current achievement test.

C. Diagnosis of learning disability made by a psychologist; Admission and Discharge Committee; psychologist and an educator; or a psychologist and Admission and Discharge Committee.

D. Two or more descriptive comments made by the teacher and indicating the presence of a possible learning disability such as visual or perceptual problems, fine or gross motor difficulties, long or short-term memory problems, mixed dominance, non-reader, etc.

The combination of ABC, ABCD, ACD, ABD, AD, BD, CD, and/or BCD were operationally utilized as acceptable criteria. The above criteria were accepted because in some cases psychological and/or educational testing were recorded but were unavailable for review. In other cases a diagnosis of learning disability was determined on other indicators because psychological services were not available.

The thorough search within the randomized cross-section age sample found 746 children who met the above criteria. This yields a prevalence estimate of 3.39 percent. Another 514 or 2.33 percent were reported by teachers as learning disabled, but there was no substantive data to support such a diagnosis. In addition, another 88 children or .40 percent were reported in the multiple handicapped category as having learning disabilities and serious emotional problems. Region I and II showed the highest learning disability prevalence estimate of 4.36 percent and 4.78 percent. In Region V, a lower estimate of 2.18 percent was noted.

Emotional Problems

Children identified as having emotional/social problems were defined in this study as children displaying behavior unacceptable to their peers and adults. In addition, their behavior must significantly interfere with their learning and/or social functioning so that they cannot adjust to or benefit from the regular educational program.

Again, in order to more appropriately define this population, certain criteria were utilized. A child identified within this category must have a score of over 21 on the Walker Problem Behavior Identification Checklist and/or the teacher must have described this child as having excessive or anti-social behavior (impulsive, erratic, depressive, withdrawal, temper tantrums, destructive, stealing, fighting, etc.). A child was also included within this category if he displayed an emotional disturbance as diagnosed by a psychologist; Admission and Discharge Committee; psychologist and educator; or psychologist and Admission and Discharge Committee.

The Walker Problem Behavior Identification Checklist was standardized on grades 4, 5, and 6 and is designed to supplement identification procedures to classify or screen children who are emotionally disturbed or socially maladjusted. According to the manual, children who receive a raw score of 21 (T score of 60) or above should be referred for more intensive behavioral analysis and evaluation.

After a thorough search was made in the age range 9-11 within the random sample, 398 children were identified, or 1.81 percent. Region II (2.08 percent) and Region V (2.40 percent) showed the highest prevalence estimates of children with emotional disturbances. Estimates within the other regions

were similar to the state estimate. The Idaho estimate is just under the USOE estimate of 2.00 percent. As was previously stated, another 88 children or .40 percent were reported as multiply handicapped with specific learning disabilities and serious emotional disturbance.

Academically Talented

Operationally, academically talented children referred to those who due to superior intellect, advanced learning ability, or outstanding creative ability are not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who need special instruction, special ancillary services (or both), to achieve at levels commensurate with their intellect and abilities.

Children identified as academically talented had to meet certain criteria:

A. Above 90 percentile in all academic areas according to a recent standardized achievement test.

B. IQ above 130.

C. High degree of creativity as reported by teacher.

ABC, AC, and/or BC were utilized as acceptable. Results showed 2.73 percent or 602 children identified. Region II (4.12 percent) and Region VI (4.46 percent) showed unusually high prevalence estimates. Region I (1.85 percent) and Region V (1.42 percent) showed estimates below the state sample estimate. It is interesting to note that if the criterion of high creativity (c) and IQ above 140 are utilized, a very small estimate of .15 percent was found. It was found that little psychological testing has been conducted to identify talented children in Idaho. Only approximately 2 percent of those

talented children found in Idaho had completed psychological testing. The remaining 98 percent were identified by teachers.

Traditional tests of intelligence and achievement have been the major criteria for screening and selection of academically talented children. However, teacher judgment is beginning to play an increasing role in screening (Cutts and Moseley, 1957; Pegnato and Birch, 1959; and Renzulli, Hartman and Callahan, 1971). Gallagher, however, suggested a cautious approach to accepting teacher judgment as a basis for identification of exceptional/talented children. The Idaho gifted estimate of 2.73 percent must be regarded with limitations because of lack of substantial testing data and the heavy reliance upon teacher selection.

Multiply Handicapped

Within the Idaho Exceptional Child Survey, multiply handicapped children were defined as those with any combination of two or more handicaps that are either severe enough in nature or in total impact to significantly affect a child's ability to function and learn; e.g., deaf-blind.

As the field researchers conducted the exceptional child search in the randomized school districts and communities, children were found with more than one handicap. A standardized procedure classified them according to major handicapping condition. A total of 268 children or 1.22 percent were reported by teachers or ancillary personnel, with confirming diagnostic data, meeting the above criteria as multiply handicapped. Table 7 shows a breakdown by region of these unique combinations of handicaps. Multiply handicapped children varied from low estimates in Region I (.35 percent) and Region IV (.86 percent) to the other regions with estimates similar to that of the state sample estimate of 1.22 percent.

Table 7. Numbers and Kinds of Children Identified as Having Multiple Handicapping Conditions Within the Total State Sample and Specific Regions.

MULTIPLE HANDICAPPING CONDITIONS	REGION						
	I	II	III	IV	V	VI	TOTAL
Learning Disability/Emotionally Disturbed	3	18	15		37	15	88
Speech Handicap/Hearing Impaired/Retarded	2						2
Speech Handicap/Learning Disability	2	2	10	1	4	4	23
Retarded/Physical Handicap	1	4	4	4	11	18	42
Visual Handicap/Speech Handicap	2	1	1	1		1	6
Retarded/Physical Handicap/Speech Handicap	1	1	5	2	1		10
Retarded/Speech Handicap		3	2				5
Visual Handicap/Retarded		3	3	1			7
Hearing Handicap/Speech Handicap		2	1				3
Speech Handicap/Visual Handicap/Physical Handicap		1	1				2
Speech Handicap/Emotionally Disturbed		1	1	1	5		8
Emotionally Disturbed/Hearing Handicap		1	3		3		7
Hearing Handicap/Physical Handicap				1		1	2
Gifted/Physical Handicap			1	1	1	1	4
Visual Handicap/Hearing Handicap			1			3	4
Gifted/Visual Handicap			3		1	2	6
Physical Handicap/Emotionally Disturbed			2		4	2	8
Hearing Handicap/Retarded/Physical Handicap			2				2
Retarded/Emotionally Disturbed/Speech Handicap			1				1
Visual Handicap/Emotionally Disturbed			1		1	1	3
Physical Handicap/Speech Handicap						1	1
Hearing Handicap/Retarded			1				1
Physical Handicap/Emotionally Disturbed/Hearing Handicap			1				1
Emotionally Disturbed/Retarded			1		2	6	9
Visual Handicap/Retarded						1	1
Speech Handicap/Emotionally Disturbed/Hearing Handicap			1				1
Gifted Hearing Handicap			1			1	2
Gifted/Emotionally Disturbed						4	4
Speech Handicap/Gifted			1		1	2	4
Speech Handicap/Emotionally Disturbed/Physical Handicap			1				1
Learning Disability/Physical Handicap			1		1		2
Speech Handicap/Retarded/Emotionally Disturbed					1		1
Physical Handicap/Retarded/Emotionally Disturbed					1		1
Emotionally Disturbed/Learning Disability/Speech Handicap					2	3	5
Visual Handicap/Emotionally Disturbed/Retarded					1		1
TOTALS	11	37	65	12	97	66	268

Reliability of Data

The degree of reliability associated with the exceptional child prevalence data presented may be calculated from the following formula: (Barnes and Noble, 1963).

$$\sigma\,\% = \pm\sqrt{\frac{pq}{n} - \frac{(N-n)}{(N-1)}}$$

Where: $\sigma\,\%$ = degree of reliability ($\pm$)
P = percent of attribute in universe expressed as a decimal
q = 1-P
N = size of universe
n = size of sample
t = 1.96 (.05 level of confidence)
2.58 (.01 level of confidence)

Table 7 shows that the percent estimate of exceptional children was found to be 15.21 percent. To find the degree of reliability (or the range of percentage points $\pm$ that is acceptable at a given confidence level, the above formula is utilized in the following way: percent of attribute is 15.21 percent (.152 expressed as a decimal); q = (1 - .152) = .848.

The universe of Idaho children in the age range 9, 10, 11 selected for this study is 47,157. The sample size in the 60 randomly selected school districts and communities is 22,020. If we use the .01 level of confidence then t = 2.58 (if the .05 level of confidence were used t = 1.96). Then for the .01 confidence level:

$$\sigma\,\% = 2.58\sqrt{\frac{(.152)(.848)}{22{,}020} - \frac{(47{,}157 - 22{,}020)}{(47{,}157 - 1)}}$$

$$= 2.58\sqrt{\frac{.128896}{22{,}020} - \frac{25{,}137}{47{,}156}}$$

$$= 2.58\sqrt{(.0000058)(.5330604)}$$

$$= 2.58 \sqrt{.000003}$$

$$= (2.58)(.00176)$$

$$= \pm .0045408$$

$$= .45\%$$

Therefore, one would expect the true population percent to fall (±) .45 percentage points of 15.21 found in the sample 99 percent of the time. We can expect that the true value of the percent of handicapping in Idaho within the age range utilized could be as high as 15.66 and as low as 14.76.

The same formula can also be used to calculate the degree of reliability for the percent prevalence figures found within each region as well as the total state data. Table 8 shows this analysis of each regional prevalence percentage estimate, as well as the range in which the true population percentage could be expected to fall 99 percent of the time.

Table 8. Degree of Reliability of Regional Estimates of Exceptional Children Utilizing the .01 Level of Confidence.

Region	Percentage of Reliability	Range of True Value in Population
I	± 1.07	13.42 - 15.56
II	± 1.30	15.90 - 18.50
III	± .84	13.09 - 14.77
IV	± 2.14	11.82 - 16.10
V	± .83	12.61 - 14.27
VI	± 1.10	17.91 - 20.11
State	± .45	14.76 - 15.66

IDAHO CHILD FIND

Introduction and Design of Study

In order to plan appropriate services for exceptional children in Idaho, it is necessary to determine the numbers and kinds of children needing services who are not enrolled in school. These children may have been excluded from school for physical, mental, or emotional handicaps; or who have simply never been enrolled as a result of parental neglect, school discouragement, unavailability of resources to provide an appropriate program for their special needs, or lack of parental or school knowledge of the responsibility of providing the child access to an educational program.

Throughout the Idaho Exceptional Child Survey, field researchers attempted to locate exceptional children not enrolled in an educational program. All school and service agency personnel, as well as parents, were asked to report exceptional children within the community who were not receiving an educational program. Only nine children were located utilizing this approach.

Information received from the Children's Defense Fund (1974) and the publication Social and Economic Characteristics of Idaho (1970) indicated that from the 1970 census data, approximately 5 percent of the nation's children ages 7 - 15 were out of school. Idaho figures indicated 3.6 percent of the non-institutional population age 7 - 15 not in school; 3.9 percent urban and 3.7 percent rural children in the same age range out of school; and 3.6 percent white and 13.2 percent non-white ages 7 - 15 out of school. The reliability of these figures was considered to be $\pm$ 2.5 percent of the estimated number two times out of three, and within $\pm$ 5 percent nineteen times out of twenty. Percentages of individual children not

enrolled in school by county varied 1.0 percent to over 10 percent depending on different age ranges. Reasons for being out of school included handicapping conditions, as well as pregnancy, mobility, truancy, religious conflict, institutionalization, or disciplinary problems.

Several states have conducted searches for unserved children with handicaps. The Commonwealth of Pennsylvania through the coordinated effort of the Pennsylvania Department of Education and Pennsylvania Department of Public Welfare initiated a "Child Hunt" in accord with the order, injunction, and consent agreement of the PARC vs. the Commonwealth of Pennsylvania suit. A plan for the identification, location, and evaluation of school-age mentally retarded not in school was developed and implemented in May, 1972. Location and identification strategies included "house to house" canvassing, use of a 24-hour toll-free telephone service, and mobilization of state and local task forces, and evaluation of identified children. A similar project "Operation Childhunt" was conducted and sponsored by the Indiana Association for Retarded Children and other voluntary agencies during 1971. This search was conducted during a one-month period.

A hunt for handicapped children in California was conducted (1973) in order to build a data base registry. Volunteer groups; numerous public and private agencies; and state, regional, and local task forces were mobilized in an effort to gather a comprehensive accounting of handicapped children in California. Oregon House Bill 2444 mandated local school districts to conduct surveys of children out of school. Oregon's "Child Find" utilized school personnel as well as volunteer task forces to systematically search for and identify children being denied their right to a public educational opportunity.

Because of information received on the 1970 census data and the lack of updated or substantiating data, the need for more information on the reasons for non-attendance in Idaho schools, the responsibility of providing the public information regarding the right to education for all school-age children, and the importance of establishing an advocacy role on behalf of children with handicaps being denied this basic right, Idaho Project Child Find was planned. A "Child Find" survey was carried out to provide more information regarding the numbers and kinds of children with handicaps and to complete more thoroughly Objective One of the Special Education Needs Assessment Study (prevalence).

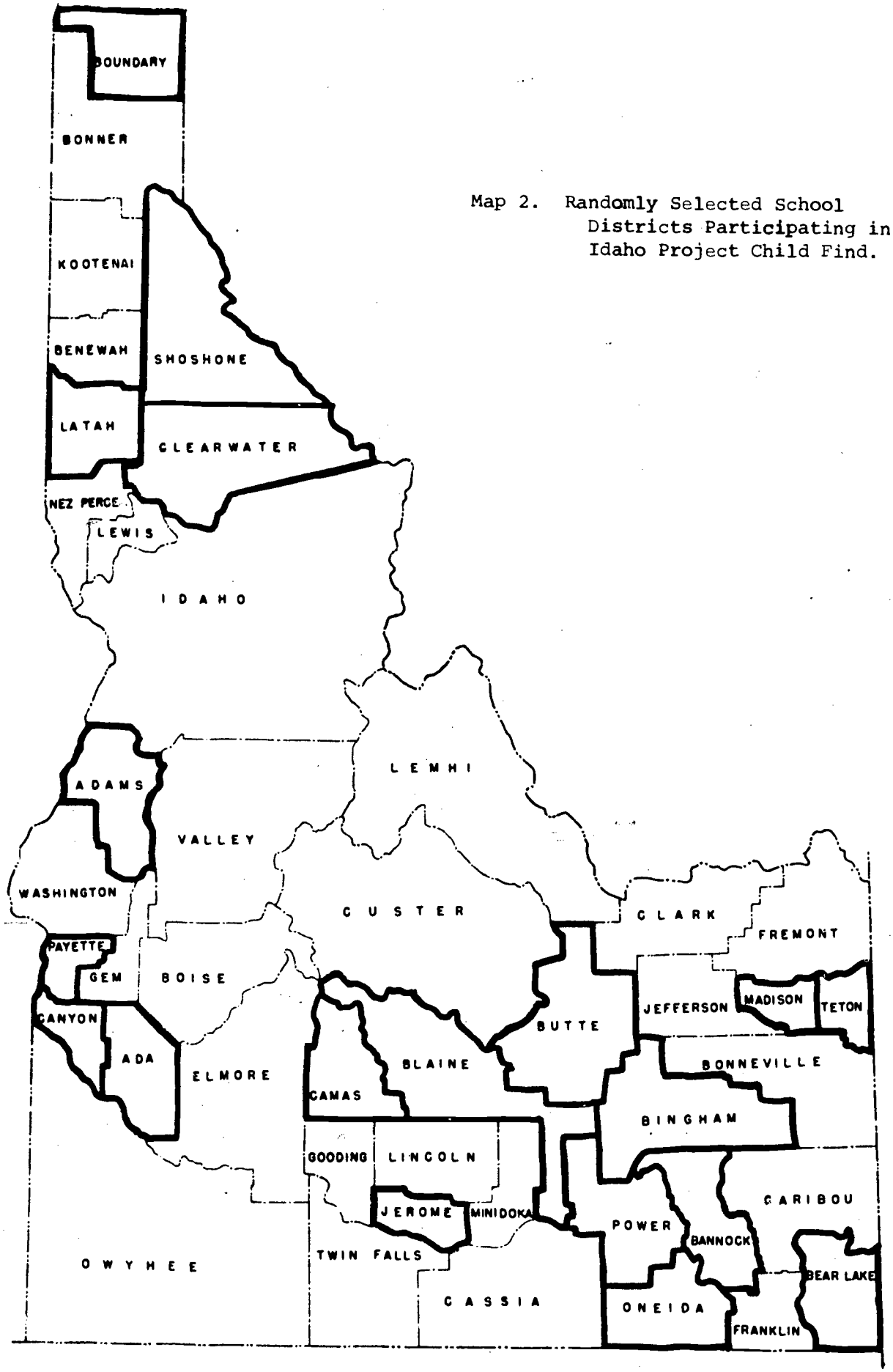
After reviewing Child Find activities of other states, procedures and survey materials tailor-made to Idaho (posters, information sheets, manuals, etc.) were developed. A reduced poster of Idaho Child Find is included in Appendix C. Because of certain time and fiscal constraints, it was determined that a one-month, intensive search would be conducted. Because of these same constraints and the geographic nature of Idaho, it was further decided that while a mass-media effort would be conducted statewide, an intensive search of children would be made within a sample. In order to establish a workable, yet statistically-acceptable sample, all counties were stratified according to out-of-school percentage figures as reported on the 1970 census data. The following stratified groupings were established:

Percentage of Children 7-13 Not Enrolled in School	Number of Counties to be Selected
Above or 8.1	4
8.0 or 5.1	4
5.0 or 3.1	4
3.0 or 1.1	4
1.0 or less	3

After all Idaho counties were stratified, 19 randomized counties were selected--four from the first four groupings and three from the latter (10 percent or less). Map 2 shows the geographical location of these randomized counties. This sample represents 60 percent of the total population of the state or 52 percent of the total school-age population of Idaho (General Population Characteristics Idaho, 1970 Census).

Five field researchers were hired to help plan and initiate Child Find activities. A one-day training workshop was held on April 26, 1974, to train the staff in the project procedures and activities to be conducted during May. Standard procedures to be carried out by the regional coordinators and volunteers included interviews with agency personnel serving exceptional children, school personnel, physicians, ministers, parents of children with handicaps, and other community members. Coordinators were also given information (films, speech material, etc.) to utilize in speaking to PTA's and local civic groups to generate support of Idaho Child Find. Similar formal and informal training workshops were held to train volunteers in the various Idaho regions. A standard child registration form was developed and prototyped for purposes of reporting out-of-school children. A copy of this registration form is included in Appendix D.

On May 1, 1974, Governor Andrus and Mr. D. F. Engelking, State Superintendent of Public Instruction, formally declared May as Idaho Child Find Month and launched a statewide campaign to locate and identify children out of school. This campaign was jointly supported by the Department of Public Instruction, Idaho Office of Child Development, Idaho Association for Retarded Citizens, Idaho TORCH, Governor's Advisory Council on Developmental Disabilities,



Map 2. Randomly Selected School Districts Participating in Idaho Project Child Find.

Idaho League of Women Voters, local PTA's, school districts, public and private agencies, and local civic and social groups. A statewide mass-media effort was carried out during May through the use of television, radio, and newspaper in order to appeal to the public to join and support Idaho Child Find by reporting children ages 6-15 out of school. It is estimated that Idaho Child Find was covered by approximately 12 television stations, 36 radio stations, and 55 newspapers throughout Idaho. The state and regional coordinators were interviewed on radio and television at various times throughout May in order to publicize the advocacy effort of Idaho Child Find.

In addition, the following Idaho Child Find activities were carried out:

1. A 24-hour, toll-free telephone service was established and maintained during May for purposes of reporting out-of-school children;

2. Approximately 85,000 bank statements were distributed to eleven participating Idaho banks to be included in May bank statements to community patrons;

3. Approximately 110,000 grocery sack stuffers were distributed to Idaho grocery stores to be included on the top of grocery sacks during May;

4. Posters and information sheets were displayed in local banks, drug stores, businesses, doctors' offices, etc., in order to publicize and generate community support of Idaho Child Find;

5. Approximately 200 volunteers were mobilized to help carry out Idaho Child Find activities;

6. All Jay-Cees and Jay-C-Ettes, Lions, Chamber of Commerce groups, Elks, Women's Business Clubs, PTA's, League of Women Voters, and other community groups were sent a packet of information concerning Idaho Child Find soliciting their support and participation. Regional coordinators and volunteers spoke to approximately 35 of these groups during May;

7. All agencies serving exceptional children, physicians, nurses, ministers, parents of children with handicaps, local business proprietors, and school personnel were interviewed by regional coordinators and/or project volunteers in an effort to locate children out of school.

Results

As stated earlier, a mass-media Child Find effort was conducted statewide during May. In addition, regional coordinators and community volunteers conducted an in-depth search in 19 randomly-selected counties. Approximately 280 out-of-school children were located in the 19 counties. An additional 155 children were reported in counties outside the sample as a result of mass-media and volunteer efforts. Another 25 children were reported as out of school, but were not identified by specific counties. A total of 468 out-of-school children throughout Idaho were found during the month of May and through efforts in the Exceptional Child Survey (8). As can be seen from Figure 3, the majority of children were identified during the last ten days of May (in particular the last eight). Because of the increased reporting late in the month, more children would probably have been identified if Idaho Child Find activities had been extended beyond a one-month period. A one-month, mass-media effort is a definite constraint when attempting to arrive at the true figure of out-of-school children. Other constraints included community attitude toward reporting such children; differences in intensity of time spent on the project by coordinators and volunteers within the different Idaho regions; and differences in television, radio, and newspaper coverage in different areas of the state. The 1970 census data found 3.60 percent of non-institutionalized children out of school within the age

range 7-15. Idaho Child Find located approximately .21 percent out of school within the random sample and .19 percent statewide within this age range. The 1970 figure of 3.6 percent would probably not apply to 1974 because of several factors such as: strengthening of the compulsory attendance statute, passage of mandatory special education legislation, increased public awareness and other economic and social changes. Based on the limitations of Idaho Child Find being conducted during a one-month period and a possible over-estimate of out-of-school children reflected in the 1970 census data, the true percentage of children ages 7-15 not currently enrolled in Idaho schools probably lies somewhere between .21 percent and 3.6 percent.

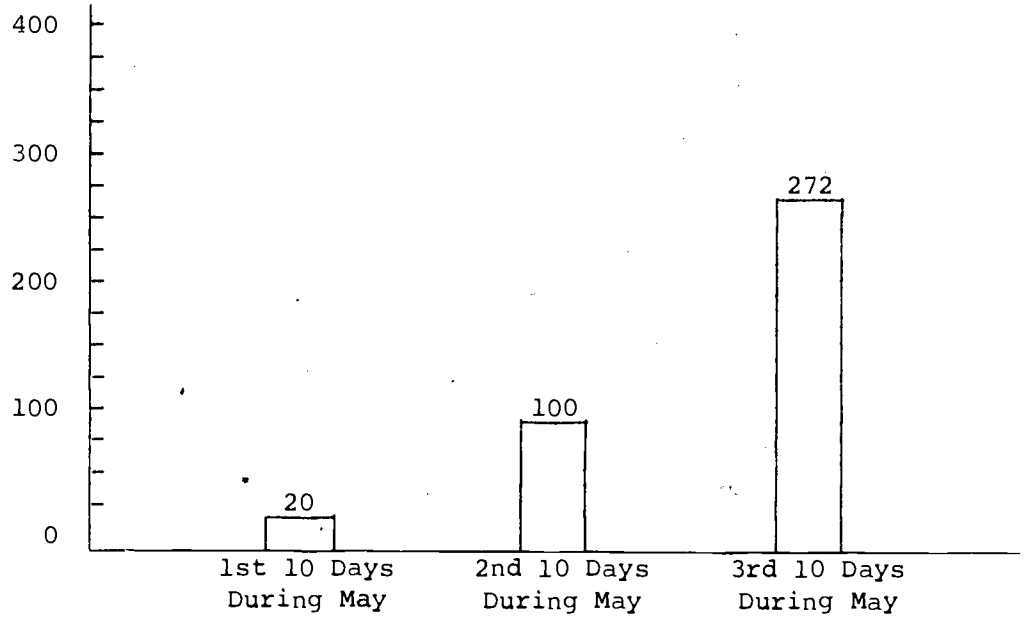


Figure 3. Number of Children Reported During 10-Day Periods During May, Idaho Child Find Survey.

Reasons for non-attendance identified in Idaho Project Child Find are found in Table 9. As can be observed from this table, 34 percent of the total non-attendance was due to handicapping. Drop-outs accounted for 32 percent of out-of-school children. Other reasons included: 6 percent, religious reasons; 4 percent, institutionalization; 8 percent, explusion because of disciplinary reasons; and 6 percent, parental neglect.

Table 9. Reasons for School Non-attendance as Reported by Idaho Project Child Find.

Reason for Non-attendance	Percent
Handicapped	34%
Expelled/Disciplinary Problem	8%
Pregnancy	2%
Parental Neglect	6%
Religious Conflict	6%
Mobility	2%
Institutionalization	4%
Drop Out	32%
Sentenced to St. Anthony/ Court Committment	1%
Unknown	5%
	100%

It is interesting to note and to emphasize that handicapping conditions accounted for the most frequent reason for being out of school. It must be noted that complete lists of school dropouts were not available within all regions. If names of all dropouts had been available, this reason for being out of school would have accounted for a greater variance. The following

are the numbers of different types of handicapping conditions reported:

Physical Handicap	19
Deaf	5
Mongolism	9
Other Retardation	65
Brain Damage	6
Severe Learning Disabilities	6
Blind	5
Cleft Palate	1
Emotionally Disturbed	22
Multiple Handicap (Dead/MR; Physical Handicap/MR)	15
Speech Handicap	4
Health Impaired	3
	160

Vehicles utilized in Idaho Child Find to help locate and identify children out of school included posters, grocery sack stuffers, bank statement stuffers, personal contact by coordinators and/or volunteers, letters sent home to parents of school children, and media (television, radio, and newspaper) releases. Table 10 shows the percentage of children located by these different vehicles. It is apparent that actual communication by staff personnel with groups and individuals (such as agency personnel, physicians, ministers and parents of exceptional children) was the best single vehicle, as 74 percent of the children were identified by such contacts. Approximately 13 percent of the children identified were reported through the use of the 24-hour telephone service. Some people who called were concerned about confidentiality of their reporting. Others called to report a child and also to find out specific information regarding the educational rights of their child or friend.

Table 10. Vehicles Utilized in Idaho Project Child Find to Locate Children Out of School.

Vehicle of Reporting	Percent
Volunteer and/or Coordinator Contact	71%
Radio and/or Television	2%
Letters to Parents	2%
Bank Statement Stuffers	4%
Reporting from Agencies	10%
Posters	3%
Newspaper	4%
Grocery Sack Stuffers	2%
School Personnel Reporting	1%
Unknown	1%
	100%

DISCUSSION AND CONCLUSIONS

Results of the Idaho Exceptional Child Survey revealed a handicapping prevalence of 15.21 percent. Realizing certain limitations of extrapolation from the age range sampled to the total school-age population in Idaho, a 15.21 percent prevalence figure results in an estimate of 28,367 exceptional children in Idaho. Variances in total handicapping as well as within certain types of exceptionalities were found among the planning regions in Idaho. For example in Region VI, 19.01 percent prevalence rate was found as compared to 13.93 percent in Region III. Differences in prevalence rates correspond closely to certain demographic (social and economic) characteristics. For example, higher prevalence rates in educating mentally retarded and learning disabilities in Region I related to factors such as a high rate of anoxia at the time of birth in the Northern counties as well as less than optimal prenatal and postnatal care and high prematurity rate in certain areas of Northern Idaho (Schrag, 1973).

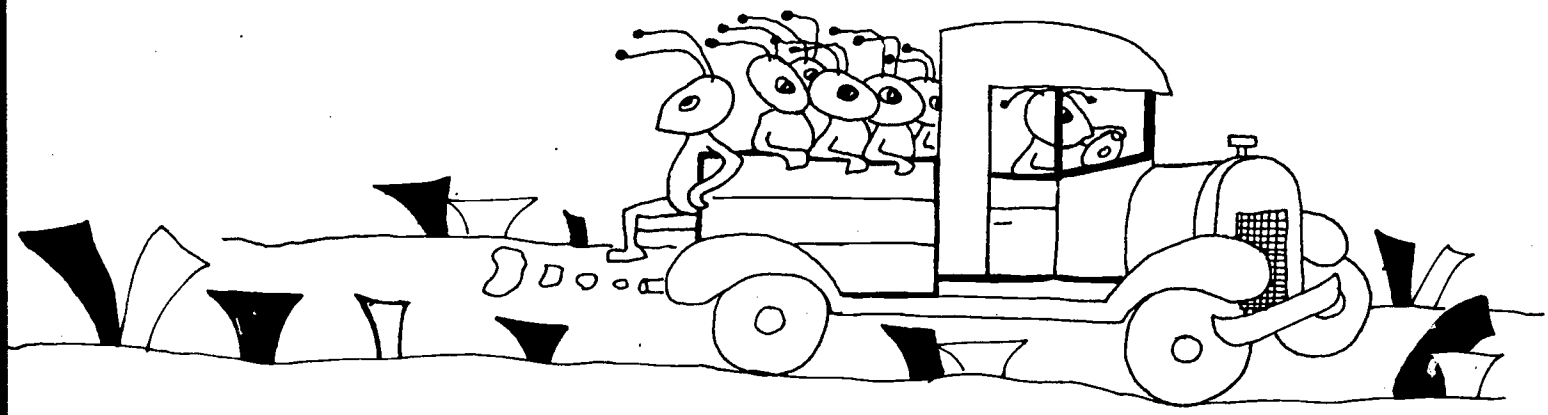
Although important information for current program planning, an overall estimate of 15.21 percent exceptional children in Idaho should not be considered a static figure. With the improvement in teaching skills, knowledge of the learning process, and advanced education technology, many children with mild learning problems may not be considered exceptional. Rather, their needs will be met within the general mainstream of education. With the emphasis on early intervention and prevention, many handicaps will be ameliorated and/or prevented before a child reaches school-age. Advances are being made in other preventative measures such as genetic counselling,

identification of carriers of genetically-transmissible diseases, protection and treatment of the fetus against infections, advances in amniocentesis, prevention of prematurity, avoidance of unnecessary medication, prevention by better immunization procedures, detection of errors in metabolism of the fetus and newborn, and the prompt initiation of dietory treatment or other therapy measures. Other advances in vaccines are being made, such as those developed for herpes simples virus and cytomegalovirus which have previously led to brain damage, deafness, and blindness (Science News, 1974).

Data regarding the population of exceptional children in Idaho must be periodically updated, particularly as some of these advances are made.

Whereas Idaho Child Find data was considered to be minimal because of the short project duration, information regarding children with handicaps who are being denied their right to education is essential. Such information is important because it related closely to a possible social barrier discussed in Chapter I, or societal concern for the educational well-being of all its citizens regardless of handicap or potential contribution to society.

service delivery



CHAPTER III

SPECIAL EDUCATION SERVICES

SUMMARY OF GROWTH

The first program (non-public) for handicapped children was started in Boise in 1925-26. Speech therapy services were first initiated in Boise in 1950. In 1951, the Idaho Legislature enacted a law providing for the education of exceptional children. After this legislation, special classes for children with handicaps began to emerge slowly. The first public school class for the mentally retarded was organized in Boise in 1953. Shortly after that, classes were established in Nampa and Idaho Falls. In 1957, the Boise Independent School District initiated services for the blind. During the 1950's, several classes for the physically handicapped were begun.

Figure 4 shows the growth in the number of school districts offering some type of special education services over the last six years, as well as the growth rate of special education classes. As can be seen from this figure, thirty-six school districts were offering special education classes in 1968-69, compared to seventy-one in 1972-73. During the 1973-74 school year, seventy-nine school districts had state-approved special education classes within single or multi-district units. Within these single or multi-district units, several exceptional children were also served through contractual arrangements with Child Development Centers, Mental Health Centers, and other private and public agencies. During the last six years, a 180 percent rate of growth in special education classrooms (resource and self-contained models) occurred.

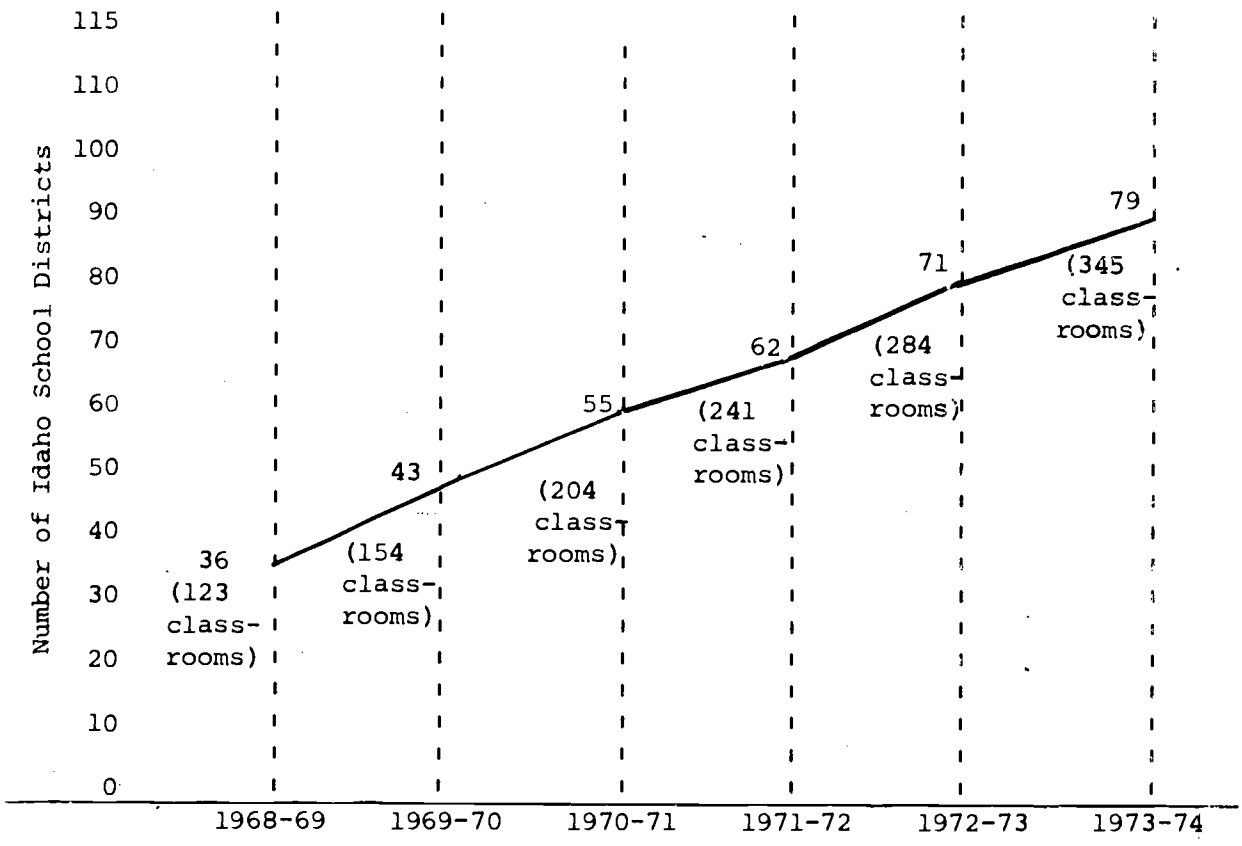


Figure 4. Number of School Districts Offering Special Education Programs Over the Last Six Years Within Single or Multi-District Administrative Units.

Figure 5 displays the availability of special education classes as related to the size of the district during the 1973-74 school year. School districts were divided into five strata according to size (23 districts per stratum). This figure indicates that 100 percent (all 23) of the very large school districts were providing special education classes, as compared to 91 percent (21) of large; 87 percent (20) of medium; 44 percent (10) of small; and 22 percent (5) of very small sized school districts. As can be seen from this figure, the chances of an exceptional child having at least access to a special education class are approximately four times greater in

a large or very large school district than if he resides in one of Idaho's very small school districts. This data does point out the need for delivery of special education services within small, rural districts. These districts typically have fewer numbers and kinds of exceptional children to educate. This implies differences in training and logistical arrangements in order to provide appropriate services.

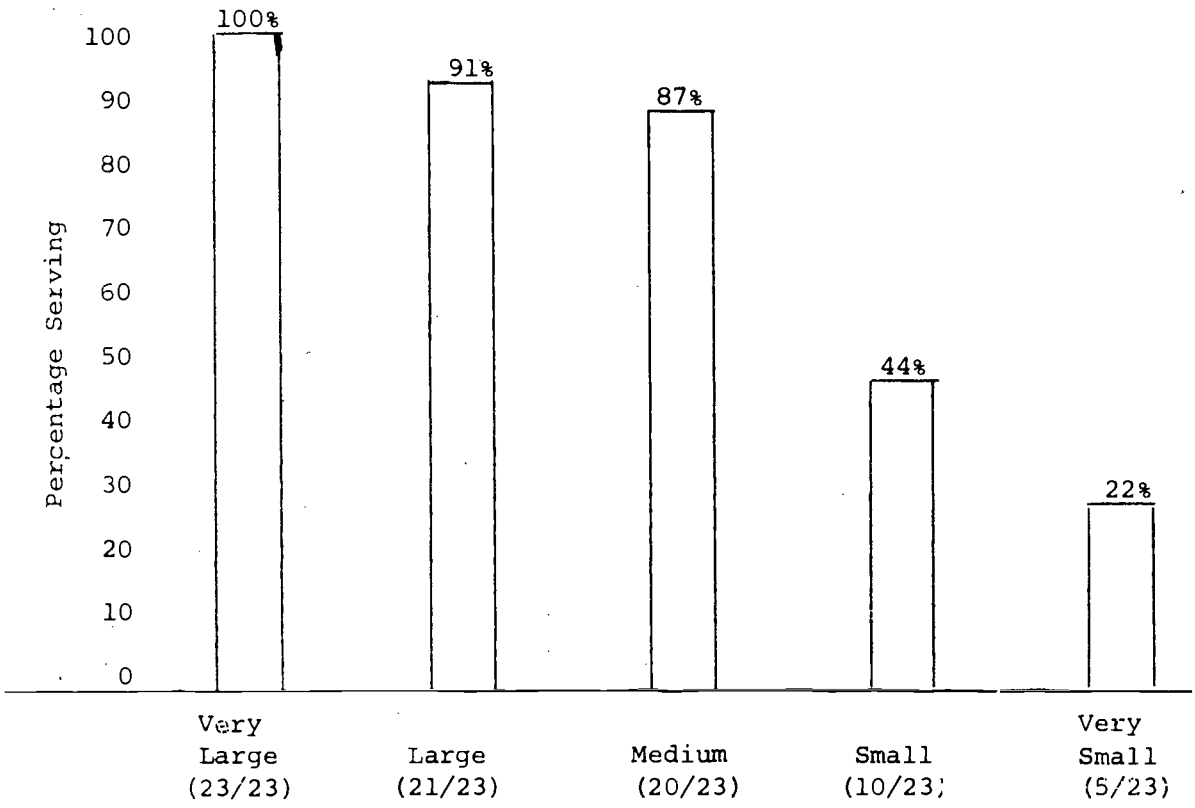


Figure 5. Size of District Related to Availability of Special Education Classes, 1973-74.

At the time of the study, thirty-six school districts in Idaho had not developed special education classes for exceptional children. Of these thirty-six school districts without special education classes, at least six contracted services for several exceptional children with Child Development

Centers, private organizations, other state agencies, or out-of-state service centers. Eleven districts without state-approved special education classes provided remedial reading programs for children with mild learning difficulties.

In addition to public school special education classes and contractual arrangements with Child Development Centers, Mental Health Centers, Elks Rehabilitation Center, Easter Seal Society, and other public and private organizations, exceptional children in Idaho are provided educational programs at the Youth Services Training Center, Idaho State School and Hospital, and the Idaho State School for the Deaf and Blind.

Figure 6 deals with the estimated percentages of Idaho's exceptional children receiving educational services in each of the last six years in public schools, contractual arrangements, and state institutions. The estimated percentage of exceptional children served is based on a 12 percent and 15 percent prevalence figure.

Another service need is reflected in the type of growth indicated. About 72 percent of the increase in numbers of exceptional children served within Idaho public schools during the last six years was in the area of learning disability. Approximately 15 percent of this growth was accounted for by mildly retarded children. However, it can be noted that there was only an increase of 3.3 percent in public school services to trainable mentally retarded children, 3.6 percent increase in emotionally disturbed, and .5 percent growth in services to physically handicapped children. There does appear to be a rapid growth in services for mildly handicapped children (educable mentally retarded and learning disabilities)

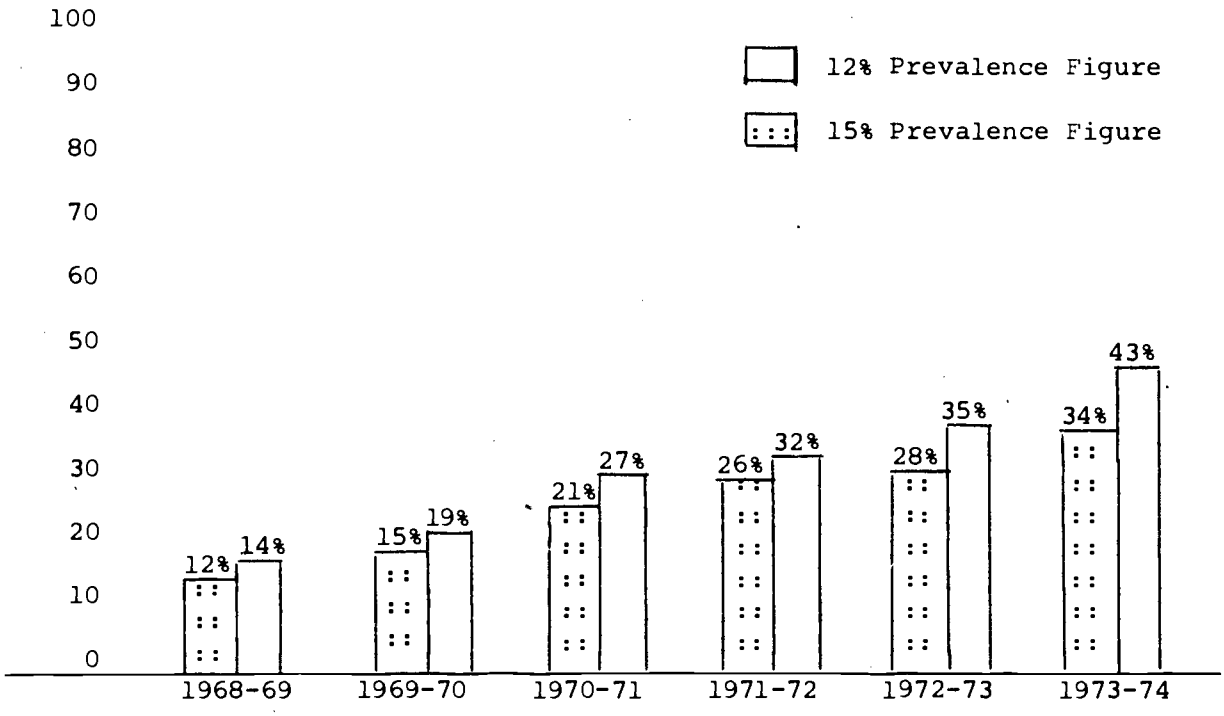


Figure 6. Projected Percentage of School-Age Exceptional Children Being Served in Special Education Programs in Idaho From 1968-74 (based on 12 percent and 15 percent prevalence figures).

and a lag in the same rate of growth in public school services to more severe populations of handicapped children. Only a few specific programs were offered for gifted children. Most of the gifted children have been served in regular classes with or without additional supportive services It must be pointed out that some of the large increase in numbers of learning disabled children indicated as receiving services can be accounted for by the type of district reporting procedures and the reinforcement of labeling children as learning disabled for increased funding within the special education finance pattern in Idaho prior to 1974. There have also been a number of state and private agencies serving severely handicapped children on a contractual basis with the public schools with is not reflected in the above growth rate for this population.

Further analysis of special education services over the last few years indicates that 88 percent of the increased numbers of special education classrooms were resource rooms, compared to 12 percent growth in contracted service programs, and 0 percent growth in self-contained rooms.

In addition, 71 percent of the increased numbers of exceptional children served in special education classes were ages 6-12, compared to 29 percent of the 13 and over age group. The majority of programs over the last six years have been developed at the elementary level. Less than a third of the development has occurred at the junior and senior high level.

The development of a full continuum of educational services for exceptional individuals in Idaho is needed ranging from birth to adulthood. Program options should emphasize those which require minor assistance in otherwise normal environments such as community preschool intervention; regular public school classrooms, with or without supportive services; part-time and full-time public school special classes. The other extreme of programming for exceptional children is needed in residential school and treatment centers. Figure 7 displays the variety of educational services necessary within a comprehensive state plan for exceptional individuals. It is evident that such a plan necessitates coordination and cooperation of many agencies to avoid fragmentation, gaps, and duplication of effort.

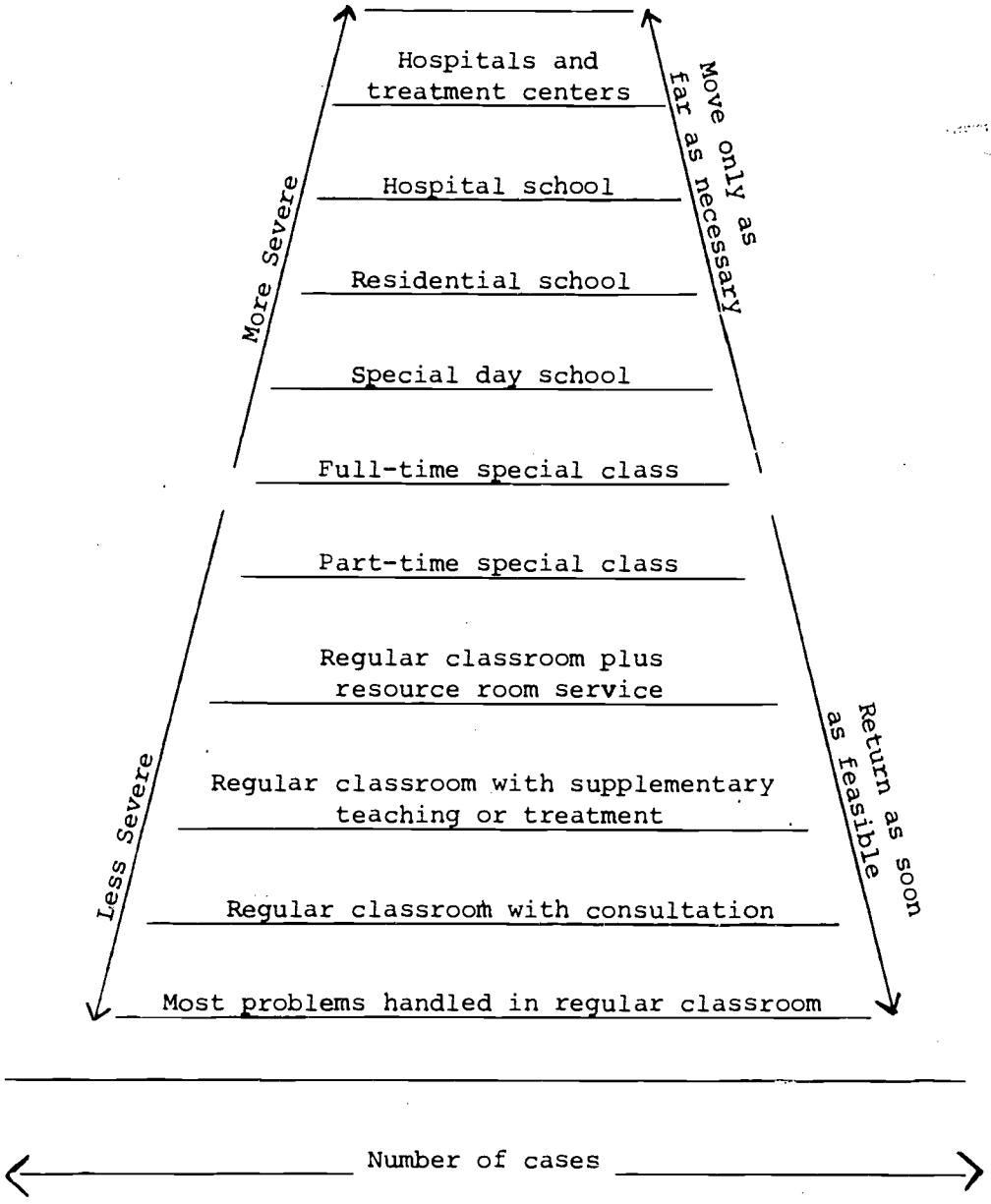


Figure 7. Hierarchy of Special Education Programs (Reynolds, 1962)

VENDOR PERCEIVED NEEDS SURVEY

In order to develop a comprehensive delivery of services for Idaho's exceptional children, quality as well as quantity of programming must be insured.

Several investigators have identified components of a quality special education program. Weintraub, Abeson, and Braddock (1972); the Model Law for the Education of Handicapped Children developed by the Council for Exceptional Children, as well as recent court decisions emphasize such components such as early intervention, appropriate testing, adequate placement decisions that de-emphasize labels, implementation of due process procedures, parental involvement, development of adequate intervention programs to meet individual needs, use of appropriate classroom materials and equipment, adequate facilities, and continual assessment and re-evaluation.

In order to help determine present special education needs and necessary changes, a perceived needs survey was initiated during spring and fall, 1973. Questionnaires were sent to various vendors of special education services: all local school superintendents, special education teachers, local district coordinators of special education, speech pathologists, and university special education training personnel. The following percentage of questionnaires were received:

Respondant	Number of Questionnaires Sent	Percent of Questionnaires Returned
Special Education Teachers	260	77% (199)
Coordinators of Special Education	30	77% (23)
School District Superintendents	115	77% (89)
University Personnel	9	78% (7)
Speech Pathologists	66	94% (62)

Perceived present and future special education needs were also surveyed from consumers (parents and exceptional children). This information is discussed in Chapter V.

State and Local Planning

The provision of quality programs for exceptional children requires careful planning to assure the availability of facilities, personnel, classroom materials and equipment, and other needed program components. Such planning is needed both at the state and local level. Within the vendor perceived needs survey, several questions were asked concerning planning. Table 11 shows some of the results, as reported by university personnel, superintendents, coordinators, and special education teachers.

As indicated by Table 11, slightly less than half of the coordinators and special education teachers felt that Idaho has a comprehensive state plan for serving all exceptional children. Local school superintendents and university special education training personnel, however, did not agree Approximately half of all vendors surveyed felt that their school district, however, had a comprehensive service plan for exceptional children.

Of those vendors who were less than satisfied with present state and local planning efforts, many felt that program development was not adequate for gifted and low-incidence exceptional children (deaf, blind, severely retarded, and emotionally disturbed). University personnel felt a lag in early childhood program planning. Approximately one-third of all coordinators, university personnel, and teachers were concerned about special education planning efforts within small school districts. They felt that the responsibility for implementation of mandatory special education legislation has not been enforced in these districts.

Table 11. Planning Needs As Perceived by School District Superintendents With Special Education Programs, Coordinators of Special Education, University Special Education Personnel, and Special Education Teachers.

Questionnaire Item	Number Responding	Yes	No	Undecided
Do you feel there is a comprehensive state plan to serve all exceptional children in Idaho?				
Superintendents	50	22%	44%	34%
Coordinators	23	48%	35%	17%
Teachers	194	43%	26%	31%
University Personnel	7	14%	86%	0%
Do you feel that your school district has a comprehensive plan for serving all exceptional children?				
Superintendents	50	60%	34%	6%
Coordinators	23	65%	35%	0%
Teachers	188	53%	43%	4%
Do you feel that the State Department of Education provides adequate guidelines to give you the necessary help in the establishment and operation of special education programs?				
Superintendents	50	62%	36%	2%
Coordinators	23	69%	22%	9%
Teachers	195	47%	33%	20%

When asked if the State Department of Education provides adequate guidelines for the establishment and operation of special education programs, 62 percent of the superintendents (with special education classes), 69 percent of the coordinators, and 47 percent of the teachers responded favorably. About 20 percent of the coordinators, teachers, and university personnel expressed concern that more enforcement of state guidelines is necessary.

Supportive Services

Table 12 shows the vendor feedback regarding support services provided by the State Department of Education, Special Education Division; Instructional Materials Centers located at the University of Idaho, Idaho State University and Boise State University.

As can be seen by Table 12, more than half of the school superintendents with special education programs, coordinators, and special education teachers felt that the state consultant services are inadequate to meet their needs. They felt that the present special education personnel are understaffed and located too far away. Superintendents felt that the present state staff is adequate only for those districts with already-organized special education programs, and are spread too thin to be able to spend enough time in one district to help initiate quality services. All vendors felt that an alternative structure with consultants available regionally or over a multi-district area would be preferred. Teachers were most favorable about having such consultants within their school district to help them with immediate problems. Superintendents reported that the place of housing was unimportant as long as consultant services were field-based.

The services received from the Instructional Material Centers (IMC's) were viewed favorably. Over half of the school superintendents, coordinators, and special education teachers were satisfied with such support services. Table 13 provides additional information received from special education teachers within each IMC service region--University of Idaho, Idaho State University, and Boise State University.

The vendor perceived needs questionnaire also obtained information regarding the utilization of community resources. Approximately half of

Table 12. Support Service Needs As Perceived by School District Superintendents With Special Education Programs, Coordinators of Special Education, University Special Education Personnel, Speech Pathologists, and Special Education Teachers.

Questionnaire Item	Number of Responses	Yes	No	Undecided	Superintendents	Coordinators	Teachers	Speech Pathologists
Do you feel that the IMC in your area provides quality support services to your school district?								
Superintendents	50	42%	34%	20%				
Coordinators	23	57%	30%	13%				
Teachers	152	66%	31%	3%				
Do you feel that the State Department Special Education consultant services are adequate?								
Superintendents	50	38%	50%	12%				
Coordinators	21	28%	67%	5%				
Teachers	198	27%	45%	28%				
If no, what alternative structure would you prefer?					(20)	(21)	(135)	(0)
More consultants based in Boise					0	1	1	
Regional Consultants over approximately a 5-county area					9	7	28	
Supervisory personnel over a multi-district area					2	4	29	
Consultants available in your district					1	7	67	
Other (more field-based services)					8	2	10	
What type of service could the State Department of Education provide for you?					(50)	(23)	(199)	(165)
Program evaluation					34	12	64	11
Curriculum development					34	7	101	0
Methods and materials dissemination					25	5	116	0
In-service training					46	17	121	59
Consultant services					37	16	98	24
Other (state guidelines, summer traineeships, etc.)					9	2	13	71

Table 13. Information Regarding Instructional Material Center Support Services as Perceived by 199 Special Education Teachers.

Questionnaire Item	Number Responding	Yes	No	Uncertain	Not Aware of Center	Never	1 - 3	4 - 6	7 - 10	+10
Do you make use of the SEIMC near you?										
State	198	79%	20%		1%					
U. of I.	34	76%	18%		6%					
B. S. U.	72	89%	10%		1%					
I. S. U.	92	67%	32%		1%					
How many times have you used the IMC during the last year?										
State	189					18%	31%	27%	9%	15%
U. of I.	32					9%	41%	31%	13%	6%
B. S. U.	68					15%	16%	31%	12%	26%
I. S. U.	89					24%	39%	21%	6%	10%
Is the IMC adequate for your needs?										
State	152	66%	31%	3%						
U. of I.	29	55%	41%	4%						
B. S. U.	56	77%	21%	2%						
I. S. U.	67	63%	34%	3%						
Do others in your district use the IMC frequently?										
State	178	45%	36%	19%						
U. of I.	32	28%	53%	19%						
B. S. U.	66	67%	21%	12%						
I. S. U.	80	35%	41%	24%						
Has a M & M Specialist from the IMC assisted you this year?										
State	191	70%	29%	1%						
U. of I.	34	74%	26%	0%						
B. S. U.	69	68%	32%	0%						
I. S. U.	88	69%	29%	2%						

the responding special education teachers (55 percent) stated that they worked with other agencies in the community to provide services for exceptional children. Only 10 percent of these teachers indicated that they had found lack of cooperation from community agencies when they requested cooperative services. Approximately 87 percent of the coordinators emphasize various community groups and agencies as an important resource for special education program development. Only 30 percent found cooperation from these agencies sometimes difficult to obtain. Superintendents indicated similar findings.

Table 14 shows the type of community services that responding coordinators and superintendents reported as unavailable and that needed to be developed. Among the unavailable but needed services reported by special education coordinators were vocational training, neurological services, day care, and physical therapy. Superintendents felt that vocational training, parent counselling, physical therapy, and neurological examinations were among the critical community services that need to be developed.

Identification, Diagnosis, and Placement Procedures

In an effort to report served and unserved children with handicaps, other states such as New York and Delaware have established a school census or a tracking system. When asked whether a central registry would be desirable to keep track of exceptional children in Idaho, the majority (50 to 65 percent) of superintendents, special education teachers, and local coordinators of special education responded negatively. Many felt

Table 14. Community Services Reported as Needed Yet Unavailable or Under-Developed as Perceived by Superintendents and Coordinators/ Supervisors of Special Education.

TYPE OF SERVICE	TOTAL NUMBER OF RESPONSES			
	Not Available		Need to be Developed	
	Supt.	Super./ Coord.	Supt.	Super./ Coord.
General Health Services (immunization, checkups)	11	1	8	3
Dental Services	23	2	11	2
Psychological Evaluations	16	2	13	1
Educational Evaluations	10	0	4	1
Physical Therapy	40	13	21	7
Speech Therapy	19	5	13	6
Recreational Programs	25	6	15	6
Parent Counselling	28	1	29	2
Day Care	35	12	12	8
Vocational Training	30	12	29	15
Behavior Modification Therapy	31	8	14	6
Foster Care	19	7	8	3
Short-term Hospital Care	24	9	5	0
Educational Programs	8	3	3	0
Mental Health Services	23	2	14	2
Nutrition Services	20	2	6	1
Ear/Eye Examinations	15	6	6	6
Neurological Examinations	32	12	18	9
Social Work Services	21	6	5	4
Psychiatric Services	27	7	13	6

that such a system would further label and infringe upon the dignity and privacy of the exceptional child. University personnel, however, felt that a central registry could be helpful, particularly to insure that handicapped children in rural, isolated areas would be served. University personnel also pointed out the benefit of such a registry if it were

connected to a data prescriptive, retrieval system for effective program delivery. Table 15 shows the results of questionnaire data regarding the desirability of a central registry. It must be noted that because the concept of a central registry is new in Idaho, some respondants may have had different conceptions about advantages and disadvantages.

Table 15. The Need for a Central Registry as Perceived by Superintendents, University Personnel in Special Education, Coordinators, and Special Education Teachers.

Questionnaire Item	Number Responding	Yes	No	Undecided
Do you feel there is a need for a central registry (tracking system) at the state level for served and unserved exceptional children?				
Superintendents	74	24%	65%	11%
Coordinators	23	13%	65%	22%
Teachers	187	20%	50%	30%
University Personnel	7	86% (6/7)	14% (1/7)	0%

Other information was gathered from various vendors of special education services regarding identification, diagnosis, and placement procedures. According to Section 33-2003, Idaho Code, no child shall be enrolled in a special education classroom unless he has received a comprehensive evaluation. Recent court decisions across the country have also emphasized due process rights and procedures.

Within the vendor perceived needs survey, university special education personnel were asked to rate their training program in the areas of teaching

students to screen and identify exceptional children in the classroom, to conduct educational testing, to understand and interpret psychological testing, to utilize criterion referencing techniques, and to evaluate and monitor student progress in academic and social skills. In the training of these teaching skills, about half of the various categorical graduate and undergraduate training programs in Idaho were rated as satisfactory, compared to about 10 percent very strong, 38 percent somewhat satisfactory, and 8 percent weakly satisfactory or not provided. University personnel reported that very little is presently being included within the university training of regular classroom teachers to screen and program for exceptional children.

When asked if special education coordinators needed assistance in the identification and diagnosis of exceptional children, approximately one-third viewed this a critical need, while the remaining two-thirds felt this was not critical or important. Superintendents with special education programs (90 percent) stated that their district policies included parental involvement in the screening, evaluation, and placement decisions of exceptional children.

Questionnaire responses indicated that 58 percent of the special education teachers were not satisfied with identification, diagnosis, and placement procedures in their district. Some indicated that teachers should be more involved in placement decisions. They also felt that a committee of professionals (Admissions and Discharge Committee) should conduct more thorough evaluations and establish more strict criteria for special education placement. Teachers also thought more program placement alternatives

should be available for gifted and emotionally disturbed children. They also expressed some concern that children referred for special education often remain in the regular classroom approximately one week to a month before they can be evaluated and placed in a special education program. Other information gathered from special education teachers is found in Appendix E. This data indicates that teachers, in general, rated identification, diagnosis, and placement in their district as satisfactory-somewhat satisfactory.

Special Education Program Delivery

Information regarding the perceived needs of special education programming was gathered from 7 university personnel in special education, 115 school administrators, 23 coordinators of special education, and 260 special education teachers. Table 16 shows the results.

This information indicates that some of the special education needs in Idaho reported by 50 percent of at least three types of vendors are: pre-vocational and vocational training; better services for low-incidence handicapping conditions (blind, deaf, severely retarded, emotionally disturbed, and multiply handicapped); program development at the junior and senior high level; services for the gifted; preschool intervention programs; parent-training programs; improved diagnostic and placement procedures; changes in certification requirements; recruitment of more qualified personnel; and more relevant and practical (field-based) university training for special education teachers.

Table 16. Perceived Special Education Needs in Idaho as Reported by Superintendents, Coordinators of Special Education, University Personnel, and Special Education Teachers (An X = 50 percent or more indicated this program area as a priority need).

Priority Perceived Special Education Needs	Superintendents	Coordinators	Teachers	University Personnel
Pre-vocational and vocational training	X	X	X	X
Better services to low-incidence handicapped children (deaf, blind, severely retarded, emotionally disturbed, and multiply handicapped)	X	X	X	
Clearly stated and enforced state guidelines		X		
Programs for the gifted		X	X	X
Preschool programs		X	X	X
More services in rural areas		X		X
More qualified personnel (teachers and support personnel)	X	X		
Fiscal and program accountability		X		X
Program development at junior and senior high	X	X	X	
Special education training for regular classroom teachers	X	X		
Increased pay and other incentives to hold special education personnel in the field		X		X
Regional State Department of Education consultant services and supervision		X	X	
More adequate facilities	X	X		
Parent training/counselling	X		X	X
Improved diagnosis, identification, and placement procedures	X		X	X
Changes in certification requirements for special education manpower (emphasis on clinical skills, more general certificates, competency-based, etc.)	X	X	X	X
Increased funding at university level				X
Public information regarding special education (regular teachers, school board, and other community members)				X
More practical/relevant training (field-based training) at university level	X	X	X	
More assistance from State Department of Education (regardless of where housed--Boise, region, etc.)	X			
Lack of adequate classroom materials and equipment (IMC closer to districts)	X		X	
More resource rooms for learning disability children	X		X	

Evaluation

Continual evaluation of student progress and of the effectiveness of various special education intervention programs is important so that necessary modifications can be made to meet individual needs. Special education teachers (196) reported that they utilized the following procedures to monitor the progress of exceptional children (Table 17). Charts and graphs, pre and post tests, and verbal reports were the most commonly utilized vehicles of program evaluation.

Table 17. Types of Procedures Used for Evaluation by Special Education Teachers in Idaho, 1973.

Number of Responses	Evaluation Procedure
105	Utilize charts and graphs to show academic and social progress.
152	Test the child at the beginning and end of year in social and academic skills.
88	Use anecdotal records to show progress of students.
113	Use primarily verbal reports to parents, etc., to discuss progress of students.
9	Do not evaluate my special education program or specific progress made by the students.
43	Use grade cards to evaluate student progress.

Local district coordinators (23) reported that they utilized tests of academic achievement, evaluation of curriculum materials, observation of teacher classroom management, and criterion-referenced materials to monitor

the effectiveness of their special education program. Forty-three percent stated that they evaluated their program effectiveness more than once a year or on a continual basis.

School superintendents (72) stated that, in general, special education programs were evaluated through feedback from the parents and other community members. They stressed the importance of conferences with parents to discuss the progress of their child. Achievement tests and attitude assessment instruments were also reported by superintendents to be used as evaluation procedures.

DISCUSSION AND CONCLUSIONS

During the last six years, special education classes have grown at the rate of 180 percent. Since 1968-69, forty-three school districts have developed state-approved special education classes within single or multi-district units. School districts have increasingly utilized contractual arrangements to help them plan appropriate services for exceptional children within their community.

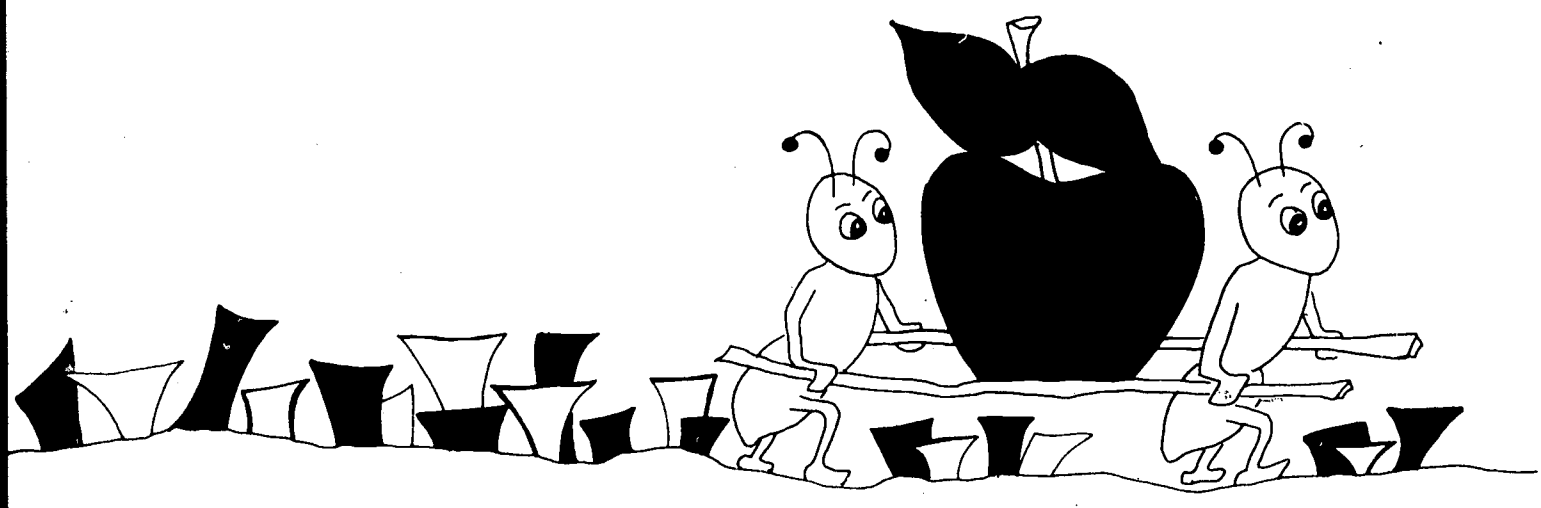
Even though considerable growth has been made in the number of special education programs available in Idaho for the exceptional child, it is estimated that approximately 50 percent of children with special needs remain inadequately served. There is, in addition, unequal access to such program intervention depending on geographical location or school district of residence. In order to fully insure exceptional children the educational rights guaranteed to them through Idaho's mandatory special education legislation, a significantly-increased number of special education programs must be developed. Cooperation and coordination of many agencies will be needed to provide additional services.

Quality as well as quantity of program development must be insured. Program components such as early intervention, appropriate testing, adequate placement decisions, due process procedures, parental involvement, individualized programming, and continual assessment and re-evaluation must be provided.

Current special education needs in Idaho as perceived by at least 50 percent of the vendors were surveyed (special education teachers,

university special education personnel, superintendents, and local coordinators of special education). Those reported as high priority include pre-vocational and vocational training; better services for low-incidence handicapping conditions (blind, deaf, severely retarded, emotionally disturbed, and multiply handicapped); program development at the junior and senior high school level; services for the gifted; pre-school intervention programs; parent training programs; improved diagnostic and placement procedures; changes in certification requirements; and more relevant and practical (field-based) university training for special education teachers.

manpower



CHAPTER IV

SPECIAL EDUCATION MANPOWER

INTRODUCTION

In order to develop the needed programs and services for exceptional children in Idaho, an adequate supply of special education teachers, supervisors/coordinators, and paraprofessionals (aides) must be available. In addition, advisory and ancillary personnel such as speech pathologists; physical therapists, and occupational therapists; psychologists; social workers; consulting teachers; and instructional materials specialists are needed. With the present trend toward mainstreaming (keeping children with handicaps in as normal a setting as possible), regular education teachers with special education training will continue to be needed.

During the early 1900's and the early development of programming for children with handicaps in the United States, there was a serious shortage of trained personnel. In 1948, there were only 77 colleges and universities offering teacher training in special education (Weintraub, Abeson, and Braddock, 1972). During 1961-62, 224 colleges and universities offered teacher training programs in at least one area of exceptionality (Mackie, Hunter, Neuber, 1961). Today, over 400 higher education institutions offer such training.

The federal government in the Office of Education Bureau of Education for the Handicapped (BEH) has played an important role in attempting to reduce this special education manpower shortage. Congress passed P. L. 85-926 in 1959 to help meet the shortage of teachers of mentally retarded

by providing financial support to higher education institutions and state education agencies. In 1967, Public Law 90-170 was passed to provide assistance for the training of recreational and physical education personnel. Public Law 90-247 was also passed that year to make available grants for recruitment of personnel for the education of handicapped children. The federal role in special education personnel training also included passage of the Education of the Handicapped Act in 1970 (Public Law 91-230).

During the decade of the sixties, all (general and special education) teachers were in short supply. According to recent reports by the National Education Association (New York Times, July 28, 1971), however, an over-supply of teachers was becoming evident. Despite the growing surplus of teachers, many administrators have indicated there are still teacher shortages in certain subject areas such as special education, remedial reading, speech, etc. A National Education Association survey found that state departments of education (30 states) reported a low or an extremely low supply of qualified special education teacher applicants during 1972-73. There were several reasons for this low supply of qualified special education personnel. During the 1972 legislative sessions, a total of 43 states provided some form of mandatory special education legislation. This followed recent court decisions which mandated that all children identified as needing special education must be provided such education. A third factor is the trend toward needed early diagnosis and treatment. Therefore, the number of services for children with handicaps have and will continue to increase. Qualified advisory and ancillary personnel (consultants, psychologists, speech and hearing pathologists, etc.) have and will increasingly be in demand to support the development of such programs.

Complicating this picture is the uneven distribution of the need for qualified special education personnel. Many large states such as California, Texas, New York, and Washington do not report a shortage. This is also true of populous areas within smaller states; however, in rural areas there seems to be a shortage of special education personnel.

Data concerning the supply and demand of special education personnel must be generated so that detailed projections concerning manpower needs can be made within specific states. Such data is almost non-existent. One exception is the state of Kentucky which attempted to study the present production/utilization and future need for special education personnel.

Objective three of the Idaho Special Education Needs Assessment Study deals with an in-depth analysis of the present availability of special education manpower and the adequacy of training resources to meet future manpower demands. Both manpower and training resources must be adequate in order to fully implement Idaho's mandatory special education legislation. Without this data, effective program development and planning cannot be achieved.

Teachers

Figure 8 shows the employment growth rate of Idaho special education teachers during the last six years. The mean employment growth rate of Idaho special education teachers was 46 teachers for the six years 1968-69 to 1973-74 inclusive. The mean growth of new special education teachers over this period was 16 teachers per year.

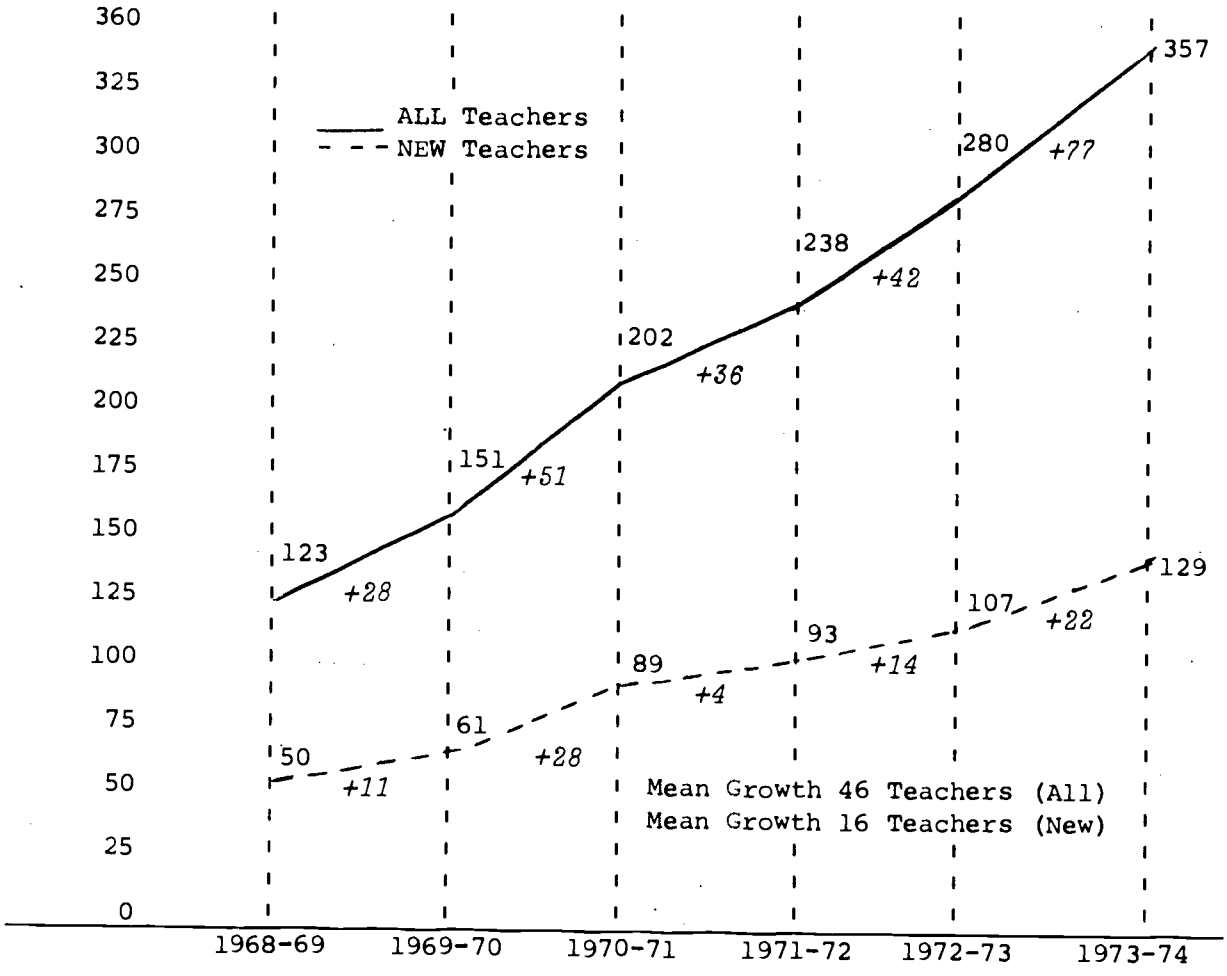


Figure 8. Employment Growth Rate of Idaho Special Education Teachers.

Figure 9 shows the changing age trend of Idaho special education teachers. During 1968-69, 23 percent of the new special education teachers were between 21-30 years old. This compares with 65 percent in 1973-74. Likewise, 32 percent of the new special education teachers in 1968-69 were in the age range of 41-50. During the 1973-74 school year, only 12 percent of the new special education teachers were between 41-50.

AGE		1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
21-30	ALL Teachers	14%	29%	34%	39%	43%	46%
	NEW Teachers	23%	51%	54%	59%	65%	65%
31-40	ALL Teachers	17%	14%	14%	19%	18%	17%
	NEW Teachers	26%	15%	13%	24%	17%	15%
41-50	ALL Teachers	25%	20%	19%	13%	14%	15%
	NEW Teachers	32%	13%	18%	9%	9%	12%
51-60	ALL Teachers	32%	27%	23%	21%	19%	17%
	NEW Teachers	13%	19%	12%	6%	9%	7%
Over 60	ALL Teachers	12%	10%	10%	8%	6%	5%
	NEW Teachers	6%	2%	3%	2%	0%	1%

Figure 9. Age of Idaho's Special Education Teachers During the Last Six Years.

Figures 10-15 display Idaho special education teacher training resources over the last six years. The data displayed in Figures 10, 11, and 12 deals with all special education teachers, while Figures 13, 14, and 15 deals with new teachers or those teachers beginning work in special education during the specific years. As can be observed from the figures, 57 percent of all

special education teachers and 51 percent of the new special education teachers (1968-69) were trained by universities within the state; while 43 percent and 49 percent respectfully, were trained by institutions outside of Idaho. During the next four years, approximately 50 percent of all those teaching special education in Idaho were trained by in-state training institutions and half from training institutions out of state. During the six years reviewed, the University of Idaho provided about 31 percent of the in-state, newly-trained special education teachers; while Idaho State University provided about 47 percent of the in-state, newly-trained special education teachers. During this same period, approximately 8 percent of the in-state, newly-trained special education teachers came from Boise State University. Of the new teachers (approximately 50 percent) who were trained out of state, Utah provided about 28 percent; Washington, 10 percent; Colorado, 7 percent; California, 6 percent; and Montana, 4 percent, over the six-year period.

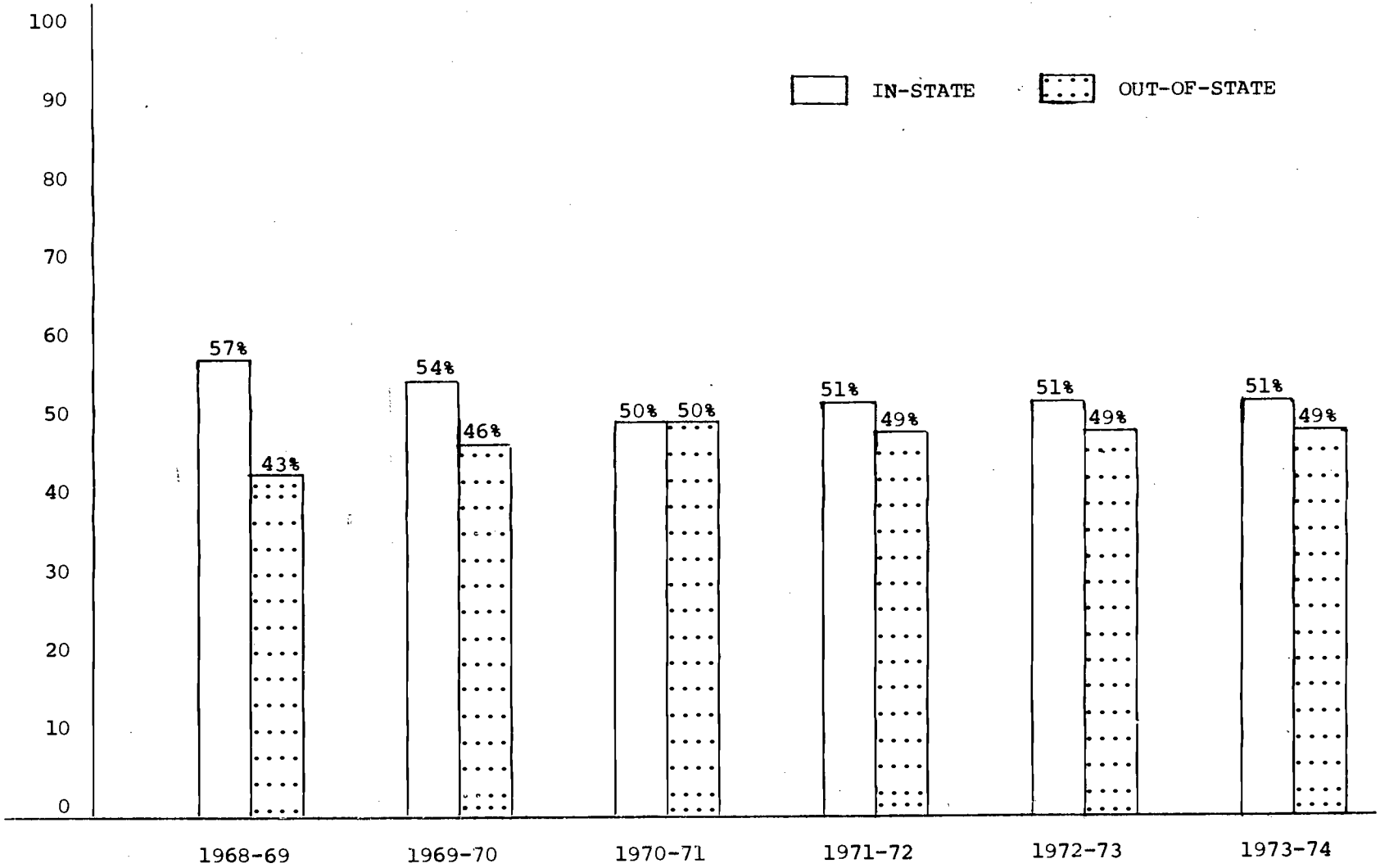


Figure 10. Percent of All In-State and Out-of-State Trained Special Education Teachers From 1968-69 Through 1973-74.

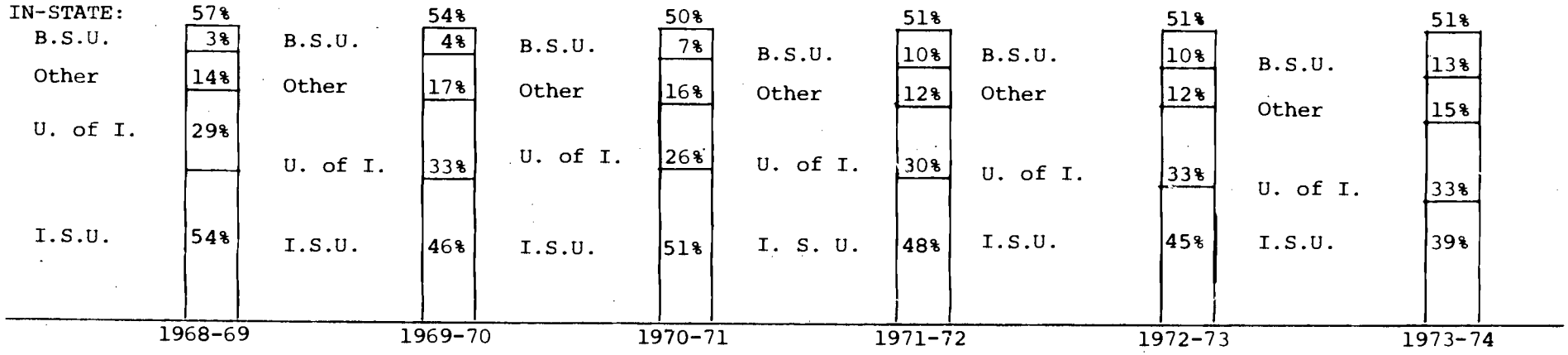


Figure 11. Percent of All Special Education Teachers Recruited From Various In-State Training Institutions From 1968-69 Through 1973-74.

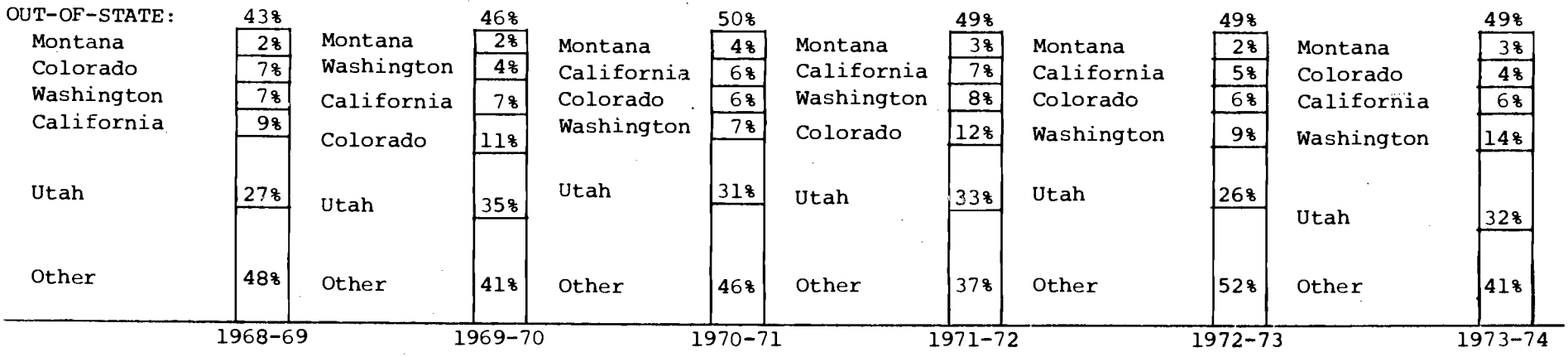


Figure 12. Percent of All Special Education Teachers Recruited From Various Out-of-State Training Institutions From 1968-69 Through 1973-74.

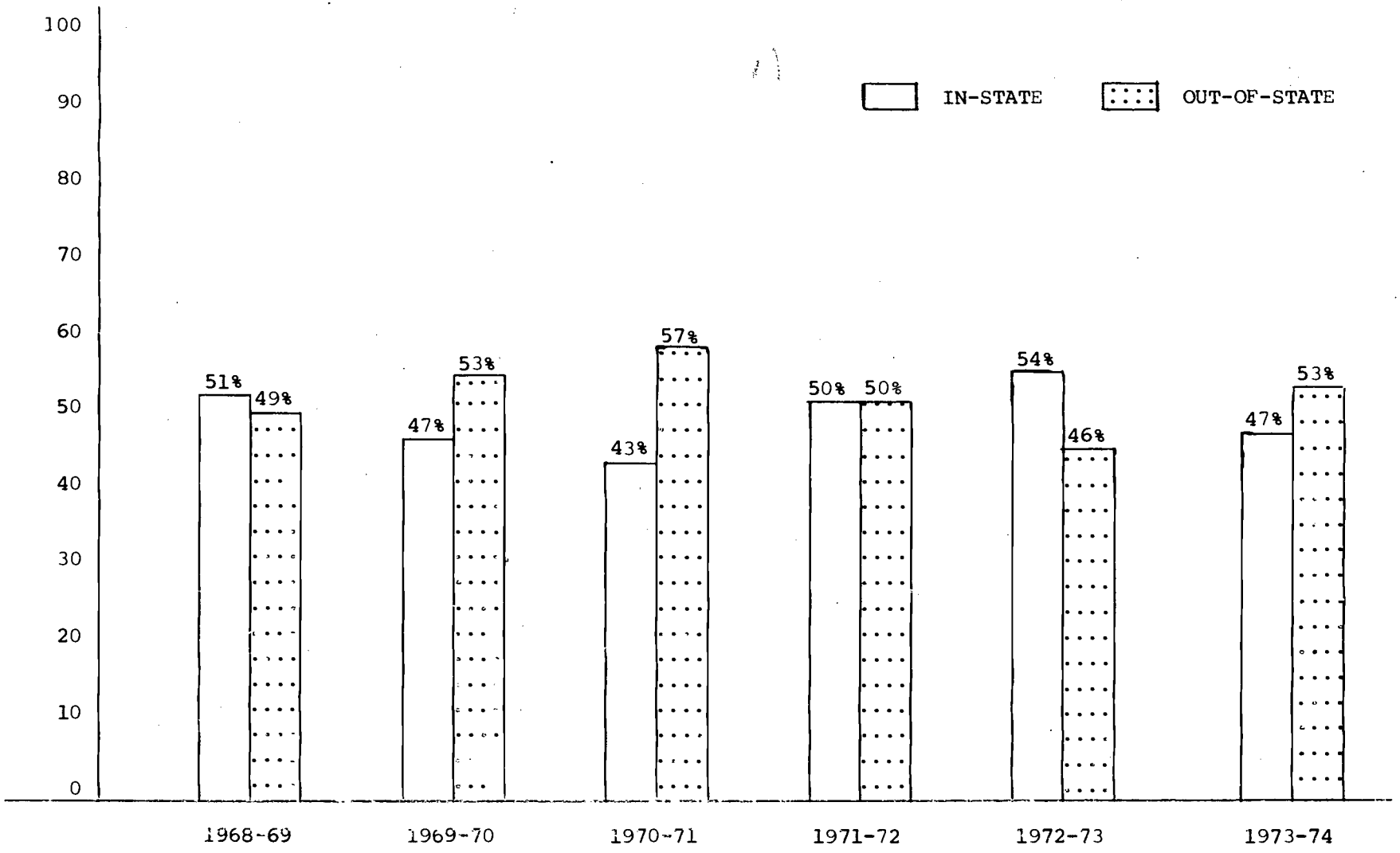


Figure 13. Percent of New In-State and Out of State Trained Special Education Teachers From 1968-69 Through 1973-74.

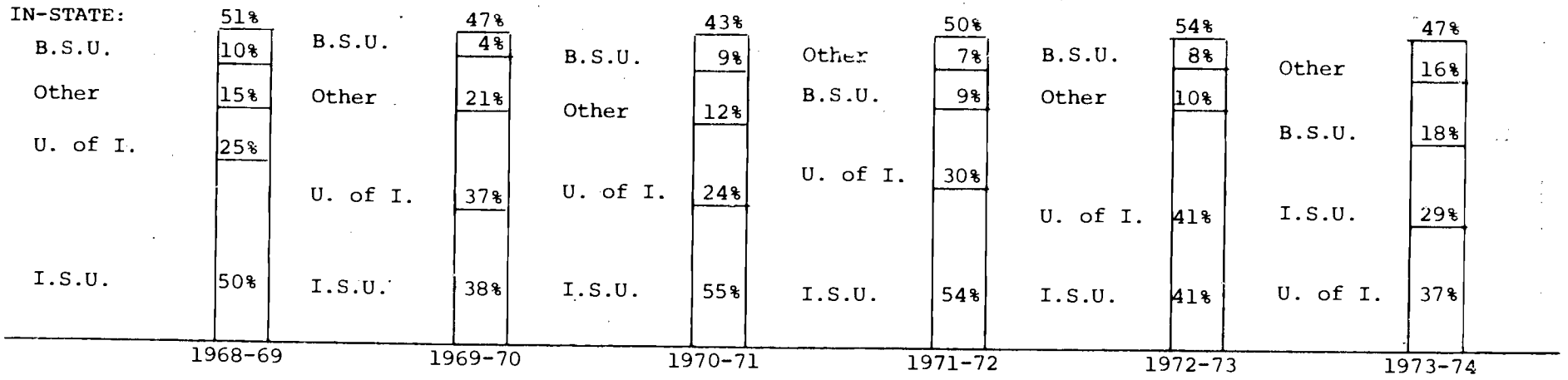


Figure 14. Percent of New Special Education Teachers Recruited From Various In-State Training Institutions From 1968-69 Through 1973-74.

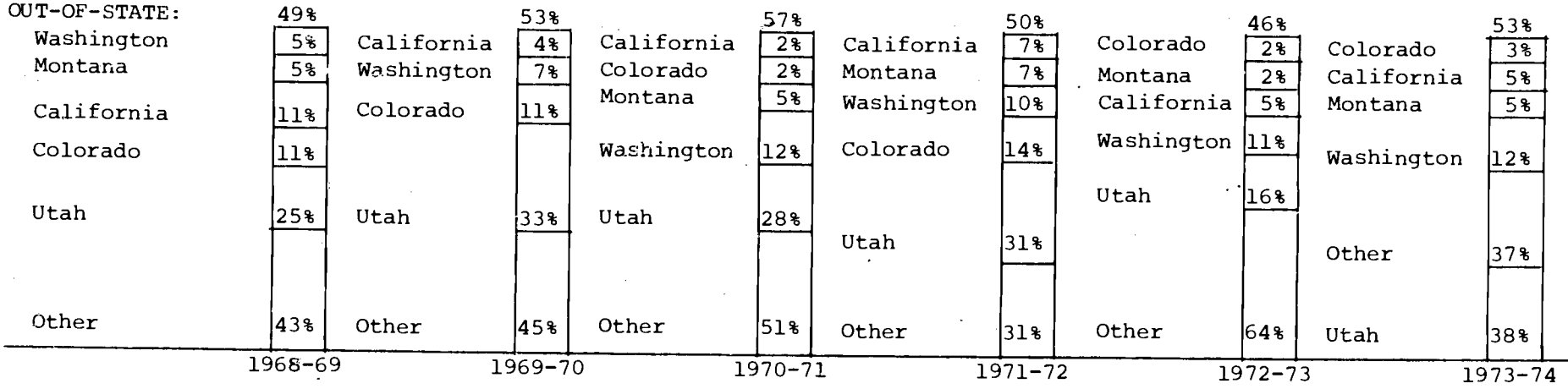


Figure 15. Percent of New Special Education Teachers Recruited From Various Out-of-State Training Institutions From 1968-69 Through 1973-74.

Special Education Supportive Personnel

As a result of an increased number of litigation cases, there is a growing concern of possible violations of due-process rights of parents and children in the identification and placement or non-placement in an appropriate educational program. An adjustment of a child's educational program is a serious matter and should be carefully evaluated by competent, multi-disciplinary personnel. Consequently, other qualified personnel are needed to support the development of quality programs for exceptional children. Section 33-2003, Idaho Code, states that no child shall be enrolled or placed in any special education class unless he has received a comprehensive evaluation. Such comprehensive evaluations require the services of ancillary personnel such as psychologists, social workers, and speech and hearing pathologists.

Figure 16 shows the growth of ancillary personnel over the last six years. As can be observed, during the 1968-69 school year there were 3 social workers in 1 school district; 16 psychologists in 11 school districts; and 23 speech and hearing pathologists in 16 school districts. During the 1973-74 school year, there were 11 social workers in 7 school districts; 50 psychologists in 65 school districts; and 64 speech and hearing pathologists in 71 school districts. When all ancillary personnel are combined, there were 125 speech and hearing pathologists, psychologists, and social workers serving exceptional children during the 1973-74 school year. It would seem that significantly-increased numbers of such personnel will be needed during the next five years, as special education programs are developed in all 115 school districts in Idaho. Contractual arrangements

and coordination of efforts need to be continued and enhanced with other agencies such as the Department of Health and Welfare which employs qualified ancillary personnel.

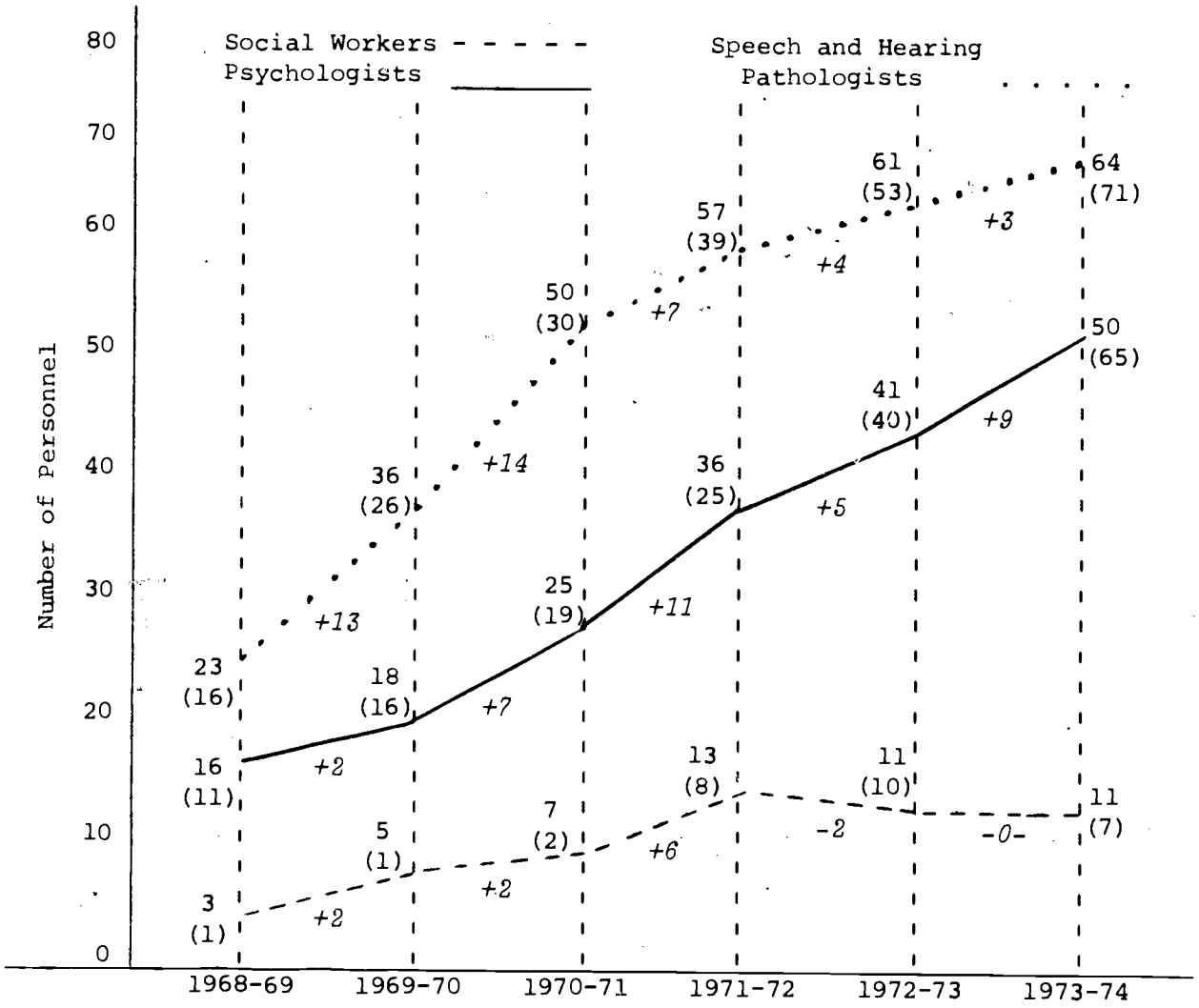


Figure 16. Growth of Ancillary Personnel Working with Exceptional Children.

*Figures in ( ) indicate numbers of school districts employing ancillary personnel.

Figures 17 and 18 give a breakdown by source of training for psychologists and speech and hearing pathologists entering the field over the

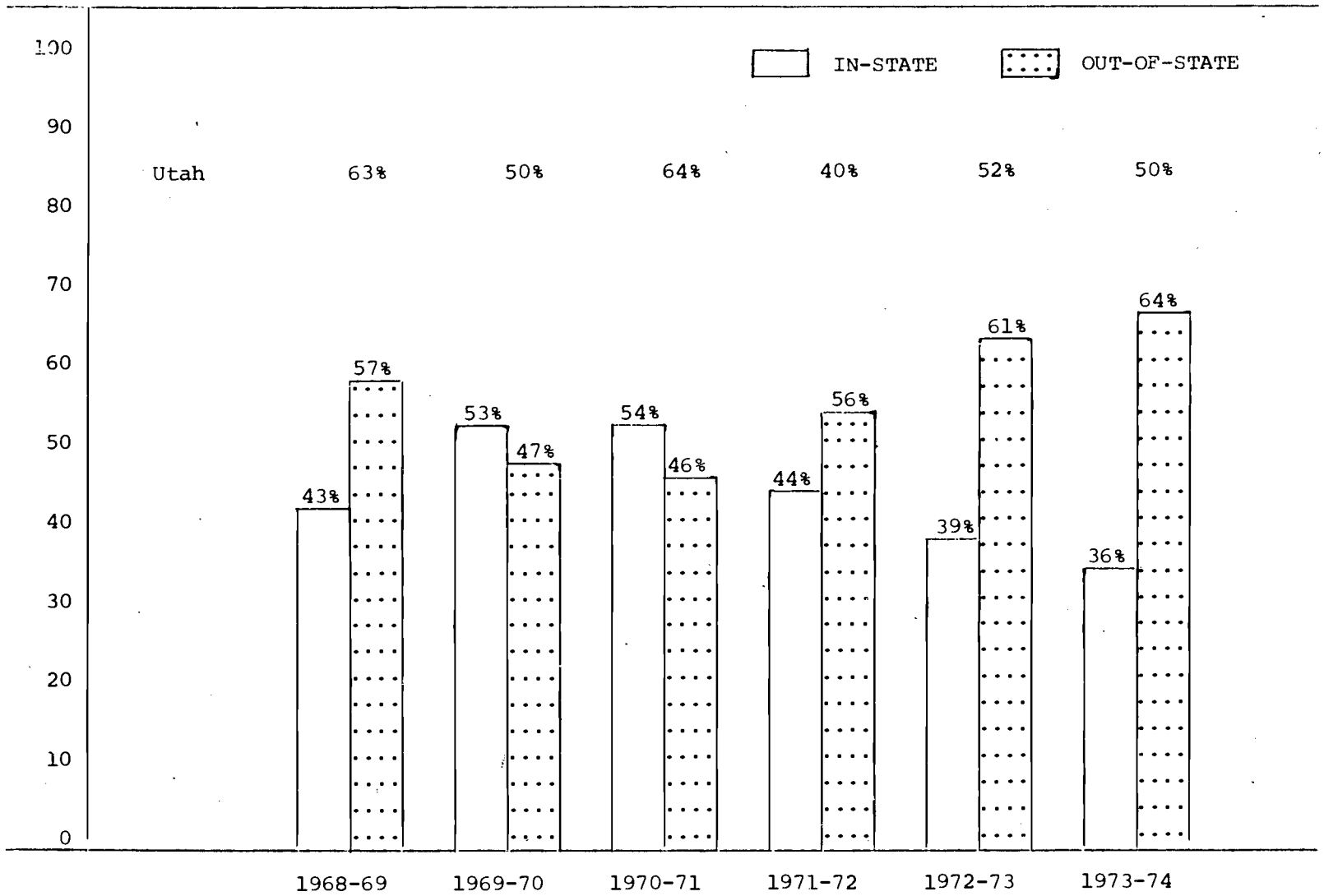


Figure 17. Percent of In-State and Out-of-State Trained Psychologists From 1968-69 Through 1973-74.

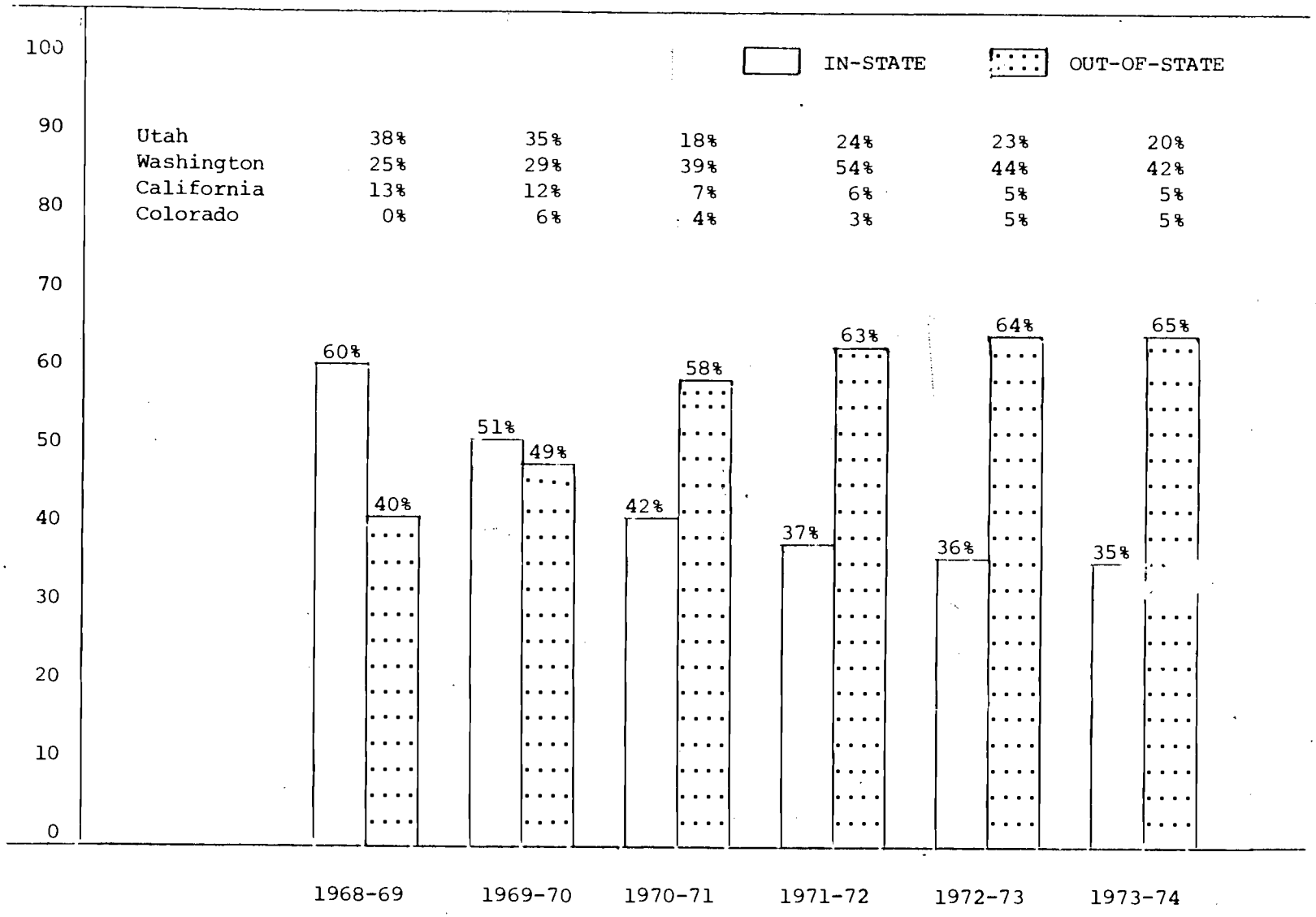


Figure 18. Percent of In-State and Out-of-State Trained Speech and Hearing Pathologists From 1968-69 Through 1973-74.

six-year period. During 1968-69, 43 percent of the psychologists were trained in state and 57 percent were trained out of state. Utah provided 63 percent of the out-of-state trained psychologists. During this same year, 60 percent of the speech and hearing pathologists were trained by in-state colleges and universities, while 40 percent were trained out of state. Utah provided 38 percent of the out-of-state trained speech and hearing pathologists.

During 1973-74, only 36 percent of psychologists and 35 percent of speech and hearing pathologists entering Idaho positions were trained in state, while 64 percent of the psychologists, and 65 percent of the speech and hearing pathologists were trained out of state. Washington and Utah contributed the majority (42 percent and 20 percent) of the out-of-state speech and hearing pathologists during the 1973-74 school year.

Because of the importance of careful screening, identification, and placement of handicapped children, as well as the trend for flexibility of programs with an emphasis of early intervention and of placing handicapped children in as normal an education environment (mainstreaming) as possible, there is an increased need for special education supervisory personnel at the local education agency level. Their functions include organizing and introducing new educational programs into the special education curriculums and expanding existing ones to the regular classroom curriculum.

Figure 19 shows the growth of special education coordinators/ supervisors in local school districts during the last six years. In 1968-69, there were ten special education coordinators employed in local school districts as compared to 34 during the present year.

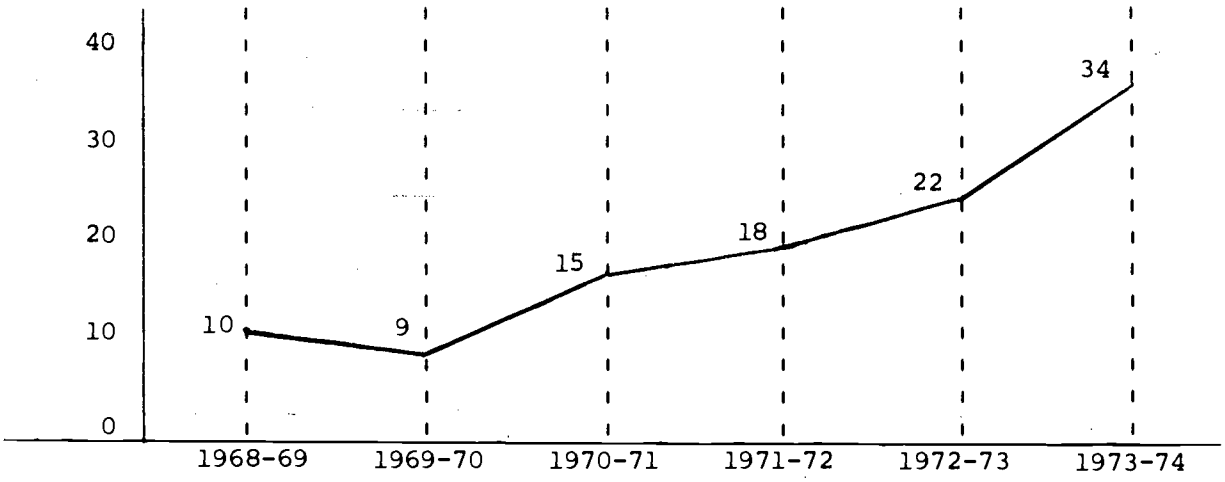


Figure 19. Growth of Special Education Coordinators/Supervisors in Idaho School Districts.

There will continue to be a need for increased numbers of special education supervisors. The projection of the number of supervisors required should be based upon not only the number of classes provided for each exceptional child group, but also upon the complexity of educational programs offered by a single or multi-district unit.

The current trend toward mainstreaming will increase the required competencies of regular classroom personnel. They must be able to develop and carry out individualized programs. The need for paraprofessional classroom aides to assist both the regular and special education teacher will become more accepted; and, consequently, demand will continue to increase. Figure 20 shows the growth of special education classroom aides during the last six years. As can be noted, the number of special education aides has increased from 3 in 1968-69, to 149 in 1973-74.

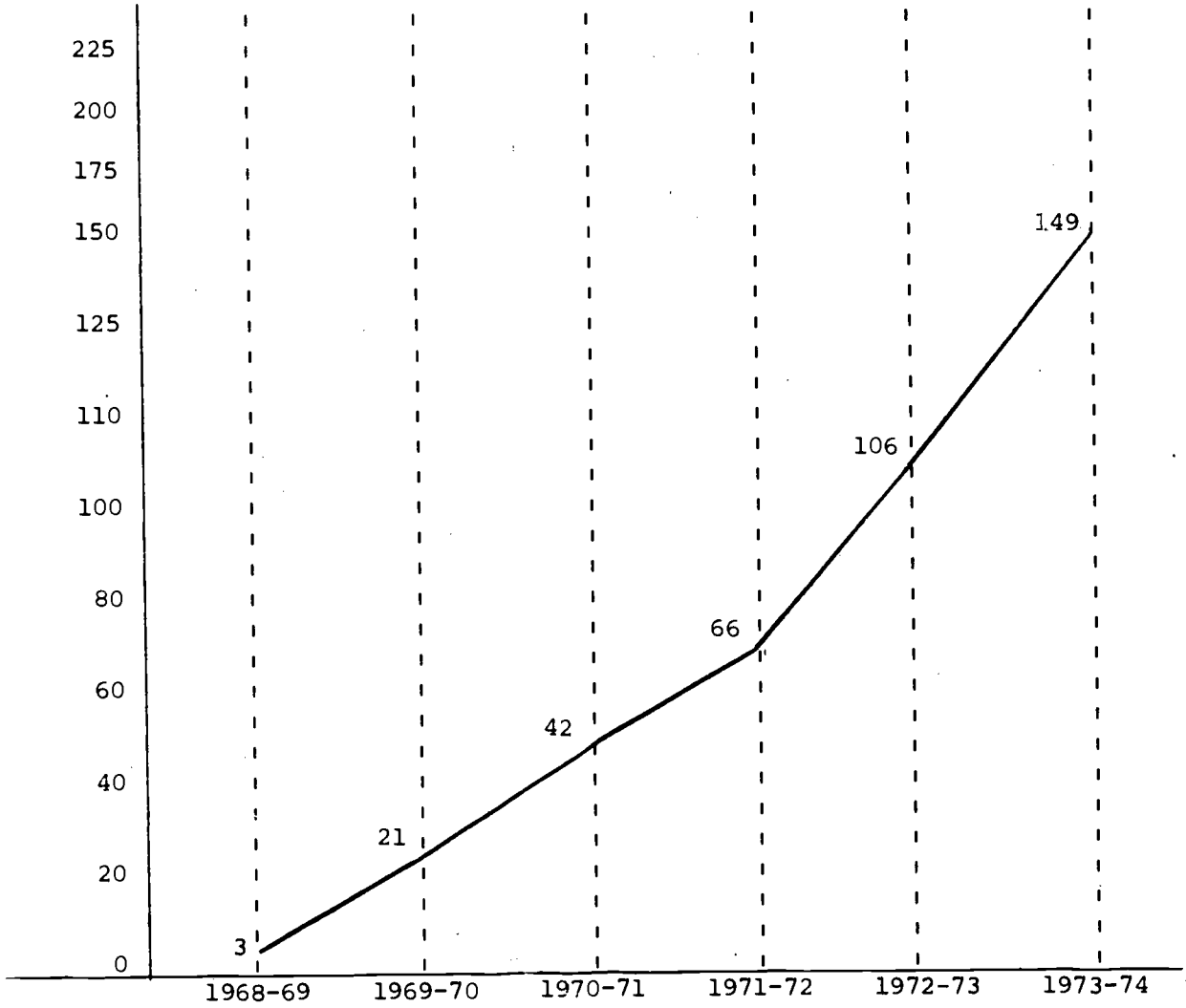


Figure 20. Growth of Special Education Classroom Aides in Idaho School Districts.

ATTRITION

The National Education Association stated in 1972 that lowered teacher mobility was reported by state departments and large school systems. Fifteen states reported a lower percentage of general educators leaving. Thirteen states reported mobility was the same and two states reported higher mobility. No specific percentages, however, were cited.

Comparative data from other states concerning the attrition rate of special education teachers and other special education personnel, as well as the attrition rate of general education teachers in Idaho has been requested, but was unavailable.

The Bureau of Education for the Handicapped reported that a nation-wide, yearly turn-over rate of special education teachers is approximately 10 percent.

Special Education Teachers

A further analysis of special education teacher manpower data indicates that approximately half of Idaho's special education teachers, recruited from in-state or out-of-state, teach for one or two years and then leave special education positions. The data is presented in Figure 21. Forty-four percent of the teachers beginning in 1968-69 left Idaho special education positions after 1 or 2 years of teaching. Of the new special education teachers beginning in 1971-72, 60 percent left after one or two years of special education teaching.

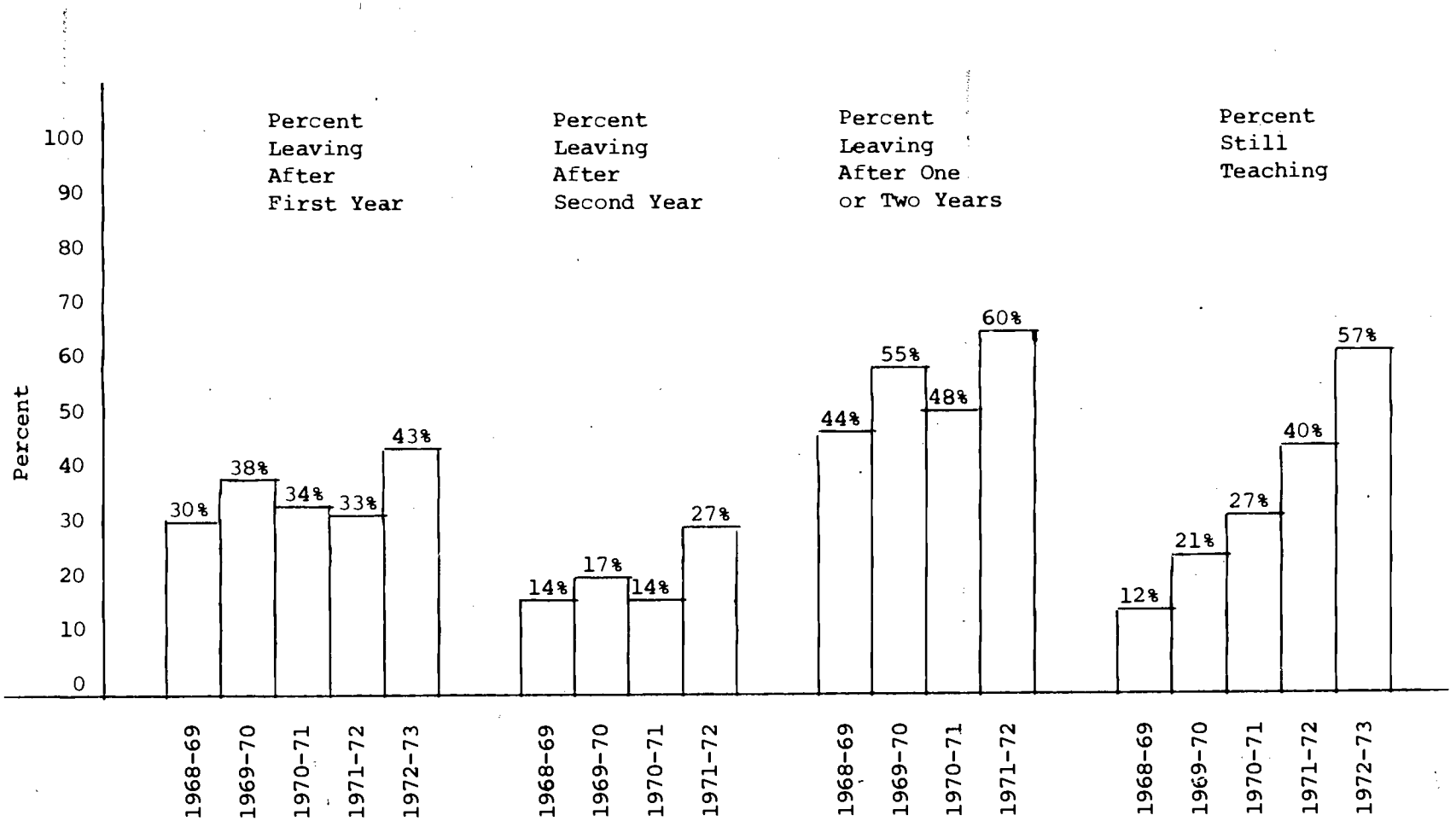


Figure 21. Percent of New Teachers Leaving Special Education Positions After Attaining One and Two Years of Experience.

Figure 22 shows the percent of incoming teachers holding special education positions in large, medium, and small districts who left after 1 or 2 years. Because virtually no special education classes were offered in medium and small districts before the 1970-71 school year, data is only available for the last three years. As can be seen by this information, no significant differences were noted in the percentage of teachers leaving after 1 or 2 years of teaching in large, medium, or small districts.

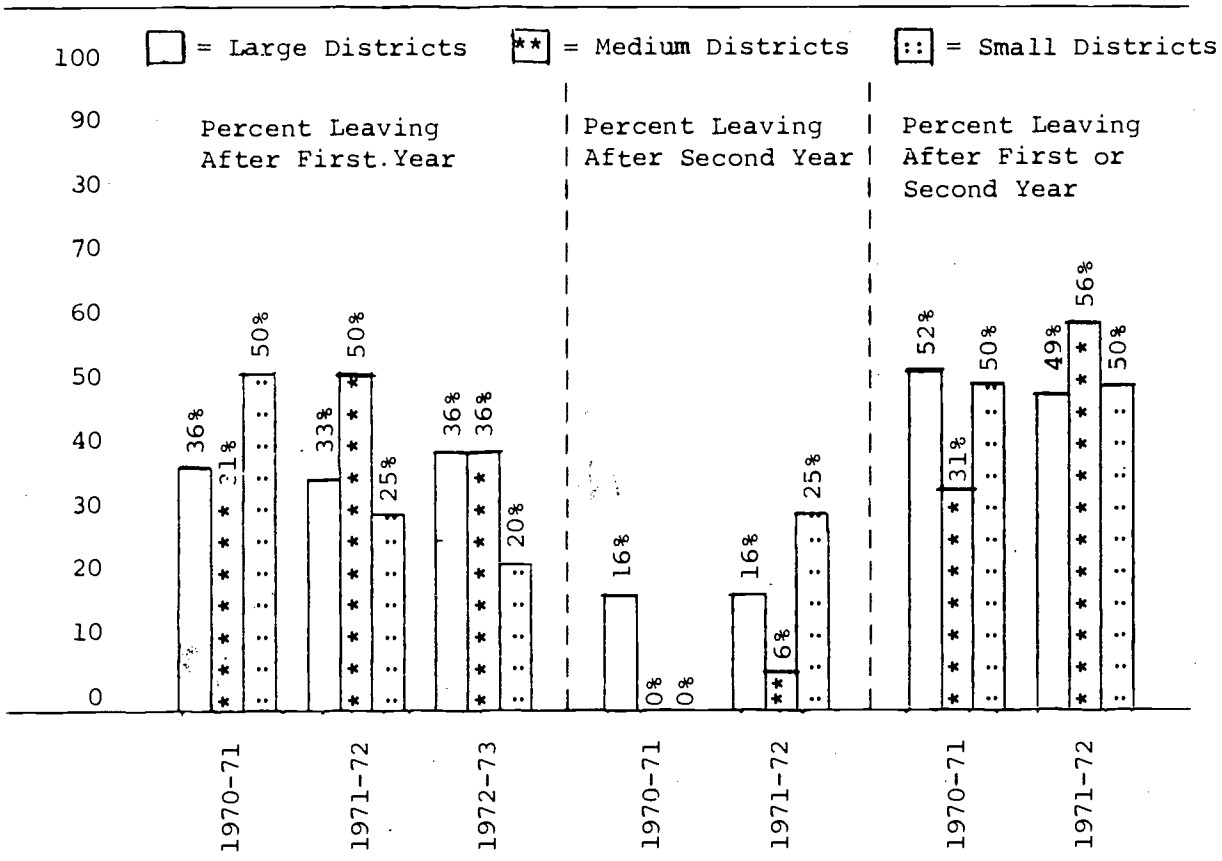


Figure 22. Percent of New Teachers with Special Education Positions in Large, Medium, and Small Districts Who Left After One or Two Years.

Figure 23, 24, 25, 26, and 27 show attrition rates of special education teachers after one or two years of teaching for the six planning regions of Idaho. As can be observed from this data, Region I and II showed an average (over the last six years) attrition rate of 48 percent for special education teachers after one or two years of teaching. Average turnover data of special education teachers for the same period in the other regions include: Region III, 53.7 percent; Region IV, 48 percent; Region V, 57 percent; and Region VI, 42 percent.

When the data was analyzed by source of training (in-state or out-of-state) and degree level (bachelors and masters), no significant differences were noted. Figure 28 indicates that of all the Idaho teachers leaving after one year and employed in special education positions during the last six years, approximately 60 percent held bachelor degrees from in-state training institutions and 57 percent held bachelor degrees from out-of-state training institutions. This compares with 50 percent of teachers holding master degrees from in-state training institutions and 54 percent holding master degrees from out-of-state training institutions. Of the special education teachers employed during the last six years and leaving, a very small percentage left after 4 or 5 years.

Because of the high percentage of turnover among special education teachers who left after one or two years of teaching, a follow-up study was conducted. Follow-up information was available for 68 percent of all special education teachers leaving their positions after one or two years since 1968. Reasons for leaving were obtained through telephone or letter contact, information from school district personnel records, or personal contact with a relative or friend.

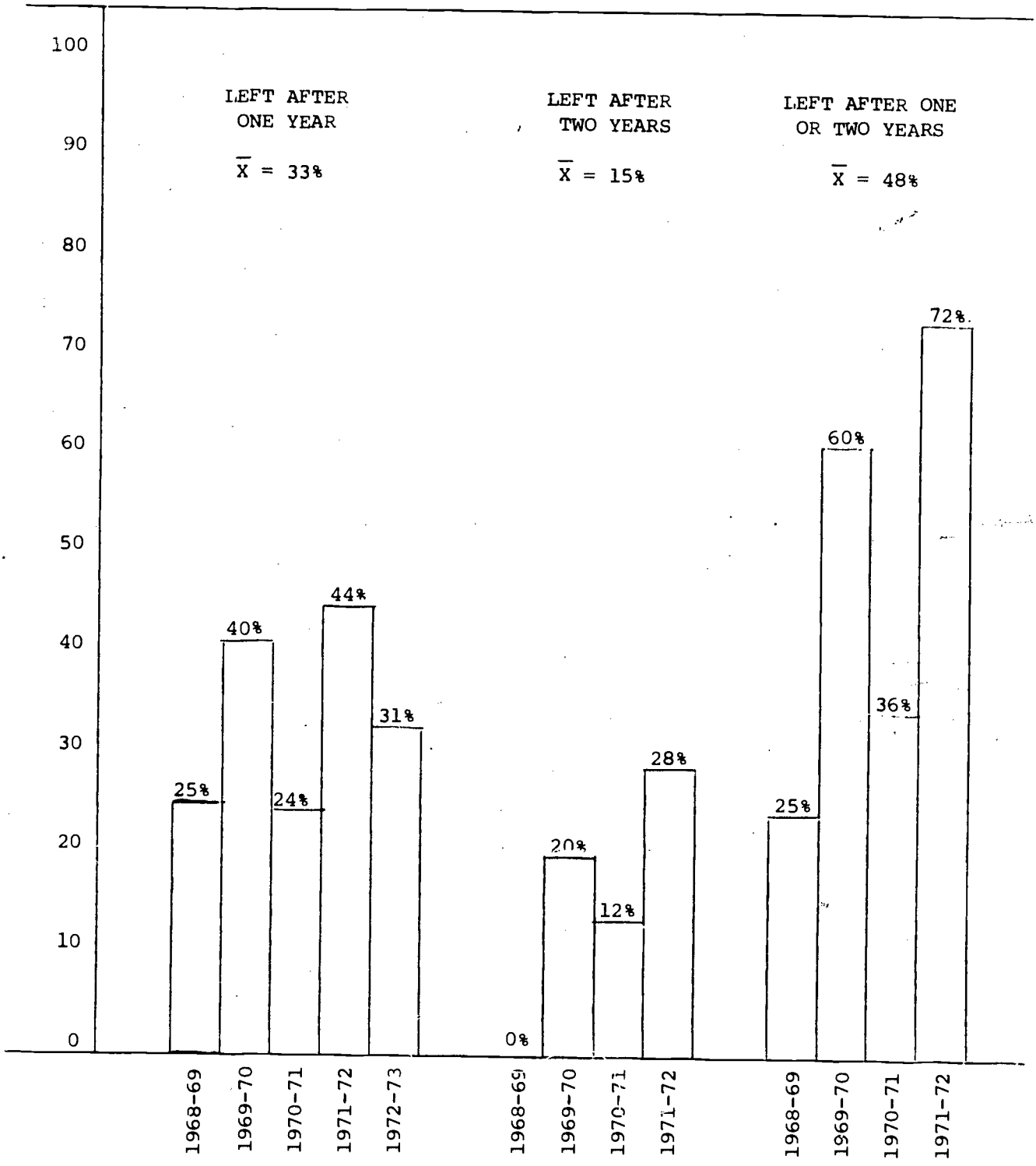


Figure 23. Percent of New Teachers From Regions I and II Leaving Special Education Positions After Attaining One or Two Years of Experience.

REGION III

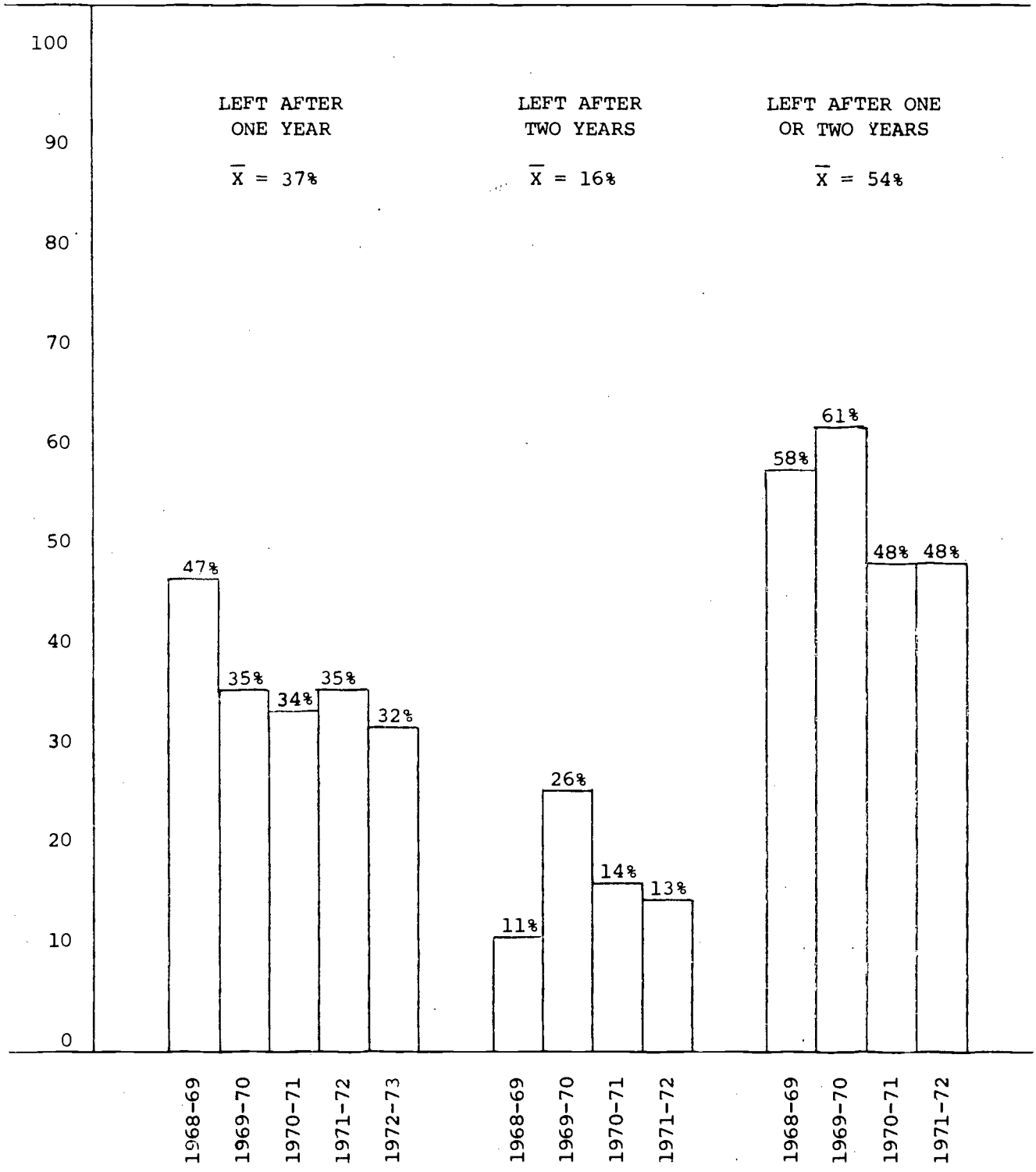


Figure 24. Percent of New Teachers From Region III Leaving Special Education Positions After Attaining One or Two Years of Experience.

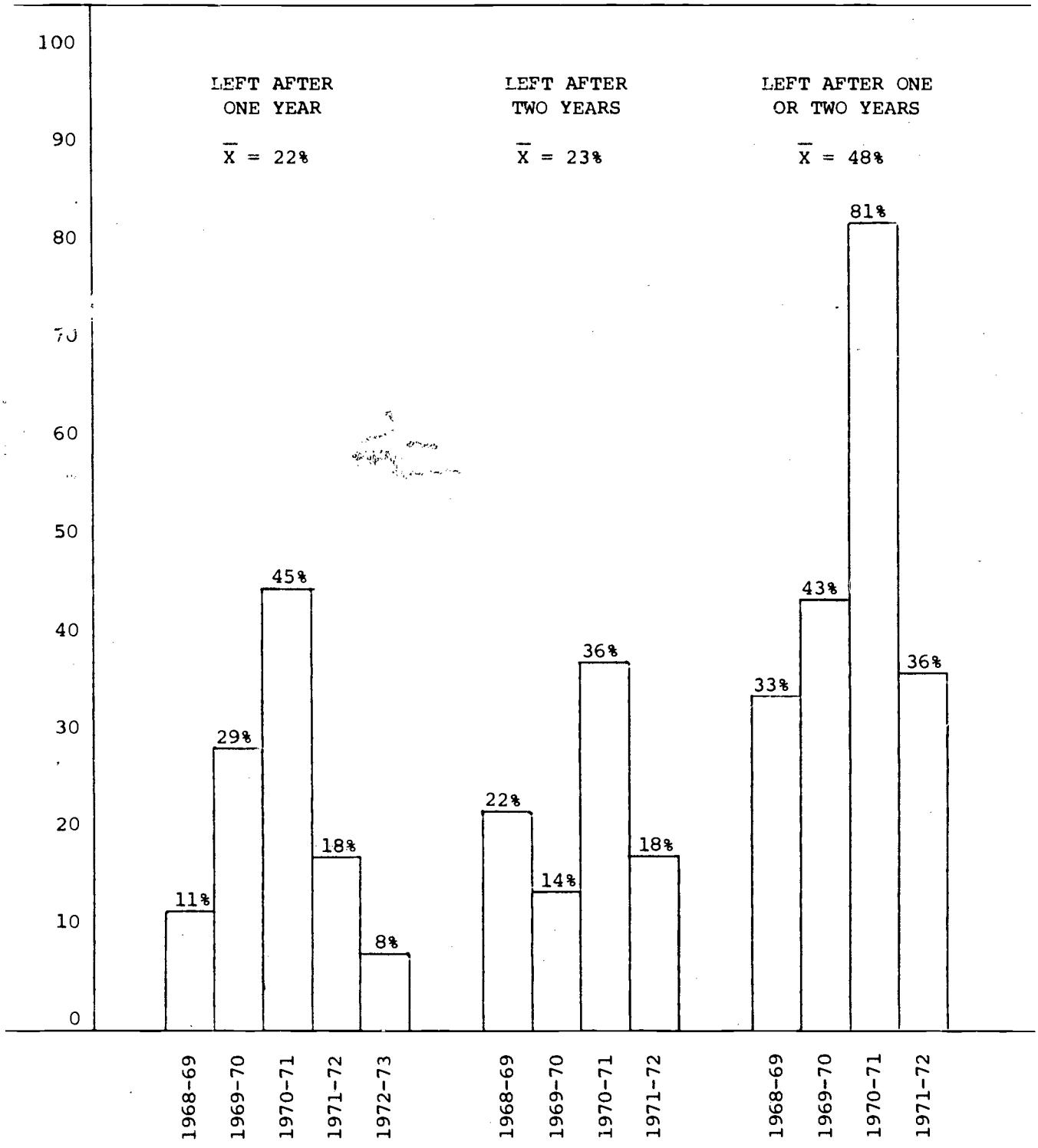


Figure 25. Percent of New Teachers From Region IV Leaving Special Education Positions After Attaining One or Two Years of Experience.

REGION V

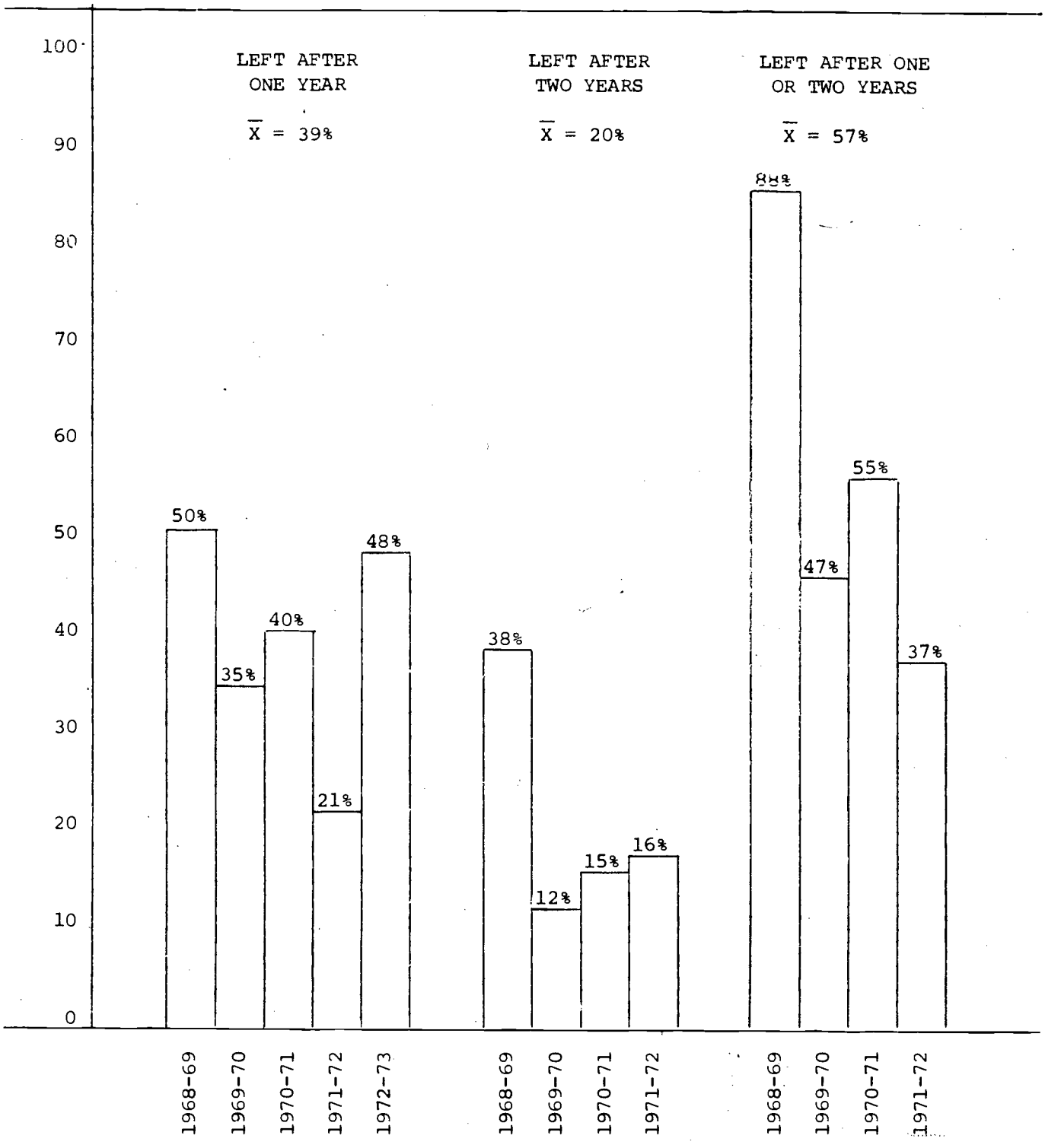


Figure 26. Percent of New Teachers From Region V Leaving Special Education Positions After Attaining One or Two Years of Experience.

REGION VI

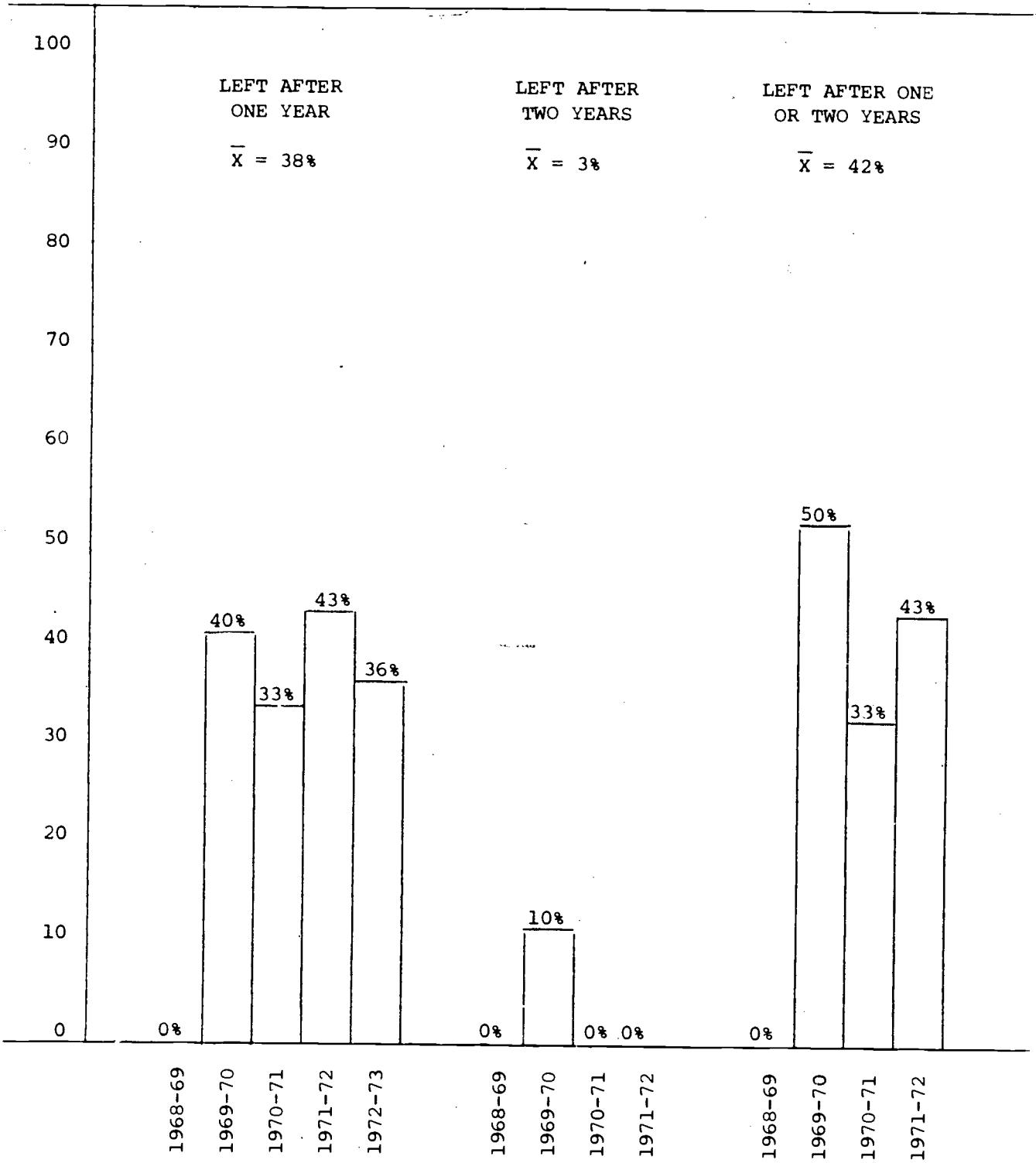


Figure 27. Percent of New Teachers From Region VI Leaving Special Education Positions After Attaining One or Two Years of Experience.

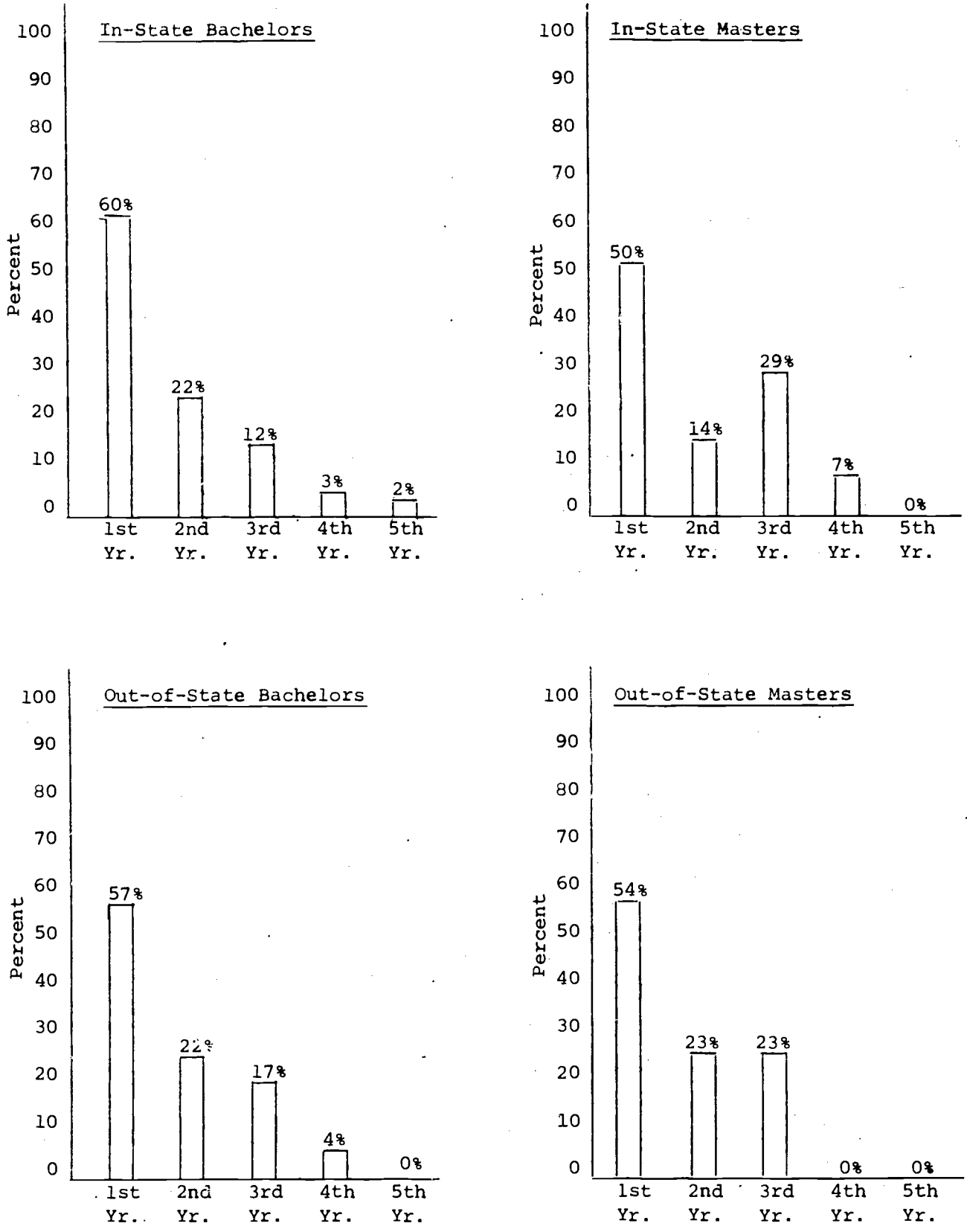


Figure 28. Of All Leaving Teachers, Percent Leaving By Year, Level of Training, and Source of Training.

Table 18 gives a breakdown of reasons for leaving Idaho special education positions. Of the 156 special education teachers followed-up, 24 percent left the state because their husband was in the military service, their husband was transferred, or they left the state for better jobs and/or better salaries. Another 22 percent remained in Idaho, but transferred to regular elementary or secondary education positions. Fifteen percent of these teachers retired. Nine percent specialized in related fields such as counselling, remedial reading, library science, or speech and hearing pathology. Eight percent left teaching but still live in Idaho. Six percent took jobs within the Department of Health and Welfare, such as in Child Development Centers or Mental Health Positions. Another 5 percent advanced to supervisory positions in Idaho. Other reasons for leaving included pregnancy (1 percent); left to do substitute teaching (5 percent); health reasons (1 percent); family/personal (4 percent); and could not obtain necessary certification (1 percent).

It is interesting to note that when teachers were asked if they left special education positions to receive higher salaries, many gave other reasons such as they felt they had not been adequately trained to serve all types of handicaps that they found in rural areas. Others felt they did not have administrative support or understanding of their programs. Another frequent response was that they felt "isolated" from other peers in special education and/or regular education teachers.

Table 18. Major Reasons for Leaving Idaho Special Education Positions.

Reason	Number of Responses	Percent of Responses
Left Teaching	12	8%
Moved Out of State	37	24%
Transferred to Regular Education	35	22%
Other Special Fields	14	9%
Retired	23	15%
Took Position with the Department of Health and Welfare	10	6%
Supervisory	7	5%
Substitute Teaching	3	2%
Pregnancy	2	1%
Went Back to School	3	2%
Health Reasons	2	1%
Personal/Family	6	4%
Could Not Obtain Necessary Certification	2	1%
TOTAL	156	100%

Ancillary Personnel

Attrition or turnover data was also collected and analyzed for psychologists, speech and hearing pathologists, and social workers. This information is displayed in Figures 29, 30, and 31. An average of 29 percent of psychologists left after one or two years in Idaho. This compares with 65 percent of social workers and 41 percent of speech and hearing pathologists leaving after one or two years of working in Idaho during the last six years.

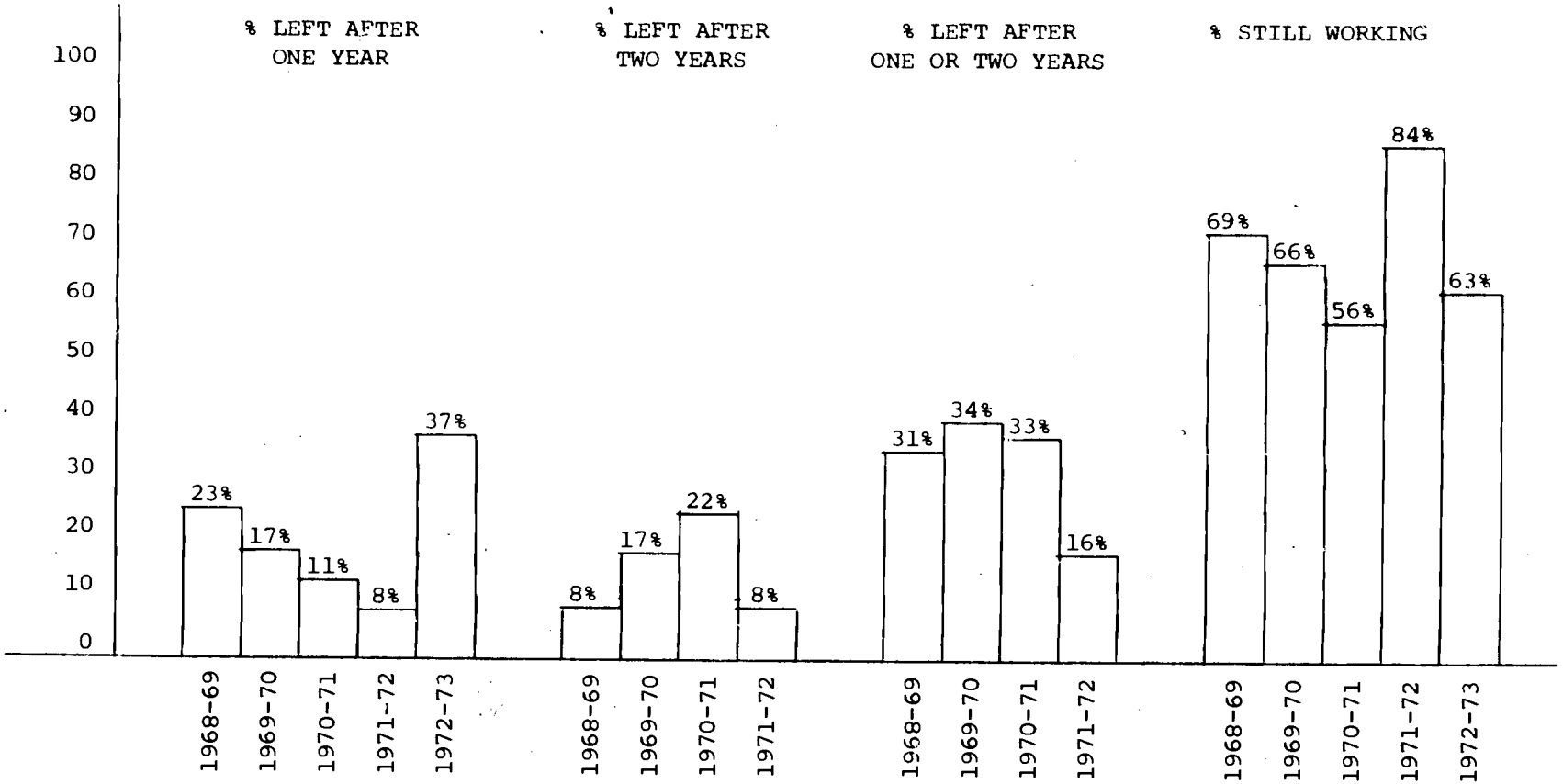


Figure 29. Percent of Psychologists Leaving Ancillary Personnel Positions After Attaining One or Two Years of Experience.

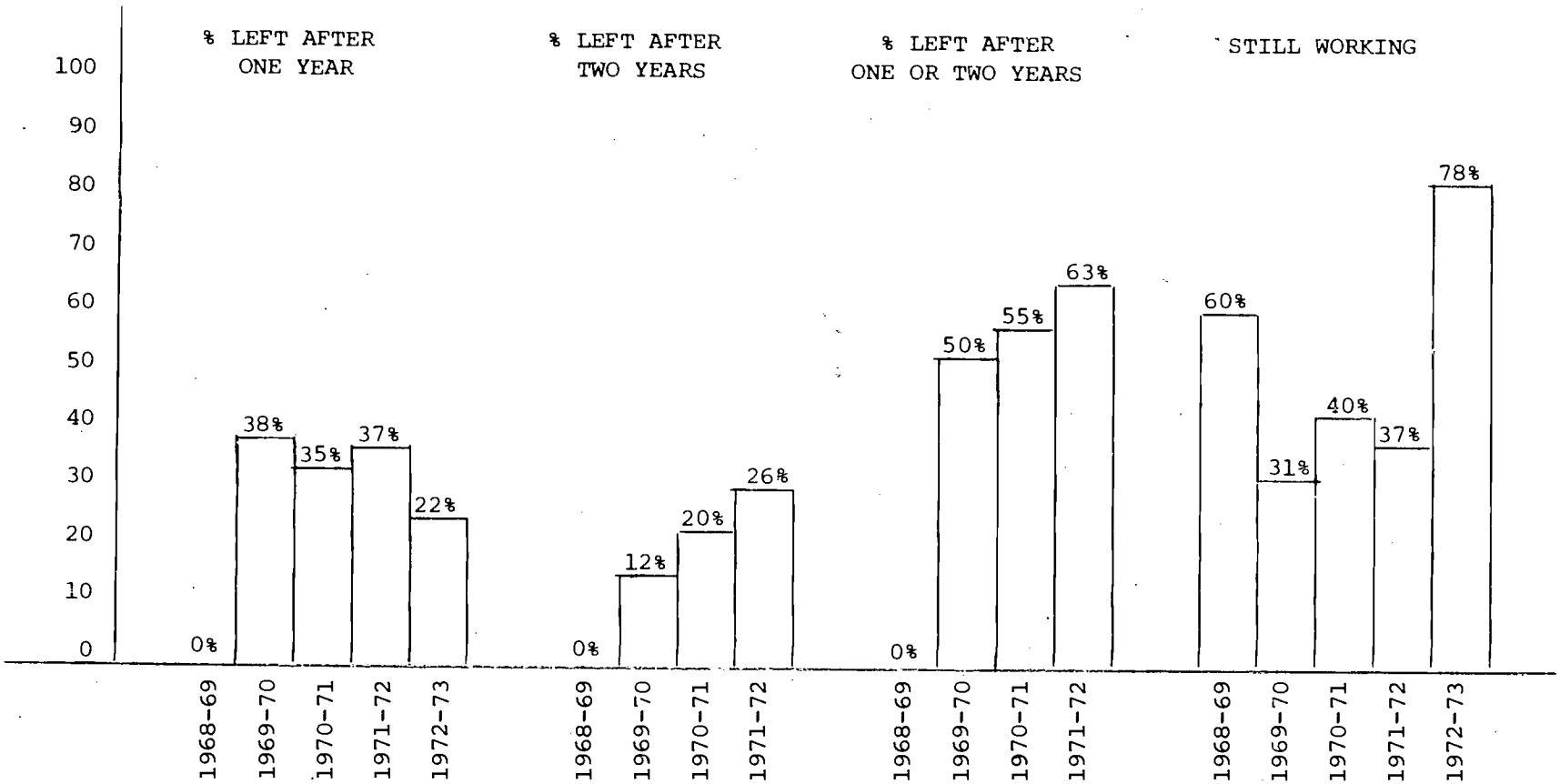


Figure 30. Percent of Speech and Hearing Pathologists Leaving Ancillary Personnel Positions After Attaining One or Two Years of Experience.

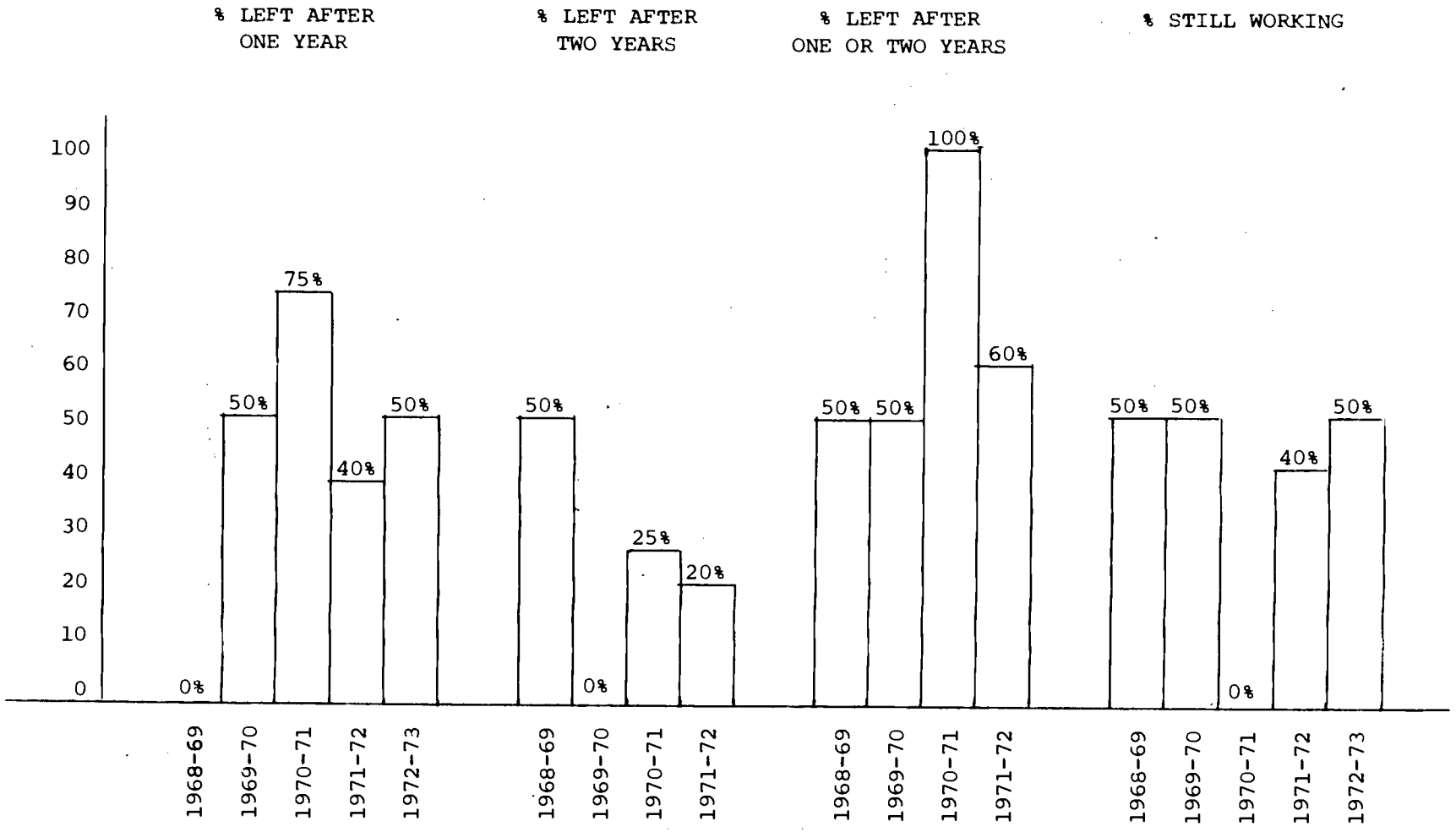


Figure 31. Percent of Social Workers Leaving Ancillary Personnel Positions After Attaining One or Two Years of Experience.

FUTURE SPECIAL EDUCATION MANPOWER DEMANDS

Before making projections as to future special education manpower requirements, a distinction should be made between the need for such personnel and the budgeted demand in Idaho's local school systems.

Need

The need for special education personnel can be determined by taking the total number of children identified as needing special education services divided by the recommended ratios of each type of care.

Recently the State Board of Education recommended the following ratio of ancillary personnel to student enrollment:

Type of Personnel	Suggested Ratio
School Psychologist	1 to approximately 2,000
Speech and Hearing Pathologist	1 to approximately 2,000
Social Worker	1 to approximately 2,000

Based on these suggested ratios and the number of such personnel currently employed in Idaho school districts, the following is an estimate of the needed percent of manpower growth over the next several years:

Type of Personnel	Projected % Growth Needed	Present No. Employed	Projected No. Needed
School Psychologists	86%	50	93
Speech and Hearing Pathologists	45%	64	93
Social Workers	745%	50	93

In order to calculate estimates of future employment needs of special education teachers, one must recall and re-emphasize that approximately 15.21 percent of the school-age population or approximately 28,000 children in Idaho display one or more exceptionalities. Many severely handicapped children will continue to be served at Idaho State School and Hospital, Idaho State School for the Deaf and the Blind, Child Development Centers, etc. Approximately 1.54 percent of these children will be served by speech and hearing pathologists. Children with mild handicaps (probably 6-8 percent) can be maintained in regular classrooms with the assistance of classroom aides, special education consultants, and other ancillary personnel.

At the present time, approximately 42 percent of Idaho's exceptional children are receiving special education programs or services. If a ratio of 12-15 children to one special education teacher is utilized, a minimum of 597-835 teachers or a growth rate of over 200 percent will be needed during the next few years. This does not include replacements, remembering that the current attrition rate is approximately 50 percent every two years. This also means that the remaining 6-8 percent of the children served in regular classrooms must have teachers trained to meet the needs of exceptional children and/or the utilization of special education consultants.

Budgeted Demand

If Idaho's mandatory special education is to be fully implemented over the next few years, more special education personnel will be needed than school districts may budget for employment. As part of this study, a questionnaire was sent to Idaho local school superintendents asking for perceived needs in special education as well as projected numbers of special education personnel to be employed over the next several years. This questionnaire was sent to all school district superintendents (those without currently-developed special education programs, as well as those with services available). Seventy-eight percent of school superintendents responded to this questionnaire. Figure 32 shows the reported percent of projected employment growth during the next three years.

Type of Personnel	Projected Employment		
	1974-75	1975-76	1976-77
Special Education Teachers	12%	9%	8%
Classroom Aides	22%	19%	10%
Coordinators/Supervisors of Special Education	23%	6%	8%
Psychologists	21%	26%	17%
Social Workers	70%	29%	5%
Speech and Hearing Pathologists	20%	2%	4%

Figure 32. Projected Employment as Reported By Local School Superintendents in Idaho.*

*Note: Projected employment figures were obtained prior to the passage of Senate Bill 1362 (new funding law).

Sixty-one percent of the superintendents responding to the questionnaire stated that they had difficulty recruiting special education manpower, while 39 percent reported little or no difficulty in securing the needed personnel. Many of this 61 percent were superintendents in small or very small districts in somewhat remote geographic locations. Difficulty in recruitment, as well as high attrition rates undoubtedly contributed to lower projected rates of employment. Fifty percent of the responding superintendents stated that special education personnel are adequately trained for their job. Sixteen percent felt that on-the-job training was needed to provide adequate services. Superintendents indicated that special education teachers are often unprepared to teach the broad range of exceptional children because of the present categorical teacher training programs and certification procedures.

The reported employment projections over the next three years is considerably below the actual need as reflected by numbers of exceptional children remaining unserved. Several factors will continue to narrow the gap between actual need and budgeted demand. These factors include:

1. Increased awareness of parents of the educational rights of their handicapped child, and subsequent pressure for services.

2. Continued court decisions across the country in the area of appropriate programming for all children regardless of special needs.

3. Increased state and federal financial support for the development of comprehensive special education services.

DISCUSSION AND CONCLUSIONS

At the present time, Idaho has a critical need for special education personnel. During the past six years, approximately half of the special education teachers and supportive personnel were recruited from out of state. This out-of-state recruitment will probably become more difficult as states such as Utah, Washington, Montana, and Colorado begin to gear up to meet their mandatory special education requirements due to increased pressure from parents, the courts, and state legislatures. Additional efforts must be made within Idaho to recruit and train the needed special education personnel. Additional state support and priority is needed so increased production of such personnel will be possible. University and college training programs for general education students must continue to emphasize the skills necessary to meet the individual needs of exceptional children within regular classrooms. Higher education training institutions should also enhance their efforts toward producing individuals competent in the areas of early childhood intervention (emphasizing the 18 month - 4 year age range) so that fewer children with handicaps will enter the public schools needing years of special education programs and services.

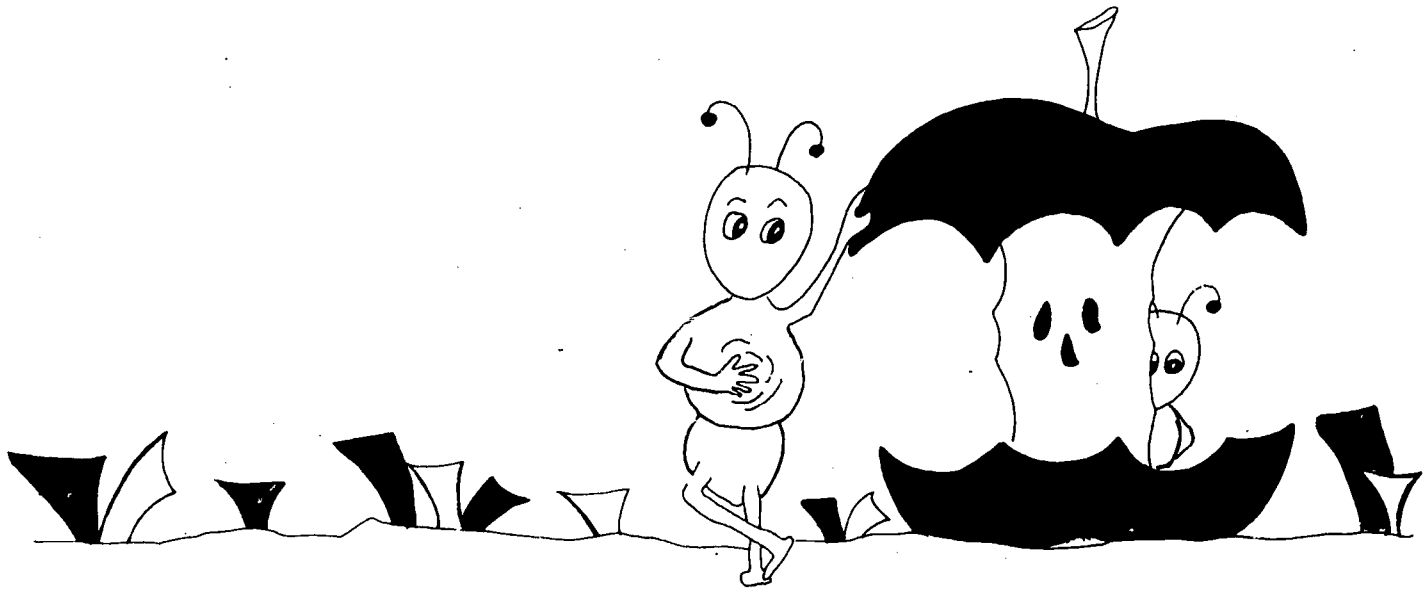
Because most of Idaho is rural and therefore has many school districts with heterogeneous groupings of exceptional children to serve, colleges and universities should emphasize the training of generalists (skills across all or several handicapping areas). At the present time, specific categorical training and certification limits the pool of special education teachers available to work in small, rural school districts. Certification requirements

need to be reviewed and modified to meet the need for teachers trained in at least two areas of exceptionalities. Certification requirements within mentally retarded and learning disabilities could be collapsed into one, more general exceptional child certificate.

Certification requirements also need to be modified to emphasize competencies needed in the field as well as to set standards for personnel such as special education directors and supervisors, consulting teachers, and classroom aides which presently have no certification requirements.

The results of the manpower study indicated a high attrition rate of special education personnel. Reasons contributing to the high turnover need to be closely analyzed. Factors affecting the holding power of teachers and other special education personnel, including increased salaries, in-service training, and other means of support should be considered in an effort to maintain and develop quality special education programs. School administrators are currently faced with the necessity of replacing about half of their special education teachers every two years.

consumer satisfaction



CHAPTER V

CONSUMER SATISFACTION AND DEMAND

INTRODUCTION

The current trend of accountability and individual right has resulted in consumer - citizen involvement in public schools and other programs for children with special needs. Federal, state, and local programs are increasingly involving parents as classroom aides, participants in training workshops, members of needs assessment study teams, and members of advisory councils and boards. Consumer advisory councils are being established in response to the importance of consumer (parents, children, and community members) input regarding educational policy, program decisions, and other choices affecting them.

PROCEDURE

In order to gather information from parents and exceptional children presently receiving special education services and programs, a perceived needs survey was initiated. Data was obtained regarding present satisfaction concerning school and community services and possible future service delivery alternatives. Three questionnaires were developed and prototyped to gather this information. The first questionnaire (A) dealt with community programs and was sent to 200 randomly-selected parents of exceptional children. The second questionnaire (B) stressed perceived present and future

needs of school programs for exceptional children and was sent to another 200 parents selected at random. In addition, a third questionnaire (C) was sent to 400 randomly-selected exceptional children throughout Idaho which asked questions about how the children felt about the special education program they were enrolled in. The following questionnaire return was obtained:

Questionnaire A . . . 23%
Questionnaire B . . . 35%
Questionnaire C . . . 28%

It must be noted that this represents a fairly low return. A face-to-face interview would have been more desirable but was not possible due to project fiscal constraints. In reviewing the results, one must take into consideration the constraint that parents who returned questionnaires may have been those who were very satisfied or unsatisfied with school and/or community programs. Also, many parents may not have understood the purpose of the questionnaire or the intent of the various questionnaire items and therefore did not respond. About 28 percent of the children returned the questionnaire. Again, biased results could have been obtained due to monitoring of parents while filling the questionnaire out. Only 27 percent of the children indicated that they filled out the items unassisted. Most of the responding children (about 40 percent) were mildly handicapped, and thereby reducing generalization of the results to other types of exceptional children.

Even though several factors may bias the results, various trends and important inputs were noted. Of the 113 responding parents, Table 19 indicates the type of exceptionality(ies) reported for their child (Fifty-seven parents listed two exceptionalities for their child.).

Table 19. Type of Exceptionality of Children Reported by Parents Participating in the Consumer Perceived Needs Survey.

Type of Exceptionality	Number	Percent
Learning Disability	67	40%
Mentally Retarded	30	18%
Physical or Orthopedic Handicap	7	4%
Emotional or Behavioral Problem	19	11%
Deaf	0	0%
Hard of Hearing	5	3%
Blind	0	0%
Partially Sighted	9	5%
Speech Impaired	17	10%
Gifted or Talented	2	1%
Don't Know	5	3%
Other	9	5%
TOTAL	170	100%

As can be seen from this table, 40 percent of the respondants were parents of children with learning disabilities. Eighteen percent were parents of mentally retarded children. Five percent of the parents were uncertain of their child's exceptionality. Forty-one percent of the parents said their child was in a special class all day. Another 41 percent reported that their children were placed in a resource room for part of the day. Six percent were not aware of the placement of their child.

RESULTS

Many (88 percent) of the responding parents stated that they belonged to a parent group or organization concerned with exceptional children. Reasons for belonging to organized parent groups included strengthening services for special children, helping their own child, and talking to people with similar problems.

When asked if the parents were satisfied with the services for exceptional children within their school district, 53 percent responded favorably, while 43 percent did not feel current services were adequate. Table 20 displays the type of school services that parents felt should be developed.

Table 20. Type of Services Parents Perceived as Needed Within Schools.

Type of Service	No. Responding
Vocational training	6
Special help in phonics	1
Better services/wiser use of money for them	2
Help for gifted	2
Help for perceptual problems	1
More individualized attention	3
Special education in same building as regular classes so their child will not be labeled as different	2
Sheltered workshops	1
Art classes	1
Speech therapy	1
Classes at junior and senior high schools	7
More trained teachers	1
In separate schools/classes so children would not be ridiculed	5
Classes to teach self care	1
TOTAL	34

Services above and below school-age were of concern to responding parents. Fifty-two percent felt preschool services should be available for exceptional children in their district. Nineteen percent, however, did not agree that the development of services for young children was important. Many parent (48 percent) felt that the needs of exceptional children of high school age were not being met in their school district. Fifteen percent did not view this as a problem, while 36 percent were uncertain.

Although many parents had suggestions for needed changes in special education program development, 63 percent were satisfied with the quality of their child's current program. Thirty-four percent felt that the school program their child was presently receiving was inappropriate. Another 3 percent were uncertain as to the quality of their child's program. Only 11 percent stated that they had requested a school service and did not receive it even though it was provided within the district. About 25 percent reported that when they needed a service provided by their school district, they were unaware that it was available to them.

Several questions were asked parents regarding their involvement in the evaluation and placement of their child in special education programs. As can be seen from Table 21, most parents were notified of testing prior to placement decisions, as well as testing results. Few parents, however, were aware that a committee of school professionals was involved in placement decisions.

Table 21. Information Received From Parents Regarding Involvement in Evaluation and Placement Procedures of Their Child.

Questionnaire Item	Percent Responding		
	Yes	No	Don't Know
Were you informed that your child was being tested for possible placement into a special education program?	75%	25%	0%
Were the results of this testing discussed with you?	60%	34%	0%
Did an Admissions and Discharge Committee of school professionals meet to discuss testing results to recommend a suitable placement for your child?	29%	59%	12%
Do you feel as a parent that you had adequate input in the decision concerning your child's placement into a special education program?	66%	34%	0%

Other questions were asked about additional involvement in their child's special education program. When asked how many times do you meet with the teacher to discuss your child's progress, 3 percent stated once a month, and 45 percent reported 3 - 6 times a year. Another 40 percent met with the teacher 1 - 2 times a year to discuss their child's progress. Nine percent reported that they had never met with the child's teacher during the school year. In addition, parents were asked how the special education teacher reported the child's progress. Parents responded utilizing various vehicles of communication (Table 22).

Table 22. Vehicles of Communication Utilized by Special Education Teacher to Report Progress to Parents.

Vehicle of Communication	Percent Utilized
Grade card	32%
Verbal report	43%
Visual charts/graphs showing progress	6%
A list of behavioral objectives completed	7%
Other	8%
No report	4%

Approximately 71 percent of the responding parents felt they had been adequately informed about their child's educational progress during the year. Twenty-nine percent felt they had not been adequately informed. When asked if parents should be involved in school programs for their children, 83 percent responded favorably. Sixteen percent did not feel involvement was necessary and 1 percent were uncertain. The majority (82 percent) stated they had received parent training or had participated in other ways in their child's educational program.

When asked if their child enjoyed their special education program, 83 percent responded favorably. Seventeen percent stated their child had not enjoyed his special education placement. The majority of responding parents (80 percent) reported that they would like to have their child placed in special education again next year. Fourteen percent responded negatively, while 6 percent were uncertain. In general, those parents who reported that their child had not enjoyed his special education classroom placement and/or who did not care to have their child placed in a similar program next year, indicated that their child was being labeled or made fun of.

Parents responding to Questionnaire B were asked several questions about availability of community services for their exceptional child. Six percent of the responding parents indicated that their child received the same service from more than one agency in their community. Ninety-four percent indicated that overlaps in services provided (or several agencies providing the same service) were not evident. Most parents (79 percent) were aware of available community services.

About a third (34 percent) of the responding parents stated that they had needed a specific service for their exceptional child but found it unavailable, and that they were unaware of a community where such services were available.

Table 23 shows the type of community services that parents stated used to provide their exceptional child with adequate care. This data also indicates the level of satisfaction with services.

As can be seen by this table, parents reported that they were either very satisfied or satisfied with approximately 66 percent of the services offered. Parents were less satisfied with community services such as parent counselling and mental health services. Four parents also indicated some dissatisfaction with educational programs within the community. Caution must be taken when generalizing consumer satisfaction with community services to all consumers (parents) in Idaho because of the small number of respondants.

Parents also reported that various services were not presently being offered to exceptional children within their community but that needed to be developed. Table 24 shows the services that were not available, as well as those parents felt were needed. Parents responding to this question

Table 23. Types of Community Services Utilized by Parents of Exceptional Children.

Type of Service	Total Number of Parents Reporting	Satisfaction Level				
		Very Satisfactory	Satisfactory	Partially Satisfactory	Not Satisfactory	No Response
General Health Services	13	5	5	2	0	1
Dental Services	11	5	3	0	0	3
Psychological Evaluation	15	5	6	1	0	3
Educational Evaluation	10	2	6	0	0	2
Physical Therapy	3	1	1	0	0	1
Speech Therapy	6	3	1	1	0	1
Recreational Program	10	4	1	0	0	5
Day Care	1	0	1	0	0	0
Vocational Training	2	0	1	1	0	0
Behavior Modification Therapy	3	0	1	2	0	0
Foster Care	1	0	1	0	0	0
Educational Program	18	5	3	2	2	6
Mental Health Services	2	0	0	1	1	0
Nutrition Services	1	0	1	0	0	0
Ear/Eye Examinations	7	2	2	1	0	2
Neurological Examinations	4	2	2	0	0	0
Social Work Services	3	2	1	0	0	0
Psychiatric Services	3	2	1	0	0	0
Parent Counselling	6	1	2	2	1	0
Percent of Satisfaction Across All Services	119	33%	33%	11%	3%	20%

Table 24. Number of Services Reported by Parents to be Unavailable Within the Community, as Well as Those Which Need to be Developed.

SERVICE	Services Not Available in the Community	Services Which Need to be Developed Within the Community
General Health Services	3	1
Dental Services	4	2
Psychological Evaluation	6	3
Educational Evaluation	4	2
Physical Therapy	5	3
Speech Therapy	4	3
Recreational Programs	6	4
Parent Counselling	7	2
Day Care	6	4
Vocational Training	8	6
Behavior Modification Therapy	5	2
Foster Care	2	2
Short-Term Hospital Care	5	3
Educational Programs	2	2
Mental Health Services	5	2
Nutrition Services	5	2
Ear/Eye Examinations	5	3
Neurological Examinations	7	3
Social Workers Services	4	3
Psychiatric Services	6	4

felt that services such as vocational training, recreational programs, day care, short-term hospital care, and psychiatric services were needed within the community to provide services for their child.

As stated earlier, a questionnaire was sent to 400 randomly-selected children receiving special education services. Questionnaires were received from 113 children. Only 25 percent of these children filled out the questionnaire alone. Table 25 shows the feedback from exceptional children.

Table 25. Selected Items and Responses from Exceptional Children.

Questionnaire Item	Percent Responding		
	Yes	No	Uncertain
Have you enjoyed attending special education this year?	83%	16%	1%
Has anyone ever made fun of you because you go to a special education classroom?	50%	50%	0%
Do your best friends also to go a special education classroom?	70%	30%	0%
Do you want to be in special education again next year?	66%	27%	0%

Many children responding to this questionnaire were mildly handicapped. Only a third of the children responding were receiving service within a self-contained special education classroom and were more seriously handicapped. For these children, parents asked the child the questions and filled out the responses. Another 13 children returning this questionnaire (11 percent) were in half-day special education placements.

SUMMARY AND CONCLUSIONS

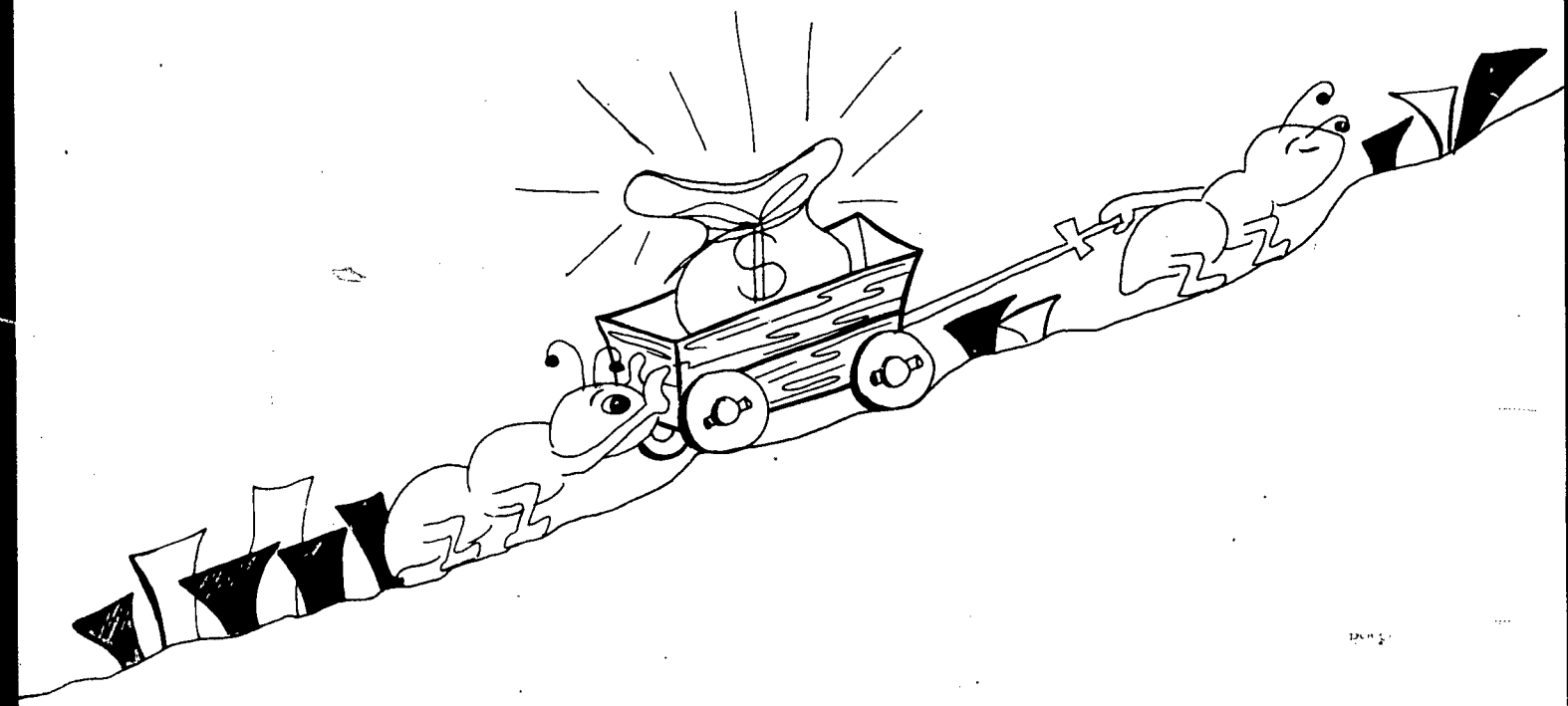
Consumers or users of special education services can provide important data regarding policy and programmatic decisions. Parents who were asked about current satisfaction with special education programs within their school districts and future possible alternatives were in general supportive. They seemed to be satisfied with services being provided for their child even though they felt that several programs should be developed. Parents (52 percent) agreed that preschool services are needed for children with handicaps. They also felt that vocational and academic programs are needed at the junior and senior high school level (48 percent). Some parents (34 percent) indicated that a need exists for more involvement and communication between parents and school personnel at the time of evaluation and placement into special education programs.

Both parents and children indicated a concern over labeling because of special education placement. Many children (50 percent) stated that others had made fun of them. This is an interesting finding since the majority of responding children were mildly handicapped and receiving only part-time special education placements. This would indicate that part-time special education placement or additional remedial help may also carry an undesirable stigma. In line with this finding, parents emphasize the need for placement in as normal a setting as possible or the alternative of a special school so that their child would not be ridiculed.

Approximately 43 percent of the parents who returned their questionnaire were very satisfied with community services available to them. Another 50

percent expressed some satisfaction concerning those services presently available; however, they felt there was a need for additional services in the community such as the availability of neurological examinations, vocational training, parent counselling, recreational programs, and behavioral modification training.

finances



CHAPTER VI

SPECIAL EDUCATION FINANCE

INTRODUCTION AND SUMMARY OF PREVIOUS SPECIAL EDUCATION COST STUDIES

Compared to the average cost of educating a normal child, the education of exceptional children is expensive. Among the major reasons for increased costs are the following:

1. Lower teacher-pupil ratios are needed to allow for individualization of instruction.

2. The special needs of exceptional children require supportive, ancillary personnel such as school psychologists, speech and hearing pathologists, physical therapists, consultants, etc.

3. Highly-trained teachers are needed.

4. Individualized educational programming requires specialized classroom equipment and curriculum materials.

5. Classroom aides and other paraprofessional personnel may be needed to meet specific exceptional child needs.

6. Additional transportation costs may be necessary such as specially-equipped buses with ramps or special seats.

7. Greater space costs are incurred per pupil due to small class size (which also influences the cost of building maintenance and operation).

The concept of "mainstreaming" exceptional children may necessitate additional costs such as in-service training for regular teachers, consultant supportive services for regular teachers, specialized equipment and materials for the regular classroom, and additional aides to assist in educational programming and planning to "regular" and exceptional children.

Demographic factors may also influence the costs of special programs for exceptional children. For example, some rural areas have fewer numbers of specific types of exceptional children to educate (such as aurally and visually impaired). These children with low-incidence handicaps may need to be transported over long distances in rural areas to participate in cooperative or multi-district service arrangements. Ancillary personnel may not be available in rural, remote areas which might require contracting with private sources for such services.

In order to offset the additional cost of educating exceptional children, states have established various fiscal support procedures. There are six general types of reimbursement (Thomas, 1973). They are as follows:

1. Unit Financing - Under this system, school districts are reimbursed a fixed sum by the state for each designated unit of classroom instruction, administration, and transportation. Often limitations on annual program growth are included. In addition, prorating of appropriate funds are not allowed.

2. Weighted Formula - In this system, the state reimburses the school district for the regular per pupil expenditure multiplied by an index number which may vary by handicap. Such a form of reimbursement assumes consistency of needs across various handicaps. Districts are also discouraged from initiating programs for those children which require higher expenditures.

3. Percentage Reimbursement - With this approach, a formula is utilized to provide partial or full percentage of the costs of educating children with handicaps. School districts may tend to place children in the least expensive program.

4. Reimbursement for Personnel - This procedure allows for state support to offset the costs of hiring special staff. This approach used alone neglects funds for other additional special education costs such as supplies, equipment, and transportation.

5. Straight Sum Reimbursement - This system provides a flat amount of money per child or according to various handicaps. Often this approach may encourage districts to maximize class sizes to generate funds.

6. Excess Cost Formula - Within this approach, a determination of the additional costs of educating a handicapped child as compared to that of educating a non-handicapped child. This difference is reimbursed partially or fully by the state.

The above reimbursement procedures refer to mean expenditures rather than to the true costs of special education. Because of recent cost-type legislation at the state and federal levels in other areas such as health care and the growing demand for accountability of the large amounts of public funds being spent on education, improved financial management techniques are becoming evident (Ernst and Ernst, 1974). There will continue to be a need for an accounting system which will provide not only information regarding revenue and expenditures but information concerning the true costs of serving exceptional children as well as effectiveness and efficiency of various special education program alternatives.

Until recently, the amount of additional or excess costs necessary for providing special education programs for exceptional children has been unknown. Several studies, however, have been recently conducted across the country to attempt to determine the nature of these additional costs and procedures for accounting for such costs.

A study conducted by the Boards of Education Conference (1964) in the six largest cities of New York found that the cost of educating a child with handicaps is three to five times that of educating a normal child (depending on the type of disability).

In 1967, the California State Department of Education was mandated by the California Legislature to study the costs and expenditures of special education. Thirteen school districts were sampled. Results revealed that accounting procedures varied greatly between school districts. Information

was not available for expenditures for the various special education program elements or for other educational programs provided by the district.

The National Education Finance Project was probably the most comprehensive study of the costs of special education. This project, commonly known as the Rossmiller study, analyzed the per pupil cost differentials between special and regular education. Selected school systems in California, Florida, New York, Texas, and Wisconsin were included in this study. These states and 24 selected school districts were judged by a panel of recognized special educators as representative of comprehensive special education programs. Data collection forms were designed to gather information on expenditures for both regular and special education programs, as well as student inventory on an average daily membership basis. Ratios were calculated for each district by dividing the average expenditures per student in each special program by the average per pupil expenditure in the regular program. Low, medium, and high ratios (cost indices) were generated for each special program. Median ratios were suggested to be utilized as the basis for costing special education programs as compared to regular education (Rossmiller, Hale, and Frohriech, 1970).

Several additional studies have been conducted by Rossmiller during 1972-73 utilizing data from actual school systems to develop cost indices for individual states. Methodology employed in these studies were those utilized in the National Educational Finance Project. The cost indices obtained from the National Educational Finance Project research and from studies conducted in Kentucky, Delaware, Indiana, Texas, and South Dakota are shown in Table 26. Cost indices obtained for Kentucky were based on a sample of 28 representative school districts. All school districts in

Table 26. Cost Indices for Educational Programs for Handicapped Children.

Program	STUDY					
	NEFP*	Kentucky**	Delaware**	Indiana	Texas	South Dakota
Elementary Programs		1.76	1.71	1.48	2.21	2.55
Gifted	1.13	1.88	--	--	--	--
Educable Mentally Retarded	1.92	1.68	1.49	2.03	--	2.43
Trainable Mentally Retarded	2.20	1.73	1.67	2.04	--	2.92
Learning Disabilities	2.50	1.52	2.29	1.50	--	2.47
Emotionally Disturbed	3.70	1.60	1.92	--	--	3.36
Speech Handicapped	1.25	1.62	--	1.22	1.36	--
Blind	3.48	--	1.83	--	--	--
Partially Sighted	3.48	1.79	1.83	--	--	--
Deaf	3.15	1.65	3.03	1.55	--	--
Hard of Hearing	3.15	1.62	3.03	--	--	--
Orthopedically Handicapped	3.26	1.54	1.76	4.18	--	3.94
Multiple Handicapped	2.80	1.65	--	--	--	--
Secondary Programs		1.80	1.51	--	2.29	2.41
Gifted	1.13	1.49	--	--	--	--
Educable Mentally Retarded	1.92	1.49	1.35	--	--	1.72
Trainable Mentally Retarded	2.20	1.48	1.24	--	--	1.69
Learning Disabilities	2.50	--	2.24	--	--	--
Emotionally Disturbed	3.70	1.35	1.95	--	--	3.96
Speech Handicapped	1.25	1.91	--	--	1.29	--
Blind	3.48	--	2.48	--	--	--
Partially Sighted	3.48	1.70	2.48	--	--	--
Deaf	3.15	1.22	3.05	--	--	--
Hard of Hearing	3.15	1.25	3.05	--	--	--
Orthopedically Handicapped	3.26	--	1.29	--	--	12.04
Multiple Handicapped	2.80	--	--	--	--	--
Occupational Programs	1.80	1.55	1.60	--	--	--
Preschool Programs						
Kindergarten	1.30	1.05	--	1.03	1.05	--

*Elementary and secondary levels were not distinguished; the base cost was 1-12 inclusive.

**Base cost for the secondary special programs was the secondary regular program.

Delaware were studied. The South Dakota sample included 13 of the largest school districts (Rossmiller, 1974).

Jones and Wilkerson (1972) attempted to compare cost differentials between regular and special education in two Indiana school corporations to those found in the Rossmiller study. Similar ratios were found in the areas of instruction for educable mental retardation, trainable mental retardation, speech impaired, homebound, and hospitalized.

Sorenson (1972) conducted a cost analysis study in seven public school special education programs in Illinois. He concluded that in comparing the mean gross cost of special with regular programs in the systems sampled, a ratio of approximately 2:1 was found.

Ernst and Ernst (1974) recently completed a study, "A Model for the Determination of the Costs of Special Education as Compared With That for General Education". This study proposed a planned system of accounting for the costs of education (special and regular). Ernst and Ernst developed a basic concept for use within such a cost system. This concept is based upon a "student educational unit" or SEU (or commonly referred to as the Ernst and Ernst SEU or EESEU). Within this system, an EESEU represented a period of ten minutes during which the pupil is under the responsibility of school authorities and is engaged in the educational process. The EESEU defined each educational activity in terms of the unit of service (10-minute period). The various activities of an EESEU were described as instructional, "holding" (non-instructional, but requiring supervision), and "service" (lunch, transportation, etc.). The various components necessary to deliver that ten-minute period were also defined (such as materials, equipment, facilities, and type of personnel). The total cost of education, then,

was developed by summing the extensions of t' ' numbers of units of service (10-minute periods) delivered times the respective prices or costs incurred as a result of the delivery to the child. In applying these techniques and procedures, a planned cost system can be developed. Within the Ernst and Ernst study, this planned cost accounting system was demonstrated using a hypothetical school system (Ernst and Ernst, 1974).

There are advantages and disadvantages of this type of a planned cost system. Administrators can know what educational procedures should and do cost. The costs of new programs could be projected and compared with existing ones. The differences in the costs between regular and special education as well as differences in actual expenditures could also be demonstrated. Once EESEU's have been developed and defined, teachers would need to report all departures in terms of time so that actual expenditures could be accurately accounted for. Within the basic tenets of individualization, instruction must proceed at the child's rate and skill level. Teachers might well be departing from planned EESEU's regularly. Accuracy of reporting variances and foresight to define all possible educational activities (EESEU's) would be critical for success of this type of planned cost accounting system.

IDAHO SPECIAL EDUCATION COST STUDY

Introduction and Project Design

Objective five of the Idaho Special Education Needs Assessment Study dealt with the gathering of information regarding the present special education finance pattern, as well as specific information concerning the costs of special education. At the time the cost study was initiated, there was very little data concerning the costs of serving exceptional children as compared to the costs of serving regular education students in Idaho. Current methods of accounting for the financial operation of schools have been substantially incapable of providing program data necessary for a cost study. School financial records have until recently been concerned with compliance to legal requirements and maintaining an adequate cash flow. Total revenue and comparative expenditures between specific regular and special education programs have not been available. At the time of the study, special and regular education funds were not accounted for separately.

In order to approach some semblance of accuracy, the Idaho cost analysis required a separate unit cost approach. This approach is a fairly standard approach, but it is used in fields other than education. In general terms, the approach used centers around unit costs per student. The pupil hour was the most important unit of measurement utilized.

Objectives of the Study

This study was designed to gather information on a range of cost variables including personnel salary differentials, differential classroom loads, age of buildings, types of classroom materials and equipment, and

so on. These hundreds of cost variations were accumulated to accent these differential cost areas:

1. Between special education generally and regular education
2. Between types of exceptionality
3. Between special education classroom models
4. Between grade levels of special education students
5. Between large, medium, and small school districts

These cost variations were developed in terms of average annual costs per student unit of measurement. Cost information was accumulated on a student by student basis in the major cost categories of: Administrative, Instructional Personnel, Ancillary Personnel, Instructional Materials, Instructional Equipment, Instructional Space, and Other Costs. This approach was designed to accumulated about 90% -95% of total educational costs. Figure 33 shows a diagram of the cost categories included in this study as they relate to the special and regular education child. Transportation cost figures were gathered as part of this study. However, transportation cost figures were not included in the final analysis. Several school districts were able to provide transportation data that was usable; however, most districts provided average cost data that would not have adequately served the purposes of this study.

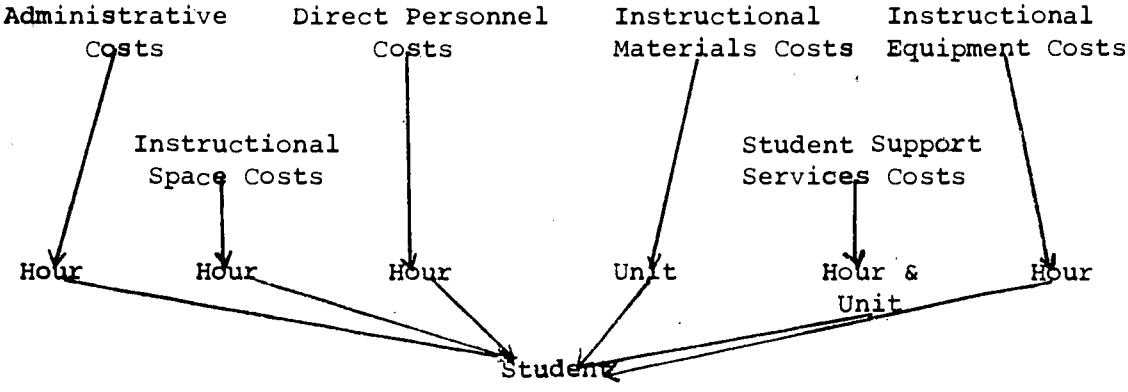


Figure 33. Interrelationship of Cost Categories Within the Idaho Cost Study.

Source of funds (federal, state, and local) were not identified. There was also no consideration given to initial costs. The objective was to look at the entire situation from a pure operational cost standpoint.

Selection of Sample and Procedure

Because of fiscal and time constraints, it was impossible to study the differential costs of regular and special education within all school districts in Idaho. In order to select a representative and statistically-acceptable sample, all school districts were listed according to size and equally divided into three strata--large, medium, and small. Five school districts with special education programs were randomly selected from medium and from small-sized school districts. Nine large school districts were randomly selected. Nine large districts were chosen in order to generate cost information from school districts with more comprehensive special education programs (elementary and secondary levels, as well as services to various types of exceptionalities). Appendix F lists the 19 randomly-selected school districts, as well as their regional location and stratified size.

Participation in the cost study was voluntary. All school districts graciously chose to participate. Within each school district, exceptional children as well as a matched sample of regular education stduents were studied. Regular and special education students were matched on three variables: age, sex, and member of a typical classroom.

The 1972-73 enrollment of the 19 selected school districts was 67,270 or 36.4 percent of the total state enrollment. During this school year, there were approximately 2,093 students enrolled in target district special education programs, or 3.11 percent of the total enrollment in the 19 school

districts. The 3.11 percent figure is an average with individual district figures ranging from 1.26 percent to 28.87 percent.

The special education programs for all 19 school districts involved 83 elementary classrooms, 27 secondary classrooms, and 35 other facility classrooms. A summary of these classrooms by type of unit follows:

Type of Unit	No. of Classrooms	Percent of Total
Educable Mentally Retarded	44	30.6%
Trainable Mentally Retarded	15	10.4%
Learning Disability	55	38.2%
Combination	28	19.4%
Other	2	1.4%

Following is a summary of these classrooms by classroom model:

Type of Classroom Model		
Self-Contained	40	28.4%
Work-Placement	14	9.9%
Resource Room	81	57.4%
Special Design	6	4.3%

Special education teacher aides were utilized in 35 (24.6%) of these classrooms. There were 2,093 students enrolled in these special education classrooms within the 19 sample school districts (or 64% of the total number of exceptional children enrolled in Idaho public school districts during 1972-73).

There was a need to avoid unnecessary duplication in the data gathering process. This was especially true in the larger school districts. Therefore, the number of special education program classrooms and students within these classrooms included in the study was reduced based upon similarity of program structure, type of handicapping, and resultant cost patterns. Following is a breakdown of the types of classroom models and kinds of exceptional children included within this cost study:

Type of Classroom Model	No. of Classrooms	Percent of Total
Self Contained	15	14%
Work Placement	5	5%
Resource Room	62	57%
Special Design or Other Facility	26	24%
Total	108	100%

Type of Exceptionality	No. of Students	Percent of Total
Learning Disability	508	60.1%
Educable Mentally Retarded	239	28.3%
Trainable Mentally Retarded	45	5.3%
Emotionally Disturbed	35	4.2%
Hearing Impaired	7	.8%
Visually Impaired	1	.1%
Severely Language/Speech Impaired	4	.5%
Other (Multiply Handicapped and Physically Handicapped)	4	.5%
Gifted	2	.2%
Total	845	100.0%

In order to receive necessary asistance, a qualified Certified Public Accountant, Attorney was subcontracted. He was primarily responsible for designing the cost study, developing appropriate forms and procedures, and for analysis of the resultant data. In addition, two field researchers were hired to collect data within school districts and to assist in the final analysis.

After project forms and procedures were designed to gather annual costs per pupil within the various cost categories, these forms and procedures were piloted. After appropriate modifications, the project staff initiated field research.

Before data collection began in each school district, a workshop was held for district personnel in order to explain the purpose of the study, the type of information needed, and a review of the forms and

procedures to be utilized. Because of the complexity of the study, teachers, psychologists, other ancillary personnel, and administrative personnel were trained only in those forms and procedures that requested information that they were directly responsible for or familiar with. This information included the number of hours spent during a day with specific special and regular education students, annual salaries and percentage of employee benefits of district personnel, annual hours which individual staff members furnished services to individual students, types and costs of instructional materials and equipment utilized in the classroom with individual students, daily and annual hours of equipment and units of classroom materials consumed, annual cost per square foot of school district buildings, annual room costs per pupil hour, and annual costs of student support services by student.

The following standard was utilized to calculate annual pupil hours: 1 school year = 100 days times 6 hours per day or 1,080 hours per year. School district personnel within the 19 school districts spent thousands of man hours of effort and time gathering and summarizing information regarding the various costs of providing special and regular education to individual students. In addition, the project staff spent the time needed at the district site assisting in the gathering of necessary cost data.

The Idaho cost study (data collection and analysis) was initiated on August 25, 1973 and completed on December 30, 1973. Because of the necessity of preparing a cost study report to present to the Legislative Council Interim Committee on Special Education in January, 1974, data was summarized and analyzed from 17 school districts. Two school districts did not complete data collection efforts and, therefore, were dropped from the study sample.

Idaho Cost Study Results

The overall results of this cost study have been sumarized in several ways. Tables 27, 28, 29, and 30 display average annual costs per exceptional student within large medium, and small secondary* elementary, and other facility (non-graded) sample units. Total annual costs, as well as administrative, instructional personnel, instructional materials, instructional equipment, and instructional space costs per student are shown. These tables represent cost data from 108 classroom units. In order to derive this summary of average annual costs, total annual costs for each classroom unit were weighted by the number of exceptional children included within that classroom unit.

Large-Sized School Districts - Secondary School Sample Units

As can be seen by Table 27, the total average annual cost per student with learning disabilities within large-sized secondary school sample units was $928.24. Average annual costs per student ranged from $670.98 to $2,003.02. This higher cost of $2,003.02 per student was found in a work placement (n=14) in which additional personnel (vocational counsellor, classroom aide, etc.) accounted for higher costs per student. All other children with learning disabilities included within this cost analysis were from resource classroom placements. Total annual costs per student within resource rooms ranged from $670.98 to $1,364.25. Differences within the cost categories of instructional personnel and instructional materials seemed to account for the greatest cost variations per student.

Average annual costs are also shown in Table 27 for other types of exceptional children. Average annual cost per student in the area of educable mental retardation was $1,186.99 with a range of $789.66 to

* Secondary includes junior and senior high

$1,902.74. Increased personnel and instructional materials/equipment requirements accounted for higher costs per student (work placement classroom model). Average annual cost per educable mentally retarded student within a self-contained classroom was $1,157.25. Average annual resource room costs per educable mentally retarded student ranged from $875.59 to $1,902.74.

Average annual cost per student in the area of trainable mental retardation was $1,226.90 with a range of $991.29 (resource room to $1,383.97 (self-contained classroom). Higher costs were found in a self-contained classroom which has a smaller class size with greater personnel, classroom materials/equipment, and space costs per student.

Average annual costs per emotionally disturbed student within large secondary school sample units were $1,155.34 with a range from $976.49 (resource room) to $1,546.53 (work placement). Again increased personnel, space, and materials/equipment requirements together with small class size accounted for higher costs per student.

Average annual costs per student within the various areas of exceptionality compare with an average annual cost per regular education student within large-sized district secondary education programs of $613.61.

Medium and Small-Sized School Districts - Secondary School Sample Units

Costs of serving exceptional children in large school district secondary programs can be compared with those in medium and small sample units. Please note, however, the limitation of the small numbers of mentally retarded, emotionally disturbed, aurally impaired, and other exceptionalities that this data represents. For these areas of exceptionality, cost information as well as comparisons should only be viewed as trends and

patterns rather than being representative of other school districts. The small numbers of children in these areas of exceptionalities, however do reflect a typical pattern of special education which currently exists in Idaho public schools--that of the greatest number of services to learning disabled and educable mentally retarded children, particularly at the secondary school level.

Total average annual costs per student within secondary school medium and small-sized sample units were as follows: learning disabilities - $771.03 (medium) and $1,153.55 (small); educable mentally retarded - $1,112.56 (small); emotionally disturbed - $854.76 (medium) and $736.21 (small); and hearing disorders - $722.43 (medium).

Cost Comparisons Within Large, Medium, and Small School Districts - Secondary School Sample Units

Table 27 also combines all types of exceptionalities within large, medium, and small-sized school district secondary education programs. In order to combine exceptionalities, total annual costs as well as costs within individual cost categories were weighted by the number of children included within each data unit. This table shows that total annual costs per secondary exceptional student varied from $981.44 in large school districts, $778.02 in medium school districts; and $1,101.40 in small school districts. The total cost per exceptional student in large secondary education programs of $981.44 within large school districts compares with $613.61 for regular education students. Regular secondary education student costs reported by medium and small-sized school districts within the Idaho cost study sample were incomplete and/or distorted and, therefore, were not included in Table 27.

Table 27. Average Annual Costs Per Special Education Student be Type of Exceptionality Within Large, Medium and Small Secondary Education Programs.

Type of Exceptionality	N	Administration Costs	Instructional Personnel	Ancillary Personnel Costs	Instructional Materials	Instructional Equipment	Instructional Space	Total Annual Costs
LARGE SCHOOL DISTRICTS:								
Learning Disability	80	19.41	656.81	23.99	89.58	33.51	115.81	928.24
Educable MR	42	20.41	871.60	21.47	104.66	27.43	155.63	1,186.99
Emotionally Disturbed	7	17.79	913.97	14.23	50.41	16.43	154.71	1,155.34
Trainable MR	5	20.79	820.84	14.23	24.69	25.80	326.24	1,226.90
Other	1	3.48	688.34	14.23	28.23	23.00	402.62	1,159.90
All Types of Exceptionalities	135	18.80	712.88	22.27	89.38	30.37	140.13	981.44
Regular Education Students	135	24.88	385.53	-0-	91.18	28.36	83.66	613.61
MEDIUM SCHOOL DISTRICTS:								
Learning Disability	25	44.31	523.20	41.52	104.33	36.05	21.62	771.03
Emotionally Disturbed	3	44.31	579.37	68.58	104.33	36.05	21.62	854.76
Hearing Disability	1	44.31	489.69	26.43	104.33	36.05	21.62	722.43
All Types of Exceptionalities	29	44.31	527.91	43.80	104.33	36.05	21.62	778.02
Regular Education Students	29	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
SMALL SCHOOL DISTRICTS:								
Learning Disability	25	36.07	762.00	12.65	35.00	44.00	263.83	1,153.55
Educable MR	5	36.07	748.00	12.65	35.00	44.00	236.84	1,112.56
Emotionally Disturbed	2	36.07	343.00	12.65	35.00	44.00	265.49	736.21
Other	1	36.07	290.00	12.65	35.00	44.00	54.52	472.24
All Types of Exceptionalities	33	36.07	720.18	12.65	35.00	44.00	253.50	1,101.40
Regular Education Student	33	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.

Large-Sized School Districts - Elementary School Sample Units

Table 28 summarizes average annual costs for various types of exceptional children. This table represents 34 classroom units and 319 exceptional and regular education students. Total average annual cost per learning disabled students was $960.60. Total average annual costs ranged from $437.13 (resource room) to $1,346.54 (resource room). Self-contained classroom average annual cost per student was $806.39. This self-contained cost figure, however, represents only one classroom unit and may not be representative of others in Idaho. The operation of this classroom was much like that of a regular classroom with the addition of a classroom aide and minimal instructional materials and equipment. Very few school districts place learning disabled students in self-contained classrooms. Therefore, adequate comparable cost data was not available.

The average total annual cost per educable mentally retarded student within large elementary classroom units was $1,009.74 with a range of $629.78 to $1,474.37. Within self-contained classrooms, total annual costs ranged from $812.74 to $1,094.15. Total average annual costs per student within resource classrooms ranged from $629.79 to $1,474.37. Additional instructional and ancillary personnel and instructional materials/equipment costs contributed significantly to higher total annual costs per student.

The total average annual cost per trainable mentally retarded student within a resource classroom placement was $626.36. These children were placed with mildly handicapped children. Instructional and ancillary personnel costs as well as instructional materials and equipment costs were minimal. Total annual costs per student within self-contained classroom units ranged from $868.58 to $1,600.54 with an average total annual cost of $1,215.41.

Average annual costs per student are also given in Table 28 for other types of exceptional children within elementary classrooms in large school districts. This cost data represents a small number of children and classroom units and, therefore, must be interpreted accordingly. Average annual costs per student within this sample were $714.48 - emotionally disturbed; $443.86 - hard of hearing; $512.40 - partially sighted; $437.13 - severely language impaired/speech handicapped; gifted - $437.13; and other (multiply handicapped) - $663.97.

Medium-Sized School Districts - Elementary School Sample Units

The costs of serving exceptional children were also analyzed within six medium-sized randomly-selected school districts. Total annual costs for learning disabled students was $900.40 with a range of $707.19 to $1,085.92. All learning disabled children sampled within medium-sized school district, elementary programs were enrolled in a resource classroom model.

Annual costs per student were also derived for other kinds of exceptional children. However, the small number of children sampled must be emphasized. Total average annual cost per educable mentally retarded student was $1,247.36 with a range of $749.11 to $1,389.72. Educable mentally retarded students included in the sample were all enrolled in resource classrooms.

The annual costs of serving hearing impaired children were also studied. Data was collected on three randomly selected children within resource classroom placements. The average total annual cost per student was $1,134.08 with a range of $774.71 to $1,313.77. The total average annual cost for serving emotionally disturbed children was found to be $1,258.11 (resource room placement).

Small-Sized School Districts - Elementary School Sample Units

The costs of serving learning disabled children in small-sized elementary school programs was collected for 78 students within four resource classrooms. The total average annual cost per student was $869.58 with a range of $581.68 to $1,037.81.

The total average annual cost per educable mentally retarded student was found to be $986.09 with a range of $934.38 to $1,011.94 (resource room placements). Other total average annual costs per student found include: emotionally disturbed - $659.38; trainable mentally retarded - $2,087.07; and gifted - $1,055.12 (all resource room placements).

Cost Comparisons Within Large, Medium, and Small School Districts - Elementary School Sample Units

Table 28 also combines all types of exceptionalities within large, medium, and small-sized elementary education programs. This table shows that total annual costs per elementary exceptional student varied from $977.92 in large-sized school districts; $936.14 in medium-sized school districts; to $870.35 in small-sized school districts. Comparative total annual costs found for matched regular education students were $549.29 in large-sized school districts; $524.55 in medium-sized school districts, to $478.52 in small-sized school districts.

Table 28. Average Annual Costs Per Special Education Student by Type of Exceptionality Within Large, Medium and Small Elementary Programs.

Type of Exceptionality	N	Administration Costs	Instructional Personnel	Ancillary Personnel Costs	Instructional Materials	Instructional Equipment	Instructional Space	Total Annual Costs
LARGE SCHOOLS:								
Learning Disability	159	25.17	686.31	38.40	86.15	28.81	99.72	960.60
Educable MR	112	20.25	730.33	46.42	88.34	28.41	99.72	1,009.74
Trainable MR	27	16.77	818.15	60.94	190.65	33.51	104.44	1,215.41
Emotionally Disturbed	13	20.83	472.46	44.00	84.77	25.55	77.03	714.48
Hearing Disability	3	18.58	268.73	36.00	65.95	8.61	57.99	443.86
Visual Disability	1	18.58	359.05	-0-	71.66	8.61	54.50	512.40
Speech Disability	1	28.15	304.28	-0-	7.33	17.37	80.00	437.13
Gifted	1	28.15	304.28	-0-	7.33	17.37	80.00	437.13
Other	2	3.48	523.17	N.A.	28.20	22.42	86.70	663.97
All Types of Exceptionalities	319	22.35	695.83	42.72	94.61	28.56	98.45	977.98
Regular Education Students	319	24.09	325.80	1.12	104.80	28.22	65.26	549.29
MEDIUM SCHOOLS:								
Learning Disability	104	53.78	683.30	19.28	42.00	14.84	94.63	900.40
Educable MR	9	83.07	933.78	-0-	61.18	15.66	131.44	1,247.36
Emotionally Disturbed	1	83.07	893.00	-0-	67.04	17.72	197.28	1,258.11
Hearing Disability	3	83.07	519.33	-0-	62.01	15.95	105.71	1,134.08
All Types of Exceptionalities	117	57.03	153.51	19.28	44.20	14.95	98.62	936.14
Regular Education Students	117	28.21	346.48	-0-	53.89	8.00	87.97	524.55
SMALL SCHOOLS:								
Learning Disability	78	45.33	609.55	13.61	41.90	18.90	140.27	869.58
Educable MR	3	44.39	723.99	12.71	96.71	24.58	148.18	986.09
Trainable MR	1	106.88	1,541.16	12.83	7.71	50.21	368.28	2,087.07
Emotionally Disturbed	8	56.98	385.22	6.53	10.42	8.58	191.65	659.38
Gifted	1	35.76	846.20	16.91	69.00	9.00	78.25	1,055.12
All Types of Exceptionalities	91	46.89	606.43	12.98	40.86	18.41	146.87	870.35
Regular Education Students	91	56.98	315.50	-0-	20.84	42.00	43.20	478.52

Average Annual Costs for Special and Regular Education Within All Secondary and Elementary School Units (Large, Medium, and Small-Sized School Districts

Table 29 combines comparative regular and special education cost data across cost categories for all strata or size of school districts. Within all secondary (junior or senior high) school sample units, the total average annual cost per special education student was $1,004.35 compared to $613.61 for regular education students. Within all elementary school sample units, average annual costs per student were $949.96 for special education and $517.45 for regular or general education. Personnel (instructional and ancillary) & instructional space costs accounted for the greatest amount of variance of differential or excess costs of special education compared to regular education.

Table 29. Average Annual Costs Per Special Education Student by Type of Exceptionality.

Type of Exceptionality	N	Administration Costs	Instructional Personnel	Ancillary Personnel Costs	Instructional Materials	Instructional Equipment	Instructional Space	Total Annual Costs
ALL SECONDARY SCHOOLS								
Learning Disability	130	27.40	651.34	25.18	81.92	36.02	126.16	941.34
Educable MR	47	22.08	858.45	20.53	97.25	29.19	164.27	1,179.07
Trainable MR	5	20.79	820.84	14.23	24.69	25.80	326.24	1,226.90
Emotionally Disturbed	12	27.47	735.28	27.55	61.32	25.93	139.90	1,010.34
Hearing Disability	1	44.31	489.69	26.43	104.35	36.05	21.62	722.43
Other	2	19.78	489.17	13.44	31.62	33.50	228.57	816.07
All Types of Exceptionalities	197	25.98	707.70	23.82	82.47	33.49	141.68	1,004.35
Regular Education Students	197	24.88	185.53	-0-	91.18	28.36	83.66	613.61
ALL ELEMENTARY SCHOOLS								
Learning Disability	341	38.51	667.83	26.90	62.56	22.28	107.44	921.42
Educable MR	124	25.39	744.94	45.54	86.57	27.39	103.19	1,026.41
Trainable MR	28	19.99	843.97	59.22	184.12	34.11	113.86	1,246.54
Emotionally Disturbed	22	36.80	459.87	29.73	56.93	19.02	124.18	719.15
Hearing Disability	6	50.83	394.03	108.00	63.98	12.28	81.50	788.97
Visually Disabled	1	18.58	359.05	-0-	71.66	8.61	54.50	512.40
Speech Disability	1	28.15	304.28	-0-	7.33	17.37	80.00	437.13
Gifted	2	31.96	575.20	16.91	38.17	13.19	79.13	746.13
Other	2	3.48	523.17	N.A.	28.20	22.42	86.70	663.97
All Types of Exceptionalities	527	34.29	681.36	33.93	74.14	23.79	106.85	949.96
Regular Education Students	527	36.43	329.26	.37	59.84	26.07	65.48	517.45

Large-Sized School Districts - Other Non-Graded Facility Units

The costs of serving 159 exceptional children within other facility-non-graded sample units were also calculated. Other facility units included special schools, child development center programs, and day care facilities. Table 30 shows the resultant cost data across all cost categories, as well as total average annual costs per child. As can be seen by this data, higher costs of serving exceptional children were found within these programs as compared to elementary and secondary education sample programs.

The total average annual cost of serving a learning disabled student was $1,049.31 with a range of costs from $927.62 to $1,156.83. Costs of serving educable mentally retarded children in other facility, non-graded sample units were also calculated. The total average annual cost per student was $1,503.01 with a range of $1,201.12 to $1,399.88.

Table 30 also displays total average annual costs for other exceptional children served in special schools, child development center programs, and day care facilities: $1,308.50 - trainable mentally retarded; $2,323.28 - emotionally disturbed; and $1,703.61 - language and speech impaired. When combining all types of exceptional children, the total average annual cost per student was found to be $1,356.74.

Table 30. Average Annual Costs Per Special Education Students by Type of Exceptionality Within Large Districts, Other Facilities Sample Units.

Type of Exceptionality	N	Administration Costs	Instructional Personnel	Ancillary Personnel Costs	Instructional Materials	Instructional Equipment	Instructional Space	Total
Learning Disability	37	18.58	737.87	10.49	72.66	19.00	190.71	1,049.31
Educable MR	68	19.74	1,162.83	17.67	84.73	29.77	188.25	1,503.01
Trainable MR	41	27.63	1,015.29	22.55	55.04	102.90	182.96	1,308.50
Emotionally Disturbed	20	44.49	786.46	49.53	14.44	32.00	76.68	2,323.28
Speech Impaired	3	29.39	1,411.82	60.61	42.99	65.57	93.24	1,703.61
Other	12	44.33	1,084.61	-0-	54.87	112.62	N.A.	N.A.

Another way to analyze cost data would be to generate differential ratios (cost indices) between regular and special education. There are, however, several limitations of the use of cost indices: (Rossmiller, 1974)

1. A cost index reflects a statewide average. Half of the school districts will be spending more and half less than the statewide average.

2. Cost indices also reflect the current practices and not the efficiency or effectiveness of program delivery.

3. If the relative cost of various special education delivery systems are not considered when developing the cost index, cost variations are not clearly identified.

4. Cost may vary between districts for identical programs (differences in salaries, differences in cost of supplies, etc.)

Keeping the limitations of the use of cost indices in mind, Table 31 shows the differential costs of special and regular education as found in the Idaho sample study. This table indicates that within the Idaho sample, the cost ratios of serving learning disabled children in elementary programs was 1.78, as compared to a differential ratio of 1.53 for secon-day school programs and 1.89 for other facilities (non-graded). For educable mentally retarded children, cost ratios derived were 1.98 for elementary programs, 1.92 for secondary, and 2.70 for other non-graded facilities.

For those exceptionalities with a very small number of children (hearing impaired, visually impaired, gifted, and other), considerable caution should be used when looking at cost indices. These ratios may indeed not be representative of Idaho special education/regular education differential costs for service delivery to these children.

When combining all learning disabled children (within elementary, secondary, and other non-graded facility programs), an overall sample cost ratio was 1.68 between regular and special education. For educable

Table 31. Cost Indices Found in the Idaho Sample Study to Show the Differential Costs Between Regular and Special Education.

TYPE OF SPECIAL EDUCATION PROGRAM	N	COST INDEX
Elementary Programs:		
Type of Exceptionality		
Learning Disability	341	1.78
Educable MR	124	1.98
Trainable MR	28	2.41
Emotionally Disturbed	22	1.39
Hearing Impaired	6	1.52
Speech Impaired	1	.85
Visually Impaired	1	1.00
Gifted	2	1.44
Other	2	1.28
All Exceptionalities	527	1.79
Secondary Programs:		
Type of Exceptionality		
Learning Disability	130	1.53
Educable MR	47	1.92
Trainable MR	5	2.00
Emotionally Disturbed	12	1.65
Hearing Impaired	1	1.18
Other	2	1.33
All Exceptionalities	197	1.64
Other Facilities - Non Graded:		
Type of Exceptionality		
Learning Disability	37	1.89
Educable MR	68	2.70
Trainable MR	12	2.35
Emotionally Disturbed	1	4.17
Speech Impaired	3	3.06
All Exceptionalities	121	2.44

mentally retarded children, this overall cost differential was 2.14, as compared to 2.27 for trainable mentally retarded. For children with emotional disturbance, the overall differential cost ratio was 1.89.

CONCLUSIONS AND DISCUSSION

In order to gather information regarding the costs of special education in Idaho, a cost study was initiated within 19 school districts randomly selected from large, medium, and small districts. This cost study was designed to gather information between special and regular education; between types of exceptionality; between special education classroom models; between grade levels (elementary and secondary) of special education students; and between large, medium, and small school districts. The approach utilized in this study centered around unit costs per student. The pupil hour was the most important unit of measurement utilized. Unit costs within several cost categories were calculated for a sample of 845 special education students (partial data was available for an additional 60 students) and a matched sample of regular education students. In displaying the final data, average annual costs (total and specific cost categories) were reported within large, medium, and small sample secondary, elementary, and other facility units. In addition, differential cost ratios (indices between special and regular education) were derived.

Information obtained in the Idaho cost study concerning the differential costs of special and regular education support the use of a special education finance pattern which provides sufficient funding of personnel excess costs. Based on findings of this study, an adequate special education finance pattern in Idaho should also recognize the need for differential or excess

cost funding of at least 1.3 for mildly handicapped children and 1.80 - 2.50 for more severely handicapped children in order to adequately fund other additional costs of providing quality special education programs compared to the costs of regular education (i.e., instructional space, instructional materials and equipment, transportation, and other student support services).

When analyzing the results of the Idaho cost study, the following limitations must be clearly stated:

1. The number of children sampled with exceptionalities other than learning disabilities and educable mental retardation were relatively small. Therefore, cost data specific to these areas of exceptionality (gifted, speech handicapped, visually handicapped, and aurally impaired) may not be generalizable to the state. It must also be noted, however, that few numbers of children within these exceptionalities are currently being served within Idaho public schools making a sample large enough to study difficult to obtain.
2. Much of the cost data in this study was obtained in retrospect (such as weekly hours spent with various exceptional children, types of material and equipment utilized with individual students, etc.). In many cases, school personnel could refer to records to gather the needed information. In other cases, information was retrieved from memory of personnel involved.
3. Due to the complexity of developing a model suitable to study special education costs and due to the lack of program data available at the school district level, it is possible that some

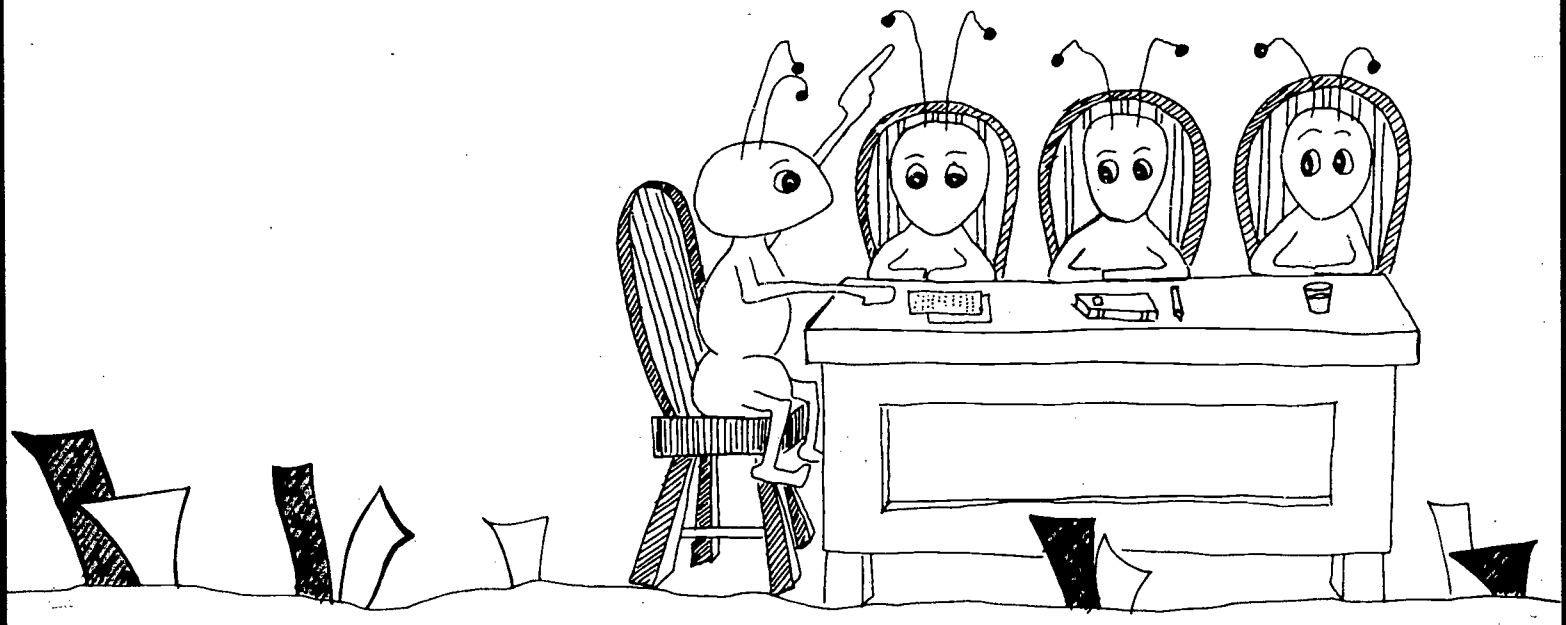
school personnel may not have reported accurate information. The time constraint of the study did not allow for repeated training sessions for school district personnel in the use of forms and procedures for reporting. It is estimated, however, that errors in reporting did not significantly distort the resultant cost data.

4. Limitations of the use of cost indices were previously stated. These cost indices are particularly dangerous to utilize with exceptionality areas with very small numbers of children represented. In these cases, the ratios must be interpreted in the context of reporting. In comparing the cost ratios found in the Idaho sample study, similar indices were found in studies by Rossmiller in the states of Kentucky and Delaware, as well as in the states included within the National Education Finance Study.
5. The annual costs per pupil and cost ratios reported do not reflect an indicator of quality or efficiency, but rather give a picture of what was currently in practice within Idaho school districts (1973).
6. The special education cost information obtained in this study were probably underestimates of the total special education and regular education costs because they represented approximately 90-95% of the educational costs. Transportation, clerical/secretarial, and food service costs were not included within the cost categories studied. In some cases, maintenance costs were under-reported.

Even though several limitations were evident, the Idaho cost study model utilized a sound approach--that of a unit cost concept (pupil hour). Within this model, costs of special education are incurred as a function or result

of the delivery of units of service (pupil hour) to the student. This study could be replicated and conducted more simply by the use of ongoing reporting by teachers, supportive personnel, and administrative and other district personnel (such as class size, weekly hours of staff time serving individual students, types and costs of instructional materials and equipment purchased, weekly hours utilizing these instructional materials and equipment, and units of materials consumed). This study, if replicated in all or parts of Idaho public school districts could generate on-going special education and comparative regular education cost data so that the adequacy of the new special education finance pattern could be monitored. Quality of programming could be combined with cost data to arrive at the cost effectiveness of various special education models of delivery. Growing demand for accountability of public funds expended on education as well as legislative statute requirements of cost accounting necessitate improved fiscal program management techniques.

legislation



CHAPTER VII

SPECIAL EDUCATION LEGISLATION

INTRODUCTION

Each state has a comprehensive school law which includes "the organization and functions of one or more state education agencies, qualifications for teachers and other school professionals, state-local relations, local public school systems, the role of private schools, and compulsory school attendance (Weintraub, Abeson, and Braddock, 1972).

For most children, the regular school law guarantees their legal right to education. For children with physical, mental, or emotional handicaps, however, supplementary legal provisions are needed so that additional services may be provided to meet their needs. Martin (1972) emphasized the concept that achievement of full educational opportunity for handicapped children lies in the development of a strong legal foundation.

Early laws relating to children with handicaps were established to protect society from those who were different. Even today, state laws exist which allow for sterilization of the handicapped; deny them the right to vote, secure a driver's license, or marry; or that permit handicapped individuals to be institutionalized (Weintraub, 1972).

Many states' compulsory attendance laws allow for exclusion of some groups of handicapped children. Reasons for excluding these children have been that they are destructive, uneducable, or a physical threat. For example, in the 1919 Wisconsin Beattie vs. State Board of Education case,

a cerebral palsy child was excluded because the teacher felt that his physical appearance "produced a nauseating effect" on the class (Weintraub, 1972).

In the past, many states gave school districts the option of serving or not serving handicapped children through the passage of permissive laws (Abeson, 1972). However, this option is being removed through mandatory special education legislation.

The first mandatory special education laws were enacted in New Jersey in 1911, New York in 1917, and Massachusetts in 1920. In 1971, seven states had passed mandatory legislation in all categories of exceptionality. Another 26 states already had some form of mandatory provisions. As of the close of the 1972 regular legislative sessions, 42 states had some form of mandatory legislation. Today, 48 states have legislation mandating services to children with handicaps (Hensley, 1972, Education Commission of the States, Handicapped Children's Education Project, 1973).

Mandatory legislation passed by state legislatures has taken six basic forms (Abeson and Weintraub, 1971):

1. Full Program: Such laws require that programs shall be provided for all children who are identified as meeting the criteria to define the exceptionality.

2. Planning: These laws mandate only a requirement for planning.

3. Planning and Programming: This type requires planning prior to required programming.

4. Conditional: These laws require that certain conditions must be met before mandation takes effect.

5. Mandatory Legislation by Petition: Such laws place the responsibility for program development on the community. For example, parents may petition for a program where a certain number of handicapped children reside.

6. Selective Mandate: Within such laws, not all disability areas are treated equally.

Mandatory provisions vary from state to state and have the most value when provisions for enforcement are included (Education Commission of the States, Handicapped Children's Education Project, 1972).

In order to make mandatory legislation an effective base for the development of quality programs, other legal components are necessary. Weintraub, Abeson, and Braddock (1972) and the "Model Law for the Education of Seven Million Handicapped Children" developed by the Council for Exceptional Children have suggested various necessary elements:

1. Planning - A mechanism must insure planning among all state and local educational agencies and state institutions who have a responsibility to educate children with handicaps. A state advisory council should be established to review and approve planning efforts.

2. Staffing - Law should support programs to recruit and train (pre- and in-service) personnel. Provisions for staffing should also include supportive personnel.

3. Physical Facilities - Law should provide appropriate housing of special education programs. Architectual barriers legislation should be included and enforced.

4. Inter-district or Cooperative Programming - The legal structure should allow for multiple district administrative arrangements.

5. Finance - Special education finance laws should allow for flexible programming.

6. Exclusion Clauses - Exclusion clauses should be eliminated. Penalty clauses should also be included as part of the mandatory special education statutes.

7. Due Process Rights/Identification Procedures - An on-going program of screening and evaluation as well as due process rights of children and their parents should be included within state laws.

HISTORY OF SPECIAL EDUCATION LEGISLATION IN IDAHO - MAJOR HIGHLIGHTS

Chapter 282, Session Laws of 1951, provided that a classroom unit providing instruction for mentally, physically, or otherwise handicapped pupils could be considered one-half the size of other classes for purposes of reimbursement.

The first special education law in Idaho was not adopted until six years later. Chapter 308, Session Laws of 1957, mandated school districts to educate handicapped children not served in state-supported institutions. Contracting alternatives with another school district or private rehabilitation center or hospital were also included.

In 1959 (Chapter 211), the Legislature amended the foundation program for the education of handicapped children. A handicapped classroom unit was redefined as one with not less than five, nor more than eight handicapped children and one teacher. The state would reimburse school districts $125.00 for each handicapped child enrolled. This amount per child was increased to $150.00 in 1961.

In 1963, the Legislature included the responsibility for instruction and training for the trainable as well as educable mentally retarded. Also in this year, the Legislature passed a law providing for the education of homebound children and unmarried expectant or delivered mothers.

Finally, the 1963 Legislature incorporated the handicapped child factor into the education foundation program (Chapter 323). This handicapped factor was derived by multiplying three hundred percent by the average daily attendance of handicapped children.

In 1965, Senate Bill No. 192 (which became part of Chapter 228) provided several significant amendments to the special education law. It provided a definition of exceptional children. It also made provisions for the services of ancillary and itinerant personnel, as well as 80 percent reimbursement for their salaries. It further stipulated that children enrolled in special education programs must be comprehensively evaluated. Provisions for contracting were extended to include corporations as well as other school districts and rehabilitation centers.

Other significant legislation relating to the education of exceptional children includes provisions for compulsory attendance (Section 33-202; Senate Joint Resolution 124, amending Section 9, Article IX of the Idaho State Constitution). Sections 33-315, 33-316, and 33-317, Idaho Code, also provide for and define multi-district cooperative arrangements. The foundation transportation program (Section 33-1006) also directly relates to the provision of services for exceptional children.

Two other recent legislative statutes were passed to provide a base for quality program development. House Bill 754 (amending Section 33-2001, Idaho Code) provided for mandatory special education. During the 1974 legislative session, Senate Bill 1362 (amending Section 33-2002A, Idaho Code) was passed which completely changed the special education finance pattern. This law removed the handicapped child factor from the education foundation program. It expanded the category of ancillary personnel to include special education teachers, aides,

hearing therapists, consulting teachers, supervisors, directors, and psychological examiners. All ancillary personnel were defined as eligible for 80 percent salary reimbursement (up to $10,000). Accountability was also included within this law. Section 33-1006A, Idaho Code, provided for an annual report to the legislature regarding the special education services being provided, as well as an accounting of funds utilized in the education of exceptional children.

A REVIEW OF PRESENT LEGISLATION OF AREAS OF CONCERN

A comparative review of Idaho special education legal statutes with the Model Law developed by the Council for Exceptional Children was made. In addition, assistance was received from Dr. Alan Abeson, Director, State Federal Information Clearinghouse for Exceptional Children; and Dr. Gene Hensley, Director of the Handicapped Children's Education Project, Education Commission of the States. With this review, the following areas of concern were elucidated which with changes could further strengthen the legal basis for special education program development in Idaho:

1. Idaho state law should provide for the establishment and support of an advisory or coordinating council to review the state plan for serving exceptional children and give input to proposed rules and regulations and other pertinent areas of planning.

2. A mechanism should be provided to insure coordination among all state and local agencies responsible for serving exceptional children in Idaho.

3. Due process rights and procedures, as well as insurance of an annual review of the placement of all exceptional children, should be included within the law.

4. Idaho legislative statutes should emphasize the need for programming at early ages, as well as the preference for services within a regular or normal setting.

5. A compliance or penalty clause added to Idaho's mandatory special education statute would further assure that school districts must plan and initiate services for all exceptional children.

6. Idaho's compulsory attendance exclusion clause in Section 33-205, Idaho Code, should be reviewed for possible modification to protect the right to education to those exceptional children who are behaviorally or emotionally disturbed. This statute states that the board of trustees "may deny attendance at any of its schools, by suspension or expulsion, to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils."

CHAPTER VIII

SUMMARY AND RECOMMENDATIONS

During the 1972 legislative session, House Bill 754, amending Section 33-2001, Idaho Code, mandated special education services and programs for all exceptional children in the state. In order to insure that programs for all of Idaho's exceptional children will be forthcoming, a comprehensive service plan must be implemented and closely monitored with adequate data gathering. Several factors such as fiscal, legislative, organizational/administrative, informational/communicative, social, or technological may act singly or together to either facilitate or prevent the development of adequate special education programs.

The Idaho Special Education Needs Assessment Study was initiated to provide baseline information for state and local planning, as well as to determine the existence of any of the above factors so that systematic strategies can be developed to manipulate the variables, thereby facilitating program development.

Prevalence of Exceptional Children (Objective 1)

A cross-section sample survey was conducted in sixty stratified, randomized school districts in Idaho. Six research workers carried out this survey utilizing teacher screening; a thorough search of all educational, psychological, and medical testing records; interviews with school ancillary and administrative personnel; interviews with personnel from public and private agencies serving exceptional children, as well as review of available client records; and further testing when possible. The exceptional child survey was conducted over a five-month period (January - May, 1973).

Analysis of the final data showed a 15.21 percent rate of exceptionality (or a projected 28,367 handicapped children in Idaho). Variance was noted between Idaho planning regions. Region VI yielded a high prevalence rate of 19.01 percent, compared to a low rate of 13.97 percent and 13.93 percent for Region IV and Region III respectively. Other regional variance was found within specific areas of exceptionality. Higher prevalence estimates of physically handicapped children were found in Region III and VI (1.34 and 2.40 percent). Regions I and II showed the highest estimates of learning disabilities (4.36 and 4.78 percent). Further significant variance was found in the academically talented area of exceptionality. Within Region II, a 4.12 percent estimate was found. A similar prevalence figure (4.46 percent) was found in Region VI.

Differences in prevalence rates within various Idaho regions correspond with specific demographic characteristics such as maternal health care, prematurity rate, and socio-economic factors. Limitation were cited for extrapolation of prevalence estimates from the sample to the total Idaho school-age population. The reliability of the exceptional child survey data for the state as well as within various regions was calculated and reported at the .01 level of confidence.

The estimate of 15.21 percent exceptional children in Idaho should not be considered a static figure, but rather changing in the next decades due to factors such as declines in the birth rate, advances in genetic counselling, identification of carriers of genetically-transmissible diseases, protection and treatment of the fetus against infection, advances in amniocentesis, prevention of prematurity, and improved educational technology.

Data regarding the served and unserved population of exceptional

children must be periodically updated to prevent the possible existence of an informational barrier. Such updated information is important as baseline input into appropriate program planning and development.

In addition, a Child Find survey was conducted to determine the numbers and kinds of exceptional children needing services but not enrolled in school or community educational programs. Such children may be out of school for several reasons: parental neglect, school discouragement, unavailability of resources, or lack of parental or school knowledge of the need for services. A one-month intensive search (Idaho Project Child Find) was conducted within 19 randomly-selected counties utilizing field workers and community volunteers. In addition, a mass-media effort was carried out throughout the state. Thr ugh various activities of Idaho Project Child Find, 468 out-of-school children were located. Of the total number of children identified, 160 children were out of school because of handicapping conditions. Handicapping was the most frequently-reported reason for being out of school. Due to the short duration of Idaho Project Child Find and other project limitations, the number of out-of-school children identified should be considered minimal. The importance of and the need for similar public informational campaigns is evident if all children are to receive an appropriate educational opportunity. A potential social barrier might exist unless a societal concern and priority for the educational welfare of all its children prevails, regardless of handicapping or potential contribution to society.

Special Education Services Presently Available and Future Demands (Objective two)

During the last six years, special education classes in Idaho have grown at the rate of 180 percent. During the 1973-74 school year, seventy-nine school districts had developed state-approved special education classes

within single or multi-district units. Contractual arrangements with other school districts, state and local agencies, and private organizations have also shown a significant rate of growth over this same time period.

Even though considerable growth has been made in the number of special education classes for Idaho's exceptional children, it is estimated that approximately 40 percent of Idaho's exceptional children are not receiving appropriate special education programs and services. At the present time, the chances of an exceptional child having at least access to a special education class are approximately four time greater in a large or very large school district than in one of Idaho's very small school districts. There is a need for delivery of special education services within small, rural school districts which typically have fewer numbers and kinds of exceptional children to educate.

The majority (87 percent) of the growth in special education classes over the last five years can be attributed to additional services for learning disabled and mildly retarded children. Only a few programs were offered for gifted children. Many severely handicapped children have been served through contactual arrangements with Child Development Centers and other in-state and out-of-state agencies and institutions. In the next few years, changing priorities of Child Development Centers and other agencies may necessitate program planning and development within school districts for school-age, severely handicapped children. In addition, less than one-third of the development of special education classrooms occurred at the junior and senior high school level. Very few programs were initiated for children with handicaps at the preschool and post-school level.

Quality as well as quantity of special education program development is needed. In order to gather some information regarding the needed

changes to insure quality programming, a vendor perceived needs questionnaire was initiated. Information was gathered from various vendors of special education services (local school administrators, university training personnel, and speech and hearing pathologists) regarding various quality program components. Several special education needs were perceived by at least fifty percent of responding vendors and include prevocational and vocational training; better services for the gifted, emotionally disturbed, and low-incidence handicapping conditions (deaf, blind, severely retarded); program development at the junior and senior high school level; preschool intervention programs; parent training programs; improved diagnostic and placement procedures; changes in certification requirements; more relevant and practical (field-based) university training for special education teachers; and program development within small, rural school districts in Idaho. Various fiscal, administrative/organizational, legislative, and social factors were identified that must be manipulated to facilitate quality special education program planning and development.

Special Education Manpower (Objective 3)

In order to develop adequate special education programs and services for exceptional children in Idaho, a supply of special education manpower must be available. Necessary special education personnel include teachers; teacher aides; supervisors or coordinators; and supportive personnel such as speech pathologists, social workers, physical and occupational therapists, consulting teachers, and instructional materials specialists; as well as specially-trained regular education teachers.

In order to determine the present supply of special education manpower and the adequacy of potential and existing training resources to meet

future manpower demands of mandatory special education, pertinent information was gathered and summarized.

During the past six years, approximately half of the special education teachers and support personnel were recruited from out of state. As other states also gear up to meet mandatory special education demands, out-of-state recruitment will become more difficult. Additional state support is needed so that increased training efforts can be initiated. If mandatory special education legislation is to be fully implemented, it is anticipated that an additional 597 - 833 special education teachers will be needed. In addition, a projected growth rate of 86 percent for psychologists; 45 percent for speech and hearing pathologists; and 754 percent for social workers will be needed to fully support mandatory special education.

Further analysis of special education manpower data indicated a high attrition rate. Approximately 51 percent of teachers leave special education positions after one or two years of experience. No significant differences in this rate of leaving were evident when this data was analyzed by size of school district, degree level, source of training, or regional location. This high attrition rate results in an economic waste of recruitment and a possible educational loss to the students because of reduced teacher efficiency during a period of job orientation. Reasons for leaving included low salaries, lack of administrative support, husband job transfer, return to regular education, retirement, advancement to supervisory positions, and feeling of "isolation" in rural areas (fiscal, administrative/organization, and communication factors).

In addition, 29 percent of psychologists, 65 percent of social workers, and 41 percent of speech and hearing pathologists left after one or two years of experience in Idaho (during the period 1969-1974).

It was also noted that superintendents and special education teachers felt that present categorical training and certification programs do not adequately prepare special education teachers to work in school districts with heterogeneous groupings of exceptional children. Additional on-the-job training (in-service) is needed to provide adequate services. Teacher training programs and certification procedures must be more general to include knowledge and competencies within a broad range of exceptionalities. These two findings relate to organizational/administrative and fiscal barriers presently existing.

Consumer Satisfaction (Objective 4)

The current era of accountability has resulted in consumer-citizen involvement in educational programs for children with special needs. A perceived needs survey was initiated to gather information from parents and exceptional children presently receiving special education services and programs in Idaho.

Parents of exceptional children responding to the perceived needs questionnaire were, in general, satisfied with special education services presently available within their school district (53 percent). However, they felt that several special education programs should be developed. Fifty-two percent felt that preschool services for exceptional children should be available. In addition, 48 percent felt that the needs of exceptional children of high school age were not being met in their school district. Some parents (34 percent) felt that a need existed for more involvement in the decision-making process concerning special education placement of their child.

~~Both parents and children indicated a concern regarding the labeling~~

effect of special education placement. About half of the exceptional children surveyed felt that other children had made fun of them. Parents also emphasized their preference for placements in as normal a setting as possible to reduce the stigma usually attached to their child.

About 43 percent of the parents responding to the perceived needs questionnaire were very satisfied with community services available to them. They, however, expressed a need for additional community services such as neurological examinations, vocational training, parental counselling, recreational programs, and behavior modification programs.

Special Education Finance (Objective 5)

In order to provide quality services for exceptional children, excess or additional costs are incurred. Excess costs are due to lower teacher-pupil ratios, the need for highly-trained teachers and other ancillary personnel, the need for specialized classroom equipment and curriculum materials, transportation costs such as ramps or specially-designed buses, and greater space costs. In order to gather information regarding the costs of special education in Idaho, a cost study was initiated within 19 school districts randomly selected from large, medium, and small-sized school districts. This study was designed to collect data regarding the comparative costs between special and regular education, between types of exceptionality, between special education classroom models; between grade levels of special education (secondary and elementary); and between large, medium, and small school districts. The unit of measurement utilized was the cost per pupil hour. Several cost categories were included within the scope of data collection. Cost information was accumulated on a student by student basis in the major cost categories of: Administrative,

Instructional Personnel, Ancillary Personnel, Instructional Materials, Instructional Equipment, Instructional Space, and Other Costs.

Results showed that the average annual cost per exceptional student within secondary special education sample units was $981.44 within large school districts, $778.02 within medium school districts, and $1,101.40 within small school districts. This compared to approximately $631.61 for regular education students within secondary programs. The total average annual cost of serving exceptional elementary students was $977.98 within large school districts, $936.14 within medium school districts, and $870.35 within small school districts. The compared to $549.29 (large); $524.55 (medium), and $478.52 (small) for regular students within elementary programs.

Another way to analyze this cost data was to generate differential ratios (cost indices) between regular and special education. Several limitations were cited for the use of cost indices. For all exceptional children, a cost index of 1.79 was found within elementary school sample units; 1.64, within secondary sample units; and 2.44, within non-graded other facility units.

Several limitations of the Idaho cost study were clearly stated; i.e., small numbers of children were sampled within several exceptionalities, collection of data was obtained in retrospect, average annual costs per pupil and cost ratios do not reflect quality or efficiency, the resultant special and regular education average annual costs per student were probably underestimates of the total costs as they represented approximately 90-95 percent of the total educational costs, etc. Even though these limitations were evident, the Idaho cost study model utilized a sound

approach--that of a unit-cost concept. This study could be replicated and could generate on-going special education and comparative regular education cost data so that the adequacy of Idaho's special education finance pattern can be continually monitored. Data regarding the quality of special education programming could be combined with cost data to arrive at the cost effectiveness of various models of program delivery.

Special Education Legislation (Objective 6

Martin (1972) has stated that achievement of full educational opportunity for children with handicaps lies in the development of a strong, legal foundation. Within the activities of objective six of the Idaho Special Education Needs Assessment Study, a review of Idaho's special education legal statutes was made. Several areas of concern were found that if changed could further strengthen the legal basis for quality special education program development in Idaho. The areas of concern centered around: the establishment of an advisory or coordinating council, a mechanism to insure coordination among all state and local agencies serving exceptional children in Idaho, a statement of due process rights and procedures, emphasis of programming at early ages as well as services within a normal setting, a compliance clause to Idaho's mandatory special education statute, and a possible strengthening of Idaho's compulsory attendance exclusion clause.

RECOMMENDATIONS

Based on the activities and findings of the various objectives of the Idaho Special Education Needs Assessment Study, the following major recommendations would be appropriate for consideration:

1. A data management system must be implemented which will continually update the needs assessment study. Such a management system would provide necessary information for legislative review as well as to monitor progress toward meeting the mandate of special education programs and services for all exceptional children.

2. Public information campaigns need to be conducted periodically so that consumers and other community members are informed regarding the services being provvided for exceptional children, as as those special education programs needed but yet under-developed or not available.

3. A comprehensive state plan for special education for all exceptional children must be continually implemented. Such a plan must provide a continuum of special education from birth to adulthood. Coordination of many state and local agencies and institutions must be insured if such a comprehensive service plan is to be achieved.

4. A delivery of special education services applicable to rural, remote areas in Idaho should be developed. Multi-districts or other cooperative arrangements should be continually encouraged so that wiser use of human, fiscal, and organizational resources can be achieved in order to provide services to all exceptional children.

5. If regionalized, state department special education consultant services could provide more relevant and "on-the-spot" assistance to local school district personnel in the initiation, expansion, and improvement of special education programs and services. They could also coordinate more closely with other agencies and institutions serving exceptional children and work with university training programs.

6. Additional state support is needed so that higher education institutions can gear up to provide the needed special education personnel to support special education for all of Idaho's exceptional children.

7. Strategies for recruitment of special education teachers from the the supply of regular education teachers and from out-of-state training resources should be initiated.

8. Certification requirements for special education personnel should be reviewed and modified according to specific knowledge and/or competencies needed in the field. In addition, certification requirements within mental retardation and learning disabilities could be collapsed into one, more general exceptional child certificate. Certification standards also need to be established for special education directors and supervisors, consulting teachers, and classroom aides.

9. Factors affecting the high attrition of special education manpower need to be closely analyzed. Strategies such as increased salaries, in-service training, and other means of support should be considered in an effort to maintain and develop quality special education programs.

10. A vehicle should be established so that consumers (parents and exceptional children) can continually provide input into special education program decisions which affect them at the state and local level.

11. Areas of concern suggested in this study should be reviewed and possibly submitted for legislative consideration in an effort to provide a further legal basis for quality special education program development in Idaho.

12. An improved fiscal, program management system should be developed and implemented at the state and local levels so that the needed cost data to monitor the efficiency of the Idaho special education finance pattern can be available to legislators as well as program planners. The cost study model utilized within this report (that based on a unit-cost approach) could be replicated to provide the needed special education and comparative regular education cost information.

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APPENDIX A

IDAHO SCHOOL DISTRICTS RANDOMLY SELECTED TO PARTICIPATE IN THE IDAHO EXCEPTIONAL CHILD SURVEY, BY SIZE AND STRATUM

	District #	District Name	Stratum
REGION I	41	St. Maries	Large
	42	Western Benewah	Small
	82	Bonner County	Very Large
	272	Lakeland	Large
	273	Post Falls	Large
	274	Kootenai	Small
	391	Kellogg	Very Large
REGION II	171	Orofino	Very Large
	172	Elk River	Very Small
	241	Grangeville	Very Large
	242	Cottonwood	Medium
	281	Moscow	Very Large
	283	Kendrick	Small
	284	Whitepine	Medium
	285	Potlatch	Medium
	305	Craigmont	Small
	342	Culdesac	Very Small
	343	Tammany	Very Small
REGION III	2	Meridian	Very Large
	3	Kuna	Very Large
	13	Council	Small
	71	Garden Valley	Very Small
	72	Basin Elementary	Very Small
	73	Horseshoe Bend	Very Small
	132	Caldwell	Very Large
	133	Wilder	Medium
	135	Notus	Small
	138	Scism	Very Small
	139	Canyon	Large
	193	Mountain Home	Very Large
	364	Pleasant Valley	Very Small
	370	Homedale	Medium
	371	Payette	Large
	372	New Plymouth	Medium
	373	Fruitland	Medium
	421	McCall-Donnelly	Medium
	422	Cascade	Small
	431	Weiser	Large
REGION IV	61	Blaine County	Large
	232	Wendell	Medium
	233	Hagerman	Small
	234	Bliss	Very Small
	312	Shoshone	Small
	316	Richfield	Very Small
	412	Buhl	Large
	414	Kimberly	Medium
	415	Hansen	Small
REGION V	25	Pocatello	Very Large
	55	Blackfoot	Very Large
	58	Aberdeen	Large
	201	Eastside	Large
	202	West Side	Small
	382	Rockland	Very Small
REGION VI	91	Idaho Falls	Very Large
	92	Swan Valley	Very Small
	111	Arco Joint District	Medium
	181	Challis	Small
	291	Salmon	Large
	321	Madison County	Very Large
	401	Teton County	Medium

APPENDIX B

By_____
Date_____

SPECIAL EDUCATION NEEDS ASSESSMENT DATA WORKSHEET
RMRRC - Idaho Project Outreach

I. IDENTIFICATION:

Child's Name_____Sex___M___F
Birthdate_____Birthplace_____

Parent or Guardian's Name_____
Last First Middle
Parents: ____Married ____Divorced ____ Separated ____Deceased ____Other
Relationship: ____Parent ____Guardian ____Grandparent ____Other Relative ____Other
Occupation: ____Unknown_____(Specify)
Current Address _____City _____County

Mobility History:

	Most Recent Move	Next Move	Other	Other
Other Idaho School District	_____	_____	_____	_____
Out-of-State	_____	_____	_____	_____

Name of School _____Grade_____School District_____
Home District_____

Current Teacher(s)_____
_____
_____

How many days/half days did the child miss last year_____

ACHIEVEMENT & IQ TEST HISTORY:

Date Administered	Grade	TEST	Reading %ile	Reading G.P.	Spelling %ile	Spelling G.P.	Arithmetic %ile	Arithmetic G.P.
		WRAT						
		CAT						
		IOWA						
		SRA						
		OTHER						
		WISC	Ver		Per		FS	
		PPVT						
		SLOSSON						
		STANFORD-BINET	M.A.		I.Q.			
		LORGE-THORNDIKE						
		OTHER						

INFORMATION:								
DIAGNOSED BY					UTILIZING			
PHYSICIAN	PSYCHOLOGIST	EDUCATOR	SPEECH THERAPIST	OTHER	FORMAL TEST	OBSERVATION	OTHER	HANDICAP
								EMR (50-80) _____ACTUAL
								TMR (25-50) _____ACTUAL
								PHYSICAL HANDICAP ___Polio ___Spina Bifida ___Cong. Def. ___CP ___Rheumatic Fever ___Epilepsy ___Leukemia ___Other _____
								SPEECH HANDICAP ___Artic ___Voice ___Stutter ___Cleft Palate and Lip ___Delayed Speech ___Other _____
								VISUAL HANDICAP ___Blind ___Partial Sight
								AUDITORY IMPAIRMENT ___Deaf ___Hard of Hearing
								EMOTIONAL DISTRUBANCE/SOCIAL MALADJUSTMENT
								SPECIFIC LEARNING DISABILITIES (Low 10%ile--Arith, Read, or Spell Tests with average IQ)
								ACADEMICALLY TALENTED (Top 10%ile--Arith, Read, Spell Tests)
								MULTIPLE HANDICAPS ___Deaf-Blind ___MR-CP-Epil. ___MR-Deaf MR-Blind ___Other _____

Child's Current Educational Placement:

Hours Per Day

___EMR Self-contained Classroom
___TMR Self-contained Classroom
___Resource Classroom _____
___Regular Classroom
___Other _____

Ancillary Services Currently Received:

Hours Per Month

___Counselling _____
___Speech Therapy _____
___Behavior Therapy _____
___Tutoring _____
___Other _____ _____

Services received from other agencies: _____

Comments: _____

APPENDIX C

POSTER UTILIZED IN IDAHO PROJECT CHILD FIND

SOME CHILDREN ARE NOT IN SCHOOL

They may be handicapped

or

Just Left Out!

JOIN AND SUPPORT

IDAHO CHILD FIND

all school-age children in Idaho have the right to a free public education.

IF YOU KNOW OF A CHILD

(AGE 6-15) NOT IN SCHOOL,

CALL: 1-800-632-5997
(toll free - 24 hour service during May)

or

WRITE PROJECT CHILD FIND
Idaho Department of Education
Len B. Jordan Office Building
Boise, Idaho 83720

APPENDIX D

APPENDIX D

CHILD REGISTRATION FORM

PERSONAL IDENTIFICATION

1. Name of Child: _____
(Last) (First) (Middle)

2. Sex: M _____ F _____

3. Parent or Guardian's Name: _____
(Last) (First) (Middle)

4. Parent or Guardian's Address: _____
(Number) (Street)

_____
(City) (State) (County) (ZIP Code)

IF KNOWN

5. Date of Birth: _____
(Month) (Day) (Year)

6. Place of Birth: _____
(City) (County) (State)

EDUCATIONAL STATUS

7. Has the child ever attended any type of school? Yes _____ No _____

8. If Yes, last school attended:

Name: _____ Location: _____ Date: _____

9. For what reason is the child not attending school:

__ Child is institutionalized; if so, where? _____
__ Child is blind or otherwise visually impaired
__ Child is deaf or otherwise aurally impaired
__ Child is mentally retarded
__ Child is physically handicapped (crippled)
__ Child has serious health problem
__ Child is disadvantaged or from migrant family
__ Religious conflict
__ Child has dropped out
__ Other _____
__ Other _____
__ Other _____

HELP FROM SOCIAL AGENCIES

10. Is the child currently receiving any type of assistance from a social agency?
Yes _____ No _____

11. If yes, what is the name of the agency and the type of service: _____
_____
_____

12. How did you hear about Idaho Project Child Find? (Please Check)

___ Newspaper
___ Radio
___ Poster
___ Television
___ Information Sheet in grocery sack
___ Information Sheet in bank statement
___ Other _____
___ Other _____

INSTRUCTIONS FOR COMPLETING CHILD REGISTRATION CARD:

PERSONAL IDENTIFICATION OF "OUT-OF-SCHOOL CHILD"

1. Name of Child - Print the complete name of the child. Be sure to spell accurately last, first, and middle names.

2. Sex - Check in M (Male) or F (Female) for the sex of the child.

3. Parent's or Guardian's Name - Print the complete name of the parent or guardian with whom the child is residing.

4. Parent's or Guardian's Address - Print the complete address, including ZIP Code of the parent or guardian with whom the child is residing.

IF KNOWN

5. Date of Birth - Print the month, day, and year of the child's birth.

6. Place of Birth - Print the name of the city, county, and state where the child was born.

EDUCATIONAL STATUS

7. Has the child ever attended any type of school? Check yes or no.

8. If yes, last school attended - Print the name and location of the last school that the child attended.

9. For what reason is the child not attending school? - Check appropriate reason from the list of possible exclusions.

HELP FROM SOCIAL AGENCIES

10. Is the child currently receiving any type of assistance from a social agency? - Check yes or no.

11. If yes, what is the name of the agency and the type of service.- Name agency and type of services received from the agency.

12. How did you hear about Idaho Project Child Find? - Check appropriate source of information.

APPENDIX E

WEAK AND STRONG AREAS OF SPECIAL EDUCATION PROGRAMMING
AS PERCEIVED BY SPECIAL EDUCATION TEACHERS

Questionnaire Item	Very Strong	Satisfactory	Somewhat Satisfactory	Unsatisfactory	Not Provided	Don't Know
Which of the following areas seem to be strong and which seem to be weak in your district?						
Screening process (identify children who are not succeeding	27	70	58	31	3	7
Gathering of existing information from the child's cumulative records, tests, teachers' comments	19	76	62	30	2	6
Diagnostic classroom	12	33	42	33	35	26
Child classroom observation	9	35	65	28	27	21
Psychological testing (including IQ testing)	46	67	50	28	0	4
Diagnostic testing (including diagnostic reading testing)	27	63	54	29	9	7
Information testing (including teacher rating scales, sociometric and attitude assessment)	8	41	47	34	42	20
Admissions and Discharge Committee (decision-making process determining the child's eligibility)	19	62	49	33	18	9
Preparation of educational plan	15	66	59	24	15	8
Distribution and presentation of educational plan to concerned teachers	9	51	50	37	27	13
Review and revision of educational plan	8	54	51	30	25	15
Re-evaluation of children receiving special education services	32	77	37	31	9	4

APPENDIX F

IDAHO SCHOOL DISTRICTS RANDOMLY SELECTED TO PARTICIPATE IN THE SPECIAL EDUCATION FINANCE STUDY

District	Region	Strata
Boise	III	Large
Pocatello	V	Large
Idaho Falls	VI	Large
Moscow	II	Large
Meridian	III	Large
St. Anthony	VI	Large
Snake River	V	Large
Blackfoot	V	Large
Sandpoint	I	Large
Blaine	IV	Large
Soda Springs	V	Medium
Malad	V	Medium
New Plymouth	III	Medium
Whitepine	II	Medium
Fruitland	III	Medium
Kendrick	II	Small
Plummer	I	Small
Craigmont	II	Small
Cascade	III	Small
Swan Valley	VI	Small

END