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ABSTRACT

The illustrated brochure covers special education career opportunities in North Carolina. Described briefly are exceptional children, and listed are employment opportunities and North Carolina colleges and universities which offer professional training in special education. The following handicaps are individually discussed: physically impaired, hearing impaired, speech/language impaired, visually impaired, learning disabled, emotionally handicapped, gifted and talented, and mentally handicapped. Briefly noted are psychological services, services for deaf-blind, the state service delivery system, and the organization of regional services. (IM)

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CAREER OPPORTUNITIES

Teaching Children
With Special Needs

Division for Exceptional Children
State Department of Public Instruction
Raleigh, North Carolina

EC 092358

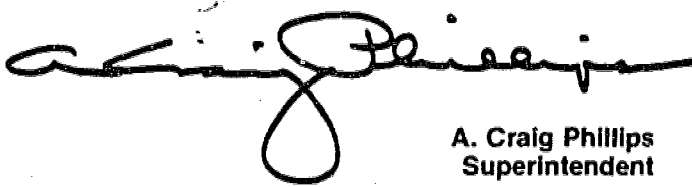
FOREWORD

We live in a world where people are different in their appearance, in their heritage, in their interests, in their aspirations, and in their learning ability. But they all share the same basic needs. They need to eat, to shelter themselves from the elements, to love and be loved, and to have a feeling of personal worth.

And these very different people share the same basic rights: the right to learn how to provide for their needs and the right to an education.

We in North Carolina have for some time been interested in providing educational programs for exceptional children. Although much progress has been made in identifying these children and in providing greater opportunities for them, we feel that it is of utmost importance to assist in the development of an increasing number of interested and capable teachers who will devote their energies to the total development of our exceptional children.

The North Carolina Department of Public Instruction invites you, who have a special interest in young people, to consider the rewards and the challenges of a professional career of working with exceptional children.



A. Craig Phillips
Superintendent



ACKNOWLEDGMENTS

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Appreciation is also expressed to the following people, without whose efforts and advice this publication could not have been produced:

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Mable Hardison, Communication Specialist, Division for Exceptional Children, whose assistance and suggestions facilitated its production.

Sherry Collier for her efficient and superior secretarial skills.

**"Although children may be the victims of Fate,
they will not be the victims of our neglect."**

John F. Kennedy



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A CAREER WITH CHILDREN WITH SPECIAL NEEDS

Choosing a professional career is probably the most important decision you will make during your life. When you select a career, you should investigate the following questions:

What are the job opportunities?

What interest do I have in providing the needed services?

What personal qualifications are required?

What are the academic requirements?

What is the cost of training and where is it available?



We invite each of you to read this brochure and to investigate fully the job opportunities in the area of children with special needs, the challenges, and satisfactions.

Education of children with special needs is an ever changing and expanding area in education. The vitality and creativity of your generation teaches us how to assess a child's abilities and disabilities and to move from the child's weaknesses into the areas of strength. The delivery of services begins at the preschool level and continues through each child's school life. Availability of appropriate educational and support services is important to guarantee fluid movement of children with special needs from the regular classroom to a more restrictive setting or from the more restrictive to a less restrictive setting. It is estimated that children with special needs comprise approximately twenty-five per cent of the total school population. Working with these children, you will have the opportunity to help them become an integral part of our society.

If you are looking for a challenge, if you are interested in special professional preparation, if you believe that every child should be educated to his full potential; teaching children and youth with special needs is your kind of job. This might be the career for which you have been looking.

Theodore R. Drain
Theodore R. Drain, Director
Division for Exceptional Children

WHO ARE CHILDREN WITH SPECIAL NEEDS?

Children with special needs are those children who differ physically, intellectually, socially, or emotionally to the extent that some modification of the regular school program is often necessary to enable them to reach their full potential. It is estimated that there are over 300,000 children with special needs in North Carolina. Certainly you have known some of those children during your school life. There is . . .

- the child who cannot play ball because he or she wears braces,
- the child who cannot speak well enough to be understood,
- the child who repeats grades because of an unidentified visual or hearing loss,
- the child who learns at a slower rate than other children,
- the child who learns much more rapidly than other children, possesses superior creativity and leadership ability,
- the child who has an unusual amount of difficulty in getting along with teachers and classmates, complains of being ill and wants to leave school, or spends the whole day in a fantasy world, or,
- the child who appears able to learn but for some invisible reason just cannot make progress in school.

These are our exceptional children—children who are physically impaired, speech impaired, hearing impaired, visually impaired, mentally retarded, gifted and talented, emotionally handicapped, or learning disabled. They need your help!

Dear Teacher,
Thank you for helping me and working with me this year. I learned how to read and write. You are a good teacher.
Traci Spencer



WHERE YOU CAN BE EMPLOYED

Education — Public, Private, and Residential Schools

- Teacher — Kindergarten, Elementary, or Secondary
- Speech, Language, Hearing Specialist
- Administrator
- Coordinator of local school programs
- School or Clinical Psychologist

Community Centers

- Community — Speech and Hearing Clinics
- Hospitals — Teacher, Specialist or Therapist
- Rehabilitation Centers
- Developmental Day Care Centers

Residential Care Centers

- Teacher
- Specialist
- Administrator

Colleges and Universities

- Teacher Training Programs
- Research

Regional Support and Technical Assistance Centers

- Instructional Resource Consultant
- Librarian
- Regional Program Planner

Regional Education Service Centers

- Coordinator

Staff Development Centers

- Staff Development Specialist

Job Opportunities

There are many job opportunities open to you if you choose a career working with exceptional children. To develop an effective program, the cooperative efforts of the educator, psychologist, social worker, physician, and sometimes a psychiatrist, are essential. Research workers are indispensable to the process of learning about exceptional children — their problems, their needs, and their responses to training. Qualified teachers are needed in all areas of exceptional child education. The field needs qualified personnel to become administrators and supervisors; it needs personnel at the college and university level to train more teachers; it needs people to work with parents and the community. Whatever your vocational interests may be, and if you like working with people, you will find this area of work challenging, rewarding, exciting, and the opportunity for advancement promising.

As you can see, the shortage of all kinds of trained personnel in the area of exceptional children indicates that for every child who is receiving special services, a large number are not served because of a lack of qualified personnel. Many local administrative units would like to initiate such a program but must wait for qualified persons to begin work. Throughout the entire country, there is a demand for qualified professionals in both public and private schools, in urban and rural areas. Contact your local school superintendent for salary scales in the district.

HOW YOU CAN GO TO SCHOOL

Financial aid is available to students pursuing a career in the education of exceptional children. Among the sources are the federal government, the North Carolina Department of Public Instruction, colleges and universities, and local and State organizations. Information may be obtained by contacting the following sources:

Summer Traineeships, Tuition and Fees, and other Staff Development Activities for Full-time Employed Educators of the Handicapped

Staff Development Specialist

Public Law 91-230, Part D

Education of the Handicapped Act

Division for Exceptional Children

North Carolina Department of Public Instruction

Raleigh, North Carolina 27611

Local School Superintendent

Regional Coordinator of Programs for Exceptional Children

Any Area of Education

Prospective Teacher Loan Fund Scholarship

North Carolina Department of Public Instruction

Raleigh, North Carolina 27611

Financial Aid Officer

College or University of your choice

Regular Classroom Teachers

Local Coordinator of Programs for Exceptional Children

Staff Development Center which serves your area

Graduate Programs in Special Education

Department of Special Education

College or University of your choice

(Inquire about P.L. 91-230, Part D, Education of the Handicapped Act funds.)

Area of Speech and Hearing

American Speech and Hearing Association

9030 Old Georgetown Road

Washington, D.C. 20014

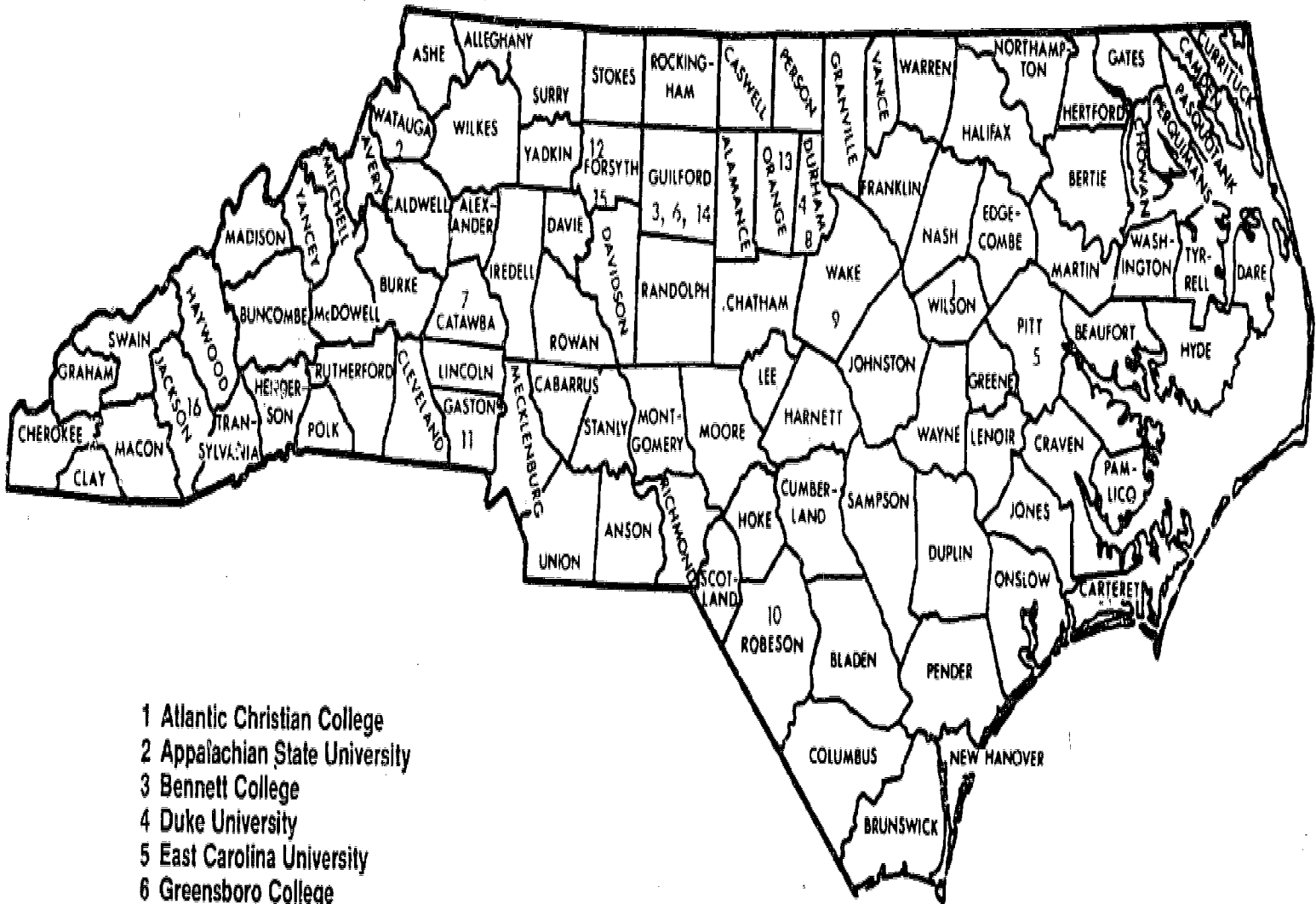
Directors of Special Education

Council for Exceptional Children

1920 Association Drive

Reston, Virginia 22091

WHERE YOU CAN GO TO SCHOOL



- 1 Atlantic Christian College
- 2 Appalachian State University
- 3 Bennett College
- 4 Duke University
- 5 East Carolina University
- 6 Greensboro College
- 7 Lenoir Rhyne College
- 8 North Carolina Central University
- 9 North Carolina State University
- 10 Pembroke State University (Approval Pending)
- 11 Sacred Heart College
- 12 Salem College
- 13 UNC-Chapel Hill
- 14 UNC-Greensboro
- 15 Wake Forest University
- 16 Western Carolina University

Professional Training

In North Carolina, professional training in some areas of the handicapped may be acquired while completing the requirements for a bachelor's degree. In a few areas, specialized training is offered on the graduate level. Colleges and universities that have approved degree programs in areas of exceptional children are listed in the next column and their locations are shown on the opposite page. Many other training institutions in the state offer special courses.

The requirements of each training institution differ. Contact the training institution of your choice for information about the programs it offers. The Division for Exceptional Children and some of the training institutions can provide financial assistance to qualified persons in the field of special education. Additional information will be provided upon request.

This brochure provides information about each area of exceptionality. Perhaps you will find an area that appeals to you.

Deaf and Hearing Impaired

Atlantic Christian College, Wilson
Lenoir-Rhyne College, Hickory
University of North Carolina, Chapel Hill
(Approval pending)
University of North Carolina, Greensboro

Emotionally Handicapped

Appalachian State University, Boone
Duke University, Durham
Greensboro College, Greensboro

University of North Carolina, Chapel Hill
North Carolina Central University

Gifted and Talented

Limited number of courses offered at
Appalachian State University, Boone
East Carolina University, Greenville
University of North Carolina, Chapel Hill
University of North Carolina, Charlotte
University of North Carolina, Greensboro
Western Carolina University, Cullowhee

Learning Disabilities

Appalachian State University, Boone
Duke University, Durham
Greensboro College, Greensboro
East Carolina University, Greenville
Salem College, Winston-Salem
University of North Carolina, Chapel Hill

Mental Retardation

Appalachian State University, Boone
Bennett College, Greensboro
East Carolina University, Greenville
Greensboro College, Greensboro
North Carolina Central University, Durham
Sacred Heart College, Belmont
North Carolina State University, Raleigh
University of North Carolina, Chapel Hill
Western Carolina University, Cullowhee

Speech, Language, and Audiology

Appalachian State University, Boone
East Carolina University, Greenville
North Carolina Central University, Durham
University of North Carolina, Chapel Hill
University of North Carolina, Greensboro
Western Carolina University, Cullowhee

School Psychology

Appalachian State University, Boone
(Approval pending)
East Carolina University, Greenville
Duke University, Durham
North Carolina State University, Raleigh
University of North Carolina, Chapel Hill
University of North Carolina, Greensboro
Wake Forest University, Winston-Salem
Western Carolina University, Cullowhee

Visually Impaired

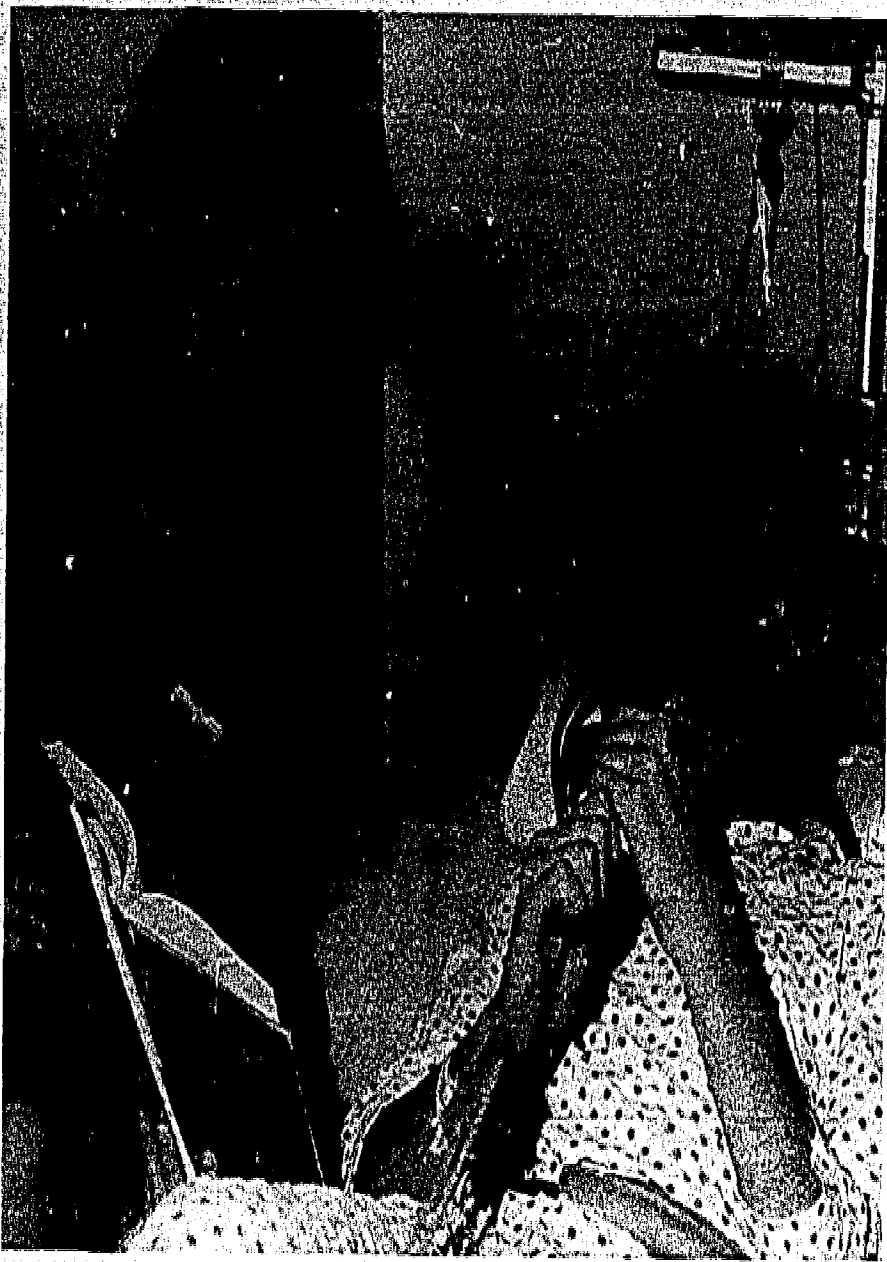
North Carolina State University, Raleigh

PHYSICALLY IMPAIRED

If you are interested in working with children who can benefit greatly from an educational program designed to meet their individual needs, teaching the physically impaired is the job for you. We need you to teach these children in our public schools.

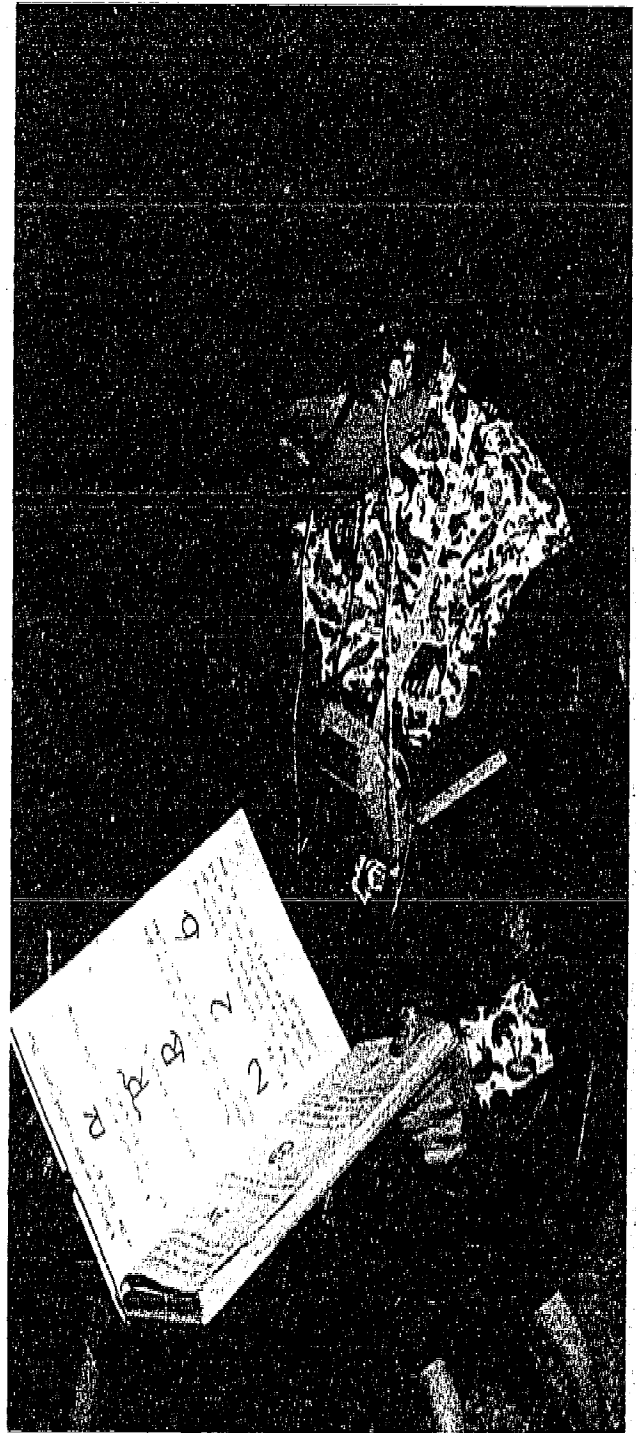
Children who are physically impaired have various crippling conditions of body, arms, and legs resulting from many causes. In many cases, the condition is of short duration, but with others the condition may be prolonged for a period of time or it may be permanent. From an educational point of view, the specially trained teacher is the most important person in planning a flexible school program for each child.





Some children make satisfactory progress in a regular classroom. Others need to remain in a special class during their entire school experience. When specially trained teachers provide an educational environment that is within the limitations of physically impaired children, they will be happy children; and as adults, they can make a contribution to their communities. Teachers of the physically impaired find employment in hospitals and school settings. They may provide instruction in self-contained classrooms or resource rooms. They also may serve as consultants to regular classroom teachers.







HEARING IMPAIRED

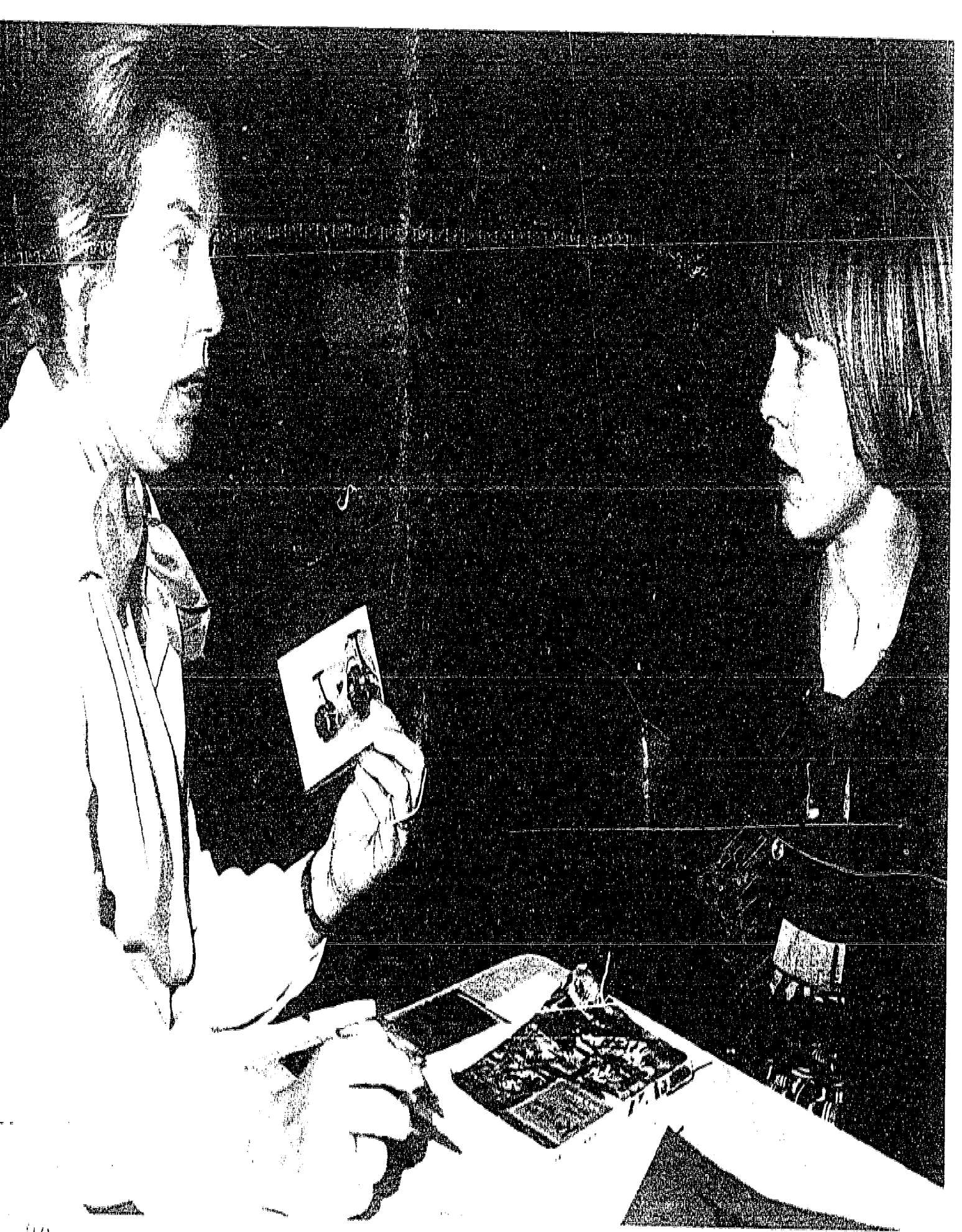
Listening is so much a part of us that we very seldom consider the implications of not being able to hear. The most serious effect of a hearing loss is the interference with communication between persons. In a child some of the consequences may be interference with normal speech and language development, development of abnormal social growth and behavior, interference with education, and development of problems of adjustment in the child and his or her family.

A hearing-impaired child has the same need for an education as any other child. School is the place where the hearing-impaired child learns the meaning of lip movements and communication with others.

Because teachers of the hearing-impaired are most influential in the lives of these children, they must have specialized training, keep abreast of new methods and techniques, and be sensitive to the needs of the hearing-impaired.

The teacher of hearing-impaired children is trained to work with children with all degrees of hearing loss (hard of hearing and deaf) and in various types of organizational approaches—self-contained class, resource room, itinerant services. The teacher instructs in regular school subjects in addition to assisting the children in basic communication skills.

The ultimate goal is for hearing-impaired children to become useful, productive, and happy members of our society. You can render a service to these children by becoming a teacher of the hearing-impaired.

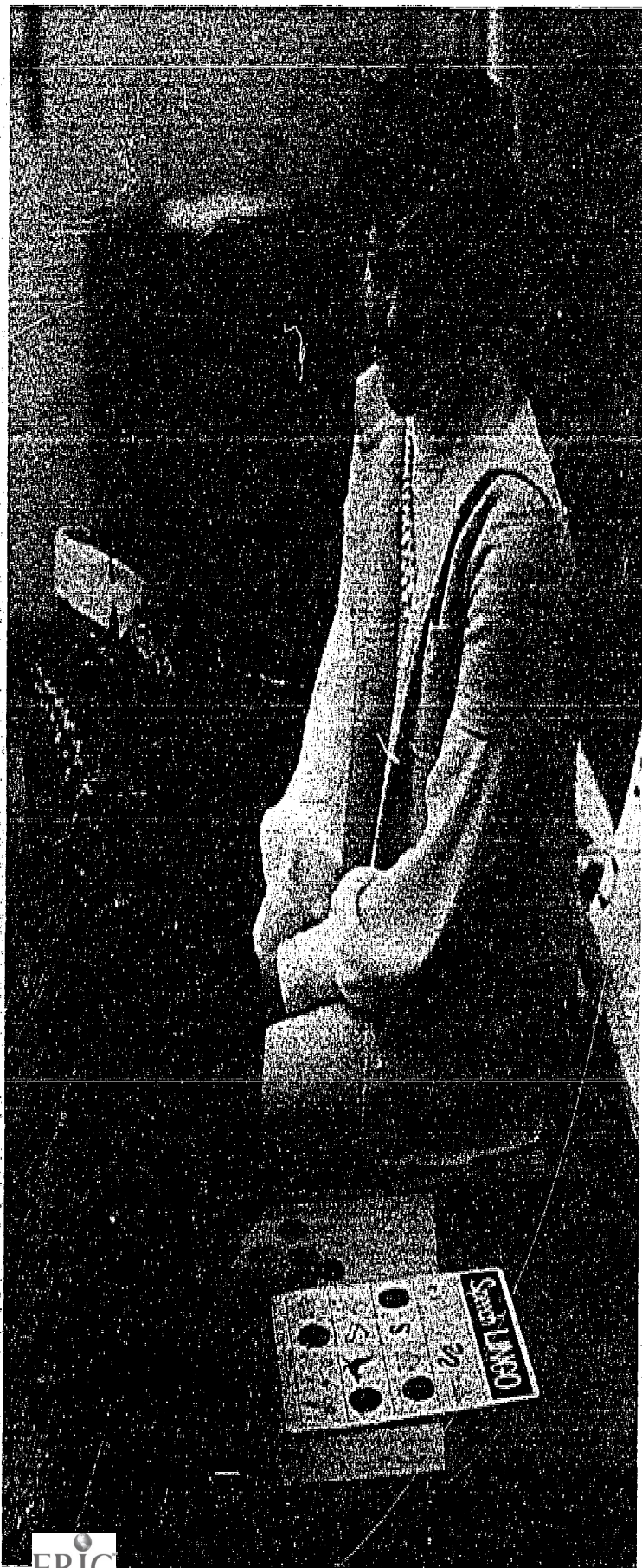


SPEECH/LANGUAGE IMPAIRED

Communication is one of the most important human attributes. Impairments in speech and/or language can cause numerous problems in the normal processes of growth and development. Children with speech and/or language disorders may encounter overwhelming obstacles to learning and may find it difficult to establish the relationships with other children which are essential to growing up to healthy, stable adulthood.

Services of the speech and language specialist in the schools include prevention, identification, description, evaluation, and remediation of all forms of communicative problems—articulation, language, voice, stuttering and impaired hearing. In helping communicatively handicapped children, the speech and language specialist cooperates with many other specialists including teachers, psychologists, medical doctors, social workers, rehabilitation counselors, and community workers.

The speech and language specialist is trained to work in a variety of employment settings. Services may be provided in self-contained classrooms or resource rooms. The specialist may serve one or more schools. Another important function of the speech and language specialist may be as a resource specialist to regular and special education teachers.



VISUALLY IMPAIRED

Without the ability to see, to recognize, and to interpret visual symbols, the learning process is slowed down because a primary avenue of perception is limited or missing. However, children who are visually impaired can develop socially and academically when specialized help is provided.

The educational goal for visually impaired children is to give them a better knowledge of the realities around them, helpful techniques and confidence to cope with the realities, and the feeling that they are recognized and accepted as individuals in their own right.

Teachers of visually impaired children may work with children in a variety of ways. Some of these children may need a self-contained classroom; however, most can remain in the regular classroom and receive services from an itinerant teacher or a special teacher in a resource room.

Teaching aids specially designed for the visually impaired are available. This equipment includes Braille typewriters, large type books, magnifying glasses and typewriters. A resource library provides Braille books for the visually impaired.

Employment opportunities for teachers of the visually impaired are available in the North Carolina public schools. Why not consider a career working with the visually impaired?





LEARNING DISABLED

Children who are learning disabled have been labeled many things, such as "slow learners," "retarded," "hyperactive," and "brain injured." But they are first of all CHILDREN — children who have specific learning problems and may have difficulty with any or all of the school subjects.

They may hear what others say but not be able to follow directions.

They may be unable to express themselves because they cannot put their ideas into sentences in the way one would expect for their ages.

With specially trained teachers, many of the needs of these children can be met, and they can return to the regular classroom, often with minimal supportive services.

Teachers of learning disabled children will work consistently with the least restrictive educational alternatives in fitting an educational setting to a learning disabled child's special educational needs. Settings will vary from the regular classroom, to the regular classroom with consultant help, to a limited resource setting or to the more intensive self-contained classroom for children with severe difficulties.

Whatever the setting, the teacher will have the responsibility for child placement, educational programming, and consultation with other professionals. Most important is the fact that the needs of these children can be met through an individualized special education program and by persons who are prepared to teach them.

If you are interested in pursuing a professional career in a new and exciting area for the North Carolina public schools, teaching the learning disabled may be the job for





EMOTIONALLY HANDICAPPED

Every classroom has children experiencing emotional difficulties. Emotionally handicapped children, however, are frequently overlooked because they withdraw from their surroundings or they are moved out of their classrooms because of inappropriate acting-out behaviors.

Emotionally handicapped children respond with many different behavior patterns which often appear inconsistent. They seem to respond in extremes, either too much or not at all. They are constantly in conflict with others or are upset over past or expected difficulty with others. These children need an environment sensitive to and understanding of the personal needs of children.

Teachers of the emotionally handicapped may serve as consultants to the regular classroom teacher and other school personnel who come in contact with the child, as a resource teacher who works with the child for a period of time each day and also consults with regular teachers and other school personnel, or as an itinerant teacher.

Imagine yourself structuring learning situations for children so that they will have better opportunities to become stable, responsible adults. You may want to consider a professional career in this challenging, exciting new area of education which has unlimited dimensions.

GIFTED AND TALENTED

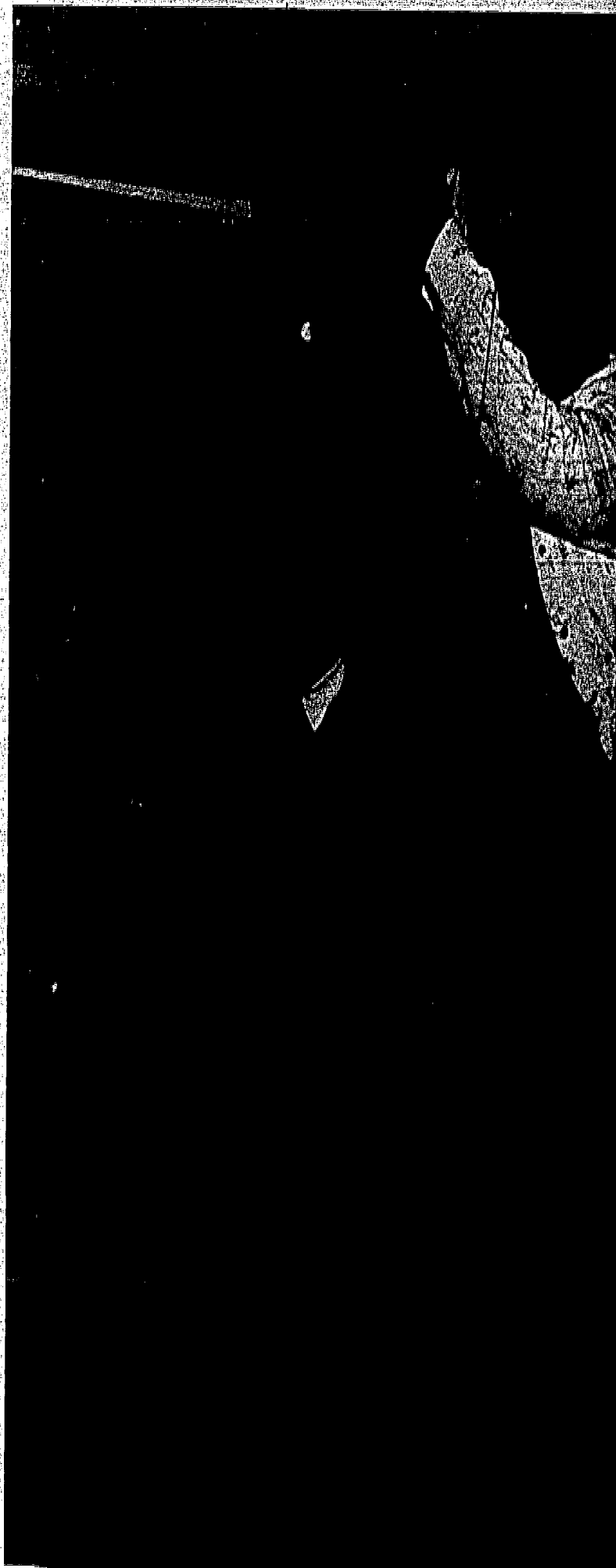
If you are interested in children who have superior potential in verbal skills, computational skills, social skills, physical development, decision making, planning, communication skills, and forecasting ability, then teaching the gifted and talented is the job for you. Opportunities for teachers interested in working with gifted students are great and richly rewarding.

The characteristic that distinguishes gifted and talented children is their superior ability to think in abstract terms and to conceptualize.

A differentiated curriculum is needed—one that is individualized and personalized, pupil-directed with teacher guidance, challenging and non-repetitious and one that will allow these children to develop to their maximum potential.

The gifted and talented need the opportunity to pursue individual interests through research and special projects, through indepth and enriching activities.

A teacher of gifted and talented children should have a good basic content background, a good self-concept, a good personality and a love for working with different types of children. Would you like to help? Why not teach the gifted and talented and help them become leaders in the areas in which they excel?





MENTALLY HANDICAPPED

If you are interested in serving children who require a special slower paced educational program, working with children who are mentally handicapped is your kind of job. Why not consider a career in this field and join the superior teachers who are already working in this area. You might prepare yourself for a teaching position in serving the mentally retarded directly and/or serving as a



resource or consultant to other teachers. Positions are available from the preschool through high school levels.

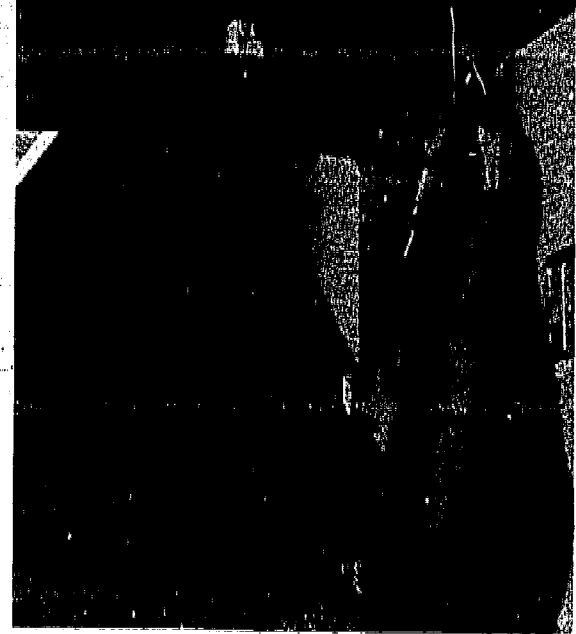
For a number of years, the public day schools have been developing programs for mentally handicapped children. The more mildly handicapped children have been referred to as "educable" mentally handicapped, while the more severely handicapped have been termed "trainable" mentally handicapped. (The term "custodial" mentally handicapped has been used to refer to the most severely handicapped, that is, those needing almost constant supervision, characteristically in a residential or other non-public day school setting.) A newer system of classification uses instead the terms "mild," "moderate," "severe," and "profound" in referring to the progressive degrees of severity of the mental retardation.



Unlike children who have a visible handicap, most children who are mildly or moderately handicapped are educable and cannot be singled out in a group. The greatest need of these children is a good sequential special education program and superior teachers that will help them develop their capabilities to the maximum. Sometimes they cannot keep up with their classmates in one or more learning areas, but they can achieve academically, physically, and socially when the teacher puts into effect a curriculum designed to meet their individual needs.

Even though they mature mentally and socially more slowly than normal children, with your help as a competent and understanding teacher, these children usually can become self-supporting, socially acceptable, and happy citizens in the community.





Pre-Vocational and Vocational Training

A good sequential special education program for the mentally handicapped includes pre-vocational training at all levels and vocational training in the senior high school program. Severely handicapped children receive vocational training in the community at a sheltered workshop. For the mildly mentally handicapped, the work-study program is a vital and important part of the educational program. Students spend a part of the day in the academic program and the remainder of the day developing vocational skills in the school and/or in the community. This program enables mildly mentally handicapped individuals to become citizens in society and better contributing members to the economy.

It is important that the mentally handicapped develop vocational skills for jobs in which they can succeed. Often these children have an aptitude for a specific vocational skill. Teachers are needed to provide vocational experience for these children, to find out their interest and capabilities, and to help these young adults develop their vocational skills to the fullest. For example, a boy may develop skills in cooking or a girl may become adept in working in a cafeteria or a supermarket. Sometimes mildly mentally handicapped individuals are behavior problems until a teacher guides them into vocational skills that bring them a feeling of accomplishment.

If you are interested in helping the mentally handicapped become self-sufficient individuals, there are job areas open to you as classroom teachers, work-study coordinators, and sheltered workshop personnel.

