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ABSTRACT

The document reports on six minigrant projects designed to promote cross training and dialogue among New York State professionals concerned with the education of handicapped individuals. Sections on each project contain a project abstract and/or project objectives, a description of project activities and a list of products developed during the project. The Vocational Education Administrator Training Materials Development project developed an inservice training module which uses simulation and role playing to orient vocational education administrators to the major issues in the delivery of services to disabled students. The Professional Fitness Among Special Needs Personnel--Burnout Prevention and Rehabilitation project led to the development of a preservice model to assist prospective educators who will be working with special needs students, to remain vibrant, enthusiastic, and proactive in their teaching. Two projects, titled "A Communication Model for Special Education and Counseling Programs" and "Interdisciplinary Collaboration at Cornell--Teacher Preparation in Home Economics and Agriculture," developed annotated bibliographies of materials and resources available for assisting college faculty in meeting their special education needs. Two additional projects, "Interdisciplinary Workshop--Educational and Health Professions" and "Mainstreaming--The Integration of Handicapped Individuals into Regular Education Settings," illustrated appropriate workshop formats to promote cross training of professionals involved in the education of individuals with handicapping conditions. (SB)

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U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF VOCATIONAL REHABILITATION

REPORT ON SELECTED
MINI-PROJECT OUTCOMES

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DISSEMINATION OF SELECTED MINI-PROJECT OUTCOMES

The Albany Capital Area School Development Association (CASDA) in conjunction with the New York State Education Department, Office of Occupational and Continuing Education and the Office of Vocational Rehabilitation conducted a conference and mini-grant program to promote cross-training and dialogue among professionals concerned with the education of individuals with handicapping conditions. The conference, held early in 1981, brought together over three hundred and fifty teachers, specialist educators, professors, state officials and agency representatives in education, special education, occupational and continuing education, vocational rehabilitation, guidance and administration.

The conference goals of interdisciplinary training and dialogue for the education of the handicapped were further continued by the award of five hundred dollar (\$500) mini-grants to twenty New York State Colleges and universities. In addition, the mini-grants promoted an interdepartmental approach to help meet the special education needs at each participating college and university.

Several of the mini-projects were selected for further dissemination to conferees, state colleges and universities and national organizations involved in the education of individuals with handicapping conditions. Included in this information resource are the outcomes of six mini-projects selected for further dissemination. Each selected mini-project is listed below by location, title and reason for selection.

I. Syracuse University

Title: "Vocational Education Administrator Training Materials Development"

Reason: This project developed an inservice training module which uses simulation and role playing to orient vocational education administrators to the major issues in the delivery of services to disabled students.

II. State University College at Buffalo

Title: "Professional Fitness Among Special Needs Personnel: Burn-out Prevention and Rehabilitation"

Reason: This mini-grant lead to the development of a preservice module to assist prospective educators who will be working with special needs students to remain vibrant, enthusiastic and pro-active in their teaching.

III. Combined outcomes from Manhattan College and Cornell University

A. Manhattan College

Title: "A Communication Model for Special Education and Counseling Programs"
and

B. Cornell University

Title: "Interdisciplinary Collaboration at Cornell: Teacher Preparation in Home Economics and Agriculture"

Reason: Both projects developed annotated bibliographies of materials and resources available for assisting college faculty in meeting their special education needs.

IV. Combined outcomes from New York University and Herbert A. Lehman College

A. New York University

Title: "Interdisciplinary Workshop: Educational and Health Professions"
and

B. Herbert A. Lehman College

Title: "Mainstreaming: The Integration of Handicapped Individuals into Regular Education Settings"

Reason: Both projects illustrate appropriate workshop formats to promote cross-training of professionals involved in the education of individuals with handicapping conditions.

This dissemination of mini-project outcomes is organized into four sections based on the four divisions noted above. Each section contains a project abstract and/or project objectives, a description of project activities and includes all products developed during the project.

The unique products of the mini-grant programs attest to the diversity of special education needs and to the various levels of college faculty awareness and program development for the education of handicapped individuals. We realize that your special education needs are also unique. We hope that this information on mini-project outcomes to promote cross-training and dialogue among professionals concerned with the education of handicapped individuals will enable you to better meet your special education needs.

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SECTION I /

PROJECT TITLE: Vocational Education Administrator Training Materials Development

LOCATION: Syracuse University
Special Education Administration Program
Huntington Hall, 499-C
805 So. Crouse Avenue
Syracuse, New York 13210

COORDINATOR: Daniel D. Sage, Ed. D.

VOCATIONAL EDUCATION ADMINISTRATOR TRAINING MATERIALS DEVELOPMENT

PROJECT ABSTRACT: The project was designed and executed to develop a training module for use with inservice training of vocational (occupational) education administrators, to orient them to major issues in the delivery of service to disabled (special education) students. The resulting module constitutes an extension of an existing special education administrative training simulator and can be used either with the original material or independently. Information on which the development was based was secured through contacts with a variety of personnel involved with special education services, occupational education services and vocational rehabilitation services throughout the state, with particular emphasis on the Syracuse region, and by investigation of literature of program development from other sources outside the state. Pilot utilization and evaluation of the materials is planned with similarly related groups and individuals.

PROJECT OBJECTIVES: Objectives of this project were to:

1. Identify the major issues confronting occupational education administrators in the appropriate programming for special needs populations.
2. Incorporate these issues into a training module for this audience, to be used in inservice workshops, and as a supplement to training for regular and special education administrators.
3. Pilot test these materials with the groups who assisted in providing suggestions for their development, and with other preservice and inservice groups, as available.
4. Disseminate the materials by offering them as a supplement to the previously existing training package, which is used by many institutions of higher education, state education departments and other training agencies throughout the nation.

PRODUCTS: A simulation module was developed, using the basic context of the New Special Education Administrative Training Simulator (NSEATS) authorized by the coordinator of this project and distributed by Syracuse University Press to, over fifty preparation programs throughout the nation. The NSEATS has been revised periodically since 1968 (latest in 1980) to reflect current issues in the leadership of special education programs. The Vocational Education Module can be used in conjunction with the rest of the NSEATS package, but since it can also stand alone will, for the major purposes of its development, be used as an approximately three-hour training activity.

The materials are based primarily on the issues underlying the New York State Education Department's Joint Policy Memoranda, promulgated by the Assistant Commissioners for the Offices of Occupational and Continuing Education, Education of Children with Handicapping Conditions, and Vocational Rehabilitation. An adapted version of those Memoranda, placed in the simulated state of Lafayette, provide the core of the conceptual base.

The items in the module consist of:

A press release which sets the scene and background data for the simulation.

Three Joint Policy Memoranda issued by the Lafayette Department of Education.

Seven "in-basket" communications received by the major role protagonist, the Director of Occupational Education in the Jackson County, Lafayette program serving ten suburban districts surrounding the City of Metropolis. These communications pose problems demanding resolution, and call for an individually generated response.

A group activity consisting of a simulated "Joint Policy Planning Group", for which nine different "role play guides" are included. An agenda for the initial organizational meeting of the Group provides the focus for this activity. Trainers using the material will need to have a general understanding of the principles of simulation and role playing in training groups.

A specimen set of all the materials is included in this resource, pages 4-38.

EVALUATION: Evaluation of this project will consist of dissemination of the current (included) draft of the material to those persons who provided advisory input to their development, soliciting their reactions and further suggestions for revision. In addition, the materials will be offered for use by interested parties in this pilot form, including the state SETRC network and to the national, Regional Resource Center network. In this offering, feedback as to its utility will be solicited. Final evaluation will await use over the next year or two.

Jackson County
**OCCUPATIONAL EDUCATION
PROGRAM**

FOR IMMEDIATE PRESS RELEASE

To: Dormit Daily Review
Metropolis Herald
Capital City Current

Final plans to expand the Occupational Education Program in Jackson County were announced last night at a special meeting of the County Board, before a capacity audience at the Eden Town Hall. Chairman of the Board, Godfrey Arthur, confirmed that discussions regarding the establishment of a third facility for the program, which had considered various sites in the Eden, Lewiston, and Dormit school districts, had culminated in the selection of a land parcel currently zoned agricultural near the adjacent corners of those districts. Arthur reiterated points which had been brought out at previous meetings of the Board, citing

1. the success and growth of the programs in the two previously established sites, the Lyndon Occupational Education Center, serving the northwest section of the county and the Lowell Center, serving the southeast section.
2. growth in the suburban areas of the southwestern sections of the county, including the Schuyler school district, which has established a population base equivalent to that in the earlier developed regions.
3. the recently completed needs assessment conducted

in the six high schools within the Eden, Dormit, Lewiston, and Schuyler districts which indicated rapidly increasing interest in the curricula offered at the other Centers.

4. the infeasibility of transporting large numbers of students from these districts to either the Lyndon or Lowell Centers.

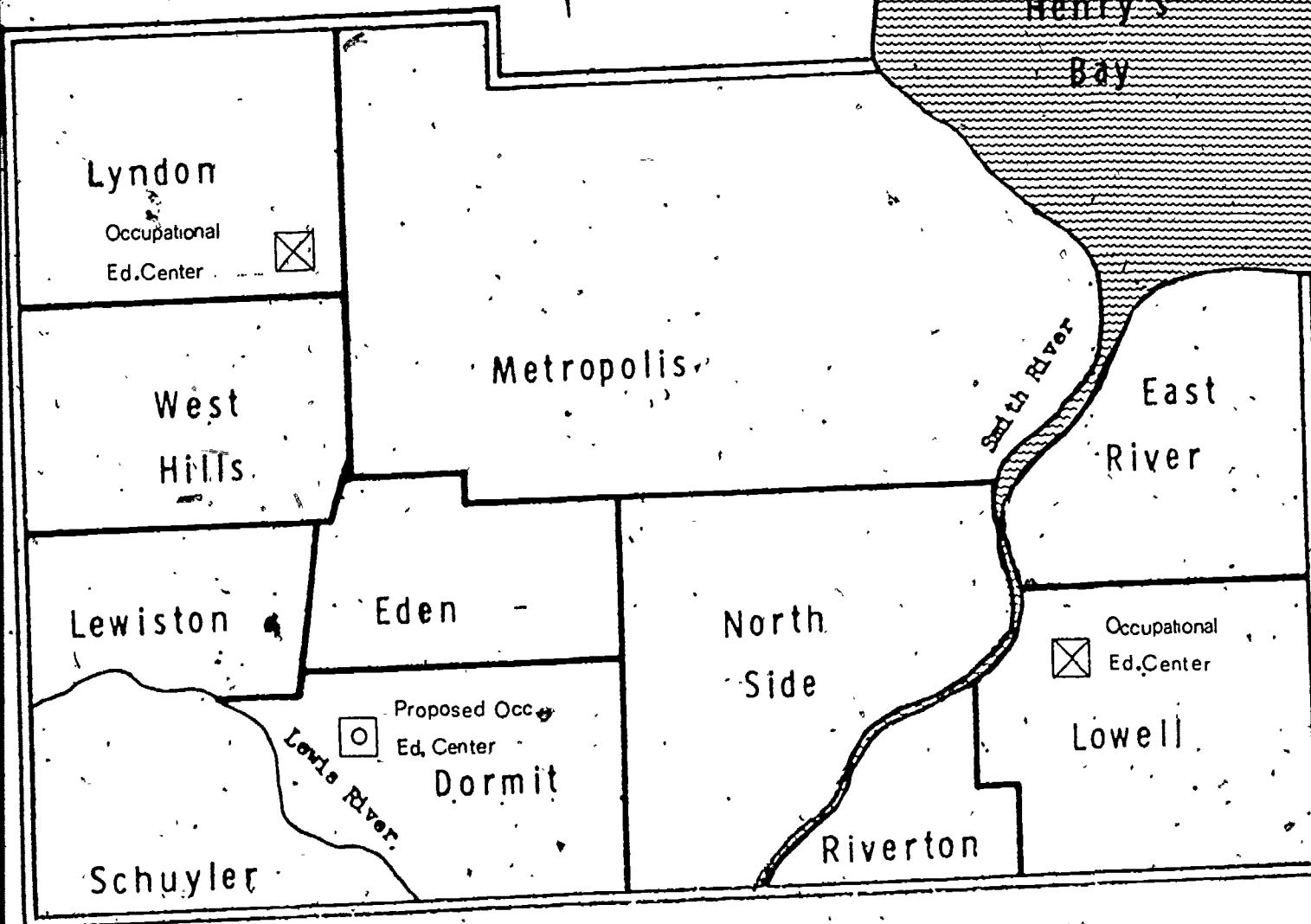
5. the disadvantages of Metropolis Voc-Tech High School for students in the southwest suburbs.

Arthur reminded the assembled audience of the skepticism expressed by citizens and school administrators of the Dormit district only ten years ago, when the Jackson County Occupational Education Board was created through special provisions of the Lafayette Department of Education, and the original Centers at Lyndon and Lowell were established. Insisting that he did not wish to ridicule the short-sightedness of former skeptics, or flaunt the success of the County Program's first decade, Arthur ventured the judgment that attitudinal factors, more than population considerations had stifled the development of Occupational Educational opportunities for students in the four "southwest corner" districts. (see map)

Jerry Small, Director of the Jackson County Occupational Education Program, elaborated on the needs assessment and explained that there had been demographic factors enhancing the demand for programs in both Lyndon and Lowell. He also explained that a small number of students from Eden and

School District Map
Jackson County, Lafayette
scale

3 miles



Lewiston had been enrolled in the Lyndon Center for the past two years, in spite of the long commute. The concept of Occupational Education, as presented in the Jackson County program design calls for students to attend their regular high school program half-days and an Occ-Ed Center for the other half-day. This design maximizes opportunity for participation in the regular activities of the home school and community, as well as the academic program of the regular high school, while achieving the unique benefits of the Occ-Ed Center. It also introduces a transport distance factor which cannot be ignored.

The program design for the County Occupational Education Centers, which serve the suburban school districts (and exclude the City of Metropolis) marks a major distinction from the programmatic model provided for students in the City. Metropolis has since the 1930's maintained its Vocational-Technical High School. While the curriculum has varied significantly over the years, Voc-Tech High provides a full day program for those students (from anywhere within the City) who elect to apply for, and are accepted for attendance there.

Garrett Longhead, Director of the Vocational-Technical Education Department, Metropolis City Schools, commented that although students from the near suburban districts had from time to time been accepted on a full tuition basis at Voc-Tech, and that while the offerings which have served admirably for City students could also be satisfactory for those students

who are sent by neighboring districts, he supported the development and expansion of the County program in every respect. He indicated that the half-day model of the Jackson County Occ-Ed Program, with its potential for a reasonable commute, probably best suited the needs of the suburban residents.

Both Small and Longhead pointed out that quickened interest in the Occ-Ed Centers was undoubtedly in part due to federal regulations emanating from the Vocational Educational Amendments of 1976 (Public Law 94-482). Provisions of this act emphasize not only that certain portions of federal vocational education funds be earmarked for disadvantaged and handicapped students, but that such students receive their training to the greatest extent possible in the company of regular students. This "mainstreaming" concept was also cited as an issue by E. L. Forney, Assistant Superintendent for the Dormit School District, who pointed out that in addition to the federal Vocational education amendments, two other federal provisions also placed considerable emphasis on accessibility to vocational programs for students with a variety of special needs. The Education for All Handicapped Children Act (P.L. 94-142) and the Rehabilitation Act of 1973 (Section 504 of P.L. 93-112) connect the continued receipt of federal funds to the availability of appropriate educational programs in the least restrictive environment. "This includes vocational education," Forney added.

Additional recognition of the important interrelationships between the various federal programs and policy provisions was cited by Marion Short, of the Metropolis Area Office of Vocational Rehabilitation. Short commented that as an outgrowth of interagency discussions at the state level, a joint policy memorandum was being prepared by the Directors of the four relevant Bureaus of the Lafayette State Education Department, and is expected to be transmitted to all local school systems and related agencies in the very near future.

STATE OF LAFAYETTE
EDUCATION DEPARTMENT
Capitol City, Lafayette

TO: Chief School Officers: Case Conference Committee (CCC) Chairpersons; Directors of Special Education; Directors of Occupational Education; Vocational Rehabilitation Area Supervisors and Counselors; Directors of Pupil Personnel Services; School Board Presidents; Guidance Counselors; Commissioner's Advisory Panels in Vocational Rehabilitation, Occupational Education, and Education of Handicapped Children.

FROM: Director, Bureau for Handicapped Children, John Gilbert; Director, Bureau of Occupational Education, Stan O. Bonard; Director, Office of Vocational Rehabilitation, James Fineberg; and, Director, Bureau of Pupil Personnel Services, Edna S. Romano.

SUBJECT: Joint Policy Memorandum #1: CCC role in facilitating Special Education and Vocational Program Delivery.

The State of Lafayette Education Department's goal that all children have the opportunity to develop competencies to obtain continuing employment applies as well to all handicapped children. This requires the firm commitment of state, regional, special education, vocational rehabilitation and pupil personnel services.

This memo, the first in a series of joint policy memoranda for distribution to the field, presents recommended actions for improving coordination of occupational education, special education, vocational rehabilitation and pupil personnel services through systematic communication with local district Case Conference Committee (CCC).

1. Establishing Procedures for Sharing Information

The CCC must become informed of the variety of occupational education and vocational rehabilitation programs and services in its area. Similarly occupational educators, school social workers, school guidance and vocational rehabilitation workers must be informed of the special education resources available. Procedures should be established so that these groups of professional educators, school social workers, school guidance, and vocational rehabilitation counselors and members of the CCC become aware of service alternatives available to them. Such procedures should ensure that

personnel from the various agencies are knowledgeable of each agency, its services, client eligibility, funding and placement policies and procedures.

2. Systematic and Frequent Communications Should be Established

If the CCC is initiating planning for these services, then it must ensure that occupational education, pupil personnel services, and vocational rehabilitation personnel are notified at the planning stage. If the CCC is initiating such planning then referral procedures must be available to referring agencies. A systematic procedure should be established to ensure the effective implementation and ongoing evaluation of programs and services.

The CCC may need to identify an individual from each of the three program areas as a contact person. The contact persons would be responsible for obtaining needed information from within their respective agency programs. The Individualized Education Program (IEP) and the Individualized Written Rehabilitation Plan (IWRP) should be included in any systematic communication between the CCC and Vocational Rehabilitation agency personnel.

3. Comprehensive and Cooperative Assessments Should be Conducted

A comprehensive and cooperative assessment of students' vocational strengths, needs, and interests must be an important part of the information a CCC gathers to make decisions before handicapped children enter occupational education or vocational education programs. Committee recommendations for occupational education placement and/or vocational rehabilitation services should be based on information gathered from a variety of personnel knowledgeable about the students, including parents and, when appropriate, the student. The CCC should have access to special educators, pupil services personnel and/or vocational rehabilitation counselors who took part in or are knowledgeable about the student's assessment.

As a result of a comprehensive and cooperative assessment, the CCC should consider the following:

- a) the desirable occupational education program, location, and relationship to future employment field and/or vocational rehabilitation services.

- b) the role and relationships of the special educator; occupational educator, guidance counselor, school social worker, and vocational rehabilitation counselor in providing the recommended program.
- c). the changes in work schedules of necessary professional and paraprofessional workers required to facilitate inter/intra agency communication and programming.
- d) the extent to which the student will be able to participate in regular occupational programs.
- e) any specific educational services, pre-vocational, and/or support services that must be provided in order to support the student in the recommended program.
- f) the projected dates of initiation and anticipated duration of such services and appropriate timelines for program review.
- g) any training and supervisory needs that special education, occupational education, pupil personnel services, or vocational rehabilitation personnel may need in order to successfully carry out the CCC recommendations.

4. Earlier and Ongoing Involvement in Program Planning Should be Established

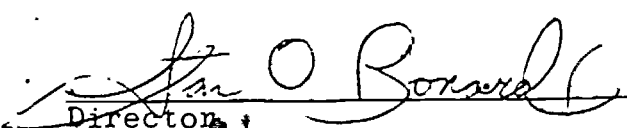
Occupational educators, vocational rehabilitation counselors and pupil personnel service staff members should become involved at the earliest possible time in planning educational programs for handicapped children. Procedures should be established so that occupational education staff members, vocational rehabilitation counselors, guidance counselors, and school social workers are included in CCC deliberations and decisions when such services are being considered or explored. It is recommended that these personnel consider procedures to become involved in the planning process prior to the development of final recommendations.

The procedures recommended address areas of concern and require careful attention. You should decide specific steps you can make to implement these recommendations by cooperative planning among the appropriate individuals in your area.


We believe it is essential that action be taken. Together we have found that we cannot continue to allow programs for handicapped children to be planned and implemented in isolation. We also recognize that the real impact on children will come as a result of your leadership and involvement at the local level. Therefore, we are looking forward to working together and supporting your successful efforts to implement these important recommendations.



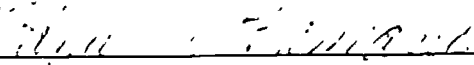
Director
Bureau of Handicapped Children



Director
Bureau of Occupational Education



Director
Office of Vocational Rehabilitation



Director
Bureau of Pupil Personnel Services

STATE OF LAFAYETTE
EDUCATION DEPARTMENT
Capitol City, Lafayette

TO: Chief School Officers: Case Conference Committee (CCC) Chairpersons; Directors of Special Education; Directors of Occupational Education; Vocational Rehabilitation Area Supervisors and Counselors; Directors of Pupil Personnel Services; School Board Presidents; Guidance Counselors; Commissioner's Advisory Panels in Vocational Rehabilitation, Occupational Education, and Education of Handicapped Children.

FROM: Director, Bureau for Handicapped Children, John Gilbert; Director, Bureau of Occupational Education, Stan O. Bonard; Director, Office of Vocational Rehabilitation, James Fineberg; and, Director, Bureau of Pupil Personnel Services, Edna S. Romano.

SUBJECT: Joint Policy Memorandum #2. Linking Services for the Handicapped through Cooperative IEP Development and Implementation.

This memorandum is the second in a series intended to address those issues concerning the improved coordination of services among personnel from occupational education, special education, vocational rehabilitation, and pupil personnel services. One recognized issue is the need for coordination of efforts among local personnel involved in the preparation and execution of Individualized Education Programs (IEPs) for handicapped students.

Scope of the Problem:

P.L. 94-142 and the State Regulations of Lafayette mandate the development of Individualized Education Programs (IEP) for students receiving special education and related services. The IEP is a written statement of the educational program which describes the special education and related services to be provided and is based on relevant documented information. Students requiring special education assistance in order to succeed in an occupational or vocational program must have a vocational component as part of their IEP.

At present, students receiving special education and related services have an IEP in place which is initiated by the Case Conference Committee (CCC) and completed at a planning conference by the special education teacher in

conjunction with the student's parents and other personnel providing related services.

Those students currently enrolled in occupational and vocational education programs, who are unable to achieve without special education or related services, must have a written IEP. However, personnel responsible for providing these programs are, in many cases, not included in the IEP development.

The Vocational Rehabilitation Act of 1973, emphasizes the joint development of an Individualized Written Rehabilitation Plan (IWRP) for all vocational rehabilitation clients. The IWRP is a written statement which places primary emphasis on the determination and achievement of a vocational goal and is primarily the responsibility of the vocational rehabilitation counselor. Both the IEP and IWRP are similar in purpose and approach. However, it has been found that in many cases they are written independently of each other.

The IEP Developmental Process:

As a result of the recommendations of the CCC, a student who desires and is eligible for special vocational education programs and services, must have an IEP completed in a planning conference, which addresses the specific needs of the student. The IEP should:

- describe the current levels of vocational education performance, including strengths, needs and interests
- outline the annual vocational education goals, including short-term instructional goals
- describe the special vocational education services and instructional services to be provided and the extent of participation in regular vocational education programs
- specify the date for initiation, and the anticipated duration of such services
- describe the evaluation procedures and standards for achievement for determining whether the instructional objectives are being achieved.

It can be anticipated that much of the content of the IEP has been outlined by the CCC during Phase I of its development. Typically, the CCC will have determined the current levels of performance, the recommended placement and the schedule for annual review.

Phase II of the IEP is to be completed within 30 school days of the child's entrance into the program in a planning

conference which, by regulation of the Commissioner of Education, must include the following individuals:

- the student's teacher
- the student, when appropriate
- the parent or legal guardian
- a representative of the school district, other than the student's teacher, who is qualified to provide or supervise the provision of special education
- a member of the evaluation team or person who is knowledgeable about the evaluation procedures used with the student, if the handicapped student is being evaluated for the first time
- other individuals at the discretion of the parent or school

The outcome of the initial work of the CCC and the IEP planning conference is a written IEP which includes attention to the student's vocational education program.

Procedural Guidelines:

1. Preparation for the Planning Conference:

Those assigned to schedule and administer the IEP planning conference should ensure that individuals responsible for providing the prescribed special vocational education programs and services are invited to attend the conference and contribute to the completion of the IEP.

A critical part of the IEP process is the comprehensive assessment of a student's strengths and needs conducted by the CCC. The purpose of the assessment is two-fold:

- to develop a specialized program based on the student's present and future needs
- to provide local decision makers with the information necessary to select a specific occupational or vocational program.

Since it is through the CCC's initiation of the IEP process that a student is determined to be in need of occupational and/or vocational rehabilitation services, the existing data which led to the determination should be shared with appropriate personnel. Procedures should be established which will ensure the flow of relevant information from the CCC to those individuals involved in the IEP planning conference. This exchange of information should provide continuity and efficiency in IEP and IWRP preparations.

In developing these procedures, consideration should be given to the users of the data, types of information necessary for decision making, individuals responsible for its collection and maintenance, and timeliness of the data. Plans to secure the assessment should be developed which outline:

- the type(s) of additional assessments necessary for pinpointing instructional goals and objectives. This may include observations of the student's behavior in the occupational or vocational program, interviews conducted by the guidance counselor to determine the student's interests and potential career goals, or evaluations in exploratory shops that provide hands-on activities
- person(s) responsible for conducting the assessments (i.e., vocational teacher, evaluator, or specialist)
- timelines for completion
- tentative goals and objectives to be discussed at the planning conference.

2. IEP Planning Conference:

The IEP planning conference is conducted to allow those persons most involved in the student's education to define the specific goals, objectives and activities of the program.

While the participants required by law must be included in the meeting, local policy can expand upon these requirements to ensure that occupational and vocational education are represented when appropriate. Possible representatives could include the vocational education supervisor, evaluator, teacher, guidance counselor, or the vocational rehabilitation counselor responsible for a student's IWRP.

3. IEP Implementation:


To ensure continuity in the implementation of the student's educational program, appropriate channels of communication and effective administrative procedures are necessary to provide for continuous planning among special educators, occupational educators, vocational rehabilitation counselors, guidance counselors, parents, and students. Local decision makers may choose to select liaison persons to facilitate the coordination among the service providers during the implementation stage. Those individuals could be responsible for periodic meetings with parents to inform them of their child's progress.

4. Annual Review

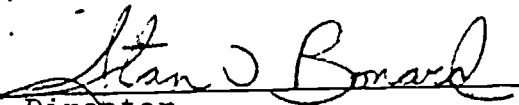
State law requires a review of each student's educational

program which must be conducted annually. The annual review is the mechanism for updating the program and placement to meet the student's needs. It is through the annual review that student needs are identified which may require the involvement of personnel from other agencies. For example, it may be beneficial to include a vocational rehabilitation counselor in the review process. This interaction can provide continuity in the student's programming and will allow for a smooth transition from school to a vocational rehabilitation agency.


Given the importance of appropriate educational programs which lead toward the student's successful entry into employment, consideration of these suggestions is requested. We recognize that it is through your local efforts in clarifying the roles, responsibilities, and points of entry for personnel involved in the preparation and execution of the IEP, that our students will become better prepared for meaningful employment. Cooperative planning among special educators, occupational educators, vocational rehabilitation counselors, and pupil personnel service staff members is the key to appropriate educational programs. We will continue to support your efforts as we begin to develop and expand our joint delivery of services.



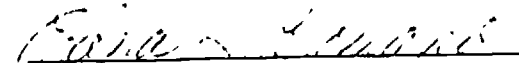
Director
Bureau of Handicapped Children



Director
Bureau of Occupational Education



Director
Office of Vocational Rehabilitation



Director
Bureau of Pupil Personnel Services

Raymond Jamison
Commissioner of Education

STATE OF LAFAYETTE
EDUCATION DEPARTMENT
Capitol City, Lafayette

TO: Chief School Officers; Case Conference Committee (CCC) Chairpersons; Directors of Special Education; Directors of Occupational Education; Vocational Rehabilitation Area Supervisors and Counselors; Directors of Pupil Personnel Services; School Board Presidents; Guidance Counselors; Commissioner's Advisory Panels in Vocational Rehabilitation, Occupational Education, and Education of Handicapped Children.

FROM: Director, Bureau for Handicapped Children, John Gilbert; Director, Bureau of Occupational Education, Stan O. Bonard; Director, Office of Vocational Rehabilitation, James Fineberg; and, Director, Bureau of Pupil Personnel Services, Edna S. Romano.

SUBJECT: Joint Policy Memorandum #3: Solicitation of additional concerns regarding factors inhibiting occupational education and/or vocational service delivery to the handicapped.

As an outgrowth of issues identified and discussed in the two previous memoranda issued by these offices, it has become apparent that there may be opinions and observations from the field that would have bearing on future planning and implementation.

In an effort to more comprehensively and systematically address those factors which inhibit the occupational education and/or vocational service delivery to the handicapped, we are requesting recipients of this memorandum to specify and describe those factors and situations which in their perspective, constitute significant hindrances to service delivery.

Respondents should exclude those hindrances which can reasonably be addressed through the development of procedures suggested in memoranda # 1 and #2.

We realize this is a broad, open ended invitation. Please rely on your good judgment for interpreting the nature of our request. Also, focus on a description of the hindrances rather than at speculating about the causes of such difficulties.

For purposes of providing a minimum of structure for your responses, you may wish to describe specific hindrances

within the following inhibiting factor areas:

1. Technological constraints. Those situations in which knowledge does not yet exist to permit successful intervention with a given type of problem (e.g., a disabling condition).
2. Attitudinal constraints. Where the feelings and/or values of significant persons (staff or power structure) inhibit using the technological capacity that is available.
3. Jurisdictional constraints. Those situations in which "turf" causes students to "fall between the cracks" or to be ineffectively served by conflicting agencies.
4. Administrative constraints. Those situations in which established policies and/or practices preclude full utilization of existing capacity.
5. Political constraints. Those situations in which a legal or regulatory change which would be desirable is inhibited by political pressures.
6. Architectural constraints. Where the programmatic needs of certain individuals call for facilities with architectural characteristics which are different from those routinely provided.
7. Economic constraints. Where the needs of certain individuals call for resources having a greater cost than are routinely considered justifiable, or within standard support formulae.
8. Personnel constraints. Where the needs for service call for qualified personnel who are not readily available, due to level of specialization required.
9. Logistical constraints. Those situations in which the distribution of population need and service supply are difficult to match, due to low incidence or rapid change in either demand or supply.
10. Motivational constraints. Those situations in which the needs of the student are not recognized by the student himself or the parent and the failure to take advantage of existing opportunity can be attributed to forces beyond the service system and environment.

Although time constraints will prevent a fully developed presentation of your views, your perceptions of the issues should, nevertheless, highlight significant concerns for our consideration.

Procedures for Processing Identified Concerns


The State Advisory Panel on Education for Handicapped Children as well as those Advisory Panels for Vocational Rehabilitation and Occupational Education will be informed of your responses and will discuss your concerns. Reactions, conclusions, and recommendations of these bodies will be communicated by the Executive Staff to the State Board of Education.

Should you wish to attend the appropriate State Advisory Panel to further represent your view, please contact the relevant Bureau Director.

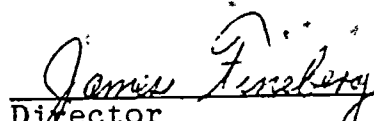
Thank you for your attention and solicited response to this request.




Director
Bureau of Handicapped Children



Director
Bureau of Occupational Education



Director
Office of Vocational Rehabilitation



Director
Bureau of Pupil Personnel Services

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DORMIT, CENTRAL SCHOOL DISTRICT
P.O. BOX 2000
DORMIT, LAFAYETTE

SUPT. OF SCHOOLS
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DR. ERNEST FORNEY
ASST. SUPT., BUSINESS
MR. HARRY MARSHALL

Jerry Small, Director
Jackson County Occ-Ed Program
Metropolis, Lafayette

Dear Mr. Small:

Now that the opening of your new "Southwest" Occ-Ed Center is nearing reality, I want to assure you that the Board and staff of Dormit School District are becoming increasingly committed to fostering and utilizing the opportunities it should provide, not only for the regular track vocationally-oriented student, but for our special education population as well. While Pat Smith, our Director of Secondary Curriculum will continue to work with you on the general program, I want to open up one area of concern regarding the handicapped students we expect to be sending to the new Center next year.

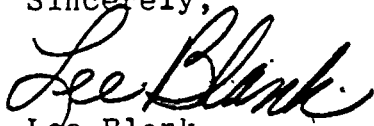
Our District Case Conference Committee (CCC) has been reviewing and rewriting the IEP for each student who may be appropriately assigned to an Occ-Ed program. They have been guided in this planning by information available regarding offerings at the previously existing Lyndon and Lowell Center, and the information from your office regarding projected offerings at the new Center. Some members of the CCC have indicated knowledge of reports from the staff of other systems that students attending Lowell and Lyndon during the past two years experienced great obstacles to implementation of well developed IEPs. In other words, there are doubts about the point of doing all this work on the IEP if it isn't going to be taken seriously by the staff of the Occ-Ed Program.

Some suggest that they should wait until the instructional staff at the Center is on board and program offerings are established, and then involve those persons and data in the IEP development. Others argue that since the purpose of the IEP is to prescribe what is to be made available (including the vocational areas) we must go ahead and write the Program regardless of our level of confidence that it will be implemented. I'm not committed to either point of view and am willing to support whatever procedure we can all (including you) agree on as most feasible.

Perhaps we need to get together and establish policy, as this issue undoubtedly affects all the other District CCCs as well.

I solicit your counsel on this.

Sincerely,



Lee Blank
Director of Special Education

LB/cr

Office of Vocational Rehabilitation

Metropolis Area Office

MEMORANDUM

To: Metropolis and Jackson County Area Program
Directors; Occupational Education, Special
Education, Pupil Personnel Services

From: Marion Short, Program Manager
Offices of Vocational Rehabilitation

Date:

I want to express my sense of optimism about the cooperative efforts being advanced in our region for more appropriate vocationally oriented services for special needs populations. The forthcoming opening of another new Center for Occupational Education promises to enrich the resource offerings in the County. Perhaps these developments will help to reduce a problem which looms perennially from where I sit.

Transition from public school administered services (both Vocational/Occupational and Special Education) to OVR has never been well articulated. Furthermore, the nature of what happens in such transition varies widely from one local system to another. Where we have been able to assign an OCR counselor to primary duty at an Occ Ed Center the situation has been helped, but we still have the problem of referral to OVR coming either too early or too late for us to maximize our capacity. Also we have the problem of adequate and consistent assessment of potential for kids who are in between multiple agencies. It seems that we either obtain not enough information or have redundancies with data of marginal utility.

I am looking for suggestions as to how we might better articulate. Although each of us has certain bureaucratic constraints on what we can do, I am convinced that we would, with some creative assertiveness, do it better.

EDEN CENTRAL SCHOOL DISTRICT

Post Office Box 1234

Eden, Lafayette

Jerry Small, Director
Jackson County Occ-Ed Program
Metropolis, Lafayette

Dear Mr. Small:

As you may know, I have been trying to head up a regional chapter of the APGA and have therefore had a lot of contact with Guidance Counselors as well as other PPS directors. Come to think of it there's no reason why you should know that -- it's no big deal -- but it perhaps will explain my point of reference for the following:

I have heard a lot of concern expressed by the more "with it" members of our group about the lack of readily accessible information regarding service options available in the Greater Metropolis area for kids whose needs are other than for college brochures. A major "knowledge gap" is regarding vocationally oriented training programs. Another is services for the handicapped. Put these two together and there is probably a lot our people should know and don't.

I am therefore exercising the initiative in contacting a number of key program directors such as yourself to solicit your reactions and suggestions on some points which have come to mind, such as:

- a) Has your contact with pupil personnel and guidance workers found them to be well informed regarding offerings of your program?
- b) Have you engaged in formal or informal attempts to help such workers to be better informed?
- c) Do you think it would be worth while to engage in such efforts?
- d) What suggestions could you offer regarding mechanisms for information exchange (among any relevant professionals) which might facilitate the guidance function for kids who are non-college bound?

I think it is commendable that members of the group are acknowledging this need in a self critical manner and have sought out means to improve the situation. Your thoughtful attention to the questions posed will be highly valued and gratefully received.

Yours truly,

Pat White

Pat White, Director
Pupil Personnel Services

PW/gr

Jackson County
OCCUPATIONAL EDUCATION
PROGRAM

INTER-OFFICE MEMORANDUM

TO: Jay Jones, Principal
Lowell Occ-Ed Center

DATE:

FROM: S. R. Owens

As the senior instructor and president of the Lowell Occ-Ed Instructor's Association I have been delegated to let you (and the Central Administration) know of our point of view. We endorse the general policy that all kids, including special education ones, should be provided with appropriate occupation education. Furthermore, we accept the idea that as far as possible the training should be with regular kids, and not segregated.

However, we have concerns about the size of classes with special education students involved, the severity of the handicaps of such students, and the outcomes expected.

Therefore, we propose that a study should be done to determine just what conditions should prevail when significant numbers of handicapped are enrolled in Occ-Ed programs, that instructors should have equal voice with administrators in conducting such a study, and that a policy position should be developed regarding the feasibility of conducting training programs for severely handicapped youth.

We would appreciate your support of this proposal when it is considered by Jerry Small and the Central Administration.

CC: Jerry Small, Director
Jackson County Occ-Ed Program

Office of Vocational Rehabilitation

Metropolis Area Office

MEMORANDUM

To: Jerry Small, Director
Jackson County Occ-Ed Program

Date:

From: Dana Brown
Supervisor of Counseling Services
Metropolis Area OVR

As we look at the future extension of OVR counselor service into the new "Southwest" Center, I want to appraise you of an unresolved short-coming in the ongoing program at the older centers. The counselors assigned to both the Lyndon and the Lowell centers have been expressing their concern about the lack of articulation between the IEP as developed by the school system's Case Conference Committee and the IWRP which we must develop as soon as OVR gets involved with the client.

An underlying problem, I suppose, is the inadequacy of information exchange between the multiple agencies which may have relevant data for individual student/client planning. As we work at deciding on a rehabilitation plan, we often find ourselves missing information which probably exists, if we could only access it. We may have the IEP, with whatever is on it, but frequently the data on which it was based, particularly if a medical or other non-school agency was involved, is buried in someone's secret file. The privacy regulations are often cited as the rationale for keeping things close to the chest, but I think some staff members overdo their role as security agents. Costly duplication of effort and precious time lost is the result.

I hope you can give consideration to this problem as you expand your program:

CC: Maria Short, Program Manager
Metropolis Area OVR

STATE OF LAFAYETTE
EDUCATION DEPARTMENT
Capitol City, Lafayette

Raymond Jamison
Commissioner of Education

MEMORANDUM

TO: Occupational Education Program Directors

FROM: Stan O. Bonard, Director
Bureau of Occupational Education

In the months that have passed since the issuance of the Joint Policy Memoranda (#1 and #2) regarding Special Education and Occupational program delivery, and in the short weeks since Memoranda #3, we have noted a high level of interest and a vigorous response to the questions posed. I want to commend you for your participation, along with that of your colleagues in the other service branches. We in the Education Department believe that the response from the field verifies the relevance of the issues raised and the validity of our Joint Policy Memorandum mechanism.

This prompts me to suggest an extension of that mechanism. One of the most consistent suggestions from the field was for the establishment, formally or informally, of Joint Policy Planning Groups at the county or other geographically reasonable level. We would see the purpose or mission of such Groups to develop policy statements and procedure guides to improve services through enhanced interagency participation. Since the target recipients are special needs populations, and the services in question are related to occupational/vocational goals, the membership of such Planning Groups should include all relevant agencies. It seems clear that one of our problems has been the lack of sufficient multiple agency input to program planning activities.

This memorandum is directed to Occupational Education administrators, on the rationale that your role is the most logical one to initiate and convene such Joint Policy Planning Groups. We recognize, of course, that in any particular locality the leadership of such Groups might be assumed by persons from special education, pupil personnel services, or vocational rehabilitation. However, it is my opinion that the purposes will be most enhanced if occupational education personnel at least make the initiatory moves.

I would appreciate being informed as you proceed to form such Planning Groups, so that my office can serve in an information disseminating capacity.

Jackson County
**OCCUPATIONAL EDUCATION
PROGRAM**

INTER-OFFICE MEMORANDUM

TO: Jerry Small, Director
Occ-Ed Program

DATE:

FROM: Dale Johnson, Principal
Lyndon Occ-Ed Center

I realize you have heard this complaint, before, from me as well as from others, no doubt, but for the record I want you to know that I am catching increasing hell from some of my instructors (and justifiably so) over some of the kids with special problems being enrolled in certain Occ-Ed courses. Don't misunderstand. We are not renegeing on our agreement to attempt placement of handicapped in appropriate courses. But recall -- our condition from the beginning was that we be provided with a reasonable evaluation of the kids' vocational potential. My instructors (at least some of them) have accepted the idea that they will have to modify their teaching. But they don't buy having to experiment to find something that the kid can do. Someone else should do that first. But who? And where? The information we get from the sending schools is next to worthless. The psychologist's data and the reports from guidance counselors are focused on academic levels and don't translate to occupational strengths or interests. The social histories are helpful in some cases, but don't tell much about what will happen in a Building Trades class.

We need to get some policies and procedures on this, right!

SIMULATION EXERCISE

Joint Policy Planning Group
Jackson County, Lafayette

Acting upon the suggestion of the State Director of Occupational Education, as an outgrowth of a series of Joint Policy Memoranda promulgated from various relevant Bureaus of the Lafayette Education Department, an initial meeting of a Joint Policy Planning Group has been convened. The members present include:

Jerry Small, Director, Jackson County Occ Ed Program,
(Group Chairman, pro tem)

Lee Blank, Director of Special Education, Dormit Central
Schools

Terry Green, Chief Guidance Counselor, Schuyler High
School

Chris Schwartz, Secondary Curriculum Coordinator,
Lewiston Schools

Dale Johnson, Principal, Lyndon Occ Ed Center, Jackson
County Occ Ed Program

Marion Short, Program Manager, Metropolis Area Office
of Vocational Rehabilitation

Dana Brown, Supervisor of Counseling Services, Metropolis
Area Office of Vocational Rehabilitation

Pat White, Director of Pupil Personnel Services, Eden
Central Schools

Garrett Longhead, Director of Vocational-Technical
Education, Metropolis City Schools (ex officio)

This membership has been selected to include the major professional roles relevant to the issues to be considered, and includes one member from each of the school districts

who will be sending students to the newly opened "Southeast Center" in the coming year. Two members of the administration of the County Occ Ed Program, as well as two members of the Area OVR staff are included. The agenda for this initial meeting is attached.

Agenda

JOINT POLICY PLANNING GROUP Initial Organizational Meeting Jerry Small, Chairman pro tem

1. Discussion of Group purpose and goals.

Do we know what we want to do, and why?

How do we understand our proposed mission: To develop policy statements and procedure guides to improve services through enhanced interagency participation.

2. Identification of major issues.

Which are priority concerns?

Assessment of vocational status

Interagency information exchange

IEP/IWRP development

IEP implementation

Program Access

Multi-agency planning input

School to OVR transition

3. Determination of operational procedure.

How do we start?

How far can we go?

4. Selection of permanent Chair.

ROLE PLAY GUIDE
Joint Policy Planning Group

Jerry Small, Director, Jackson County Occ Ed Program.

As convener of the group you want to follow your agenda and hope that other members will understand the purposes as you do. It is evident that some policy development is needed. While you could probably do it yourself, you recognize that the success of any efforts will depend on ownership by the other participants as well. You are satisfied with the role of leader of this group. While you would not be upset if someone else assumed a greater role, you appreciate the importance of what needs to be done and feel that you probably understand the issues better than most of the others. Your perspective is based on the realities of Occ Ed programming. But you want to make sure everyone else also has his/her say. And you want to at least establish the policy that this Group should concentrate on developing policy for consideration for adoption by your Board.

ROLE PLAY GUIDE
Joint Policy Planning Group

Lee Blank, Director, Special Education Program, Dormit Central Schools. In this group you will be the key contributor of expertise regarding the needs of disabled school-age individuals. You have the broad perspective of education for the handicapped, not just vocationally oriented education. It is your impression that the typical Occ Ed program lacks the necessary flexibility to cope with the diversity of kids who need it, and a general cultural bias against the handicapped influences the expectations held by Occ Ed teachers, even when they are well-meaning. You could provide inservice training, but doubt the willingness of those who need it to take advantage of it. But we need to start somewhere, and this group may be the place.

ROLE PLAY GUIDE

Joint Policy Planning Group

Terry Green, Chief Guidance Counselor, Schuyler High School. Your district is the smallest of those represented, having only one high school, and you bear the major responsibility for policy on secondary programming, at least for regular kids. The dividing line between marginal regular kids and the handicapped (those whose programming is determined by the district CCC) is often arbitrary and not very rational. You have often found it better to conceal the fact that a kid may have been identified as handicapped when referring him/her to another program, particularly a vocational setting. It avoids stigma. Unless a kid is severely handicapped; and then it is better to work with OVR and forget school based programs. OVR has a stronger commitment for the severe, anyway. You hope that the outcome of this Group might more clearly establish who provides for whom, and why.

ROLE PLAY GUIDE

Joint Policy Planning Group

Chris Schwartz, Secondary Curriculum Coordinator, Lewiston Schools. Your district has only one high school. In past years quite a few kids have been transported the long distance to the Lyndon Occ Ed Center, but none of these has been CCC certified handicapped. With the establishment of the new Center practically within your boundaries, you expect to be programming a lot more kids, of all sorts, into the half-day Occ Ed program. Some major questions in your mind are: a) What assessment information will the Occ Ed teachers or other personnel need to have about the special education kids who are sent? b) Who should establish this information? c) Who pays for it? d) Who should make decisions matching kids to available programs? e) Who can influence the development and/or change of Occ Ed programs? You hope to get out of this Group some answers to these questions.

ROLE PLAY GUIDE
Joint Policy Planning Group

Dale Johnson, Principal, Lyndon Occ Ed Center, Jackson County Occ Ed Program. You have been administering the Center since its inception nine years ago. Programs for special needs kids have been developed and expanded during that time, but certain obstacles remain. For example: a) Our teachers receive insufficient information about handicapped kids assigned to their classes; b) There are differences in definitions and label used by different personnel and different districts, which makes it confusing; c) We have no process for referring kids who we think may be handicapped back to the CCC; d) The district CCC needs to understand the long and short range objectives of our Occ Ed programs in order to make reasonable IEP's and placement recommendations. You hope this Group will be able to address some of these obstacles, and that results will affect not only the new Center but your existing one as well.

ROLE PLAY GUIDE
Joint Policy Planning Group

Marion Short, Program Manager, Metropolis Area Office of Vocational Rehabilitation. You are responsible for OVR programming activity in the entire area, encompassing both the City of Metropolis, (which is not involved with this Group) and the rest of Jackson County (for whom this Group is convened) as well as three neighboring Counties. But the issues are pretty much the same everywhere. Yours is a broad perspective. You have observed that: a) School people are not as aware as they should be of the multiple community resources relevant to handicapped persons; b) They are not very systematic in making referrals to OVR, since there is a divided responsibility between the local district and the County Occ Ed Program; c) Confidentiality issues constrain the valid flow of information from CCC to OVR. You will try to get this Group to deal with these issues and promote better interagency cooperation.

ROLE PLAY GUIDE
Joint Policy Planning Group

Dana Brown, Supervisor of Counseling Services, Metropolis Area Office of Vocational Rehabilitation. You have counselors working under you at the Lyndon and Lowell Occ Ed Centers of the County Program as well as two counselors working at the Metropolis Voc-Tech High School. You have a chance to know the problems between educational and rehabilitation programs. A major goal should be to get consistent OCR counselor input to every CCC meeting dealing with kids above the age of 14, to articulate the development of IEP and IWRP for the older clients, and to rectify some of the "release form" obstacles between school systems and OVR. We have to recognize that Occ Ed instructors still harbor bias against disabled kids and that a systematic approach is needed to overcome this. The Group should assume a proactive role in dealing with this.

ROLE PLAY GUIDE
Joint Policy Planning Group

Pat White, Director of Pupil Personnel Services, Eden Central Schools. Your district has two high schools and you coordinate the activities of the guidance counselors in your system, as well as serving on your District Case Conference Committee (CCC). Your location has permitted a number of kids to be sent to Voc-Tech High in Metropolis and to Lyndon Occ Ed Center in the past, but you expect to be using the new Center in the future. It will be very important for all Occ Ed program administrators to analyze what they are teaching and communicate that to the DCCC's so that kids may be more appropriately placed. You have observed that OVR does not want early involvement because their incentive system places a premium on short time duration for placing kids. In regard to both assessment and placement there is the question of who should get service first? The younger ones, to give time for an effect? Or older ones before they become ineligible? We have to establish some priority policies.

ROLE PLAY GUIDE
Joint Policy Planning Group

Garrett Longhead, Director of Vocational-Technical Education, Metropolis City Schools. You are only an advisory member of this Group, as your system is not involved in the County Occ Ed Program. However, your long experience in dealing between educational systems, both regular and special, and the OVR gives you a perspective the Group should find useful. You would like them to recognize that most Occ Ed teachers are more knowledgeable and interested in their skill-trade than in kids as kids. Therefore they need more information, especially about special kinds of kids, whether they think they want it or not. Also, we must face the logic of the often posed question "Isn't there more marginal utility in training a regular kid than a handicapped one?" Occ Ed is always under pressure to produce a better product, yet the special educators say they must take in a poorer quality kid as raw material. That is a reality we must confront. Joint planning and procedures are needed because there has always been the tendency for parents of handicapped kids to go to special education personnel rather than to vocational education departments to plead their case. It hasn't always been to their advantage. You would like to bring these ideas into the Group's deliberations.

SECTION II

PROJECT TITLE: Professional Fitness Among Special Needs Personnel:
Burn-out Prevention and Rehabilitation

LOCATION: State University College at Buffalo
Exceptional Children Education Department
201 Ketchum Hall
1300 Elmwood Avenue
Buffalo, New York 14222

COORDINATORS: Dr. Warren L. Gleckel, Chp.
Exceptional Children Education Department

Dr. James Lahren
Vocational Education Liaison Person

PROFESSIONAL FITNESS AMONG SPECIAL NEEDS PERSONNEL: BURN-OUT PREVENTION AND
REHABILITATION

PROJECT OBJECTIVES: To develop and implement a preservice instructional module. To enlighten preservice students about realistic demands which special students will require of teachers, thus dispelling myths and precluding unnecessary anxiety about such responsibilities and duties. To provide prospective teachers with specific strategies for preventing or minimizing "burn-out"...to be accomplished through a module which enhances "professional fitness."

PRODUCTS: Sixteen participants were involved in the training module. These participants were all involved in teacher education programs, which represented the following fields of study: elementary education, occupational education, business education, business administration, vocational education, industrial arts education, home economics, educational administration and institutional practical nursing.

The program was a four hour workshop conducted at State University College at Buffalo. An agenda of activities is attached. The format was geared toward active participation by participants. We employed a creative problem solving technique for several objectives and had participants involved in dyad, small groups, and large group activities. Several hand-outs were used in addition to the use of audio-visual materials and a simulation activity. Participants also received a reference list of related readings.

Pre and post tests were administered as well as a workshop evaluation form. Copies of all materials are attached.

Workshop Activities are listed below.

I. Introduction:

—Pre test was administered.

—Presenters reviewed workshop objectives.

—Participants used a dyad interaction and total group activity to identify their fears and concerns regarding working with handicapped students. Addressing each of these became an "additional" objective of the workshop.

II. Total Group Brainstorming activity was used to identify labels and stereotypes about handicapped people. Lists were recorded as discussed.

—Presenters reviewed damaging effects of stereotyping and the self-fulfilling prophecy of the labelling cycle.

—Presenters reviewed the notion of Least Restrictive Environment and the Cascade of Continuum of Services for Special Need Students.

—Participants were assigned to small groups for the LRE Sort Board Simulation and results were shared in a total group plenary session.

This section was culminated with the film "A Different Approach" and open group discussion.

III. Professional Fitness:

- Presenters defined "professional fitness vs burn-out."

(Have emphasized the positive aspects of "fitness" rather than negativity of "burn-out")

- Group brainstorming of characteristics of a professionally fit person.
- Presenters reviewed concept of locus-of-control (used abbreviated test with participants) and discussed assertiveness vs aggressiveness and assaultiveness.
- Small group brainstorming - dealt with:

(a) What can be done to enhance one's own personal professional fitness-lists generated.

(b) What can be done to enhance the professional fitness of teachers by administrators and systems.

IV. Plans of Action:

- Groups shared ideas and developed specific plans of action to promote fitness and prevent burn-out.
- Cards were distributed to foster personal commitments to a plan of action.

V. Presenters discussed the following as important considerations for maintaining professional fitness:

- Problem-solving strategies.
- Recognizing warning signs of burn-out.
- Compartmentalization of problems and stress.
- Calendar organization.
- MASH syndrome.

A Post test and workshop evaluation were administered.

Informal discussions were held after adjournment of the formal workshop.

EVALUATION: The pre-post test results indicate that participants left more knowledgeable about handicapped students. Workshop activities indicated that

participants also began understanding burn-out prevention. The workshop evaluations were all positive and indicated that participants felt we had met the objectives identified at the beginning of the session.

The workshop was successful in meeting our immediate objectives and in creating spin-off effects which will impact positively in Western New York. The mini-grant was instrumental in making all of this possible. It enabled us to hire a graduate assistant to research the topic and provide participants with a reference list of readings. It also enabled the presenters to broaden their knowledge base and to share it with others. Hopefully, time and money will allow us to develop a training manual to facilitate workshop activities.

In the final analysis, it was felt that we improved the plight of handicapped students who may have contact with the workshop participants.

ATTACHMENTS: Agenda
Pre-Post Test (Workshop Survey)
Evaluation
Bibliography

AGENDA

- 8:30 Coffee
- 8:40 1. Introduction (20 minutes)
- a. Speakers: Who are they?
 - b. Pre-test
 - c. Purpose and Objectives
 - d. Dyads:
 - 1. Introductions
 - 2. Fear and concerns regarding working with/contact with handicapped children
- 9:00 - 10:30 2. Myths and Misconceptions (90 minutes)
- a. Brainstorm: Stereotypes for people who are handicapped
 - 1. Damaging effects of stereotyping
 - 2. The Labeling Cycle
 - b. Cascade Model
 - 1. LRE Sort Board (small groups)
 - 2. Plenary discussion
 - c. Film: "A Different Approach"
Reactions
- 10:30 - 10:40 Break (10 minutes)
- 10:40 3. Professional Fitness
Effective Strategies for Preventing Burn-out
- a. Definitions:
 - 1. "Professional Fitness"
 - 2. "Burn-Out"
 - b. Brainstorm: What are characteristics of a "professionally" fit person?
 - c. Locus-of-control - Assertiveness vs. assultive/aggressive
 - d. Group Discussions:
 - 1. "What actions can I take to enhance my own professional fitness?"
 - 2. "What actions can my school administration take to enhance the professional fitness of teachers?"
- 11:30 4. Plans of Action
- Brief summary of groups
 - Personal commitments to a plan of action (cards)
- 11:45 5. Suggested Strategies for Future Development
- Problem solving.
 - Recognition of warning signs
 - Compartmentalization
 - Calendar Organization
 - MASH Syndrome
- 12:00 6. Post-test and Evaluation
- 12:15 7. Closing Remarks
- 12:30 8. Adjournment
- 12:30-1:00 9. Informal discussions with presenters

WORKSHOP SURVEY

CIRCLE THE NUMBER ON THE SCALE FOR EACH ANSWER.

- | | 1 | 2 | 3 | 4 | 5 |
|-----|---|----------|-----------|-------|-------------------|
| | STRONGLY
DISAGREE | DISAGREE | UNCERTAIN | AGREE | STRONGLY
AGREE |
| 1. | Disabled people prefer to be "with their own kind." | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 2. | Disabled people are courageous, brave and inspirational by being able to overcome their handicaps. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 3. | Most instances of mental retardation are genetically transmitted. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 4. | The first step in controlling an epileptic seizure is to place something in the mouth to prevent tongue swallowing. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 5. | All deaf people can read lips. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 6. | Cerebral palsied individuals are usually mentally retarded as well. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 7. | Able-bodied and disabled people have widely different goals. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 8. | Blind people can hear and feel things no one else can; they seem to have a sixth sense. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 9. | Using "poster children" and charity-oriented fund raising techniques is a good way to "help" the handicapped. | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 10. | People who are mentally regarded are also mentally ill. | | | | |
| | 1 | 2 | 3 | 4 | 5 |

11. Handicapped people can best be served in specially-designed segregated facilities and programs.

1

2

3

4

5

12. Name the three criteria that are employed in determining whether an individual is mentally retarded.

13. Define "emotionally disturbed."

14. Name at least three distinguishing behavioral characteristics of learning disabled individuals.

WORKSHOP EVALUATION

To what degree did the workshop fulfill its stated objectives.

Completely Adequately Partially Not at all

I found this workshop to be personally:

Highly useful Useful Not very useful Worthless

My recommendation to anyone else considering attending this workshop would be:

Excellent Good Fair Poor Forget it!

Suggestions for improving the workshop:

Additional comments:

Professional Fitness Seminar

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SECTION IIIA

PROJECT TITLE: A Communication Model for Special Education and Counseling Programs

LOCATION: Manhattan College
Education Department
Manhattan College Parkway
Rivendale, New York 10471

COORDINATOR: Dr. Elizabeth M. Kosky
Program Advisor, Special Education

A COMMUNICATION MODEL FOR SPECIAL EDUCATION AND COUNSELING PROGRAMS

PROJECT ABSTRACT: The purpose of the project, A Communication Model for Special Education and Counseling Programs was to increase the awareness of students and faculty of the need for an interdisciplinary approach between the two programs. Meetings were held which were attended by the counseling and special education faculty. The outcome of these meetings was the development of a new course entitled, Principles and Techniques for Counseling the Handicapped which was offered to the graduate students in the special education, counseling, reading and administration programs. Course objectives, content and experiences were jointly planned by the special education and counseling faculty.

PRODUCTS: This project provided funds for commercially made materials to implement the course and other programs. These materials will be used next year by the counseling, special education and undergraduate education programs. They will be made available to the faculty in the reading and administration programs. It is anticipated that these materials will serve a need in a new program which is being developed to service the parents of handicapped students.

The following materials were ordered:

MULTIMEDIA MATERIALS

Better Understanding Disabled Youth (BUDY) - Ideal School Supply - is a multimedia program which provides students and teachers with a wide variety of information and activities designed to enhance understanding differences among people, in order to achieve appropriate interaction with handicapped individuals and successful integration of such students in mainstreamed classrooms.

BUDY may be used as a coordinated program, or each unit may be used separately. The program is designed so that it may be included in a core curriculum unit, or parts of it may be used as enrichment activities. BUDY is also ideal for preservice and in-service workshops dealing with mainstreaming issues.

Each unit has a program overview, a teacher's manual, a duplicator master packet of testing and evaluation material, a bulletin board poster, plus other materials outlined below. The teacher's manual spells out the activities for each unit in detail, specifying objectives, grade level, time, and materials needed. Activities include group discussion, games, role playing and simulations. Each teacher's manual also includes a glossary of terms pertinent to that unit.

BUDY: Learning Handicapped. Set of 34 - "Accepting The Disabled" statement cards; 2 picture story booklets; a set of 4 dice; a sound filmstrip, "When It's Difficult To Learn"; a set of 4 posters and biographies of famous people with learning disability; and duplicator worksheets with "tests" made up of symbols and

hieroglyphics designed to simulate how it feels to have a learning problem.

ID 6661.....\$79.50

BUDY: Behavioral Disorders. Set of 8 photo posters of handicapped children; "Accepting The Disabled" statement cards; a picture story booklet; a sound filmstrip, "When It's Hard To Be Nice"; a set of 8 situation picture posters; and 3 story starter duplicator master sheets.

ID 6671.....\$79.50

BUDY: Physically Impaired. 8 photo posters of handicapped children; a sound filmstrip, "When It's Hard To Move"; a picture story booklet; a "Wheelchair Games" booklet; a duplicator master fact sheet on epilepsy; 30 copies of "Because You Are My Friend", a booklet on epilepsy; and a set of 4 posters and biographies of famous people with physical handicaps.

ID 6681.....\$79.50

SIMULATION MATERIALS

Kids Come in Special Flavors

Special People by Shirley Cohen, Hunter College

Special People provides a realistic, practical and sensitive look at the problems and obstacles handicapped people face in our society. We recommend this book, without qualification, for any person who needs to relate to the handicapped...and that's everyone! \$5.95 - B-10

Feeling Free by Mary Beth Sullivan, Alan J. Brightman and Joseph Blatt, Workshop on Children's Awareness.

Feeling Free is a book to introduce kids (and adults) to their disabled peers. With short stories, hard facts, photographs, games, drawings, activities... Feeling Free presents a frank, upbeat and realistic approach to the whole idea of dealing with differences. B-11 - \$5.95

An Exceptional View of Life

Written and illustrated by handicapped children, each with his own measure of exceptional talent. Filled with large beautiful pictures and short stories. To read this book is to enrich your own life with a fresh and enlarged view of human potential. For all ages. B-54 - \$7.95

The Acorn People by Ron Jones

"An amazing true summer camp story that will give your innards a bear hug. If you have ever loved a handicapped child, either personally or professionally, I promise that you will read this story with a lump in your throat."

B-53 - \$1.50

Exceptional Children in the Regular Classroom Series

Ideal for both preservice and inservice. Six attractive booklets developed by the Interrelated Teacher Education Project, Gayle Gear, Ph.D., Director,

University of Alabama in Birmingham.

Each interesting booklet touches on characteristics, assessment and suggestions for personalizing the curriculum in the regular classroom. The booklets are short, clear and conclude with references and resources for teachers and students.

RANDY:	The Learning Disabled Child (B-29).	\$1.65
MATT:	The Mentally Retarded Child (B-28).	\$1.65
MARK & AMY:	The Disturbing Children (B-3).	\$1.65
BILLY:	The Visually Impaired Child (B-27).	\$1.65
KIM:	The Gifted Child (B-31).	\$1.65
SARA:	The Hearing Impaired Child (B-32).	\$1.65

FILMSTRIPS

Approaches to Mainstreaming - Teaching Resources - 100 Boylston St., Boston, Ma. 02116

Explores everyday problems.

This series of eight filmstrips is intended primarily for classroom teachers who may have little or no background and experience with special-needs students. The information and suggestions are presented clearly, simply, and in non-technical terms, and focus on specific day to day considerations and problems that teachers commonly encounter. The filmstrips are useful for inservice workshops, college courses, paraprofessional training, and individual teacher study.

There are four filmstrips of about 75 frames with 15-20 minute audio tape cassettes in each unit. The guide for each unit provides the complete audio scripts, discussion questions, extension activities, and a bibliography. Each unit is available separately.

09-210 APPROACHES TO MAINSTREAMING: UNIT 1

4 filmstrips with cassettes, guide

Unit 1 - four filmstrips

*Individual Differences

*Characteristics of Children With Special Needs

*Organizing Your Classroom

*Handling Behavioral Problems

09-210 - \$86.00

BOOKS

Human Policy Press

Teach and Reach - An Alternative Guide to Resources for the Classroom by Ellen Barnes, Bill Eyman and Maddy Bragar.

Teach and Reach is based on the belief that schools change because people in them change. Chapters include: alternative curriculum ideas, values in the classroom, a guide to special education, classroom space, responding to children's behavior, teacher "vocational rehabilitation," community resources, etc.

HPP-2 - \$4.50

Let Our Children Go - An Organizing Manual for Parents and Advocates by Douglas Biklen.

Let Our Children Go describes how parents of children with disabilities, and their allies, can fight for their own needs and rights. Advocacy means moving bureaucracies. The basic steps to successful organizing. HPP-1 - \$3.50

Sticks and Stones - The Story of Loving a Child by Elizabeth Pieper.

Sticks and Stones is one parent's sensitive, moving account of raising a child with disabilities in America. It describes the ways society discriminates against disabled children. It describes the major problems that parents encounter when they seek educational, medical, counseling and diagnostic services.

HPP-8 - \$4.00

The Sneely-Mouthed Snerds and the Wonderoctopus - by Charles A. Grealish and Mary Jane Von Braunsberg Grealish, Illustrations by Richard Williams.

In the Land of the Sneely-Mouthed Snerds there were a lot of things to be frightened about, but the most scary thing of all was the Wonderoctopus. Then King Willie Two Poles (a character himself disabled) happened on the scene in this story about differences. C-1 - \$1.75

Amy Maura - by Mary Jane Von Braunsberg Grealish and Charles A. Grealish,
Illustrations by Erica Otten.

Amy Maura is a story of a young girl cast in an heroic role when her family's home catches on fire. The action is exciting but the real drama is about Amy Maura, about her self concept. An exciting, provocative children's story for everyone. C-2 - \$1.75.

Christmas in Purgatory - A Photographic Essay on Mental Retardation by
Burton Blatt and Fred Kaplan.

This classic photo essay of legally sanctioned human abuse in state institutions was written and photographed (1965) long before the current right-to-treatment law suits on behalf of institutionalized people. It remains the most influential photo essay. HPP-3 - \$3.50

The Origin and Nature of Our Institutional Models - Revised, with Historical Photographs. By Wolf Wolfensberger.

This history of institutions provides us with descriptive data, historical quotations, and ideological insights into how institutions have traditionally treated persons labeled "retarded." It is not a book about the "retarded" or "disabled" but a book about our society and how institutions create disabilities.
HPP-4 - \$3.50

A Crow for Courage - by Bryna J. Fireside, Illustrations by Fleanor Rubin.

A Crow for Courage is an engaging, suspenseful story about a boy with a physical disability, his aunt and a friendly crow. It tells of their courage and the challenges they face. An outgrowth of the classic The Little Lame Prince, the story is full of exciting adventures. A personal and social change book for children and adolescents. HPP-12 - \$3.95

MAINSTREAMING SERIES - TEACHING RESOURCES

Understanding and Teaching the Mainstreamed Child is designed to help teachers understand and work with exceptional children who are being introduced into the classrooms. Individual disabilities are explained and practical suggestions are offered to help integrate exceptional children into regular programs and to adapt curriculum to special needs.

The series consists of 15 paperbound books of 100 to 135 pages; each book focuses on a single handicapping condition or on a topic relevant to mainstreaming such as how to develop Individualized Educational Programs (IEPs) or how to initiate procedures mandated by PL 94-142.

Written in an easy style and illustrated with cartoons, the books make relaxed, informative reading.

Series Editor
Thomas N. Fairchild

93-803 Behavior Disorders: Helping Children with Behavioral Problems
(A. Lee Parks) - \$7.50

93-804 Mainstreaming Children with Learning Disabilities (Ferris O. Henson, II
and Thomas N. Fairchild) - \$7.50

93-808 Keeping in Touch with Parents: The Teacher's Best Friends
(Leatha Mae Bennett and Ferris O. Henson, II) - \$7.50

93-811 Counseling Exceptional Children: The Teacher's Role
(Thomas N. Fairchild) - \$7.50

93-812 The Physically Handicapped Child: Facilitating Regular Classroom Adjustment
Rick L. Hanna and Donald L. Graff) - \$7.50

SECTION IIIB

PROJECT TITLE: Interdisciplinary Collaboration for Special Education at Cornell:
Teacher Preparation in Home Economics and Agriculture

LOCATION: New York State College of Human Ecology
Cornell University
Ithaca, New York 14853

COORDINATOR: Dr. Edythe D. Conway
Department of Human Service Studies

ASSISTANT: Dr. Arthur L. Berkey
Department of Education

INTERDISCIPLINARY COLLABORATION FOR SPECIAL EDUCATION AT CORNELL: TEACHER
PREPARATION IN HOME ECONOMICS AND AGRICULTURE

PROJECT ABSTRACT: The focus of this mini-grant project was inservice for teacher education faculty in home economics and agricultural education on preparing teachers to work effectively with special education students. Development of positive attitudes as well as cognitive information and resource materials was stressed.

The implementation strategy used for the project consisted of:
(1) needs assessment; (2) materials evaluation/dissemination; (3) group workshops on attitudes, cognitive information and resource materials;
(4) planning for future collaborative efforts; and (5) project evaluation.

This effort was well received by the faculty and had a positive impact on the development of positive attitudes, information gain and knowledge of available resources. Faculty members have increased their commitment to infusing information on special education curriculum into the total teacher education curriculum.

PRODUCTS: The resources and materials selected for inclusion in this dissemination information have been edited. They include special education materials received from: (1) Agencies and Universities, (2) State Education Departments and (3) the Special Education Training and Resource Center (SETRC) located near Cornell University, (4) Madeline Jopp, Director of Special Education, Ithaca, N.Y.

(1) Special Education
Materials Received from Agencies and Universities

American Association of Colleges for Teacher Education
One Dupont Circle, Suite 610
Washington, D.C. 20036

- Assessment of Classroom Learning Environment
Maynard C. Reynolds
249 Fraser Hall
University of Minnesota
Minneapolis, MN
- Birch, Jack W. Hearing Impaired Children In the Mainstream. University of Minnesota: Leadership Training Institute/Special Education, 1975.
- Birch, Jack W. Mainstreaming: Educable Mentally Retarded Children in Regular Classes. University of Minnesota: Leadership Training Institute/Special Education, 1974 (H.E.W. funding)
- Deno, Evelyn N. Instructional Alternatives for Exceptional Children. University of Minnesota: Leadership Training Institute for Special Education (H.E.W. funding)
- Freeman, Gerald G. Speech and Language Services and the Classroom Teacher. Minneapolis, Minnesota: National Support Systems Project, 1977 (H.E.W. funding)
- Marten, Glenda J. and Hoben, Mollie. Supporting Visually Impaired Students in the Mainstream. Minneapolis, Minnesota: Leadership Training Institute/Special Education, 1977 (H.E.W. funding)
- Dean's Grants Projects. Regular Teacher Preparation and Public Law 94-142. Minneapolis, Minnesota: University of Minnesota, National Support Systems Project.

Cornell University
College of Agriculture and Life Sciences
Education Department

- Dill, C. Frederick and Snook, Marilynne R. "Agricultural Education and the Atypical Student -- A New Partnership."

National Inservice Network
Indiana University
2853 E. 10th Street, Cottage L
Bloomington, IN 47405

- National Inservice Network Newsletter, Winter 1980
- Pamphlet describing "SCAN" Computer Search of Current Resources in Regular Education Inservice Training
- Description and price list of National Inservice Network
- Pamphlet describing NIN

Special Education Development Center
Hunter College
440 East 26th Street, Room 715
New York, NY 10010

- A Curriculum to Foster Understanding of People with Disabilities:
- Science and Health Educators Perspectives on the Handicapped
- The Handicapped in Literature
- The Handicapped in Society
- Staff Orientation Manual

Teacher Education Research Center
44 Brattle Street
Cambridge, MA 02138

- Pamphlet - "Guidance, Counseling and Support Services for High School Students with Physical Disabilities"
- Publications Announcement
- The Interdependent Community: Collaborative Planning for Handicapped Youth, Leaders Handbook

University of Wisconsin - Madison
Wisconsin Vocational Studies Center
Public Unit
265 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706

- Puzzled About Educating Special Needs Students? A Handbook on Modifying Vocational Curriculum for Handicapped Students
- Vocational Materials 1981
- Orderblank for the catalog: Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People
- Orderblank for: Puzzled About Educating Special Needs Students?
- Orderblank for: "Whatever it Takes to Help Students Learn and Become Employable" (sound film strips)
- Puzzled About Educating Special Needs Students? Annotated Bibliography Modifying Vocational Curricula for Handicapped Students

(2) Special Education Responses and Materials Received
from State Education Departments

Alabama

State of Alabama
Department of Education
State Office Building
Montgomery, AL 36130

- Definitions of Exceptionalities
- Policies and Procedures Manual - section relating to Exceptionalities

California

State of California
Commission for Teacher Preparation and Licensing
1020 O Street
Sacramento, CA 95814

- Manual for Developing, Evaluating and Approving Professional Preparation Programs for the Agriculture Specialist Credential
- Scope and Content Statement for Agriculture Examinations
- Scope and Content Statement for Home Economics
- Manual for Development, Evaluating and Approving Local Assessor Assessment Plans for the Clear Resource Certificate of Competence
- Manual for Developing, Evaluating and Approving Professional Preparation Programs for Special Education Specialist Credentials

Colorado

Colorado Department of Education
State Office Building
201 E. Colfax
Denver, CO 80203

- Certification Types, Requirements and Instructions

Connecticut

Connecticut State Department of Education
Bureau of Pupil Personnel
Special Educational Services
PO Box 2219
Hartford, CT 06115

- Guidelines for Early Childhood Special Education

Delaware

State Department of Public Instruction

- Certification of Professional Public School Personnel - Home Economics
- Certification of Professional Public School Personnel

District of Columbia
District of Columbia Public Schools
Office of School Operations
Division of Special Education
10th and H Street, N.W.
Washington, D.C. 20001

- "Parents Training Workshop and Developing an Individualized Education Program"

Florida
State of Florida
Department of Education
Tallahassee, FL 32301

- A description of The Sarasota Student Center Series, which provides E.M.H. students with supplemental math and reading materials needed for vocational training

Illinois
Illinois State Board of Education
100 N. First Street
Springfield, IL 62777

- Standards for Certification

Iowa
State of Iowa
Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319

- Group Learning Centers, "Illustrated for Home Economics - a Strategy for Use in Classes Mainstreaming Disabled Students"

Kansas
State of Kansas
State Board of Education
Topeka, KS

- Certification Regulations for School Personnel

Michigan
State of Michigan
Department of Education
Lansing, MI 48909

- Pilot, "Training Manual for the Preparation of Teachers"

Montana

Montana Board of Public Education
33 S. Last Chance Gulch
Helena, MT 59601

- Montana Teacher Education Program Standards, May 25, 1979

New York

The University of the State of New York
The State Education Department
Office for Education of Children with Handicapping Conditions
Albany, NY 12234

- News Briefs
- Directory of Special Education Training and Resources Centers in New York State
- Explanation of "PL - 142, the Education for All Handicapped Children Act"
- "The Individualized Education Program - A Guide for Development"
- "Services for the Handicapped Linking Special Education, Occupational Education, and Vocational Rehabilitation"
- New York Education Law, Article 89 - Children with Handicapping Conditions
- Federal Register, Tuesday, August 23, 1977, Part II, Education of Handicapped Children
- Regulations of the Commissioner of Education Subchapter B - Handicapped Children
- "Joint Policy Memorandum #1: Linking Services for the Handicapped through Systematic Communication with Committees on the Handicapped" (3)
- Interoffice Directory of Resources and Services
- Memo: Educating Handicapped Children in the Least Restrictive Environment (June 1980)
- Memo: Access to Occupational Education Programs (July 1980)
- Memo: High School Credit for Pupils with Handicapping Conditions who Attend Special Education Programs Operated by Boards of Cooperative Educational Services

Nevada

Division of Special Education
Nevada Department of Education
Capitol Complex
400 West King Street
Carson City, NV 89710

- Standards for Administration of Special Education Programs

North Carolina

Department of Public Instruction
State of North Carolina
Raleigh, NC 27611

- Essential Teacher Competencies in Exceptional Child Education
- Rules Governing Programs and Services for Children with Special Needs

Tennessee

Tennessee State Department of Education
Division of the Education of the Handicapped
103 Cordell Hull Building
Nashville, TN 37219

- State of Tennessee Fiscal Year 1980 Annual Program Plan Amendment for Part B (PL 94-142) and PL 9-313

Texas

Texas Education Agency
201 E. Eleventh Street
Austin, TX 78701

- Publications List

Virginia

State Board of Education
Richmond, VA

- Preparing EMR Students for Vocational Horticulture - A Guide for Secondary School Teachers

Wyoming

The State of Wyoming
Department of Education
Hathaway Building
Cheyenne, WY 82002

- Rules and Regulations Governing Teacher Certification in the Wyoming Public Schools, 1979

(3) Special Education Training and Resource Center (SETRC):
Mainstreaming Resources Only

- | Code | Author | Title |
|------|---|--|
| MS | Biklen, Douglas | <u>Handicapism: A Slide Show</u> , Syracuse, NY: Human Policy Press |
| | Target: General Public and Educators | A slide presentation which talks about the myths, prejudice and stereotyping that handicapism promotes. Done in a cartoon format. (No sound.) |
| MS 3 | Scholastic Board | <u>Feeling Free</u> , New York: Scholastic Book Services, 1978. |
| | Target: Elementary and Early Secondary Educators and Students | A series of books in which handicapped young people share their feelings and experiences. Physical as well as mental disabilities are examined. A teachers guide and a mainstreaming guide for elementary school administrators are included in the kit. |
| MS 4 | Pasanella, Anne L. | <u>Coming Back...Or Never Learning. Instructional Programming for Handicapped Students in the Mainstream</u> , Columbus, OH: Charles F. Merrill Publishing Co. |
| | Target: Inservice Teacher Education Elementary and Secondary | A program designed to assist local educational agencies in developing and implementing <u>comprehensive</u> plans for special education. Includes a Trainers Guide and five filmstrips dealing with mainstreaming and techniques for implementation. |
| MS 2 | Aiello, Barbara | <u>Mainstreaming: Teacher Training Workshops on Individual Instruction</u> . Reston, VA: The Council for Exceptional Children, 1975. |
| | Target: Inservice Education, Elementary and Secondary | A leader's manual for a series of four workshops on mainstreaming. The intent of the workshops is for specialists and teachers to explore the concept and the process of mainstreaming. An emphasis is placed on the skills and materials teachers and students need for successful integration into the regular classroom. The workshops also deal with looking at the individual rather than comparing, diagnosis, and the feelings of the mainstreamed child. |

Type	Author	Title
MS 3	Nyquist, E.uld B	<u>Mainstreaming: Idea and Actuality</u> , State of New York: The State Education Department, 1977.

Target: Educators, All Levels

This paper defines what mainstreaming is and outlines the goals of mainstreaming. Recommendations are made to facilitate mainstreaming and examples of how to mainstream are given.

Barnes, Ellen Eyman, Bill Bragar, Maddy	<u>Teach and Reach</u> , Syracuse, NY: Human Policy Press, 1977
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Target: Educators, All Levels.

An interesting book addressing such critical issues in education as racism, minority programming, sex education and health, community support, values, teacher growth, etc. Alternative materials and approaches to teaching are discussed as well. The informal format which this text uses attracts attention but may overshadow it's usefulness.

Biklen, Douglas	<u>Let Our Children Go</u> , Syracuse, NY: Human Policy Press, 1974.
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Target: Parents (An organizing manual for Advocates and Parents)

This book describes how parents of children with disabilities can fight for their own needs and rights. The authors stress that children with disabilities should have equal access to community programs and a right to grow up in a typical setting.

MS 4	Bookbinder, Susan	<u>Mainstreaming: What Every Child Needs to Know About Disabilities</u> , Boston, MA: The Exceptional Parent Press, 1978.
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Target: Elementary Educators/Adaptable to Secondary

This book is a description of "The Meeting Street School Curriculum for Grades 1-4." Emphasis is placed on the importance of understanding and acceptance of handicapped children by "other children." A series of units on specific handicaps are described. The intent of the units is for students to begin to feel what it is like to have a disability and to realize that handicapped students are in many ways like themselves.

Code	Author	Title
MS 6	Committee on Youth Development	<u>People...Just Like You.</u> Washington, D.C.: The President's Committee on Employment of the Handicapped.

Target: Elementary and Secondary Educators

This series of activities is to be used in the classroom or workshop setting. The broad objective of the guide is to acquaint students with handicapped individuals in order for them to develop awareness and to ease the transition of the handicapped student into the traditional classroom. Each activity in the guide is adaptable to grades K-12. Activities vary from helping students develop an awareness of their prejudices to evaluating the school environment in terms of problems the handicapped student may have.

MS 7	The Council for Exceptional Children	"Reintegrating Mentally Retarded People into the Community." Program for the Analysis of Deinstitutionalization Resources." Reston, VA: The Council for Exceptional Children, 1975.
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Target: Community Planners, Program Administrators

Annotated bibliography of print and audiovisual materials related to deinstitutionalizing mentally handicapped people.

MS 8	Edrington, Melva J. Moss, Susan A. Young, Josie	<u>Friends.</u> Instructional Development Corporation, 1978.
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Target: Elementary Students

Friends is written for upper elementary children to read and learn about people with handicaps. Stories are told about eight children with handicaps such as mental retardation, blindness and cerebral palsy. Each story tells about the interests of the child and the problems incurred when someone has a handicap.

MS 9		<u>The Exceptional Parent.</u> "Mainstreaming and the Community," Boston, MA: June, 1978.
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Target: Parents of Exceptional Children

This issue focuses on the concerns of parents over their children's abilities to become part of the community and stereotypes which can complicate parental responsibilities. Programs and suggestions are described for helping mentally retarded or "slow" individuals assume responsibility and achieve their full potential.

Code	Author	Title
MS 10		"Travel and Training for People with Disabilities," <u>The Exceptional Parent</u> , Boston, MA, February, 1977.

Target: Parents of Exceptional Children
 The series of articles in this issue of The Exceptional Parent addresses travel for the individual with disabilities. The articles address social and parental concerns as well as how to teach a child to use public transportation.

MS 28	Hawkins-Shepard, Charlotte	<u>Making It Work</u> , The Council for Exceptional Children, 1978.
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Target: Educators, All Levels
 This collection of materials deals with the interpretation and implementation of Public Law 94-142. Section I includes articles defining mainstreaming and IEPs. Section II looks at three model mainstreaming programs. Section III addresses the issue of implementation of mainstreaming from setting up a resource room to helping "normal" children adjust to mainstreaming.

MS 12	Fairchild, Thomas	<u>Mainstreaming the Mentally Retarded Child</u> . Austin, TX: Learning Concepts, 1976.
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Target: Secondary and Elementary Educators
 This book is written for teachers in the regular classroom. The book addresses some of the concerns and misconceptions the teacher may have about the mildly retarded individual. The characteristics and learning problems these students have are described. Emphasis is placed on meeting developmental, personal, social and academic needs of the mainstreamed mildly retarded student. (Comic book style illustrations.)

MS 13	Cage, Mary Ann Fredericks, Bud Baldwin, Victoria L. Grove, David Moore, William	<u>Group Homes for Developmentally Disabled Children</u> . Monmouth, OR: Instructional Development Corporation, 1977.
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Target: Those interested in developing group homes
 This book described and compares two group homes for developmentally disabled children. Each home had a different staffing procedure. The book also describes the processes involved in starting and operating such a home, costs and community-school concerns.

Code	Author	Title	
MS 16	Glazzard, Margaret	<u>Meet Lance; He's a Special Person.</u>	Lawrence, KS: H & H Enterprises, Inc., 1978. 4

Target: Elementary Students

One of a series of "Meet" books which explain handicapped youngsters to normal youngsters who may be in the same classroom. Lance is a mentally retarded boy in a special class. The book points out that Lance learns slowly. Written for students to read, this book has a readability score of high first grade to middle second grade. Story records are also available for use with nonreaders. Vocabulary words are listed in the back of the book.

MS 17	Glazzard, Margaret	<u>Meet Scott; He's a Special Person.</u>	Lawrence, KS: H & H Enterprises, Inc., 1978.
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Target: Elementary Educators

This book is part of the "Meet" series intended to explain handicapped youngsters to normal youngsters. Written on a high first grade to high second grade level, this book tells about a boy with a learning disability. The story explains how Scott learns and the abilities he has are emphasized. As with the other books in the series, vocabulary words are listed in the back.

MS 18	Henson, Ferris O.	<u>Mainstreaming the Gifted.</u>	Austin, TX: Learning Concepts, 1976.
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Target: Elementary and Secondary Educators

This book attempts to identify the gifted and/or talented student. The importance of programs for the gifted is stressed as well as the value of not isolating the gifted child from his/her peers. Comic illustrations.

MS 19	Hirsch, Sharlene	<u>Young, Gifted and Handicapped,</u>	1979.
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Target: Secondary Educators

The report of the Mainstreaming High Potential Handicapped Students into Executive High School Internship Program funded by the U.S. Office of Education. This report is a description of a program in which gifted and talented handicapped students participated in the Executive Internship Program. Included in the report is an explanation of services, placement, and organization of the programs, case studies and an evaluation of the program.

Target: Vocational Educators and Landscapers

This material outlines guidelines for developing a nature area accessible to all people. Specific information is included as to the dimensions and construction of ramps, parking areas, walkways and rest areas. One section is devoted to making the nature trail appeal to all five senses. Emphasis is placed on making the trail a place where non-handicapped as well as handicapped people would want to go. The development of a barrier-free nature area is suggested as a project for vocational agriculture programs.

National Park Service

Access National Parks. Washington, D.C.: National Park Service, U.S. Department of the Interior, 1978
A Guide for Handicapped Visitors.

Target: Handicapped Individuals

National Parks and Historic Sites across the country are described. Included in the descriptions are any services for and barred to handicapped people.

MS 20

Meyers, Robert

Like Normal People. New York: McGraw-Hill Book Company, 1978.

Target: General Public

Written by the older brother of a retarded man this book tells the story of a retarded couple's struggle to lead a normal but "slow" life. The book reflects upon the changes that have taken place in the care of and attitudes towards mentally handicapped people.

Murphy, Patricia

A Special Way for the Special Child in the Regular Classroom. San Rafael, CA: Academic Therapy Publications, 1971.

Target: Elementary Teachers

The author's intent is to offer concrete suggestions to the classroom teacher with students who are underachieving. Part one describes materials and activities to help children develop basic skills such as speech, motor control, discrimination, etc. Part two focuses on making a transition from basic skills to basic training in reading and arithmetic.

Included in the report are the following:

- 1) a summary of the 1978 proposed legislation on education for handicapped people, sponsors listed
- 2) reports on related public hearings
- 3) the role of the Office of the Advocate for the Disabled
- 4) goals of the Joint Legislative Task Force on Education State Aid
- 5) action on legislation

O'Connor, Gail

Home is a Good Place. Washington, D.C.: American Association on Mental Deficiency, Inc., 1976.

Target: Those interested in Group Homes

The purpose of the study described in this monograph was to identify and describe the population of community residential facilities during the period of 1972 to 1974. An overview of the procedure for establishing and managing such facilities is given. An analysis of the community services available and needed by residents of such facilities is also included.

Paul, James L.
Turnbull, Ann P.
Cruickshank, Wm.

Mainstreaming a Practical Guide. Syracuse University Press, 1977.

Target: Educators, All Levels

This book is intended as a guide to facilitate implementing mainstreaming on all levels of education. Guidelines for planning and implementing mainstreaming are outlined and the role of students, parents, and community is discussed. An emphasis is placed on inservice and preservice teacher education.

Redden, Martha R.
Levering, Cricket
DiQuinzo, Diane

Recruitment, Admissions, and Handicapped Students. The American Association of Collegiate Registrars and Admissions Officers and the American Council on Education, 1978.

Target: College Administrators

This document is a compliance guide for Section 504 of the Rehabilitation Act of 1973. The law bars discrimination on the basis of a handicap. The guide focuses on the implication of the law for the recruitment and admissions policies and practices of colleges and universities.

Wolfensberger, Wolf The Origin and Nature of our Institutional Models.
Syracuse, NY: Human Policy Press, 1975.

Originally included in Changing Patterns in Residential Services for the Mentally Retarded published by the President's Committee on Mental Retardation, this monograph takes a historical look at institutions for the mentally retarded. Wolfensberger examines the institutions for the mentally retarded and society's attitudes towards the mentally retarded during the later half of the 19th and the beginning of the 20th century.

(Jopp)

Affleck, James Q., Lowenbraun, Sheila, and Anita Archer. Teaching the Mildly Handicapped in the Regular Classroom. Columbus, OH: Charles E. Merrill Publishing Co., 1980.

The emphasis of this book is on assisting elementary teachers successfully integrating mildly handicapped students into the regular classroom. Included in a text is an overview of special education and the mildly retarded child. In addition, the issues of classroom management and the adaptation of the instructional approach are discussed and the steps to developing an IEP are explained.

Anderson, Robert M., Greer, John G., and Sara J. Olde. Individualizing Educational Materials for Special Children in the Mainstream. Baltimore: University Park Press, 1978.

Suggested as a reference for educators and as a college text, this book is a collection of articles addressing the needs of teachers involved in the mainstreaming process. Section one presents a model for the selection and utilization of instructional materials appropriate for mainstreamed students. Section two makes suggestions for developing and adapting existing materials for individualized educational experiences. Section three lists sources of material useful when developing individualized curriculum and in implementing mainstreaming.

Goldstein, Arnold P., Spratkin, Robert P., Gershaw, Jane N., and Paul Klein. Skill Streaming the Adolescent. Champaign, IL: Research Press Company, 1980.

Presented in this text is the skill training approach, Structured Learning. Structured Learning is an intervention program designed to improve the social and learning strategies of students with behavior disorders. Included in the text is a description of structured learning, an explanation of how and when it is appropriate and the techniques necessary to use the method.

Goldstein, Herbert. Readings in Mainstreaming. Guilford, CT: Special Learning Corporation, 1978.

This collection of readings addresses the concept of mainstreaming. Articles range from a historic overview of special education to discussing current issues related to mainstreaming, to expected trends in the education of handicapped students. Also included is a glossary of terms used in special education and mainstreaming.

Larsen, Stephen C. and Mary S. Poplin. Methods for Educating Handicapped: An Individualized Education Program Approach. Boston: Allyn and Bacon, Inc., 1980.

The intent of this book is to provide educators with a method for developing individual programs for children with disabilities. Included in the text is an explanation of the IEP and its legal constraints; a description of the referral and evaluation processes, and a suggestion for program evaluation. The concept of least restrictive environment and the role of educational services is also discussed.

Turnbull, Ann P. and Jane B. Schulz. Mainstreaming Handicapped Students: A Guide for the Classroom Teacher. Boston: Allyn and Bacon, Inc., 1979.

Ann P. Turnbull and Jane B. Schulz have written this book to address the questions and needs of regular classroom teachers involved in the mainstreaming process. Instructional strategies and curriculum adaptations are suggested which complement the mainstreaming process. Also in the text is a discussion of Public Law 94-142, and an analysis of the characteristics of handicapped students, including the educational implications of those characteristics.

Worell, Judith and Michael C. Nelson. Managing Instructional Problems: A Case Study Workbook. New York: McGraw Hill Book Company, 1974.

The objective of this text is to help teachers deal with the wide range of academic and behavioral problems which present themselves in the classroom. Described in the book is a behavioral/educational approach to problem solving. The first few chapters describe the approach and the later chapters each address a specific behavioral/academic problem. Case studies are used as illustrations of how the approach works in each instance.

*Suggested by Madeliene Jopp, Director, Special Education, Ithaca City School District, Ithaca, NY 14850.

SECTION IV A

PROJECT TITLE: Interdisciplinary Workshop: Educational and Health Professions

LOCATION: New York University
25 West 4th Street
New York, New York 10012

COORDINATOR: Dr. Patricia Dvorch
Rehabilitation Counseling Department

INTERDISCIPLINARY WORKSHOP: EDUCATIONAL AND HEALTH PROFESSIONS

PROJECT ABSTRACT: An all-day workshop was designed to bring together faculty and students from programs whose content and training prepare graduates to interface with handicapped students. While often isolated within the university system, these various disciplines are interactive and interdependent when in the "real world".

The major workshop goal was to provide experiences and situations which would promote a dialogue and understanding between faculty and students from different disciplines.

Activities included: a film, written exercises and discussion, small group work sessions (on attitude identification); case studies (one physiological and one developmentally disabled child), and large group presentations by three experts on varied aspects of mainstreaming. A packet of handouts and a resource material table were used to dispense and display literature on PL 94-142 and Section 504.

An evaluation questionnaire rated the effectiveness of the format. An overwhelming majority (70%) found the morning (film, small groups and case studies) effective ways of information presentation (70% - very; 22% - somewhat and 4% - not very; 4% - no response). The afternoon session with expert speakers yielded ratings of 57% - very and 34% - somewhat effective and less than 1% - not very. About 8% did not respond.

Suggestions for future interdisciplinary efforts and collaborative projects included:

Seminars/conferences for information exchange re: roles, experiences and futures.

Interdisciplinary teaching/training via lectures or course development.
Facilitate professional and lay community recognition and use of team approach through rehabilitation counseling student practicum and hiring of graduates in school system.

PROJECT OBJECTIVES: To share information about curriculum and objectives; to increase sensitivity to, and knowledge about handicapping conditions and functional capacities; and to increase incidence of cooperative teaching and more formal interdepartmental planning in SFHNAP.

PROJECT AUDIENCE: Faculty and graduate students in programs of Rehabilitation Counseling, Special Education, Curriculum and Instruction, Industrial Arts, Deafness, Music therapy, Recreation Therapy. Students - Special Education-35, Rehab. Counseling-19, Curriculum and Instruction-7, Art Therapy-2, Recreation-4, Dance Therapy-1, Industrial Arts-2, Deafness-3, Nutrition-1. Faculty - Special Education-4, Educational Psychology-1, Music-1, Industrial Arts-1, Deafness-1, Rehabilitation Counseling-3 Total Audience - 86.

DESCRIPTION OF PROJECT: Workshop took place on Wednesday, April 29, 1981, from 9 a.m. through 4 p.m. in Loeb Student Center, NYU Washington Square Campus.

Morning: Registration and Coffee/Danish: Welcome - Overview and philosophical views: Professor Stephen Weiss and Patricia Dvorch Presentaton: Film "A Different Approach"; presentation and written exercises by Dr. Nancy Schweitzer in direction of her attitudinal model "The Awareness Factor".

Small Group Discussions: participants exchange of information regarding individual discipline; planning an educational program for two handicapped students, distribution of packet with relevant work materials.

Lunch (on their own)

Afternoon: Presentations of Experts in Special Education and Rehabilitation Counseling; Overview of PL 94-142 and the Rehabilitation Act of '73 (amended); Current Perspectives and Future Needs for Mainstreaming-the Rehabilitation View, Dr. Betty Hedgeman, Coordinator of Voc'l Rehab. University Programs, OVR; Current Perspectives Theory and Reality - (How Are We Doing?), Future Training Needs for Mainstreaming, Ms. Tessy Sheingorn, Principal, P.S. 226; Reverse Programming - Mr. Sidney Miller, Supervisor, Track IV Program P.S. 396.

Workshop Program Schedule is included.

Resource materials used during this workshop are available from the N.Y.S. Education Department, Office for the Education of Children with Handicapping Conditions and Office of Vocational Rehabilitation, Albany, New York 12234.

EVALUATION

a) INTRODUCTION

This is a report to the 86 participants of the April 29, 1981 SEHNAP Mainstreaming Workshop. It is based on participants responses in group discussions and on workshop evaluation questionnaires.

Jointly sponsored by the departments of Special Education and Rehabilitation Counseling, the Workshop was funded through a grant from the Capital Area School Development Association. The all day workshop was designed to bring together various disciplines that, while isolated within the university system, are interactive and interdependent when in the "real world". The major workshop goal was to provide experiences and situations which would promote a dialogue and understanding between faculty and students from different disciplines. The topic around which the workshop was focused was Mainstreaming.

b) EVALUATION

In response to the evaluation question of whether the workshop increased their awareness of other disciplines, 80 percent answered positively. At workshop close, 100 percent said that they saw "interdisciplinary teamwork as helpful and important" to them as professionals.

The workshop consisted of multiple formats including: film, small group work sessions (on attitude identification); case studies (one each on a physiological and developmentally disabled child), and large group presentations by three experts on different aspects of mainstreaming. A packet of handouts and resource table were used to dispense and display literature on PL 94-142 and Section 504.

Participants were requested to rate, on a three-point scale, the effectiveness of each format. The overwhelming majority found the morning session (film, small group, case studies) effective ways of information presentation (70% = very; 22% = somewhat; and 4% = not very; 4% = no response).

The afternoon session of expert speakers were rated either very (87%), or somewhat (34%) effective. (Less than 1% found this format not very effective; approximately 8% gave no response to this item.)

The small group Attitude Identification activity produced work lists through free association with the words disabled and non-disabled. Attachment A is a compilation of these lists.

c) THE FUTURE

As a summary activity participants were asked for their ideas on future across-disciplinary efforts that would enhance their training and professional expertise. These suggestions emerged:

Conduct More Conferences/Seminars to

- exchange information between special educators and rehabilitation counselors on their role and special expertise
- collaborate on professional experiences and respective professional futures

Support Interdisciplinary Training

- integrate special education and rehabilitation counseling classes (faculty could share-teach)
- develop interdisciplinary courses
- merge rehabilitation and special education department

Facilitate Professional and Lay Community Acceptance of Rehabilitation Counselors and Encourage "Team Approach"

- offer rehabilitation counselor practicum of 6 months in school system
- include rehabilitation counselors on Boards of Education
- place rehabilitation counselors in schools (to develop school children's exposure to work world)

WORKSHOP PROGRAM
SCHEDULE

Teacher, Special Educator and Rehabilitation Professional Workshop Mini-Grant Program on "Interdisciplinary Pre-Service Preparation of Teachers and Specialists to work with Handicapped Students"

Workshop Goals: To share information about curriculum and objectives; to increase sensitivity to, and knowledge about handicapping conditions and functional capacities; and to increase incidence of cooperative teaching and more formal inter-department planning in SEHNAP.

Workshop Program: Wednesday, April 29, 1981

9:00 Registration & Coffee/Danish

9:20 Welcome - Overview & Philosophical Views
Prof. Stephen Weiss, Prof. Patricia Dyonch

9:30 Presentation: Film and "The Awareness Factor"
Mr. Nancy Schweitzer, Psychologist, ICD Rehabilitation & Research Inc.

11:00 Small Group Discussions (8 pre-selected groups of 8) A recorder is designated for each group

A. Participants exchange of information re: individual discipline around

B. Planning an educational program for two handicapped students

C. Distribution of Packet with relevant work materials

12:00 Lunch (Loeb Cafeteria or restaurant or other restaurants in area. Sorry we can't buy!)

1:00 Presentations: (20 minutes per speaker)

1. Overview of PL 94-142 & the Rehabilitation Act of '73 (Amended)
Current Perspectives and Future Needs for Mainstreaming the Rehabilitation View
Dr. Betty Hedgeman, Coordinator of Voc'l Rehab. University Programs, OVR

2. Current Perspectives Theory & Reality: (How Are We Doing?); Future Training Needs for Mainstreaming
Ms. Tessa Sheingorn, Principal, P.S. 226

3. Reverse Programming - Mr. Sidney Miller, Supervisor Track IV Program, P.S. 396

2:00 Task groups: Summing up - We are here. now what can we do?

SEHNAP MAINSTREAMING WORKSHOP
EVALUATION FORM

How effective do you feel the following formats were in presenting their information?

please check one:
very somewhat not ve

- Film : The Awareness Factor.....
- Small groups : Attitude Identification.....
- Case studies : Discipline Sharing Through Program Planning.....
- Presentations: 1. Current Perspectives & Future Needs for Mainstreaming
Dr. Betty Hedgeman.....
2. Current Perspectives - Theory & Reality
Ms. Tessy Sheingorn.....
3. Reverse Programming
Mr. Sidney Miller.....
- Handouts: P.L. 94-142 & 504.....
- Resource Table: Material Sharing.....

What were your expectations of the workshop and were they met?

Please Discuss _____

Did this workshop increase your awareness of the other disciplines, within SEHNAP? YES NO

Do you see interdisciplinary teamwork as helpful and important to you as a professional? YES NO

Please explain: _____

What department are you from, and what is your position? _____

SECTION IV B

PROJECT TITLE: Mainstreaming: The Integration of Handicapped Individuals into Regular Education Settings

LOCATION: Herbert A. Lehman College of the City University of New York
Bronx, New York, 10466

COORDINATORS: Brian Hurwitz, Ph.D.
Department of Specialized Services in Education

Sheila Gersh
Department of Secondary and Continuing Education

MAINSTREAMING: THE INTEGRATION OF HANDICAPPED INDIVIDUALS INTO REGULAR EDUCATION SETTINGS

PROJECT ABSTRACT: A full-day conference was held at Herbert H. Lehman College on Wednesday, May 6, 1981, for the purpose of sharing and disseminating information about PL 94-142 and mainstreaming. A number of differing views were presented by speakers, through workshop sessions, informal discussion, and written materials. Participants had an opportunity to share some of their own attitudes and values about mainstreaming and the developmentally disabled with colleagues, parents, and students.

PROJECT OBJECTIVES:

1. To increase conference participants' awareness of PL 94-142 and its implications for the training of regular educators.
2. To increase the college faculties' awareness of the needs and expectations of parents with handicapped children and the needs of regular and special education teachers and health services professionals who work with the handicapped.
3. To facilitate college faculty-teacher-parent interaction in order to improve preservice preparation of teachers and specialists who will work with the handicapped population in a self-contained and/or mainstreamed environment.

PROJECT AUDIENCE:

1. College Faculty
 - a. 10 special education
 - b. 5 elementary education
 - c. 15 secondary and continuing education
 - d. 2 physical education
 - e. 5 nursing
 - f. 1 guidance and counseling
 - g. 2 reading
 - h. 2 health services administration
2. Ten Public School Administrators
3. Five Health Professionals
4. Public School Teachers
 - a. 10 elementary education
 - b. Secondary Education
 1. 5 business education
 2. 10 special education
 3. 5 physical education
 4. 2 social studies
 5. 2 science
5. Fifteen Paraprofessionals
6. Five Guidance Counselors
7. Forty College Students
8. Fifteen Parents of Handicapped Children
9. One Dean (of Professional Studies)

PROJECT ACTIVITIES:

All activities took place at Herbert H. Lehman College.

- 9:30 - 9:45 Registration
- 9:45 - 10:00 Welcome and Overview of Conference--Mrs. Sheila Gersh, Conference Coordinator
Remarks--Dr. Richard Larson, Dean Division of Professional Studies
Introduction of Speakers--Dr. Brian Hurwitz, Conference Coordinator
- 10:00 - 11:00 Keynote Address--Dr. Herbert Goldstein, Director of Curriculum Research and Developmental Center in Mental Retardation, New York University. Dr. Goldstein addressed the history of PL 94-142 and discussed the moral implications of the law for all educators.
- 11:00 - 12:00 Concurrent Workshop Sessions--see attached list entitled "Workshops."
- 12:00 - 12:45 Lunch--informal group discussions took place during this time.
- 12:45 - 1:15 Presentation of papers by students from Bronx High School of Science:
Benjamin Fisher--"Labeling Involved in Special Classes"
Marie Leicht--"High School Students' Attitudes towards the Handicapped."
Kirk Taylor--"Race as a Factor in the Placement of the Handicapped Student."
- 1:15 - 1:45 Presentation by Mrs. Barbara Levitz, President, Parent Assistance Committee on Down's Syndrome. Mrs. Levitz presented a statement concerning her own attitudes and experiences as these relate to having a developmentally disabled child. She addressed issues from the parent's perspective in an attempt to increase conference participants' awareness of difficulties faced by parents of handicapped children.
- 1:45 - 2:00 Evaluation and Closing

PRODUCTS: As a result of the Conference, four new courses will be offered during the Fall 1981 Semester. These will be taught by faculty from different areas of specialization. The first course is the "Biomedical Aspects of Handicapping Conditions." This will involve faculty from Special Services in Education and The Department of Nursing. The second course is, "Special Olympics: Training of Educators." This will be offered by the Department of Specialized Services in Education and taught by faculty members in the Department of Physical Education. The third and fourth courses involve a liaison between Secondary and Continuing Education and Specialized Services in Education. A course, "The Handicapped Individual: Vocational Environments," will develop an awareness on the part of educators of the importance of meeting the total life career development needs of most handicapped individuals. Another course, "Teaching Clerical Skills to Handicapped Individuals," will focus on giving educators the skills necessary to teach the handicapped clerical skills and, thus, prepare them for the world of work.

EVALUATION

Project activities were evaluated both objectively and subjectively. Evaluation forms were distributed to all conference participants. Ratings were positive.

80% of the participants rated Dr. Herbert Goldstein's address as "very helpful"; 20% "helpful".

90% of the participants rated Barbara Levitz's address as "very helpful"; 10% "helpful".

75% of the participants rated the workshops as "very helpful"; 15% rated workshops as "helpful".

All participants (100%) rated the handouts as "very helpful".

All participants (100%) gave the conference an overall positive (vs. negative) rating.

Some comments from conference participants were:

"I would like to see more such conferences. The interdisciplinary approach was very useful."

"The conference was very well planned. I profited from it."

"The conference was very useful to me as an introduction. I would like to go on from here to deal more specifically with methods of preparing the children who are in the classroom with the mainstreamed child, preparing the teacher, and working with parents."

"I enjoyed the conference and learned more about the community's response to mainstreaming."

WORKSHOPS

Room No.

I. Robert R. Mastruzzi, Consultant, Division of
Special Education, New York City

223, Speech and Theater
Building

Pat Cook, Supervisor of Special Education, Queens,
New York

Topics: THE CLIMATE OF MAINSTREAMING: THE
IMPORTANCE OF MUTUAL ACCEPTANCE

and

IMPLEMENTING MAINSTREAMING ON THE SECONDARY
LEVEL

II. Anthony V. Patti, Ed.D., Chairman and Professor,
Department of Secondary and Continuing Education,
Herbert H. Lehman College

313, Music Building

Topic: PREPARING THE TEACHER FOR MAINSTREAMING

III. Frieda Spivack, Ph.D., Assistant Professor, Department
of Specialized Services in Education, Herbert H.
Lehman College

B-17 Carman Hall

Topic: ACCEPTANCE OF THE HANDICAPPED INFANT: THE
ROLE OF THE EDUCATOR, HEALTH PROFESSIONAL,
AND PARENT

IV. Douglas Samuels, Ph.D., Assistant Professor,
Department of Special Education, William Paterson
College, Wayne, New Jersey

325, Music Building

Topic: DIFFICULTIES WITH MAINSTREAMING

V. Shana Zaslow, Coordinator, New York City Board of
Education Special Education Training and Resource
Center (SETRC)

Fast Dining Room

Topic: INCREASING SENSITIVITY TOWARDS THE MAINSTREAMED
CHILD

VI. Marcy Schaffner, Ph.D., Assistant Professor and Director
of Developmental Learning Center, Department of
Specialized Services in Education, Herbert H. Lehman
College; Director of Psycho-Educational Services at
Morrisania Center for Child Development

330, Music Building

Helen Lerner, Ed.D., R.N., Assistant Professor,
Department of Nursing, Herbert H. Lehman College

Topic: PARENT AS ADVOCATE: OBTAINING APPROPRIATE
EDUCATIONAL AND HEALTH SERVICES FOR YOUR CHILD

Room No.

VII. Patricia Thompson, Instructor, Department of Specialized Services in Education, Herbert H. Lehman College

117, Speech and Theater Building

Rose Slaughter, Teacher of Family Living Skills, Abbott School

Topic: TEACHING HOME SKILLS TO THE HANDICAPPED

VIII. Cordelia Twamey, Instructor, Department of Secondary and Continuing Education, Herbert H. Lehman College

B-16 Carman Hall

Topic: TRAINING THE HANDICAPPED FOR THE WORLD OF WORK

IX. Barbara L. Judkins, R.N., Ed.D., Associate Professor, Department of Nursing, Herbert H. Lehman College

A.V. Room, T-3 Building

Topic: ATTITUDES AND THE LABELING PROCESS