

# programs for the handicapped

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PROJECTS TO ADVANCE CREATIVITY IN EDUCATION  
TITLE III

SUPPLEMENTARY CENTERS AND SERVICES  
FOR EDUCATION OF HANDICAPPED CHILDREN

Title III of the Elementary and Secondary Education Act provides an opportunity to develop innovative and exemplary programs to serve as models for educational change at the elementary and secondary levels. Amendments by the 90th Congress assure that this opportunity will be available for education of handicapped children. The definition of handicapped children under Public Law 88-164 is "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education." This issue of "Programs for the Handicapped" is devoted to a review of the provisions and purpose of the Title III legislation related to the education of handicapped children.



Is Innovation a Life - Giving Experience?

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
Secretary's Committee on Mental Retardation  
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Washington, D.C. 20201

In 1967 the 90th Congress, recognizing the special need for innovation and creativity in educational programs for handicapped children, amended Title III of the Elementary and Secondary Education Act of 1965, under Public Law 90-247, to require that beginning with fiscal year 1969 a minimum of 15% of program funds administered by each State shall be used for handicapped children. The response of the States in meeting this new requirement for handicapped children was very heartening. In fact, it is reported that the portion of funds expended for the handicapped in FY1969 was close to 20% of the program funds, or almost \$30 million. Fifteen per cent of the Title III funds appropriated by law for handicapped children in FY 1970 amounts to approximately \$17 million.

#### What the Program Does

The State education agency works with local education agencies to generate, design and implement projects for handicapped children. Funds administered by the States may be utilized to conduct conferences, workshops, and training sessions in local school districts to develop projects for the special needs of handicapped children. These projects are then reviewed and evaluated for approval by a State advisory council. A panel of experts in special education provides initial evaluations and makes recommendations to the advisory council on all projects for the handicapped.

The program is designed to provide aid in developing model programs which can be observed and evaluated by teachers, administrators, and school planners for adoption and inclusion in existing or new services for handicapped children.

#### Eligibility and Procedures

After receiving initial approval by the State education agency, a State plan for the administration of a Title III allotment is submitted to the Division of Plans and Supplementary Centers, Bureau of Elementary and Secondary Education, U.S. Office of Education. To assure that a State plan meets the requirements related to the handicapped the plan will be reviewed by the Bureau of Education for the Handicapped in cooperation with DPSC. All States and trust territories are eligible for these grants upon approval of a State plan. All children and teachers in elementary and secondary schools operating under public authority, which comply with compulsory attendance laws or are recognized by a procedure customarily used in the State, are eligible.

Guidelines which touch upon points to be considered in establishing programs under Title III, originally issued by DPSC, may now be obtained through the State education agency. The DPSC and the Bureau of Education for the Handicapped (BEH) have published a special supplement to the Title III guidelines; some of the points made in this supplement will be reviewed here:



Many a flower is born to bloom unseen...  
What is innovation?

1. Projects for the handicapped will vary. Some projects will be totally devoted to programs for the handicapped, while others will contain only a component. If a project is considered partially for the handicapped, and is to count in terms of the 15% requirement, it must have a specific portion related to this population. For instance, a project for public school children whereby handicapped children are only incidentally involved should not be considered unless it includes a description of special provisions, techniques, facilities and the number of qualifications of trained personnel planned for the handicapped children.

2. According to Title III regulations, several aspects of a State plan should deal with special education for the handicapped. A State Advisory Council for Title III must include persons with professional competence in dealing with handicapped children. The panel of experts selected by States will include experts in the education of the handicapped to review proposals designed to meet the special educational and related needs of handicapped children. The State plan will provide a list of each of the continuing projects previously funded under Title III which are to be administered by the State educational agency. Projects which are totally, or partially for the handicapped will be so identified. The State plan will also describe the procedures for assuring that at least 15% of Title III funds will be used for:

- . Planning innovative, or exemplary programs including pilot projects to meet the special educational needs of handicapped children.
- . Establishing or expanding innovative and exemplary educational programs for the purpose of stimulating the adoption of new educational needs of handicapped children.
- . Establishing services or activities which utilize new and improved approaches to meet the special educational needs of handicapped children.

3. The plan will explain how funds for such activities will be made available and will be coordinated with funds from other sources to help the handicapped, including funds available under Title I and Title VI-A of the Elementary and Secondary Education Act, as amended.

4. The other provision of the State plan specifically related to the handicapped requires that the State provide assurances that any facilities constructed will be accessible to, and usable by handicapped persons. In developing such plans there will be compliance with the minimum standards in "American Standard Specifications for Making Buildings and Facilities Accessible to and Useable by the Physically Handicapped." State plans will be submitted to:

Division of Plans and Supplementary Centers  
Bureau of Elementary and Secondary Education  
U.S. Office of Education  
Washington, D. C. 20202

5. Those parts of the State plan which deal with provisions for handicapped children will be reviewed and approved jointly by the Bureau of Elementary and Secondary Education and the BEH.

6. If a State plan fails to meet the requirements of the BEH that the 15% level will be reached before the end of a fiscal year, the State will then be contacted through the State Title III Coordinator to assist in achieving this level. Each State will be expected to supply a written description of steps taken to achieve the required level. Such negotiations, when required, will be conducted by the DPSC, Bureau of Elementary and Secondary Education, assisted as necessary by the BEH. The BEH, when requested, will assist local and State education agencies in developing projects and State plans by making available Bureau staff when possible, or by locating in the State or region competent personnel for such assistance.

#### Examples of Innovative Programs

Creativity and innovation in education for the handicapped is a clear challenge which is extremely difficult to meet, yet it is essential if significant improvements in educational programs are to be made. Title III offers the opportunity to accept that challenge for those unafraid to probe the questions and bid for answers. The majority of innovative projects

stem from people rather than from agencies or places. Yet, to be successful in operation these projects must have the staff available who can cope with the problems of day to day procedures, working within the educational structure as it presently exists.

Here are a few examples of the type of innovative approaches being supported under Title III for handicapped children.

SPECIAL EDUCATION SERVICES FOR PHYSICALLY, MENTALLY AND EMOTIONALLY HANDICAPPED CHILDREN - Pine Bluff School District #3 - Pine Bluff, Arkansas

Educational and remedial programs for up to 8,000 physically, mentally and emotionally handicapped children in grades K-12 will be provided by a central service complex. The center will house a diagnostic and evaluation clinic for determining the needs of handicapped children and informing the school districts of their findings; an educational division to provide special education and physical therapy; a research division to investigate the problem as it relates especially to Pine Bluff; and a professional preparation service unit for teacher training. Included in the services to be provided are diagnosis and evaluation of severe learning problems, occupational and physical therapy, research in special education and directly related services, and consulting services to school districts and local and State agencies.

DEMONSTRATION AND EVALUATION OF ENGINEERED CLASSROOM DESIGN FOR EMOTIONALLY DISTURBED CHILDREN IN THE PUBLIC SCHOOLS - Santa Monica, California

This project for emotionally disturbed children in grades 2-9 represents a unique liaison between a major university and a public school district. It will be aimed at narrowing the gap between theory and practice and will create a specific program to aid children with pre-academic and academic problems. The engineered classroom will consider each child first as a learner and second as a psychiatric or medical problem, will provide a full range of activities designed to teach children to pay attention, respond, follow directions, accurately and thoroughly explore their environment, learn how to get along with others and improve in academic skills. It will also utilize an innovative checkmark system to insure immediate consequences in learning and will maintain a flexible classroom structure which systematically alters task assignments, settings and criteria for success.

EDUCATIONAL EVALUATION AND PROGRAMMING FOR CHILDREN WITH AUDITORY DISORDERS Boston, Massachusetts

Pilot project which will provide educational evaluation, educational programming and individualized educational services to hearing impaired children as a basis for planning a new facility and as a model for other large cities.



## PERCEPTUAL DEVELOPMENT CENTER - Natchez, Mississippi

A three-year experimental project to determine if specialized instruction for dyslexic students can be economically feasible, with reduced remediation time, in the public school program. Staff members work to provide individualized instruction for center students. Community volunteers, supervised by the professional staff, aid students in performing various physical and mental exercises. The Alphabetic-Phonetic-Structural-Linguistic Approach to Literacy, a highly structured breakdown of language combined with a multi-sensory approach, is the method used for teaching reading, writing and spelling to the students.

## PRINCETON PROGRAM: TEACHER EDUCATION - Princeton Regional Schools, New Jersey

An inservice training program will be conducted to show teachers nondirective and reflective techniques for teaching preschool children. Teachers will be encouraged to develop their roles as active participants in the learning process and to become less dependent upon the role of giver of information. Four days of preliminary training by psychologists and educators will be followed by weekly two-hour teacher seminars and practical experience with a selected child.

For supplementary material, State contacts and further information, the following sources are suggested:

### Supplementary Materials

Title III Guidelines issued by each State education agency

Supplement to the Guide for State Plans issued by the Bureau of Education for the Handicapped

Title III Regulations issued by the Division of Plans and Supplementary Centers

Pacesetter for Innovation available in limited supply from the Division of Plans and Supplementary Centers

### State Contacts

Title III, ESEA Coordinator  
Director of Special Education  
State Department of Education

### For Further Information

Division of Plans and Supplementary Centers  
Bureau of Elementary and Secondary Education  
U.S. Office of Education  
400 Maryland Avenue, S. W.  
Washington, D. C. 20202

State Plan Officer  
Aid to States Branch  
Bureau of Education for the Handicapped  
U.S. Office of Education  
7th and D Streets, S. W.  
Washington, D. C. 20202

This effort to provide innovative programs for the handicapped through the setting aside of funds in Title III, is complemented by several other programs designed to provide educational services for the handicapped in each State. These are:

- . P.L. 89-313 which gives support to State and State-supported institutions for the handicapped to allow them to strengthen their education programs.
- . Title VI-A of the Elementary and Secondary Education Act which provides funds on a formula grant basis to allow States to expand and extend existing services for handicapped school children.
- . The Vocational Education Act Amendments of 1968 which will provide 10% of its total funds to strengthen and initiate programs for the handicapped in the important school-community juncture period.
- . P.L. 85-926 which provides for the preparation of professional personnel engaged in the education of handicapped children.
- . P.L. 88-164 which provides for major research and training support for handicapped children involving over 250 colleges and universities.

These major efforts, combined with a variety of more specialized programs, come together to form a total Federal commitment to provide total services for handicapped children. The programs noted above are administered by, or coordinated with the Bureau of Education for the Handicapped within the U.S. Office of Education.