

# programs for the handicapped

Secretary's Committee  
on Mental Retardation

October 25, 1971

71-9

## PROGRAM DESCRIPTION

### **Handicapped Children's Early Education Program**

PUBLIC LAW 91-230  
Part C, Title V

Program Development Branch  
Division of Educational Services  
Bureau of Education for the Handicapped  
U. S. Office of Education



*Physical therapists working with multihandicapped child in the  
Model Preschool Program of the Children's Rehabilitation Institute,  
University of Nebraska, Omaha, Nebraska*

## INTRODUCTION

The potential for Early Childhood to become a major discipline was recognized and emphasized years ago by such pioneer scholars as Comenius, Froebel, Montessori, Hall, and the McMillans. Today, after years of dormancy, we are witnessing a renaissance of interest in the early childhood period. Its impact is evidenced by the number of articles, books, and preschool programs appearing on the scene since Head Start began in 1965.

This upsurge of interest in the early education of young children is probably the result of findings in the related literature which appear to indicate that the preschool years are most critical for a child's future development. For instance, J. McVicker Hunt (Intelligence and Experience) indicates that modifying a child's environment during his early formative years can lead to great improvement in his intellectual capacity later on. Relative to this, Benjamin S. Bloom (Stability and Change in Human Characteristics) suggests that at age four, a child has already developed fifty percent of his total intellectual capacity as an adult; by the age of eight, he has attained eighty percent of his capacity.

Seemingly then, the early years are the most feasible time to identify, alleviate, or eradicate a child's mental, physical, social, and emotional deficiencies. Thus, the lack of attention to a child's handicaps during the early childhood development period may lead to irreversible deterioration of his potential for leading a more normal useful life.

Over six million children suffer physical, emotional, and mental handicaps; yet it is estimated that only 2.5 million currently receive special educational services. These children require specialized attention if they are to fulfill their potential as participating contributing members of society. The handicapped child requires special educational services designed to meet his specific needs. According to information collected during 1969 by

State Departments of Education, fewer than forty percent of school-age handicapped children are receiving appropriate special services. The extent of unmet need for handicapped children in the pre-school age range is much greater.

This apparent lack of attention to the needs of the preschool handicapped child in federal, state, and local programs is not caused by general failure of special educators to recognize the problems. In fact, most state and local education plans for the handicapped place preschool programs high on their list of goals. Unfortunately, however, the development of preschool programs for the handicapped has been inhibited by the paucity of model or prototype programs which could provide the basis for local planning and by the lack of structured information on the factors making for success in early intervention with various types of handicapped children.

## PURPOSE OF ACT

In recognition of this critical need, the Handicapped Children's Early Education Assistance Program was authorized to establish and operate model preschool and early education projects.

This relatively new program, which is administered by the Bureau of Education for the Handicapped, Office of Education, U. S. Department of Health, Education, and Welfare, is designed to develop and demonstrate effective approaches in assisting handicapped children during their early years and is structured so that other communities can replicate or adopt exemplary program components to meet their own needs.

## DEFINITION OF TERMS

For the purposes of the Handicapped Children's Early Education Program, the term "Handicapped Children" refers to 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 and related services.

## SCOPE OF PROGRAM

The Bureau of Education for the Handicapped has as its goal the equalization of educational opportunity for handicapped children by providing the leadership and resources needed to help the handicapped achieve their fullest potential and participate constructively in society to their maximum abilities.

It is estimated that there are about 1,000,000 preschool-aged handicapped children in the United States. The Bureau's strategy for 1972 is to assure that 100,000 young handicapped children receive preschool education. The objective for 1973 is to double the enrollment of handicapped children in preschool programs to bring the total number of children in such programs to 200,000. The long-range objective of the Handicapped Children's Early Education Program is to stimulate services to all 1,000,000 preschool-aged handicapped children by the end of this decade.

Under the Handicapped Children's Early Education Program (hereafter referred to as HCEEP) grants and contracts can be made to public and private non-profit agencies for the development and implementation of experimental programs to demonstrate high-quality services for young handicapped children. The grants will be distributed on a broad geographical basis throughout the Nation, in rural as well as urban areas. This does not mean that there necessarily must be a single program in each state. Some states may combine their resources and develop regional centers. In some large metropolitan communities more than one project may be deemed appropriate.

It is intended that there be considerable diversity among projects so that models will be developed which are applicable to as many different handicapping conditions and environmental areas as possible. Customarily, we conceive of education as taking place with a group of children in a classroom. The concept of early childhood education, however, allows for a variety of settings and approaches to learning. Under the Handicapped Children's Early Education

Program, experimentation and evaluation in correspondence courses, home instruction, individual instruction in group settings, and integration of handicapped with normal children are supported.

A. Participation of Parents. In addition to demonstration of exemplary services for young handicapped children, the program emphasizes parental and family involvement. Few parents are prepared psychologically or financially to shoulder the enormous burden of care and treatment for a handicapped child. Parents of handicapped children may have fears, and are often frustrated and bewildered. They need help in understanding their child's disability and in working with their handicapped child. Activities and services are designed, therefore, to encourage active and varied parent participation. Parents may participate in planning through the project's advisory council, may observe or participate in demonstration or training programs, receive group or individual counseling, be involved in home visit programs or correspondence courses, learn to carry out educational and remedial activities, and in some instances, may become the primary educational agent.

B. Training of Personnel. Inservice training for the Handicapped Children's Early Education Program stresses the areas of special education child development, and early childhood education. When possible, new demonstration projects will be established in settings so that they may be used for the training of teachers, speech pathologists and audiologists, clinicians, psychologists, physicians, and other supportive personnel whose contributions are required in effecting good early childhood education of the handicapped.

C. Evaluation. Grantees are expected to develop procedures for evaluation of project efforts. Internal evaluation should determine the extent to which the project meets the needs of the children served and should also delineate needed modifications in each component. The internal evaluation is conducted by qualified project staff, appropriate members of the Advisory Council, consultants who specialize in evaluation procedures, or



*Model preschool center for handicapped children in Experinmental Education Unit, Child Development and Mental Retardation Center, University of Washington in Seattle, utilizes behavior modification techniques.*

by interaction of all of these. External evaluation is a cooperative activity between the grantee and the Bureau of Education for the Handicapped. This thorough and continuing evaluation of the effectiveness of each project funded should result in a determination of the nationwide impact of the program.

D. Dissemination of Information. The program stresses dissemination of information to acquaint community people and agencies with the problems and potentialities of handicapped children. The general public is informed by appropriate means and information is also extended to the professional community. Channels which may be used include articles in professional journals, brochures, films, presentations at conferences and conventions, demonstrations to professional personnel and students, and demonstrations and discussions with representatives of state and local education agencies and other professional organizations.

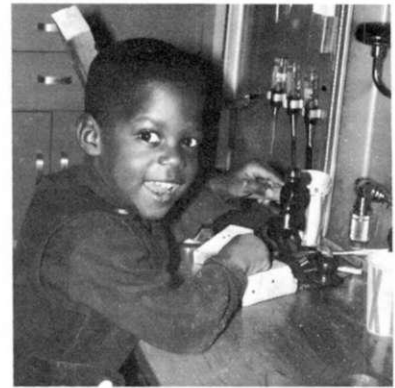
E. Coordination with other Agencies. Cooperation among educational, medical, social services, and other appropriate disciplines to develop comprehensive programs is encouraged. This is to insure that each model Handicapped Children's Early Education project stimulates all areas of the handicapped child's development to meet his emotional, physical, intellectual, and social needs.

F. Special Activities. A unique experiment is underway to provide support assistance through several related projects to the demonstration projects funded under the Handicapped Children's Early Education Program so that they can improve their delivery of educational services and serve as more effective models for replication.

To assist each project in meeting its own inservice training goals and to develop new ways to meet the acute shortage of personnel trained and experienced in working with very young handi-



*A Jack-in-the-box auditory training game designed to teach a preschooler to make more effective use of his remaining hearing in a project sponsored by Minnesota Department of Education.*



*A physically handicapped child being helped by Early Education project sponsored by Massachusetts Department of Public Health.*

capped children, a grant has been awarded by the Division of Training Programs, Bureau of Education for the Handicapped, to the University of Texas. The Frank Porter Graham Child Development Center, a component of the University of North Carolina Child Development Research Institute, has been awarded a grant to establish a consultation and technical assistance center to work directly with the demonstration projects. This project, Technical Assistance and Development Support, will provide specialized program assistance in the areas of specific need, concerning itself with program planning and evaluation, communication and liaison aspects of the demonstration projects as well.

The University of Southern California has been awarded a grant to conduct workshops designed to assist the model projects in the development of the evaluation components of their programs.

Prevention of handicaps is the goal of the American Speech and Hearing Association project, funded to disseminate information on speech and language development, and the communication needs and problems of young children to

teachers, leaders, and parents in early childhood education programs throughout the Nation.

G. Appropriations. The program provides Federal support for up to ninety percent of the project cost. The non-Federal share may be in cash or in kind (i.e. facilities, materials, personnel, supplementary services, etc.) The requirement of a non-Federal share is designed to encourage a commitment of community and other public and private agencies to the success of the projects through tangible involvement from the beginning. Although application for funds are made directly to the Bureau, evidence of coordination with the State Department of Education is required.

The initial appropriation for this program for the fiscal year which ended June 30, 1969 was \$1 million. The appropriation for the second year was \$3 million. Seven million dollars was granted in June 1971 to support 70 model demonstration projects, 39 of them continuations and 31 of them new projects. (Because the Urban League will establish projects in four different locations, it is counted as four pro-

jects). The demonstration projects which were continued are in the operational phase and were funded at approximately \$100,000 each. Those projects which were new are receiving approximately \$50,000 each and are in the planning-operational phase. In addition to these demonstration projects, the funds from Fiscal Year 1971 also went toward the support of seven special related activities such as evaluation, dissemination, technical assistance, and workshops on prevention of handicaps.

It is intended that each project will receive Federal support for a three year period, dependent upon satisfactory progress and availability of funds. By the time the Federal support terminates, it is expected that each project will have assured its continuation from other sources of funding.

## CONCLUSION

In essence, the Handicapped Children's Early Education Program is seeking to meet a long-overlooked need for varied,

effective, and accessible models demonstrating comprehensive services to young handicapped children and their families. As more structured information is collected on the factors making for success in early intervention with young handicapped children and as more exemplary models are developed, it is hoped that school systems and other local agencies will increasingly meet the great need for early assistance to children with disabilities during their critical early childhood years.

\* \* \* \* \*

For further information on the Handicapped Children's Early Education Assistance Grant Program write to the:

Bureau of Education for the Handicapped  
Office of Education, U. S. Department  
of Health, Education, and Welfare  
7th and D Streets, S. W.  
Washington, D. C. 20202

\* \* \* \* \*

*This child is receiving physical therapy treatment at the Children's Rehabilitation Institute of Nebraska, Omaha, Nebraska. This project serves children with multiple handicaps.*



A list of model projects and their locations follows:

## I. Operational Projects

University of Alabama  
1919 Seventh Avenue South  
Birmingham, Alabama 35233

Huntsville Achievement School  
600 Governors Drive  
Huntsville, Alabama 35801

Alaska Crippled Children &  
Adults Treatment Center  
3710 E. 20th Avenue  
Anchorage, Alaska 99504

University of Arizona  
Department of Special Education  
Tucson, Arizona 85721

Magnolia Public Schools  
Post Office Box 428  
Magnolia, Arkansas 71753

Julia Ann Singer Preschool  
Psychiatric Center  
4734 Fountain Avenue  
Los Angeles, California 90029

Georgetown University  
University Affiliated Center for  
Child Development  
3800 Reservoir Road, N.W.  
Washington, D.C. 20007

Liberty County School Board  
Bristol, Florida 32321

Sunland Training Center at Miami  
2000 Northwest 47 Avenue  
Opa Lacka, Florida 33054

University of Georgia  
698 North Pope Street  
Athens, Georgia 30601

University of Illinois  
403 East Healey  
Champaign, Illinois 61801

Montgomery County Society for  
Crippled Children & Adults, Inc.  
1000 Twinbrook Parkway  
Rockville, Maryland 20851

Massachusetts Department of  
Public Health  
480 Tremont Street  
Boston, Massachusetts 02116

James Jackson Putnam Children's  
Center  
244 Townsend Street  
Boston, Massachusetts 02121

Detroit Public Schools  
Adlai Stevenson Building  
10,100 Grand River  
Detroit, Michigan 48204

Early Childhood Education Programs  
for the Hearing-Impaired  
Special Education Section  
Minnesota Department of Education  
Centennial Building  
St. Paul, Minnesota 55101

Mississippi State University  
Drawer ED  
St. College, Mississippi 39762

Central Institute for the Deaf  
818 South Euclid  
St. Louis, Missouri 63110

University of Nebraska  
Children's Rehabilitation Institute  
444 South 44th Street  
Omaha, Nebraska 68015

Mount Carmel Guild  
17 Mulberry Street  
Newark, New Jersey 07102

Children's Circle Planning  
Corporation  
530 East 169th Street  
Bronx, New York 10456

New York University Medical Center  
400 East 34th Street  
New York, New York 10016

United Cerebral Palsy of  
New York City, Inc.  
399 East 44th Street  
New York, New York 10017



City School District  
46 Moran Street  
Rochester, New York 14611

Chapel Hill City School System  
400 School Lane  
Chapel Hill, North Carolina 27514

The Ohio State University  
9 West Buttles Avenue  
Columbus, Ohio 43215

Rhode Island Easter Seal Society  
for Crippled Children & Adults,  
Inc.  
333 Grotto Avenue  
Providence, Rhode Island 02906

The Bill Wilkerson Hearing and  
Speech Center  
1114-19th Avenue South  
Nashville, Tennessee 37212

Tennessee Department of Mental  
Health  
George Peabody College for Teachers  
Child Study Center  
P.O. Box 158  
Nashville, Tennessee 37203

Memphis State University  
Memphis, Tennessee 38111

Region XIX Educational Service  
Center  
6501-C Trowbridge  
El Paso, Texas 79905

Norfolk State College  
2401 Corprew Avenue  
Norfolk, Virginia 23504

Brattleboro Town School District  
96 Green Street  
Brattleboro, Vermont 05301

Experimental Education Unit  
Child Development & Mental  
Retardation Center  
University of Washington  
Seattle, Washington 98105

Curative Workshop of Milwaukee  
10437 West Watertown Plank Road  
P.O. Box 7372  
Milwaukee, Wisconsin 53226

Cooperative Education Service  
Agency #12  
412 Slifter, Box 564  
Portage, Wisconsin 53901

University of Wyoming  
Box 3311, University Station  
Laramie, Wyoming 82070

Los Angeles Unified School  
District #3  
450 North Grand Avenue  
Los Angeles, California 90012

Dubnoff School for Educational  
Therapy  
10526 Victory Place  
North Hollywood, California 91606

Casa Colina Hospital for  
Rehabilitative Medicine  
255 East Bonita Avenue  
Pomona, California 91767

University of California  
401 Parnassus Avenue  
San Francisco, California 94122

New Haven Board of Education  
1 State Street  
New Haven, Connecticut 06511

University of Denver  
Department of Speech Pathology  
and Audiology  
2065 South York  
Denver, Colorado 80201

## II. Planning Operational Projects

Dr. Eugenia R. Walker  
University of Alabama  
Post Office Box 1965  
Tuscaloosa, Alabama 35489

Berkeley Unified School District  
2031 - 6th Street  
Berkeley, California 94702

Houston Speech & Hearing Center  
1343 Mourisund Avenue  
Texas Medical Center  
Houston, Texas 77025

Edgewood Independent School  
District  
West Commerce Street  
San Antonio, Texas 78237

I I . PLANNING-OPERATIONAL PROJECTS (Contd.)

Developmental Center for Special  
Education  
1619 M Street, N.W.  
Washington, D.C. 20036

Federal City College  
733 8th Street, N.W.  
Washington, D.C. 20001

Panhandle Child Development  
Association, Inc.  
1604 North 4th Street  
Box 1320  
Coeur d'Alene, Idaho 83814

Peoria Association for Retarded  
Children, Inc.  
320 East Armstrong Avenue  
Peoria, Illinois 61603

School City of Gary  
620 East 10th Place  
Gary, Indiana 46402

The Capper Foundation for  
Crippled Children  
3500 West 10th Street  
Topeka, Kansas 66604

United Cerebral Palsy of the  
Bluegrass  
320 Clay Avenue  
Lexington, Kentucky 40502

Boston Center for Blind Children  
147 South Huntington Avenue  
Boston, Massachusetts 02130

Brookline Town Hall and Harvard  
Graduate School of Education\*  
333 Washington Street  
Brookline, Massachusetts 02146  
\*Emphasis on cost effectiveness  
analysis

Adams-Jefferson Improvement  
Corporation  
P.O. Box "L"  
Natchez, Mississippi 39120

Clark County School District  
2832 East Flamingo Road  
Las Vegas, Nevada 89109

Board of County Commissioners  
2600 Marble Avenue, N.E.  
Albuquerque, New Mexico 87106

United Cerebral Palsy  
Associations, Inc.  
66 East 34th Street  
New York, New York 10016

National Urban League  
55 East 52nd Street  
New York, New York 10022

Medford School District #5490  
2801 Memiman Road  
Medford, Oregon 97501

Portland School District #1  
631 N.E. Clackamas Street  
Portland, Oregon 97213

The Franklin Institute  
20th and Parkway  
Philadelphia, Pennsylvania 19103

Home for Crippled Children  
1426 Denniston Avenue  
Pittsburgh, Pennsylvania 15217

South Carolina Department of Mental  
Retardation  
Coastal Center  
Jamison Road  
Ladson, South Carolina 29456

The Developmental Center, Inc.  
P.O. Box 357  
300 South Mineral Street  
Keyser, West Virginia 26726

Total number of demonstration projects:  
70. (The National Urban League is  
counted as 4 projects).

### III. Additional Related Activities Funded by the Handicapped Children's Early Education Program

Office of Education  
National Demonstration for Early  
Childhood Education (day care  
center enrolling some handicapped  
children)

Manual, "Serving the Handicapped"  
(funded jointly with Office of  
Child Development)

Teaching Research Division  
Oregon State System of Higher  
Education  
Immediate Impact Analysis of  
Initial Projects funded under the  
Handicapped Children's Early  
Education Program  
Monmouth, Oregon 97361

IMCSE, University of Southern  
California  
(evaluationworkshops)  
1031 South Broadway, Suite 623  
Los Angeles, California 90015

American Speech and Hearing  
Association  
(Prevention of Speech and  
Language Handicaps)  
9030 Old Georgetown Road  
Washington, D.C. 20014

Council for Exceptional Children  
Invisible College (Conference on  
Early Childhood Exceptional  
Children Research)  
1499 Jefferson Davis Highway  
Arlington, Virginia 22202

Technical Assistance Development  
System  
Frank Porter Graham Child  
Development Center  
625 W. Cameron Avenue  
Chapel Hill, North Carolina 27514

University of Texas Staff  
Training Center  
Department of Special Education  
Austin, Texas  
(an inservice training project  
funded by the Division of  
Training Programs, BEH)