

Office of
Mental Retardation Coordination

programs for the handicapped

72-6

Special Projects in the Training of Educational Personnel

October 6, 1972



A sequence of tasks has been arranged by this teacher
to teach basic number concepts

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"... While this is a period of great difficulty in special education, I think it is also a promising time. The leavening factor is that our field offers opportunities for energetic people with ideas and the conviction and courage to carry them out. New and better ways of serving handicapped children are emerging."

Maynard C. Reynolds

SPECIAL PROJECTS

In an effort to facilitate the planning, development, evaluation and dissemination of new models for the preparation of personnel to educate handicapped children, the Special Projects program was developed as an administrative element in the Division of Training Programs, Bureau of Education for the Handicapped. The history and some of the latest results of this program are the subject of this issue of Programs for the Handicapped.

One of the primary goals of the Bureau of Education for the Handicapped is to encourage the provision of quality instruction for all handicapped children. There are a great many elements necessary to realization of that goal, but none so important as manpower in sufficient numbers and with the appropriate competencies to fulfill the goal.

Educators of handicapped children have the responsibility to help develop and install in schools highly differentiated instructional systems, to provide quality instruction in those systems, and to see that the necessary plans and decisions about children are made effectively. These various systems should focus on such areas as cognitive development, socialization, psycho-motor development, and effective learning.

Programs of manpower preparation must produce more personnel with known, specific competencies and must contribute to differentiated systems of instruction in order to provide for those handicapped children not now receiving adequate instruction and to progress toward quality education for all handicapped. Thus, the emphasis in manpower programs should be on competency domains and instructional goals, not upon child labels.

Special Projects is one of three program elements in the Division of Training Programs, Bureau of Education for the Handicapped. The program is designed to assist professionals in the field to plan, initiate and evaluate new and better training models for the preparation of personnel to educate handicapped children.

Part D of P.L. 91-230 authorizes the Commissioner of Education to "make grants to institutions of higher education and other appropriate nonprofit institutions or agencies . ." to train teachers, other specialists and the trainers of such personnel for the education of handicapped children.

Authorization to fund programs for the preparation of personnel to educate handicapped children originated with P.L. 85-926 and has been the administrative responsibility of the Division of Training Programs, Bureau of Education for the Handicapped. Since its inception the number of colleges and universities training special education personnel has grown from 40 to over 300. Many of the staff members of the college and university training programs developed in the past decade were at one time recipients of P.L. 85-926 fellowship awards. The multiplier effect of this legislative commitment has been demonstrated effectively throughout the nation.

Despite the great success of the fellowship and traineeship program originally funded under P.L. 85-926, the staff of the Division of Training Programs felt an additional element was needed to provide a greater amount of flexibility in the types of personnel that are prepared. A program was needed that would allow the creation and evaluation of new types of models of preparation; a program that could begin to resolve some of the major personnel training problems and questions in the field. Thus, in 1968 the Special Projects program was created.

OBJECTIVES

Special Project awards may be utilized to plan, initiate, and evaluate new programs for the preparation of personnel to serve handicapped children.

The Special Projects program provides an opportunity for conceptualizing and implementing, on a trial basis, approaches which are basically new or which are significant major modifications of existing programs. The purpose of this program is to encourage and facilitate innovative approaches to the solution of major training problems. This may include the support of programs devoted entirely to the problems of handicapped children or programs including units on this subject among other elements.

The following examples illustrate types of Special Projects which are fundable through the Division of Training Programs. These examples are listed for illustration only and are not to be considered as the entire range of possibilities.

1. The development and evaluation of competency based models for the preparation of teachers, administrators and other special education personnel.
2. Programs for preparing new types of specialists such as clinical supervisors, master teachers, practicum supervisors, evaluation specialists, and various other types of personnel.
3. Utilization of manpower pools heretofore untapped for participation in programs for the handicapped.
4. New conceptualization of programs to prepare personnel to educate handicapped children.

5. New conceptualization of programs to prepare teacher educators at the doctoral or post-master's level.
6. Programs developing and evaluating the use of newer technologies in the preparation of personnel to educate handicapped children.
7. Conferences for the exchange of ideas and the formulation of new concepts in preparing personnel to educate the handicapped.

TYPES OF SPECIAL PROJECT GRANTS

There are two types of grants within Special Projects--planning and prototype. Depending on the complexity of the training problems and the readiness of the applicant to proceed, the proposal may involve either type or a combination of both.

Planning Grants

Many of the manpower problems attacked through Special Project grants will be very complex. Applicants are encouraged to submit planning grant proposals rather than incomplete or inadequately conceived prototype proposals. The planning grant may provide funds for the support of personnel, travel, and other costs necessary for developing a detailed plan for implementation of a prototype.

A successful planning grant should have as its outcome a well-defined conceptual model and detailed procedures by which the effectiveness and efficiency of the model can be implemented and tested. When appropriate, applicants are encouraged to conduct and evaluate a pilot test of the proposed concept during this initial phase of the Special Project. An evaluation component is required of all planning projects.

Prototype Grants

Prototype grants will be used to implement and test new preparation programs. A successful prototype grant should have as its outcome the establishment of practices which can be incorporated into existing programs of preparation or which will supplant such programs. These new practices should be directed toward alleviating current and projected personnel needs in education of the handicapped.

A prototype grant must provide for a detailed evaluation to examine the effectiveness of the training model.

WHO MAY APPLY

Applications for Special Project grants may be submitted by institutions of higher education and state educational agencies. State educational agencies may participate as a sole agent or in affiliation with institutions of higher education. Other non-profit public and private agencies are eligible for participation under this program on a discretionary basis.

as determined by the Division of Training Programs, Bureau of Education for the Handicapped, United States Office of Education.

EXAMPLES OF SPECIAL PROJECTS

The following are examples of Special Projects funded by the Division of Training Programs.

EXAMPLE 1. "Preparing Psychoeducators for Inner City Teaching," Syracuse University, Syracuse, New York. Dr. Peter Knoblock, Project Director

This project is concerned with the preparation of personnel to educate emotionally disturbed children. The staff is committed to creating a training and learning environment which is facilitative of the personal and academic growth of trainees and children. A major innovative focus of this project from its inception has been the effort to move to preparation model from a university-based effort to a model which takes the trainees into the schools and community. This search for an adequate training and learning environment is central to the pursuit of several related training questions.



The project staff is now facing the task of putting into practice, documenting and evaluating the issue of whether participants (trainees and children) can fully share in the creation of a facilitative learning environment. This focus is directly related to the question of whether it is possible to train personnel in a process which is equally relevant to their work with children. They are striving to avoid the "do as I say, not as I do" message which seems so prevalent in the training of teachers. In short, they are striving to match the form of training with the functions considered important.

Dr. Knoblock also believes that there is a body of knowledge, attitudes, and skills within Special Education that has relevance for the training of personnel to teach inner city children. With his staff he is attempting to identify and implement such skills and to observe and evaluate their impact on children's relationships and academic functions.

Another factor in this project is a commitment to the creation of innovative teaching roles and behaviors for special education teachers. Follow-up studies of graduates from this project have already begun to demonstrate that there is a trend toward the trainees either creating more innovative jobs within the public schools or they are attempting to behave more creatively within more traditionally defined jobs. Teachers as advocates of children, other teachers and parents have also become a focus of this program.

The project staff is actively exploring the question of whether it is possible to design a humanistically-oriented training model that has direct relevance both to the training of teachers and the education of children. The ingredients of such a training model include concepts and procedures of encouraging self-direction on the part of the learner in order that he specify his own learning goals and share his resources. Also, the process



of encounter and open communication with others is central here as are training notions which revolve around procedures for developing skills in discriminating and radiating appropriate learning environments.

Finally, Dr. Knoblock and staff are enthusiastic about the prospect of offering a newer model of teacher preparation within Special Education. They consider their effort to be an alternative approach, one that includes the above dimensions. In their effort to pursue this training approach as an alternative they are committed to presenting a thorough process

description of the training model and procedures, including the specific interactions between trainees and children in the learning environment.



EXAMPLE 2. "Project CATALYST - Preparing Administrators Who in Turn Work with Helping Teachers of the Handicapped," Institute for Independent Educational Research, San Rafael, California. Keith Beery, Project Director.

Project CATALYST has developed and demonstrated a model whereby colleges and state departments of education can more efficiently and effectively meet the needs of handicapped children. In essence, a professor of education leaves the campus in order to assist building principals to create, conduct and evaluate an individualized staff development program for the teachers in his or her building. This staff development program is augmented by pre-service trainees. Each program is individualized to the resources and needs of the principal, faculty and handicapped pupils of that building.

During the project year, a management/staff development expert consults full time with the special education professor and the twelve building principals. It is anticipated that the management expert will not be needed in future adoptions of the model, since one outcome of the project will be a textbook for professors and principals which delineates the concepts, techniques and results that will be developed and demonstrated during the project year. The project states that the model should be essentially cost-free to districts in the future.

Schools with various demographic, organizational, and educational types are selected for participation so that, for the first time, a "taxonomy" of building types can be constructed and correlated with the types of staff-development programs which succeed in upgrading education for handicapped pupils.

The most important factor and the reason for creating Project CATALYST, is the fact that every building has its own history, its own level of readiness of growth, its own "personality." If significant systematic growth is to occur in a building, its individuality must be respected; a staff-development program which is individualized to the needs and resources of the building must be developed. No one approach works best for all! Key to success in any form of building change is the school principal. His or her strengths, needs and goals are critical to the success or failure of any program.

Project CATALYST, in essence, respects the individuality of the principal, the staff, the pupils and the community, and provides expertise in helping these important people identify their strengths, needs and goals; create a program to meet their goals; carry that program out; and evaluate their successes so that further growth can be created.



EXAMPLE 3. "The Use of Simulation in Administration Training,"
Syracuse University, Syracuse, New York. Daniel Sage,
Project Director

Several simulation models have either been developed or field tested as Special Projects. Three of these projects have aided in the development of training models for special education administrators. These simulation projects have focused on the development of descriptive, interpretative and conceptual content concerning the administration of special education. The three projects are the Special Education Administration Task Simulation (SEATS) Game, the State Education Agency Simulation Exercise (SEASE), and the Special Education Component (SEASIM) of the Monroe City Urban Simulator (URBSIM). The SEATS and SEASE projects were funded under separate BEH support at Syracuse University, and the URBSIM project was funded through a grant to the University Council of Educational Administration.



The SEATS Game was developed by Dan Sage at Syracuse University. The SEATS simulation represents a simulated organizational model, viewed from the level of the director of special education in a local school system. The environment simulated is in the town of Dormit in the State of Lafayette. Dormit is a community large enough to include the full gamut of problems and issues facing educators throughout this Nation. With a complete set of state school laws and regulations, local handbook, and orientation materials, the role player in the simulation exercise faces a full series of problems and issues during his administration. Most of the stimuli and feedback are provided through inbasket items, with auxiliary input from actual telephone calls, audio and video tapes and role playing exercises. Though designed originally for use as a training package for special education administrators, recently the SEATS has been used quite effectively with general education administrators in an attempt to sensitize them to special education programming needs and to change their attitudes toward the children and the integration of children into regular school programs.

This unique use of the SEATS Game has formed the base for a major state-wide Special Project with the Michigan State Department of Education.

The State Education Agency Simulation Project (SEASE) developed by Dan Sage and Ed Sontag was designed to develop and evaluate a reality-based simulation model of the role of a Special Education Administrator in a State Education Agency. The SEASE was developed to serve as a pre-intern-

ship experience relative to state education agencies for individuals majoring in Special Education Administration, and as an in-service device for incumbent professional personnel in such positions.



The simulation materials were developed to enable student, and practitioners, both experienced and inexperienced, to assume the role of director of special education in the simulated State of Lafayette. The development stage of this project consisted of further expanding the ground rules and background materials from the State of Lafayette, which was the original simulated state developed by Sage for the SEATS Game. It also involved the collection of reality-based problem items and other material collected from a variety of actual state education agencies. This material was adopted and pilot tested with trainees from over 25 state departments of education.

The Special Education Administration Urban Simulator (SEASIM) was developed by the University Council for Educational Administration. The SEASIM was developed as a component of simulation material developed to train general administrators for urban situations (URBSIM). Components of the SEASIM include topics such as program and staff development; curriculum; finance; identification, classification, and segregation of children; programming for children with multiple handicaps; in-service education; and staff development.



Photos in Example III courtesy
of James C. Viggiani

EXAMPLE 4. "A National Network of Interrelated Agencies Serving Seriously Emotionally Disturbed Children with Model Training Programs at Julia Ann Singer and League School." The League School is in New York City; Carl Fenichel, Project Director. Julia Ann Singer Preschool Psychiatric Center is in Los Angeles; Frank S. Williams, Project Director.

Currently in this Nation there is a severe shortage of personnel and programs to educate seriously emotionally disturbed children. It has become increasingly evident that these children do not fit any of the neat clinical categories or the labels placed on them. There are vast and extreme differences in intellectual functioning, language skills, behavior, pathology and potential among all children with a similar diagnosis. They range from the extremely quiet, passive and withdrawn to the most explosive and impulse-ridden; from those who are completely infantile, mute, clinging and helpless, to those who are self-managing, self-assertive and communicative; from the severely retarded and defective to some with relatively intact, normal or superior mental abilities. Very frequently one sees within the same child the coexistence and overlapping of many of the symptoms associated with schizophrenia, autism, psychosis, aphasia, retardation and central nervous system dysfunctioning.

This joint project with Julia Ann Singer and the League School represents an attempt to develop a national network of interrelated and cooperating agencies, serving the psycho-educational needs of severely emotionally disturbed children with particular attention to children who are autistic and psychotic. The League School and Julia Ann Singer Center (JAS) are helping



to integrate the coordination and the integration of the related staff training, the assessment of children's psycho-educational progress, the teacher training sequences for two centers in addition to League School and JAS. A major goal of the network would be fostering the training of parents and para-professionals, in addition to special teachers in the education of pre-school and school-age autistic and severely emotionally disturbed children.

A large portion of the staff training and overall development of the network of centers would be based on prototype models for such training to be further enhanced and developed at the League School and JAS. The hope would be for expansion of the network over several subsequent years with the League School and the Julia Ann Singer team continuing to head up and coordinate the training, interrelated studies and cooperative research.

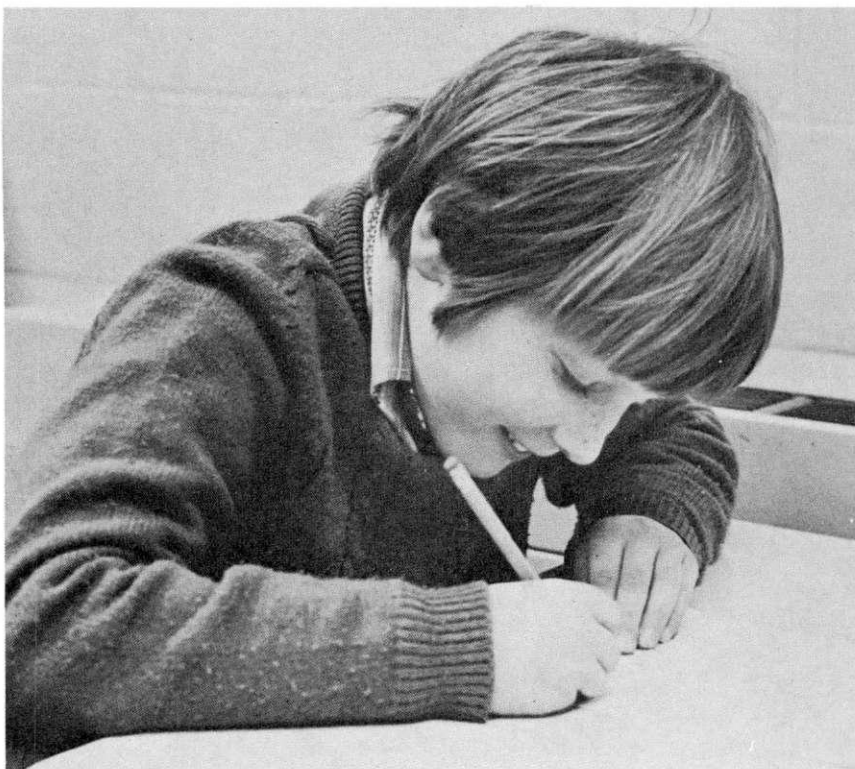


The League School and the Julia Ann Singer Center would plan for prototype model training programs in the network of centers to be available for years to come, and for visits from specific agencies throughout the country.

The most significant contribution of this Special Project would be the dissemination throughout the field for special and early childhood education, psychology, and child psychiatry, of a truly psycho-educational approach to autistic and other seriously disturbed youngsters. This approach would be one which attends to both the educational and psychological needs of such children without the neglect of either cognitive or psycho-social development.

Hopefully, as a result of such programs every child will have his own highly individualized program of special education to help him grow and develop physically, mentally, socially and emotionally. With the guidance and support of educational supervisors and clinicians, teachers will be able to plan and provide appropriate strategies, methods, learning

experiences and activities that meet each child's specific needs, interests and problems.



When admitted to League School two years ago this boy was unable to attend to a task. One of the School's major goals has been to foster self-sufficiency and independent functioning. Now he is seen completing a written assignment with very little direct teacher involvement. In September he moved on to a regular class in the public schools.



EXAMPLE 5. "Special Education Microteaching Clinic," Southern Illinois University, Edwardsville, Illinois. William R. Whiteside, Project Director.

The Special Education Microteaching Clinic at Southern Illinois University is a project designated as non-categorical and interrelated in nature. The basic objective of the project is to provide instruction for teacher trainees in specific technical teaching skills associated with the education of children who are classified as mentally retarded, emotionally disturbed, learning disabled, and/or socially maladjusted.

To accomplish this objective, the following general areas of procedure are specified in the project grant: (A) the training of faculty, clinic and laboratory personnel in applications of microteaching to special education; (B) the providing of microteaching instruction to selected teacher trainees enrolled in the eight core courses in special education; this instruction to deal with specific techniques currently identified as being effective in the education of exceptional children; (C) the production of modeling videotapes in which competent special education teachers demonstrate selected techniques related to instruction, assessment, and other teacher tasks; and (D) the videotaping and analysis of the classroom behavior of certain competent teachers of exceptional children in an effort to discover previously unidentified teaching skills.

Microteaching can be defined in broad terms as a practice teaching model in which a student teaches a lesson, is critiqued, then reteaches the lesson. The name "Microteaching" derives from the fact that the lesson content and duration and the number of learners involved are scaled down in relation to traditional practice teaching dimensions. Another characteristic of microteaching is the videotaping of the lesson, which provides almost immediate feedback for the practice teacher and for the critiquer.



EXAMPLE 6. "Developing Training Procedures for Teachers and Research Scientists in 'Perception' as Applied to Special Education," University of Minnesota, Minneapolis, Minnesota. Dr. Maynard C. Reynolds and Dr. Susan T. Rydell, Project Directors.

The purposes of this Special Project were to plan a curriculum in perception for special education teachers and to train researchers in the basic science of perception. Many educators believe that competency in perception is basic to many kinds of school successes for all children. For most children, perceptual competency seems to develop automatically without much direct teaching. However, for many children with a variety of handicaps, the development of perceptual competency seems to require special and direct teaching.

Whether this training generalizes to acquisition of school skills, and how and in what form instruction should occur, is uncertain. This raises two critical questions needing extensive research before definitive recommenda-

tions can be made for educational applications: 1. Is the development of perceptual skills a necessary prerequisite for higher cognitive development and successful academic performance? Many educational programs and instructional materials have been developed and promoted on the basis of the validity of this hypothesis; 2. Will training of perceptual skills transfer to academic skills? Again, perceptual and perceptual-motor training programs and materials are based on the validity of this hypothesis.

The basic assumption underlying much of the work on this project has been that fundamental knowledge about perception and perceptual processes will increase an educator's sensitivity to and understanding of additional aspects of human behavior. While educators may be particularly attuned to a child's learning and motivational behaviors, they may be less likely to attend to those behaviors which reflect perceptual capacities.

A major effort on this project has been directed toward acquainting individuals in various areas of special education with some major concepts and problems in perception. During the academic year 1970-71, the packaged instructional units developed under this grant were instituted as a program for individual study and for use in classes and inservice workshops. An experimental seminar for advanced graduate students interested in research in perception as applied to special education was also instituted.

A packaged course entitled "Perception: Some Topics and Problems" was developed. It is designed to acquaint undergraduate and beginning graduate students in special education and related fields with some major concepts and problems in perception. The course content includes an overview of theoretical approaches, examples of research, and suggestions for classroom applications. The major topics are: I. Introduction to Perception and Sensation; II. Measurement; III. Visual Perception; IV. Perceptual Learning; V. Sensory Interaction; and VI. Perceptual and Perceptual-Motor Training.

The course package includes a tape-filmstrip series consisting of ten taped lectures ranging in length from 20 to 40 minutes, illustrated by 972 color frames. The materials for students' use include sets of lecture notes, reference lists, a pretest and tests on each topic, and test answer keys. The four instructors' manuals contain all information necessary to conduct the course. The materials are easily adaptable for individual or group learning environments.

The packaged course is now available from the Department of Audio-Visual Extension, University of Minnesota, 2037 University Avenue S.E., Minneapolis, Minnesota 55455.



EXAMPLE 7. "Training Speech Clinicians in the Recording and Analysis of Articulatory Behavior," Bureau of Child Research, University of Kansas, Lawrence, Kansas. Dr. William M. Diedrich, Project Director.

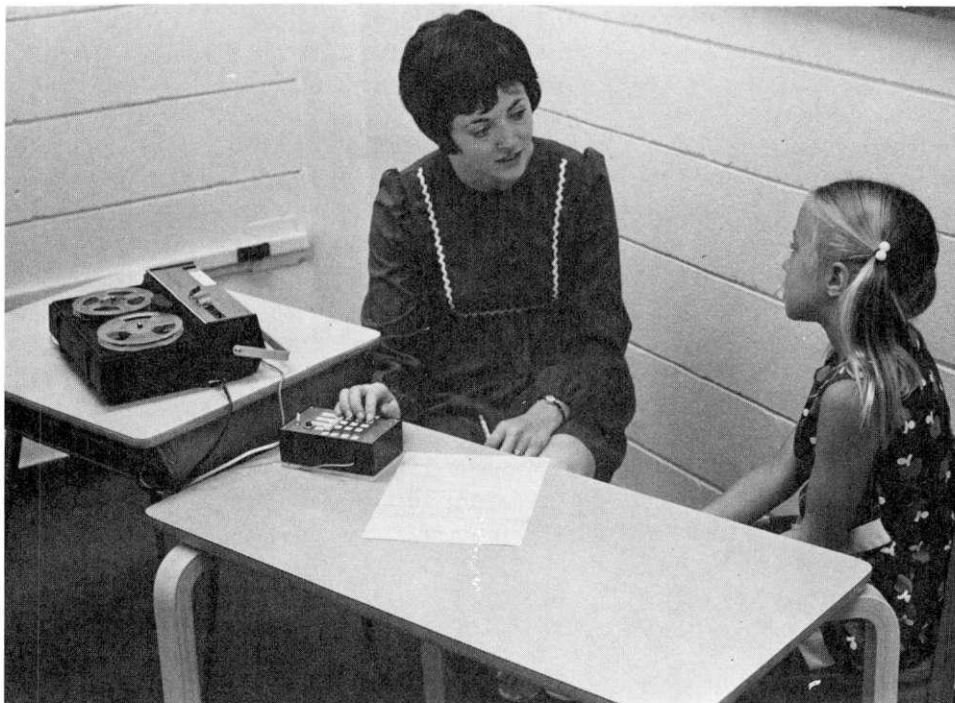
Under the auspices of this Special Project, the Bureau of Child Research at the University of Kansas, Lawrence, Kansas has undertaken the first attempt to precisely and continuously measure the speech behavior of young people undergoing therapy in conversational speech, according to project director Dr. William M. Diedrich, Professor at the University of Kansas Medical School and a specialist in speech pathology and audiology.

Speech-clinician trainees are taught how to self-record their speech therapy procedures, collecting data in the therapeutic process which can then be used to study carry-over effects which will be checked via tape recordings in the child's home. Data collection of this nature has never been attempted by these methods before in speech pathology.

This project has progressed through two phases. Phase one was concerned with accountability, that is, teaching speech clinicians working in the public school system to accurately assess the change in speech responses which their children made over time. In order to make this assessment, clinicians were taught to count and chart children's articulation responses on both an imitative word list and during spontaneous conversation. Learning curves of the children's speech progress were derived from these counts.



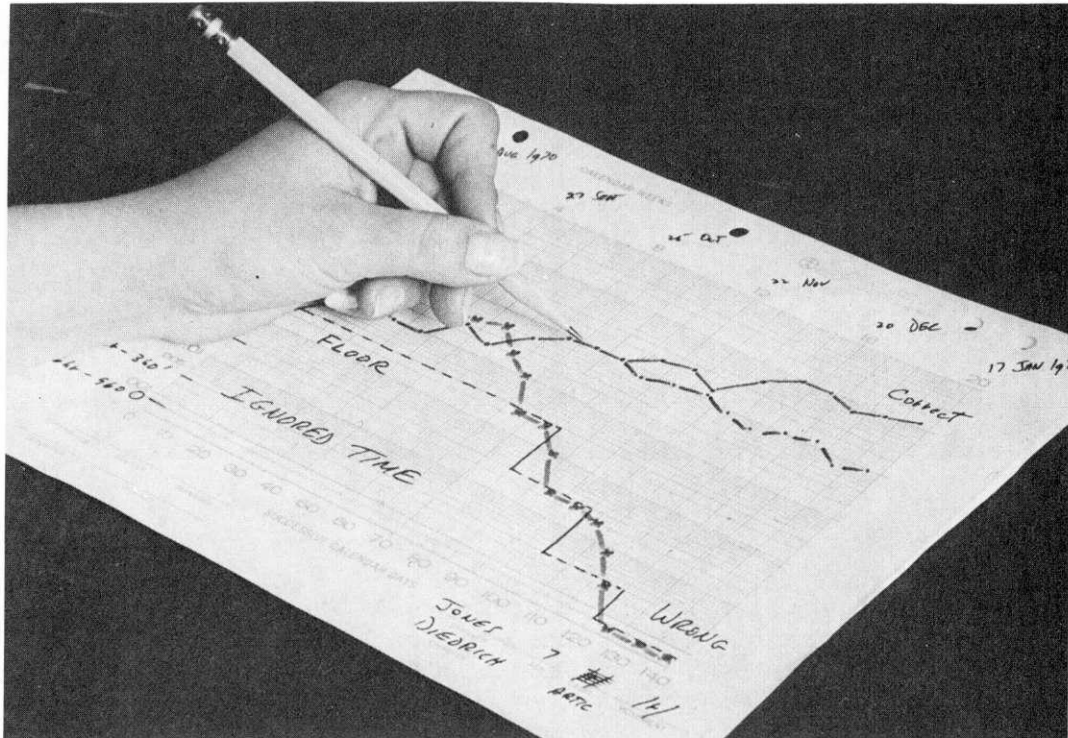
The second phase concerned an accurate description of the actual therapy procedures used to change the speech behavior. A coded system has been developed to be used with a telephone touch tone keyboard apparatus. This tone keyboard is being used during speech therapy by the clinician to record the activities and responses made by the clinician and children as they occur during the session. The tones are tape recorded and then decoded through a computer program. Teaching sequences of the clinical interaction are being correlated with children's articulation learning responses.



Both phases of this study are innovative. Although accountability has become an accepted notion, few actual methods have been devised to measure learning in speech pathology. The counting and charting procedures used in this project are accurate and efficient (that is, the procedures demonstrate a child's rate of learning and take no more time, and often less, than conventional record keeping).

The tone keyboard provides a unique way of assessing the moment to moment changes that occur during speech therapy. This procedure could be used by anyone interested in looking at teacher-child interactions.

The personal interaction which occurs in the therapy situation is crucial to this study. The children are recognized as individuals with unique patterns of learning. The use of individual charts focuses on the uniqueness of the individual and allows the clinician to act on specific needs. When the child is shown his chart and recognizes his progress, he often shows more interest in changing his own speech behavior and accepts more responsibility for making that change.



The use of counting and charting methods has been generally adopted by the clinicians who have participated in the project in their school districts. Clinicians find the information obtained through counting and charting procedures valuable for several reasons: 1) the charts provide ongoing information on child progress; 2) teaching procedures may be continued or changed in view of the child's learning; 3) charts are useful in communicating the child's progress to supervisors, principals, or parents; 4) charts are more efficient and provide more specific information than the more typical log notes; and 5) for many children the use of graphs has seemed to increase their interest and motivation in changing their speech behavior. Preliminary results indicated that counting and charting done by the speech clinician and child resulted in faster articulation acquisition than the same clinician who taught other children without charting.

The tone keyboard has seemed to increase the clinicians' awareness of the various interactions occurring during therapy. It has helped clinicians plan their speech lessons with more specificity to the needs of the child. If the project can demonstrate that specific teaching sequences relate to particular learning curve clusters and clinician and child characteristics, than clinicians in the future would have empirical guidelines to use for their speech therapy practices.



The ultimate goal of this project is to relate the change in articulation behavior with the clinical interactions that have occurred. At this point in time, the value of counting and charting has been demonstrated for both clinical and research application. The development of a coded system to be used in conjunction with the tone keyboard has been accomplished and this system has been employed by a group of practicing school speech clinicians during the last year. Now that the system is functional it will be introduced to clinicians in other areas of the country who have received training from different institutions and who employ various rationales in speech therapy. Information from this larger group of clinicians should provide a more complete collection of clinical strategies and contribute to an understanding of the relationship between teaching sequences and change in speech behavior.

Students majoring in speech pathology at the University of Kansas are being taught counting and charting as routine data collection procedures. They use these measures when taking their school practicum experiences. An educational film has been made ("Counting and Charting Target Phonemes in Conversation," 16 mm, color, 15 minutes, rental \$5.00, Audio Visual Center, Bailey Hall, University of Kansas, Lawrence, Kansas 66044.) Also, paper/pencil programmed instructions have been produced for the use of charting (information available from William M. Diedrich, Ph.D., Hearing and Speech Department, University of Kansas Medical Center, Kansas City, Kansas 66103). Already, many training institutions have requested information about the film and program for charting. In the near future an audio-visual programmed sequence on the DART machine will be developed.

The Special Projects Program continues to be the Division's main avenue for encouraging experimentation with new models of manpower preparation. As the need for creative efforts in manpower preparation and systems of service have become increasingly clear and as the initial hopes for the

Special Projects Program have been more than fulfilled the Division of Training Programs has strengthened its commitment to this program as a potential source of major improvement in preparation programs and, thus, the education of handicapped children.

If you have any questions or wish further information please write to:

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Bureau of Education for the Handicapped
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If you wish specific information about a particular project, please write to the appropriate Project Director listed below:

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The Office of Mental Retardation Coordination wishes to extend its appreciation to Dr. Warren J. Aaronson in the Division of Training Programs of the Bureau of Education for the Handicapped for his contribution to the preparation of the "Special Projects" articles.

PROJECT ON LABELING OF CHILDREN

Secretary Richardson announced last month the launching of a project to study systems of classifying children and inappropriate labeling of children as delinquents, retarded, emotionally disturbed, and other classifications having potentially harmful and permanent consequences for the child.

"While diagnosis and classification are essential to provide adequate services, some labeling practices represent a serious national problem," Secretary Richardson said. "Early in life, a child could be mistakenly classified as mentally retarded when, in fact, he is suffering from a hearing disability.

"We need to know far more than we do about the manner in which such labels are imposed, what circumstances lead a child into categorization, who makes the judgment, and how to achieve better diagnostic and classification systems."

The project will be headed by Dr. Nicholas Hobbs, Provost of Vanderbilt University, Nashville, Tennessee. Project studies will be under the joint sponsorship of five HEW agencies: the Office of Child Development; the Office of Education (Bureau of Education for the Handicapped); Social and Rehabilitation Service; Health Services and Mental Health Administration (National Institute of Mental Health); and the National Institutes of Health (National Institute of Child Health and Human Development).

An operating grant of \$369,482 has been funded in equal parts by the five agencies, for an 18-month period.

Dr. Hobbs said, "We will make recommendations for public policy in three problem areas. We will study the technical adequacy of diagnostic and classification systems with a view to increasing accord and uniformity of use. We will also study the effects of labeling on individual children with a view to developing policies and procedures to minimize ill effects. And we will study the social, legal, and ethical implications of classifying and labeling children with a view to achieving a sensible balance between individual rights and the common good."

Dr. Hobbs will select a group of approximately nine people to work on the project. These will include experts in the fields of mental retardation, special education, emotional disturbance, delinquency or anti-social behavior, minimal brain dysfunction, learning disabilities, and other handicapping conditions. The group will maintain liaison with the funding agencies, and with the President's Committee on Mental Retardation, the Office of Mental Retardation Coordination, and the Department of Justice, as well as with the major professional associations concerned with children. Dr. Edwin Martin of the Office of Education and Dr. Frederick Green of the Office of Child Development will serve as co-chairmen of a Federal interagency task force.

Within 18 months of the start of the project, the group anticipates publishing its findings in book form, for wide distribution. The report is expected to contain specific and practical recommendations that can be carried out by appropriate Federal, State and local agencies, by schools and courts, and by professional and voluntary organizations.

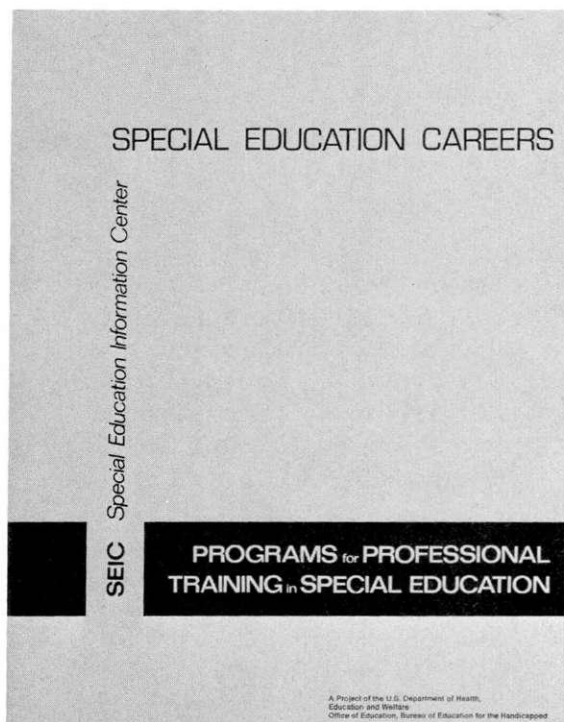


Additional information about this project may be secured from Mr. Martin Gula, Office of Child Development, Post Office Box 1182, Washington, D. C. 20013.

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NEW PUBLICATIONS

SPECIAL EDUCATION CAREERS:
PROGRAMS for PROFESSIONAL
TRAINING in SPECIAL EDUCATION



Prepared under contract with the Office of Education, U. S. Department of Health, Education, and Welfare, by the Special Education Information Center, The Council for Exceptional Children, Arlington, Virginia, 1972, 36 pages.

Single free copies available from the Bureau of Education for the Handicapped, U. S. Office of Education, U. S. Department of Health, Education, and Welfare, Washington, D. C. 20201.

Describes what special education is and provides a directory of State administrators and institutions of higher education to assist persons who are interested in making application or inquiries concerning special education.

"Mental Retardation and the Law" is a new publication issued by the Office of Mental Retardation Coordination. It summarizes recent court cases related to mental retardation, and provides information about recent developments in this field.

MENTAL RETARDATION and the LAW

A Report on Status of Current Court Cases

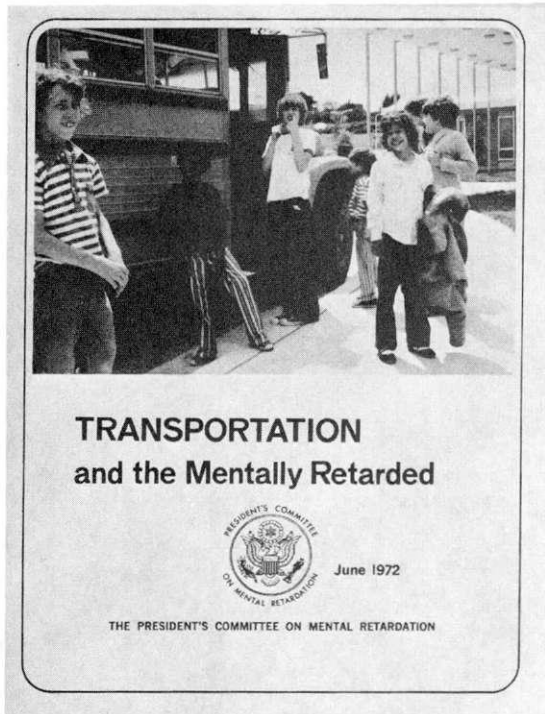
August 1972

Included in this issue are discussions of nine court cases that have developed since the June 1972 report on "Mental Retardation and the Law." Current information about five of the cases reported in that issue is also presented.

Copies of the June 1972 issue of "Mental Retardation and the Law" are available from the Office of Mental Retardation Coordination, Department of Health, Education, and Welfare, Room 3744 North Building, 330 Independence Avenue, S.W., Washington, D.C. 20201.

Copies may be obtained without charge from the Office of Mental Retardation Coordination, Department of Health, Education, and Welfare, Room 3744 North Building, 330 Independence Ave., S. W., Washington, D. C. 20201.

TRANSPORTATION AND THE MENTALLY RETARDED

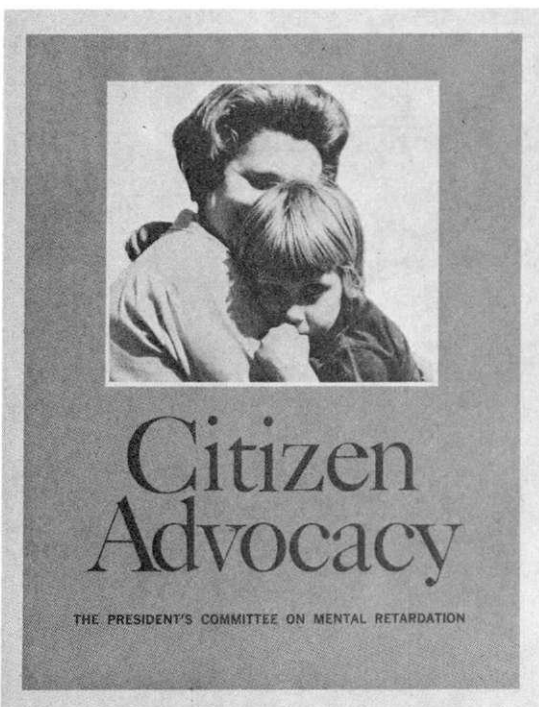


Prepared by Harold F. Wise and Associates of Washington, D.C., under a contract with the President's Committee on Mental Retardation (PCMR). Published by PCMR, U. S. Department of Health, Education, and Welfare, 1972, 58 pages.

Single free copies available from the President's Committee on Mental Retardation, U. S. Department of Health, Education, and Welfare, Room 2614, ROB Building, 7th and D Streets, S. W., Washington, D. C. 20201.

An initial problem statement on the development of independent travel, improvements of dependent travel, and alternatives to transportation.

CITIZEN ADVOCACY



An excerpt from a monograph prepared by Wolf Wolfensberger, Ph.D., and associates at the University of Nebraska under contract with the President's Committee on Mental Retardation (PCMR). Published by PCMR, U. S. Department of Health, Education, and Welfare, 1972, 59 pages.

Single free copies available from the President's Committee on Mental Retardation, U. S. Department of Health, Education, and Welfare, Room 2614 ROB Building, 7th and D Streets, S.W., Washington, D. C. 20201.

Provides an overview of citizen advocacy for the handicapped, impaired, and disadvantaged.



MEDICAL PROGRESS:

Undue Absorption of Lead Among Children - A New Look at an Old Problem

Written by Jane S. Lin-Fu, M.D., F.A.A.P., Pediatric Consultant, Maternal and Child Health Service, Health Services and Mental Health Administration, U. S. Department of Health, Education, and Welfare. Reprinted from the New England Journal of Medicine-286:702-710 (March 30) 1972, 11 pages.

Single free copies available from Maternal and Child Health Service, Room 12A17, Parklawn Building, 5600 Fishers Lane, Rockville, Maryland 20852.

Describes how undue absorption of lead is a health problem of alarming proportions among young children living in old dilapidated buildings.

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THE MENTALLY RETARDED OFFENDER

Written by Bertram S. Brown, M.D., Director, National Institute of Mental Health, and Thomas F. Courtless, Ph.D., Director of Criminological Studies, The George Washington University Institute of Law, Psychiatry, and Criminology, and Associate Professor of Law and Sociology, with the help of Professors Richard C. Allen and Elyce Z. Ferster. Published by the National Institute of Mental Health, U. S. Department of Health, Education, and Welfare, 1971, 62 pages.

Single free copies available from Public Inquiries, National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852.

Includes a brief historical overview of the management and treatment of retarded offenders, a survey of the institutionalized mentally retarded offender, current state planning for retarded offenders, and critical issues and recommendations for action and research.

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