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An Instructional Packet of Teacher Activities Designed to Teach Elementary Students K-3 about Exceptional Children

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AN INSTRUCTIONAL PACKET OF TEACHER ACTIVITIES
DESIGNED TO TEACH ELEMENTARY STUDENTS K-3
ABOUT EXCEPTIONAL CHILDREN

A Project Report
Presented to
The Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Lori J. Hanson
July, 1981

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The need for and delivery of programs in our public schools to educate elementary students K-3 about Exceptional children was studied. An Instructional packet of ideas, resources, and activities was presented that could be used in an elementary classroom K-3, to help children overcome negative attitudes toward the handicapped and to recognize the rights of the handicapped individual to pursue a normal life.

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CHAPTER I

PROBLEM

Introduction

Throughout the past years extensive amounts of money have been provided to train and educate parents, teachers, and administrators regarding exceptional children (Cohen, 1978). Since PL 94-142 is now in effect, many elementary students will be sharing their classroom, very possibly, for the first time with children who have a variety of handicapping conditions. One factor that may affect the success of mainstreaming children with physical and mental disabilities is whether or not classmates receive, understand, and interact with handicapped children in a prosocial manner.

Evidence indicated that elementary students express less favorable attitudes toward children with various handicaps (Billings, 1963, Centers & Centers, 1973, Richardson, 1970, as cited by Westervelt & McKinney, 1980). Several studies (Asher, 1973, Byrne, 1961, Byrne & Griffitt, 1966, as cited by Westervelt & McKinney, 1980) have suggested that increasing similarities between handicapped and nonhandicapped individuals may facilitate attraction and thereby modify misconceptions and unfavorable attitudes. Bookbinder (1978) stated that there is a great need for

"normal" children to realize that children with physical or mental disabilities are individuals as they are with their own personalities, interests, quirks, and strengths.

There is a definite need for programs to help prepare children for mainstreaming. No matter how carefully teachers and administrators have geared up to carry out the mandates of the law, mainstreaming cannot ultimately succeed without the help and support of the other children.

Statement of the Problem

The problem is the lack of delivery of programs in our public schools to educate elementary students about exceptional children.

Purpose

The purpose of this project is to develop an instructional packet to be used by elementary teachers K-3 as a reference to a variety of methods and materials which might be used to teach primary students about exceptional children.

Questions to be Answered

Question 1. When implementing the instructional packet in the classroom what observable attitude changes will the teacher find amongst students regarding the handicapped.

Definition of Terms

The following definitions are given as clarification of the content of this paper:

Exceptional children: Exceptional is an inclusive term that refers to any child whose performance deviates from the norm, either below or above, to such an extent that special education programming is indicated. Exceptional would include both the intellectually gifted and severely retarded (Heward & Orlansky, 1980).

Least restrictive alternative: Local and State procedures to assure that handicapped children are educated with nonhandicapped children to the extent possible. Separate schools, special classes, or other removal of any handicapped child from the regular program are only allowed if and when the school district can show that the use of a regular educational environment by supplementary aids and services is not adequate to give the child what he/she needs (613 [a] [13] [B] PL 94-142).

Mainstreaming: Used simultaneously with least restrictive alternative.

Mental retardation: Mental retardation refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period (Grossman, 1973).

Handicapped children: Children evaluated in accordance with 121a.530-121a534 (PL 94-142) as being mentally retarded, hard of hearing, deaf, speech impaired, visually impaired, other health impaired, deaf-blind, multihandicapped,

or as having specific learning disabilities, who because of those impairments need special education and related services.

Orthopedically impaired: Orthopedically impaired means a severe orthopedic impairment which adversely affects a child's performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures) (PL 94-142).

Hearing impaired: Anyone who has a hearing loss significant enough to require special education, training and/or adaptations; including both deaf and hard of hearing (Heward & Orlansky, 1980).

Visual Impairment: Visual acuity of 20/200 or less in the better eye after the best possible correction with glasses or contact lenses, or vision restricted to a field of 20 degrees or less. Acuity of 20/200 means the eye can see clearly at 20 feet (Heward & Orlansky, 1980).

Significance of Project

The significance of this project lies in its potential to educate elementary students regarding exceptional children. Bookbinder (1978) who has set up programs educating "normal" children stated that there have been enough enthusiastic response to convince her that certain programs do bring

about positive changes in attitudes toward the handicapped. One big change that has been found is in the children's feelings about friends or members of their own families who are disabled. She also stated that children have a great need to talk about the people they know or have seen who are disabled.

Delimitations of Project

This instructional packet is to be used with students K-3 in an elementary school. Upon individual teacher decision, different delivery techniques, or selection of activities may be used depending on class size, grade, etc. This packet will not directly refer to any other handicapping conditions except those listed (e.g., mental retardation, orthopedically impaired, blind, deaf). Both regular education students and handicapped students may be present and participate.

CHAPTER II

REVIEW OF LITERATURE

Americans have a history of protecting "normal" people from "abnormal" people. It seems to be part of our obsession with youth, beauty, and perfection. Among the major sufferers of this approach to life have been handicapped children. They have been isolated at home, in institutions, and in segregated classes (Cohen, 1978).

Now that providing the least restrictive environment is a reality, each handicapped child is to have access to an appropriate, free, public education. In most cases, this means placement in a regular class with regular children. Teachers and students therefore must learn to handle this situation smoothly (Glazzard, 1979). While the availability of support systems and curricular changes are of great importance to the teacher, there are many other aspects of mainstreaming to be addressed. The attitudes and feelings of regular students as well as the classroom teacher need to be considered before a handicapped student is placed in that classroom if mainstreaming is to be successful (Glazzard, 1979).

A review of literature on mainstreaming reveals that special adjustments will be needed to avoid negative feelings

when handicapped students are placed into the mainstream of educational facilities.

Hammill and Bartel (1975 as cited by Glazzard, 1979) stated,

It is quite clear today that many children presently enrolled in special education classes will be integrated into regular classes within the next few years. These children are not likely to be returned to the educational mainstream without some provisions made on their behalf. (p. v-vi)

Willenberg (1974 as cited by Glazzard, 1979) asked questions on decategorization of pupils for mainstreaming. He stated that removal of a label does not eliminate the fact that the child is still a divergent (exceptional) individual. Willenberg (1974 as cited by Glazzard, 1979) asked, "What are the change agents for the negative images associated with the divergency, whatever it may be?" (p.23)

Hewett and Forness (1974 as cited by Glazzard) and Dunn (1973 as cited by Glazzard, 1979) stressed that there is a merging of special and regular education with respect to increased understanding of all children who are different. A number of adjustments are being made in traditional school programs to accommodate differences among and within students.

Connor, Rusalem, and Cruickshank (1971) stated that the most promising approach for improving the attitudes toward the disabled is planned interaction between the two groups under favorable conditions. Favorable interaction between the two groups. would also aid the disabled

individual in developing interests, social skills, and a more realistic and positive self concept (Hewett and Forness, 1974).

Birch (1974), Deno (1974), Glover and Gary (1976), Hewett and Forness (1977), and Mann (1974) discussed many well known plans for mainstreaming handicapped children into regular classrooms. Most of these plans describe diagnosis and remediation in terms of the child's curriculum. A variety of support systems such as resource rooms, itinerant teachers, shared time, consulting specialists, and diagnostic/prescriptive teachers were discussed but little or nothing was mentioned about preparing the regular class students to accept the handicapped youngster.

Cohen (1978) stated that rejection of contact with the handicapped very often stems in part from not knowing how to relate to them in terms of their disability. Zakariya (1978) stated that many disabled children grow up unnecessarily handicapped by the reactions of the people around them to their disability. She continued to state that disabled children need to know, and to experience that they can be accepted by their peers. They need to believe that they too can learn, and to have others recognize they also can learn.

The attitudes displayed by others has a great deal to do with the success of the mainstreamed child (Cohen, 1978). Pieper (1974) stated that fostering healthy and positives towards the handicapped will build a better self image of the handicapped child.

Attitudes Towards the Handicapped

A major handicap of the nontypical child, the more extreme deviate, is the attitude the general population has towards him. Even greater than the abnormal's need for normal associates is the need of the bulk of human beings to know the dull, crippled, blind, deaf, mildly neurotic child well enough to accept him. . . . (Shattuck, 1946, p. 238)

Many children associate handicapped people with negative stereotypes (Hewett & Forness, 1974). It is true that we have progressed from the middle ages when handicapped people were often thought to be cursed in some way and not fit to live in society. Monson (1979) stated that many of these misunderstandings still exist and widespread education is needed if handicapped children and adults are to take their place in the mainstream of society.

Recent studies, such as those of Jones and Sisk (1972 as cited by Rapier, 1972) have shown that children begin to discriminate against the handicapped as early as age four or five. Jones (1972 as cited by Rapier, 1972) found that four years is the age at which children begin to perceive limitations imposed by physical disability. Attitudes of nonhandicapped children toward physically handicapped children were found to be significantly more unfavorable than their attitudes toward nonhandicapped children (Billings, 1963).

A review of literature yielded a limited number of experimental studies (Clare & Jeffrey, 1972, Granofsky, 1956, Lazer, Gensley, & Orpet, 1971, Rapier, Adelson, Carey, & Croke, 1972, Rusalem, 1967, Wallston, Blanton, Robinson, &

Potchink, 1972, Wilson & Alcorn, 1969, as cited by Donaldson & Martinson, 1977) that focused on modification of attitudes toward physically disabled children or adults. Only four (Clore & Jefferey, 1972, Lazar et al., 1971, Rapier et al., 1972, Rusalem, 1967, as cited by Donaldson & Martinson, 1977) had shown significant modification of attitudes toward disabled persons in a positive way. As Kutner (1971) pointed out, "It remains for action and experimental research to determine under what conditions stereotypes toward the disabled tend to break down." (p. 155)

Studies by Efron and Efron (1967) have been conducted which indicate that more positive attitudes on the part of "normal" people emerge as a result of social contact with the retarded. This study done by Efron and Efron (1967) and Semmel and Dickson, (1966) was conducted with adults but a similar study was done by Jaffe (1966) included "normal" adolescents. This study came up with the same findings as the adult population.

When looking at individual handicaps it found that the severity of the handicap will bring forth a varying degree of empathy. Studies have shown that mildly retarded individuals are perceived more favorably than severely retarded ones (Jones, 1974, Jones & Gottfried, 1962, Jones, Gottfried, & Owens, 1966, Warren & Turner, 1966, VonBracken, 1967, as cited by Gottlieb & Siperstein, 1976).

Glazzard (1979) found that simulation activities enhanced college students awareness of what it was like to be handicapped thus producing a more positive attitude toward the handicapped. Clore and Jeffrey (1972) found significant differences in attitudes that held over a period of 4 months while doing wheelchair simulation activities. One study done with psychology students by Wilson and Alcorn (1969 as cited by Donaldson, 1980) tested the effects of the simulation of a disability over an 8 hour period. No significant changes in attitudes as measured by the Attitude Toward Disabled Persons scale (ATDP) were indicated. Investigators suggested a number of reasons for their findings of insignificant differences, (a) each subject chose their own disability resulting in choices that imposed the fewest limitations, (b) there was no monitoring to ensure that subjects did in fact simulate the chosen disability for the experimental period. Comparison of these studies suggests that simulation of disabilities can be affective in modification of attitudes but the simulations should be done in a manner that allows the role player to observe reactions of nondisabled persons (Donaldson, 1980).

In order to produce attitude change toward disabled persons Donaldson (1980) stated that there are certain techniques that may prove to be successful when attempting to change attitudes. They can be classified into the following categories: (a) direct or indirect (media) contact

with or exposure to disabled persons, (b) information about disabilities, (c) persuasive messages, (d) analysis of the dynamics of prejudice, (f) group discussion.

Implications to Educators

A major implication of research suggested that stereotypic attitudes and/or discomfort in the presence of disabled persons can be modified through planned experience (Donaldson, 1980). Cohen (1978) stated that approaches to fostering positive attitudes toward the handicapped would combine direct contact in supportive, integrated settings with a curricular approach to the understanding of disabilities and an understanding of the people who have them.

Monson and Shurtleff (1979) stated that two kinds of education are called for, that which results in cognitive change based on accurate information about handicaps and that which produces affective change in a response to a growing sense of empathy for people who are handicapped. Affective change, however, suggests not only coming to grips with the facts about handicapping conditions, but beginning to understand the way handicapped people view themselves, the challenges they meet, and how they react to difficult situations they encounter.

Pieper (1974) stated that children need to develop healthy and positive attitudes toward the handicapped. One way she felt this could be accomplished was through a thoughtfully conceived program which is both enjoyable and

instructional, and which leads to deeper understanding of the nature of physical limitations. As stated by Cohen (1978) there is a need for teachers to develop study units to help "normal" students understand more about handicaps, to eliminate a great deal of the mystery handicaps hold for the general population, and to help children develop an empathy for the handicapped individual they meet in and out of the classroom. When nonhandicapped children have opportunities to be with and learn about handicapped children they can come to realize the positive rather than the negative side of the picture and to appreciate the tremendous feats such children are able to accomplish (Kleck, Richardson, & Ronald, 1974).

In summary, as Zakariya (1978) has stated earlier no matter how carefully the principal and teachers have geared up to carry out the mandates of the law mainstreaming cannot ultimately succeed without the help and support of the other children.

CHAPTER III

METHODS

Procedures

The project developed in this study was accomplished in Jefferson Elementary School in Richland, Washington. It was developed over a 1 year period of time from June 1980 through June 1981. The project was developed by the writer, who had been a first grade teacher at Jefferson Elementary for 3 years.

Population

The subjects intended to benefit from this project are primarily elementary students K-3.

Procedures for Project Development

Procedure 1. Identification of the problem around which the project was developed.

Procedure 2. Review of literature to set boundaries for project.

Procedure 3. Gathering of information for the four main areas of exceptionallity; mental retardation, orthopedically handicapped, blind, and deaf. The writer has written to many companies and authors seeking information regarding the subject of the project.

Procedure 4. For each exceptionalality the writer has produced the following:

- a. Simulation activities.
- b. Audio visual material (i.e., movies, video tapes, records, filmstrips) that are available.
- c. Lists of books related to that handicap and a brief overview.
- d. Resource outlets teachers may write to for additional information.
- e. Any other relevant materials.

Procedure 5. Organization of materials (see procedure 4) for teacher use in the classroom. Each exceptionalality will have its own folder or box type holder which contains all the information, activities, worksheets, books, etc. gathered by the writer.

CHAPTER IV
INSTRUCTIONAL PACKET

Chapter IV is the Instructional Packet.

SELF-IMAGE

OBJECTIVE: The learner will demonstrate ability through discussion and activities, to recognize that you, as an individual, are important, and that each individual contributes to the development of the self-concept of others (i.e., acknowledgement, accepting differences).

KEY STATEMENTS AND CONCEPTS:

1. Discussion about self:
 - a. What color are your eyes, hair, and skin?
 - b. What is your birthdate, height, and weight?
 - c. What kind of things do you like to do?
(read, bike riding, sports)

ACTIVITIES

1. Have each child take a good careful look at himself in the mirror. Be sure to have them look at eye, and hair color, face shape, clothing, etc. Discuss what they saw with the class.
2. Have each child complete ditto number 1 (drawing of themselves, p. 20).
3. Complete ditto number 2, (A friend's drawing of me, p. 21).
4. Have each child take home ditto number 3, p. 22 and complete with parents (some of the information

needed may not be readily available at school).

Share completed ditto with class.

5. Maps may be used to show where each child was born and lives.
 6. In math, graph heights, weights, hair and eye color of class members.
 7. Discuss activities you like to do alone or with a friend. Complete ditto number 4 (My Favorite Things, p. 23).
2. What makes you the way you are? (Good health practices i.e., brushing your teeth, good nutrition, exercising, etc.)

ACTIVITIES

1. Find pictures of people in magazines demonstrating good health habits. Share these with the class.
 2. Complete dittos number 5 and 6, p. 24,25.
(balanced meal and children at play)
3. Discussion about others:
- a. How are you and your freinds alike? How are you different?
 - b. What needs do both you and your friends have?
(i.e., acceptance, friends, being loved)

ACTIVITES

1. Complete ditto number 7 (Some freinds of mine, p. 26). Share these with the class.

2. Discuss how your friends are special, exceptional, or different. Ask the child to bring a favorite object to school. Ask them to describe to the class why they consider the object to be "special," "exceptional," or "different."
3. Show pictures of handicapped children. Discuss how these children are like you and how they are different. (posters from DLM)
4. Visit a Special Education class. Make a list of how the class is different or the same as your own.
5. Read aloud "Howie Helps Himself" or "About Handicaps."
6. In preparation for the units that follow divide the class into two groups (girls, boys, eye color, etc.). Give special treatment to one group over another for one day (let them leave early for recess, lunch, home, free time activities, etc.). Discuss how each group felt at the end of the day.

ADDITIONAL ACTIVITIES

1. Complete additional ditto number 8 (Things I like to . . ., p. 27).

Please note: Text and images on p. 20-27 were redacted due to copyright concerns.

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ORTHOPEDEICALLY HANDICAPPED

OBJECTIVE: The learner will demonstrate ability to identify a variety of ways in which individuals may be orthopedically handicapped and recognize the rights of the handicapped individual to pursue a normal life. Knowledge gained will be assessed by the teacher based upon class discussions and activities done by students.

KEY STATEMENTS AND CONCEPTS:

1. Discuss different orthopedic handicaps and their possible causes.
2. Discuss how it would feel to be without arms or legs.

ACTIVITIES

1. Have a "three legged" race and potato sack race. This may help to give children an idea of physical limitations.
 2. Walk around the room trying to hold up heavy sandbags simulating the feeling of wearing of braces or prosthetic devices.
 3. Have the students wear socks on their hands and try to tie their shoelaces and button up a shirt.
3. Discuss about temporary and permanent handicaps.
 - a. Has anyone every had a broken arm or leg?
 - b. How does it feel to have to get around without the use of an arm or leg?

- c. Did people have to help you? If so how did it feel to be dependent upon someone?
- d. Do you know of anyone in a wheelchair? How are they the same as you are? How are they different?
- e. What do you think of when you see someone in a wheelchair? How do you think they feel?

ACTIVITIES

1. Bring in a wheelchair, crutches, braces, walker, and a walking cane. Let each child have a chance to use each by themselves and with a helper. Use the wheel chair through a variety of surfaces. Through grass, carpet, rocks or gravel, linolium, and on a ramp. (Check with your local special services department or one of the community services listed for use of special equipment.)
 2. Read the book "Rachel" and discuss.
 3. Use a typewriter by pushing the keys down with a pencil held in your teeth.
 4. In art, paint by holding the brush with your toes.
 5. Watch the movie "Day in the Life of Bonnie Consolo." Discuss with class.
4. Special needs of the handicapped.

ACTIVITIES

1. Discuss special problems the orthopedically handicapped may encounter and possible solutions.

<u>Problem</u>	<u>Possible Solutions</u>
stairs	ramps or elevators
curbs	curb cuts or ramps
small bathrooms	larger bathrooms, lower sink railing
telephones	lower telephones
narrow halls and doors	widen halls and doors

2. Discuss about handicapped parking places. See if you can find any in your school parking lot.
3. Have a physical therapist visit the classroom. They can explain how they help children become more independent, demonstrate techniques, and show some of the equipment used. The therapist might also tell ways in which children can help individually. (Usually a handicapped person is taught to ask for help if and when it is needed.)
4. Bring in a communication board and share it with the class. Explain that communication boards are used by people who have plenty to say but who can't speak because they can't move the muscles around their mouths (as in some cases of cerebral palsy).
5. Have the class make their own communication board and share with the class (See example ditto number 9, p. 32).

6. To see how it feels to have a lack of balance, have the children spin around for a minute and then try and walk a balance beam.

ADDITIONAL ACTIVITIES

Consult the resource list about additional movies, books, pamphlets, and quest speakers relevant to this topic.

Please note: Text and images on p. 32 were redacted due to copyright concerns.

ORTHOPEDICALLY HANDICAPPED: RESOURCE LIST

CHILDREN'S BOOKS:

Fanshawe, E. Rachel. Scardale Bradbury, 1977.

Rachel is a young English girl who uses a wheelchair. Rachel's activities with nonhandicapped children and with her family are well-observed and well-drawn; it is clear that she is fully accepted and will not be restricted now or in the future by her physical disability.

Fassler, J. Howie Helps Himself. Chicago: Albert Whitman, 1975.

Howie has one special wish: he wants to move his wheelchair without any help. The book gives an account of Howie's daily life with his family and at his special school.

Glazzard, H. Meet Danny, He's a Special Person. Lawrence, Kan.: H and H Enterprises, 1978.

Danny is multiply-handicapped. The book explains Danny's disabilities in simple, appropriate language.

Greise, A. A. At the Mouth of the Luckiest River. New York: Crowell, 1973.

Talek is an Athabascan Indian boy with a crippled foot. He struggles to be accepted as competent, with all the necessary skills for survival in his harsh environment.

Little, J. Spring Begins in March. Boston: Little, Brown, 1966.

In this sequel to Mine for Keeps the story revolves around Sally Copeland's younger sister Meg. The focus of this story is how a sibling reacts to a member of the family having a physical handicap.

Little, J. Mine for Keeps. Boston: Little, Brown, 1972.

Sally Copeland has cerebral palsy; she has spent most of her time at residential schools. She is now going to attend a regular school and live at home with her parents. The book gives a detailed, sensitive picture of Sally's difficulties in adjusting to both her school, and full-time family life with parents and siblings.

Mack, N. Tracy. Milwaukee: Raintree, 1976.

Tracy has cerebral palsy. She uses a wheelchair; Tracy doesn't allow her impaired mobility to stop her from participating to the best of her ability.

Pursell, M. S. A Look at Physical Handicaps. Minneapolis: Lerner, 1976.

This book attempts to explain to young children the nature and variety of physical handicaps.

Stein, S. B. About Handicaps: An open family book for parents and children together. New York: Walker, 1974.

Matthew and Joe are friends. Joe has cerebral palsy, and this worries Matthew until he gets a better understanding of what that is. The book gives detailed explanation for parents to use with children or for the older child, and on the same page a simpler information in large print for the younger child to read himself.

Tate, J. Ben and Annie. Garden City, New York: Doubleday, 1974.

Ben and Annie are friends: he is an active, social 11-year-old; she is a fragile 13, confined to a wheelchair with a debilitating, progressive muscular disease. The book tells about their day to day interactions.

Weik, M. H. The Jazz Man. New York: Atheneum, 1966.

Zeke is a 9 year old black boy with a limp; one leg is "a mite shorter than the other." He lives on the top floor of a Harlem brownstone, and his world seems to be limited to the view from his windows. One day the man he comes to call the "Jazz Man" moves in across the court with his piano. Jake's world is expanded by the music made by the Jazz Man and his friends.

White, P. Janet At School.

Janet is a young girl who has spina bifida and is in a wheelchair.

Wolf, B. Don't Feel Sorry for Paul. Philadelphia: Lippincott, 1974.

Paul was born without parts of both hands and feet. This sensitive documentary study of two weeks in his life shows in excellent black-and-white photographs, with a detailed, accurate text, that here is indeed no need to feel sorry for Paul.

MOVIES:

Angela's Island. Films Incorporated, 1978.

This film is about an 11-year-old physically handicapped child.

Cecily. Learning Corporation of America, 1974.

An animated fantasy about a little girl who makes good use of her metaphorical handicap: large ears. Based on a Czech tale by Milos Macourek, it is a visually reminiscent of Chagal, Max Ernst, and Peter Max. The film supports the idea that although one may have a handicap, we can still lead whole, productive lives.

Curb Between Us. Arthur Barr Productions, 1975.

Terry Kelly shares his experiences as a disabled person. He presents his thoughts on how it feels to be disabled, the prejudices directed against anyone who is different, his personal problems and needs, and how the abled can help the disabled.

Day in the Life of Bonnie Consolo. Arthur Barr Productions Incorporated, 1974.

Bonnie Consolo is a most unusual and inspirational woman--a person who was born without arms, yet leads a normal and productive life. The film follows her through a typical day as she goes about her daily routine, sharing her thoughts about life.

Ginny. Feeling Free, 1979.

This is one of the films in the Feeling Free series by Scholastic. Ginny is a dwarf who tells about her life.

Leo Beuerman. Centron Corporation, 1969.

Documents the life of Leo Beuerman, an unusual man physically handicapped since birth, describing his outlook on life and his attitude toward his fellow man.

My Son Kevin. Wombat Productions, 1975.

Shows the daily activities at home, play, and school, of an 11-year-old English boy who was born without arms or legs as a result of his mother's use of the drug thalidomide. The mother recalls her determination to care for her son at home, difficulties involved, and the limited hope and dignity in relating to the handicapped.

OTHER RESOURCES:

National Foundation--March of Dimes, 1275 Mamaroneck Avenue,
White Plains, New York 10605.

National Easter Seal Society for Crippled Children and
Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612.

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

"When you Meet a Handicapped Person." Pamphlet available
from the National Easter Seal Society, 2023 West Ogden
Avenue, Chicago, Illinois 60612.

Epilepsy Foundation of America, 1828 L Street N.W.,
Washington, DC 20036.

DEAF

OBJECTIVE: The learner will demonstrate the ability to understand and respond through activities the special needs of the deaf and to recognize the rights of handicapped individuals to pursue a normal life.

KEY STATEMENTS AND CONCEPTS:

1. Discuss what it would be like to be deaf.
2. Discuss degrees of deafness not to hear at all, to be almost totally deaf or to be slightly deaf.
3. Discuss about people they know who are deaf or have a slight hearing impairment.

ACTIVITIES

1. Watch a movie or TV show with the sound turned off. Now watch it and turn the sound down low so that it is hard to hear. Discuss with class about the show they just saw. Ask them what cues they could look for in the show to help them understand what it was about.
2. Bring in a model of the ear. If a school nurse is available have her come in and explain how the ear functions.
3. Have a speech therapist or hearing specialist come into the room and give sample hearing tests. Have her explain the equipment they use and how it works.

4. Play the game "message" with your students. Whisper a short message to the first child. Then have them whisper the same message to the child sitting next to them. This is a good lesson on the importance of speaking slowly and clearly.

4. Discuss alternatives for the deaf:

- a. hearing aid
- b. lip reading
- c. sign language
- d. body language

ACTIVITIES

1. Read the book "Lisa and Her Soundless World" and discuss it with the class.
2. Bring in a hearing aid and let the children examine it. A parent or grandparent may use one and be a good resource person.
3. Pass out individual mirrors and have students watch the position of their tongue and mouth as they say certain sounds and words.
4. Have students pair up and mouth words to one another.
5. Introduce the manual alphabet to your students (see ditto number 10, p. 40). Have them practice finger spelling their names and common noun words.

6. Introduce the class to a variety of signs for different words (i.e., dog, cat, boy, girl, etc.). Your class should have fun sending silent messages to one another.
7. Spend a whole day finger spelling or word signing simple instructions to the class.
8. Play the quiz game--What would you do?
 - a. How would you wake up in the morning if you couldn't hear an alarm? (Someone could wake you up.)
 - b. What would you do if someone in your room was having problems hearing the teacher? (Have them sit closer to the teacher, get their hearing checked by a specialist.)
 - c. What happens when a baby cries or a phone rings? (Set up alternative devices such as lights that flash when the doorbell rings, etc.) Check with your local telephone company for alternative suggestions and help.

ADDITIONAL ACTIVITIES

- * Check the resource list for books and movies to use with the other activities.
- * Visit a classroom for the hearing impaired or deaf.

DEAF: RESOURCE LIST

CHILDREN'S BOOKS:

Charlip, R., & Miller, M. Handtalk: An ABC of Finger Spelling and Sign Language. New York: Parents Magazine Press, 1974.

This book introduces signing and finger spelling through the medium of color and black-and-white photographs of actors from the National Theater of the Deaf.

Gage, W. Down in the Boondocks. New York: Greenwillows Books, 1977.

An old farmer, deaf in one ear, lives "down in the boondocks;" his wife and all the farm animals have to be especially loud for him to hear them.

Glazzard, M. H. Meet Camile and Danille, They are Speical Persons. Lawrence, Kansas: H and H Enterprise, 1978.

Camille and Danille are identical twins who are deaf. They are in a class with hearing children. The book gives good discriptions of the adaptations that the teacher and the other children make and the difficulties of speech training and lip-reading.

Johnston, C. E. I Hear the Day. South Waterford, ME.: Merriam Eddy, 1977.

This is a workbook for use with young children; it introduces the reader to Wes, a little boy who wears a hearing aid, and follows him through his day.

Levine, E. S. Lisa and Her Soundless World. New York: Human Sciences, 1974.

Lisa is 8-years-old; she was born deaf. This picture story book explains to young children what it is like for Lisa to be a deaf child in a hearing world.

Litchfield, A. B. A Button in Her Ear. Chicago: Whitman, 1976.

Not being able to hear everything clearly, Angela is taken to a family doctor who refers her to a specialist.

Peter, D. Claire and Emma. New York: John Day, 1977.

Claire is 4 her sister Emma is 2; both were born deaf. Information about speech training, lip-reading, and hearing aids is given, with some hints about how to behave with a deaf person to improve communication.

Peterson, J. W. I Have a Sister, My Sister is Deaf. New York: Harper and Row, 1977.

A young girl talks in a gentle way about her little sister who is deaf. She tells us what her sister can and can't do.

Ronnei, E. C., Porter, J. Tim and His Hearing Aid. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1965.

This pamphlet-sized book explains in simple language the uses and the limitations of a hearing aid.

Wolf, B. Anna's Silent World. Philadelphia, Lippincott, 1977.

Anna is a little girl who was born deaf. The book describes Anna's speech training, and her relationship with her family and peers.

MOVIES:

Children of the Silent Night. Campbell Films, 1961.

Compares a child who can see and hear with a child who cannot, showing what it means to be both deaf and blind. Explains how such a child can learn to hear through his fingers, can learn to realize sounds through touching the lips of a speaking person, and then learn to imitate sound and speak.

Understanding the Deaf. Perennial Films, 1977.

Demonstrates how deaf children are taught to speak, use sign language, and to lip-read, and from this how others can learn to communicate with the deaf. Shows how to

overcome feelings of uneasiness with deaf children in order to appreciate the person behind the strange sounding voice.

OTHER RESOURCES:

- * Materials Specialits, Gallaudet College, Kendall Green, Washington, D.C. 20002. A good resource from which to order books for children written in sign language, sign language dictionaries and other pamphlets.
- * Northwest Regional Center, Kenneth Patten, Coordinator, Department of Social and Health Services, 3411 South Alaska Street, Seattle, Washington 98118. Regional centers are a valuable resource from which to order copies of the American Manual Alphabet and other pamphlets for use in this unit such as "A Look at Finger Spelling" and "A Look at Sign Language," as well as films showing the signs for different categories of words (school works, food, geography, animals, etc.).
- * Zenith Radio Corporation, 6501 West Grand Avenue, Chicago, Illinois 60635. Producer and distributor of the free record "Getting Through."

BLIND

OBJECTIVE: The learner will demonstrate ability to understand and respond through activities and discussion the special needs of the blind and to recognize the rights of the handicapped individual to pursue a normal life.

KEY STATEMENTS AND CONCEPTS:

1. Discuss what it would be like to be blind or have partial sight.

ACTIVITIES

1. Introduce blindness and partial blindness to your class by having them complete the following activity:
 - a. Close your eyes and put your hands over your eyes. "What do you see?" This may give some idea of blindness.
 - b. Open your eyes and put your hands over your eyes. "What do you see?" (legal blindness)
 - c. Open your eyes and separate fingers over eyes slightly. Ask if they can see light and some parts of things right in front of you.
(partial sight)
 - d. Cup hands around temples to block vision field. Ask if they can see the person next to them if they look straight ahead. (tunnel vision)

2. Fold plastic sandwich bags to cover the face over the eyes. Hold the bag in place with masking tape. Have the children try to tie their shoes, read the board or color a picture. (limited or visual impairment)
2. Discuss how members of your class may have limited or visual impairment: What can be done to help remediate this problem? (i.e., glasses, contacts)

ACTIVITIES

1. Bring in a variety of glasses and contact lenses. Examine these with your class. Talk about proper wearing and care of these corrective lenses.
2. Take a poll in your school to see how many students or staff need corrective lenses.
3. Read aloud "Katie's Magic Glasses." Discuss with class.
4. Visit a local optometrist and have him show the children his equipment and how he checks people's eyes.
5. Invite the school nurse to speak about the causes of blindness (how it is not contagious), and about safety measures to think about with regard to preventing eye injuries (i.e., use of scissors, fire crackers, sticks, throwing rocks, etc.).
6. Visit a special class for the blind.

7. To demonstrate blindness go on a trust walk. Have each student choose a partner, then blindfold one student in each pair. Have the "sighted guide" lead the "blind" person to the sink to wash their hands, back to his desk, unwrap a cupcake, pour a glass of water, eat snacks and throw away the paper. Then reverse the rolls.

Discuss:

- a. How did it feel to be without sight?
 - b. Were you glad to have the blindfold taken off?
 - c. How did you feel about being the guide?
 - d. Similarities between the blind and the sighted?
8. In art, make glasses to block out the light out of egg cartons and rubber bands.
3. Discuss alternative adjustments used by the blind:
 - a. Seeing eye dog
 - b. Braille
 - c. Walking stick
 - d. Keeness of other senses

ACTIVITIES

1. Contact a guest speaker possibly one that is blind to come and speak to your class. If it is possible have them bring a seeing eye dog.
2. Share with the class ditto number 11, p. 48, the Braille alphabet.

3. Have the children make their own Braille alphabet by gluing peas on each letter card. After the glue sets the children can close their eyes and feel the letters.
 4. Make a set of sandpaper letters and numbers for use in your classroom.
 5. Have the children practice writing their names in Braille and share messages with their classmates.
 6. Contact your local library to see if they have any books written in Braille or talking books available.
4. Discuss what you and a blind person have in common and how you could share common interests.

ADDITIONAL ACTIVITIES

- * Check the resource list for books and movies to use intermingled with the above activities.
- * Contact your local or State Commission for the Blind. (see resource list)

BLIND: RESOURCE LIST

CHILDREN'S BOOKS:

Canty, M. The Green Gate. New York: David McKay, 1970.

This book is about Emily, an 8-year-old blind girl.

Davidson, M. Helen Keller. New York: Hastings, 1969.

This book is a version of Helen Keller's life for younger children. It begins with her early childhood and her illness at 19 months which destroyed her sight and hearing.

Davidson, M. Louis Braille: The Boy Who Invented Books for the Blind. New York: Hastings, 1974.

This well-written version for younger children of the life of Louis Braille begins with the accident which destroyed his sight at the age of five.

Delaney, N. Two Strikes, Four Eyes. Boston, Houghton Mifflin, 1976.

This book has a positive message for the child who wears glasses. This animated story is about a mouse who puts on his broken glasses and wins the baseball game for his team.

Garfield, J. Follow My Leader. New York: Viking Press, 1957.

Realistic story of an 11-year-old boy's courage and determination in overcoming the handicap of blindness caused by a firecracker. The author, blind himself, writes with humor and sympathy of a normal boy's adjustment to family, friends, and life in general.

Goodsell, J. Katie's Magic Glasses. Boston: Houghton Mifflin, 1965.

Katie Blair is a 5-year-old whose sight is deteriorating. She visits the eye doctor and receives new glasses which enable her to view the world more clearly.

Heide, F. P. Sound of Sunshine. New York: Parents Magazine, 1976.

A blind black boy whose name we never learn talks about his world: sounds and sensations, textures, warmth, what they mean, how they tell what's happening around him.

Hunter, E. F. Child of the Silent Night: The Story of Laura Bridgman. Boston: Houghton Mifflin, 1963.

This is a well-executed biography of the first deaf-blind child to be educated. Laura Bridgman, like Helen Keller almost 50 years later, was left blind and deaf from an illness, probably scarlet fever, in early childhood.

Keats, E. J. Apartment 3. New York: Macmillan, 1971.

A rainy day keeps Sam and his little brother Ben indoors in their city tenement. The sound of a harmonica leads them to a blind man's room. The strong, sombre illustrations add much to this simple story of children losing their fear of a handicapped person by becoming better acquainted.

Litchfield, A. B. A Cane in Her Hand. Chicago: Albert, Whitman, 1977.

Valerie is a visually impaired child whose sight is deteriorating. She talks about eye testing, special adaptations in the classroom, and about her new long cane. The story includes a well-handled example of adult insensitivity to a handicapped child in a public place. The book ends on a positive note emphasizing the many things that Valerie can do despite her poor vision.

McDonnell, L. Stevie's Other Eyes. New York: Friendship Press, 1962.

Stevie is 6-years-old and blind. This book describes his special needs and difficulties in learning and in social situations.

Parker, M. Horses, Airplanes, and Frogs. Elgin, IL.: Child's World, 1977.

Nick is a little boy who is blind from birth; he asks his mother to describe things to him but has trouble picturing them from her words. Nick meets a friend in the park who helps him explore by the world of touch.

Peterson, P. Sally Can't See. New York: John Day, 1977.

Sally is a blind girl who leads a full, active life. The book shows her engaged in many activities, at home and at school with nonhandicapped children.

Rounds, G. Blind Colt. New York: Holiday House, 1960.

A short story about a blind colt who is almost killed because of his defect.

Vance, M. Windows for Rosemary. New York: E. P. Dutton, 1956.

Short story of a blind girl who leads a very normal life with the help of her family whose attitude is excellent.

Wilder L. I. By the Shores of Silver Lake. Harper and Row Publishers, 1979.

Mary Ingalls has been left blind from scarlet fever. This children's classic, the 4th in a series of 8 books, depicts the life of a pioneer family whose strength and courage are shown most clearly in its matter-of-fact acceptance of one member's blindness.

Wolf, B. Connie's New Eyes. Philadelphia: Lippincott, 1976.

This photo-essay shows the effort, skill, and well-structured training which go to produce a Seeing Eye Dog.

Wosmek, F. A Bowl of Sun. Chicago: Children's Press, 1976.

Megan is a 7-year-old blind girl who always lived alone with her father. Megan has never gone to school or received any special training. Her father moves and sends her to a new school where she experiences many new adventures.

MOVIES:

Children of the Silent Night. Campbell Films, 1961.

Compares a child who can see and hear with a child who cannot, showing what it means to be both deaf and blind.

Explains how such a child can learn to hear through his fingers, can learn to realize sounds through touching the lips of a speaking person, and then learn to imitate sound and speak.

Happy Forward. Seeing Eye, Incorporated.

An excellent movie about the training of a seeing eye dog.

Some of Our Schoolmates are Blind. American Foundation for the Blind.

Blind school children are successfully mainstreamed into a public elementary school.

Sykes. Perspective Films, 1974.

A look into the life of Sykes Williams, a 67-year-old blind musician who lives on the north side of Chicago and plays the piano to supplement his social security benefits.

What Do You Do When You Meet A Blind Person?

This is a short and funny film that appeals to children, which shows sighted people's most common mistakes in interacting with blind people.

What Color Is the Wind. Allan Grant Productions, 1968.

A documentary that follows the early childhood development of sighted Jeff Rubenstein and his blind twin Lee.

OTHER RESOURCES:

* American Foundation for the Blind, 15 West 16th Street, New York, New York 10011.

A primary resource of charts, booklists, films, and pamphlets on subjects such as Braille Alphabet and Numerals, Helen Keller, etc.

- * National Federation of the Blind, 218 Randolph Hotel Building, Fourth and Court Streets, Des Moines, Iowa 50309.
- * Seeing Eye Incorporated, Morristown, New Jersey 07960.
Write for copies of their free comic book about the training of a seeing eye dogs, as well as the film Happy, Forward.

MENTAL RETARDATION

OBJECTIVE: The learner will demonstrate ability to show an understanding that mentally retarded individuals have a difficult time learning but they too can learn to pursue a somewhat normal life. Knowledge gained will be assessed by the teacher based upon class discussions and activities done by the students.

KEY STATEMENTS AND CONCEPTS:

1. Discuss that retarded children are as different from one another as any two individuals are from each other.
2. Discuss that retarded individuals have concrete, specific problems, and frustrations in trying to learn. Discuss what some of these are.
3. Discuss that "mentally retarded" means slow to learn. Retarded people can learn lots of things all through their lives it just may take them longer.
4. Discuss different kinds of mental retardation, i.e., Downs Syndrome.

ACTIVITIES

1. Visit a school or special class for children who are mentally retarded. Have your children interact and play with them at recess. This may help to show that many of these children have the same wants and needs that they do.

2. Put a sock on each hand and have each child try and button his shirt or tie his shoes. (This would be a good activity to use to show difficulties with tactile discrimination.)
3. With socks still on their hands have them reach into a bag and try to guess some common objects.
4. Use sandpaper letters and numbers to discuss tactile discrimination.
5. Put a layer of surgical guaze over the child's eyes. Have them read a book. With guaze over eyes and socks on hands put together a simple puzzle. This can be used when discussing visual discrimination. (Discuss that their is poor motor control of the eyes which allows for the sight impairment.)
6. Explain the difficulties many children have with gross motor coordination. Tie a cord between the ankles. Keep it taut. Tie another cord around the upper torso and arms. Now have them walk slowly up and down. Have them practicing sitting down.
7. Give your class a number of directions at one time. See if they can carry them out. (Make it enough that it will be frustrating for them.) Discuss how it felt. Explain that for some children it is very confusing to follow even one or two simple directions.

8. Have the students complete an activity that is much too difficult for them. After 3-5 minutes discuss how they are feeling.
9. Have a mother or father of a retarded child come in and share with the class about their child.
10. Discuss with the class the fact that mentally retarded people value friendship like anyone else.
11. Read the book "My Brother Steven is Retarded." Discuss with the class.

ADDITIONAL ACTIVITIES

- * Consult the resource list about additional movies and books to be used in the classroom.

MENTAL RETARDATION: RESOURCE LIST

CHILDREN'S BOOKS:

Brightman, A. Like Me. Boston: Little, Brown, 1976.

This book uses a simple rhyming text and outstanding beautiful and sensitive color photographs to explain what the word retarded means.

Fassler, J. One Little Girl. Behavioral Publications, 1969.

Laura is a 10-year-old girl who has difficulty in school. This book may help to inform other children about the problems and special talents of their peers.

Glazzard, Margaret H. Meet Lance, He's a Special Person. Lawrence, Kansas: H and H Enterprises, 1978.

This book presents a clear, positive picture of a class of mentally retarded children, with a focus on Lance, who has Downs's Syndrome. The text emphasizes that the retarded child learns in much the same way as the child for whom the book is intended may learn, but more slowly.

Grollman, S. H. More Time to Grow. Boston: Beacon, 1977.

This book is intended for use with children to explain the condition of mental retardation. The story is followed by a list of questions to think about.

Klein, G. W. The Blue Rose. Lawrence Hill and Company Publishers, 1974.

Just as the blue rose is different from other roses, so Jenny, a mentally retarded child, is different from other people. The book points out that being different is not necessarily bad; yet, sometimes people notice differences and fail to see the whole person.

Larsen, H. Don't Forget Tom. London: A. and C. Black, 1974.

Tom is a very appealing, blond 6-year-old Danish boy who is retarded. The book introduces Tom and his family and takes the reader along through Tom's day. The emphasis is on what Tom can do, and the explanation of how being retarded affects his daily life.

Olminsky, E. Jon O.: A Special Boy. Prentice-Hall, 1977.

Jon O. was born with Down's Syndrome; he is now an active, outgoing boy of about 8. Jon is shown at school and at play with his two brothers.

Sobol, H. L. My Brother Steven is Retarded. New York: Macmillan, 1977.

Eleven-year-old Beth talks about her brother Steven who is brain-injured since birth. The book focus's on Beth's feelings toward her brother and his handicap.

MOVIES:

Becky. Stuart Finley, 1967.

Describes the way of life of the family of a retarded child (Down's Syndrome). This movie shows how the family copes with the problem of her retardation.

OTHER RESOURCES:

- * The Blissymbolics Communication Foundation, 862 Eglinton Avenue East, Toronto, Ontario, Canada.
- * Canning, Claire, The Gift of Martha. Available through Resource Development, The Children's Hospital Medical Center, 300 Longwood Avenue, Boston, Massachusetts 02115.

This is a short booklet, illustrated with photographs, describing the infancy and early childhood of a girl with Down's Syndrome.
- * National Association for Retarded Citizens, 2709 Avenue E East, Arlington, Texas 76010.
- * Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10010.

Write for pamphlets on various aspect of mental retardation such as #210A New Hope for the Retarded Child, #288 How Retarded Children Can Be Helped, and #349 The Retarded Child Gets Ready for School.

COMMUNITY RESOURCES

BENTON-FRANKLIN ASSOCIATION FOR

RETARDED CITIZENS

805 Williams Phone 946-5157
Richland, Washington
Information and Referral for Handicapped 946-5159

761 Williams Group Home for Retarded Phone 943-1456

Services Offered

Information and referral for handicapped people

Advocacy for handicapped

Counseling for mentally retarded and/or parents of mentally retarded

Programs

Recreation programs for handicapped

Leisure-time activities for handicapped

Parent-to-Parent Support Programs

Parents who help other parents of handicapped individuals by giving support, information and assistance. Parents are available who are experienced in caring for and getting necessary services for a wide range of handicapping conditions.

Fee: There is no charge.

Source of Support: Donations, fund raising activities, and United Way

The objective of the association is the improvement of the quality of life for mentally retarded individuals.

BENTON-FRANKLIN HEAD START

1175 Gribble, Richland, Washington

Phone 946-4639

Services Offered

Pre-school experience with qualified teachers for 4 days each week, for ninety children fifteen children in a Household program. Individualized planning to meet the needs of each child. Nutritious breakfast snack and hot lunch. Medical and dental exams and treatment free. Social services for the family and child. Parent cooperation classes thru Columbia Basin College. Free transportation for the children to the schools Psychological services for parents and children, if needed. Speech and hearing testing and treatment, if needed. Sensorimotor integration treatment, if needed.

Specialized Services

Enrollment for a limited number of handicapped children

Enrollment for a limited number of abused and/or neglected children with specialized services for their families.

Programs

Immunization Program - free
Parent programs, workshops, and special get-togethers.

Eligibility: Children 3-5 years of age - 90% enrollment from low-income, 10% enrollment from above-income, and 10% enrollment from handicapped.

Head Start is supported by Federal, State, and Local funds.

As a program of Mid-Columbia Mental Health, Head Start attempts to meet the specialized, individual needs of the whole child - socially, intellectually, emotionally, physically - in the context of the family setting.

Head Start also attempts to work with the family by providing a comprehensive referral service, training and socialization.

BLIND, WASHINGTON STATE COMMISSION FOR

425 West Lewis
Pasco, Washington

Phone 545-2299

Services Offered

Counseling for the blind and legally blind.

Rehabilitation teacher for the Washington State
Commission for the blind to serve Benton, Franklin, Walla,
and Columbia Counties.

Programs

The person needing help would be tested and counseled and
trained/retrained where/when appropriate, and be given
equipment to set up a business if appropriate.

There is no fee.

Source of Support: State

Department of Social and Health Services

VOCATIONAL REHABILITATION DIVISION

800 West Court
Pasco, Washington

Phone 545-2222

Services Offered

Training and retraining for persons with physical or emotional disability.

There is an application form to fill out and an interview, followed by a physical examination, aptitude test, and an interview with a psychologist.

There is no fee.

Source of Support: State

HANDICAPPED ASSISTANCE AND PROGRAMS FOR PRESCHOOL YOUNGSTERS
(HAPPY)

Pasco School District No. 1
1004 North 16th Avenue
Pasco, Washington

Phone 547-9531

Services Offered

Help provide comprehensive services to young handicapped children in the Tri-Cities area.

Find and identify preschool children as young as 3 years of age who may have handicaps or potential handicapping conditions so that services can be provided to meet the needs of these children as soon as possible.

Programs

Coordinate the services provided by community agencies serving young children.

Develop uniform screening, identification, and assessment procedures.

Develop and implement individualized instructional programs for handicapped children.

Provide training to professional and paraprofessional staff members and students in training.

Through working with those who are already providing services to preschoolers, it is expected that many of the children who have potential handicapping conditions will be able to succeed, without the need for special programs, when they go on to kindergarten and first grade classrooms.

Project activities will include training and technical assistance in field sites in the community as well as diagnostic services and instructional programs provided in the project's classroom facility.

Source of Support: Federally funded project included as a part of the educational services provided by the Pasco School District.

HEALTH SERVICES

COLUMBIA BASIN
SPEECH, LANGUAGE, AND HEARING CENTER750 Swift
Richland, WashingtonPhone 943-2682
946-5515Services Offered

Speech, language, and hearing evaluations

Diagnostic Audiometry

Diagnosis and treatment of speech and language disorders

Articulation

Stuttering

Aphasia

Language

Voice

Laryngectomy

Tongue Thrust

Hearing aid evaluation and fitting

Aural rehabilitation

Speech/Lip Reading

Auditory Training

Sign Language

Medical-Legal testing

Industrial hearing conservation

Client and family counseling

Programs

Treatment of the following speech and language problems:

Articulation

Stuttering

Aphasia

Language

Voice

Laryngectomy

Tongue Thrust

Staff members available to speak to civic clubs and service organizations on topics of professional interest; no charge. Phone for appointment.

Eligibility: Anyone in need of services.

Fees: Various, for different services.

Columbia Basin Speech, Language and Hearing Center is interested in educating the community about speech and hearing problems, and in providing diagnostic and treatment services for a wide variety of speech and language disorders. The professional staff members are certified or serving Clinical Fellowship Year with American Speech and Hearing Association.

SPECIAL EDUCATION DEPARTMENT

615 Snow, Richland

Phone 946-6106

DIRECTOR: Don Ray

HOURS: 8:00 A.M. to 4:45 P.M.

PURPOSE AND SERVICE OFFERED:

Tri-City Area Special Education program for exceptional children is a cooperative in which thirteen separate school districts in south central Washington participate. Special Education programs have been developed for mentally, physically, emotionally, and neurologically handicapped students to provide for their educational and rehabilitational needs.

Included among the special services are:

1. Day School Services for those children who are unable to profit and progress in the regular classroom situation because of the need for an individual kind of help not feasible under ordinary classroom conditions.
2. A school for the deaf, a part of the day school program, provides learning in the special reading (lip-reading approach).
3. A school for the blind has now become a support program for visually impaired or blind students who can function in regular classroom.
4. Speech and hearing services are provided with the prime emphasis placed on children in elementary school. Most of the problems at these levels are articulatory in nature, although, instances in stuttering, and cleft pallet problems occur. Although total hearing is done by the District Health Department, those children showing negative are usually referred to this department for a more detailed study.
5. Psychological Services which include diagnostic testing and counseling services for all of the participating districts.
6. Home and hospital visiting service in provided for children who are permanently home-bound and those who are temporarily home-bound or hospitalized.
7. The Special Education Department also provided classroom teachers to work in cooperation with the Fred English Youth Center.

ELIGIBILITY: Dependent upon specific services.

SOURCE OF SUPPORT: Participating School Districts.

TRI-CITY LEAGUE FOR THE BLIND

Phone 943-9322

Services Offered

Information and referral on services for the blind.

Mobility training for the blind.

Training other persons correct method of working with blind.

There is no charge. This is a volunteer group affiliated with the Seattle agency. Because of long years of training, can give practical information and work one-to-one with individuals or with groups. A personalized service operated from a private home. Has been used by Mid-Columbia Mental Health Center Geriatrics program.

UNITED CEREBRAL PALSY OF BENTON-FRANKLIN COUNTIES

741 South Dayton, Kennewick, Washington Phone 586-4154

HOURS: 8:00 A.M. to 4:30 P.M. Monday-Friday

Services Offered

Rehabilitation Center for persons who have developmental disabilities, neurological impairments, physical handicaps, or emotional disorders.

Transportation provided on a fee basis together with a nutritional hot lunch.

Individual and family counseling.

Support of National and State programs in research and education and Project: Prevention.

Programs

Sheltered workshop directed toward vocational evaluation, work training and job placement. Extended sheltered employment is provided for those unable to be competitively employed.

Adult development program services the severely disabled thru self-help living skills, community awareness, functional academics, leisure activities, physical exercise, work orientation and socialization.

Eligibility: Disabled according to definition of Federal and State regulations. Referrals are received from State Division of Vocational Rehabilitation, Division of Developmental Disabilities, Superintendent of Public Instruction, local agencies, individuals, and families.

Supported by State and local funds, workshop contract income, membership dues, and United Way.

UCP was founded in 1963 by a group of concerned citizens to provide services to handicapped people. It is an autonomous affiliate of a nationwide network of similar organizations whose efforts are coordinated and directed toward meeting the needs of the cerebral palsied and other developmentally disabled. Its role is to provide program services to the developmentally disabled, ongoing programs of public and professional education, and support of State and National

research. Serves handicapped persons and their families without regard to race, color, creed, sex, or national origin, believing that the greatest need of the handicapped is to be a part of their community life to the fullest extent of their physical and mental capabilities. To meet this need, UCP believes that services should be provided which will help them attain maximum physical improvement and emotional maturity, and to secure education, training, and employment opportunities consistent with their abilities.

The foundation of UCP is based upon volunteer involvement. It attracts dynamic volunteer action, interest, support, and opportunity for personal participation, at the same time creating in the Volunteer a sense of personal responsibility. The agency is governed by a volunteer board of directors elected by the general membership. The day-to-day management falls within the responsibility of a small professional staff.

UNITED WAY OF BENTON-FRANKLIN COUNTIES

207 North Dennis
Kennewick, Washington

Phone 783-4102

Services Offered

Fund Raising (annual campaign, grants-in-aid, wills and memorials).

Agency Relations (admissions and allocations).

Service Coordination (research, planning, and evaluation).

Public Information (news, features, audio-visual presentations, and printed material).

Leadership Development (recruiting, training, developing, and public recognition).

Programs

Provided by member agencies.

Includes emergency aid, youth development, counseling, health, and rehabilitation.

For detailed information contact Dial Help or the United Way Office.

Source of Support: Private donations from individuals, corporations, foundations, and Federal or State Grants.

MAINSTREAMING MATERIALS FOR THE NONHANDICAPPED CHILD

Kits Available

1. Accepting Individual Differences. Developmental Learning Materials, 7440 Natchez Avenue, Niles IL 60648 (\$26.50 Kit; \$6.75 each set).

Disabilities: Mentally retarded, learning disabled, visually impaired, hearing impaired, motor impaired.

This kit contains four large flip books, an audiocassette, and four booklets. It is suitable for grades K-6.

2. Approaches to Mainstreaming. Teaching Resources, 50 Pond Park Road, Hingham MA 02043 (\$158.00; Unit I, \$78.00; Unit II, \$79.00).

This kit is designed to help regular teachers with classroom organization, management, selecting and adapting materials, and modifying and evaluating instructional characteristics of exceptional children and individual differences. The kit contains four filmstrips, audiocassettes, and guides that include an audioscript, discussion questions, extension activities, and a bibliography.

3. Be My Friend. Canadian Council on Children and Youth, 323 Chapel, Ottawa. Ontario KIN 722 (\$.95).

Disabilities: Physically handicapped, hearing impaired, speech impaired, visually impaired, mentally retarded.

Stories, games, and illustrations are included in this coloring book for grades 2-3.

4. Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People, M. J. Ward, R. N. Arkell, H. G. Dahl, and J. H. Wise. The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091 (\$12.50).

Disabilities: Covers all disabilities.

This workshop is designed as an initial experiential learning strategy to assist groups toward a fuller understanding of the needs and desires of

disabled individuals. It includes a discussion guide for twenty-five simulation activities that allow participants to feel what it is like to be disabled. Included are a eighty page manual and a tape cassette.

5. Feeling Free. Human Policy Press, P. O. Box 127, Syracuse, NY 13210 (\$106.73).

Disabilities: Visually impaired, hearing impaired, physical and health impaired, mentally retarded, learning disabled.

Suitable for grades 3-10, this kit contains children's books educational guides, and six posters.

6. Getting Through: A Guide to Better Understanding of the Hearing Impaired. Zenith Radio Company, 6501 W. Grand Avenue, Chicago IL 60635 (\$1.00).

Suitable for all grade levels, this record contains simulated hearing loss activities and hints on how to make communication easier.

7. Hello Everybody. Opportunities for Learning, 8950 Lurline Avenue, Department 79, Chatsworth CA 91311 (\$175.00).

Disabilities: Physically handicapped, learning disabled, emotionally disturbed, mentally retarded.

This kit, which is suitable for grades 4-12, contains eight lessons of approximately 15 minutes each, accompanied by a filmstrip and cassette tape. Also included is a teaching guide.

8. I'm Just Like You: Mainstreaming the Handicapped. Opportunities for Learning, 8950 Lurline Avenue, Department 79, Chatsworth CA 91311 (\$55.00).

Disabilities: Physically handicapped, emotionally disturbed, learning disabled, mentally retarded.

Suitable for grades K-12, this kit contains two filmstrips and cassettes.

9. Keep on Walking. National Foundation - March of Dimes, 1275 Mamaroneck Avenue, White Plains NY 10605 (\$18.00).

Disabilities: Physically handicapped.

This 16mm film about the adaptation to life of a boy born without any arms is suitable for all grade levels.

10. Kids Come in Special Flavors. The Kids Come in Special Flavors Company, P. O. Box 562, Dayton OH 45405 (\$19.95).

Disabilities: Learning disabled, hearing impaired, mentally retarded, visually impaired, cerebral palsy, spina bifida.

This kit, which is suitable for grades K-12, contains a book of simulation activities, a cassette, and materials for simulation activities.

11. My New Friend Series. Eye Gate Media, Jamaica NY 11435 (\$63.25).

Disabilities: Hearing impaired, visually impaired, physically handicapped, mentally retarded.

This kit contains four filmstrips and cassettes.

12. Special Friends. Listen and Learn Company, 13366 Pescadero Road, LaHonda CA 94020 (\$80.76).

Disabilities: Physically handicapped, learning disabled, emotionally disturbed, visually impaired, hearing impaired, mentally retarded.

This kit, which is suitable for grades K-3, contains eight lessons of approximately 15 minutes each, accompanied by filmstrips, cassette tape, and a teaching guide.

13. What Is a Handicap? BFA Educational Media, 2211 Michigan Avenue, Santa Monica CA 90404 (\$78.00).

Disabilities: Orthopedically handicapped, communication disordered, hearing impaired, emotionally disturbed, multiply handicapped.

This kit, which is suitable for grades 4-6, contains six duplicating masters four cassette tapes, and four filmstrips.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The author felt that there is a definite need for programs and their implementation in today's public schools, to help prepare the regular education student for mainstreaming. Through a careful review of literature it was found that attitudes negative or positive were formed at a very early age regarding handicapped individuals. This author felt that there was a need for educational information to be presented to children before strong attitude changes were formed. A packet was designed by the writer as one source of resource, activities, and ideas centering around these four main handicaps; blind, deaf, physically handicapped, and mental retardation. This packet was designed for elementary students K-3.

In developing the program the writer found that there was a need for another area to be studied. This area was one entitled "self image." As well as learning about other children and their unique qualities we also need to know about ourselves as individuals and in comparison to others.

The author recommends that this packet be used in the classroom as a whole unit or as a guide that can be adjusted to fit the individual grade or need level.

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