

SUPERINTENDENT'S REPORT  
Marvin B. Clatterbuck, Superintendent

History, Function and Objectives

The Oregon State School for the Deaf was established in 1870 and moved to its present location at 999 Locust Street, N.E., Salem, Oregon in 1910. The School is in the northern part of the city on a fifty-one acre tract of land and has dormitory capacity for three hundred.

The school has been established for one principal purpose, which is to give the best possible education to the deaf and hard-of-hearing children of Oregon with the resources available. Any Oregon child of good mentality who is not able to progress in public schools because of a hearing impairment is eligible to attend. The school accepts children at the age of three years eight months and provides education from kindergarten through high school.

The school's objectives in educating these children are the achievement of self realization, the development of proper human relationships, the attainment of economic efficiency and the assumption of civic responsibility.

The school teaches all beginning children by the oral method and makes use of any residual hearing a child may have. For a few children who are not able to progress under this method, finger spelling is used to supplement speech and lip reading. The school strives to (1) return children to public school if possible, (2) prepare them for higher education, and/or (3) prepare them vocationally so that they may secure employment.

The school expanded to a full high school program in 1964-65 and graduated the first graduating class of eleven students in May, 1965.

PROGRAMS

The school conducts a parent education program which extends from the time the school knows of parents who will be sending children to the school until the completion of high school. Vocational guidance and planning with students and parents is provided. The Department of Vocational Rehabilitation cooperates in this program.

An annual pre-school conference for parents of children who will be enrolling in pre-school programs is conducted at the school each spring. All agencies that work with the deaf in Oregon (Oregon Cooperative Council for the Deaf) join together to provide services during this conference. The conferences include the examination of each child by a pediatrician,

otologist, audiologist, and psychologist, and the interviewing of the parents by a social worker. The information obtained assists all agencies in planning educational programs and in advising parents. The conference served twenty-nine families in 1967 and twenty-eight in 1968.

Behavior Modification and Precision Teaching was introduced into two special classes of young children with emotional problems during the 1967-68 year. The program carried over into their living situation with a teacher working with them in the dormitory. This is a new approach in its experimental stages and offers hope for students with whom little has been accomplished with other teaching methods.

In an effort to meet the needs of all high school age students the school developed and adopted a "three track" educational program in 1967-68 . Under this system three educational programs are offered for the older students:

1. Academic program for the students who can progress satisfactorily under a predominantly academic program, with an Academic Diploma awarded upon completion.
2. Vocational program during the last two years of school for students whose potentials indicate an inability to satisfactorily progress under an academically oriented curriculum, with a Vocational Diploma awarded upon completion.
3. On-the-job Training for students who have not demonstrated the ability to satisfactorily complete either the Academic or Vocational programs, with a Certificate of Attendance awarded upon completion.

The first students were graduated under this system in May, 1968, with 12 receiving academic diplomas, and 3 receiving certificates of attendance.

To keep abreast of the changing needs of Industry caused by technological advances, classes and equipment were added to the vocational training program. Vocational Rehabilitation funds provided a key punch machine and verifier for key punch training during the two school years. Under the sponsorship of the Intermediate Education District, in 1968 federal funds provided a teletype at the school connected with a computer in Seattle and paid for computer time for an evening class. A power sewing machine purchased in 1968 added a new field of vocational training. The purchase of up-to-date painting equipment improved the training in this vocation. Vocational Rehabilitation provided funds for sending two students to classes offered in the Salem Adult Education program.

The on-the-job work experience program was greatly expanded during the past two school years. As part of their education program students were

placed in varied work situations in private industry and government. An occupational acquaintance day was conducted. These programs increased the exposure of students to a variety of occupations and assisted in preparing them for employment upon completion of high school.

The school continued its cooperation with the Oregon College of Education in a teacher preparation program and an orientation course for Vocational Rehabilitation counselors. These programs are supported by federal funds. The School for the Deaf is used for observation and practicum.

The National Youth Corps program placed two students from local high schools in jobs on the campus during the 1966-67 and 1967-68 school years, twelve during the summer of 1967, and eight during the summer of 1968.

### Federal Programs

Utilizing funds available under Title I of the Elementary and Secondary Education Act the school has continued the Evaluation and Service Center with its director, audiologist, psychologist and clerical personnel. The center adds its resources to regular budget resources and coordinates a comprehensive program of audiological, psychological and medical services. Fully equipped hearing and evaluation rooms were purchased and installed.

Title I funds have been used to support and develop the Library Media Center by providing a library assistant, a clerk, an instructional equipment technician, and equipment and materials.

In-service training has been provided and supported by Title I funds. During the 1966-67 school year a reading specialist from the Oregon College of Education conducted an evening course in Teaching Reading. In the summer of 1967 a one-week workshop on Behavior Modification was held for key staff members. In-service training in Behavior Modification and Precision Teaching was conducted during the 1967-68 school year.

A special social living project was conducted for the Intermediate Boys in the dormitory. As part of this project a crafts workshop was equipped in the dormitory basement.

The ultimate evaluation of the Title I program must be in terms of altered behavior in children. The 1966-67 project evaluation was favorable in that modest gains were evident between pre and post test results in reading and in social skills. The 1967-68 project is not at this time complete. Two activities within the total project are completed, and evaluation appears very favorable.

A summer activity for ten multiply handicapped deaf children will begin in July, 1968.

Books and audio visual materials were purchased for the library from Title II, ESEA, funds.

Educational materials and audio visual and hearing aid equipment were added to the library and classrooms through federal support from Title III, NDEA, funds.

The National Office for Captioned Films is developing teaching materials and equipping schools for the deaf with visual aid equipment to implement better media programs. This federal agency is equipping the school's classrooms with overhead projectors and film strip projectors. In 1966 it conducted a workshop to train teaching and dormitory staff and in 1967 provided a consultant for two weeks to train teachers in the production and use of educational media.

### Research

Throughout the period of this report the director of the Evaluation and Service Center has served as a member of the Research Review Committee of the Research Division.

Two projects--evaluation of occupational exposure day, and summer educational activity with the multiply handicapped--have been reviewed by the staff and are presently underway.

The school continued its participation in the long term research project conducted by Illinois University to determine whether or not supplementing the regular oral method of teaching with finger spelling will improve the deaf child's language development and speed up his education. The Oregon School is used as a control school. We shall give careful consideration to the results when they become available and consider revising our methods of teaching.

A research project conducted by the Board of Control to develop and standardize a battery of aptitude and other tests for use with the deaf by vocational counselors has continued during this period with project offices located at the school. The tests will assist counselors to determine vocational areas in which the deaf individual can function most effectively and with the greatest degree of satisfaction.

### Staff Training and Development

Staff members kept abreast of current trends in programs for the deaf and improved themselves professionally through participation in educational conferences during the two year period, including the following:

1. Symposium on Research and Utilization of Educational Media for Teaching the Deaf, at Lincoln, Nebraska, funded by Captioned Films for the Deaf.
2. First National Conference on Education of the Deaf held in Colorado.
3. Convention of American Instructors of the Deaf at Hartford, Connecticut. The Superintendent serves as program chairman and was elected president of the Convention for 1967-69.
4. Conference of Superintendents of Schools for the Deaf and Directors of State Rehabilitation programs, at Las Cruces, New Mexico, funded by the National Office of Social and Rehabilitation Services to exchange information regarding what states are doing for the deaf.
5. Conference on New Vistas for Competitive Employment of Deaf Persons held at Pittsburg.
6. Workshop on the Multiply Handicapped Deaf, at New Orleans.
7. Training Institute for Rehabilitation Counselors in the Areas of the Deaf, at Los Angeles, California.
8. Airlie Conference at Warrenton, Virginia, to evaluate films of European schools for the deaf produced in 1967-68.
9. Workshop on Title I of the Elementary and Secondary Education Act sponsored by the State Department of Education.
10. A training course concerning Self Understanding through Occupational Exposure offered by the University of Oregon.
11. National Institute for Psychologists to Deaf Children held at the University of Pittsburgh. The director of the Evaluation and Service Center delivered a paper entitled "Functions of Psychologists in Schools for the Deaf."
12. Middle Management Conference and various classes sponsored by the Civil Service Commission.
13. Alexander Graham Bell Convention in San Francisco.
14. Educational Media Summer Workshop in Lincoln, Nebraska.
15. Workshop to prepare a questionnaire for an annual census of the deaf child in Washington, D.C.
16. Conference of Executives of American Schools for the Deaf held in Washington, D.C.

## NEEDS

There is an increasing need for a facility for the multiply handicapped children in Oregon. The German measles epidemic which reached Oregon in 1965 with over 5,000 known cases in the state will affect the population of the school in 1969 and has added to the rapidly growing group of multiply handicapped. Children of mothers who had German measles during pregnancy make up five per cent of the school's present enrollment. Often these children have other handicaps in addition to deafness and need special programs in the dormitories and classrooms for which no facilities are now available.

A full time Vocational Rehabilitation Counselor located on the school campus is needed to expand the on-the-job training program.

Increased medical services are needed. Physician time now provided at the school is only four hours per week, which is inadequate for the present population.

Adult education has become extremely important with the general public, but there are no such services for the deaf in Oregon. This group should be included as state funds become available for adult education. The School for the Deaf will need to cooperate in such a program, but it should not be supported from the school's appropriation.

The greatest problem facing schools for the deaf today is shortage of personnel. Schools are losing staff to federal programs. The enrollment in schools for the deaf in the United States increased by 2450 in 1967-68 with only 577 teachers completing their training during the same year. Oregon needs a higher pay scale for teachers and supervisory staff of the deaf to enable the state to compete and recruit teachers.

The maintenance staff is inadequate to properly maintain the plant and grounds. New buildings and lawns have been added to the campus, but additional maintenance and janitorial staff has not been added. The old buildings have reached a point of deterioration where constant maintenance is required. There is also a need for preventive maintenance not possible with present crews.

Building Needs

1. Dietary and infirmary building.
2. Additional school rooms.
3. Pre-school dormitory addition to house thirty-two children.
4. Pre-school classroom building.
5. Office and library.
6. Evaluation center.

The Main Building and the School Building should be replaced, as they are substandard, expensive to maintain, and inadequate to meet present needs. Recent inspections disclose that the buildings are structurally unsound and are critical fire traps.

PROGRAM PROJECTIONS

In the future, programs should be developed to accomplish the following:

1. Provide Vocational Rehabilitation Counseling services on the school campus for children of all ages.
2. Develop a better trained staff with an orientation program for all employees and time provided for in-service training.
3. Develop a valid way to measure the rate of progress of young deaf children and convert the curriculum to individual needs.
4. Establish a Vocational Advisory Committee from industry to assist in planning vocational training.
5. Establish a research department with psychologist, reading experts, etc., to seek new teaching methods, set up trial programs, and evaluate present methods and new programs.
6. Provide regional schools through grade 6 when justified by population to replace and prevent the undesirable one-class, one-teacher programs in the state.
7. Increase the parent educational guidance program; bring parents on campus for longer periods of time; provide a traveling clinic or staff (including an adult deaf person) to train in the field; and begin training of children at a much earlier age.
8. Reduce the dormitory counselor-pupil ratio to a level to allow counselors to spend the necessary time to do all that is possible in the dormitory program.
9. Provide all necessary medical services to prevent any child's education from being hindered by health problems which can be remedied.
10. Set up a publicity program that would help prevent deafness, acquaint parents with the school, give the community understanding of the deaf and their capabilities, and provide facts about the deaf driving records and safety records.
11. Provide summer camping programs located in various areas of the state to acquaint the children with industry, agriculture, geography, history, etc.
12. Develop a program to help with early identification of deaf children.
13. Establish a working relationship with community colleges and other established training centers to provide for post high school education for the deaf.

Proposed Legislation

Proposed legislation affecting the school's program will be submitted for consideration by the 1969 legislature.

1. Provide the necessary statutory authority to allow the school to provide transportation services for day students.
2. Expand and enlarge services and grant-in-aid funds to enable more deaf persons to take advantage of post secondary education at the college, university, vocational or technical level to prepare them to operate at their maximum potential.
3. Amend ORS 343.391 to 343.401 to enable the school to receive special funding to support a program for exceptional and gifted children in the same manner as school districts of Oregon are able to establish and receive special funding for such programs.
4. Amend the provisions of Chapter 347, Oregon Laws 1967, to permit students to be subject to the State Workmen's Compensation Code when participating in a student work training experience.
5. Amend ORS 343.720 and 343.730 to authorize the school to provide a student automobile driver training course and to permit reimbursement therefore from State funds.
6. To clarify the statutory authority establishing the school to insure that sufficient statutory base is available to cover all services provided by the schools.
7. Enable teachers employed by the school, who otherwise qualify, to receive scholarships for special training in the instruction of mentally retarded children.

I wish to thank the Board of Control and staff, and the staff of other institutions for their cooperation.

Respectively submitted,

M.B. Clatterbuck  
Superintendent



## OREGON STATE SCHOOL FOR THE DEAF

TABLE I

## POPULATION MOVEMENT

July 1, 1966 to June 30, 1968

<u>1966-67 Fiscal Year</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
On Roll July 1, 1966	167	126	293
Entered School 1966-67	31	17	48
Total Number Cared For	198	143	341
Left School 1966-67	34	9	43
<u>1967-68 Fiscal Year</u>			
On Roll July 1, 1967	164	134	298
Entered School 1967-68	28	13	41
Total Number Cared For	192	147	339
Left School 1967-68	34	27	61
On Roll June 30, 1968	158	120	278
Average Enrollment	<u>1966-67</u>	<u>1967-68</u>	
	295.7	274.4	

TABLE II

## EDUCATION LEVEL OF STUDENTS RECEIVED 1966-68

	<u>1966-67</u>	<u>1967-68</u>
Pre-literate	20	16
Public Schools	7	4
Special Schools	11	9
Former O.S.S.D.	<u>10</u>	<u>12</u>
TOTAL	48	41