

SPECIAL EDUCATIONAL SERVICES DIVISION

Administrator's Report
Carl A. Haugerud, Administrator

The Special Educational Services Division was established administratively by the Board of Control in March 1968. The Division is responsible for the supervision and direction of services provided by the Oregon State School for the Deaf and Oregon State School for the Blind, and for the coordination of these services with those provided by other State, local and private agencies for handicapped persons. The Board Secretary serves as Administrator of the Division in addition to his assigned duties as Secretary to the Board.

Although the two special schools are located within the Salem city limits their enrollment is drawn from all areas of the State. Enrollment is determined after application is made either directly to the superintendent of the school or through the school superintendent in the county of the applicant's residence. Each of the two schools has standing admission committees who review enrollment applications to determine whether the child requires the services of the school and if the school's program adequately serves the child's needs.

The Oregon State School for the Blind operates a complete academic program from pre-school through the ninth grade. In addition, living skills are taught to those children who are residents on the school campus. This same type of program is also available at the Deaf School; however, the program was extended in 1963 to include 12 grades in addition to vocational and pre-school programs. The schools operate under the authority of ORS 346.010 to 346.050.

In addition to the basic institutional programs, several community-oriented training and research programs are administered by the Division, including vocational placement services for deaf persons, a grant-in-aid program whereby deaf persons may obtain post-secondary educational services, demonstration projects to develop services for multi-handicapped persons, etc. The Division also cooperates with other agencies in providing educational services to the blind, training teachers to serve the deaf and vocational rehabilitation services for the adult deaf.

A. Status of Major Programs

1. Aid to Deaf Students

Any deaf student who has been a resident of Oregon for at least three years and who is attending a university or college, professional or vocational school, is eligible to apply for a grant from the State General

Fund not to exceed \$500 per year. Applications are submitted to the Oregon State School for the Deaf and are approved by the Board of Control.

During 1966-67, eight persons received educational grants totalling \$3,750; during 1967-68, seven persons received grants totalling \$3,500; and for 1968-69, a total of \$8,500 was awarded to 17 students. A total of \$30,500 is budgeted for this purpose in 1969-71, and is based upon 26 students participating in the program during 1969-70 and 35 students participating during the 1970-71 school year. The significant increase in this program beginning with the 1968 school year results primarily from the development of a cooperative agreement with the Department of Vocational Rehabilitation. This agreement provides for the grant-in-aid payment to be made to the Department in behalf of a given student and this amount is then used by the Department to obtain Federal matching funds to provide case services to the student, in addition to his basic tuition costs. A second factor is the additional training facilities which are becoming available to the deaf. Included are the National Technical Institute for the Deaf, Rochester, New York; Seattle Community College, Washington; and Gallaudet College, Washington, D. C. A few students may also be served in hearing institutions in Oregon, particularly if the Linn-Benton Community College and the Salem Vocational Technical School continue in their developmental plans to serve deaf persons.

2. Federal Assistance Project Grants

Both schools received grants through the State Department of Education under the provisions of Title I of the Federal Elementary and Secondary Education Act (ESEA) during the 1966-67 and 1967-68 school years. The allocation for each school is summarized as follows:

	<u>1966-67</u>	<u>1967-68</u>	<u>Total</u>
School for the Deaf	\$61,937	\$83,892	\$145,829
School for the Blind	<u>27,793</u>	<u>31,692</u>	<u>59,485</u>
Totals	\$89,730	\$115,584	\$205,314

These funds are made available to improve services to the students over that supported by the State General Fund. At the School for the Deaf these funds were used to improve psychological services, student guidance and counseling, library services, audiological services and other programs to improve the students' psychological and emotional health and social stability. The program improvements possible at the School for the Blind because of these funds are related to the living skills program, library services and special instruction and counseling.

An amount of \$2,673 was also received under the Title I program during the summer of 1968 to fund a planning study to assist in developing an educational program for multi-handicapped persons who are either not now

being served by the schools, or who are being served inadequately at the Schools for the Blind and Deaf and Fairview Hospital and Training Center.

The schools also participated in other Federal grant programs during this period, including National Defense Education Act (NDEA, Title 3) and the Library Services Act.

3. Program Planning for Multi-Handicapped Children

The Board of Control has for some time been concerned about the program needs required to serve the increasing number of multi-handicapped children who are either presently residing at the Schools for the Blind and Deaf and Fairview Hospital and Training Center, or who are seeking admission to these facilities. The Board therefore directed that a research study be conducted which would identify the number of children involved and the types of services which would either need to be implemented or which would require improvement in order to adequately serve this disability group. A multi-handicapped child is defined as one who has at least one deficit or recordable handicap beyond the basic referral problems. The types of recordable handicap generally include visual, hearing, intelligence, emotional instability and physical manifestations.

In respect to the Schools for the Blind and Deaf, the study indicated that 62% of the children enrolled at the School for the Blind had multiple-handicaps, and enrollment estimates projected this percentage to increase to 68% during 1968-69; approximately 25% of the children enrolled at the School for the Deaf in 1967-68 were considered multi-handicapped, and if admission policy were changed to allow admission of an additional group of deaf-retarded, this percentage would increase. The study identifies the type of child admitted to each of the three institutions and recommends the establishment of an evaluation center at Fairview Hospital to provide initial screening of students.

Other recommendations included in the study are summarized most briefly as follows:

A. General Recommendations

- (1) An evaluation and program plan should be developed for each child, including an on-going assessment of the child's progress;
- (2) An inter-agency committee should be formed to review problems, recommend policy, determine placement of special cases and develop and evaluate the program;
- (3) A coordinated record-keeping system should be installed to improve the quality and consistency of the records relating to individual cases;
- (4) Treatment plans should be individualized with behavioral objectives;

B. Program Recommendations Relating to the School for the Blind

- (1) Increase staff-to-student ratios in order that one teacher and one teacher aide would serve a maximum of eight children;
- (2) Increase dormitory staff to provide one counselor per living unit of eight to ten children; and
- (3) Provide teachers and aides to permit development of individual program plans and for an on-going assessment of the child's response to his program.

C. Program Recommendations Relating to the School for the Deaf

- (1) Increased staff for classrooms and dormitories to provide services to multi-handicapped children not now being served and to improve services to those children presently enrolled;
- (2) Improvements in staff-to-student ratios, basically as recommended for multi-handicapped blind children; and
- (3) Provision of teachers and aides to permit development of individual program plans and for an on-going assessment of the child's response to his program.

The total cost of the improved program as it relates to the two special schools is estimated at \$356,878. The cost to implement the program at Fairview Hospital totals \$323,080, which includes \$111,653 required to establish the recommended Placement Evaluation Center.

4. Aid to Blind Students

Blind students who have been residents of Oregon for at least three years and who are attending a university or college, professional or vocational school, are eligible to receive a grant-in-aid from the State of Oregon for the purpose of providing the services of readers and subsistence. The 1965 Legislature increased the grant available under this program from \$1,000 per fiscal year to \$1,250 for undergraduate students and \$1,500 for graduate students. Appropriations are made to the Commission for the Blind which also determines the actual stipend for each case. All applications for grant-in-aid must first be approved by a Committee consisting of the Superintendent of Public Instruction, the Superintendent of the Oregon State School for the Blind and a representative of the Commission for the Blind.

During the 1966-67 years, 37 applicants received \$19,419.74 in aid; during 1967-68, 36 applicants received \$20,537.05 in aid. Aid to blind students is authorized by ORS 346.060. Separate subsistence to needy blind students is provided through the Federal-State program for Vocational Rehabilitation of the Blind when required.

5. Graduate Training for Teachers of the Deaf

The 1959 Legislature adopted a program to train teachers for the Deaf. The purpose of the program was to relieve the shortage of teachers of the deaf by increasing the number of graduates prepared in this specialized area. The program is administered in conjunction with Oregon College of Education. Each student enrolled in the program carries a full college load including practice teaching. Considerable Federal funds have been made available for scholarships to augment the program. The number of graduates from the program have been as follows:

Graduates in Teacher for Deaf Training Program

<u>School Year</u>	<u>Number of Students</u>
1960-61 Graduates	5
1961-62	7
1962-63	11
1963-64	9
1964-65	14
1965-66	13
1966-67	16
1967-68	17
1968-69 Enrolled	20

The program has been considered extremely successful. Because of the extreme shortage of qualified teachers to teach Deaf students and the competition which exists in recruiting such teachers, the School for the Deaf would have been severely handicapped in staffing its education program were it not for this program.

6. Workload Data Relating to the School for the Blind

Table I indicates the average population of the Oregon State School for the Blind during the period 1957-1968. Between 1957 and 1961, the population varied between 80 and 90 students. Beginning in 1962, the population increased each year with a high of 118 students in October of 1964. During 1965-66, the enrollment declined to 109 students and has continued to decline throughout the fiscal year 1967-68. A reversal in this trend may be seen; the October 1, 1968 enrollment at the Blind School has increased to 92 students.

TABLE I

Average Population
Oregon State School for the Blind, 1957-1966

<u>School Year</u>	<u>Average Population</u>
1956-57	80
1957-58	84
1958-59	89
1959-60	90
1960-61	89
1961-62	94
1962-63	100
1963-64	104
1964-65	116
1965-66	109
1966-67	103
1967-68	89

The following table indicates changes in composition of the enrollment by various types of students and fiscal year. It should be noted that the number of children reported in the Multi-Handicapped and Alaskan student columns represents duplicate counts of the number of children reported in "No Useful Vision" and "Partially Sighted" columns.

TABLE II

Survey of Enrolled Students by Degree of Impairment
Number of Multiple Handicapped

<u>School Year</u>	<u>No Useful Vision</u>	<u>Partially Sighted</u>	<u>Multiple Handicapped</u>	<u>Alaskan Students</u>
1959-60	33	65	30	2
1960-61	32	59	33	2
1961-62	36	65	43	2
1962-63	42	63	44	4
1963-64	41	68	51	5
1964-65	70	48	61	6
1965-66	72	38	66	5
1966-67	47	50	58	0
1967-68	46	46	55	0

The most significant fact above is that the number of students with multiple handicaps (emotional, physical and intellectual) represents a larger segment of the population. During the eight year period 1959-60 to 1967-68, the number has nearly doubled. The multi-handicapped student is presenting more educational problems and making greater and more varied demands on the school staff. As indicated in Table II, a number of Alaskan students have been served at the School. This service is provided pursuant to an agreement between Alaska and Oregon on a cost-reimbursement basis. Although no Alaskan students were enrolled during the 1966-67 and 1967-68 school years, one student is enrolled for 1968-69.

Table III indicates the total actual enrollment for the school for the 1966-67 and 1967-68 school years and the estimated enrollments through the 1970-71 school years based on existing program levels.

TABLE III

Actual and Estimated Enrollment
Oregon State School for the Blind - 1966-1971

<u>School Year</u>	<u>Actual and Estimated Enrollment</u>
1966-67	103
1967-68	89
1968-69 ----- Estimated -----	90
1969-70 Estimated	93
1970-71 Estimated	96

The maximum capacity of the Blind School is 118 students on campus. While this is considerably over the present population, it is conceivable that this level could be reached in the first years of the 1970's. The growth of the Blind School has been slow in the past two years, probably due to the advent of more adequate community programs to care for these handicapped students. Also, the reduced incidence of Retrolental Fibroplasia has caused one of the major contributors to childhood blindness to be practically eliminated. It is not expected that the Blind School will undergo any particular population pressures unless more multi-handicapped students are admitted. The Blind School has, at present, a modest program for the multi-handicapped child who has physical and emotional debilities. The program does not have sufficient staffing to provide an optimum service level to these students and in some cases may defer admission of these students whose requirements exceed present service capabilities.

7. Workload Data Relating to the School for the Deaf

Table IV indicates average population levels at the Oregon State School for the Deaf for the fiscal years 1957 through 1968.

TABLE IV

Average Population
Oregon State School for the Deaf - 1956-1968

<u>School Year</u>	<u>Average Population</u>	<u>Change From Prior School Year</u>
1956-57	217	+18
1957-58	227	+10
1958-59	223	- 4
1959-60	217	- 6
1960-61	212	- 5
1961-62	236	+24
1962-63	248	+12
1963-64	264	+16
1964-65	295	+ 6
1965-66	296	+ 1
1966-67	297	+ 1
1967-68	274	-23
October 1968 Enrollment	257	

As indicated above, the population at the Oregon State School for the Deaf has been inconsistent in its growth. From 1956 to 1958, a constant increase was experienced; the years 1959-61 showed decreases; 1962 through 1967 shows continuous and in some cases substantial increases. The gain during 1962, 1963 and 1964 reflects in part the addition of the high school program.

The population leveled off at 297 for the 1966-67 school year and has shown decreases since. As can be seen above, further decreases are evident in the 1968-69 school year with the enrollment at 257 on October 1, 1968. Investigation indicates a number of factors may be contributing to this decrease, including the possibility of the emergence and expansion of special education programs for the Deaf in the local districts. Though these programs will no doubt continue to grow, the Rubella epidemic experienced in 1965 is expected to result in an enrollment increase during the 1969-71 biennium. The public health data on the number of cases reported showed sharp increases across the nation and in Oregon. Data on the number who become deaf to the degree special education is necessary seems relatively non-existent. In developing population estimates for the 1969-71 biennium, some weight was given to the Rubella epidemic, especially in the pre-school and primary levels.

The predicted population was based on specific age groups enrolled in the Deaf School and the rates of change within these age groups as they progress through the grades. Four year's experience was used as the base period with the exception of the pre-school level.

TABLE V

Projected Population
Oregon State School for the Deaf - 1967-71

<u>School Year</u>		<u>Average Population</u>	<u>Dorm. Occupancy</u>
1966-67		301	259
1967-68	Actual	273	233
1968-69	Estimate	291	253
1969-70	Estimate	282	266
1970-71	Estimate	295	268

8. Demonstration Project for Emotionally Handicapped and Retarded

In 1964, the Blind School received a three year Federal grant to investigate new teaching methods for emotionally disturbed and/or pseudo-retarded blind children. The demonstration program provided enrichment in the total educational program (both academic and social living skills) including sensory training, health and personal hygiene, language development, reading and related areas. The total amount of the grant over the three year period was \$167,514. As noted previously, multi-handicapped students have been assuming a larger percentage of the Blind School population. Special teaching techniques were developed and 15 students who evidenced emotional problems were placed in the special classes. After three years in the specialized training situation, the progress of the students was evaluated. The study disclosed a number of factors which have assisted the staff in developing and managing programs for this disability group.

C. Program Goals and Needs

1. Program to Serve the Multi-Handicapped

As noted previously, one of the most critical needs within the Division is to implement programs which will adequately serve the needs of the multi-handicapped blind and deaf child. Traditional programs and staffing patterns are not effective in serving these children. Without resources the only alternative is to deny admission of those children who do not make normal progress or who are a disruptive influence in the classroom. This alternative is a waste of human resources.

2. Educational and Vocational Training for Adult Deaf

Increased attention in the future must also be directed to the training and re-training of adult deaf persons in order that they may function at

their optimum level. The result of inadequate education and job training is that the deaf population as a group has a high ratio of unemployed and under-employed. Perhaps more important, the Deaf population is becoming more concerned and is not content with its current status. Thus, there is an increasing interest expressed by deaf persons to obtain post high school education for necessary training and re-training in order to improve themselves both economically and socially. This fact is strongly being revealed by the vocational study now under way at the School for the Deaf which is supported by the Federal Office of Vocational Rehabilitation. For example, of 252 persons interviewed to date, 160 indicated the need and desire for additional vocational training. Because of the obstacles faced by the Deaf in the hearing community, assistance from the State will be required. Funds are being requested in the 1969-71 budget which will provide a stipend for 10 students per year at \$500 per year. It is proposed that this \$10,000 also be utilized in cooperation with the Department of Vocational Rehabilitation.

3. Building Program Approved for 1969-71 Biennium

Three capital construction projects are being requested at the two special schools during the 1969-71 biennium: Maintenance Shop - Oregon State School for the Blind and a Central Services Building and a new classroom building at the Oregon State School for the Deaf, in addition to a major capital improvement project at the School for the Blind. These are summarized as follows:

(a) Maintenance Shop - School for the Blind

The Oregon State School for the Blind is presently using an old garage adjacent to the boiler house as the maintenance shop for the entire campus complex. These old garages have dirt floors and besides being unsightly are completely inadequate. The requested facility contains 4,000 square feet and will house the total physical plant maintenance program in a structure of prefabricated steel. The facility would house the wood shop, painting and paint-storage shop, mechanical shop, lawn equipment and some general storage space. The present facility would be razed. The estimated cost for the facility as approved by the Department of Finance of \$38,362.

(b) Elementary School Classroom Building - School for the Deaf

Classroom space for intermediate students is now provided in the main building and the school building. Both of the existing structures are in extremely poor repair, are fire hazards, have inadequate sanitary facilities and are completely inadequate and substandard for current educational programs. The construction plan proposes the razing of the main school buildings and the replacement of the existing classroom space with a new elementary school classroom building. By locating the new classroom building adjacent and to the west of the vocational building on

the lower campus, the facility will also be able to accommodate the overflow from the senior building during periods of peak population and congested class schedules. The proposed structure would provide 24 school rooms, a small auditorium, school offices, a conference room and room for an industrial arts department. The estimated cost of this project is \$831,913.

(c) Central Services Building - School for the Deaf

The Board is requesting funds to construct a facility at the Oregon State School for the Deaf which will house the central service functions presently being carried out in the main building. The structure will replace the present main building which houses the infirmary, dietary area and administration offices and some classrooms. The new building, which would be constructed adjacent to the present main structure, would provide for a central dining room and kitchen area, infirmary for 25 beds, athletic dressing rooms, a general storage area and a central storage warehouse. The building would be a two-level, concrete masonry structure with the athletic and storage areas in the lower level. The building will cost approximately \$969,650.

(d) Dormitory Remodel - School for the Blind

An amount of \$45,760 has been requested to redesign and remodel the older portion of Howard Hall. The structure was built in 1926 and has had only minimal improvements in the interim. In some areas, the same floor covering exists today as was installed in the facility when originally constructed. Bathrooms and shower areas are extremely outdated, inadequate and are inconsistent with current living standards; the electrical system is obsolete; there are serious water problems in the basement, rendering this area useless during the winter months; and the arrangement of living area is not consistent with current program needs. As the building is structurally sound, the request anticipates only the renovation of the structure rather than total replacement as was previously proposed. It is anticipated that the facility will be converted into two four-bedroom units, each housing eight students.

D. Proposed Legislation

Proposed legislation relating to the operation of the Special Educational Services Division is summarized as follows:

- (1) Provide necessary statutory authority for the Oregon State Schools for the Blind and Deaf to provide transportation services to day students attending the two schools.

- (2) Establish the Special Educational Services Division as a statutory part of the Board of Control.
- (3) Amend the provisions of Chapter 347, Oregon Laws 1967, to permit students of the Schools for the Blind and Deaf to be subject to the State's Workmen's Compensation Code when participating in a student work training experience, as are children in the State public school system.
- (4) Amend ORS 343.720 and 343.730 to authorize the Oregon State School for the Deaf to provide an automobile driver training course for students and to permit reimbursement therefore from State funds.
- (5) Enable teachers employed by the Schools for the Deaf and Blind who otherwise qualify, to receive scholarships for special training in instruction of mentally retarded children, in the same manner that public school teachers receive such training as provided in ORS 343.552 to 343.558.