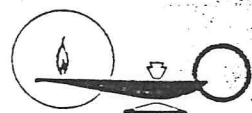


CLA

COMPILE

Commonwealth Plan for Identification, Location and Evaluation of Mentally Retarded Children



PREFACE

"This is a noble and humanitarian end in which the Commonwealth of Pennsylvania has chosen to join. Today, with the following Order, this group of citizens will have new hope in their quest for a life of dignity and self-sufficiency."

These are the last two sentences of the final opinion of the United States District Court for eastern Pennsylvania in the PARC Case. They were written on May 5, 1972. The following document, Commonwealth Plan to Identify, Locate and Evaluate (COMPILE) mentally retarded children, outlines the first phase of the Commonwealth's effort to help bring about this humanitarian end.

The second phase will be outlined in a document which will be forthcoming. This document will be called Commonwealth Plan to Educate and Train (COMPET) mentally retarded children.

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COMMONWEALTH PLAN FOR IDENTIFICATION,
LOCATION AND EVALUATION OF MENTALLY RETARDED CHILDREN

The Commonwealth of Pennsylvania through the coordinated effort of the Pennsylvania Department of Education and the Pennsylvania Department of Public Welfare submits the following Commonwealth Plan in accord with Paragraph 48 of the Order, Injunction and Consent Agreement of October 7, 1971, Civil Action No. 71-42, PARC vs. the Commonwealth of Pennsylvania.

48. Within thirty days of the date of this Order, Commonwealth defendants shall formulate and shall submit to the Masters for their approval a satisfactory plan to identify, locate, evaluate and give notice to all the persons described in the foregoing paragraph, and to identify all persons described in Paragraph 45, which plan shall include, but not be limited to, a search of the records of the local school districts, of the intermediate units, of County MH/MR units, of the State Schools and Hospitals, including the waiting lists for admission thereto, and of interim care facilities, and, to the extent necessary, publication in newspapers and the use of radio and television in a manner calculated to reach the persons described in the foregoing paragraph. A copy of the proposed plan shall be delivered to counsel for plaintiffs who shall be accorded a right to be heard thereon.

The Plan is designed in keeping with the findings of the Order: "that all mentally retarded persons are capable of benefiting from a program of education and training --" and that "It is the Commonwealth's obligation to place each mentally retarded child in a free public program of education and training appropriate to the child's capacity within the context of the general educational policy that, among the alternative programs of education and training required by statute to be available, placement in a regular public school class is preferable to placement in a special public school class and placement in a special public school class is preferable to placement in any other type of program of education and training." (Paragraphs 4 and 7, Consent Agreement)

In accord with the foregoing, the Plan also considers the required identification, location and evaluation of all school age children who are mentally retarded or thought to be mentally retarded and who are currently not in school to be for the purpose of developing and implementing free public programs adequate and appropriate to meet the prescribed education and training needs of these children no later than September 1, 1972, as stipulated in Paragraph 50 of the Order.

50. By April 1, 1972, Commonwealth defendants shall formulate and submit to the Masters for their approval a plan, to be effectuated by September 1, 1972. to commence or recommence a free public program of education and training for all mentally retarded persons described

in Paragraph 48 above, and aged between four and twenty-one years as of the date of this Order, and for all mentally retarded persons of such ages hereafter. The plan shall specify the range of programs of education and training, their kind and number, necessary to provide an appropriate program of education and training to all mentally retarded children, where they shall be conducted, arrangements for their financing, and, if additional teachers are found to be necessary, the plan shall specify recruitment, hiring, and training arrangements. The plan shall specify such additional standards and procedures, including but not limited to those specified in Paragraph 39 above, as may be consistent with this Order and necessary to its effectuation. A copy of the proposed plan will be delivered to counsel for plaintiffs who shall be accorded a right to be heard thereon.

Further, since the Plan uses the evaluation process to determine program, it has also been designed to re-formulate existing methods and procedures for evaluating children in Pennsylvania. [From now on it is anticipated that the educational evaluation of subnormally functioning Commonwealth children will be a continuing multidisciplinary process of individualized assessment leading to prescriptive program decisions and ready access to appropriate developmental education and training programs for each child.]

Finally, the Plan addresses itself to the structuring of administrative task forces capable of coordinating the necessary multiagency and multidisciplinary human resources of the Commonwealth into a consolidated thrust to solve problems of identification, location, evaluation and program development for mentally retarded children. The Departments of Education and Public Welfare have been assigned joint responsibility to comply with stipulations that require multi-agency and broad private sector involvement. Neither the Department of Education nor the Department of Public Welfare has departmental resources adequate to the proper accomplishment of the responsibilities imposed by this Order.

Accordingly the Plan provides for the establishment of: (1) a State Task Force consisting of the Director of the Bureau of Special Education, the Commissioner of Mental Retardation; a duly appointed representative of the Governor's Office, a duly appointed representative of Consumer/Citizens; and (2) Local Task Forces consisting of the appropriate Intermediate Unit Director, representative School District Superintendents, the appropriate County Mental Health and Mental Retardation Administrator (s), representative Consumer/Citizens, and any other person or persons necessary to accomplish the purposes of the Local Task Force as listed in the Plan. It is anticipated that these Task Forces, State and local, will be capable to marshal all relevant private and public resources into effective support of the Plan and also, as necessary, define procedures for integrating the separate and various agency lines of responsibility and authority into optimum service to the purpose of the Plan. (Appendix 1)

THE PLAN

A mentally retarded child shall include, without limitation, any child who is mentally retarded within the definition of 'mental retardation' as set out in

Section 4102 of the Pennsylvania Mental Health and Mental Retardation Act of 1966, 50 Purd. Stat. Sec. 4102, namely, 'Mental Retardation' means subaverage general intellectual functioning which originates during the developmental period and is associated with impairment of one or more of the following: (1) maturation, (2) learning and (3) social adjustment.

The Plan will identify and locate all mentally retarded persons as defined in Paragraph 44 of the Order; locate, identify and also evaluate every person thought by the defendants to be mentally retarded as stipulated in Paragraph 48 of the Order; and further give notice to the parents and guardian of every mentally retarded person as specified in Paragraph 46 of the Order. The following quotations have been extracted from the Order to clarify the foregoing:

43. Every retarded person between the ages of six and twenty-one years as of the date of this Order and thereafter shall be provided access to a free public program of education and training appropriate to his capacities as soon as possible but in no event later than September 1, 1972.

44. Wherever defendants provide a pre-school program of education and training for children less than six years of age, whether kindergarten or however called, every mentally retarded child of the same age as of the date of this Order and hereafter shall be provided access to a free public program of education and training appropriate to his capacities as soon as possible but in no event later than September 1, 1972.

45. The parties explicitly reserve their right to hearing and argument on the question of the obligation of defendants to accord compensatory educational opportunity to members of the plaintiff class of whatever age who were denied access to a free public program of education and training without notice and without a due process hearing while they were aged six years to twenty-one years, for a period equal to the period of such wrongful denial.

46. To implement the aforementioned relief and to assure that it is extended to all members of the class entitled to it, Dr. Herbert Goldstein and Dennis E. Haggerty, Esq. are appointed Masters for the purpose of overseeing a process of identification, evaluation, notification, and compliance hereinafter described.

47. Notice of this Order and the Order of June 18, 1971, in form to be agreed upon by counsel for the parties, shall be given by Commonwealth defendants to the parents and guardian of every mentally retarded person, and of every person thought by defendants to be mentally retarded, of the ages specified in Paragraphs 43 and 44 above, now resident in the Commonwealth of Pennsylvania, who is not being accorded access to a free public program of education and training, whether as a result of exclusion, postponement, excusal, or in any other fashion, formal or informal.

48. Within thirty days of the date of this Order, Commonwealth defendants shall formulate and shall submit to the Masters for their approval a satisfactory plan to identify, locate, evaluate and give notice to all the persons described in the foregoing paragraphs, and to identify all persons described in Paragraph 45, which plan shall include, but not be limited to, a search of the records of the local school districts, of the Intermediate Units, of County MH/MR units, of the State Schools and Hospitals, including the waiting lists for admission thereto, and of interim care facilities, and, to the extent necessary, publication in newspapers and the use of radio and television in a manner calculated to reach the persons described in the foregoing paragraph. A copy of the proposed plan shall be delivered to counsel for plaintiffs who shall be accorded a right to be heard thereon.

Described below are the essentials of the Plan and the means of implementation. Several aspects of the Plan are currently operational while others are newly devised procedures which will be expanded as appropriate to the fulfillment of this Agreement. (Appendix 2)

A. State Task Force Administrative Responsibility and Authority

1. The State Task Force will contact and inform all relevant Departments of State Government other than the Department of Public Welfare and the Department of Education regarding the Commonwealth Plan; delineate recommended Departmental participatory functions and request Departmental input regarding Departmental recommendations for enhancing the Task Force's effort.
2. The State Task Force will contact and inform all relevant Consumer/Citizen State level agencies regarding the Commonwealth Plan for identification, location and evaluation of mentally retarded children and enlist their cooperation and participation via their local affiliates and/or associations and request Consumer/Citizen input regarding recommendations for enhancing the Task Force's effort.

B. Departmental Responsibilities

1. The Secretaries of Education and Public Welfare will issue a Joint Memorandum requiring all agencies responsible to both Secretaries to comply with the mandates of this Plan, the full contents of which shall be part of such Memorandum. The aforementioned Secretaries' Memorandum will receive wide distribution and commonly be made known so that plaintiffs as a class or any other consumer group shall have ready access to them.
2. Identification and Location Strategies:
 - a. The immediate purpose of the process of identification and location shall be to secure as complete a list of

all children, as rapidly as possible, who are mentally retarded or thought to be mentally retarded and who are not in school and to submit the names of children so identified to the appropriate Intermediate Unit Director. The long term goal shall be to establish in Pennsylvania a process for ready entrance into a system of free public programs of education and training appropriate to meet individual developmental needs for all school age children of the Commonwealth mentally retarded or thought to be mentally retarded.

- b. A single standard Identification and Location Form (pp.23-26, Appendix 3) will be used to record, at least, the following information concerning every person located in accord with the mandate of the Order:

- (1) Name - current address
- (2) Parent and/or guardian and address
- (3) Birthdate
- (4) Date left school and/or reason not in school

This Identification and Location Card shall constitute the initial step towards incorporating into the Commonwealth Management Information System data concerning all exceptional children in Pennsylvania. There is currently no Statewide uniform system for recording this information. However, the Bureau of Special Education has developed an instrument and is ready to implement such a system (Appendix 3). All data collected in compliance with the Order shall be collected in such a way as to be consistent with the requirements of this Department of Education data collection instrument. All existing and future information collected across the State on exceptional children shall be a part of the data system to be developed by the Department of Education. The data processing office of the Department of Public Welfare is currently working with its counterpart in the Department of Education to link the data systems of the two Departments together.

- c. Selective "house to house" canvassing to identify and locate children will be carried out by representative school districts or intermediate units by March 7, 1972. i.e. Central Susquehanna Intermediate Unit #16 (rural), I. U. #2 (urban) and I. U. #23 (suburban).
- d. In areas where the incoming data show discrepancies i.e. where the number of individuals accounted for within a given age range are significantly below the 1970 census, "house to house canvassing will be required." This will serve as a cross check on the identification and location process where conditions are not supportive of the regular information collection process.

- e. An intensive two-month Statewide Public Education campaign will be conducted to provide maximum support to identification and location of mentally retarded children. Main thrust of the campaign will be a Citizen Alert and Appeal to Help Find a Child. In addition to implementation aimed at the mass news media of Pennsylvania, the Public Education campaign will utilize the power of the Governor's office to reach every citizen with the appeal through several unique means. The detailed Public Education Campaign plan is attached here as Appendix 4. It will be carried out jointly by the Office of Public Information and Publications of the Department of Education and the Bureau of Public Education of the Department of Public Welfare.
- f. A 24-hour toll free telephone service for purposes of reporting children not in school will be established, publicized and maintained for the duration of the identification and location process.
- g. The local task force, i.e., the appropriate Intermediate Unit Director, representative School District Superintendents, the appropriate County Mental Health and Mental Retardation Administrator (s), representative Consumer/Citizens, and any other person or persons necessary to accomplish the purposes of the Local Task Force as listed in the Plan, will be convened by the appropriate Intermediate Unit Executive Director no later than January 10, 1972 to serve the respective School Districts of the I. U. The Executive Director shall forward bi-weekly reports to the State Task Force. By March 7, 1972, the local Task Force shall submit the completed data of the initial survey of location, identification and evaluation as stipulated in paragraph 48, of the Consent Agreement. See Appendix 5 for recommended procedures for establishing local task force.
- h. The Masters designated by the court shall act to determine whether the court order has been fulfilled in the identification and evaluation.

3. Evaluation Process:

- a. No child shall be placed in a special program or in a class other than a regular class unless a current and sufficient evaluation has first been carried out in accordance with this Plan whereby individual examinations by a person certified by the Department of Education as a public school psychologist and also by any other expert which the type of handicap and the child's condition may necessitate shall be made. (Section 1371 (2) of the Code). This evaluation will be followed by a joint conference of the examiners and a determination made whether or not the child is mentally retarded.

b. The evaluation process shall consist of two steps:

(1) a process of screening.

(a) The screening shall consist of a review of all records and information available regarding the child and shall be for the purpose of determining which children are mentally retarded; which are not mentally retarded; and those whose status is questionable and who require further evaluation. The information gathered from a personal conference with parent (s) and/or guardian (s) is essential to the screening process.

(2) a process of assessment or in-depth evaluation.

(a) The assessment or in-depth evaluation shall consist of the following psycho-educational and other core components as provided for in Section 1371 (2) of the School Code.

((1)) An assessment of the child's current educational status. Assessment shall include, but not be limited to, school readiness or current achievement, teacher's report of observed behavior and abilities, and the child's specific functioning levels within such broader aspects of educational development as self-help, motor development, communication, social adjustment and academic achievement or occupational skills. Within these dimensions of educational development consideration shall be given to the relationship of such factors as coordination, activity level and expressive and receptive language capacities (Appendix 6).

((2)) As indicated, an assessment by a physician to determine the child's need for correction or amelioration of systemic defects or of chronic physical conditions that might be associated with impairment of one or more of the following: (1) maturation, (2) learning and (3) social adjustment.

((3)) An in-depth evaluation by a certified school psychologist which is broad enough to include, but not limited to, the following assessment criteria:

Areas of evaluation

- motor development

- perceptual-motor development

- conceptual development
- communication skills development
- cognitive development
- intellectual development and functioning
- self-care
- self-help
- social interaction
- independence

The most valid and reliable instruments generally recognized by the profession in making determinations about levels of function in all levels of development shall be used (Appendix 7). During the implementation of this Plan and the development and implementation of the Plan as stipulated in Paragraph 50 of the Order, a systematic effort will be made to search out, test and make available to the Public School Psychologist all new and innovative instruments and procedures which might enhance the effectiveness of this evaluation process. These new innovative instruments and procedures shall be made available to the Public School Psychologists through specially designed inservice programs either at the regional or state levels. The evaluation shall cover the child's potentials for functioning in a regular classroom and the probable advantages and disadvantages of alternative recommendations.

((4)) An assessment of pertinent family history and home situation factors: with prior parental consent, a home visit by a home and school visitor, school health nurse, a public health nurse, a guidance or adjustment counselor or a social worker will be made. This assessment shall include estimates of adaptive behavior at home, in the neighborhood and in local peer groups.

((5)) To the evaluation as detailed above shall be added such studies in further professional or technical speciality areas or in such further depth or detail as the examiners may judge necessary in regard to learning problems associated with language, speech and hearing, vision, psychiatric, neurologic or other possible significant disorders. Findings of such additional studies shall be incorporated into the conference report.

((6)) Where multi-handicapping conditions present themselves in the evaluation, mental retardation shall be viewed as the primary handicapping condition. Placement and educational programming for such children must take into account all handicapping conditions.

((7)) The evaluation process shall, in addition to the initial identification, screening and in-depth assessment by the certified school psychologist of the Intermediate Unit or district involved, shall utilize further in-depth evaluation by any other expert available in accord with the findings of the evaluation team (3-h).

((8)) Based on the data obtained from the evaluation process a continuing diagnostic prescriptive and psycho-educational plan shall be implemented to meet the needs of the students. ✓

- c. The minimal content of each professional assessment and of the joint conference shall be as specified and reported on forms jointly developed by the Pennsylvania Department of Education, Bureau of Special Education, Department of Public Welfare, Office of Mental Retardation and the Department of Health, Division of Maternal and Child Health. Completion of such forms shall be for the purpose of insuring collection of adequate individual data and of comparative data for administrative research purposes and said information shall be centrally stored as part of the Commonwealth's Management Information System. In no case shall the content or categorical entries on forms replace professional conclusions of examiners and the education and training program recommendations of the joint conference.
- d. In no case shall the conference certify a child to the Department of Public Welfare for education and training without material and substantial evidence that every effort has been exhausted and no appropriate alternative public school program is possible.
- e. Members of the evaluation team shall meet in conference with the appropriate County MH and MR Administrator or his designate to jointly plan alternative education and training programs for children whose recommended placement may be other than a public or approved private school.
- f. As soon as possible there shall be a meeting between the child's parents and/or guardians and a designated representative of the evaluation team for the purpose of explaining the findings and to enlist parental cooperation. When placement other than a public or approved private school is recommended for the child, an

appropriate representative of the County MH and MR Program Office shall also be present. Alternative education and training plans shall be shared with the parents, explained to them and an appropriate educational plan elected. A written summary of the evaluation and conference recommendations shall be available to the parents upon request.

- g. Parents and/or guardians shall be notified of the services available to them through the County MH and MR Program Office and informed of their right to have this office:
 - 1. incorporate the education and training plan into a total plan of life management services for the child;
 - 2. help them secure for the child additional services not included in his education and training program;
 - 3. arrange for assistance and consultative services to the home, to the school, and to the child's teacher as necessary for the child's progress toward the highest possible educational placement; and
 - 4. serve as coordinator of all services for the child.
- h. Each School District or Intermediate Unit shall have primary responsibility for the initial evaluation process and shall assemble a local evaluation team and be required to demonstrate that it has the capacity to carry out the evaluation responsibilities described above. If the School District or Intermediate Unit does not have sufficient staff to meet the requirements of the evaluation process of this Plan, it shall be given ready access to the resources of the County MH and MR Program, the County Board of Assistance Office, the County Child Welfare Office, the Department of Health Public Health Nursing Staff, the Division of Maternal and Child Health Services, Bureau of Vocational Rehabilitation personnel and any other appropriate State government human service resource. Private agencies may also be used to supply some or all evaluation requirements.
- i. The evaluation report shall constitute the effective basis for the arrangement of an educational plan for the child. The report forwarded to the appropriate Intermediate Unit Executive Director will be reviewed for any further recommendations and program planning. The educational plan as adopted by the public school or the County MH and MR Program shall be forwarded by the Intermediate Unit Executive Director to the Department of Education, Bureau of Special Education for State Task Force information, review and program planning purposes as stipulated in Paragraph 50 of the amended Order, Injunction and Consent Agreement of February 14, 1972. All evaluation reports for each child, including examination date, conference findings and final recommendations shall be forwarded to the appropriate School District Superintendent, Intermediate Unit Executive Director, and County MH and MR Administrator.

j. The Local Task Force shall remain operative on a continuing basis:

- (1) To assist each school district and County MH and MR Program implement this Plan;
- (2) To assist the State Task Force in developing and implementing the Statewide special education plan as stipulated in Paragraph 50 of the Order;
- (3) To bring to the support and objectives of this Plan all available State, Federal and private funds and resources;
- (4) To collect appropriate and sufficient data toward a Statewide review by the State Task Force;
- (5) To suggest constructive revision, relief or other response to deficits or inadequacies in the implementation of this Plan;
- (6) To initiate, develop and maintain a pattern of constructive interaction between the School District, Intermediate Unit, County MH and MR Program, private human resource agencies and consumer citizens for continued planning, conduct and self-renewal of effective public programs of education and training for all mentally retarded children in the Commonwealth.

IS this
monitoring?

4. Responsibilities of the Department of Education

a. Identification and Location Responsibilities

(1) School District Superintendents

The superintendent of schools for each school district will:

- (a) Conduct a search of records for all children with birthdates from 1950 forward for purposes of identifying and locating all children mentally retarded or thought to be mentally retarded who currently are not enrolled in school and submit the census form shown on pages 23-26, Appendix 3 about children so identified to the Secretary of Education.
 - ((1)) Records of exclusions, postponements and excusals shall be so identified for the individual child.
 - ((2)) Dates of entrance to and withdrawals from school with the period of time in attendance shall be stated for children so identified using the form on pages 23-26, Appendix 3.
 - ((3)) If the child is withdrawn, state the name of the school or institution attended by the child thereafter.

- (b) Submit to the IU executive director copies of the census form about all children identified under the annual school census (Section 1351 of the School Code) who are not enrolled in school.

((1)) Include all children 4 to 18.

((2)) Include all children 19 to 21, other than high school graduates.

((3)) Include all children less than 4 thought to be mentally retarded where programs are operated for these age groups by school districts.

- (c) Initiate procedures including:

((1)) Preparing a letter to be carried to each home by attending school pupils which states the desire of the school district to locate all mentally retarded children, except high school graduates, between the ages of 4 to 21 not in school. (Form letter to be issued to school districts via School Administrators' Memorandum).

((2)) Requesting assistance of all representative groups in the communities (particularly PTA's) for surveying the community to identify mentally retarded children, except high school graduates, between the ages of 4 to 21 not in school.

((3)) Meeting with the members of representative community groups for purposes of outlining the reasons for identifying and locating all mentally retarded children not in school and soliciting their cooperation.

((4)) Using whatever additional means will effectively elicit a complete identification and location of mentally retarded who reside in the school district and who currently are not enrolled in school.

- (d) Submit biweekly reports to the IU executive director containing a listing of the names and addresses of children identified in (1, 2 and 3) above.

(2) Intermediate Unit Executive Directors

Each intermediate unit executive director shall:

- (a) Conduct a search of records for all children with birthdates from 1950 forward for purposes of identifying and locating all children mentally

retarded or thought to be mentally retarded who currently are not enrolled in school and submit Form No. DERS-143 (11/70) about children so identified to the Secretary of Education.

- ((1)) Records of exclusions, postponements and excusals shall be so identified for the individual child.
- ((2)) Dates of entrance to and withdrawals from school with the period of time in attendance shall be stated for children so identified using the form in Appendix 3.
- ((3)) If the child is withdrawn, state the name of the school or institution attended by the child thereafter.

(b) Meet with designated school district representatives.

- ((1)) To inform them of their responsibilities in locating children not in school as detailed above.
- ((2)) To provide assistance in locating such children.
- ((3)) To give the necessary technical assistance associated with preparation, completion and submission of reports in a manner designed to assure accuracy within the time frame specified.
- ((4)) To emphasize the desire for and need of cooperation with the county mental health and mental retardation administrator in identifying and locating children not in school who are mentally retarded or thought to be mentally retarded.

(c) Establish and maintain liaison with the county mental health and mental retardation administrator.

(d) Jointly, with the school district superintendent and the county mental health and mental retardation administrator(s) plan and meet with community groups for the purpose of gaining the support and assistance of these groups in identifying and locating all children not in school who are mentally retarded or thought to be mentally retarded.

- ((1)) Representative groups as detailed in Appendix 5 shall be included in these meetings.
- ((2)) The plan shall contain requests of or assignments to groups and the manner in which it is expected these will be performed.

((3)) Procedures for follow-through with the groups shall be clearly identifiable in the plan.

- (e) Establish and maintain a continuous census of all children identified in this plan.
- (f) Submit bi-weekly to the Secretary of Education a compilation of the names and other pertinent information about all children, not in school, identified by school districts and IU's.

(3) Secretary of Education

The Secretary of Education shall:

- (a) Supervise the conduct of the plan in accord with the authority vested in him by the School Code.
- (b) Arrange for close cooperation between the Department of Education and Department of Welfare to assure full implementation of this Plan.
- (c) Arrange a joint task force comprised of the Director, Bureau of Special Education, PDE and the Commissioner, Office of Mental Retardation, DPW, and legal counsel to facilitate liaison between the respective departments.
- (d) Establish and maintain a 24-hour toll free telephone service for purposes of reporting children not in school.
- (e) Collect from the IU's listings of all children in the State between the ages of 4 to 21, except high school graduates, who are not in school.
- (f) Monitor, through bi-weekly reports, progress of IU's and school districts in meeting deadlines.

b. Evaluation Responsibilities

- (1) These shall be as described in the evaluation portion of the Plan.

5. Responsibilities of the Department of Public Welfare

a. The Secretary of Public Welfare will:

- (1) Take such measures and establish such policy as necessary to expedite and facilitate intradepartmental coordination and integration of all Departmental services to support the Plan;
- (2) Make such arrangements as required as will expedite and facilitate interdepartmental cooperation and coordination of all Commonwealth human resources to support the Plan;

- (3) Encourage the continued development of a partnership in the planning, conduct and self-renewal of the Plan between the Department, other public and private human resource agencies and the citizen consumer; and jointly: with the Secretary of Education; a duly appointed representative of the Governor's Office; and a duly appointed representative of Consumer Citizens.

- (4) Supervise the execution of the Plan.

b. The Department of Public Welfare Regional Office will:

- (1) Expedite and facilitate intradepartmental coordination and service integration at the local level;
- (2) Expedite and facilitate interdepartmental cooperation and coordination between the Department and various other State government human service agencies at the regional level;
- (3) Integrate Departmental efforts with other public and private human service agencies and the citizen/consumer at the regional level; and
- (4) Provide assistance to the Department's various local human service agencies in establishing and maintaining a partnership in the planning, conduct and self-renewal of the Plan between the Department, other local public and private human resource agencies and the consumer/citizen.

c. The County MH and MR Administrators will:

- (1) Collect, collate and transmit to the Intermediate Unit Executive Director the names and information as required by the Identification and Location Form _____ concerning those persons from their respective MH and MR Administrative Area under the age of 21 who are mentally retarded or thought to be retarded and who are:
- (a) currently enrolled in the State Schools and Hospitals
State Hospitals
Private Licensed Facilities
Growth and Development Centers
Workshops
Activity Centers
Day Care Programs
Community Residences,

or in any other such special programs for mentally retarded persons;

(b) Currently on an institutional waiting list and not enrolled in any type of program;

(c) Currently living in the community and not in any program and not on any waiting list.

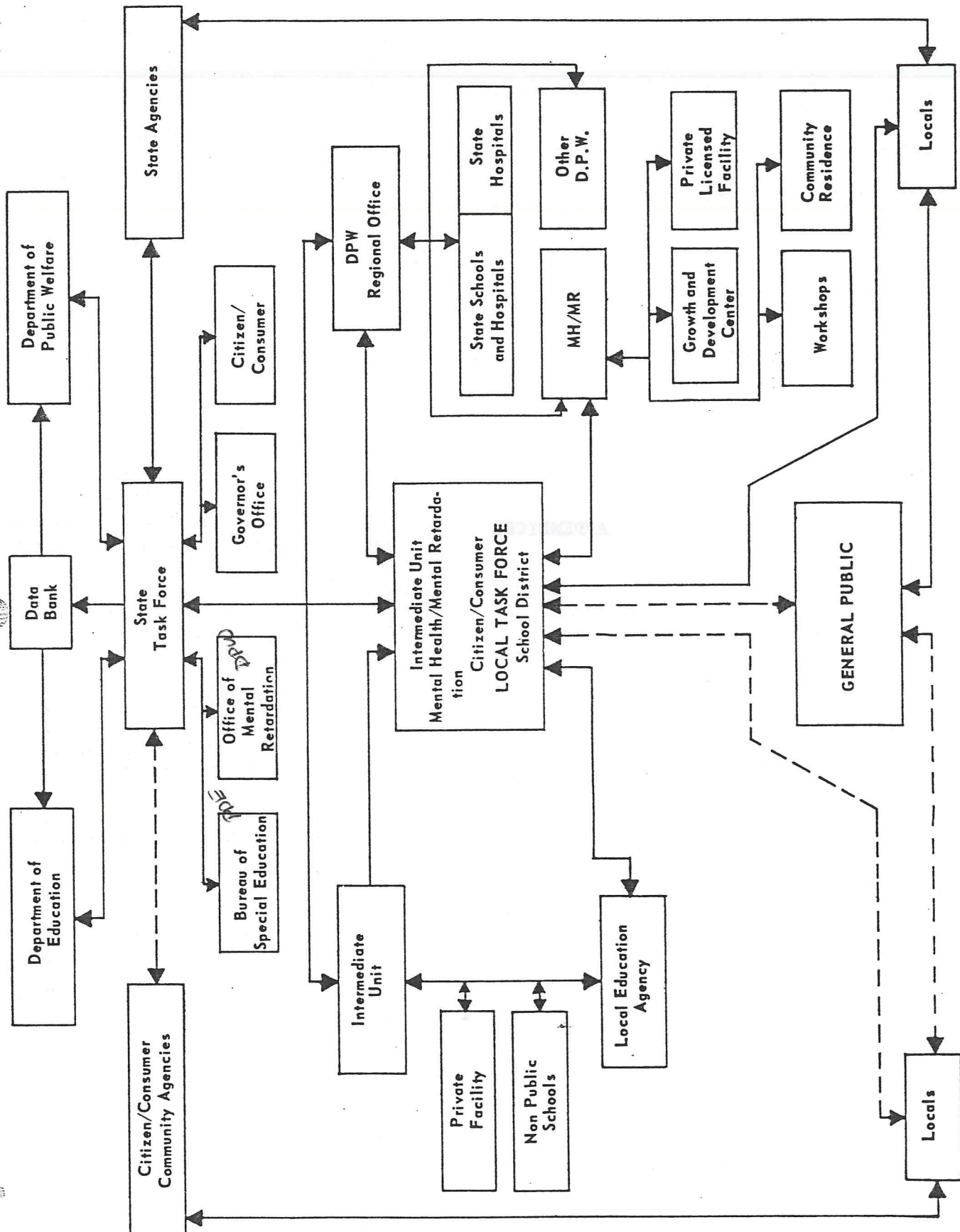
(2) Participate as described in Section B-2-f through B-3-i of this Plan in the activities of the Local Task Force.

d. The superintendents of State schools and hospitals and the directors of programs as listed in Section B-5-C-(1) of this Plan shall search their current and past records for all children with birthdates from 1950 forward and transmit to the appropriate County MH and MR Administrator the data as described in B-5-C(1).

e. All agencies of the Department who serve children under 21 who might be retarded or thought to be retarded will search their records as described in B-5-d of this Plan and transmit data as heretofore described to the appropriate County MH and MR Administrator

f. All agencies of the Department will cooperate and participate in the planning, conduct and self-renewal of this Plan whenever relevant as described throughout Section B of the Plan.

COMMONWEALTH PLAN FOR IDENTIFICATION AND LOCATION OF MENTALLY RETARDED



APPENDIX 2

Operational and Newly Devised Procedures of the Plan

Currently Operational	Newly Devised
1. Continuing Census	Specific procedures to identify and locate mentally retarded persons from the continuing census.
2. Exceptional Children Census	Adoption of a standardized statewide census procedure.
3. Referral procedures	Statements of: Minimal standards defining the process of screening from such referral systems to identify mentally retarded persons.
4. Indepth evaluation	Statements of: Minimal standards and assessment criteria defining the process including representative evaluation based on a developmental psycho-educational model.
5. Multidisciplinary diagnosis	Statements of: The essential nature of and means of accomplishment through various agencies.
6. Governmental Interagency	Guidelines to be published which clearly delineate lawful and regulatory responsibilities whereby persons may avail themselves of the services.
7. Group programs	Plans based upon functionally oriented objectives directed to education and training.
8. Individual programs	Plans based upon functionally oriented objectives directed to education and training leading to as full a degree of self management as the individual can achieve within the limits of his abilities.

APPENDIX 3A

FINAL REPORT

THE DEVELOPMENT OF PROCEDURES AND FORMS

FOR COLLECTING CENSUS INFORMATION

ON

EXCEPTIONAL CHILDREN IN THE

COMMONWEALTH OF PENNSYLVANIA

PRESENTED TO

THE BUREAU OF SPECIAL EDUCATION

COMMONWEALTH OF PENNSYLVANIA

HARRISBURG, PENNSYLVANIA

BY

DR. PAUL H. VOELKER - PROJECT DIRECTOR

MR. LOUIS A. MAZZOLI - ASSISTANT PROJECT DIRECTOR

MR. JOHN O. HICKEY - GRADUATE STUDENT ASSISTANT

JUNE 30, 1969

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INTRODUCTION

A. Introduction to the Problem

The Commonwealth of Pennsylvania and all other states have educational laws which pertain to annual census taking. The laws stress that those responsible for taking school census should regard this as one of their most exacting duties. With the aid of the school census, the administrative staff and the local board of education can predict, estimate, and make projections of school populations and registrations with a reasonable degree of accuracy.

The identification of exceptional children is a difficult task. Census instruments should be planned so that all who use them can report results that are reasonably reliable.

It is essential that census information concerning pre-school and school aged children be accurate, current and readily available if the educational programs and services are to be administered efficiently by the local school district. This is especially true in developing each school district in the Commonwealth of Pennsylvania and elsewhere.

What is needed, then, by the local school administrator is an instrument or instruments for collecting census information on exceptional children in his school district. The information gathered by the census instrument should provide the school district administrator and school board with a reliable statistical picture of the number and types of

physically, emotionally, and mentally atypical children in the district so that the proper plans can be made to meet the educational needs of the children.

The major task of this project was to develop an instrument or instruments that would provide accurate census data that could be effectively administered by those required to take the school census.

B. Background

This project, which deals with the development of procedures and forms for collecting census information on handicapped children in the Commonwealth of Pennsylvania, came about as a result of the realization on the part of the State Advisory Committee for Special Education that an instrument for collecting data on exceptional children was needed. This need was being partially met under Section 1351 of the School Laws of Pennsylvania which outlines the procedures to be followed by local school districts in conducting the school census. It was felt, however, that many of the Commonwealth's exceptional children were not being identified because of the lack of specificity in the census forms. As a consequence local school districts were not well informed concerning the number of exceptional children for whom some future special educational provisions should be planned.

Acting upon a request by the Department of Public Instruction, the Department of Special Education and Rehabilitation of the University of Pittsburgh submitted a proposal for a project to develop procedures and forms for collecting census information on handicapped children in the Commonwealth of Pennsylvania. As a result of the proposal a contract

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was entered into between the Pennsylvania Department of Public Instruction and the Department of Special Education and Rehabilitation, School of Education, University of Pittsburgh. The project was initiated on July 1, 1968, and terminated June 30, 1969.

C. Personnel

Dr. Paul H. Voelker, Professor and Chairman, Department of Special Education and Rehabilitation, served as Project Director.

Prior to his present assignment Dr. Voelker served as Divisional Director of the Department of Special Education in Detroit, Michigan. For several years he worked with the Census Division in preparing forms for collecting census data of handicapped children in Detroit. Mr. Louis Mazzoli, a doctoral candidate at the University of Pittsburgh, served as Assistant Project Director. Mr. John Hickey, a graduate student, served as graduate assistant.

An advisory committee of eight state leaders, in the field of special education, was chosen to offer advice and make suggestions as to the design of the census form. The committee consisted of Dr. William F. Ohrtman, State Director of the Bureau of Special Education; Father James L. Aaron, Assistant Superintendent of Schools, Diocese of Pittsburgh; Dr. Gertrude A. Barger, Assistant Superintendent of Erie Public Schools; Dr. William H. Mackaness, Director of Special Education for the Pittsburgh Public Schools; Dr. Jerry G. Miller, Director of Special Education for the Philadelphia Public Schools; Dr. Richard K. Myers, Supervisor of Special Education of Beaver County; Dr. Jack Sabloff, Director of Maternal and Child Health, State Department of Health and Dr. Joseph S. Tezza, Coordinator

of Special Pupil Services for Bucks County.

D. Purpose

The project was designed to study procedures for gathering census data on exceptional children, in the Commonwealth of Pennsylvania, from birth through twenty-one years of age and to develop a manual and form or forms for the accumulation and recording of data. The form or forms were to be constructed for easy transfer of information to data processing procedures.

E. Procedure

The project was divided into the following three phases:

Phase I, the preliminary stage -

- a. Relevant literature was reviewed
- b. Census taking procedures were studied
- c. State regulations and laws were reviewed
- d. Needs of the school districts were sought

Phase II, the developmental stage -

- a. A trial census form was developed
- b. The form was evaluated by county and local directors of Special Education in the Commonwealth
- c. A draft of the census manual and forms was reviewed by the Advisory Committee
- d. The pre-school and out-of-school form was developed

Phase III, the final stage -

- a. The census forms and manual were field tested and revised.

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PHASE I: PRELIMINARY PROCEDURES

A. Review of the literature

Literature pertaining to census taking procedures, identification of exceptional children, and census instrument development were reviewed in order to become better acquainted with methods of information gathering and to obtain some idea of the problems that might be encountered in preparing this particular instrument. Four major sources of information were reviewed. These included Educational Journals from 1900 to 1969; text books related to census taking procedures; United States Department of Health, Education and Welfare documents; and Education Administration handbooks and manuals.

The following points about school census taking were brought out in the review of this literature:

1. The enactment of compulsory educational laws reflected a change in educational thoughts and practices in the United States.
2. An accurate, continuous and reliable school census is important for educational planning.
3. The objectives of the system of census taking be determined in the light of the uses to which the information will be used.
4. The items selected for the census should reflect the needs and ability to collect the necessary information.
5. All involved in census taking should periodically evaluate the procedures and instruments being used in order that effectiveness and efficiency be kept at a high level.

6. The efficiency in gathering, manipulating and processing of census data can be improved by use of data processing techniques.
7. The forms for collecting census information should be easy to understand, complete and process.

B. Survey of National Census Taking Procedures

A letter of introduction explaining the purposes of the project of the fifty states and the District of Columbia. This same material was also sent to ten major cities in the United States and eleven school districts or social agencies which were involved in census taking procedures related to exceptional children.

The questionnaire was used to obtain information relative to the following inquiries:

1. Is there a state wide school census for exceptional children?
2. What areas of exceptionality are included in the school census?
3. Do local school districts within the state take a census of exceptional children?
4. Is the school census for exceptional children conducted at the same time as the regular school census?

An additional provision was made for the respondent to offer appropriate comments and suggestions concerning census taking procedure. Also, census taking materials were requested.

Of the original seventy-one questionnaires sent out, a total of sixty-six were returned.

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After a review of the materials gathered by the national survey the following points can be made:

1. Twenty-six of the fifty-one states reported having state wide censuses that included exceptional children. It would be noted that the twenty-six states were required by state law or code to do so.
2. Handicapping conditions such as: Mental retardation, emotional disturbance, blindness, deafness, and physical handicaps headed the list of conditions most frequently mentioned on census forms.
3. From the census materials provided it was found that the definitions of handicapping conditions were either in medical or human-growth and development terminology.
4. Information on school-age children with handicapping conditions was usually gathered from school attendance records and teacher reports.
5. Additional sources of information about children with handicapping conditions were medical reports and door-to-door census data.
6. The age range of those exceptional children being identified through census was from birth to twenty-four years of age. The majority of those reporting stated that children between birth and fifteen were the most frequently included.
7. Two methods of census taking mentioned were the door-to-door census and the mailed questionnaires.
8. Those providing the study with information noted that the responsibility for selecting enumerators was left to the school superintendent or school board secretary. They did not specify who should be hired, but those being selected should have a one or two day training session for greater effectiveness.
9. Many of those responding to the questionnaires indicated that they questioned the validity of the numbers of emotionally disturbed and mentally retarded children identified but felt that the figures for the blind and deaf were more reliable.

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10. The frequency of census taking was regulated by state law. The majority responding to the questionnaire indicated that school districts were generally required to take a school census once every three years.
11. The purposes for census taking varied with each group. The following reasons appeared the most frequently:
 - a. Provide accurate data to be used for checking compliance with compulsory attendance laws.
 - b. Predict enrollments in kindergarten and Grade One.
 - c. Assist in making long-range projection of school enrollments, planning new schools and planning for pupil needs.
 - d. Identify children with handicaps.
 - e. Use for follow-up purposes to obtain services for pre-school children.
 - f. Gather factual data for possible research studies.

C. Review of State Regulations and Laws Affecting Census Taking.

A review of the School Laws of Pennsylvania and the manual for Child Accounting and Pupil Personnel works reveals that there is a legal basis for dealing with compulsory attendance, school census, and special education for exceptional children. The authority and duty to enact and provide the necessary services are stated in the following Sections of the School Code: Sections 1351, 1352, 1353, 1355, 1371 and 1372.

D. The First Advisory Committee Meeting

The Advisory Committee on Census Taking Procedures met with the project members on October 31, 1968 to assist in determining the appropriate steps that should be taken in developing the census form or forms and manual of instruction needed for census taking in the Commonwealth of Pennsylvania.

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As a result of the Meeting the following points were made by the Advisory Committee and project staff:

1. That the present definitions for exceptional children used by the State be used by the project.
2. That only those exceptionalities that are mentioned in the Standards for Special Education Programs Booklet be dealt with, (Mentally retarded, brain-injured, physically handicapped, visually impaired, deaf, hard of hearing, speech, aphasia, socially and emotionally maladjusted).
3. That the census include children from birth to twenty-one years of age.
4. That a new census card for exceptional children be developed that would follow present IBM card guidelines so that data could be processed on existing computers that are being used by the Department of Education.
5. That a central information center be developed so that information can be procured quickly and efficiently when needed.

PHASE II: THE DEVELOPMENT OF THE CENSUS INSTRUMENT

A. The Trial Census Form

With the information obtained from the review of the literature, the analysis of various state census taking manuals and instruction booklets, and the suggestions offered by the Advisory Committee a Trial Census Form was developed. This form was sent to the sixty-eight county directors and supervisors of Special Education and five city directors of Special Education in the Commonwealth for their evaluation and suggestions. The supervisors and directors were asked to rate each item on this census form as to its relevance for gathering information pertaining to exceptional children. Five basic criteria for evaluating the items were provided as guides in order that some type of uniformity would be established when evaluating the census items. The criteria used were as follows.

1. Is the item important to and needed by the local school system?
2. Is the item needed to provide information required by the State Department of Education.
3. Can the item aid in making projection of school enrollment?
4. Can the item aid in identifying children with exceptionalities?
5. Can the item be maintained as a record with reasonable effort?

Of the seventy-three forms sent, a total of sixty-six were returned.

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A vast majority of the respondents reported that the items on the form were relevant. Those who felt that some of the items were irrelevant suggested that the items be made more general.

From an analysis of the responses to the Trial Census Form a first draft of a manual of instructions and census forms were developed and presented to the Advisory Committee.

B. Second Advisory Committee Meeting

The Advisory Committee met with the project staff for the second time on February 28, 1969. The meeting was opened by inquiring of the committee members if they had been mailed to them in advance of the meeting.

Generally, the committee was in agreement with the materials as they were presented. After reviewing the form and manual and suggesting several minor modifications in the materials, the committee spent some time in discussing whether census data for in-school children should be collected by census takers or special education personnel in the schools. In reviewing various points on this subject, the committee finally concluded that pertinent information about Exceptional Children in the school could be more easily and accurately obtained from school records by supervisors and teachers. Consequently, it was recommended:

1. That the manual and census card be accepted with the proposed alterations but that it be used only for those children attending school
2. That a separate census form and manual be devised for pre-school and out-of-school children.

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C. The Pre-School and Out-Of-School Exceptionality Census Form

Following the recommendation of the Advisory Committee that a separate manual and census form be devised for pre-school and out-of school exceptional children, work was started toward reaching these objectives.

The Pre-School and Out-of-School Exceptionality Census Form was developed in the following manner:

1. A census form format was developed to gather information in six areas: (a) Personal Identification of Exceptional Child; (b) Educational Status; (c) Exceptionality Information; (d) Treatment and Medical Care; (e) Help from Social Agencies and (f) Follow-up Information.
2. Data gathering items were selected for each area. The Exceptionality Information area required the greatest amount of effort in its development, because of the list of descriptive exceptionality items that had to be developed. (See Item 10.1 pages 24-25 in Manual)
3. The Descriptive Exceptionality Items were developed in the following manner:
 - a. The various exceptionality categories were listed and the literature was reviewed in order to develop a list of descriptive items. The review of the literature produced a list of one hundred and twenty items.

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b. The list of descriptive items was then reduced by applying the following criteria:

- (1) Apparent duplication of descriptive items.
- (2) Understandability by parents.
- (3) Time limitation for census taker.
- (4) Items which could hopefully identify pre-school children with handicapping conditions.

After applying the above criteria the list was reduced to thirty-four items.

c. The instrument was then field tested. After field testing two descriptive items were eliminated and the terminology of several items were changed to increase understandability.

After careful consideration it appears that there would be some value in applying the exceptionality descriptive items, in the census forms to all pre-school children with the thought that this procedure could assist in identifying exceptional children who might otherwise remain undetected.

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PHASE III: FIELD TESTING

The final stage of the project dealt with the field testing of the Pre-School and Out-of-School Exceptionality Census Form.

This task was accomplished with the cooperation of the Highlands School District Administration of Allegheny County and the one hundred forty-seven selected families of the school district.

The families that were selected for the field test represented the various; socio-economic levels, ethnic and racial groups.

Mr. Louis A. Mazzoli, one of the investigators of this study, conducted the door-to-door test of the census instrument. The major aims of the field test were to determine: a-Clarity of directions, b-Amount of time needed to conduct individual interview, c-Whether the terminology used by the enumerator was understood by the person interviewed, and d-What special problems the enumerator might encounter while gathering data on exceptional children.

It was found during the course of the interviews, that the directions prescribed for the enumerator were sufficiently clear. However, the enumerator should become well acquainted with the manual and directions before conducting the census.

A time check was kept on each interview conducted. The total interviewing time ranged from two to ten minutes with the average time of the interview being six minutes.

After each census interview, the respondent was asked a series of questions to determine whether he understood the terminology used during the interview. In most instances the parents had no difficulty in

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understanding the questions and responding to them. However, in isolated instances the enumerator may have to assist the parent in understanding certain words.

The investigator for the study encountered few problems during the course of the interviews. The persons interviewed were generally very cooperative. It should be noted that a possible problem could arise if the enumerator did not have the proper credentials. Many individuals at first confused the census taker with book, picture or home improvement salesmen. Therefore, credentials that clearly identify the census taker are a must.

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SUMMARY AND RECOMMENDATIONS

A. Summary

A census manual containing procedures and forms was developed for gathering data on exceptional children from birth through twenty-one years of age.

The manual contains general and specific instructions for the completion of two census forms: (1) The Pre-School and Out-of-School Exceptionality Census Form, (2) The Exceptional Child's Census Form.

The Pre-School and Out-of-School Exceptionality Census Form is to be used for gathering information on pre-school age, school age children not attending school, and children beyond mandatory school age and under twenty-one years of age not attending school.

The Exceptional Child Census Form is to be used for gathering data on school age exceptional children attending school and those exceptional children who have been identified but are not being provided with special educational services.

The census manual and forms were reviewed, field tested and revised to increase useability.

B. Recommendations

The following recommendations are made as a result of the questions raised concerning the study:

1. That uniform definitions of the various exceptionalities be developed and adopted on a state wide basis.

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2. That those hired for census enumeration of exceptional children have an in-service training period before beginning census.
3. That standard procedures for reporting census data to the Department of Education be developed to insure efficiency of data collection and accuracy of information.
4. That mass media be used to inform the public about the nature and purpose of the census prior to enumeration.
5. That provisions should be developed for the dissemination of census information to the various educational and welfare agencies of the Commonwealth.

COMMONWEALTH OF PENNSYLVANIA

APPENDIX 3B

MANUAL OF INSTRUCTIONS

FOR

THE PRE-SCHOOL AND OUT-OF-SCHOOL
EXCEPTIONALITY CENSUS FORM

AND

THE EXCEPTIONAL CHILD'S CENSUS
FORM

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COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION - INSTRUCTIONS FOR COMPLETION OF
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I. THE SCHOOL CENSUS ON EXCEPTIONAL CHILDREN IN

THE COMMONWEALTH OF PENNSYLVANIA

Legal Status

Section 1351 of the Public School Code of 1949, as amended, requires that Boards of Directors of local school districts, where an adequate continuing school census is maintained, shall, commencing with the year 1955, conduct a census of all children from birth to eighteen years of age who reside within their districts. This census must be conducted every third year between the dates of March first and September first.

Section 1351 further states that in those districts where an adequate continuing school census is not being maintained the Boards of Directors of local school districts must enumerate all persons who have not attained the age of eighteen. In this case the enumeration must be conducted between March first and September first of every year.

Purpose of the Census

The purpose of this census is to provide accurate data which can be used in checking compliance with the compulsory attendance law, in predicting enrollments in pre-school classes and special classes for exceptional children, in providing information on the number of children and youth in the Commonwealth, in identifying children with handicaps and in helping to ascertain the cost of proposed educational programs or legislation.

It is essential, therefore, that the information concerning

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all pre-school and school age children be accurate and significant, current, and readily available, if the educational programs and services are to be administered efficiently by the local school district. This is especially true in developing both yearly programs and long-term programs for exceptional children in each school district in the Commonwealth of Pennsylvania.

Census Taking Procedures

This manual contains instructions for census taking procedures for gathering data on exceptional children in the local school district.

In order to gather the necessary information, one of two procedures must be followed by the local school district.

One procedure is followed when gathering information on the population of children who are pre-school age, school age and not attending school, or beyond mandatory school attendance age and not attending school. Instructions for following this procedure are on page 4 in the manual.

The other procedure is followed when gathering information on the population of children who are of school age and presently attending school. Instructions for following this procedure are on page 11 in the manual.

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION - INSTRUCTIONS FOR
COMPLETION OF CENSUS

II. GENERAL INSTRUCTIONS FOR BOTH
CENSUS GATHERING PROCEDURES

1. Read all directions in this handbook before you start your work.
Also, become familiar with codes on the back of the census card.
2. Secure as correct data as possible. Conclusions, educational planning and projection of needs will be only as accurate as the data you gather.
3. Identifying exceptional children is a difficult task and it is not expected that the enumerator will arrive at a complete explanation of each child's exceptionality. However, by utilizing the information obtained from the parent or guardian and other sources in the community it should be possible for the person completing the census forms to collect fairly accurate data.
4. When taking the census, circle or check the correct code on the back of the card and record the correct number in the proper block(s) later.
5. Do not mutilate or damage census cards because they are to be used for machine processing.

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COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION - INSTRUCTIONS FOR
COMPLETION OF CENSUS

III. SPECIFIC INSTRUCTIONS
FOR

THE PRE-SCHOOL AND OUT-OF-SCHOOL EXCEPTIONALITY CENSUS FORM

A. Interviewing Procedure

The Pre-School and Out-of-School Exceptionality Census Form (Appendix A) is used in order to gather the necessary data on exceptional children in the Commonwealth of Pennsylvania.

To assist the enumerator of the local district in securing as accurate data as possible, the following steps should be taken:

Step 1. Introduce yourself and present your credentials to the person who appears at the door. (See Appendix I)

Step 2. Inquire if parent or guardian is home. If a parent or guardian is not home, make an appointment for next visit when parent or guardian will be home.

Step 3. Ask the individual the following question:

"Are there any children under 21 years of age residing at this address?"

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3.1 If the response is "No", thank the individual for his time and cooperation and excuse yourself.

3.2 If the response is "Yes", ask the individual the next question: "Are any of these children not attending school?"

Step 4. If the response is "No", see step 3.1.

4.1 If the response is "Yes", proceed to Step 5.

Step 5. The following question then is to be asked about every child under 21 years of age who is not currently attending a public or private school:

"As far as you know, do any of these children, who are not in school, (or does this child) have any difficulty, problem, or handicap which may be either physical or mental or both which might make it advisable for them (or him; her) to have some kind of special help either in the form of education or medical services?"

5.1 If the response is "No", and child is out-of-school, (child is over 16 years of age) see Step 3.1.

5.2 If the response is "No", and child is in the pre-school age group, the enumerator must proceed to Item 10 on page 9 of manual.

5.3 If the response is "Yes", the enumerator must complete the Pre-School and Out-of-School Exceptionality Census Form. (See page 7 for instructions).

APPENDIX 3B

Step 6. After the Pre School and Out-of-School Exceptionality Form has been completed, procedures for recording the data on the Exceptional Child's Census Form should be initiated. (See Section IV of manual for instructions).

APPENDIX 3B

B. Instructions For Completing Pre-School and Out-Of-School

Exceptionality Census Form

This form is to be used to gather the names of children with handicapping conditions who are either of pre-school or beyond compulsory school age or who have been excluded.

PERSONAL IDENTIFICATION OF EXCEPTIONAL CHILD

Ask parent for an official record such as a birth certificate, or official document showing child's name, sex, date of birth, place of birth and parents' name. (If this is available, accuracy of information will be assured).

1. Name of Child - Print the complete name of the child. Be sure to spell accurately last, first and middle names.
2. Sex - Check M (male) or F (female) for the sex of the child.
3. Date of Birth - Print the month, day and year of the child's birth.
4. Place of Birth - Name of the city, county and state where the child was born.
5. Parent's or Guardian's Name - Print the complete name of the parent or guardian with whom the child is residing.
6. Parent or Guardian's Address - Print the complete address, including ZIP Code, of the parent or guardian with whom the child is residing.

EDUCATIONAL STATUS

7. The question that should be asked by the enumerator in order to gather the necessary information concerning the child's school experience is as follows:

"Has the child ever attended any type of school?"

Check Yes or NO to this question. If the answer is Yes, complete Item 7.1 on the form. If No, leave Item 7.1 blank. Proceed to Number 8.

- 7.1 Last school attended - In the spaces provided write in the name and location of the last school that the child attended.

APPENDIX 3B

8. In order to find the reason why the child is not attending school, the following question should be asked:

"For what reason is your child not attending school"?

Read the list of reasons to the parents, if necessary (Check Only One).

- 8.1 _____ Pre-School Age (0-6 age group)
- 8.2 _____ Admission postponed (6-8 age group)
- 8.3 _____ Excluded on the grounds of extreme mental retardation (8-17 age group)
- 8.4 _____ Excused on the grounds of being unable to profit from further school attendance. (8-17 age group)
- 8.5 _____ Became 17 and dropped out of school.
- 8.6 _____ Has completed school district program and has received certificate or diploma.
- 8.7 _____ Has attained the age of 16, and is regularly engaged in useful and lawful employment or service during school hours, and holds employment certificate issued according to law.
- 8.8 _____ Beyond compulsory school attendance age (17-21 age group) and not in school.
- 8.9 _____ Child has been institutionalized.

EXCEPTIONALITY INFORMATION

9. The next question that should be asked by the enumerator in order to gather information about the child's exceptionality is as follows:

"You said earlier that your child had some difficulty, problem or handicap. Can you tell me the exact nature?"

If the answer is Yes, complete Items 9.1 and 9.2. If the answer is No, proceed to Item 10.

- 9.1 _____ When the parent or guardian has indicated that he knows what the difficulty is, ask then, what the condition or difficulty is and write the information in the space provided.

APPENDIX 3B

- 11.1 Treatment and Medical Care - In this space write the name of the physician, clinic or hospital where the child is being given care.

HELP FROM SOCIAL AGENCIES

12. To determine whether or not the child is receiving any type of assistance from a social agency, ask the following question:

"Is your child receiving any help such as guidance, physical therapy, or speech training?"

If the answer is Yes, complete Item 12.1. If the answer is No, check the provided space and continue to Item 13.

- 12.1 Social Agency - In this space write the name of the agency where the child is being given assistance.

FOLLOW-UP INFORMATION

13. To determine whether or not the parent would like to have additional information concerning the education of the child, ask the following question:

"Would you like to have more information about the education of this child?"

Check the appropriate space.

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION

INSTRUCTIONS FOR COMPLETION OF CENSUS

IV. SPECIFIC INSTRUCTIONS

FOR

THE EXCEPTIONAL CHILD'S CENSUS FORM

A. Information Recording Procedure

The Exceptional Child's Census Form (see appendix F) is to be used by the local school district when gathering information on the population of exceptional children who are in school, institution or receiving service from the school system.

The data recorded on the census form is concerned mainly with those exceptional children who are:

1. Attending special classes or who are receiving special education services in the school district.
2. Of preschool age who have been identified and are receiving special services or assistance.
3. Attending special schools or centers outside the school district on a tuition basis.
4. Receiving homebound instruction on a long term basis. (One semester or longer)
5. In an institution.
6. Identified, but are not being provided with a special program or services.

APPENDIX 3B

The information gathered on this school census form is intended to serve three purposes:

1. As a source of information on the number of children in a community who are receiving special education services.
2. As a method for determining that all children of compulsory school age are either enrolled in some type of school program or are legally excused from attendance.
3. As a means of obtaining the number of exceptional children and youth under 21 years of age who live in a particular community.

The information recorded on the school census form can come from a variety of sources. Some of these sources are:

1. The Pre-School and Out-of-School Exceptionality Census form.
2. The Family School Census Record.
3. The Continuing Census Card (Appendix H)
4. Student Records.

It may be necessary for the local school administrators to develop a questionnaire or information form to gather additional data needed to complete The Exceptional Child's Census Form.

B. Instructions for Completing Original Census Card on Exceptional Child (See Appendix F for Sample Census Cards)

PUPIL NUMBER

1. Pupil Number (1) * These blocks are for a number that may have been assigned to each child who is a resident of the school district so that there will be a card and a number for every child from the time he (she) is born until he reaches his twenty-first birthday. Space has been provided on the card for a nine-digit number to enable the use of a social security number if this system becomes feasible. Each district may assign numbers that can be adjusted to local needs.

NAME

2. Last Name (2) Print or type the last name of the child in the fourteen blocks that have been provided. If there should be more than fourteen letters in the last name, write the remaining letters above. Printing of the last name should begin in the first block on the left-hand side. Blocks not needed may be left blank. Leave no blanks for an apostrophe, as O'Neil, print ONEIL.
3. First Name (3) Print or type the first name of the child in the ten blocks that have been provided. If the first name is more than ten letters, print the remaining letters above the blocks.

* Number in bracket refers to item number on census card.

APPENDIX 3B

4. M. I. (4) Stands for middle initial. Print the first letter of the middle name in this block. If there is more than one middle name, print other first letters above No. 4.

SEX

5. S. (5) Stands for sex of the child. Record the proper code digit in this block.

1. Male 2. Female

The above code also appears on the reverse side of the census card.

BIRTH DATE

6. Birth Date (6) In these blocks place the proper digits, 01 to 12 for month (mo.), 01 to 31 for day, and 00 to 99 for year (yr.).

Verification of the date of birth should be sought either through birth certificate or other legal documents.

BIRTH PLACE

7. (B) Birthplace (7) In this space record the proper code digit. If the child was born in the state of Pennsylvania, place a 1 in the block. If the child was born out of the state or in another country, place a 2 in the block.

1. In state 2. Out of state

Code also appears on the reverse side of the census card.

APPENDIX 3B

PARENT OR GUARDIAN'S SURNAME

8. Parent or Guardian's Surname (8) In this space, print or type the surname of the person who is the parent or guardian.

PARENT OR GUARDIAN RELATIONSHIP

9. R. (Relationship) (9) Means parent or guardian relationship.

This is intended to be the person who is legally responsible for the child. Place the proper code digit from 1 to 7 in this block.

- | | |
|----------------|----------------------|
| 1. Father | 4. Step-mother |
| 2. Step-father | 5. Legal Guardian |
| 3. Mother | 6. Ward of the Court |
| | 7. Other _____ |

Code also appears on reverse side of the census card.

CHILD'S RESIDENCE

10. Child's Residence (10) The current residence address of the child. In the space provided, print or type street number (St. No.), street (St.), city (City) and zip code number (ZIP).

GRADE ATTENDING

11. Gr. Attd. (11) The grade the child is attending at the time of the census. Place the proper code digits from 000 to 701 in these three blocks. If the child is not in school, attention should be given to the code digits 000 and 601. For children who have been identified and not placed in a special education class or program, use code digits 001, 002 and 101-112. For those children receiving special

APPENDIX 3B

education services, attention should be given to code digits beginning with 200, 300 and 400 series. See Appendix (B)

for code listing.

Code also appears on the reverse side of the census card.

INSTRUCTIONAL SETTING

12. I.S. (12) Stands for instructional setting. This means the type of organizational arrangement which provides instruction of a given type or types, i.e., public elementary school, private sectarian high school, and college. See Appendix (C) for code listing.

Code also appears on the reverse side of the census card.

SCHOOL LOCATION

13. Dist. Code (13) Stands for school district code number. The school district code number is assigned by the Department of Education and identifies the county, the school district, school class and type of administrative organization.

The length of the code digits ranges from five to seven depending upon the school district organization. The school district code number should be provided prior to the census period.

EXCEPTIONALITY INFORMATION

14. Exceptionality (14) These six blocks are for classification of the child's exceptionality or exceptionalities. If the child has one exceptionality, place the proper code digits,

APPENDIX 3B

from 01 to 13 in the first two blocks. In the latter four blocks place the digits 0000 to indicate that the child has only one exceptionality.

If the child is multiple handicapped (more than one exceptionality) place the proper code digits for two or three exceptionalities in the blocks provided. One exceptionality code in the first two blocks, the second exceptionality code in the third and fourth blocks and the third exceptionality in the last two blocks. If the child has only two identifiable exceptionalities, place the digits 00 in the fifth and sixth blocks.

See Appendix (D) for code listing. Code also appears on the reverse side of the census card. Also see Appendix (F) for sample of census card.

HANDICAPPED SIBLINGS

15. H.S. (15) Stands for handicapped sibling or siblings. If brothers and sisters living in the household in which the child resides also have exceptionalities, place the proper code digit, 1 (yes) or 2 (no) in this block. Code also appears on the reverse side of the census card.

TOTAL NUMBER OF CHILDREN IN FAMILY

16. C.F. (Number of children in family) (16) In these blocks place the total number of children in the family using the proper code digits, 01 to 99, including child being enumerated.

APPENDIX 3B

TREATMENT AND/OR MEDICAL CARE

17. T.M. (17) Stands for treatment and/or medical care for the handicap or handicapping condition or conditions of the child. Place the proper code digit, 1 to 3, in the block provided.

1. Is being given.
2. Was formerly given, but not at the present time.
3. Has never been given.

The above code also appears on the reverse side of the census card.

AGENCY PROVIDING ASSISTANCE

18. Agency providing assistance. (18) In this space print or type the name of a physician or an agency (e.g., clinic, sheltered workshop, voluntary service agency, self-help agency, hospital) that is providing services to the exceptional child. If more than one, write name above space provided.

LEVEL OF EMPLOYMENT

19. L.E. (19) Stands for level of employment. In this block place the proper code digit, 1 to 6, for the level of employment of the child over 16 who is not enrolled in some type of school or training program. See Appendix (E) for code listing. Code also appears on the reverse side of the census card.

APPENDIX 3B

EMPLOYMENT STATUS

20. E.S. (20) Stands for employment status. Place the proper code digit, 1 to 2, in this block.

1. Competitive employment.
2. Non-competitive employment (sheltered workshops and other highly supervised work situations).

If individual is unemployed, space should be left blank.

Code also appears on the reverse side of the census card.

EMPLOYER'S NAME

21. Employer's Name (21) In this space print or type the name of the company or organization that employs the child (e.g., Gulf Oil Corporation, Goodwill Industries or K-Mart Corporation).

If the child is self-employed, indicate this in the space provided. If child is unemployed, space should be left blank.

EMPLOYER' ADDRESS

22. Employer's Address (22) In this space print or type the address of the employer. If individual is unemployed, space should be left blank.

APPENDIX 3B

ENTRY

23. E (23) Stands for entry status of the information recorded on the census card. Place the proper code digit from 1 to 3 in this block.

1. New Card - This is for individuals for whom there is no pre-punched card.
2. No Changes Required - This is for individuals who were enumerated in the school census during the previous year and information is correct.
3. Changes Required - When corrections are necessary in the pre-punched card, the corrections are made in the proper squares. This code is used so that corrections can be made at the central storage bank.

24. &

25. These items are to be used for future additions.

C. INSTRUCTIONS FOR COMPLETING CENSUS CARDS ON EXCEPTIONAL CHILDREN
IN SECOND AND SUCCEEDING YEARS

A computerized census card is provided for all pupils who were enumerated in the School Census during the previous year. This card is pre-punched with pertinent information: student number, student name, sex, date of birth, etc.; this information will be printed across the top of the card.

The pre-punched information at the top of the card should be carefully checked against the district's previous year's list in terms of accuracy of the information at this time.

If the census card requires no changes, complete the form with the required information. The code digit 2 should be placed in the block provided by Item 24. (See Appendix (G), Illustration A).

When corrections are necessary on the pre-punched census card, the corrections are made in the proper squares. The code digit 3 should be placed in the block provided by Item 24. (See Appendix (G), Illustration B).

APPENDIX A

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION

PRE-SCHOOL AND OUT-OF-SCHOOL EXCEPTIONALITY CENSUS FORM

This form is to be used to gather the names of children with handicapping conditions who are either of pre-school or beyond compulsory school age or who have been excluded.

School District of _____
County _____, Pennsylvania

PERSONAL IDENTIFICATION OF EXCEPTIONAL CHILD

1. Name of Child _____
(Last) (First) (Middle)
2. Sex: M _____ F _____
3. Date of Birth _____
(Month) (Day) (Year)
4. Place of Birth _____
(City) (County) (State)
5. Parent or Guardian's Name _____
(Last) (First) (Middle)
6. Parent or Guardian's Address _____
(Number) (Street) (City)

(County) (State) (Zip Code)

EDUCATIONAL STATUS

7. "Has the child ever attended any type of School?"

Yes _____ No _____

7.1 Last School Attended

Name _____ Location _____

APPENDIX A

8. "For what reason is your child not attending school?"

Check only one. (Read the list of reasons to the parent, if necessary).

- 8.1 ☐ Pre-School Age (0 - 6 age group)
- 8.2 ☐ Admission postponed (6 - 8 age group)
- 8.3 ☐ Excluded on the grounds of extreme mental retardation (3 - 17 age group)
- 8.4 ☐ Excused on the grounds of being unable to profit from further school attendance. (8 - 17 age group)
- 8.5 ☐ Became 17 and dropped out of school.
- 8.6 ☐ Has completed school district program and has received certificate or diploma.
- 8.7 ☐ Has attained the age of 16, and is regularly engaged in useful and lawful employment or service during school hours, and holds employment certificate issued according to law.
- 8.8 ☐ Beyond compulsory school attendance age (17 - 21 age group) and not in school.
- 8.9 ☐ Child has been institutionalized.

EXCEPTIONALITY INFORMATION

9. "You said earlier that your child had some difficulty, problem or handicap. Can you tell me the exact nature?"

Yes _____

No _____
(See Item 10)

- 9.1 "What is the difficulty, problem or handicap called?"
(Write name or description of condition that the parent provides) _____

- 9.2 "Who made this diagnosis?" _____

(Proceed to Item 11 if answers are satisfactory. If information is inadequate, change response of Item 9 and continue interview with Item 10).

10. "Please indicate if any of the following items which I am going to read to you applies to your child most of the time."

APPENDIX A

10.1 Descriptive Exceptionality Items - Check those items which apply to the child in question.

- *1 ☐ Has limited use of: ☐ hand, ☐ arm, ☐ foot,
☐ leg, ☐ back, ☐ neck.
- *2 ☐ Has difficulty handling small objects.
- *3 ☐ Eyes always red.
- *4 ☐ Doesn't do things as well as brother or sister did at same age.
- *5 ☐ Slow to learn new things.
- *6 ☐ Doesn't talk or has limited speaking ability and cannot make needs or wants known.
- 7 ☐ Is very tense, is easily upset or is extremely fearful.
- 8 ☐ Cannot hear radio, television or voices at normal levels.
- 9 ☐ Is very hostile, is cruel to other children, enjoys harming animals.
- 10 ☐ Is unable to play successfully with children his own age, usually plays with younger children.
- 11 ☐ Child must be closely watched at all times to avoid danger.
- 12 ☐ Seems to daydream frequently.
- 13 ☐ Is confined to bed.
- 14 ☐ Speech is not clear and hard to understand.
- 15 ☐ Requires more than usual assistance in: ☐ dressing, ☐ undressing, ☐ toileting, and ☐ eating.
- 16 ☐ Has poor coordination - extremely awkward when jumping, running, walking or skipping.
- 17 ☐ Doesn't play well with other children.

*For children under two years of age.

APPENDIX A

- 18 _____ Holds book or playthings close to eyes.
- 19 _____ Squints to look at objects.
- 20 _____ Cannot pronounce words correctly.
- 21 _____ Child seeks a large amount of attention from parents.
- 22 _____ Is easily confused when given directions.
- 23 _____ Stumbles frequently or trips over small objects.
- 24 _____ Complains of ear-aches, or has "running" ears.
- 25 _____ Shuts or covers one eye, tilts or thrusts head forward when looking at objects.
- 26 _____ Frequently loses temper when not given own way - screams, kicks, and so forth.
- 27 _____ Does not know common colors such as red, blue, green and yellow.
- 28 _____ Tilts head or cups ear towards source of sound when listening.
- 29 _____ Is very unhappy, moody, or depressed most of the time.
- 30 _____ Is confined to wheel chair, or must use braces, crutches or other aids.
- 31 _____ Other (specify) _____

APPENDIX A

TREATMENT AND MEDICAL CARE

11. "Is your child receiving any type of special medical care or help?"

Yes _____ No _____
(Proceed to Item 12)

11.1 If "yes", care is given by _____

(Name of Physician, Clinic or Hospital)

HELP FROM SOCIAL AGENCIES

12. "Is your child receiving any help, such as guidance, physical therapy or speech training?"

Yes _____ No _____
(Proceed to Item 13)

12.1 If "yes", care is being given by _____

(Name of agency providing assistance)

FOLLOW-UP INFORMATION

13. "Would you like to have more information about the education of your child?"

Yes _____ No _____

Signed _____
(Enumerator)

APPENDIX B

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION - INSTRUCTIONS FOR

COMPLETION OF CENSUS

GRADE ATTENDING

Code listing of grade child is attending at the time of the census.

GRADE ATTENDING code (11) also appears on the reverse side of the census card.

CODE

GRADE ATTENDING

000.	Pre-school age group, birth to age 6, not attending school.
001.	Pre-school Nursery
002.	Kindergarten
101 - 112.	Actual grade by number (Exceptional child identified but not being provided with special program or services)
201 - 212.	Actual grade by number (Exceptional child receiving special services, such as: speech therapy, mobility training, etc.)
301 - 312.	Actual grade by number and attending Special Class (Exceptional child is attending regular and special classes for services, such as: special resource room, braille class, etc.)
401.	Special Class Elementary Level
402.	Special Class Secondary Level

APPENDIX B

- 403.Home-Bound Instruction
- 404.Institutionalized
- 501.Has completed program as prescribed
by School District (high school
graduation or completion of special
education program)
- 502.Postgraduate (attending trade or
special skills school)
- 503.College
- 601.Compulsory age group (8-17)
not in school
- 701.Other

APPENDIX C

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION - INSTRUCTIONS FOR
COMPLETION OF CENSUS

INSTRUCTIONAL SETTING

Type of organizational arrangement which provides Instruction of a given type to the children in the community.

Code (12) also appears on the reverse side of the census card.

CODE

INSTRUCTIONAL SETTING

- | | |
|------------|---|
| 0. | .Does not apply - child not attending school. |
| 1. | .Public Elementary |
| 2. | .Public Secondary |
| 3. | .Private Non-Sectarian |
| 4. | .Private Sectarian |
| 5. | .State Operated Institution (i.e. Polk) |
| 6. | .Federal Education Program (Head Start, - O.E.O.) |
| 7. | .Post-high School, not College |
| 8. | .College |
| 9. | .Other |

APPENDIX D

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION - INSTRUCTIONS FOR COMPLETION OF CENSUS

EXCEPTIONALITY CODE LISTING

<u>CODE</u>	
01	(0000) - - - - - Educable Mentally Retarded
02	(0000) - - - - - Trainable Mentally Retarded
03	(0000) - - - - - Physically Handicapped
04	(0000) - - - - - Brain Injured
05	(0000) - - - - - Blind
06	(0000) - - - - - Partially Seeing
07	(0000) - - - - - Deaf
08	(0000) - - - - - Hard of Hearing
09	(0000) - - - - - Speech Handicap
10	(0000) - - - - - Aphasic
11	(0000) - - - - - Socially and Emotionally Maladjusted
12	(0000) - - - - - Gifted
13	(0000) - - - - - Unclassifiable
(-)	(----) - - - - - Multiply Handicapped

(If the child is multiple handicapped, place the proper code digits for two or three exceptionalities in the blocks provided. One exceptionality code in the first two blocks, the second exceptionality code in the third and fourth blocks and the third exceptionality in the last two blocks. If the child has only two identifiable exceptionalities, place the digits 00 in the fifth and sixth blocks).

APPENDIX E

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION - INSTRUCTIONS FOR
COMPLETION OF CENSUS

LEVEL OF EMPLOYMENT

Code Listing of Level of Employment of all children over 16
who are not enrolled in some type of school or training program.

Code (19) also appears on the reverse side of the census card.

<u>CODE</u>	<u>Level of Employment</u>
1 - - - - -	Skilled (Craftsman, Foreman and Related Areas)
2 - - - - -	Semi-skilled (Machine Operator)
3 - - - - -	Unskilled (Laborer)
4 - - - - -	Armed Services
5 - - - - -	Housewife
6 - - - - -	Unemployed
7 - - - - -	Other

APPENDIX F

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION - INSTRUCTIONS FOR

COMPLETION OF CENSUS

SAMPLE OF CENSUS CARDS

The following three illustrations indicate how one should fill out the card for each of the following situations:

- A. The child that has only one exceptionality.
- B. The child that has two exceptionalities.
- C. The child that has three or more exceptionalities.

Illustration for Reverse Side of Census Card. (See Card D).

CARD A. Child with one exceptionality.

1 8 2 1 1 7 7 7 7 Student No.										J o n e s LAST NAME										J o h n FIRST NAME										J MI		t S																					
12 07 1955 MO DAY YR						1 9		J o n e s PARENT OR GUARDIAN SURNAME										5 R		21 MOORE PHILA. 19147 St. No. St. City ZIP										4 0 1			1 IS																				
1 2 3 2 1 Dist. Code						0 5 0 0 0 EXCEPTIONALITY						2 AS		0 6 OF		2 TM		BVR PHILA AGENCY PROVIDING ASSISTANCE										LE		ES																							
EMPLOYER'S NAME										EMPLOYER'S ADDRESS										2						Entry 1. New CARD 2. NO CHANGES Required 3. CHANGES Required																											
Student NO.										Pupil's NAME										I		A		P		H		S		E		I		D		Dist Code		Except		S		E		I		D		W		S		C	

APPENDIX F

CARD B. Child with two exceptionalities.

178325755 Student No.										FRANK LAST NAME										MARY FIRST NAME										I 2 MZ 5	
01 21 1959 MO DAY YR						1 B		FRANK Parent-Guardian Surname						3 R		123 Ross Deer City 15612 St. No. St. City ZIP						401 1 GRAD 75									
02316 Dist. Code						010500 Exceptionality						1 45		04 CF		1 Children's Hospital Agency Providing Assistance						LE ES									
EMPLOYER'S NAME										EMPLOYER'S ADDRESS										8						Entry 1. New CARD 2. No Changes Required 3. CHANGES Required					
Student										Pupil's NAME										M O Y S R A D C		I O Y R M R A D C		St. Code Excep. S H C F W S							

CARD C.

Child with three exceptionalities.

131210721 Student No.										DOE LAST NAME										Robert FIRST NAME										E 1 MZ 5	
08 30 1953 MO DAY YR						1 B		DOE Parent-Guardian Surname						1 R		1719 Arch St. YORK 19102 St. No. St. City ZIP						402 2 GRAD 75									
67103 Dist. Code						034409 Exceptionality						1 45		02 CF		1 PARC Agency Providing Assistance						LE ES									
EMPLOYER'S NAME										EMPLOYER'S ADDRESS										2						Entry 1. New CARD 2. No Change Required 3. CHANGES Required					
Student										Pupil's NAME										M O Y S R A D C		I O Y R M R A D C		St. Code Excep. S H C F W S							

Continued.

APPENDIX F

CARD D. Reverse Side of Census Card

This side of the census card shows the various codes used in completing the census form.

<p>5. <u>SEX</u> 1. Male 2. Female</p>	<p><u>DIRECTIONS</u> Print required information provided for items 1, 2, 3, 4, 6, 8, 10, 16, 18, 21, 22. Code digits will be recorded in all remaining spaces as indicated by code listing.</p>		<p>14. <u>Exceptionality</u> 01 EDUCABLE Retarded 02 TRAINABLE Retarded 03 Physically HANDICAPPED 04 BRAIN Injured 05 BLIND 06 PARTIALLY Seeing 07 Deaf 08 HARD of Hearing 09 Speech HANDICAP 10 APITASIC 11 Socially Emotionally maladjusted 12 Gifted 13 UNCLASS. f. able -- multiply HANDICAPPED 19 Level of Employment</p>
<p>7. (B) <u>BIRTH PLACE</u> 1. In State 2. Out of State</p>	<p>11. <u>GRADE Attending</u> 000 Pre-school & birth to 6, not in school 001 Pre-school Nursery 002 Kindergarten 101-112 Actual grade - no services 201-212 Actual grade & receiving services 301-312 Actual grade - and special class elementary 401 Special class elementary 402 Special class secondary 403 Home-Bound Instruction 404 Institutionalized 501 Has Completed School Program 502 Post Graduate 503 College 601 Compulsory AGE GROUP (6-17 not in school) 701 Other</p>	<p>12. <u>Instructions: setting</u> 0 Not in school 1 Public Elementary 2 Public Secondary 3 PRIVATE NON-SECTARIAN 4 PRIVATE SECTARIAN 5 State Operated Institution 6 Federal Program 7 Post-High School 8 College 9 Other</p>	<p>15. <u>Handicapped</u> 1. Yes 2. No</p>
<p>9. (C) <u>Relationship</u> 1. Father 2. Step-Father 3. Mother 4. Step-Mother 5. Legal Guardian 6. Ward of the Court 7. Other</p>	<p>20. <u>Employment Status</u> 1. Competitive 2. No-Competitive</p>	<p>17. <u>Treatment/Medical Care</u> 1. Is being given, 2. Was formerly given, but not now 3. Has never been given</p>	<p>1. Skilled 2. Semi-Skilled 3. Un-Skilled 4. Armed Services 5. Housewife 6. Unemployed 7. Other</p>
<p><u>Initial</u></p>			

out the card for each of the following situations:

- A. A card with no changes required.

- B. A card with changes required.

CARD A.

No changes required.

Exceptional Child's Census Form

Continued

APPENDIX G

CARD B. Changes required.

100220011		MAY		*1		LOUIS		A		10105311		*2		02940		010000			
Student No.				LAST NAME								*3				LOUIS		FIRST NAME	
MO. DAY YR.		7		PARENT-GUARDIAN SURNAME				9		ST. NO. ST. CITY ZIP				10		GR. ATT. IS			
*4		02933		EXCEPTIONALITY				HS		C F		TM		AGENCY PROVIDING AGEN.				LE	
EMPLOYER'S NAME				EMPLOYER'S ADDRESS				3		E		24		25		Entry			
21				22				23		24		25		1. New CARD 2. No CHANGES Required 3. CHANGES Required					
Student No.		PUPIL'S NAME		MIDYNS		IDIST. Cat		Excep.											

In this illustration the first name (*1) has been misspelled and therefore misspelled, so the correction is made in the blocks for the first name (*3).

Also, the school district code (*2) is incorrect so the correct code is inserted in the proper spaces (*4).

The code digit 3 is placed in the block provided by Item 23, so that the proper correction can be made at the central storage blanks.

After the corrections have been made, complete the balance of the form as required.

APPENDIX H

THE CONTINUING CENSUS *

(Supplement - March, 1965)

Commencing with the school year 1965-1966, a Continuing Census IBM Card (7 3/8" X 3 1/4") will be available for use in electronic data processing and it should gradually replace the larger (3 1/2" X 11") card. This new card was developed by the Data Processing Center in the Department of Education to provide a means of attaining greater efficiency through automation, and at the same time, reduce the number of time-consuming, tedious tasks involved in maintaining up-to-date census records.

However, school districts that do not have the necessary equipment for automation, should commence using the smaller card in lieu of the 8 1/2" X 11" card even though it is necessary to maintain the data manually. These newly designed cards will be supplied by the Department of Education.

The example appearing herein uses a pupil by the name of Sarah L. Williams as a hypothetical case to illustrate that detailed information should be maintained on a current basis from the time the pupil is born until such pupil reaches the age of eighteen (18) years. The example has been set up on an 80-column data processing card and the basic identification data has been key punched into the card and interpreted.

*Taken from Supplement of Manual for Child Accounting and Pupil Personnel Work in Pennsylvania (1952).

APPENDIX H

Sample - Continuing Census Card (PICA -- 1CC)

(Front)

Student No.	WILLIAMS, SARAH L	Sex	F	Birth Date	4 5 53	Dist. Code	22250
Student Name	WILLIAMS, SARAH L.	Month	4	Day	5	Year	53
Student No.	Student Name (Last, First, M.I.)	Birth date		Dist. Code		(See Reverse Side)	
Street No.	Hoffman Drive	Street Name or R.F.D.		WILLIAMS		Last Name is Same or Last Name Differs	
Parent or Guardian's Name	WILLIAMS	Nationality (Birth Pl.)		U.S.A.		Surname Identification	
Street Name or R.F.D.	Hoffman St. Harrisburg	Employer's Name					
School Year Beginning	Initials	Employer's Address					
School Year Ending	Initials	District of Residence		HARRISBURG City			
School Year Beginning	Initials	County		DAUPHIN			
School Year Ending	Initials	Dist. Code		22250			

(Back)

47. DISPOSITION Code				49. SCHOOL OR AREA CODE			
01 Too Young to Enter	16 DEAF Sch. EDGEWOOD (883)	01 B. FRANKLIN	16 Edison	31 O. L. B. S.			
02 Admission Postponed	17 Other DEAF School (884)	02 Boas	17 John HARRIS	32 St. PATRICKS			
03 Public Elementary (1)	18 DEAF-Not in Sch. (885)	03 CAMERON	18 William Penn	33 St. LAWRENCE			
04 Public Secondary (2)	19 Home teaching Provided	04 Downey	19	34 Sacred Heart			
05 Private Non-Sectarian (3)	20 Home teaching Not Provided	05 FOOSE	20	35 St. FRANCIS			
06 Private Sectarian (4)	21 Other Phy. HANDICAP	06 HAMILTON	21	36 Holy Family			
07 F. S. GRAD. Sch. (5)	22 Excluded Mental Reasons	07 LINCOLN	22	37			
08 General EMR Cert (6)	23 Excluded Mental Reasons	08 MARSHALL	23	38 PRIVATE			
09 Became 17-Quit (7)	24 In Children Home	09 McLOUSE	24	39 SCHOOLS			
10 Blind Sch. Overbrook (8A1)	25 State Welfare Dist. (10)	10 Riverside	25	40 Yeshiva Academy			
11 WJPSch for Blind (8A2)	26 IN COUNTY OPERATED SPECIAL CLASSES (11)	11 Shimmell	26	41 7th Day Adventist			
12 Other Blind Sch. (8D3)		12 Steele	27	42 Pilot School			
13 Blind-Not in Sch. (8A4)		13 Webster	28 PAROCHIAL	43 Faith TABERNACLE			
14 DEAF Sch. SCRANTON		14 Woodward	29 SCHOOLS	44			
15 DEAF Sch. Mt. AIRY		15 CAMP CURTIS	30 Bishop McDevitt	45			

Columns 1-9, Student No. A number should be assigned to each child who is a resident of the school district so that there will be a card and a number for every child from the time he is born until he reaches his eighteenth birthday. Space has been provided on the card for a nine digit number to enable the use of social security numbers if this system becomes feasible. Each district may assign numbers that can be adapted to local needs.

Columns 10-38, Student Name. The enumerator should print, or type, the last name of the child, followed by the first name and middle initial, in the space provided as shown in the sample.

Column 40, Sex (M. or F.). Indicate the sex of the child by placing the letter "M" or "F" in the block identified as Column 40.

Columns 41-46, Birth Date. Sarah L. Williams, the name of the child used in this sample, was born April 5, 1953 and the numbers representing the birth date have been typed in the spaces provided for recording the birth date.

Columns 47-48, Disposition Code. The disposition codes as printed on the back of the card were set up as samples to enable identification with the codes as explained on Pages 10, 11 and 12 in the instruction booklet, "The Continuing Census." The child in the sample was assigned to a public elementary school, thus the code 03 was placed in the block identified as Columns 47-48.

Columns 40-50, School or Area Code. Sufficient space has been provided on the back of each card for coding all schools or attendance areas in the school district. The sample given in this Supplement has utilized codes 01 to 18 to identify public schools; codes 30 to 36 to identify parochial schools; and codes 40 to 43 to identify private schools.

continued

APPENDIX H

- 4 -

In order to obtain the name of the public elementary school in which the Williams girl was enrolled, the code 10 was placed in the block identified as Columns 49-50. (See Code 10 on back of card for the name of the elementary school "Riverside").

Column 51, Surname Identification. Two blocks have been provided for indicating surname information identified as Column 51. If the surname of the child is the same as the parents or guardian, Block A should be used and the surname of the parent or guardian should be typed or printed in that Block. If the surname of the child differs from the parent or guardian, Block B should be used and the surname of the parent or guardian should be typed or printed in that Block.

Columns 52-56, District Code. These columns have been set aside for identifying the school district code number as assigned by the Department of Education. At the present time (1964-1965) it is not necessary that school districts know this number, however, the name of the school district of residence of the minor, and the name of the county, should be printed, or typed, in the spaces provided for this information. In the sample given the school district of residence is Harrisburg City, located in Dauphin County, and the school district code is 22250. The first two digits, 22, identify the county, Dauphin; the next three digits, 250, identify the school district of residence, Harrisburg City.

One of the three sections appearing in the lower left hand corner of the specimen under the headings, "School Year Beginning," and "Enumerator's Initials," should be filled in each year by the enumerator, or the person responsible for up-dating information on each card, each year. This initial should certify that the person has signed an affidavit similar to the example given on page 18 of the instruction booklet, "The Continuing Census," which was distributed to all districts in 1962.

APPENDIX I

AFFIDAVIT OF ENUMERATOR IN RE-CONTINUING CENSUS

Commonwealth of Pennsylvania

ss:

County of _____

_____ being duly * _____

according to law, deposes and says as follows: That he/she is duly appointed Enumerator of children in the school district of _____ in the County of _____.

That between _____ 196____, and the date of this affidavit he/she covered the area assigned in the performance of his/her duties as Enumerator of children, between the ages of birth to eighteen, residing in said district.

That the information herein contained was obtained from parents, guardians of children, related agencies and/or other reliable sources.

That attached hereto and made a part hereof are _____ copies of PICA-1CC, each bearing the initials or name of your Deponent, and each containing the name, address and other information with respect to all persons from birth to eighteen, who are residing within said school district. And,

That the facts hereinabove set forth and the information contained on the attached PICA-1CC Forms, as required under the provisions of Section 1351 of The Public School Code of 1949, as amended by the Act of July 27, 1953, P.L. 629 (Act 184 of the 1953 Session of the General Assembly) and bearing the initials and/or signature of your Deponent, are true and correct, to the best of Deponent-knowledge, information and belief.

Enumerator

* _____ and subscribed

before me, this _____ day of

_____ A.D. _____

Seal _____

Initials appearing on
attached PICA-1CC
FORM (s)

*Sworn or affirmed

APPENDIX J

COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION - INSTRUCTIONS FOR

COMPLETION OF CENSUS

DEFINITION OF EXCEPTIONALITIES

- 01 Educable Mentally Retarded - Refers to those children who because of slow mental development are unable to profit to any great degree from the programs of the regular schools but have the potential for minimum educability in reading, writing, spelling, and arithmetic; have a capacity for social development to a point where they can get along independently in the community; and the potential for minimum occupational adequacy to the point where they can support themselves¹ partially or totally at a marginal level.
- 02 Trainable Mentally Retarded - Refers to those children who are so subaverage in intelligence that they cannot profit from the educational program established for the educable mentally retarded but have a potential for learning self-care in eating, dressing, and toileting; are capable of adjusting to the home but not the total community; and may learn economic usefulness in the home, sheltered workshop, or institution.²

1. Samuel Kirk, Educating Exceptional Children. Boston: Houghton Mifflin Company, p. 86, 1962

2. Ibid., p. 132

APPENDIX J

03 Physically Handicapped - Refers to crippled children such as

those who have an orthopedic impairment which interferes with the normal function of the bones, muscles, or joints to such a degree that they require a more supportive and protective environment than what is available in the regular classroom. Also included under this heading are those children with health problems whose weakened physical condition renders them relatively inactive or requiring special precautions in school.³

04 Brain-Injured - Refers to the child who suffers from any

injury to the brain before, during or after birth, which interferes with the child's ability to progress normally in learning situations through normal sensory channels.

The Brain-Injured child must be differentiated from those children whose primary problem is severe mental retardation, or severe emotional disturbance.⁴

3. Samuel Kirk. Educating Exceptional Children. Boston: Houghton Mifflin Company, pp. 278-279, 1962

4. Standards for the Organization and Administration of Special Education Programs for Exceptional Children. Commonwealth of Pennsylvania, Department of Public Instruction, p. 9

APPENDIX J

05 Blindness - Refers to those children who have a visual acuity of 20/200 or less in the better eye after maximum correction or who have a visual field which subtends an angle of 20 degrees or less in the widest diameter.⁵

06 Partially Seeing - Refers to those children whose visual acuity is 20/70 or less in the better eye with correction and who use print as their chief medium of instruction.⁶

07 Deaf - Refers to those children in whom the sense of hearing is defective to degree that interferes with normal communication, thus necessitating special teaching procedures in order to develop and use meaningful language concepts. Those children who have undergone a complete hearing evaluation and show a 50 db or greater hearing loss in the speech range (500 - 2000).⁷

5. John Walker Jones, "Problems in Defining and Classifying Blindness." Research Bulletin No1 3. (New York: American Foundation for the Blind, 1963) p. 123

6. Standards for the Organization and Administration of Special Service Programs for Exceptional Children. Commonwealth of Pennsylvania, Department of Public Instruction, 1968. p. 17

7. Standards for the Organization and Administration of Special Programs for Exceptional Children. Commonwealth of Pennsylvania, Department of Public Instruction, 1968. p. 21

APPENDIX J

08 Hard of Hearing - Refers to those children whose impairment of hearing, although it may have dated from early life, has not interfered with the acquisition of language and speech through ordinary channels either with or without the use of hearing aid.

These children have an inability to develop and use meaningful language concepts without special teaching procedures and are unable to progress in a regular classroom with hearing children because of their hearing loss.

Legally, this category refers to those children who have undergone a complete hearing evaluation which shows a better ear average hearing loss in the speech range (500 - 2000 cps.) of 30 - 60 db.⁸

09 Speech Handicapped - Refers to those children whose speech deviates from accepted standards in such a way as to call attention to the child, to interfere with communication, or to cause the possessor to be maladjusted.⁹

8. Standards for the Organization and Administration of Special Service Programs for Exceptional Children. Commonwealth of Pennsylvania. Department of Public Instruction.

9. C. Van Riper, Speech Correction: Principles and Methods. (4th ed.), Englewood Cliffs, New Jersey, Prentice Hall, 1965.

APPENDIX J

10 Aphasic - Refers to those children who have an inability to comprehend or use verbal or written language meaningfully thus requiring special teaching procedures other than those provided in regular school classrooms.

These children suffer a loss of symbolic formulation and expression which is not necessarily a result of cerebral palsy, organic deafness, mental retardation, functional or organic speech disabilities, or severe emotional disturbance.

However, some degree of any of the above named conditions may be present in the child suffering from aphasia.¹⁰

11 Socially and Emotionally Maladjusted - Refers to those children whose social and/or emotional problems are so severe that, in regular classrooms they are prevented from functioning normally or from progressing academically at a rate and to an extent commensurate with their abilities.¹¹

10. Standards for the Organization and Administration of Special Education Programs for Exceptional Children. Commonwealth of Pennsylvania, Department of Public Instruction, 1963. p. 29

11. Standards for the Organization and Administration of Special Education Programs for Exceptional Children. Commonwealth of Pennsylvania, Department of Public Instruction. p. 37

APPENDIX J

12 Gifted - Refers to those children in the top two to three

percent of the school population, who because of their superior intellectual ability require an enriched educational experience to progress academically at a rate and to an extent to commensurate with their abilities.¹²

13 Unclassifiable - If the information provided to you makes it

impossible to distinguish the type of exceptionality that the child has, then record the code digits 13.

... Multiply Handicapped - Refers to these children who have

two or more handicapping conditions.

12. Standards for the Organization and Administration of Special Education Programs for Exceptional Children. Commonwealth of Pennsylvania, Department of Public Instruction.

Appendix 4

The Right to Education Public Information and Education Campaign (PIE)

These public information and education activities in support of the Right to Education program will take place according to the following schedule. They are based upon X Day; the day the final court order is signed.

- X Day plus 2 Governor's news release in which he cites court decision and its meaning to the Commonwealth and announces the start of statewide "Find A Child" campaign to locate mentally retarded children. Toll free telephone number is included.
- Governor's TV and radio press conference.
- Issuance of Governor's letters of request for cooperation to Pennsylvania news media and to Pennsylvania Congressmen.
- Distribution of 10 second and 30 second radio and TV spots to Pennsylvania radio and TV stations. In these spots the Governor appeals to public to help locate retarded children. Toll free telephone number is emphasized. See attached text of spots.
- X Day plus 4 Public will be invited by news release to attend meeting at which instructions and responsibilities will be given to those involved in the process of Right to Education.
- X Day plus 7 Distribution of "Help Find Us" leaflet to State liquor stores for stuffing in bags. See attached leaflet.
- Distribution of above leaflet to schools to be carried home by children. The attached suggested letter of support for Right to Education will also be carried home by children.
- Issuance of joint PDE-DPW news release by the Secretaries of both departments in support of Right to Education.
- Beginning of insertion of above leaflet with welfare checks.
- X Day plus 9 Issuance of Secretary of Education news release in support of Right to Education.
- X Day plus 14 Issuance of Secretary of Public Welfare news release in support of Right to Education.
- X Day plus 21 Commonwealth Plan for Identification, Location and Evaluation (COMPILE) of mentally retarded children will be made available to public in Pennsylvania and other states.
- X Day plus -- Feature stories and spot news releases will be issued jointly or alternately by PDE and DPW and Governor's Office as events unfold. PDE publication Pennsylvania Education and DPW publication Challenge will feature articles on Right to Education.

Appendix 4

THIRTY SECOND RADIO AND TV SPOT - GOVERNOR SHAPP RIGHT TO EDUCATION FOR RETARDED CHILDREN

In Pennsylvania today all retarded children are entitled to receive a free public education. You can help locate all retarded children under 21 who are not now receiving a regular education. If you are the parent or friend of such a child, write to your local school district or call collect, 717-787-3990. Your helping hand may assist a mentally retarded child receive a good education.

TEN SECOND RADIO AND TV SPOT - GOVERNOR SHAPP RIGHT TO EDUCATION FOR RETARDED CHILDREN

In Pennsylvania now all retarded children are entitled to a free public education, To register call 717-787-3990, collect.



We're mentally retarded children, thousands of us, and we're not getting formal education or training.

Maybe our parents, relatives or guardians don't know that public schools can train us in special classes, or even at home, and this education is free!

But schools can't help us if they don't know where we are.

If you know where we live, please help schools find us. If you can't contact a school, call this number collect:

(717) 787-3990

We'll be grateful.

Appendix 4

- Sample -

Letter to be Typed on Superintendent's Letterhead
and Carried Home by Children

Dear Parent,

In the past, many mentally retarded children have been excluded from public school because the schools have not had the means to educate or train them. A recent historic court case resulted in an agreement by the Commonwealth of Pennsylvania to provide these children with the education and training to which they are entitled.

Governor Milton J. Shapp recently announced a statewide campaign to locate all mentally retarded children between the ages of 4 and 21 who are not now in a program of education or training as part of his program to see these children's right to education fulfilled. Our school district will be cooperating fully with this campaign and the entire program of educating and training these children.

If you know of any children who you think may be mentally retarded and who are not now in a program of education and training, please call the school district (phone: _____). If you cannot reach the school district, please call this alternate number, collect if you wish, which is in service 24 hours a day (phone: 717-787-3990). Your call may help locate a child who could be benefiting from a program of education and training but who is not now being given that chance.

APPENDIX 5

FOREWORD

This list of Pennsylvania agencies has been prepared to assist Commonwealth staff who wish to enlist citizen support in the implementation of departmental programs.

The organizations and associations listed are primarily those which have statewide membership. It is not a complete directory of agencies that support Commonwealth programs.

Additional resource information on voluntary statewide organizations and associations may be obtained through the Division of Volunteer Resources, Office of Program Services, Department of Public Welfare.

Milton J. Shapp
Governor

Ronald G. Lench
Secretary of Administration

APPENDIX 5

P E N N S Y L V A N I A P R I V A T E A G E N C I E S

Involved in Preparation for the 1970-1971

White House Conferences on Children and Youth

COMMONWEALTH OF PENNSYLVANIA
GOVERNOR'S COUNCIL FOR HUMAN SERVICES

AUGUST 1971

APPENDIX 5

ORGANIZATION

CONTACT

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
PENNSYLVANIA DIVISION
c/o AAUW Educational Center
2401 Virginia Avenue - Northwest
Washington, D. C. 20037

Mrs. Gordon B. Palmer, Jr.
President
1638 Stephens Drive
Wayne, Pa. 19087
215-783-0349

AMERICAN BAPTIST HOME MISSION SOCIETIES
Valley Forge, Pa. 19481
215-768-2445

James A. Christison
Executive Director

AMERICAN CANCER SOCIETY
PENNSYLVANIA DIVISION, INC.
P. O. Box 4175
Harrisburg, Pa. 17111
717-545-4215

Thomas Mahaffey
Executive Vice-President

AMERICAN CIVIL LIBERTIES UNION
PENNSYLVANIA AFFILIATE
P. O. Box 2802
Harrisburg, Pa. 17105
717-232-8777

Neil Thomas
Executive Director

AMERICAN LEGION
DEPARTMENT OF PENNSYLVANIA
P. O. Box 2324
Harrisburg, Pa. 17105
717-238-5268

Edward T. Hoak
State Adjutant

AMERICAN LEGION
DEPARTMENT OF PENNSYLVANIA
KEYSTONE BOYS' STATE
(Same address as above)

Edward T. Hoak

AMERICAN LEGION AUXILIARY
P. O. Box 2643
Harrisburg, Pa. 17105
717-232-4546

Mrs. Elmer Kelly
Executive Secretary

AMERICAN LEGION GIRLS' STATE
DEPARTMENT OF PENNSYLVANIA
(Same address as above)

Mrs. Elmer Kelly

ARCHDIOCESE OF PHILADELPHIA
222 North 17th Street
Philadelphia, 19103
215-587-3500

John Cardinal Krol, D.D., JCD

APPENDIX 5

Recommended Procedures for Establishing Local Task Force

- I. Intermediate Unit Executive Director shall call a meeting of the local Task Force on or before January 10, 1972.
 - A. The purposes of the initial meeting are:
 1. To establish the responsibilities of the members of the local Task Force as outlined in the Plan.
 2. Identify the local contact person(s) for those community and other governmental agencies listed below who have been contacted by the State Task Force and have consented to cooperate in the identification and location process as well as any additional agencies known to members of the local Task Force.
 3. To assign responsibilities for individual members of the local task force to systematically contact and enlist the continuing involvement of all relevant citizen/consumer groups, community organizations, private and public professional and non-professional resources, and local State government human service agencies listed below.
 - a. Identification of all Mentally Retarded children or children thought to be Mentally Retarded under age of 21.
 - b. How organizations can aide in identification.
 - c. Why these children must be identified.
 - d. Procedure for reporting children to the local task force.Type of information needed, when it is needed, and where it should be sent.
 4. Plan a local media campaign to be synchronized with but not to supersede State level media efforts to publicize the identification and location process.

ORGANIZATION

ASSOCIATION FOR CHILDREN WITH
LEARNING DISABILITIES
2200 Brownsville Road
Pittsburgh, Pa. 15210
312-882-5201

ASSOCIATION OF PENNSYLVANIA
ADMINISTRATORS OF INSTITUTIONS
FOR CHILDREN

ASSOCIATION OF THE JUNIOR LEAGUES OF
AMERICA, INC., PENNSYLVANIA

BIG BROTHERS OF AMERICA
341 Suburban Station Building
Philadelphia, Pa. 19103
215-L07-2748

BOY'S CLUB OF AMERICA
815 13th Street - Northwest
Washington, D. C. 200004

BOY SCOUTS OF AMERICA
200 Strafford Building
200 Eagee Road
Wayne, Pa. 19087

B'NAI B'RITH DISTRICT GRAND LODGE #3
PENNSYLVANIA, NEW JERSEY, AND DELAWARE
Haddonfield, New Jersey 08033
609-428-5666

B'NAI B'RITH WOMEN OF DISTRICT #3

B'NAI B'RITH MEN OF DISTRICT THREE

CONTACT

Mrs. Benjamin McMahon
2991 Princeton Pike
Trenton, New Jersey 08638
609-882-0622

Brother James Kirkpatrick, FSC
St. Gabriels Hall
P. O. Box 390
Pawlings Road
Phoenixville, Pa. 19460

Mrs. William H. Osler
National President
Greenwood Circle
Pennsboro Manor
Wormleysburg, Pa. 17043
717-232-7648

Thomas E. O'Brien
National Executive Director

Thomas G. Garth
Regional Director

Robert Clements
Executive Director
1227 Berryhill Street
Harrisburg, Pa. 17104
717-236-2092

Joseph L. Anglim
Regional Executive Director

Charles W. Steele
219-A South Front Street
Harrisburg, Pa. 17101
717-238-9621

Edward B. Schifreen
District Director
Youth Organization

Mrs. Jacob Morrison
Suite 400
1920 Chestnut Street
Philadelphia, Pa. 19103
215-L03-9665

Norman Buckner
Executive Director

ORGANIZATIONCONTACT

CATHOLIC DAUGHTERS OF AMERICA
222 North 17th Street
Philadelphia, Pa. 19130
215-587-3500

CATHOLIC EDUCATION ASSOCIATION
OF PENNSYLVANIA
Second and Godfrey Avenue
Philadelphia, Pa. 19120

CATHOLIC YOUTH ORGANIZATION
222 North 17th Street
Philadelphia, Pa. 19130
215-587-3500
(Individual Dioceses)

CENTRAL BLAIR HEALTH AND WELFARE COUNCIL
P. O. Box 809
Altoona, Pa. 16601
814-944-0884
*(Member of CSP)

CENTRAL BLAIR UNITED FUND
(Same information as above)

CHRISTIAN SCIENCE COMMITTEE ON
PUBLICATION FOR PENNSYLVANIA
Suite 1005
1420 Walnut Street
Philadelphia, Pa. 19102
215-232-3549

COMMISSION ON SOCIAL SERVICE
CENTRAL PENNSYLVANIA SYNOD, LCA
900 S. Arlington Avenue, Room 208
Harrisburg, Pa. 17109
652-1852

COMMUNITY COUNCIL OF LANCASTER COUNTY
630 Janet Street
Lancaster, Pa. 17601
717-397-7791
*(Member of CSP)

COMMUNITY COUNCIL OF LEBANON COUNTY
P. O. Box 197
Lebanon, Pa. 17042
717-273-8144
*(Member of CSP)

Miss Elsie E. Seymour
State Regent
1356 Blair Avenue
Tyrone, Penna. 16686

The Rt. Rev. Msgr.
Edward T. Hughes
President

Rev. Morgan J. Walsh
Director
223 North Street
Harrisburg, Pa. 17101
233-2825

Daniel D. Lanshe
Executive Secretary

Daniel D. Lanshe
Executive Secretary

H. Ross Collins
Committee on Publication

Pastor David E. Klepper

Jack S. Myles

Peter T. Guidon
Executive Director

ORGANIZATIONCONTACT

COMMUNITY SERVICES OF PENNSYLVANIA
 100 North 2nd Street
 Harrisburg, Pa. 17101
 238-7365

COMPCARE, INC.
 Comprehensive Service for Children and Youth
 Delaware Valley
 1505 Race Street
 Philadelphia, Pa. 19102
 215-561-3151

CORE
 Congress of Racial Equality
 4180 Germantown Avenue
 Philadelphia, Pa. 19140
 215-DA4-4877

COUNCIL OF BLACK CLERGY
 5105 Arch Street
 Philadelphia, Pa. 19139
 215-SH7-1909

COUNCIL OF COMMUNITY SERVICES OF
 LYCOMING COUNTY
 36 East Fourth Street
 Williamsport, Pa. 17701
 717-825-7786
 *(Member of CSP)

CRAWFORD COUNTY COMMUNITY COUNCIL
 North Main Extension
 R. D. #5
 Meadville, Pa. 16335

DELAWARE COUNTY DISTRICT OF THE
 HEALTH & WELFARE COUNCIL, INC.
 103 North Jackson Street, Box 186
 Media, Pa. 19063
 215-566-2752
 *(District Member CSP)

EPILEPSY FOUNDATION OF AMERICA
 311 South Juniper Street
 Philadelphia, Pa. 19107
 215-KI6-3150

FAMILY SERVICE ASSOCIATION OF
 BUCKS COUNTY
 100 Green Street
 Doylestown, Pa. 18901
 215-345-0550

Cecil Feldman
 Executive Director

Herbert G. Clark
 Executive Director

William Mathis
 Executive Director

Henry Monaco
 Associate Director

Pastor William B. Claney
 President

Miss Gail Whitaker
 Acting Director

John Buffington
 Regional Director (pending)

Mrs. John R. Brown
 Executive Director

ORGANIZATIONCONTACT

GIRL SCOUTS OF THE U. S. A.
Region III (10-11 Local Councils)
2000 "L" Street
Washington, D. C. 20036
202-659-8350

Miss Josephine McDonough
Executive Director
Hemlock Council
350 Hale Avenue
Harrisburg, Pa. 17104

GOVERNOR'S 100,000 PENNSYLVANIANS
FOR PROMOTION OF ECONOMIC GROWTH
P. O. Box 3365
214-A Chestnut Street
Harrisburg, Pa. 17101

Frederick Fuller
Executive Director

HEALTH AND WELFARE ASSOCIATION
OF ALLEGHENY COUNTY
200 Ross Street
Pittsburgh, Pa. 15219
412-261-6010
*(Member of CSP)

Elmer J. Tropman
Executive Director

HEALTH AND WELFARE COUNCIL, INC.
7 Ben Franklin Parkway
Philadelphia, Pa. 19103
215-568-3750
*(Member of CSP)

Dr. Merril B. Conover

HEALTH AND WELFARE COUNCIL OF
BEAVER COUNTY
P. O. Box 191
Rochester, Pa. 15074
412-696-4545

Richard A. Fusco
Executive Director

HEALTH AND WELFARE COUNCIL OF
CHESTER COUNTY, INC.
14 East Biddle Street
West Chester, Pa. 19380
*(Member of CSP)

H. Donald Burr

ORGANIZATIONCONTACTHEALTH AND WELFARE COUNCIL OF
WESTMORELAND COUNTY

331 South Main Street
Greensburg, Pa. 15601
412-834-7170

*(Member of CSP)

Joseph Burkley
Executive Director

JEWISH FAMILY SERVICE OF
PHILADELPHIA

1610 Spruce Street
Philadelphia, Pa. 19103
215-K15-3290

Benjamin R. Sprafkin
Executive Director

LEAGUE OF WOMEN VOTERS OF PENNSYLVANIA

215 Pine Street
Harrisburg, Pa. 17101
717-234-1576

Mrs. Clyde C. Holler
Executive Director

LEHIGH VALLEY COMMUNITY COUNCIL

520 East Broad Street
Bethlehem, Pa. 18018
215-866-0703

*(Member of CSP)

Francis J. Cosgrove
Executive Director

MIFFLIN-JUNIATA UNITED COMMUNITY FUND

13 East Third Street
Lewistown, Pa. 18044
717-248-9636

John H. Kaley
Executive Director

MONTGOMERY COUNTY DISTRICT OF THE
HEALTH AND WELFARE COUNCIL, INC.

837 E. Germantown Pike
Norristown, Pa. 19401
215-275-1335

*(Member of CSP)

John C. Webber
Director

MON VALLEY UNITED FUND
COMMUNITY HEALTH CENTER

Eastgate 8
Monessen, Pa. 15062
412-684-7800

James Wright
Executive Director

ORGANIZATION

MUSCULAR DYSTROPHY ASSOCIATION
OF AMERICA, INC.

PENNSYLVANIA AREA CHAPTER
Room 210
132 Kline Village
Harrisburg, Pa. 17104

NATIONAL ASSOCIATION FOR THE
ADVANCEMENT OF COLORED PEOPLE (NAACP)
State Conference
62 East Church Street
Uniontown, Pa. 15401
412-438-1387

NATIONAL COUNCIL OF JEWISH WOMEN
Mid-Atlantic District
1 West 47th Street
New York, New York 10036

NATIONAL MULTIPLE SCLEROSIS SOCIETY
CENTRAL PENNSYLVANIA CHAPTER
81 North Progress Avenue
Harrisburg, Pa. 17109
717-652-2108

PENNSYLVANIA AFL-CIO
100 Pine Street
Harrisburg, Pa. 17101
717-787-2475

PENNSYLVANIA ASSOCIATION, FUTURE
FARMERS OF AMERICA, INC.
Box 911
Harrisburg, Pa. 17126
717-787-2475

PENNSYLVANIA ASSOCIATION, FUTURE
HOMEMAKERS OF AMERICA

PENNSYLVANIA ASSOCIATION FOR THE BLIND
2843 North Front Street
Harrisburg, Pa. 17110
717-234-8200

CONTACT

Robert F. Confer
District Director

Dr. F. L. Vaughns
President

Mrs. Edith L. Nadell
National District
Representative

Mrs. Israel Schwab
1416 Regency Circle
Harrisburg, Pa. 17110

Orin S. Remsnyder
Executive Director

Harry Boyer
President

Patrick Greene

James C. Fink
State Supervisor

Connie Fritz, President
Ickesburg, Pa.

Anne Eifler
State Adviser
Department of Education
717-787-6587

Gertrude L. Ulshafer
Executive Secretary

ORGANIZATION

PENNSYLVANIA ASSOCIATION FOR
HIGHER EDUCATION
400 North Third Street
Harrisburg, Pa. 17101
717-236-9335

PENNSYLVANIA ASSOCIATION OF
ALCOHOLISM PROGRAMS
630 Janet Avenue
Lancaster, Pa. 17601

PENNSYLVANIA ASSOCIATION OF
COLLEGE STUDENTS
400 North Third Street
Harrisburg, Pa. 17101
717-236-9335

PENNSYLVANIA ASSOCIATION OF COLLEGES
AND UNIVERSITIES
234 North Second Street
Harrisburg, Pa. 17101
717-233-3555

PENNSYLVANIA ASSOCIATION OF
JUNIOR COLLEGES

PENNSYLVANIA ASSOCIATION OF
PROBATION, PAROLE AND CORRECTION

PENNSYLVANIA ASSOCIATION OF
RETARDED CHILDREN
112 North Second Street
Harrisburg, Pa. 17101
717-238-4767

PENNSYLVANIA ASSOCIATION OF
SCHOOL ADMINISTRATORS
240 North Third Street
Payne-Shoemaker Building
Harrisburg, Pa. 17101
717-238-3346

CONTACT

William Pettibon
Director

James Talerico

Miss Lucy Valero
Director

James A. Ream
Executive Director

Dr. Joseph P. Giusti
President
Beaver Campus at Monaca
Pennsylvania State University
Monaca, Pa. 15061

Anthony A. Guarna
President-designate
Chief Juvenile Probation Office
Montgomery County
Court House
Norristown, Pa. 19404

Benjamin Schoenfeld
Executive Director

Glenn D. Muirhead
President
Superintendent
Northeast School District
2 Gibson Street
Northeast, Pa. 16428

ORGANIZATION

PENNSYLVANIA ASSOCIATION OF
SECONDARY SCHOOL PRINCIPALS
107 Market Street
Harrisburg, Pa. 17112

PENNSYLVANIA ASSOCIATION OF THE
DISTRIBUTIVE EDUCATION CLUBS OF
AMERICA
Room 111, Executive House
Harrisburg, Pa. 17101
717-787-7197

PENNSYLVANIA ASSOCIATION OF
WOMEN'S DEANS AND COUNSELORS

PENNSYLVANIA BAR ASSOCIATION
401 North Front Street
Harrisburg, Pa. 17101
717-238-6715

PENNSYLVANIA CATHOLIC CONFERENCE
600 North Second Street
Harrisburg, Pa. 17105
717-238-9613

PENNSYLVANIA CHAMBER OF COMMERCE
222 North Third Street
Harrisburg, Pa. 17101
717-238-0441

PENNSYLVANIA CHAPTER OF THE
ACADEMY OF PEDIATRICS

PENNSYLVANIA CHIEFS OF POLICE
ASSOCIATION
State Theatre Building
212 Locust Street
Harrisburg, Pa. 17101
717-236-1059

CONTACT

Joseph Passaro, President

Miss Blanche Curran
Program Specialist

Mrs. Ruth Knight
President
Dean, Allegheny College
Meadville, Pa. 16335
814-281-1000

Frederick H. Bolton
Executive Director

Howard Fetterhoff
Executive Director

Robert Hibbard
Executive Director

Grace S. Gregg, M.D.
Developmental Clinic
Children's Hospital
125 DeSota Street
Pittsburgh, Pa. 15213

Francis J. Schafer
Executive Director

ORGANIZATION

PENNSYLVANIA CIVIL RIGHTS
COUNCIL

PENNSYLVANIA CONGRESS OF PARENTS
AND TEACHERS, INC.
2028 North Third Street
Harrisburg, Pa. 17101
717-232-5261

PENNSYLVANIA COUNCIL OF CHURCHES
900 South Arlington Avenue
Harrisburg, Pa. 17109
717-545-4761

PENNSYLVANIA COUNCIL OF COMMUNITY
COLLEGE PRESIDENTS

PENNSYLVANIA COUNCIL OF FAMILY
SERVICE AGENCIES
JEWISH FAMILY SERVICE
234 McKee Place
Pittsburgh, Pa. 15213
412-683-4900

PENNSYLVANIA COUNCIL OF THE NATIONAL
ASSOCIATION OF SOCIAL WORKERS
1601 Derry Street
Harrisburg, Pa. 17104
717-232-2730

PENNSYLVANIA COUNCIL ON CRIME
AND DELINQUENCY
Payne-Shoemaker Building
Harrisburg, Pa. 17101
717-238-0474

PENNSYLVANIA DENTAL ASSOCIATION
217 State Street
Harrisburg, Pa. 17101
717-234-5935

CONTACT

Alvin L. Kushnervv
President
Jewish Community Relations
Council
234 McKee Place
Pittsburgh, Pa. 15213
412-681-8000

Mrs. Robert G. Scholze
President

Mrs. Robert P. Stanley
Office Manager

Dr. John B. Ketchum

Dr. John Hirt, President
President, Beaver County
Community College
Beaver, Pa. 15009

Nathaniel Goodman
Executive Director

Miss Elizabeth McDonald
Secretary

William Bull
State Director

Dr. W. Arthur George
110 West Oak Hill Road
Pittsburgh, Pa. 15238

ORGANIZATION

PENNSYLVANIA FEDERATION OF WOMEN'S
UBS
4075 Market Street
Camp Hill, Pa. 17011
717-761-5063

PENNSYLVANIA FUTURE BUSINESS
LEADERS

PENNSYLVANIA FUTURE TEACHERS
OF AMERICA

PENNSYLVANIA HEALTH COUNCIL, INC.
933 Kranzel Drive
Camp Hill, Pa. 17011
717-761-1022

PENNSYLVANIA HEART ASSOCIATION
2743 North Front Street
Harrisburg, Pa. 17110
717-238-0895

PENNSYLVANIA HOME ECONOMICS
ASSOCIATION
College of Human Development
Pennsylvania State University
University Park, Pa. 16802
814-865-1467

PENNSYLVANIA JUNIOR CHAMBER OF
COMMERCE
244 South Seventeenth Street
Camp Hill, Pa. 17011

PENNSYLVANIA LEAGUE FOR NURSING
1801 North Front Street
Harrisburg, Pa. 17102
717-236-2741

CONTACT

Mrs. John E. Yahraes
President

Lori Jarmoski, President
308 South Kenhorst Blvd.
Reading, Pa. 19607

Alice Miller, Adult Advisor
4217 Oakmont Street
Philadelphia, Pa. 19136

Lucy Valero
Pennsylvania State Education
Association
400 North Third Street
Harrisburg, Pa. 17101

Raymond Clugh
Executive Director

Charles F. Mears
Executive Director

David Van Dommelen
President

Robert Clark
Executive Director

Mrs. Irene McLenahan
President

APPENDIX 5

ORGANIZATION

PENNSYLVANIA DIETETIC ASSOCIATION
P. O. Box 608
Camp Hill, Pa. 17011
717-233-7621

PENNSYLVANIA DISTRICT OF KEY CLUB
INTERNATIONAL

PENNSYLVANIA ELEMENTARY PRINCIPALS

PENNSYLVANIA ELKS STATE ASSOCIATION

PENNSYLVANIA FEDERATION COUNCIL
FOR EXCEPTIONAL CHILDREN

PENNSYLVANIA FEDERATION OF
BUSINESS AND PROFESSIONAL WOMEN'S CLUBS
4075 Market Street
Camp Hill, Pa. 17011
717-761-5063

PENNSYLVANIA FEDERATION OF
TEACHERS
1930 Chestnut Street
Philadelphia, Pa. 19151
215-L08-2113

PENNSYLVANIA FEDERATION OF THE
BLIND
6217 Lebanon Avenue
Philadelphia, Pa. 19151
215-879-0670

CONTACT

Miss Colleen McCann
President
20 Human Development Bldg.
Pa. State University
University Park, Pa. 16802

William E. Erwin, Governor
5662 King School Road
Bethel Park, Pa. 15102
412-835-3163

J. Larry Mong, President
315 East Street
Warren, Pa. 16365
814-723-3490

Robert McCormick
President
510 Westview Avenue
State College, Pa. 16801
814-237-4398

Mr. Joseph N. Lantzer
President
123 North Broad Street
Nazareth, Pa. 18064

Miss Maria Sielaff
Executive Secretary

Robert Cavanaugh
State President

Dr. Mae Davidow
President

ORGANIZATIONCONTACT

PENNSYLVANIA LEAGUE OF CITIES
 P. O. Box 5096
 Harrisburg, Pa. 17110
 717-236-9469

Richard G. Marden
 Executive Director

PENNSYLVANIA LIBRARY ASSOCIATION

Mrs. Caroline Field
 President
 Philadelphia Free Library
 Logan Square
 Philadelphia, Pa.

PENNSYLVANIA MEDICAL SOCIETY
 20 Erford Road
 Lemoyne, Pa. 17043
 717-238-1635

John Rineman
 Executive Director

PENNSYLVANIA MENTAL HEALTH, INC.
 1601 Walnut Street
 Philadelphia, Pa. 19103
 215-568-1495

Robert Vandibier
 Executive Director

PENNSYLVANIA NEWSPAPER PUBLISHERS
 ASSOCIATION
 2717 North Front Street
 Harrisburg, Pa. 17110
 717-234-4067

G. Richard Dew
 General Manager

PENNSYLVANIA NURSES ASSOCIATION
 2515 North Front Street
 Harrisburg, Pa. 17110
 717-234-7935

Miss Katherine Grove, R.N.
 Executive Director

PENNSYLVANIA OPTOMETRIC ASSOCIATION
 218 North Street
 Harrisburg, Pa. 17101
 717-233-6455

George Gottschalk
 Executive Director

PENNSYLVANIA OSTEOPATHIC ASSOCIATION
 1941 Market Street
 Harrisburg, Pa. 17103
 717-234-6277

Leonard J. Zimet
 Executive Director

PENNSYLVANIA PERSONNEL AND
 GUIDANCE ASSOCIATION
 Montgomery Community College
 612 Fayette Street
 Conshohocken, Pa. 19428
 215-825-1775

Alan Quay
 President

ORGANIZATIONCONTACT

PENNSYLVANIA PSYCHIATRIC SOCIETY
20 Erford Road
Lemoyne, Pa. 17043
717-238-1635

Terry Lenker
Executive Secretary

PENNSYLVANIA PSYCHOLOGICAL ASSOCIATION
Box 215
Springfield, Pa. 19064

William J. Cohen, Ph.D.
Executive Secretary

PENNSYLVANIA REHABILITATION ASSOCIATION
1317 Labor and Industry Building
Harrisburg, Pa. 17121
717-787-5244

Lee V. Kobach
Executive Secretary

PENNSYLVANIA SCHOOL BOARDS
ASSOCIATION
412 North Second Street
Harrisburg, Pa. 17101
717-233-1643

Fred M. Hedding
Executive Director

PENNSYLVANIA SCHOOL COUNSELORS
ASSOCIATION
North Abington School
Abington, Pa. 19001

John Althouse
President

PENNSYLVANIA SCHOOL FOOD SERVICE
ASSOCIATION
320 North Church Street
West Chester, Pa. 19380

Frances G. Brinton

PENNSYLVANIA STATE ASSOCIATION OF
COUNTY COMMISSIONERS
112 North Market Street
Blackstone Building
Harrisburg, Pa. 17101
717-232-4077

A. Russel Parkhouse
Montgomery County
Court House
Norristown, Pa. 19404

PENNSYLVANIA STATE EDUCATION
ASSOCIATION
400 North Third Street
Harrisburg, Pa. 17101
717-236-9335

Robert E. Phelps
Executive Secretary

Miss Lucy Valero
Director
Students Association

PENNSYLVANIA STATE EDUCATION ASSOCIATION
DEPARTMENT OF CLASSROOM TEACHERS
2108 Grand Avenue
Morton, Pa. 19070
215-532-4501

George Wimmer
President

ORGANIZATIONCONTACT

PENNSYLVANIA STATE 4-H CLUBS
(AGRICULTURAL AND HOME ECONOMICS
SERVICES)

5 Borland Laboratory
University Park, Pa. 16802

PENNSYLVANIA STATE GRANGE
1604 North Second Street
Harrisburg, Pa. 17102
717-234-5001

PENNSYLVANIA STATE SUNDAY SCHOOL
ASSOCIATION
900 South Arlington Avenue
Room 113
Harrisburg, Pa. 17109
717-652-1930

PENNSYLVANIA TUBERCULOSIS AND
RESPIRATORY DISEASE ASSOCIATION
311 South Juniper Street
Philadelphia, Pa. 19107
215-545-4506

PHILADELPHIA WELFARE RIGHTS
ORGANIZATION
520 Spruce Street
Philadelphia, Pa. 19102
215-KI6-8888

PHYSICAL THERAPY SOCIETY OF
PENNSYLVANIA
507 Harrison Avenue
Scranton, Pa. 18510

PLANNED PARENTHOOD ASSOCIATION
WORLD POPULATION
Mid-Atlantic Region
1505 Race Street
Philadelphia, Pa. 19102
215-563-1731

REPUBLICAN COLLEGE COUNCIL
112 State Street
Harrisburg, Pa. 17105
717-234-4901

Leland G. Jinks
State 4-H Leader

Wayne Readinger
Master

B. McClain Cochran
General Secretary

R. Winfield Smith
Executive Secretary

Mrs. Roxanne Jones
Chairman

Miss Edith C. Butz, RPT
Secretary

Mrs. Helen P. Stanford
Director

Miss Mary Skiba
Secretary

APPENDIX 5

ORGANIZATION

SCHUYLKILL COUNTY HEALTH
AND WELFARE PLANNING COUNCIL
312 North Centre Street
Pottsville, Pa. 17901
717-622-6421

*(Member of CSP)

STATE YOUNG MEN'S CHRISTIAN
ASSOCIATION OF PENNSYLVANIA
District Services
123 Foster Street
Harrisburg, Pa. 17101
717-234-6221

TEENAGE DEMOCRATS OF PENNSYLVANIA
810 North Third Street
Harrisburg, Pa. 17101
717-238-9381

TEENAGE REPUBLICANS OF PENNSYLVANIA
112 State Street
Harrisburg, Pa. 17105
717-234-4901

THE AMERICAN NATIONAL RED CROSS

Central Pennsylvania Division
230 State Street
Harrisburg, Pa. 17101
717-234-3101

Western Pennsylvania Division
303 Smithfield Street
Pittsburgh, Pa. 15230
412-471-4923

Southeastern Pennsylvania Division
235 South 17th Street
Philadelphia, Pa. 19103
215-735-9000

THE ARTHRITIS FOUNDATION
Hall Building
112 North Second Street
Harrisburg, Pa. 17101
717-234-2661

CONTACT

Robert L. DeWald
Executive Director

Robert Delasin
Executive Director

Ronald D. Brand
Secretary

Miss Mary Skiba
Secretary

Samuel T. Ingram, Jr.
Division Manager

E. Dale Jones
Division Manager

Charles Smukler
National Representative
and Division Manager

Mrs. John L. Costello
Executive Director

ORGANIZATION

THE CHILDREN'S AID SOCIETY OF
PENNSYLVANIA
2313 Green Street
Philadelphia, Pa. 19130
215-KI6-2990

THE CHRISTIAN CHURCH DISCIPLES OF
CHRIST IN PENNSYLVANIA, INC.
727 Penn Avenue, Wilkinsburg
Pittsburgh, Pa. 15221
412-371-5422

THE EASTER SEAL SOCIETY FOR CRIPPLED
CHILDREN AND ADULTS OF PENNSYLVANIA, INC.
Fulling Road
Box 497
Middletown, Pa. 17057
717-939-7801

THE HOSPITAL COUNCIL OF WESTERN
PENNSYLVANIA
Chatham Center-Second Floor
Pittsburgh, Pa. 15219
412-391-8890

THE NATIONAL FOUNDATION
MARCH OF DIMES
2501 North Front Street
Harrisburg, Pa. 17110
717-232-0083

THE SALVATION ARMY

Western Pennsylvania Divisional
Headquarters
424 Third Avenue
Pittsburgh, Pa. 15219
412-261-3960

Eastern Pennsylvania and Delaware
Divisional Headquarters
725 North Broad Street
Philadelphia, Pa. 19123
215-236-2400

Eastern Territorial Headquarters
120-130 West 14th Street
New York, New York 10011
212-243-8700

CONTACT

Dr. Elizabeth A. Lawder
Executive Director

Miss M. June Christensen
Associate

William E. Graffius
Executive Director

Edward F. McCrossin, Jr.
Executive Director

Raymond F. Rogers
State Field Representative

Lt. Colonel Norman E. Sampson
Divisional Commander

Lt. Col. George Melting
Divisional Commander

Captain Robert Berachell
Divisional Youth Services

Commissioner Paul J. Carlson

ORGANIZATIONCONTACT

TRI-COUNTY WELFARE COUNCIL
Hall Building
Second and Locust Streets
Harrisburg, Pa. 17101
717-238-7293

Peter G. Alapas
Executive Director

UNITED CEREBRAL PALSY OF PENNSYLVANIA
1719 North Front Street
Harrisburg, Pa. 17102
717-234-2981

Hugh Ransom
Executive Director

UNITED COMMUNITY SERVICES OF
BERKS COUNTY
P. O. Box 302
Reading, Pa. 19063
215-374-5151
*(Member of CSP)

Francis Z. Morrissey
Executive Director

UNITED COMMUNITY SERVICES OF
BUCKS COUNTY
413 Hood Boulevard
Fairless Hills, Pa. 19030
215-949-1660
*(Member of CSP)

John G. Misante
Executive Director

UNITED COMMUNITY SERVICES OF
ERIE COUNTY
110 West 10th Street
Erie, Pa. 16501
*(Member of CSP)

Herbert O. Anderson
Executive Director

UNITED COMMUNITY SERVICES
MERCER COUNTY
300 West State Street
Sharon, Pa. 16146
412-981-1884
*(Member of CSP)

Ernest P. Tobin

UNITED COMMUNITY SERVICES OF
YORK COUNTY
P. O. Box 2005
309 East Market Street
York, Pa. 17405
*(Member of CSP)

Francis R. Grady
Executive Director

UNITED WAY OF BEAVER COUNTY
CEDCO Building
709 Third Avenue
New Brighton, Pa. 16606
*(Member of CSP)

William D. Stammaton
Executive Director

ORGANIZATION

URBAN LEAGUE OF PHILADELPHIA
Suite 304
1317 Filbert Street
Philadelphia, Pa. 19107

VETERANS OF FOREIGN WARS
LADIES AUXILIARY, PENNA. HEADQUARTERS
201 North Front Street
Box 1264
Harrisburg, Pa. 17108
717-232-1507

VETERANS OF FOREIGN WARS
STATE DEPARTMENT
210 North Front Street
Box 3231
Harrisburg, Penna. 17105
717-234-7927

WASHINGTON COUNTY HEALTH AND
WELFARE COUNCIL
58 East Cherry Avenue
Washington, Pa. 15301

WELFARE PLANNING COUNCIL OF
LACKAWANNA COUNTY
615 Jefferson Avenue
Scranton, Pa. 18510
717-344-7211

WELFARE PLANNING COUNCIL OF
WYOMING VALLEY
I.B.E. Building
67 Public Square
Wilkes-Barre, Pa. 18701
717-825-7786
*(Member of CSP)

WOMEN'S AUXILIARY TO THE
PENNSYLVANIA MEDICAL SOCIETY
20 Erford Road
Lemoyne, Pa. 17043

WOMEN'S CHRISTIAN TEMPERANCE
UNION OF PENNSYLVANIA
220 Pine Street
Harrisburg, Pa. 17101
717-233-0407

CONTACT

Andrew G. Freeman
Executive Director

Mrs. Kenneth R. Steele
Secretary/Treasurer

Robert S. Misser

Bruce L. Thomas
Executive Director

David Rachlis
Executive Director

Harold Sherman
Executive Director

Mrs. Arlene C. Oyler
Executive Secretary

Miss Caroline Marthaler
Secretary

ORGANIZATIONCONTACT

YOUNG DEMOCRATIC CLUBS OF PENNSYLVANIA
310 North Third Street
Harrisburg, Pa. 17101
717-238-9381

Ronald D. Brand
Secretary

YOUNG GREAT SOCIETY
4040 Locust Street
Philadelphia, Pa. 19104
215-EV7-3670

Herman C. Wrice
President

YOUNG REPUBLICANS OF PENNSYLVANIA
112 State Street
Harrisburg, Pa. 17105
717-234-4901

Miss Mary Skiba
Secretary

YOUNG WOMEN'S CHRISTIAN ASSOCIATION
EASTERN REGION - NATIONAL BOARD
1600 Lexington Avenue
New York, New York 10022
215-753-4700

Miss Virginia Haigler
Executive Director
Harrisburg Area YWCA
Fourth and Walnut Streets
Harrisburg, Pa. 17101
717-234-7931

APPENDIX 5

OTHER STATE AGENCIES

Agriculture
Commerce (Appalachia)
Community Affairs
Education
Health
Justice (Corrections and Crime Commission)
Labor and Industry
Public Welfare
State Police

Board of Probation and Parole
Human Relations Commission
State Planning Board

APPENDIX 6

OVERVIEW OF DESCRIPTIVE DIMENSIONS

PHYSICAL DEVELOPMENT

Motor functioning, physical characteristics, physical handicaps.

CONTROL AND REGULATION DEVELOPMENT AS RELATED TO ATTENTION

Hyper or Hypoactivity, Distractibility, Impulsivity, Perseveration, Disinhibition.

INTEGRATIVE DEVELOPMENT

Perception and Coordination - Global orientation, gross motor coordination, fine motor coordination, visual, auditory, taste, smell, kinesthetic, tactile.

SELF-CONCEPT - EGO FUNCTIONING - PERSONALITY DEVELOPMENT

Relationship capacities, variation in personality, emotional characteristics, character of social behavior.

LANGUAGE DEVELOPMENT

Auditory discrimination, auditory memory, sound blending, verbal encoding, verbal decoding, speech development, vocabulary, comprehension.

LEARNING DEVELOPMENT

Academic achievement and adjustment, thinking processes, attention-concentration.

Special learning disabilities.

APPENDIX 7

EVALUATION

Pages 10 to 18 of the Commonwealth's Plan presents an overview of the evaluation process and briefly outlines a broadbased approach to assessment involving information secured from a variety of sources. This appendix provides a rough guideline for the evaluation procedure. This guideline should not be viewed as being all inclusive or comprehensive nor should it be construed to limit in any way the range of instruments, techniques or information sources utilized as part of the evaluation. Professional judgment and the individual competence of those persons participating in the evaluation process remain the prime determiners of the content of the evaluation.

General Considerations

1. The evaluation process should include all sources of information which contribute to a thorough understanding of the child. Overdependence upon a limited number of assessment techniques or informational sources should be avoided.
2. Input from parents constitutes a singularly important phase of the evaluation process.
3. An evaluation of the child's formal learning environment is essential as is the paralleling information relative to the child's informal living environment, i.e. the home and community.
4. Primary emphasis in the evaluation should be given to accurate descriptions of behavior rather than to explanations of causality.

5. Careful consideration should be given to the attenuating conditions arising from cultural and educational disadvantage, bilingual home conditions and other social, economic and cultural factors effecting the child. These conditions should be taken into account both in the choice of the assessment techniques to be used and in the implications ascribed to the findings.*
6. Masking and depressing conditions often associated with multiple handicaps or with such conditions as aphasia, autism or emotional disturbance must be considered in terms of the relative influence they exert in relation to the primary handicap of mental retardation.
7. Evaluation techniques and the subsequent report and recommendations should be based on a diagnostic-remedial model. Emphasis should be placed on the implications for educational programming and on the inclusion of a prescriptive task-analysis approach.
8. Results of the appraisal should be credible, understandable and translatable into realistic remedial practices.
9. Findings and recommendations derived from the instruments employed should take into account the limitations of those instruments and should be based upon those areas of measurement which the instrument was designed to assess.

* APA - Guidelines for Testing Minority Group Students

ASSESSMENT TECHNIQUES AND INSTRUMENTS

The following outline attempts in a general manner to link the specific areas of assessment with a number of instruments recognized by the profession as valid evaluation tools. It is recognized that considerable overlapping exists in terms of the assessment areas to which the individual instruments relate. Instruments have been categorized in terms of the major evaluation area to which they are primarily geared.

No attempt has been made to catalog the numerous information gathering techniques of a more subjective informal nature such as teacher check lists, developmental inventories, and personal observational methods. This should in no way be construed to minimize the value of these procedures as part of the evaluation process. Similarly, the assessment tools listed have been restricted to those which are primarily utilized by the school psychologist.

The listing of basic instruments recognizes those assessment techniques which, by practice, represent the core of most psycho-educational evaluations performed by school psychologists. A thorough broad-based evaluation should be built around the basic instrument in each assessment category but should additionally draw from the instruments on the supplementary list where these are deemed appropriate. It should again be noted that this outline represents only one component of the evaluation procedure and only one limited technique for gathering information about the child.

ASSESSMENT AND EVALUATION TECHNIQUES AND INSTRUMENTS

Areas of EvaluationTechniques and Instruments

1. Intellectual development and function

Basic Instruments

-- conceptual development

Wechsler Preschool and Primary Scale
of Intelligence

-- cognitive development

Wechsler Intelligence Scale for Children
Wechsler Adult Intelligence Scale-- expressive and receptive
language capacity

Stanford-Binet

Peabody Picture Vocabulary Test

-- long and short term memory

Goodenough Draw-A-Man

Slosson Intelligence Test

-- abstract reasoning ability

Supplementary Techniques

Quick Test

Arthur Point Scale of Performance

Leiter International Performance Scale

Merrill-Palmer Scale

Pictorial Test of Intelligence

Minnesota Preschool Scale

Wide Range Achievement Test

Alexander Performance Scale

Van Alystynne Picture Vocabulary Test

Ammons Full Range Picture Vocabulary Scale

Columbia Mental Maturity Scale

2. General Development and Intellectual Impairment

Basic Instruments

-- perceptual motor development

Bender-Gestalt Test

Illinois Test of Psycholinguistic Ability

-- motor development

Gesell Developmental Schedules

Raven Progressive Matrices

-- language development

Frostig Developmental Test of Visual

Motor Perception

-- Auditory development and perception

Supplementary Techniques

Benton Revised Visual Retention Test
 Halstead-Wepman
 Memory for Design
 Sklar Aphasia Scale
 Minnesota Percepto-Diagnostic Test
 Hiskey-Nebraska Test
 Birch Visual-Auditory Integration Test
 Test of Auditory Perception
 Lincoln-Oseretsky Motor Development Scale
 Screening Test for Aphasia
 Rutgers Drawing Test

Basic Instruments

Vineland Social Maturity Scale (Revised)
 Gesell Developmental Schedules
 Cain-Levine Social Competency Scale

Supplementary Techniques

Bristol Social Adjustment Guides
 Test of Social Insight
 Pupil Adjustment Inventory
 Personality Inventory for Children
 Haggerty-Olson-Wickman Behavior Rating
 Schedules

Basic Instruments

Bellak Children's Apperception Test
 Thematic Apperception Test
 House-Tree-Person
 Draw-A-Person

Supplementary Techniques

Make a Picture Story

3. Social Competence

--- self care
 -- self help

-- social interaction

-- independence

-- self concept

4. Personality and Motivation

-- basic adjustment

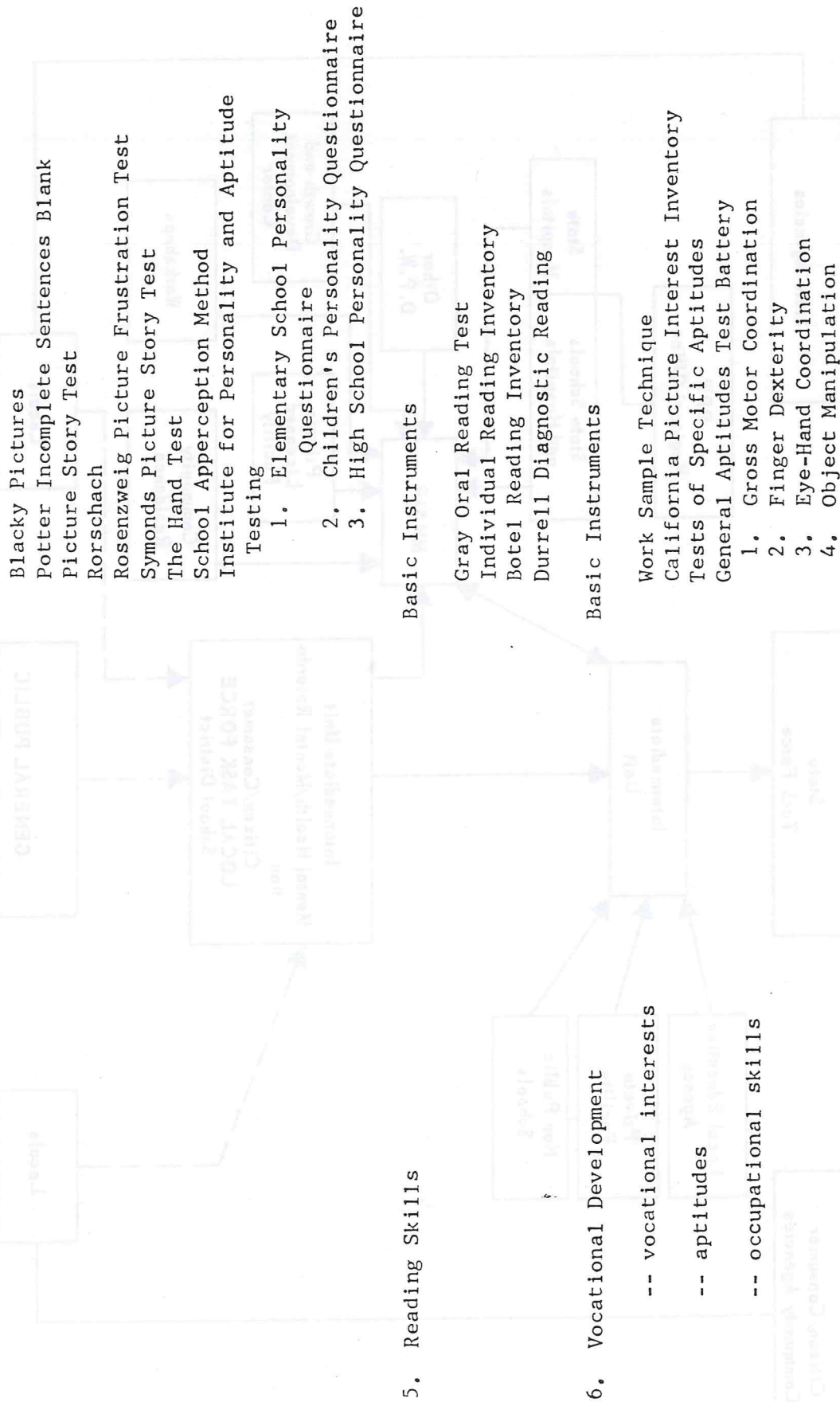
-- educational adjustment

-- achievement motivation

-- ego development

-- basic needs

APPENDIX 7



FLOW OF INFORMATION FOR IDENTIFICATION AND LOCATION

