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ABSTRACT

Listed are approximately 63 programs for exceptional children in North Carolina schools recommended for visitation by school personnel developing local programs. Programs are listed for the educable mentally retarded, the emotionally disturbed or learning disabled, gifted and talented, hearing impaired, physically handicapped, speech impaired, trainable mentally retarded, and visually impaired. Listings are by disability for each of North Carolina's educational districts. Usually included in program listings are program title, administrative unit, contact person, level, school name, and a brief description of program components.

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EXCEPTIONAL CHILDREN

**Programs to Visit
in the
North Carolina
Public Schools**

1972-73 SCHOOL YEAR

PROGRAMS TO VISIT
IN THE
NORTH CAROLINA PUBLIC SCHOOLS

DECEMBER 1972



A. Craig Phillips
State Superintendent of Public Instruction

Jerome H. Melton
Assistant State Superintendent for Program Services

George A. Kahdy
Deputy Assistant Superintendent for Program Services

Theodore R. Drain, Director
Division for Exceptional Children

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

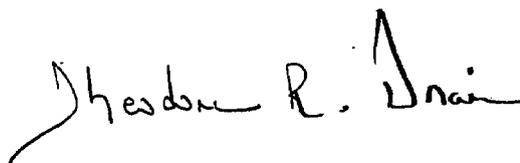
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FOREWORD

This is the second edition of this publication listing some of the programs for exceptional children in the public schools of North Carolina that have interesting and innovative components, as they relate to various types of classroom organization for the instruction of exceptional children in the local administrative units throughout the State.

These programs have been listed because all or part of the program may be of interest to school personnel who may have or may be developing programs that have similarities to the ones listed in this publication. We feel that visitation to one or more of these programs can be an excellent form of in-service training for members of your administrative and instructional staff.

A brief annotation of each program is included in this publication. You are invited to visit the programs listed in this publication after making prior arrangements with the contact person of the local administrative unit in which the program is located.



Theodore R. Drain, Director
Division for Exceptional Children

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EDUCABLE MENTALLY RETARDED
1972-73

Educational District I

Program: Junior High Departmentalized Approach
Administrative Unit: Elizabeth City/Pasquotank County
Contact Person: Mrs. Patricia Parker, Coordinator
Level: Junior High School
School: Elizabeth City Junior High School
Components: The overall philosophy in the school and community toward the EMR is good. The students appear to have a feeling of worth and dignity.

Three teachers of the EMR work together well as a team. Mr. Earl Childers, head teacher, helps to coordinate the efforts of staff members in the school to provide for each student.

Students are integrated into the mainstream so that they may feel a part of the regular school program.

Program: Services for Educable Mentally Retarded Youngsters
Administrative Unit: Greenville City Schools
Contact Person: Mrs. Ann Harrison, Chairman of Programs for Exceptional Children
Levels: Primary through senior high school
Components: Unit utilizes a variety of organizational patterns in response to youngsters' needs (resource programs, block programs, and self-contained classes). The teachers have developed a wide variety of teacher-made materials for individualization of instruction.

Resource programs utilize diagnostic-prescriptive teaching methods. The special education teachers and regular classroom teachers have developed an effective working relationship.

Educational District II

Program: Senior High Class for the EMR
Administrative Unit: Goldsboro City
Contact Person: Mrs. Imogene Freeman, Special Education Coordinator
Level: Senior high
Components: A senior high class with a different twist: the class for tenth, eleventh, and twelfth grade students is organized in an open concept with three teachers working with three different groups of students. The students are grouped by interest and rotate among the teachers for instruction in basic subject areas. During the school day the students are integrated into regular classes. There is a cooperative effort to place students in occupational and career oriented classes as much as possible. This class is funded in part by a Title VI-B grant.

Educational District III

Program: EMR Modified Block Class and Total School Effort on Behalf of Exceptional pupils

Administrative Unit: Durham County

Contact Person: Mrs. Althea Holmes, Director of Special Education
Mrs. Frances Clemons, Principal, Lakeview School

Level: Elementary

Components: Lakeview School is unique in that it houses five classes for exceptional children--three trainable classes, one EMR class and a class for the physically handicapped. The atmosphere of the entire school is one of understanding, concern, and acceptance for these exceptional children.

The modified block program for the educable retarded is an effort to include the pupils, as much as possible, in regular classes. While the pupil attends the special class he participates in a planned, individualized program. The classroom is organized with many centers for learning and activity.

Program: Diagnostic-Prescriptive Teaching - Resource Center

Administrative Unit: Granville County

Contact Person: Miss Mary W. Hall, Elementary Consultant

Level: Primary and Intermediate

Teachers: Miss Clara Cipriano and Miss Perry

School: Wilton School

Components: Title VI-B project. An individual educational diagnosis and prescription is generated for EMR students. Regular conferences between the regular teachers and the resource teachers are scheduled during the day on a predetermined basis.

Educational District IV

Program: Departmentalized Vocational Program

Administrative Unit: Cumberland County

Contact Person: Miss A. Adella Smith, Special Education Supervisor

Level: Senior High School

School: Pine Forest

Components: The students are enrolled in a regular homeroom and are integrated into regular classes for part of their instruction.

The three teachers for the EMR are using a departmentalized approach. Each specializes in a particular subject area. All students receive instruction from each of the teachers each day.

A vocational rehabilitation counselor works with the team of teachers for the EMR. Most seniors have part-time jobs in the community. All have jobs prior to graduation.

The principal and regular teachers work closely with the special teachers and vocational rehabilitation counselor to provide for each student.

Educational District V

Program: Language Development (Emphasize Career Education)

Administrative Unit: Burlington City

Contact Person: Mrs. Barbara Tapscott, Director of Elementary Education

Level: Primary through senior high school

Components: Title VI-B project. The program focuses on language development for EMR and TMR pupils through:

- 1) the development of a curriculum designed to improve communication skills,
- 2) in-service training of teachers and paraprofessionals relating to career education skills,
- 3) development of a curriculum guide for career education.

Program: Resource Center

Administrative Unit: Alamance County

Contact Person: Mrs. Lynda T. Roberts, Director
Programs for Exceptional Children

Level: Second grade through fifth grade

Teacher: Mrs. Karal Strang

School: South Mebane Elementary

Components: South Mebane Elementary is a school in transition and is moving toward open classes. Mrs. Strang goes into the regular classroom to provide additional instruction to some youngsters. In other cases, youngsters come to Mrs. Strang's classroom where they receive instruction that is supplemental to the on-going program in the regular classroom. Notice the wide variety of teacher-made materials. Discuss with Mrs. Strang the methods she has utilized to establish teacher/teacher rapport and teacher/pupil rapport.

Program: Individualized instruction - Team Teaching in Resource Center

Administrative Unit: Orange County

Contact Person: Mrs. Clara M. Jones, General Supervisor

Level: Primary

School: A. L. Stanback

Components: Two teachers have organized for individualized instruction in a large open classroom. Learning centers have been developed. Some students remain in the special classroom for all of their instruction while others come in for one or two hours depending on their individual needs. Observe Mrs. Sloan, resource teacher, as she works with students and regular teachers.

Educational District VI

Program: Individualized Instruction

Administrative Unit: Gaston County

Contact Person: Miss Ruth Angel, Special Education Supervisor

Level: Elementary

School: East Belmont School

Teacher: Mrs. Jeannette Faulkenberry

Components: Mrs. Faulkenberry has organized her classroom in such a way as to provide individualized instruction and small group instruction. Students work on their own much of the time. Many activities are taking place at the same time. The materials and equipment are excellent. Mrs. Faulkenberry and the regular teachers work well together. They learn from each other.

Program: Team Teaching

Administrative Unit: Gaston County

Contact Person: Miss Ruth Angel, Special Education Supervisor

Level: Elementary

School: Belmont Central

Teachers: Mrs. Crayton and Mrs. Horne

Components: A large, open classroom enables the two teachers to provide many interesting activities for the students. Centers of interest have been developed in the classroom. The teachers make a very good team.

Program: Correlation of Instruction for EMR Students

Administrative Unit: Kings Mountain City

Contact Person: Mr. Howard Bryant, Director of Instruction

Level: Junior High School

School: Central Elementary

Components: Several components contribute to the overall program. Two State-allotted teachers of the EMR provide instruction in communication skills, number concepts, social competencies, science, and health while four special occupational education teachers provide pre-occupational and occupational skills in a home economics lab and shop. Materials are developed and provided for the EMR in a media center. All teachers involved with the EMR students attempt to correlate their instructional program.

Program: Elementary Resource

Administrative Unit: Charlotte/Mecklenburg

Contact Person: Mr. Calvin C. Davis, Director of Special Education

Level: Elementary (Primary and Intermediate)

Components: Several different types of resource programs have been developed in response to youngsters' needs. (In some cases, the resource teacher works primarily in the regular classroom; in other cases, the program is so structured that youngsters come to the resource teacher).

Teachers have developed a wide variety of teacher-made materials to implement diagnostic-prescriptive teaching techniques. There is a team-like relationship between the resource teachers and regular teachers in planning and implementation of curriculum for individual youngsters.

Program: Early Childhood Program
Administrative Unit: Elkin City Schools
Contact Person: Mrs. Carrie Kirkman, Supervisor, Elkin City Schools
Level: Six, seven, and eight-year olds
Components: Title VI-B project:
1) Full scale assessment
2) Diagnostic services
3) Individualized instruction
4) Prescriptive teaching
5) Resource special education teacher

This is a unique program for handicapped children. The attitudes of the regular classroom teachers toward the exceptional children enrolled in their classrooms are to be envied. It is felt that in this program for exceptional children the attitudes of all the regular classroom teachers toward the identified handicapped children are the same as they are toward all other children--a willingness to do all they can to help.

Educational District VII

Program: Team Teaching
Administrative Unit: Alleghany County
Contact Person: Miss Donna C. Jones, General Supervisor
Level: Primary, Elementary, Junior high
School: Sparta Elementary
Teachers: Mrs. Margaret Phipps
Mrs. Thelma Davis
Mrs. Marian Greer

Components: Three teachers team to provide excellent instruction. Each specializes in either language arts, math, or vocational skills. The curriculum is correlated to meet individual needs of the students.

Program: High School Resource - EMR
Administrative Unit: North Wilkesboro City
Contact Person: Dr. John Pryor, Principal
Wilkes Central

Level: High School
School: Wilkes Central
Components: Individualized mini-course program for high school EMR students grades nine through twelve. Students are also involved in a work-study program.

Program: Elementary Resource - EMR
Administrative Unit: Surry County
Contact Person: Mr. N. L. Smith, Principal
Level: Elementary
School: Flat Rock Elementary School
Components: An individualized academic program with much emphasis on cultural arts. The students are integrated into the total school curriculum. Community resources are maximized as an integral part of the program.

Educational District VIII

Program: Activity Centers Oriented for Individualized Instruction

Administrative Unit: Buncombe County

Contact Person: Frank Lewis, Principal
Randall Duckett, Assistant Superintendent

Level: Elementary

School: Biltmore Elementary

Teacher: Mrs. Jane Wade

Components: The teacher has organized the class around activity centers which are oriented to individual instruction. Good utilization has been made of teacher-made materials and adaptations of commercially produced materials.

Program: Team Teaching - Individualized Instruction

Administrative Unit: Clay County

Contact Person: Hugh S. Beal, Superintendent

Level: Elementary and Middle Grades

Teachers: Mrs. Robin Wheeler
Mr. Fred Wheeler

School: Hayesville Elementary

Components: Team teaching through individualized instruction to emphasize vocational training through the development of exploration, awareness of occupation, and hands-on experiences.

Program: Team Teaching - Three Classes

Administrative Unit: Swain County

Contact Person: Mrs. Margaret Rentz

Level: Elementary and Middle Grades

School: Almond Elementary

Teachers: Mrs. Dukes
Mrs. Chapman
Mr. Jack Williams

Components: This team teaching situation represents all handicapped pupils in the county. The classroom emphasis is on academic skills necessary for vocational training.

EMOTIONALLY DISTURBED/LEARNING DISABLED
1972-73

Educational District I

Program: Program TEACCH - Regional Program for Autistic Children and Children with Severe Communication, Learning, and Behavior Differences

Administrative Unit: Greenville-Pitt County

Contact Person: Mrs. Gloria Dags, Chairman of Programs for Exceptional Children
(Pitt County)

Mrs. Ann Harrison, Chairman of Programs for Exceptional Children
(Greenville City)

Components: Up to now children in this project have not been served widely in the public schools. The classroom teachers and therapists in the program utilize a developmental approach toward children and have successfully integrated the program within the public school system. Parents are also trained as teachers. A separate facility is also maintained for prescriptive evaluation of the entering child. Children range in age from infancy through school age. Project personnel also work closely with the Regional Developmental Evaluation Clinic and mental health centers.

Educational District II

Program: Environmental Studies Program

Administrative Unit: Carteret County

Contact Person: Mrs. Shirley J. Babcock, General Supervisor

Components: This program, in the high schools of Carteret County, is an alternative to the traditional high school program and makes use of voluntary participation, student conducted seminars and the community as a base for study. Since it is chosen for participation by students and is open to all students, it has particular benefit to those turned off by the usual involuntary program. Its emphasis on student's responsibility for what is learned and collaborative rather than competitive structure makes it particularly suited to secondary students previously labeled as emotionally disturbed and learning disabled and to students with diverse life styles.

Program: Education of Emotionally Disturbed Children at the Elementary and Junior High School Levels

Administrative Unit: New Hanover County

Contact Person: Mrs. Lois W. Nunalee, Chairman, Exceptional Children

Components: The program demonstrates the use of self-contained and block teaching approaches and the use of teacher aides. Project personnel work in conjunction with community agencies. Secondary teacher utilizes a contract approach with students.

Educational District III

Program: Bragtown Community Project
Administrative Unit: Durham County
Contact Person: Mr. Bill Loftquist, Director
Bragtown School

Components: Project is integrated into the total school program and attendance area of Bragtown School. Personnel work with students and parents in making an effort to realize and articulate their needs to school and community. Persons are employed by the project for the school and for the community and work in various consultant and direct service capacities to children and parents. The project is directed at increasing the social and academic support for children at all levels of the school and community.

Program: The Wright School
Administrative Unit: Durham, N. C.
Contact Person: Mr. Richard Yell, Wright School, Durham, North Carolina
Components: The Wright School, a Department of Mental Health facility, is a short term residential program for children with severe learning and behavior problems. Facilities are available for teachers to observe the education of these children, consultation and in-service training.

Program: Program for Children with Learning Disabilities and Emotional Disturbance
Administrative Unit: Raleigh City
Contact Person: Mrs. Alice Burrows, Myrtle Underwood School (Preschool)
Betty P. Moore, Principal, Myrtle Underwood School (Elementary)
Components: Classroom programs at the elementary level for emotionally disturbed and for children with learning disabilities. Preschool project (Project Enlightenment) to demonstrate educational and preventive approaches. Elementary level classrooms demonstrate use of self-contained and block arrangements. Preschool program utilizes a backdrop class of "normal" preschoolers into which problem children are brought for observation and intervention. Facilities are available for observation.

Educational District IV

Program: Child Advocacy Program
Administrative Unit: Moore County
Contact Person: Mrs. Lorna Livengood, Primary Level
Mrs. Pauline Myrick, Middle Grade Level

Components: Child Advocacy is designed to demonstrate the education of exceptional children within totally redesigned mainstream classrooms. The program makes use of the concepts of child advocacy, heterogeneous (family) grouping, interpersonal relationships, behavioral confrontation, and modified physical environment and is an alternative to traditional programs for exceptional children. Approximately one third of the children in each classroom in the project are exceptional children. The program has had documented success with diverse groupings of children. Facilities are available for participant-observer training.

Program: Program for Emotionally Disturbed Children
Administrative Unit: Cumberland County
Contact Person: Mr. Louis Mac Amos, Jr., Special Programs Supervisor
Components: Program to educate elementary level emotionally disturbed children. Demonstrates special classroom approach and modified classroom environment for children ages six to twelve. Personnel work closely with county mental health center and with the system's liaison teacher program. Facilities are available for observation.

Educational District V

Program: Prescription Generating Center
Administrative Unit: Chapel Hill
Contact Person: Dr. David Lillie (Division for Disorders in Development of Learning)
Components: The Division for Developmental Disorders, of the Developmental Evaluation Clinic, University of North Carolina, maintains a prescriptive facility which works closely with local school units. Project personnel write educational prescriptions on referred children and work with local schools' teachers in implementing the prescription in their classrooms. The children seen are those with learning disabilities. Facilities are available for observation, consultation, and in-service training.

Program: Piedmont Regional Program for Autistic Children and Children with Severe Communication, Learning, and Behavior Disorders
Administrative Unit: Chapel Hill, University of North Carolina
Contact Person: Dr. Eric Schopler or Dr. Robert Reichler
Program TEACCH, Department of Psychiatry
Memorial Hospital, Chapel Hill, North Carolina
Components: Up to now children in this project have not been served widely in the public schools. The classroom teachers and therapists in the program utilize a developmental approach toward children and have successfully integrated the program within the public system. Parents are also trained as teachers. A separate facility is also maintained for prescriptive evaluation of the entering child. Children range in age from infancy through school age. Project personnel also work closely with the Regional Developmental Evaluation Clinic and mental health centers.

Educational District VI

Program: Program for Children with Learning Disabilities
Administrative Unit: Charlotte-Mecklenburg Schools
Contact Person: Mr. Calvin C. Davis, Director of Special Education
Mrs. Caroline Bender, Supervisor of Programs for Learning Disabilities (Charlotte/Mecklenburg Schools)
Components: Program demonstrates resource room teaching approach for children with learning disabilities at the elementary and junior high levels. Personnel work closely with system's pupil personnel services teams. Teachers are also depended on to do their individual educational diagnostic work.

Program: Program for Children with Learning Disabilities
Administrative Unit: Shelby City Schools
Contact Person: Mrs. Juanita P. Burns, Director of Special Services
Components: Program demonstrates block teaching and resource room approach to teaching elementary-age children with learning disabilities.
Personnel depend on their own school resources and community agencies for professional support.

Educational District VII

Program: A Multi-Disciplinary Approach to Adjustment and Learning Problems of Emotionally Disturbed Children
Administrative Unit: Salisbury City Schools
Contact Person: Mr. Robert Carmichael, Assistant Superintendent
Components: This program is similar in design to the child advocacy program in District IV (Moore County Schools). It is a regular classroom that has been re-structured to benefit all its children including groupings of exceptional children. It works toward developing in children: intrinsic motivation, positive attitudes toward learning, knowledge about individual differences and self-understanding. A wide variety of resources are made available to children including heterogeneous (family) grouping, guidance and vocational persons and many school and community settings.

Educational District VIII

Program: Demonstration School
Administrative Unit: Western Carolina University
Contact Person: Dr. William Center, Developmental Evaluation Clinic (Cullowhee, N. C.)
Components: Program demonstrates techniques for teaching children with learning disabilities. Teacher depends on clinic personnel for professional support. Program serves Western North Carolina counties. Facilities are available for observation and in-service training.

Program: Western Regional TEACCH Program for Autistic Children and Children with Severe Communication, Learning, and Behavior Disorders
Administrative Unit: Regional Education Center, Canton
Contact Person: Culver R. Dale, Director, Regional Education Center, Canton
Dr. Bernard Harris, Director Program TEACCH
399 Biltmore Avenue, Asheville, North Carolina
Components: Up to now children in this project have not been served widely in the public schools. The classroom teachers and therapists in the program utilize a developmental approach toward children and have successfully integrated the program within the public school system. Parents are also trained as teachers. A separate facility is also maintained for prescriptive evaluation of the entering child. Children range in age from infancy through school age. Project personnel also work closely with the Regional Developmental Evaluation Clinic and mental health centers.

GIFTED AND TALENTED
1972-73

Educational District I

Program: High School English
Administrative Unit: Edenton-Chowan
Contact Person: Dr. Edwin West, Superintendent
Level: Secondary
Teacher: Freddie Powell
School: John Holmes High School
Components: This innovative and creative teacher makes his classes come alive with the variety of ideas he presents. He employs activities to stimulate the mind and the senses. In return his students want to learn and progress.

Program: Junior High Block
Administrative Unit: Washington City
Contact Person: Mrs. Norma W. Smith, Elementary Supervisor
Level: Seventh Grade Language Arts-Social Studies
Teacher: Mrs. Dee Congleton
School: P. S. Jones Junior High School
Components: The teacher, with a minimum of purchased materials, has made her classes most exciting. She has many centers of interest around the room where one sees half a dozen activities conducted simultaneously: an old typewriter; chess boards; reading centers; creative writing areas; historical centers; a quiet spot for thinking; and others as needed. Freedom, work, and the joy of learning are evident in this room.

Educational District III

Program: Self-Contained
Administrative Unit: Durham City
Contact Person: Mrs. Mary Brooks, Chairman of Exceptional Children
Level: Sixth Grade
Teachers and Schools: Mrs. Sandra Wilson at Club Boulevard School
Mrs. Jane Byrd at Fayetteville Street School
Components: Both of these outstanding teachers have attended either the Governor's School Institute or the Middle Grades Career Exploration Institute and have adapted learned techniques and methods in their classes. Mrs. Wilson is especially skilled in developing creativity in her students. Mrs. Byrd is integrating aspects of Career Education into her academic program.

Educational District IV

Program: Eighth Grade Block of Language Arts-Social Studies

Administrative Unit: Cumberland County

Contact Person: Miss A. Adella Smith, Special Education Supervisor

Level: Junior High

Teacher: Stewart Stafford

School: Lewis Chapel

Components: Diversity, excitement, the open classroom, creativity, the affective and cognitive domains--all of these are seen in classes conducted by a truly gifted teacher within a block of language arts and social studies.

Program: Resource Teacher in One School

Administrative Unit: Harnett County

Contact Person: Mrs. Ester Johnson

Level: Upper Elementary, Five through Eight

Teachers and Schools: Mrs. Mary Mac Keating at Harnett School
Mrs. Leah Woodall at Erwin School

Components: Each teacher has attended either the Governor's School Institute or the Middle Grades Institute. They are itinerant within their school as the children come from regular classes to them for enrichment, creative activities, and independent work. A visit here is a real highlight in education.

Program: Itinerant Resource Program

Administrative Unit: Laurinburg-Scotland

Contact Person: Mrs. Flora G. Jordan, Chairman of Exceptional Children

Level: Primary and Elementary--Grades One through Six

Components: Children coming to the itinerant resource teachers during the week for enrichment in special areas of child interest find most of their work to be independent, building on individual topics. This flexible, individualized instruction and continuous progress is designed to meet the needs of the child far beyond efforts that the regular classroom teacher is able to do.

Educational District V

Program: Schools on Wheels

Administrative Unit: Winston-Salem/Forsyth

Contact Person: Mr. C. Douglas Carter, Chairman, Division of Instruction

Level: Third through Twelfth Grades

Schools: Brunson Elementary, Wiley Junior High, Paisley High, Reynolds Senior High

Components: This program begins in grade three and progresses through college level courses stressing basic academic skills, acceleration in subject matter, and development of individual and creative talents.

The special component is the overnight field trips called "Schools on Wheels," where students at various grade levels travel within and outside the State studying historical, cultural, natural, and ecological aspects of their journey. Culminating activities include displays and dramatic skits.

Educational District VI

Program: Team Teaching and Block

Administrative Unit: Gaston County

Contact Person: Miss Ruth Angel, Special Education Supervisor

Level: Elementary and Junior High

Teachers: Mrs. Kathryn Foote, Mrs. Elizabeth Grigg, Mrs. Elizabeth Baker

Schools: Sherwood Elementary, W. P. Grier Junior High, Gardner Park Elementary

Components: Mrs. Foote is in a team teaching fifth grade situation with gifted and average students placed together; however, the gifted receive individual attention, stressing independent study and small group work. Many activities in several disciplines exist simultaneously in the free, easy, bright, cheerful, and relaxed atmosphere with a minimum of teacher domination and direction. The curriculum is innovative and highly individualistic, emphasizing oral communication and long-range planning.

Mrs. Grigg, recipient of traineeships to the Governor's School Institute and the Middle Grades Career Exploration Institute, practices many of the innovative and modern techniques studied at these institutes. Real learning is evident here.

Mrs. Baker is in a sixth grade block teaching science and math. She was doing things ten years ago that teachers are just beginning to find out about and are now beginning to do. She has also attended the Middle Grades Institute where she shared her expertise with others.

Program: A Comprehensive Program in the State--Resource Teachers through Advanced Placement

Administrative Unit: Charlotte/Mecklenburg

Contact Person: Mrs. Betty Stovall, Director, Special Abilities and Talents

Level: Primary through Senior High

Components: The special component, the Itinerant Resource Teacher Program, exists in some schools from grade one but primarily is in the upper elementary grades. It supplements but does not supplant the work of the regular classroom teacher giving enrichment and indepth study in areas of the students' interests and individual teacher competency. The youngsters, working independently and/or in small groups, are drawn from regular classes as the resource teacher makes her itinerant rounds through the schools assigned to her. The inquiry method is stressed in the classes as are various other communication-learning-teaching styles. This school system is divided into ten districts, each containing a high school and its feeder schools. The gifted program is the largest in the State in scope and sequence. The advanced placement classes result in many high scores which in turn give both accelerated placement and course credit at the college level.

Program: Itinerant Resource Teaching in Art and Drama
Administrative Unit: Stanly County
Contact Person: Mr. James W. Sanges, General Supervisor
Level: Grades Five through Eight
Teachers: Mrs. Henrietta Carpenter and Mrs. Linda Julian
Components: The program uses a non-graded approach on levels five through eight in nine of the eleven elementary schools for enrichment in art and drama. Each teacher independently works for twelve straight days within one school before moving to another with the eligible children removed from the regular classes for several hours per day during this period. Children receiving instruction from the two teachers may vary according to needs, interests, and talent. The two teachers may work cooperatively to integrate the two areas of work at times.

Educational District VII

Program: Fifth-Sixth-Seventh Grade Combination Self-Contained Class
Administrative Unit: Avery County
Contact Person: Mr. Rodger C. Crenshaw, General Supervisor
Level: Upper Elementary
Teacher: Mrs. Margaret Ollis
School: Crossnore School
Components: This mountain public school with a pupil population of local children and boarding students from other regions of the State is unique. The gifted class of approximately 20 children is made up of eligible fifth, sixth, and seventh graders. The teacher realizes she is unable to teach the old-fashioned textbook way and integrates the curriculum for her students and teaches them together. It is a real non-graded approach with a good deal of small group work and independent work.

HEARING IMPAIRED
1972-73

Educational District III

Program: Services for Hearing Impaired Children
Administrative Unit: Wake County Schools
Contact Person: Mrs. Delorese Y. Hill, Chairman of Programs for Exceptional Children

Level: Birth through secondary school

Components: The program provides services for hearing impaired children and their parents. The instructional staff includes two preschool teachers (self-contained classes), two itinerant teachers and one primary teacher (self-contained class). Several severely hearing impaired children have been integrated into regular classes. Emphasis is on language and academics.

Program: Services for Hearing Impaired Children
Administrative Unit: Durham City and Durham County Schools
Contact Person: Mrs. Mary L. Brooks, Chairman of Programs for Exceptional Children
Level: Preschool and school age

Components: This program is built on a strong language base. There are two preschool classes and one school-age class. Several children have been integrated into the regular classrooms with children with normal hearing. Parent education and counseling are important features of this program.

Educational District VI

Program: Services for Hearing Impaired Children
Administrative Unit: Gaston County Schools
Contact Person: Miss Ruth Angel, Special Education Supervisor
Level: Preschool and school age

Components: The program is built upon the child's needs, with a variety of levels of services offered. There are four teachers--one preschool, one primary, and two preschool-primary. The teacher of primary age children has a self-contained class with both hearing and hearing impaired children. There exists a parent organization, community support, and strong administrative services.

PHYSICALLY HANDICAPPED
1972-73

Educational District V

Program: Instructional Program - North Carolina Memorial Hospital, Chapel Hill

Administrative Unit: Chapel Hill City

Contact Person: Mrs. Natalie Harrison - Supervising Teacher
North Carolina Memorial Hospital

Components: The total number of children served at the hospital is over 270. School services are extended to all school-age children on the pediatric floor, the psychiatric wing, the intensive care unit, and the cleft palate and speech rehabilitation center. Chapel Hill provides supervision, bookkeeping, materials, and supplies. The hospital provides housing, maintenances, classroom and office space. The program is a contribution to the welfare of the "whole child" and offers an opportunity for those who have been unable to attend school because of their health to do so. Evaluation of the program through the child's teacher, parent, or the child himself, shows that the instruction has been helpful in making the transition from the hospital to the classroom. The physical set-up of the classroom is very pleasant although limited in space. The teachers have seen over 250 different patients this year with an average daily attendance maximum of 28 pupils. There is good acceptance and cooperation with the medical staff, nurses, play therapists, and the service staff.

Program: Greensboro Cerebral Palsy and Orthopedic School

Administrative Unit: Greensboro City

Contact Person: Frank L. Saunders, Director for Department of Exceptional Children
Mrs. Benny Inman, Director

Greensboro Cerebral Palsy and Orthopedic School

Components: The Greensboro Cerebral Palsy and Orthopedic School is a day center for orthopedically handicapped individuals of all ages. Services provided through the school are:

Preschool	Physical Therapy
Kindergarten	Occupational Therapy
Grades 1-12	Speech Therapy
Crafts	Medical Diagnosis and Treatment
Recreation	Dental Diagnosis and Treatment
Library	Counseling

Students include those with cerebral palsy, muscular dystrophy, spina bifida and other conditions. Classes in typing, home economics, and other specialized subjects are taught, as well as the usual academic subjects. Children who need to do so may complete all requirements for high school graduation at this school. An open classroom approach to education is used at the hospital school with students going freely from interest center to interest center fulfilling their "contract."

SPEECH IMPAIRED
1972-73

Educational District II

Program: Speech Impaired

Administrative Unit: Goldsboro City Schools

Contact Person: Mr. J. H. Wooten, Assistant Superintendent

Level: Elementary School

Components: Services for children with speech and language problems are an integral part of the school system. It is a well-established, on-going program in a city system (small in size and population with two certified clinicians). The 1971-72 information is as follows: 481 children had hearing screened by clinicians; 227 had speech and language evaluations; 165 were seen for therapy with 37 percent dismissed as having corrected speech and language.

Educational District III

Program: Speech Impaired

Administrative Unit: Cumberland County Schools

Contact Person: Miss A. Adella Smith, Special Education Supervisor

Level: Elementary School

Components: There are eight certified clinicians in the program. Some are scheduling on the block (intensive cycling) approach; others are using the itinerant approach. Efforts are being made to determine the more effective of the approaches. The speech and hearing program is cooperating in the establishment of a community speech and hearing clinic. The 1971-72 program information: 446 children had hearing screenings by clinicians; 2,586 were screened for speech and language disorders; 733 were seen for therapy, with 28 percent dismissed as having corrected speech and language.

Educational District V

Program: Speech Impaired

Administrative Unit: Greensboro City Schools

Contact Person: Frank L. Saunders, Director for Department of Exceptional Children

Level: Elementary and secondary schools

Components: The program has 12 certified clinicians. Some clinicians are using the block (intensive cycling) approach and some are employing the itinerant approach to scheduling. Comparisons between the approaches are being made. The clinicians are serving children who have language disorders, as well as speech disorders. The school system has established a diagnostic speech and language clinic for the purposes of (1) providing in-depth evaluations on preschool and school age children and (2) outlining therapeutic programs to meet the children's needs. The clinic staff is composed of two lead clinicians in the school system. The 1971-72 information: 961 children had hearing screenings by clinicians; 1,372 were screened for speech and language disorders; 803 were seen for therapy with 24 percent dismissed as having corrected speech and hearing.

Educational District VI

Program: Speech Impaired

Administrative Unit: Charlotte/Mecklenburg Schools

Contact Person: Mr. Calvin C. Davis, Director of Special Education

Level: Elementary School

Components: The program offers a variety of approaches to meet the children's communication needs. Some of the 21 certified clinicians in this metropolitan area are utilizing a behavior modification approach to help the children with language disorders. The program works cooperatively with regional clinics. The 1971-72 information: 8,250 children had hearing screenings performed; 7,226 were screened for speech and language disorders; 1,448 were seen for therapy, with 37 percent of the children dismissed as having corrected speech and language.

Educational District VIII

Program: Speech Impaired

Administrative Unit: Buncombe County Schools

Contact Person: Dr. Bill Shipp, Director of Social Studies in Speech and Hearing

Level: Elementary School

Components: There are five certified clinicians, with one serving as a lead clinician. The block (intensive cycling) and itinerant approaches to scheduling are employed. Cooperative contacts are made with other services in the community, such as medical, speech and hearing, etc. The 1971-72 information: 4,353 children had hearing screenings performed by clinicians; 1,759 were screened for speech and language disorders; 479 were seen for therapy, with 30 percent dismissed as possessing corrected speech and language.

TRAINABLE MENTALLY RETARDED
1972-73

Educational District I

Program: Elementary and Intermediate TMR Program.
Administrative Unit: Elizabeth City/Pasquotank County
Contact Person: Mrs. Patricia Parker, Coordinator
Components: This is a program of two levels located in the Trigg Elementary School in Elizabeth City. It is an exemplary program of pre-occupational education for trainable mentally retarded pupils. The physical facilities are good, the instructional materials above average, and the teachers and aides well-qualified.

Educational District IV

Program: Sequential Program
Administrative Unit: Fayetteville City
Contact Person: Dr. Bert Ishee, Assistant Superintendent, Special Programs and Elementary Education
Components: Here may be observed a good sequential program for trainable mentally retarded pupils. The makeup of the program begins with the preschool level and runs through elementary, intermediate, secondary, and into the sheltered workshop. The classes are located at the Hillsboro School and the Fuller School where 124 children are receiving the services of a well-trained faculty. The instructional materials and classroom equipment are outstanding and are being used to the advantage of the program.

Educational District V

Program: TMR Center
Administrative Unit: Greensboro City
Contact Person: Frank L. Saunders, Director for Department of Exceptional Children
Components: This is a large program serving 163 children. It is located in the McIver School where the entire facility is devoted to this program. A well-organized sequential program comprising elementary, intermediate, and secondary classes may be observed at this school. The faculty is well-trained and apparently the children are profiting by placement here.

Educational District VI

Program: Sequential Program

Administrative Unit: Gaston County

Contact Person: Miss Ruth Angel, Special Education Supervisor

School: Gaston Children's Center, Gastonia, North Carolina

Components: This is a well-organized sequential program serving 98 children in a fine physical facility. In addition to an appropriate curriculum taught by a highly trained faculty utilizing an abundance of instructional materials, there exists an outstanding evaluation program at this school. Pre-occupational education is stressed, tailored to suit the various individual differences of the trainable mentally retarded children in the school.

Program: Sequential Program for TMR Children Involving Occupational Education
Training from Preschool through the Secondary Program

Administrative Unit: Shelby City Schools

Contact Person: Mrs. Juanita P. Burns, Director of Special Services

School: Children's Center

Components: Classes are organized sequentially on all three levels of instruction for trainable mentally retarded children. In addition to the regular training program, instruction in occupational education is integrated at all levels from preschool through the secondary program.

The Division of Occupational Education has funded a project to this program to develop better instructional techniques for teaching occupational education to trainable mentally retarded children.

VISUALLY IMPAIRED
1972-73

Educational District III

Program: Itinerant Program for Visually Impaired Students
Administrative Unit: Wake County
Contact Person: Mrs. Delorese Y. Hill, Chairman of Programs for Exceptional Children

Level: K-12

School: All schools

Components: All visually impaired pupils in Wake County are served by one itinerant teacher who provides them with varying degrees of individual instruction according to their needs.

Educational District VI

Program: Itinerant Program for Visually Impaired Students
Administrative Unit: Charlotte/Mecklenburg
Contact Person: Calvin C. Davis, Director of Special Education

Level: K-12

School: All schools

Components: All visually impaired pupils in Charlotte/Mecklenburg are served by four itinerant teachers who provide them with varying degrees of individual instruction according to their needs.