

DOCUMENT RESUME

ED 093 121

EC 062 242

AUTHOR Gentile, Augustine; McCarthy Barbara
TITLE Additional Handicapping Conditions Among Hearing Impaired Students. United States: 1971-72.
INSTITUTION Gallaudet Coll., Washington, D.C. Office of Demographic Studies.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
REPORT NO Series-D-14
PUB DATE Nov 73
NOTE 57p.; Data from the Annual Survey of Hearing Impaired Children and Youth
AVAILABLE FROM Gallaudet College Book Store, Washington, D.C. 20002 (\$1.00)
EDRS PRICE MF-\$0.75 HC-\$3.15 PLUS POSTAGE
DESCRIPTORS *Aurally Handicapped; *Exceptional Child Research; *Incidence; *Multiply Handicapped; Statistical Data; *Surveys

ABSTRACT

The Annual Survey of Hearing Impaired Children and Youth (1971-72) obtained information on 42,513 students enrolled in 636 preschool, elementary, and secondary educational programs for the hearing impaired. Data were gathered on the number of hearing impaired students with additional handicapping conditions, the types of conditions reported, the severity of the conditions, the profession of the person who evaluated the conditions, whether or not the student was receiving medication, ethnic origin, and degree of hearing loss. The data indicated that 32 percent of the students had one or more additional handicapping conditions, that a greater proportion of males had additional handicapping conditions, that students with hearing threshold levels below 65 decibels were slightly more likely to have additional handicaps, that students whose hearing loss was present at birth were more likely to have additional handicaps, and that most frequently reported types of additional handicapping conditions were emotional or behavioral problems, mental retardation, and visual disorders. (DB)

This research was supported by a grant from the National Institute of Education, U.S. Department of Health, Education & Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official National Institute of Education position or policy.



OFFICE OF DEMOGRAPHIC STUDIES
Publication — Series D — Number 14

*For Sale by Gallaudet College Book Store
Washington, D.C. 20002 — Price One Dollar*

LIBRARY OF CONGRESS CATALOG CARD NUMBER 73-91874

ED 093121

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

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

**SERIES D
NUMBER 14**

ADDITIONAL HANDICAPPING CONDITIONS AMONG HEARING IMPAIRED STUDENTS

UNITED STATES: 1971-72

DATA FROM THE ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH

**OFFICE OF DEMOGRAPHIC STUDIES
GALLAUDET COLLEGE**

Washington, D.C.

November 1973

EC 062242

GALLAUDET COLLEGE

Edward C. Merrill, Jr., Ph.D., President
John S. Schuchman, Ph.D., Dean
Clarence Williams, Ph.D., Associate Dean of Research

OFFICE OF DEMOGRAPHIC STUDIES

Peter Ries, Ph.D., Director

SENIOR STAFF MEMBERS

Carl Jensema, Ph.D., Senior Research Associate
Neil Murphy, Statistical Analyst
Arthur Schildroth, Statistical Analyst
Raymond Trybus, Ph.D., Research Psychologist
Patricia Vonalf, Statistical Analyst
Sally Wagner, Administrative Assistant

TABLE OF CONTENTS

	PAGE
Acknowledgements	v
Abstract	vi
Introduction	1
Sources of the Data	1
Qualifications of the Data	2
Comparison with Earlier Survey Data	4
Discussion of the Data	5
Summary	14
Detailed Tables	
Table 1: Number of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Profession of Person Who Made the Evaluation: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72	17
Table 2: Percent Distribution of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Profession of Person Who Made the Evaluation: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72	18
Table 3: Number of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Whether or Not Student Was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-1972	19
Table 4: Percent Distribution of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Whether or Not Student Was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72	20
Table 5: Number of Additional Handicapping Conditions By Types of Conditions, Profession of Person Who Made the Evaluation, and Whether or Not Student Was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-1972	21
Table 6: Percent Distribution of Additional Handicapping Conditions By Types of Conditions, Profession of Person Who Made the Evaluation, and Whether or Not Student Was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72	22
Table 7: Number of Students with Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72	23
Table 8: Percent Distribution of Students with Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72	24
Table 9: Number of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72	25
Table 10: Number of Additional Handicapping Conditions By Types of Conditions Per 1,000 Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72	26
Table 11: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Ethnic Origin, United States: 1971-72	27

Table 12: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled In Participating Special Educational Programs for the Hearing Impaired, According to Ethnic Origin, United States: 1971-72 ...	28
Table 13: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled In Participating Special Educational Programs for the Hearing Impaired, According to Hearing Threshold Levels, United States: 1971-72	29
Table 14: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled In Participating Special Educational Programs for the Hearing Impaired, According to Hearing Threshold Levels, United States: 1971-72	30
Table 15: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled In Participating Special Educational Programs for the Hearing Impaired, According to Age at Onset of Hearing Loss, United States: 1971-72 ..	31
Table 16: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled In Participating Special Educational Programs for the Hearing Impaired, According to Age at Onset of Hearing Loss, United States: 1971-72	32
Table 17: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled In Participating Special Educational Programs for the Hearing Impaired, According to Type of Educational Program, United States: 1971-72 ...	33
Table 18: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled In Participating Special Educational Programs for the Hearing Impaired, According to Type of Educational Program, United States: 1971-72	34

Appendices

Appendix I: The Annual Survey of Hearing Impaired Children and Youth	36
Appendix II: Basic Data Form Used in the Annual Survey for the 1971-72 School Year	39
Appendix III: Preschool Data Form Used in the Annual Survey for the 1971-72 School Year	41
Appendix IV: 1971-72 Participants in the Annual Survey of Hearing Impaired Children and Youth	43

ACKNOWLEDGEMENTS

The Annual Survey extends its thanks to all those who have labored on its behalf. Without the continued cooperation of so many special educational programs for the hearing impaired, we would not have data available to produce this and other publications. Each program which participated in the Annual Survey during the 1971-72 school year is acknowledged in Appendix IV.

We are also indebted to the Survey's National Advisory Committee which has given invaluable assistance to our staff. The current members of the Committee are listed below.

National Advisory Committee

John D. Harrington, Ed.D., *Chairman*

Richard G. Brill, Ed.D., *Vice-Chairman*

Ellery J. Adams
H. W. Barkuloo, Ph.D.
Bill G. Blevins
Wallace T. Bruce
Edward C. Carney
Helen B. Craig, Ph.D.
Robert T. Dawson
C. Joseph Giangreco, Ed.D.
Lloyd Harrison
Marshall S. Hester, Litt.D.
William McConnell

Sister Rita McCormack
Noel Matkin, Ph.D.
Thomas A. Mayes, Ph.D.
John Melcher
Frank Powell
Frederick C. Schreiber
Jess M. Smith
Roy M. Stelle, Litt.D.
Armin G. Turechek, Ed.D.
Gerard G. Walter, Ed.D.

Finally, all staff members at the Office of Demographic Studies have helped make the publication of this report possible. However, we would be remiss if we did not single out Mabel Strong, J. Bentley Rabin, and Cecelia Hughes for special recognition. Their efforts in preparing and verifying the data for computer analysis are deeply appreciated.

Augustine Gentile
Barbara McCarthy
Washington, D.C.
September, 1973

ABSTRACT

This report contains information on the characteristics of hearing impaired students with additional handicapping conditions. For the purposes of this report, an "additional handicapping condition" is defined as any physical, mental, emotional, or behavioral disorder that significantly adds to the complexity of educating a hearing impaired child. These data were collected by the Annual Survey of Hearing Impaired Children and Youth from participating special educational programs for hearing impaired students during the 1971-72 school year.

More specifically, the publication contains data on the number of hearing impaired students with additional handicapping conditions, the types of conditions reported, the severity of the conditions, the profession of the person who evaluated the conditions, and whether or not the students were on prescribed medication for the conditions. It also contains information on age, sex, ethnic origin, degree of hearing loss, and other characteristics of the hearing impaired students with additional handicapping conditions.

These data indicate that about 32 percent of the students for whom data were obtained had one or more additional handicapping conditions. The proportion of males with additional handicapping conditions (34.7 percent) exceeded the proportion of females (29.6 percent). In terms of ethnic origin there were no major differences among these students. Additional handicapping conditions were reported slightly more frequently for students with hearing threshold levels below 65 decibels (about 36 percent) than the students with threshold levels of 65 decibels or higher (about 30 percent). Students whose hearing loss was present at birth were reported to have additional handicapping conditions more often than the students whose hearing loss occurred after birth. These data also show that "Emotional or Behavioral Problems" (18.9 percent), "Mental Retardation" (18.1 percent), and "Visual Disorders" (16.3 percent) were the most frequently reported types of additional handicapping conditions for the 1971-72 school year.

The sources and qualifications of the data and problems related to the diagnosis and classification of additional handicapping conditions are referred to in this report.

The Annual Survey of Hearing Impaired Children and Youth is conducted by the Office of Demographic Studies at Gallaudet College. Funding for the program is provided by the National Institute of Education, Department of Health, Education and Welfare and by Gallaudet College.

ADDITIONAL HANDICAPPING CONDITIONS AMONG HEARING IMPAIRED STUDENTS, UNITED STATES: 1971-72

Augustine Gentile and Barbara McCarthy

INTRODUCTION

This publication gives information on the characteristics of hearing impaired students with additional handicapping conditions and descriptive information about these conditions. The information in this report is based on data collected from special educational programs for hearing impaired students during the 1971-72 school year. More specifically, the report contains data on the number of students with additional handicapping conditions, the types of conditions reported, the severity of the conditions, the profession of the person who evaluated the conditions, and whether or not the students were receiving prescribed medication for the conditions. It also contains information on age, sex, ethnic origin, degree of hearing loss, and other characteristics of the students.

These data were collected by the Annual Survey of Hearing Impaired Children and Youth, a continuing program which was started in May, 1968. The program is conducted by the Office of Demographic Studies at Gallaudet College. The major share of funding for the project is provided by the National Institute of Education, Department of Health, Education and Welfare, and the remaining portion is pro-

vided by Gallaudet College. A list of earlier publications from the Survey appears on the inside back cover of this report. Further details about the Annual Survey Program may be found in Appendix I.

SOURCES OF THE DATA

The data in this report are based on information obtained on 42,513 students enrolled in 636 special educational programs for the hearing impaired that participated in the Annual Survey during the 1971-72 school year. The 636 programs represent about 68 percent of the 942 programs that were invited to participate in the Survey. In terms of enrollment, it is estimated that reports were received for about 80 percent of the students enrolled in the 942 programs. The names of the 636 participating programs are given in Appendix IV.

The reporting forms used by the Survey for the 1971-72 school year are reproduced in full in Appendices II and III. The section of the reporting form for recording information about additional handicapping conditions was expanded by the Annual Survey for the 1971-72 school year. These sections of the form for the 1970-71 school year are reproduced in

Figure A and for the 1971-72 school year in Figure B. The implications of these changes for the data in this report and for data on additional handicapping conditions collected in previous years by the Survey are discussed below.

QUALIFICATIONS OF THE DATA

Before proceeding to a discussion of the data results, some of the qualifications and definitions of the data should be noted.

For the purposes of the Annual Survey, an "Additional Handicapping Condition" is defined as any physical, mental, emotional, or behavioral disorder that significantly adds to the complexity of educating a hearing impaired student. Since the Annual Survey has not established any operational criteria or standards for determining the significance of an additional handicapping condition, the individual participating programs exercised their own judgment in interpret-

ing the above definition. Thus, these data represent a wide range of judgments and interpretations on the part of a large number of participating programs. This procedure is generally the same as that used by other researchers who have collected data on additional handicapping conditions.

The classification of additional handicapping conditions by type used in this report is similar to that used by researchers in the area of deafness. The types of conditions are described in medical and psychological terms which do not, in most cases, indicate the nature of the educational problem created by the handicap. The National Advisory Committee on the Education of the Deaf of the Department of Health, Education and Welfare and the National Advisory Committee for the Annual Survey have for the past several years stated the need for better diagnostic standards and a more appropriate classification of types of conditions to facilitate the planning for and acquisition of the resources required to meet the

FIGURE A: SECTION ON "ADDITIONAL HANDICAPPING CONDITIONS" FROM THE ANNUAL SURVEY'S 1970-71 DATA FORM.

VII. ADDITIONAL HANDICAPPING CONDITIONS

Check all educationally significant handicapping conditions; If none, check here

- | | | |
|---|---|---|
| <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Severe Visual | <input type="checkbox"/> Perceptual-Motor Disorders |
| <input type="checkbox"/> Cleft Lip | <input type="checkbox"/> Mental Retardation | <input type="checkbox"/> Emotional or Behavioral Problems |
| <input type="checkbox"/> Cleft Palate | <input type="checkbox"/> Cerebral Palsy | <input type="checkbox"/> Heart Disorders |
| <input type="checkbox"/> Other (describe) _____ | | |

FIGURE B: SECTION ON "ADDITIONAL HANDICAPPING CONDITIONS" FROM THE ANNUAL SURVEY'S 1971-72 DATA FORM.

V. ADDITIONAL HANDICAPPING CONDITIONS

A. VISION

1. Does student have a visual problem even when wearing glasses? No Yes (Complete 2.)
2. How educationally significant is the visual problem?
 Mild Moderate Severe Not at all
3. Has the student had a visual examination? No Yes (If Yes, complete 3a.-3e.)
 - a. Uncorrected Visual Acuity:

Right Eye	Distance Vision: 20/_____	Near Vision: 20/_____	<input type="checkbox"/> Data Not Available
Left Eye	Distance Vision: 20/_____	Near Vision: 20/_____	
 - b. Corrected Visual Acuity:

Right Eye	Distance Vision: 20/_____	Near Vision: 20/_____	<input type="checkbox"/> Data Not Available
Left Eye	Distance Vision: 20/_____	Near Vision: 20/_____	
 - c. Color Perception: Normal Defective (describe) _____ Data Not Available
 - d. Night Vision: Normal Defective (describe) _____ Data Not Available
 - e. Date of Examination: _____ Data Not Available

B. 1. Check all additional educationally significant handicaps by indicating degree of significance and who made the evaluation. If the student has no additional educationally significant handicap, check here.

	Degree of Significance			Person Who Made Evaluation			
	Mild	Moderate	Severe	M.D.	Teacher	Psychologist	Other
Brain Damage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cerebral Palsy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Epilepsy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heart Disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Retardation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orthopedic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perceptual-Motor Disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional or Behavioral Problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Is the child on prescribed medication for any of the above handicapping conditions?
 No Yes (If Yes, underline the condition(s).)

educational needs of hearing impaired students with additional handicapping conditions.

Analyses of earlier data from the Annual Survey on additional handicapping conditions were limited because of lack of knowledge of the severity of the conditions in terms of their educational significance and of the profession of the person who diagnosed or evaluated the condition. Information in these areas was obtained in the 1971-72 Survey. Data on these measures are presented in the first tables and in an early section of the text. In attempting to determine the validity of these data, the reader should keep in

mind the professional background of the persons who made the determinations as to the presence of additional handicapping conditions and the degree of severity of the conditions.

Another important factor to consider in analyzing or interpreting Survey data is the response rate. For the variable that is the major focus of this report, additional handicapping conditions, reports were received for 80 percent of the students.

The sources and limitations of these data, noted above, as well as those referred to in the following sections, should be carefully considered in interpret-

TABLE A: SUMMARY OF DATA ON ADDITIONAL HANDICAPPING CONDITIONS FOR FOUR SCHOOL YEARS: UNITED STATES, 1968-1972.

Item	School Year			
	1968-69	1969-70	1970-71	1971-72
1. Total Students Enrolled in Participating Programs	25,363	35,285	41,109	42,513
2. Number of Students by Number of Additional Handicapping Conditions				
(a) None	14,685	19,698	23,874	22,811
(b) 1 or More	6,445	9,433	10,921	10,900
(c) Not Reported	4,233	6,154	6,314	8,802
3. Percent of Students by Number of Additional Handicapping Conditions				
(a) None	57.9	55.8	58.1	53.7
(b) 1 or More	25.4	26.7	26.6	25.6
(c) Not Reported	16.7	17.4	15.4	20.7
4. Percent of Students by Number of Additional Handicapping Conditions, Omitting Students for Whom Data Were Not Reported				
(a) None	69.5	67.6	68.6	67.7
(b) 1 or More	30.5	32.4	31.4	32.3
5. Total Number of Handicapping Conditions Reported	8,871	12,224	13,662	16,442
6. Number of Conditions Per 100 Students for Whom Data Were Reported	42.0	42.0	39.3	48.8
7. Number of Students with Visual Defects	883*	1,312*	1,699*	2,678**
8. Percent of All Conditions Reported as Visual Defects	10.0	10.7	12.4	16.3
9. Number of Conditions Per 100 Students for Whom Data Were Reported, Omitting Visual Defects	37.8	37.5	34.4	40.8

*Reporting form asked for the reporting of "Severe" visual handicaps (see Figure A).

**Reporting form did not specify "Severe" in reporting of visual handicaps.

ing the quantitative data presented in this report.

COMPARISON WITH EARLIER SURVEY DATA

The Annual Survey has been collecting data on additional handicapping conditions since its inception in 1968. A summary of the data for the first four Survey years is presented in Table A and Table B.

The data in Table A indicate that the proportion of students with one or more additional handicapping conditions has remained at about the same level over the four year period (see Items 4a and b, Table A). However, there was a large increase for the 1971-72 school year in the number of conditions reported (see Items 5 and 6, Table A). As referred to earlier, during the 1971-72 school year there was a major revision in the section of the data collection form dealing with additional handicapping conditions (see Figure B).

There was, first of all, a special section added to this form to obtain detailed data on visual defects. In addition, for the other types of handicapping conditions information was obtained about the severity of the condition, the profession of the person who made the evaluation of the condition, and whether or not medication was required for the condition. Also, check boxes for "Brain Damage" and "Orthopedic Disorder" were added to the list of conditions. These changes may have been responsible for the increased reporting of visual defects, brain damage, and orthopedic disorders, as well as of second and third additional handicapping conditions. Items 7 and 8 of

Table A show the increase in the number of visual defects. In addition, there was an increase of 1,157 cases of brain damage and 379 cases of orthopedic disorders in 1971-72 as compared to the 1970-71 school year.

The types of additional handicapping conditions reported for the four school years beginning in 1968 are shown in Table B. As noted above, there were substantial increases in the proportion as well as the number of additional handicapping conditions reported as "Brain Damage," "Orthopedic Disorders," and "Visual Defects" for the 1971-72 school year. It will also be observed that there was a substantial decrease in the proportion of cases reported as "Emotional or Behavioral Problems." It is believed that this change is also due to a change in the reporting form. In years prior to the 1970-71 school year there was a separate box for "Emotional Disorders" and "Behavioral Problems." Thus, for the first two years of the Survey both boxes were checked for some students; and when these categories were combined for publication, two conditions were reported. Beginning with the 1970-71 school year, these conditions were combined on the reporting form. Thus, students who previously may have been counted as having two conditions were counted for only one condition.

An additional factor that influenced the 1971-72 data should be remarked here. During the past two school years, twelve institutions, primarily for persons with mental or intelligence disorders, that con-

TABLE B: SUMMARY OF DATA BY TYPES OF ADDITIONAL HANDICAPPING CONDITIONS FOR FOUR SCHOOL YEARS: UNITED STATES, 1968-1972.

Types of Additional Handicapping Conditions	School Year							
	1968-69		1969-70		1970-71		1971-72	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All Types	8,871	100.0	12,224	100.0	13,662	100.0	16,442	100.0
Brain Damage	*	*	154	1.3	168	1.2	1,325	8.1
Cerebral Palsy	708	8.0	965	7.9	1,123	8.2	1,132	6.9
Epilepsy	*	*	165	1.3	226	1.7	393	2.4
Heart Disorders	186	2.1	406	3.3	750	5.5	1,059	6.4
Mental Retardation	1,700	19.2	2,083	17.0	2,440	17.9	2,981	18.1
Orthopedic Disorders	*	*	193	1.6	250	1.8	629	3.8
Perceptual-Motor Disorders	1,169	13.2	1,588	13.0	1,885	13.8	1,652	10.0
Emotional or Behavioral Problems	2,628	29.6	3,762	30.8	3,338	24.4	3,104	18.9
Visual Disorders	883	10.0	1,312	10.7	1,699	12.4	2,678	16.3
All Other	1,597	18.0	1,596	13.1	1,783	13.1	1,489	9.1

* included in "All Other."

TABLE C: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, BY DEGREE OF EDUCATIONAL SIGNIFICANCE: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Degree of Educational Significance	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
<u>Total</u>	<u>100.0</u>	<u>8.1</u>	<u>6.9</u>	<u>2.4</u>	<u>6.4</u>	<u>18.1</u>	<u>3.8</u>	<u>10.0</u>	<u>18.9</u>	<u>16.3</u>	<u>9.1</u>
Severe	100.0	5.7	5.5	2.1	2.8	18.8	4.9	6.3	19.4	24.6	10.0
Moderate	100.0	8.6	7.9	1.6	3.7	18.0	3.3	12.0	21.0	16.0	8.0
Mild	100.0	8.8	7.2	3.3	9.6	20.1	4.0	11.0	17.9	12.1	6.0
Not Reported	100.0	6.3	3.8	1.7	7.6	7.9	2.9	4.0	14.5	24.5	26.9

duct special educational programs for hearing impaired persons within their facilities participated in the Survey. While the number of students in these programs (about 400) did not add appreciably to the total number of students with one or more additional handicapping conditions (10,900), they did add somewhat significantly to the number of conditions reported as "Brain Damage" (56 cases), "Cerebral Palsy" (45 cases), and "Mental Retardation" (275 cases).

The data in Tables A and B for the first three years of the Survey have been published in earlier reports.¹ They have been presented here in conjunction with the data for the 1971-72 school year so that the differences in the data can be properly attributed to changes in data collection methods, noted above, rather than changes in the prevalence of types of additional handicapping conditions among the hearing impaired.

DISCUSSION OF THE DATA

The Survey findings on Additional Handicapping Conditions are presented in 18 tables, referred to as "Detailed Tables," in a later section of this report. In this section these tables are summarized, and significant aspects of the data are noted.

¹Additional Handicapping Conditions, Age at Onset of Hearing Loss, and Other Characteristics of Hearing Impaired Students, United States: 1968-69. Gallaudet College, Office of Demographic Studies, Series D, Number 3. Characteristics of Hearing Impaired Students by Hearing Status, United States: 1970-71. Gallaudet College, Office of Demographic Studies, Series D, Number 10. Reported Causes of Hearing Loss for Hearing Impaired Students, United States: 1970-71. Gallaudet College, Office of Demographic Studies, Series D, Number 12.

Additional Handicapping Conditions by Severity, Profession of Persons Who Made Evaluation, and Whether or not Medication Was Prescribed

As noted earlier for the 1971-72 school year, participants in the Annual Survey were asked to provide certain new data on additional handicapping conditions that had not been previously collected by the Survey. Specifically, the reporting schools were asked to indicate the degree of educational significance of the additional handicapping condition, the profession of the person who made the evaluation, and whether the student was on prescribed medication for the condition.

Detailed Tables 1 and 2 show the number and percent distribution of each type of additional handicapping condition by degree of educational significance and the profession of the person who made the evaluation. Some of these data are summarized in Text Tables C, D, and E.

The data in Table 2 show that for all additional handicapping conditions, in terms of educational significance, 14.2 percent were reported as severe, 33.6 percent were reported as moderate, and 43.4 percent were reported as mild; degree of significance was not reported for 8.8 percent of the conditions. It should be noted here that it is likely that there are hearing impaired children with severe additional handicapping conditions who are not included in these data because they cannot be enrolled in the participating schools due to the severity of their multiple handicaps. The data in Table 2 also indicate that "Visual Defects" and "Orthopedic Disorders" were reported as severe more frequently than the other conditions. "Perceptual-Motor Disorders" and "Cerebral Palsy" were the conditions reported more frequently as mod-

TABLE D: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, ACCORDING TO PROFESSION OF PERSON WHO MADE EVALUATION OF CONDITION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Profession of Person Who Made Evaluation of the Condition	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
<u>All Professions</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>
Doctor of Medicine	31.5	53.1	78.0	83.7	84.2	9.1	79.0	20.9	17.3	*	48.8
Psychologist	24.5	17.9	2.4	1.8	2.0	65.6	4.1	34.4	31.4	*	14.0
Teacher	15.5	17.1	6.1	1.5	1.6	11.6	4.8	28.4	36.0	*	18.4
Other and Not Reported	28.5	12.0	13.5	13.0	12.2	13.7	12.1	16.3	15.4	100.0	18.8

*Information on person who made evaluation was not collected for "Visual Defects."

TABLE E: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, BY PROFESSION OF PERSON WHO MADE EVALUATION OF CONDITION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Profession of Person Who Made Evaluation of the Condition	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
<u>All Professions</u>	<u>100.0</u>	<u>8.1</u>	<u>6.9</u>	<u>2.4</u>	<u>6.4</u>	<u>18.1</u>	<u>3.8</u>	<u>*10.0</u>	<u>18.9</u>	<u>16.3</u>	<u>9.1</u>
Doctor of Medicine	100.0	13.6	17.0	6.3	17.2	5.2	9.6	6.7	10.3	*	14.0
Psychologist	100.0	5.9	0.7	0.2	0.5	48.6	0.6	14.1	24.2	*	5.2
Teacher	100.0	6.8	2.7	0.2	0.7	13.5	1.2	18.4	43.7	*	10.7
Other and Not Reported	100.0	3.4	3.3	1.1	2.8	8.7	1.6	5.7	10.2	57.2	6.0

*Information on person who made evaluation was not collected for "Visual Defects."

erate, and "Heart Disorder" and "Epilepsy" the conditions reported most frequently as mild.

The profession of the person who evaluated the additional handicapping condition is shown in Detailed Tables 1 and 2 and Text Tables D and E. A doctor of medicine made the evaluation for 31.5 percent of all the conditions; a psychologist made the evaluation for 24.5 percent of the conditions, and teachers made the evaluation for 15.5 percent of the conditions. Because information on "Visual Defects" was obtained from another section of the reporting form, data on the profession of the person who made the evaluation and whether or not the student was on prescribed medication for the additional handicapping condition were not obtained. When "Visual Defects" are omitted from the computations,

the proportions for the profession of the evaluator become:

	Percent
Total	100.0
Doctor of Medicine	37.7
Psychologist.....	29.2
Teacher.....	18.6
Other and Not Reported.....	14.5

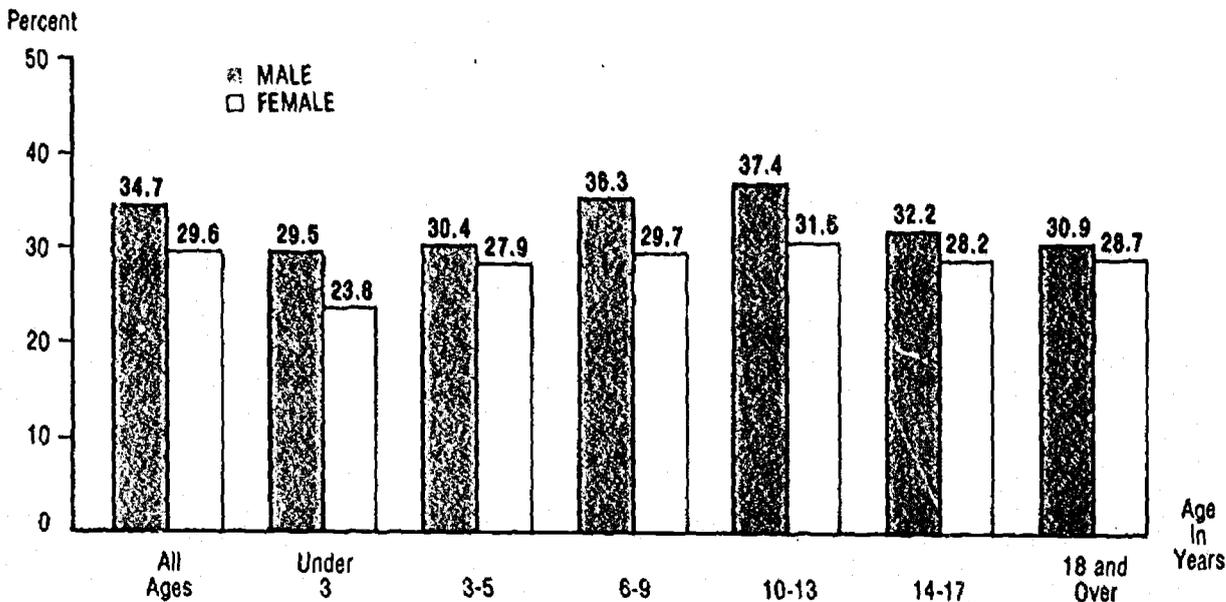
A doctor of medicine made the evaluation for more than 50 percent of the following conditions: Brain Damage, Cerebral Palsy, Epilepsy, Heart Disorders, and Orthopedic Disorders. A psychologist made the evaluation for 65.6 percent of the "Mental Retardation" cases, 34.4 percent of the "Perceptual-Motor Disorders," and 31.4 percent of the "Emotional or Behavioral Problems" cases. Teachers made the

TABLE F: PERCENT DISTRIBUTION OF STUDENTS WITH ADDITIONAL HANDICAPPING CONDITIONS BY AGE AND SEX: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Age and Sex	All Student: For Whom Information on Additional Handicapping Conditions Was Reported*	Students For Whom No Additional Handicapping Conditions Were Reported	Students For Whom 1 or More Additional Handicapping Conditions Were Reported
Both Sexes			
<u>All Ages</u>	<u>100.0</u>	<u>67.7</u>	<u>32.2</u>
Under 3 Years	100.0	73.1	26.9
3-5 Years	100.0	70.7	29.3
6-9 Years	100.0	66.8	33.2
10-13 Years	100.0	65.3	34.7
14-17 Years	100.0	69.6	30.4
18 Years & Over	100.0	70.1	29.9
Males			
<u>All Ages</u>	<u>100.0</u>	<u>65.3</u>	<u>34.7</u>
Under 3 Years	100.0	70.5	29.5
3-5 Years	100.0	69.6	30.4
6-9 Years	100.0	63.7	36.3
10-13 Years	100.0	62.6	37.4
14-17 Years	100.0	67.8	32.2
18 Years & Over	100.0	69.1	30.9
Females			
<u>All Ages</u>	<u>100.0</u>	<u>70.4</u>	<u>29.6</u>
Under 3 Years	100.0	76.2	23.8
3-5 Years	100.0	72.1	27.9
6-9 Years	100.0	70.3	29.7
10-13 Years	100.0	68.5	31.5
14-17 Years	100.0	71.8	28.2
18 Years & Over	100.0	71.3	28.7

*Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

CHART 1: PERCENTAGE OF STUDENTS FOR WHOM ONE OR MORE ADDITIONAL HANDICAPPING CONDITIONS WERE REPORTED, BY AGE AND SEX: UNITED STATES, 1971-72.*



*Data exclude 8,802 students for whom information on additional handicapping conditions was not reported.

evaluations for 28.4 percent of the "Perceptual-Motor Disorders" and 36.0 percent of the "Emotional or Behavioral Problems" cases (see Table D).

Data on whether or not a student was receiving prescribed medication for the additional handicapping condition are shown in Detailed Tables 3 and 4 by degree of educational significance and in Detailed Tables 5 and 6 by profession of the person who made the evaluation.

According to the data in Table 6 it was reported that students were on prescribed medication for 11.7 percent of the conditions; they were not on prescribed medication for 55.2 percent of the conditions, and this information was not reported for 33.1 percent of the conditions. As noted earlier, this type of data was not obtained for "Visual Defects." The revised percentage when "Visual Defects" are omitted from the computations are as follows:

	Percent
Total	100.0
On Prescribed Medication	14.0
Not on Prescribed Medication	65.9
Other and Not Reported	20.1

In terms of specific types of additional handicapping conditions, the highest proportion of students on prescribed medication are those with "Epilepsy" (73.3 percent) and those with "Emotional or Behavioral Problems" (22.6 percent).

Additional Handicapping Conditions By Age and Sex of Students

The number and percent distributions of students with additional handicapping conditions by number

and types of handicapping conditions according to age and sex are presented in Detailed Tables 7, 8, 9, and 10. A summary of some of these data is shown in Text Table F and Chart 1.

The proportion of males with one or more additional handicapping conditions (34.7 percent) exceeded the proportion of females (29.6 percent) by about five percent. A higher proportion of students between ages 6 and 13 had additional handicapping conditions than did the students under 6 years of age and 14 years of age and over. With respect to this finding, it should be mentioned that there is probably a higher rate of undeveloped or undiagnosed additional handicapping conditions among the very young students (see Table F and Chart 1).

The number of additional handicapping conditions per 1,000 students by types of conditions is given in Table 10. These data show that the total number of conditions reported for male students (523.8 per 1,000 males) was much higher than the number of conditions reported for female students (445.2 per 1,000 females). For both sexes combined there were 487.7 conditions reported per 1,000 students.

The most frequently reported conditions were "Emotional or Behavioral Problems" (92.1 per 1,000), "Mental Retardation" (88.4 per 1,000), and "Visual Defects" (79.4 per 1,000). The rates for males were higher than the rates for females for each of the conditions except "Heart Disorders" and "Visual Defects." The male rates were especially higher than the female rates for "Brain Damage," "Perceptual-Motor Disorders," and "Emotional or Behavioral Problems."

The rates for each type of condition by age groups are also shown in Table 10. The highest rates for all conditions are for students in the age groups 6-9 years (514.6 conditions per 1,000 students) and 10-13 years (519.1 conditions per 1,000 students).

An examination of the specific rates by types of conditions according to age reveals the following highlights. For "Brain Damage" the highest rate (50.5 per 1,000) occurs among children under 3 years of age. For "Cerebral Palsy" the highest rates are found for students 14-17 years of age (12.7 per 1,000) and students 18 years of age and older (57.4 per 1,000). The rates for "Heart Disorders" were higher for students under 10 years of age and highest for students 6-9 years (45.7 per 1,000). The association of heart disorders to the 1964-65 "rubella epidemic" was noted in an earlier Annual Survey publication.¹ For "Mental Retardation" the rates generally increase with age, and the highest rate is for students 18 years of age and older (129.5 per 1,000). The highest rates for "Perceptual-Motor Disorders" (63.1 per 1,000), "Emotional or Behavioral Problems" (107.1 per 1,000), and "Visual Defects" (94.6 per 1,000) are found among students 6 through 9 years of age.

Additional Handicapping Conditions By Ethnic Origin

The discussion in this section is based on the data in Detailed Tables 11 and 12, Text Table G, and

¹Reported Causes of Hearing Loss for Hearing Impaired Students, United States: 1970-71. Gallaudet College, Office of Demographic Studies, Series D, Number 12, pp. 20-22.

Chart 2. These data describe students with additional handicapping conditions in relation to their ethnic origin.

In terms of the proportion of students for whom one or more additional handicapping conditions were reported, the data in Table G indicate that there is very little difference among students with different ethnic origins. However, in terms of specific types of conditions there are a few differences that can be noted.

Those students of white ethnic origin, in relation to their proportion (68.8 percent) of all students, were reported to have a higher proportion of the "Cerebral Palsy" cases (79.2 percent). This condition was reported relatively less frequently for students of black or Spanish-American origin (see Table 12). On the other hand, "Heart Disorders" were reported more frequently for the students of black and Spanish-American origin in relation to their proportion of all students.

The major ethnic difference in the types of additional handicapping conditions occurs in the reported cases of "Mental Retardation." For those students for whom the data were reported, this condition was reported less frequently, relatively, for those of non-black origin and in much higher proportion for black students (7.8 percent for the non-black students and 16.2 percent for the black students).

It is not the purpose of this report to speculate as to whether this difference is due to misdiagnoses, biases in the construction of intelligence tests or in the way they are administered, environmental conditions, or other factors. We point this out here as an area of educational significance that requires further study.

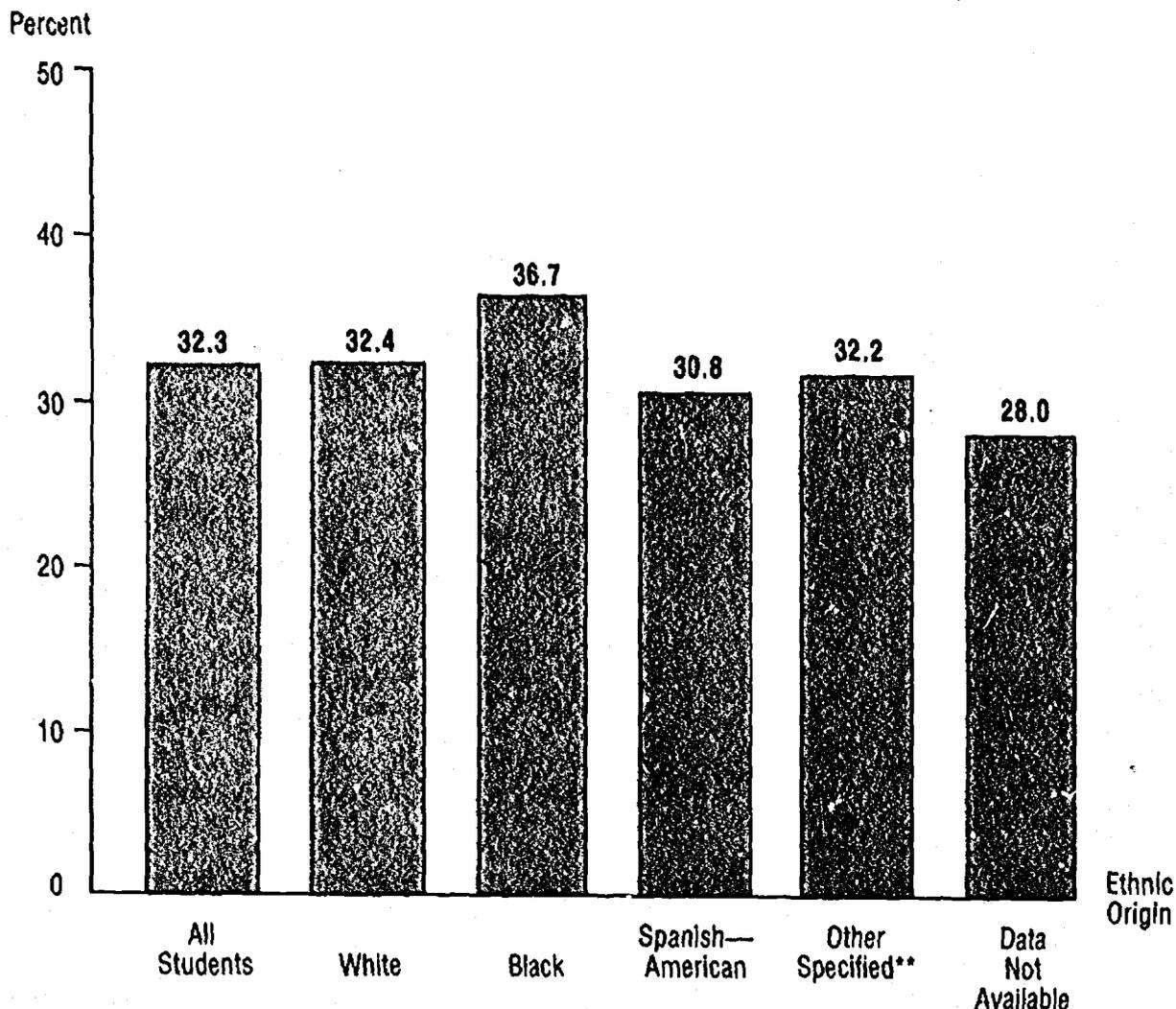
TABLE G: PERCENT DISTRIBUTION OF STUDENTS WITH ADDITIONAL HANDICAPPING CONDITIONS, BY ETHNIC ORIGIN: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Ethnic Origin	All Students For Whom Information on Additional Handicapping Conditions Was Reported*	Students For Whom No Additional Handicapping Conditions Were Reported	Students For Whom 1 or More Additional Handicapping Conditions Were Reported
Total All Students	100.0	67.7	32.3
White	100.0	67.6	32.4
Black	100.0	63.3	36.7
Spanish-American	100.0	69.2	30.8
Other Specified**	100.0	67.8	32.2
Data Not Available	100.0	72.0	28.0

*Excludes 8,802 students for whom data on additional handicapping conditions were not reported.

**Includes American Indian, Oriental, mixed parentage, and "Other."

CHART 2: PERCENTAGE OF STUDENTS FOR WHOM ONE OR MORE ADDITIONAL HANDICAPPING CONDITIONS WERE REPORTED, BY ETHNIC ORIGIN: UNITED STATES, 1971-72.*



*Excludes 8,802 students for whom data on additional handicapping conditions were not reported.

**Includes American Indian, Oriental, mixed parentage and "Other."

Additional Handicapping Conditions By Hearing Threshold Levels

Data on the number of students with one or more additional handicapping conditions according to hearing threshold levels are presented in Detailed Table 13, Text Table H, and Chart 3. These data indicate that students with lower hearing threshold levels (under 65 decibels) have additional handicapping conditions more frequently than students with hearing threshold levels of 65 decibels or higher. A partial explanation of this finding may be found in a recent Annual Survey publication.¹ The data there indicate that students with impaired hearing due to hereditary factors had higher hearing threshold levels and fewer

additional handicapping conditions. However there is a factor which raises some question as to whether the association of fewer additional handicaps with higher threshold levels shown in Table H is valid. According to the data in Table H the students with the highest proportion of additional handicapping conditions are those for whom information on hearing threshold level was not available or not reported to the Survey. A review of Survey data from prior years suggests that a relatively high proportion of students for whom hearing thresholds are not reported is constituted of those with high threshold levels. In fact, it is possible that the combination of severe hearing loss and multiple handicaps makes it difficult to obtain audiometric readings that could be reported to the Survey. In conclusion, further study is necessary to determine the true associations between hearing threshold levels and the presence of additional handicapping conditions.

¹See Office of Demographic Studies publication D-12, p. 13.

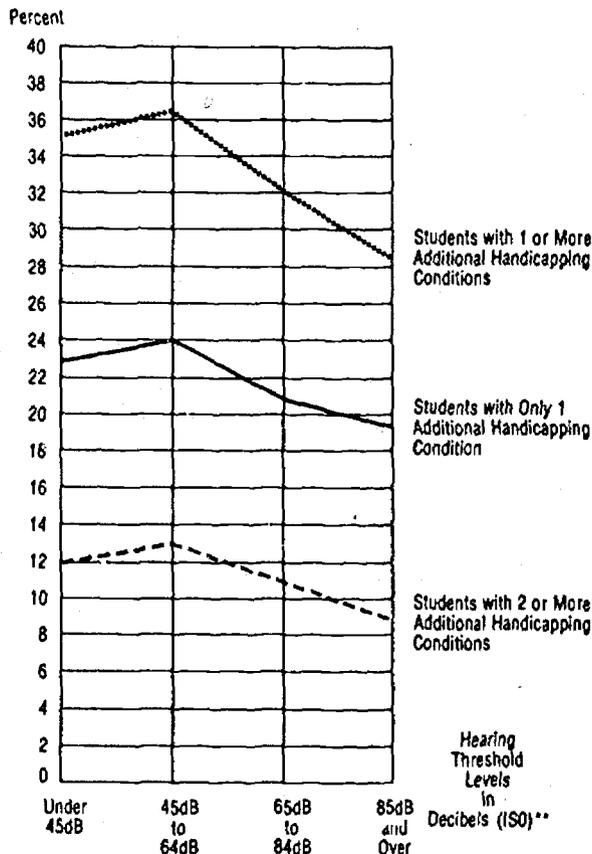
TABLE H: PERCENT DISTRIBUTION OF STUDENTS BY NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS AND HEARING THRESHOLD LEVELS: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Hearing Threshold Levels in Decibels (ISO)*	All Students For Whom Information on Additional Handicapping Conditions Was Reported**	Students For Whom No Additional Handicapping Conditions Were Reported	Students For Whom 1 Additional Handicapping Condition Was Reported	Students For Whom 2 or More Additional Handicapping Conditions Were Reported
<u>All Levels</u>	<u>100.0</u>	<u>67.7</u>	<u>21.0</u>	<u>11.3</u>
Under 45dB	100.0	65.0	22.0	12.1
45 dB-64 dB	100.0	63.6	23.8	12.5
65 dB-84 dB	100.0	68.1	21.1	10.8
85 dB and Over	100.0	71.5	19.6	9.0
Not Available	100.0	59.4	22.5	18.2

*Average hearing threshold in better ear computed at 500, 1000, and 2000 cycles per second.

**Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

CHART 3: PERCENT DISTRIBUTION OF STUDENTS BY NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS AND HEARING THRESHOLD LEVELS: UNITED STATES, 1971-72.*



*Percentages are based on 33,711 students for whom information on additional handicapping conditions was reported.

**Average hearing threshold in better ear computed at 500, 1000, and 2000 cycles per second.

Data on the types of additional handicapping conditions and hearing threshold levels are shown in Detailed Table 14. For reasons cited above, the large number of additional handicapping conditions reported for students for whom a better ear average could not be computed or was not available makes it difficult to ascertain the relationship between degree of hearing loss and specific types of additional handicapping conditions.

Additional Handicapping Conditions By Age at Onset of Hearing Loss

The relationships between age at onset of hearing loss and the number and types of additional handicapping conditions are shown in Detailed Tables 15 and 16.

According to the data in Detailed Table 15 the highest proportion of students who had one or more additional handicapping conditions was found among those whose onset of hearing loss was at birth (see Text Table I and Chart 4).

The distribution of specific types of additional handicapping conditions according to age-at-onset-of-hearing-loss groups (shown in Detailed Table 16) are generally proportionate to the number of students in each onset group. Some notable exceptions are that "Cerebral Palsy" and "Heart Disorders" occur relatively more frequently among students whose hearing loss was present at birth, and "Epilepsy" for students whose hearing loss began during the first year of life. The relatively large proportion of students with "Perceptual-Motor Disorders" for whom age at onset of loss was not reported cannot be explained by any data available at this time.

Additional Handicapping Conditions By Type of Educational Program

The number of additional handicapping conditions by type of educational program attended by the students are presented in Detailed Table 17. According to these data about 26 percent of the students in residential schools on whom information was available have additional handicapping conditions, compared to about 35 percent for students in day schools and classes. About 57 percent of the other full-time students have additional handicapping conditions; this high proportion is to be expected since a substantial number of these students are in special programs for the multiply handicapped (see Table J and Chart 5).

It should be emphasized here that the programs are instructed to classify a student as having an additional handicapping condition only if that condition is judged to be a significant factor in educating the student. Further, "educationally significant," the phrase used on the Survey's questionnaire, is not defined in the instructional manual to the programs. Thus, to the degree that systematically different definitions for "educationally significant" are used in various types of special educational programs, the data on the students, when classified by type of program, will reflect both the characteristics of the student and the criteria used to classify the student.

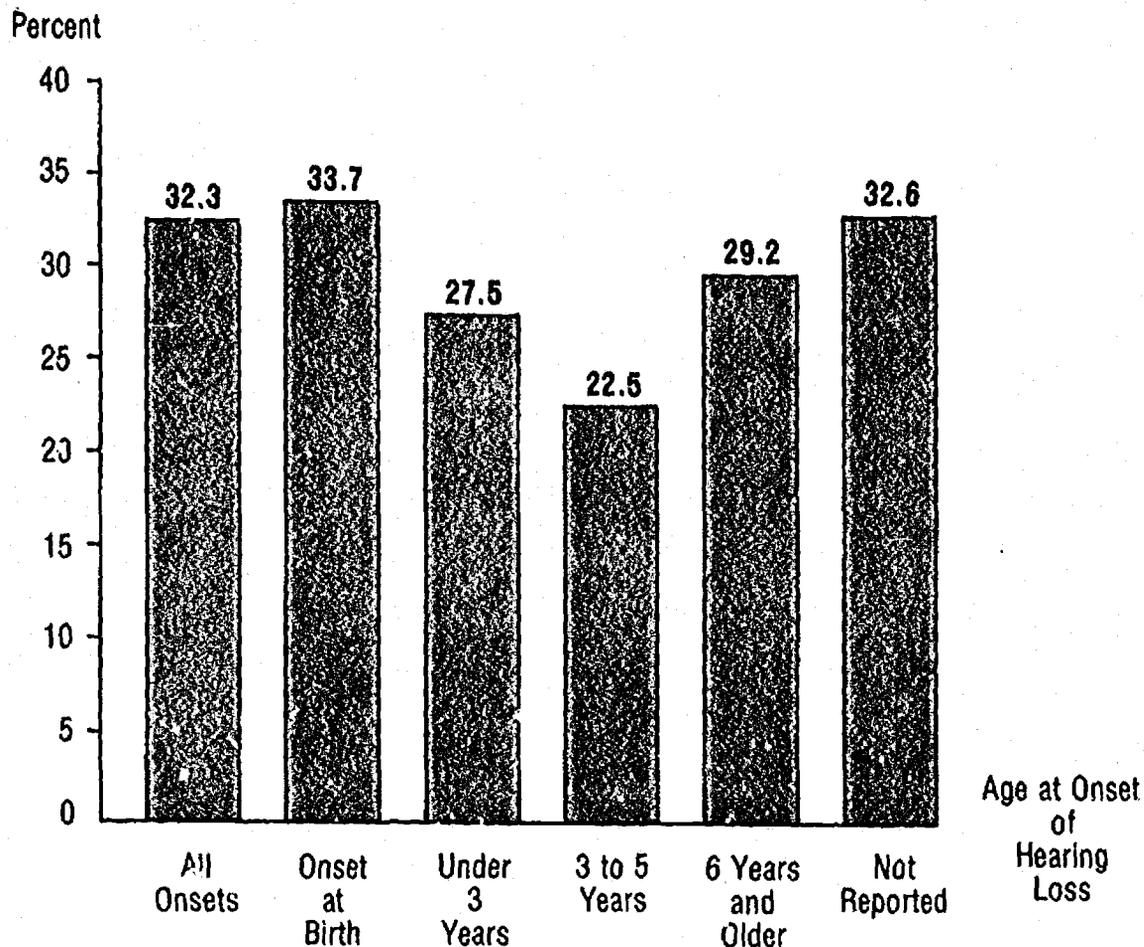
Types of additional handicapping conditions according to type of educational program attended are given in Detailed Table 18. These data show that while residential schools have 43.4 percent of the students for whom data on additional handicaps were received, they account for 31.7 percent of all additional handicapping conditions reported. Day schools

TABLE I: PERCENT DISTRIBUTION OF STUDENTS WITH ADDITIONAL HANDICAPPING CONDITIONS, BY AGE AT ONSET OF HEARING LOSS: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Age at Onset of Hearing Loss	All Students For Whom Information On Additional Handicapping Conditions Was Reported*	Students For Whom No Additional Handicapping Conditions Were Reported	Students For Whom 1 or More Additional Handicapping Conditions Were Reported
All Onsets	100.0	67.7	32.3
Onset At Birth	100.0	66.3	33.7
Under 3 Years	100.0	72.6	27.4
3 to 5 Years	100.0	77.5	22.5
6 Years And Older	100.0	70.8	29.2
Not Reported	100.0	67.4	32.6

*Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

CHART 4: PERCENTAGE OF STUDENTS FOR WHOM ONE OR MORE ADDITIONAL HANDICAPPING CONDITIONS WERE REPORTED, BY AGE AT ONSET OF HEARING LOSS: UNITED STATES, 1971-72.*



*Data exclude 8,802 students for whom information on additional handicapping conditions was not reported.

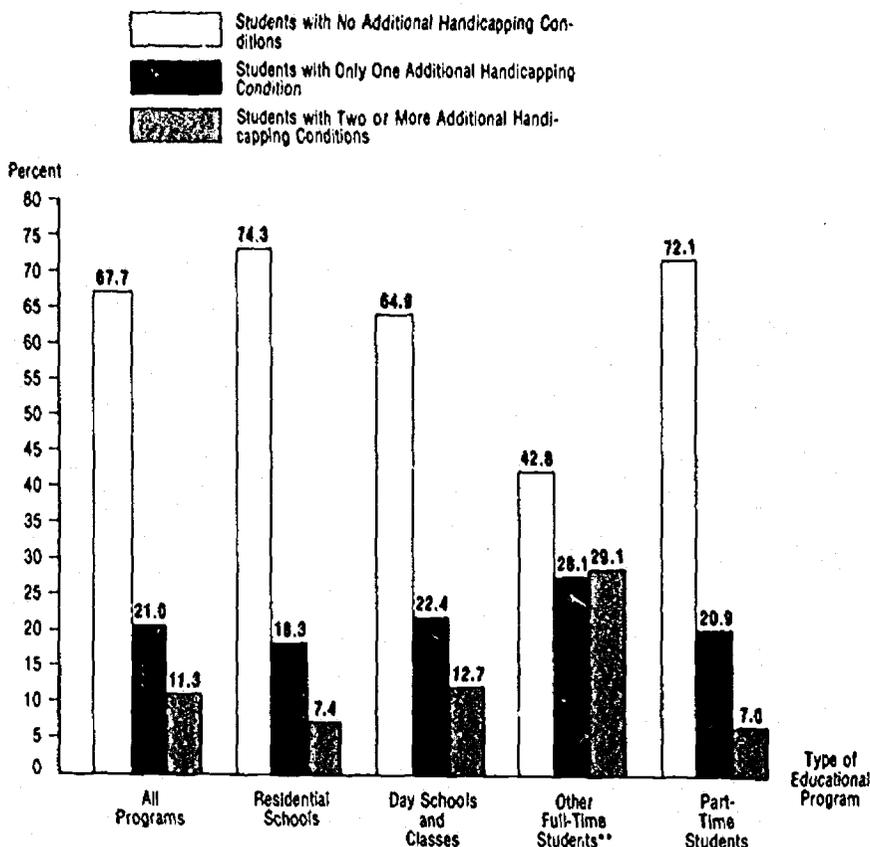
TABLE J: PERCENT DISTRIBUTION OF STUDENTS BY NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS AND TYPE OF EDUCATIONAL PROGRAM: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Type of Educational Program	All Students For Whom Information On Additional Handicapping Conditions Was Reported*	Students For Whom No Additional Handicapping Conditions Were Reported	Students For Whom Only 1 Additional Handicapping Condition Was Reported	Students For Whom 2 or More Additional Handicapping Conditions Were Reported
All Programs	100.0	67.7	21.0	11.3
Residential Schools	100.0	74.3	18.3	7.4
Day Schools and Classes	100.0	64.9	22.4	12.7
Other Full-Time Students**	100.0	42.8	28.1	29.1
Part-Time Students	100.0	72.1	20.9	7.0

*Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

**Includes students enrolled in programs for the multiply handicapped and for the mentally retarded.

CHART 5: PERCENT DISTRIBUTION OF STUDENTS BY NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS AND TYPE OF EDUCATIONAL PROGRAM: UNITED STATES, 1971-72.*



*Percentages are based on 33,711 students for whom information on additional handicapping conditions was reported.

**Includes students enrolled in programs for the multiply handicapped and for the mentally retarded.

and classes account for 38.1 percent of the students and 41.5 percent of the conditions; other full-time programs have only 8.9 percent of the students, but 19.4 percent of the conditions; part-time programs account for 9.6 percent of the students and 7.4 percent of the additional handicapping conditions.

As noted above, 31.7 percent of all the additional handicaps were reported for students in residential programs. Relative to this proportion, 37.5 percent of "Cerebral Palsy" cases and 36.4 percent of the "Epilepsy" cases were accounted for by residential students. Relative to the proportion of all additional handicaps reported for students in day schools and classes (41.5 percent), students in these programs accounted for 54.5 percent of "Perceptual-Motor Disorders," 47.8 percent of the "Emotional or Behavioral Problems," and 46.0 percent of the "Heart Disorders." Students in other full-time programs accounted for 19.4 percent of all additional handicapping conditions, but they accounted for 33.4 percent of all "Mental Retardation" and 25.4 percent of all "Brain Damage" cases. This, of course, reflects the data from the approximately 400 students in the Survey from the 12 institutions for persons with mental or intelligence disorders that were referred to earlier in this report.

SUMMARY

We have presented the number and types of additional handicapping conditions reported for the 42,513 hearing impaired students enrolled in the programs that participated in the Annual Survey during the 1971-72 school year. Almost one-third of the students for whom data were obtained were reported to have one or more additional handicapping conditions. The three most frequently reported additional handicapping conditions were "Emotional or Behavioral Problems," "Mental Retardation," and "Visual Disorders."

The data on the severity of the additional handicapping conditions and the profession of the person who made the evaluations should be useful in interpreting the overall study results.

The need for standardized diagnostic criteria and development of a more utilitarian classification of types of additional handicapping conditions has been suggested in the report.

In spite of the limitations of these data, the authors hope that this report will help in the ongoing effort to obtain more resources and improved educational placement of hearing impaired students with additional handicapping conditions.

LIST OF DETAILED TABLES

- Table 1: Number of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Profession of Person Who Made the Evaluation: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72
- Table 2: Percent Distribution of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Profession of Person Who Made the Evaluation: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72
- Table 3: Number of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Whether or Not Student Was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72
- Table 4: Percent Distribution of Additional Handicapping Conditions By Types of Conditions, Degree of Educational Significance, and Whether or Not Student Was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72
- Table 5: Number of Additional Handicapping Conditions By Types of Conditions, Profession of Person Who Made the Evaluation, and Whether or Not Student was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72
- Table 6: Percent Distribution of Additional Handicapping Conditions By Types of Conditions, Profession of Person Who Made the Evaluation, and Whether or Not Student Was on Prescribed Medication: Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, United States: 1971-72
- Table 7: Number of Students with Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72
- Table 8: Percent Distribution of Students with Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72
- Table 9: Number of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72
- Table 10: Number of Additional Handicapping Conditions by Types of Conditions Per 1,000 Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Age and Sex, United States: 1971-72
- Table 11: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Ethnic Origin, United States: 1971-72
- Table 12: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Ethnic Origin, United States: 1971-72
- Table 13: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Hearing Threshold Levels, United States: 1971-72
- Table 14: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Hearing Threshold Levels, United States: 1971-72

- Table 15: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled In Participating Special Educational Programs for the Hearing Impaired, According to Age at Onset of Hearing Loss, United States: 1971-72**
- Table 16: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled In Participating Special Educational Programs for the Hearing Impaired, According to Age at Onset of Hearing Loss, United States: 1971-72**
- Table 17: Number and Percent Distribution of Additional Handicapping Conditions Among Students Enrolled In Participating Special Educational Programs for the Hearing Impaired, According to Type of Educational Program, United States: 1971-72**
- Table 18: Number and Percent Distribution of Additional Handicapping Conditions By Types of Conditions Among Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, According to Type of Educational Program, United States: 1971-72**

TABLE 1: NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, DEGREE OF EDUCATIONAL SIGNIFICANCE, AND PROFESSION OF PERSON WHO MADE THE EVALUATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Degree of Educational Significance and Profession of Person Who Made Evaluation	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Professions	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
Severe	2,339	134	129	48	65	439	114	147	454	576	233
Moderate	5,527	470	437	86	206	994	184	664	1,161	883	442
Mild	7,137	631	512	235	678	1,435	289	783	1,280	867	427
Not Reported	1,439	90	54	24	110	113	42	58	209	352	387
Doctor of Medicine	5,183	703	883	329	892	271	497	346	536	*	726
Severe	708	97	106	45	55	40	91	44	96	*	134
Moderate	1,681	254	368	73	180	81	153	164	199	*	209
Mild	2,394	314	378	195	586	137	228	129	196	*	231
Not Reported	400	38	31	16	71	13	25	9	45	*	152
Psychologist	4,025	237	27	7	21	1,956	26	568	974	*	209
Severe	661	20	6	2	5	354	4	46	186	*	38
Moderate	1,485	92	12	1	4	642	6	231	416	*	81
Mild	1,709	112	9	3	9	905	14	268	342	*	47
Not Reported	170	13	0	1	3	55	2	23	30	*	43
Teacher	2,554	226	69	6	17	346	30	469	1,117	*	274
Severe	250	9	3	0	0	27	2	37	135	*	37
Moderate	954	78	23	3	4	122	9	190	428	*	97
Mild	1,198	115	43	3	12	190	18	230	512	*	75
Not Reported	152	24	0	0	1	7	1	12	42	*	65
Other and Not Reported	4,680	159	153	51	129	408	76	269	477	2,678	280
Severe	720	8	14	1	5	18	17	20	37	576	24
Moderate	1,407	46	34	9	18	149	16	79	118	883	55
Mild	1,836	90	82	34	71	203	29	156	230	867	74
Not Reported	717	15	23	7	35	38	14	14	92	352	127

TABLE 2: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, DEGREE OF EDUCATIONAL SIGNIFICANCE, AND PROFESSION OF PERSON WHO MADE THE EVALUATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Degree of Educational Significance and Profession of Person Who Made Evaluation	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Professions	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Severe	14.2	10.1	11.4	12.2	6.1	14.7	18.1	8.9	14.6	21.5	15.6
Moderate	33.6	35.5	38.6	21.9	19.5	33.3	29.3	40.2	37.4	33.0	29.7
Mild	43.4	47.6	45.2	59.8	64.0	48.1	45.9	47.4	41.2	32.4	28.7
Not Reported	8.8	6.8	4.8	6.1	10.4	3.8	6.7	3.5	6.7	13.1	26.0
Doctor of Medicine	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
Severe	13.7	13.8	12.0	13.7	6.2	14.8	18.3	12.7	17.9	*	18.5
Moderate	32.4	36.1	41.7	22.2	20.2	29.9	30.8	47.4	37.1	*	28.8
Mild	46.2	44.7	42.8	59.3	65.7	50.6	45.9	37.3	36.6	*	31.8
Not Reported	7.7	5.4	3.5	4.9	8.0	4.8	5.0	2.6	8.4	*	20.9
Psychologist	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
Severe	16.4	8.4	22.2	28.6	23.8	18.1	15.4	8.1	19.1	*	18.2
Moderate	36.9	38.8	44.4	14.3	19.0	32.8	23.1	40.7	42.7	*	38.8
Mild	42.5	47.3	33.3	42.9	42.9	46.3	53.8	47.2	35.1	*	22.5
Not Reported	4.2	5.5	0.0	14.3	14.3	2.8	7.7	4.0	3.1	*	20.6
Teacher	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
Severe	9.8	4.0	4.3	0.0	0.0	7.8	6.7	7.9	12.1	*	13.5
Moderate	37.4	34.5	33.3	50.0	23.5	35.3	30.0	40.5	38.3	*	35.4
Mild	46.9	50.9	62.3	50.0	70.6	54.9	60.0	49.0	45.8	*	27.4
Not Reported	6.0	10.6	0.0	0.0	5.9	2.0	3.3	2.6	3.8	*	23.7
Other and Not Reported	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Severe	15.4	5.0	9.2	2.0	3.9	4.4	22.4	7.4	7.8	21.5	8.6
Moderate	30.1	28.9	22.2	17.6	14.0	36.5	21.1	29.4	24.7	33.0	19.6
Mild	39.2	56.6	53.6	66.7	55.0	49.8	38.2	58.0	48.2	32.4	26.4
Not Reported	15.3	9.4	15.0	13.7	27.1	9.3	18.4	5.2	19.3	13.1	45.4

*Information on person who made evaluation was not collected for "Visual Defects."

TABLE 3: NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, DEGREE OF EDUCATIONAL SIGNIFICANCE, AND WHETHER OR NOT STUDENT WAS ON PRESCRIBED MEDICATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Degree of Educational Significance and Whether Or Not on Prescribed Medication	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Medication Groups	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
Severe	2,339	134	129	48	65	439	114	147	454	676	233
Moderate	5,527	470	437	86	206	994	184	664	1,161	883	412
Mild	7,137	631	512	235	678	1,435	289	783	1,280	867	427
Not Reported	1,439	90	54	24	110	113	42	58	209	352	387
On Prescribed Medication	1,922	186	94	288	89	127	35	77	702	*	324
Severe	378	38	21	46	18	44	8	11	145	*	47
Moderate	685	67	41	71	25	31	13	41	282	*	114
Mild	694	77	29	156	40	49	14	21	219	*	89
Not Reported	165	4	3	15	6	3	0	4	56	*	74
Not On Prescribed Medication	9,072	910	817	74	765	2,116	451	1,282	1,850	*	807
Severe	1,028	75	84	2	36	254	76	111	250	*	140
Moderate	3,146	327	323	9	143	718	131	527	710	*	268
Mild	4,359	445	380	58	514	1,077	220	611	801	*	253
Not Reported	539	63	30	5	72	67	24	33	89	*	156
Medication Status Not Reported	5,448	229	221	31	205	738	143	293	552	2,678	358
Severe	933	21	24	0	11	141	30	25	69	576	46
Moderate	1,696	76	73	6	38	245	40	96	169	883	70
Mild	2,084	109	103	21	124	309	55	151	260	867	85
Not Reported	735	23	21	4	32	43	18	21	64	352	157

*Information on medication status was not collected for "Visual Defects."

TABLE 4: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, DEGREE OF EDUCATIONAL SIGNIFICANCE, AND WHETHER OR NOT STUDENT WAS ON PRESCRIBED MEDICATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Degree Of Educational Significance and Whether Or Not on Prescribed Medication	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Medication Groups	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Severe	14.2	10.1	11.4	12.2	6.1	14.7	18.1	8.9	14.6	21.5	15.6
Moderate	33.6	35.5	38.6	21.9	19.5	33.3	29.3	40.2	37.4	33.0	29.7
Mild	43.4	47.6	45.2	59.8	64.0	48.1	45.9	47.4	41.2	32.4	28.7
Not Reported	8.8	6.8	4.8	6.1	10.4	3.8	6.7	3.5	6.7	13.1	26.0
On Prescribed Medication	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
Severe	19.7	20.4	22.3	16.0	20.2	34.6	22.9	14.3	20.7	*	14.5
Moderate	35.6	36.0	43.6	24.7	28.1	24.4	37.1	53.2	40.2	*	35.2
Mild	36.1	41.4	30.9	54.2	44.9	38.6	40.0	27.3	31.2	*	27.5
Not Reported	8.6	2.2	3.2	5.2	6.7	2.4	0.0	5.2	8.0	*	22.8
Not On Prescribed Medication	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0
Severe	11.3	8.2	10.3	2.7	4.7	12.0	16.9	8.7	13.5	*	17.3
Moderate	34.7	35.9	39.5	12.2	18.7	33.9	29.0	41.1	38.4	*	32.0
Mild	48.0	48.9	46.5	78.4	67.2	50.9	48.8	47.7	43.3	*	31.4
Not Reported	5.9	6.9	3.7	6.8	9.4	3.2	5.3	2.6	4.8	*	19.3
Medication Status Not Reported	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Severe	17.1	9.2	10.9	0.0	5.4	19.1	21.0	8.5	10.7	21.5	12.8
Moderate	31.1	33.2	33.0	19.4	18.5	33.2	28.0	32.8	30.6	33.0	19.6
Mild	38.3	47.6	46.6	67.7	60.5	41.9	38.5	51.5	47.1	32.4	23.7
Not Reported	13.5	10.0	9.5	12.9	15.6	5.8	12.6	7.2	11.6	13.1	43.9

*Information on medication status was not collected for "Visual Defects."

TABLE 5: NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, PROFESSION OF PERSON WHO MADE THE EVALUATION, AND WHETHER OR NOT STUDENT WAS ON PRESCRIBED MEDICATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Profession of Person Who Made Evaluation and Whether Or Not on Prescribed Medication	Total Conditions	Types of Additional Handicapping Conditions									
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
All Professions	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
On Prescribed Medication	1,922	186	94	288	89	127	35	77	702	*	324
Not on Prescribed Medication	9,072	910	817	74	765	2,116	451	1,282	1,850	*	807
Medication Status Not Reported	5,448	229	221	31	205	738	143	293	552	2,678	358
Doctor of Medicine	5,183	703	883	329	892	271	497	346	536	*	726
On Prescribed Medication	1,189	150	78	248	76	14	30	24	318	*	251
Not on Prescribed Medication	3,258	473	664	60	660	204	367	284	187	*	359
Medication Status Not Reported	736	80	141	21	156	53	100	38	31	*	116
Psychologist	4,025	237	27	7	21	1,956	26	568	974	*	209
On Prescribed Medication	320	12	0	3	1	82	1	24	190	*	7
Not on Prescribed Medication	2,857	170	19	3	17	1,437	19	433	620	*	139
Medication Status Not Reported	848	55	8	1	3	437	6	111	164	*	63
Teacher	2,554	226	69	6	17	346	30	469	1,117	*	274
On Prescribed Medication	170	14	4	4	1	18	1	19	98	*	11
Not on Prescribed Medication	1,856	168	50	2	10	266	23	374	797	*	166
Medication Status Not Reported	528	44	15	0	6	62	6	76	222	*	97
Other and Not Reported	4,680	159	153	51	129	408	76	269	477	2,678	280
On Prescribed Medication	243	10	12	33	11	13	3	10	96	*	55
Not on Prescribed Medication	1,101	99	84	9	78	209	42	191	246	*	143
Medication Status Not Reported	3,336	50	57	9	40	186	31	68	135	2,678	82

*Information on person who made evaluation was not collected for "Visual Defects."

TABLE 6: PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, PROFESSION OF PERSON WHO MADE THE EVALUATION, AND WHETHER OR NOT STUDENT WAS ON PRESCRIBED MEDICATION: STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED: UNITED STATES, 1971-72.

Profession of Person Who Made Evaluation and Whether Or Not on Prescribed Medication	Total Conditions	Types of Additional Handicapping Conditions										
		Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other	
All Professions	100.0	100.0	100.0	100.0	100.0 [*]	100.0	100.0	100.0	100.0	100.0	100.0	100.0
On Prescribed Medication	11.7	14.0	8.3	73.3	8.4	4.3	5.6	4.7	22.6	*	21.8	
Not on Prescribed Medication	55.2	68.7	72.2	18.8	72.2	71.0	71.7	77.6	69.6	*	54.2	
Medication Status Not Reported	33.1	17.3	19.5	7.9	19.4	24.8	22.7	17.7	17.8	100.0	24.0	
Doctor of Medicine	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0	
On Prescribed Medication	22.9	21.3	8.8	75.4	8.5	5.2	6.0	6.9	59.3	*	34.6	
Not on Prescribed Medication	62.9	67.3	75.2	18.2	74.0	75.3	73.8	82.1	34.9	*	49.4	
Medication Status Not Reported	14.2	11.4	16.0	6.4	17.5	19.6	20.1	11.0	5.8	*	16.0	
Psychologist	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0	
On Prescribed Medication	8.0	5.1	0.0	42.9	4.8	4.2	3.8	4.2	19.5	*	3.3	
Not on Prescribed Medication	71.0	71.7	70.4	42.9	81.0	73.5	73.1	76.2	63.7	*	66.5	
Medication Status Not Reported	21.1	23.2	29.6	14.3	14.3	22.3	23.1	19.5	16.8	*	30.1	
Teacher	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*	100.0	
On Prescribed Medication	6.7	6.2	5.8	66.7	5.9	5.2	3.3	4.1	8.8	*	4.0	
Not on Prescribed Medication	72.7	74.3	72.5	33.3	58.8	76.9	76.7	79.7	71.4	*	60.6	
Medication Status Not Reported	20.7	19.5	21.7	0.0	35.3	17.9	20.0	16.2	19.9	*	35.4	
Other and Not Reported	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
On Prescribed Medication	5.2	6.3	7.8	64.7	8.5	3.2	3.9	3.7	20.1	*	19.6	
Not on Prescribed Medication	23.5	62.3	54.9	17.6	60.5	51.2	55.3	71.0	51.6	*	51.1	
Medication Status Not Reported	71.3	31.4	37.3	17.6	31.0	45.6	40.8	25.3	28.3	100.0	29.3	

*Information on person who made evaluation was not collected for "Visual Defects."

TABLE 7: NUMBER OF STUDENTS WITH ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AND SEX: UNITED STATES, 1971-72.

Age and Sex	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three Or More	
Both Sexes-All Ages	42,513	22,511	7,080	2,429	1,391	8,802
Under 3 Years	637	362	84	29	20	142
3-5 Years	4,216	2,393	657	187	146	833
6-9 Years	14,538	7,784	2,417	906	540	2,891
10-13 Years	11,812	5,962	2,068	720	381	2,681
14-17 Years	8,582	4,746	1,417	437	220	1,762
18 Years and Over	2,607	1,515	421	145	81	445
Unknown	121	49	16	5	3	48
Males-All Ages	22,907	11,908	4,079	1,440	806	4,674
Under 3 Years	328	189	48	19	12	70
3-5 Years	2,283	1,291	379	103	82	428
6-9 Years	7,619	3,888	1,408	516	292	1,515
10-13 Years	6,401	3,119	1,194	442	227	1,419
14-17 Years	4,745	2,563	807	272	137	966
18 Years and Over	1,450	828	231	84	55	252
Unknown	71	30	12	4	1	24
Females-All Ages	19,606	10,903	3,001	989	585	4,128
Under 3 Years	299	173	36	10	8	72
3-5 Years	1,933	1,102	278	84	64	405
6-9 Years	6,919	3,896	1,009	390	248	1,376
10-13 Years	5,411	2,843	874	278	154	1,262
14-17 Years	3,837	2,183	610	165	83	796
18 Years and Over	1,157	687	190	61	26	193
Unknown	50	19	4	1	2	24

TABLE 8: PERCENT DISTRIBUTION OF STUDENTS WITH ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AND SEX: UNITED STATES, 1971-72.

Age and Sex	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three Or More	
Both Sexes-All Ages	100.0	100.0	100.0	100.0	100.0	100.0
Under 3 Years	1.5	1.6	1.2	1.2	1.4	1.6
3-5 Years	9.9	10.5	9.3	7.7	10.5	9.5
6-9 Years	34.2	34.1	34.1	37.3	38.8	32.8
10-13 Years	27.8	26.1	29.2	29.6	27.4	30.5
14-17 Years	20.2	20.8	20.0	18.0	15.8	20.0
18 Years and Over	6.1	6.6	5.9	6.0	5.8	5.1
Unknown	0.3	0.2	0.2	0.2	0.2	0.5
Males-All Ages	100.0	100.0	100.0	100.0	100.0	100.0
Under 3 Years	1.5	1.6	1.2	1.3	1.5	1.5
3-5 Years	10.0	10.8	9.3	7.2	10.2	9.2
6-9 Years	33.3	32.7	34.5	35.8	36.2	32.4
10-13 Years	27.9	26.2	29.3	30.7	28.2	30.4
14-17 Years	20.7	21.5	19.8	18.9	17.0	20.7
18 Years and Over	6.3	7.0	5.7	5.8	6.8	5.4
Unknown	0.3	0.3	0.3	0.3	0.1	0.5
Females-All Ages	100.0	100.0	100.0	100.0	100.0	100.0
Under 3 Years	1.5	1.6	1.2	1.0	1.4	1.7
3-5 Years	9.9	10.1	9.3	8.5	10.9	9.8
6-9 Years	35.3	35.7	33.6	39.4	42.4	33.3
10-13 Years	27.6	26.1	29.1	26.1	26.3	30.6
14-17 Years	19.6	20.0	20.3	16.7	14.2	19.3
18 Years and Over	5.9	6.3	6.3	6.2	4.4	4.7
Unknown	0.3	0.2	0.1	0.1	0.3	0.6

TABLE 9: NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AND SEX: UNITED STATES, 1971-72.

Age and Sex	Number of Students for Whom Additional Handicapping Information was Reported*	Students Reported As Having No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
			Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
Both Sexes--All Ages	33 711	22,811	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
Under 3 Years	495	362	206	25	19	4	17	27	14	15	26	26	33
3-5 Years	3,383	2,393	1,503	140	95	44	130	179	79	156	299	233	148
6-9 Years	11,647	7,784	5,993	459	318	133	532	749	227	735	1,247	1,102	491
10-13 Years	9,131	5,962	4,740	397	282	104	253	978	151	513	896	707	459
14-17 Years	6,820	4,746	2,995	228	291	77	98	764	112	190	502	455	278
18 Years and Over	2,162	1,515	969	74	124	30	27	280	44	39	125	150	76
Not Reported	73	49	36	2	3	1	2	4	2	4	9	5	4
Males--All Ages	18,233	11,908	9,551	836	657	217	484	1,661	349	1,032	2,063	1,375	877
Under 3 Years	268	189	123	18	12	4	7	17	9	8	19	13	16
3-5 Years	1,855	1,291	849	91	43	22	51	107	46	97	195	107	90
6-9 Years	6,104	3,888	3,391	275	164	77	256	416	116	443	829	544	271
10-13 Years	4,982	3,119	2,806	252	168	53	97	556	83	327	604	384	282
14-17 Years	3,779	2,563	1,784	151	187	40	57	409	65	128	332	247	168
18 Years and Over	1,198	828	575	48	81	20	16	155	29	26	75	77	48
Not Reported	47	30	23	1	2	1	0	1	1	3	9	3	2
Females--All Ages	15,478	10,903	6,891	489	475	176	575	1,320	280	620	1,041	1,303	612
Under 3 Years	227	173	83	7	7	0	10	10	5	7	7	13	17
3-5 Years	1,528	1,102	654	49	52	22	79	72	33	59	104	126	59
6-9 Years	5,643	3,896	2,602	184	154	56	276	333	111	292	418	558	220
10-13 Years	4,149	2,843	1,934	145	114	51	156	422	68	186	292	323	177
14-17 Years	3,041	2,183	1,211	77	104	37	41	355	47	62	170	208	110
18 Years and Over	964	687	394	26	43	10	11	125	15	13	50	73	28
Not Reported	26	19	13	1	1	0	2	3	1	1	0	2	2

*Excludes 8,802 students (4,674 males, 4,128 females) for whom information on additional handicapping conditions was not reported.

TABLE 10: NUMBER OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, PER 1,000 STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AND SEX: UNITED STATES, 1971-72.*

Age and Sex	Students with No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
		Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
Both Sexes--All Ages	678.7	487.7	39.3	33.6	11.7	31.4	86.4	18.7	45.0	92.1	79.4	44.2
Under 3 Years	731.3	416.2	50.5	38.4	8.1	34.3	54.5	28.3	30.3	52.5	52.5	66.7
3-5 Years	707.4	444.3	41.4	28.1	13.0	38.4	52.9	23.4	46.1	88.4	68.0	43.7
6-9 Years	668.3	514.6	39.4	27.3	11.4	45.7	64.3	19.5	63.1	107.1	94.6	42.2
10-13 Years	652.9	519.1	43.5	30.9	11.4	27.7	107.1	16.5	56.2	98.1	77.4	50.3
14-17 Years	695.9	439.1	33.4	42.7	11.3	14.4	112.0	16.4	27.9	73.6	66.7	40.8
18 Years and Over	700.7	448.2	34.2	57.4	13.9	12.5	129.5	20.4	18.0	57.8	69.4	35.2
Males--All Ages	653.1	523.8	45.9	36.0	11.9	26.5	91.1	19.1	56.6	113.1	75.4	48.1
Under 3 Years	705.2	459.0	67.2	44.8	14.9	26.1	63.4	33.6	29.9	70.9	48.5	59.7
3-5 Years	696.0	457.7	49.1	23.2	11.9	27.5	57.7	24.8	52.3	105.1	57.7	48.5
6-9 Years	637.0	555.5	45.1	26.9	12.6	41.9	68.2	19.0	72.6	135.8	89.1	44.4
10-13 Years	626.1	563.2	50.6	33.7	10.6	19.5	111.6	16.7	65.6	121.2	77.1	56.6
14-17 Years	678.2	472.1	40.0	49.5	10.6	15.1	108.2	17.2	33.9	87.9	65.4	44.5
18 Years and Over	691.2	480.0	40.1	67.6	16.7	13.4	129.4	24.2	21.7	62.6	64.3	40.1
Females--All Ages	704.4	445.2	31.6	30.7	11.4	37.1	85.3	18.1	40.1	67.3	84.2	39.5
Under 3 Years	762.1	365.8	30.8	30.8	0.0	44.1	44.1	22.0	30.8	30.8	57.3	74.9
3-5 Years	721.2	428.0	32.1	34.0	14.4	51.7	47.1	21.6	38.6	68.1	82.5	38.0
6-9 Years	702.5	469.4	33.2	27.8	10.1	49.2	60.1	20.0	52.7	75.4	100.7	39.7
10-13 Years	685.2	466.1	34.8	27.5	12.3	37.6	101.7	16.4	44.8	70.4	77.9	42.7
14-17 Years	717.9	398.2	25.3	34.2	12.2	13.5	116.7	15.5	20.4	55.9	68.4	36.2
18 Years and Over	712.7	408.7	27.0	44.6	10.4	11.4	129.7	15.6	13.5	51.9	75.7	29.0

* Rates are based on the number of students for whom information on additional handicapping conditions was reported.

TABLE 11: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO ETHNIC ORIGIN: UNITED STATES, 1971-72.

Ethnic Origin	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three or More	
Number of Students						
Total	42,513	22,811	7,080	2,429	1,391	8,802
White	27,985	15,667	4,841	1,714	965	4,798
Black	5,075	2,567	1,002	301	187	1,018
Spanish-American	2,351	1,426	423	150	61	291
Other Specified*	558	331	96	38	23	70
Not Available	6,544	2,820	718	226	155	2,625
Ethnic Origin	Percent					
	Total	100.0	100.0	100.0	100.0	100.0
White	65.8	68.7	68.4	70.6	69.4	54.5
Black	11.9	11.3	14.2	12.4	13.4	11.6
Spanish-American	5.5	6.3	6.0	6.2	4.4	3.3
Other Specified*	1.3	1.5	1.4	1.6	1.7	0.8
Not Available	15.4	12.4	10.1	9.3	11.1	29.8

*Includes American Indian, Oriental, mixed parentage, and "Other."

TABLE 12: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO ETHNIC ORIGIN: UNITED STATES, 1971-72.

Ethnic Origin	Total Number Students*	Students With No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
			Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
			Number of Conditions										
Total	33,711	22,811	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
White	23,187	15,667	11,387	958	897	286	693	1,772	456	1,131	2,244	1,861	1,089
Black	4,057	2,567	2,217	162	87	44	155	656	71	177	367	328	170
Spanish-American	2,060	1,426	922	71	40	23	106	137	35	133	155	141	81
Other Specified**	488	331	247	24	16	8	19	34	3	19	43	39	42
Not Available	3,919	2,820	1,669	110	92	32	86	382	64	192	295	309	107
Ethnic Origin	Percent***												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White	68.8	68.7	69.3	72.3	79.2	72.8	65.4	59.4	72.5	68.5	72.3	69.5	73.1
Black	12.0	11.3	13.5	12.2	7.7	11.2	14.6	22.0	11.3	10.7	11.8	12.2	11.4
Spanish-American	6.1	6.3	5.6	5.4	3.5	5.9	10.0	4.6	5.6	8.1	5.0	5.3	5.4
Other Specified**	1.4	1.5	1.5	1.8	1.4	2.0	1.8	1.1	0.5	1.2	1.4	1.5	2.8
Not Available	11.6	12.4	10.2	8.3	8.1	8.1	8.1	12.8	10.2	11.6	9.5	11.5	7.2

*Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

**Includes American Indian, Oriental, mixed parentage, and "Other."

***Percentages are based on the number of students for whom information on additional handicapping conditions was reported.

TABLE 13: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO HEARING THRESHOLD LEVELS: UNITED STATES, 1971-72.

Hearing Threshold Levels in Decibels (ISO)*	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three or More	
Number of Students						
All Levels	42,513	22,811	7,080	2,429	1,391	8,802
Under 30 dB	1,862	854	302	100	61	545
30-44 dB	1,544	769	269	94	47	365
45-54 dB	1,826	913	334	113	64	402
55-64 dB	2,691	1,333	508	167	99	584
65-74 dB	3,724	1,994	656	220	118	736
75-84 dB	4,545	2,568	757	266	117	837
85 dB and Over	19,110	11,337	3,102	959	463	3,249
Not Available	7,211	3,043	1,152	510	422	2,084
Percent						
All Levels	100.0	100.0	100.0	100.0	100.0	100.0
Under 30 dB	4.4	3.7	4.3	4.1	4.4	6.2
30-44 dB	3.6	3.4	3.8	3.9	3.4	4.1
45-54 dB	4.3	4.0	4.7	4.7	4.6	4.6
55-64 dB	6.3	5.8	7.2	6.9	7.1	6.6
65-74 dB	8.8	8.7	9.3	9.1	8.5	8.4
75-84 dB	10.7	11.3	10.7	11.0	8.4	9.5
85 dB and Over	45.0	49.7	43.8	39.5	33.3	36.9
Not Available	17.0	13.3	16.3	21.0	30.3	23.7

* Average hearing threshold in better ear computed at 500, 1000, and 2000 cycles per second.

TABLE 14: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO HEARING THRESHOLD LEVELS: UNITED STATES, 1971-72.

Hearing Threshold Levels in Decibels (ISO)*	Total Number Students**	Students with No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
			Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
			Number of Conditions										
All Levels	33,711	22,811	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,102	2,878	1,489
Under 30 dB	1,317	854	623	52	21	16	23	156	20	63	77	112	83
30-44 dB	1,179	769	687	53	25	10	24	161	30	88	117	89	90
45-54 dB	1,424	913	766	61	45	13	23	172	31	84	133	122	82
55-64 dB	2,107	1,333	1,162	113	70	20	51	211	43	136	224	194	100
65-74 dB	2,988	1,994	1,463	124	130	29	82	235	44	176	291	223	129
75-84 dB	3,708	2,568	1,662	135	156	40	120	244	44	171	324	245	183
85 dB and Over	15,861	11,337	6,494	467	453	145	473	1,070	263	673	1,338	1,038	574
Not Available	5,127	3,043	3,585	320	232	120	263	732	154	261	600	655	248
Hearing Threshold Levels in Decibels (ISO)*	Percent***												
All Levels	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 30 dB	3.9	3.7	3.8	3.9	1.9	4.1	2.2	5.2	3.2	3.8	2.5	4.2	5.6
30-44 dB	3.5	3.4	4.2	4.0	2.2	2.5	2.3	5.4	4.8	5.3	3.8	3.3	6.0
45-54 dB	4.2	4.0	4.7	4.6	4.0	3.3	2.2	5.8	4.9	5.1	4.3	4.6	5.5
55-64 dB	6.3	5.8	7.1	8.5	6.2	5.1	4.8	7.1	6.8	8.2	7.2	7.2	6.7
65-74 dB	8.9	8.7	8.9	9.4	11.5	7.4	7.7	7.9	7.0	10.7	9.4	8.3	8.7
75-84 dB	11.0	11.3	10.1	10.2	13.8	10.2	11.3	8.2	7.0	10.4	10.4	9.1	12.3
85 dB and Over	47.0	49.7	39.5	35.2	40.0	36.9	44.7	35.9	41.8	40.7	43.1	38.8	38.5
Not Available	15.2	13.3	21.8	24.2	20.5	30.5	24.8	24.6	24.5	15.8	19.3	24.5	16.7

* Average hearing threshold in better ear computed at 500, 1000, and 2000 cycles per second.

** Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

*** Percentages are based on the number of students for whom information on additional handicapping conditions was reported.

TABLE 16: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AT ONSET OF HEARING LOSS: UNITED STATES, 1971-72.

Age at Onset of Hearing Loss	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three or More	
Number of Students						
All Onsets	42,513	22,811	7,080	2,429	1,391	8,802
At Birth	27,793	14,996	4,811	1,765	1,047	5,174
Under 1 Year	1,918	1,082	362	110	55	309
1 Year, Less Than 2 Years	1,965	1,215	294	78	32	346
2 Years, Less Than 3 Years	1,280	769	154	57	18	282
3 Years, Less Than 6 Years	1,334	806	168	43	23	294
6 Years and Older	652	294	83	23	15	237
Age at Onset Unknown or Not Reported	7,571	3,649	1,208	353	201	2,160
Percent						
All Onsets	100.0	100.0	100.0	100.0	100.0	100.0
At Birth	65.4	65.7	68.0	72.7	75.3	58.8
Under 1 Year	4.5	4.7	5.1	4.5	4.0	3.5
1 Year, Less Than 2 Years	4.6	5.3	4.2	3.2	2.3	3.9
2 Years, Less Than 3 Years	3.0	3.4	2.2	2.3	1.3	3.2
3 Years, Less Than 6 Years	3.1	3.5	2.4	1.8	1.7	3.3
6 Years and Older	1.5	1.3	1.2	0.9	1.1	2.7
Age At Onset Unknown or Not Reported	17.8	16.0	17.1	14.5	14.5	24.5

TABLE 16: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO AGE AT ONSET OF HEARING LOSS: UNITED STATES, 1971-72.

Age at Onset of Hearing Loss	Total Number Students*	Students with No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
			Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
			Number of Conditions										
All Onsets	33,711	22,811	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,678	1,489
At Birth	22,619	14,996	11,373	934	944	247	874	1,983	456	800	2,144	2,008	983
Under 1 Year	1,609	1,082	731	78	33	42	18	152	32	69	159	79	69
1 Year, Less Than 2 Years	1,619	1,215	540	35	30	16	24	115	19	51	131	65	54
2 Years, Less Than 3 Years	998	769	316	29	6	11	9	71	9	22	59	53	47
3 Years, Less Than 6 Years	1,040	806	316	24	9	11	15	51	8	33	68	55	42
6 Years and Older	415	294	174	14	9	4	2	42	7	9	26	35	26
Age at Onset Unknown or Not Reported	5,411	3,649	2,992	211	101	62	117	567	98	668	517	383	268
Age at Onset of Hearing Loss	Percent**												
All Onsets	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
At Birth	67.1	65.7	69.2	70.5	83.4	62.8	82.5	66.5	72.5	48.4	69.1	75.0	66.0
Under 1 Year	4.8	4.7	4.4	5.9	2.9	10.7	1.7	5.1	5.1	4.2	5.1	2.9	4.6
1 Year, Less Than 2 Years	4.8	5.3	3.3	2.6	2.7	4.1	2.3	3.9	3.0	3.1	4.2	2.4	3.6
2 Years, Less Than 3 Years	3.0	3.4	1.9	2.2	0.5	2.8	0.8	2.4	1.4	1.3	1.9	2.0	3.2
3 Years, Less Than 6 Years	3.1	3.5	1.9	1.8	0.8	2.8	1.4	1.7	1.3	2.0	2.2	2.1	2.8
6 Years and Older	1.2	1.3	1.1	1.1	0.8	1.0	0.2	1.4	1.1	0.5	0.8	1.3	1.7
Age at Onset Unknown or Not Reported	16.1	16.0	18.2	15.9	8.9	15.8	11.0	19.0	15.6	40.4	16.7	14.3	18.0

* Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

** Percentages are based on the number of students for whom information on additional handicapping conditions was reported.

TABLE 17: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO TYPE OF EDUCATIONAL PROGRAM: UNITED STATES, 1971-72.

Type of Educational Program	Total Students	Number of Additional Handicapping Conditions				Information Not Reported
		None	One	Two	Three or More	
Number of Students						
Total	42,513	22,811	7,080	2,429	1,391	8,802
Residential Schools	17,889	10,868	2,681	781	307	3,252
Day Schools and Classes	16,668	8,321	2,876	1,061	570	3,840
Other Full-Time Students*	3,952	1,288	845	430	444	945
Part-Time Students	4,004	2,334	678	157	70	765
Percent						
Total	100.0	100.0	100.0	100.0	100.0	100.0
Residential Schools	42.1	47.6	37.9	32.2	22.1	36.9
Day Schools and Classes	39.2	36.5	40.6	43.7	41.0	43.6
Other Full-Time Students*	9.3	5.6	11.9	17.7	31.9	10.7
Part-Time Students	9.4	10.2	9.6	6.5	5.0	8.7

*Includes students enrolled in programs for the multiply handicapped and for the mentally retarded.

TABLE 18: NUMBER AND PERCENT DISTRIBUTION OF ADDITIONAL HANDICAPPING CONDITIONS, BY TYPES OF CONDITIONS, AMONG STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, ACCORDING TO TYPE OF EDUCATIONAL PROGRAM: UNITED STATES, 1971-72.

Type of Educational Program	Total Number Students*	Students with No Additional Handicapping Conditions	Types of Additional Handicapping Conditions										
			Total	Brain Damage	Cerebral Palsy	Epilepsy	Heart Disorders	Mental Retardation	Orthopedic Disorders	Perceptual Motor Disorders	Emotional or Behavioral Problems	Visual Defects	Other
			Number of Conditions										
Total	33,711	22,811	16,442	1,325	1,132	393	1,059	2,981	629	1,652	3,104	2,878	1,489
Residential Schools	14,637	10,868	5,214	354	424	143	356	872	191	457	1,021	774	622
Day Schools and Classes	12,828	8,321	6,818	558	431	153	487	919	259	901	1,485	1,092	533
Other Full-Time Students**	3,007	1,288	3,193	336	219	78	162	997	137	157	336	581	190
Part-Time Students	3,239	2,334	1,217	77	58	19	54	193	42	137	262	231	144
Type of Educational Program	Percent***												
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Residential Schools	43.4	47.6	31.7	26.7	37.5	36.4	33.6	29.3	30.4	27.7	32.8	28.9	41.8
Day Schools and Classes	38.1	36.5	41.5	42.1	38.1	38.9	46.0	30.8	41.2	54.5	47.8	40.8	35.8
Other Full-Time Students**	8.9	5.6	19.4	25.4	19.3	19.8	15.3	33.4	21.8	9.5	10.8	21.7	12.8
Part-Time Students	9.6	10.2	7.4	5.8	5.1	4.8	6.1	6.6	6.7	8.3	8.4	8.6	9.7

* Excludes 8,802 students for whom information on additional handicapping conditions was not reported.

** Includes students enrolled in programs for the multiply handicapped and for the mentally retarded.

*** Percentages are based on the number of students for whom information on additional handicapping conditions was reported.

APPENDICES

- Appendix I: The Annual Survey of Hearing Impaired Children and Youth**
- Appendix II: Basic Data Form Used In the Annual Survey for the 1971-72 School Year**
- Appendix III: Preschool Data Form Used in the Annual Survey for the 1971-72 School Year**
- Appendix IV: 1971-72 Participants In the Annual Survey of Hearing Impaired Children and Youth**

APPENDIX I

The Annual Survey of Hearing Impaired Children and Youth

BACKGROUND AND PURPOSE

The Annual Survey of Hearing Impaired Children and Youth began its activities in May, 1968. The program is established as a permanent research organization to collect, process, and disseminate data on hearing impaired individuals through college age in the United States. The need for such information has been of prime concern to educators, audiologists, legislators, psychologists and others.

The Division of Research, Bureau of Education for the Handicapped, Office of Education, Department of Health, Education and Welfare initiated the Annual Survey, and the National Institute of Education now provides the major share of its funding. Two preceding years of pilot and developmental work in a five state area determined the operational feasibility of the program. The Annual Survey is conducted by the Office of Demographic Studies of Gallaudet College.

The long range goal of the Annual Survey is to collect data on the entire hearing impaired population through college age in the United States. For operational reasons the hearing impaired population has been divided into three groups:

- GROUP A:** Hearing impaired individuals who are receiving special educational services related to their hearing loss
- GROUP B:** Individuals who have been diagnosed as being hearing impaired but who are not receiving any special educational services
- GROUP C:** Individuals in the general population who, in fact, are hearing impaired but their hearing loss has not been diagnosed at a given point in time.

To this point in its work, the Annual Survey has devoted its resources almost totally to collecting and disseminating information on Group A.

The primary interest of this national program is in those kinds of data that can serve to improve and expand the educational opportunities available to hearing impaired individuals. The program encourages the use of its data by administrators, researchers, and other professionals providing services to the hearing impaired, as well as by any individual or group devoted to improving the results of special education for hearing impaired people.

POLICIES

In its attempt to provide useful information to those interested in hearing impaired children and youth, the Annual Survey has the benefit of the guidance and advice of its National Advisory Committee. Among its members are hearing and deaf individuals, administrators, researchers, teachers, and specialists from other areas within the field of hearing impairment. Every attempt is made to maintain a wide diversity of interests and competencies, as well as geographic representation, among its members. On questions of a technical nature, consultants from specialized fields are utilized as particular needs arise.

While permanent and national in scope, the Annual Survey does not aim at replacing or absorbing the work of other programs at the state or local level which are devoted to the collection and dissemination of information on hearing impaired children and youth. Rather, it seeks to facilitate their work through cooperation whenever this is feasible. Nor does the Annual Survey view itself as the center for all types of research in this field. It focuses its activities on collecting and disseminating limited

kinds of information on selected topics. It seeks to make available to outside researchers the vast amount of data it possesses and any special services it is feasible to render to them.

One restriction which is observed by the Survey is that no data will be released which permits the identification of an individual student or cooperating program. Exception to this occurs only where a written release is obtained from the program supplying the data. Otherwise, independent researchers using the data of the Annual Survey have access only to summary statistics or coded information.

Since the Annual Survey attempts to promote the use of its data by those whose judgments and decisions will have a direct or indirect bearing on the education of hearing impaired individuals, it recognizes a responsibility to devote a part of its resources to the evaluation of the quality of the data collected and disseminated. This is particularly important because it seeks to establish national norms on the basic characteristics of hearing impaired children and youth. Thus, in its dissemination of information, the Annual Survey makes every effort to properly qualify its data and indicate any limitation associated with it.

The Annual Survey seeks to avoid associating itself with any established position relating to controversial issues within the field of educating hearing impaired individuals. Thus, it does not interpret its own data. Rather, it seeks to facilitate the use of its data by reputable individuals or organizations that may themselves wish to draw policy implications or test research hypotheses that are related to these issues.

DATA COLLECTION

During the first year of the Survey, the 1968-69 school year, data collection activities were directed towards all schools for the deaf and a representative sample (15 percent) of all special classes. In addition, records on students who were receiving itinerant services were obtained in total from two states and in part from several states. In all 25,363 individual records were collected.

Each year the Survey has steadily increased its coverage of the population. Over 550 reporting sources with approximately 41,000 students enrolled in their programs cooperated with the Annual Survey for the 1970-71 school year. During the 1971-72 school year, data on approximately 42,000 hearing impaired students from about 640 reporting sources were obtained. For the 1972-73 school year, information was collected on approximately 44,000 students from slightly over 700 reporting sources.

PROGRAM SERVICES AND PUBLICATION OF THE DATA

The program is accumulating a large volume of statistical data. The processing and dissemination of these data hold wide implications and potential benefits for educational, audiological, medical, psychological, legislative and other services to the hearing impaired. Towards the goal of fully utilizing the data, the program will make data available to independent investigators for research purposes, including masters' theses, doctoral dissertations, institutional level research programs, private studies, etc. Competent researchers are encouraged to propose detailed analyses of the data to further increase its usefulness.

The Annual Survey has conducted two National Academic Achievement Testing Programs, the first in the spring of 1969 and the second in the spring of 1971. The Annual Survey supplied testing materials and scoring services free of charge to participating programs. Data collected from these special studies have been published and continue to be analyzed. A reliability study also was conducted in conjunction with the most recent Achievement Testing Program and this evaluation study will help to determine the reliability of an achievement test designed for hearing students when used by hearing impaired students.

The Survey office also provides each participating school or program with tabulations of the characteristics of its own students. The participating programs may obtain a set of punch cards containing the information submitted on each of their students. Further, the Annual Survey office is available to provide consultation services to particular schools or school systems that are concerned with gathering and processing data on their students.

Participation in the Survey has led many of the programs to examine their current forms and record-keeping procedures. This led to requests that the Survey develop a uniform record form to keep student information for use in schools and classes throughout the country. Such a form was developed and used on a trial basis by a few schools during the 1970-71 school year. On the basis of this experience, the form was revised and distributed for use during the 1971-72 school year. Indications are that approximately half of the educational programs for the hearing impaired in the United States were using the form during the 1971-72 school year.

The Annual Survey also has conducted a survey of the fifty states. The state departments of either Education or Health were contacted for information

on their particular state. Among the types of information sought were: (1) description of services available to hearing impaired children and youth, (2) types of screening programs now in existence, (3) the referral system for those found to have a hearing loss, (4) the number of students receiving special services, and (5) the type of legislation relating to hearing impaired students.

The Annual Survey reports much of the data in a series of publications. A listing of the publications to date appears on the inside back cover of this report.

FUTURE PLANS

During the early stages of the program, the Annual Survey devoted most of its resources to gathering basic demographic information on hearing impaired students, and to extending its coverage of these students to its current level. It is now in the process of formulating future plans, with the intention of beginning to collect information on selected topics of special interest to those in the field.

It is anticipated that the Survey will begin to collect data on the institutions themselves and the auxiliary services available to the students at the schools. Sample studies are planned in which the families of the hearing impaired students will supply information to the Survey.

Meanwhile, the Annual Survey will continue its efforts to produce an achievement test appropriate for hearing impaired students. Also being considered is the feasibility of developing measures of student performance in other areas beside academic achievement.

The initial success of the Annual Survey can be measured only in terms of the levels of participation and interest expressed by many individuals. The ultimate success will be measured not in terms of volume of data that will be collected and published, but in terms of its contributions to improving educational and other opportunities for hearing impaired children and youth.

APPENDIX II

OFFICE OF DEMOGRAPHIC STUDIES
Gallaudet College, Washington, D.C.

BASIC DATA FORM FOR STUDENTS AGE SIX AND OVER

ASHICY 2 (72)

(This form is to be used for children who were born in 1965 or earlier.)

ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH — 1971-72 School Year

CONFIDENTIAL: All information which would permit identification of any individual or institution will be held strictly confidential and will be used only by persons engaged in the survey for preparing statistical summaries. The data will not be disclosed to others for any other purpose.

Name of Reporting Source: _____

I. IDENTIFYING INFORMATION

A. 1. Name of Student or Code Number _____ Date of Birth _____ Sex M F
(Last) (First) (Middle) (Mo., Day, Yr.)

2. Residence _____
(City) (County) (State)

B. 1. Present School or Agency _____
(Name)

2. Location _____
(Number and Street) (City) (County) (State & ZIP Code)

II. ETHNIC BACKGROUND

White Spanish-American Oriental Unknown Cannot Report
 Negro or Black American Indian Other (specify) _____

III. EDUCATIONAL PROGRAM

A. 1. For students enrolled full-time in a special class or school, check below:
 School for the Hearing Impaired (Deaf) Classes for Hearing Impaired (Deaf)
 School for Multiply Handicapped Classes for Multiply Handicapped

2. For students who do not attend a special school or class on a full-time basis, enter type of program below:
 Regular Classes _____ hours per week; plus itinerant services _____ hours per week.
 Regular Classes _____ hours per week; plus other special educational services _____ hours per week.
 Other (specify type and hours per week) _____

B. Type of student: Residential Day

IV. HEARING LOSS

A. AUDIOLOGICAL FINDINGS

1. Air Conduction Test (If Air Conduction Results Are Not Available, Go to IV. A. 2.)
 a. Standard Used: ISO ASA b. Date Tested: _____
 Note: If Sound Field Examination, Check Here:

Frequency	RIGHT EAR								LEFT EAR							
	125	250	500	1000	2000	4000	6000	8000	125	250	500	1000	2000	4000	6000	8000
Hearing Level																

If results are not reported at 500, 1000, and 2000 Hz for both ears, complete IV. A. 2.

2. Check the box beside the statement which best describes the student's hearing loss.
 Normal Limits (Less than 27 dB ISO) Mild (27-40 dB ISO) Moderate (41-55 dB ISO) Moderately Severe (56-70 dB ISO) Severe (71-90 dB ISO) Profound (91 dB plus ISO)

B. AGE AT ONSET OF HEARING LOSS

1. At Birth _____ Years of Age Not Sure (Complete B. 2.)
 2. Not sure of exact age at onset, but the best estimate is the loss probably occurred before the age of _____

C. CAUSE OF HEARING LOSS

1. If onset at birth, what was the probable cause? (Check all that apply.)
 Maternal Rubella Other Complications of Pregnancy Prematurity Rh Incompatibility
 Trauma at Birth Heredity Other (specify) _____
 Cause Cannot Be Determined Data Not Available in Child's Record

2. If onset after birth, what was the probable cause? (Check all that apply.)
 Meningitis Mumps Measles Otitis Media Trauma
 High Fever Infections Other (specify) _____
 Cause Cannot Be Determined Data Not Available in Child's Record

V. ADDITIONAL HANDICAPPING CONDITIONS

A. VISION

1. Does student have a visual problem even when wearing glasses? No Yes (Complete 2.)

2. How educationally significant is the visual problem?
 Mild Moderate Severe Not at all

3. Has the student had a visual examination? No Yes (If Yes, complete 3a.-3e.)

a. Uncorrected Visual Acuity: Right Eye Distance Vision: 20/----- Near Vision: 20/----- Data Not Available

Left Eye Distance Vision: 20/----- Near Vision: 20/----- Data Not Available

b. Corrected Visual Acuity: Right Eye Distance Vision: 20/----- Near Vision: 20/----- Data Not Available

Left Eye Distance Vision: 20/----- Near Vision: 20/----- Data Not Available

c. Color Perception: Normal Defective (describe) ----- Data Not Available

d. Night Vision: Normal Defective (describe) ----- Data Not Available

e. Date of Examination: ----- Data Not Available

B. 1. Check all additional educationally significant handicaps by indicating degree of significance and who made the evaluation. If the student has no additional educationally significant handicap, check here.

	Degree of Significance			Person Who Made Evaluation			
	Mild	Moderate	Severe	M.D.	Teacher	Psychologist	Other
Brain Damage -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cerebral Palsy -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Epilepsy -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heart Disorder -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Retardation -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orthopedic -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perceptual-Motor Disorder -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional or Behavioral Problems -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Is the child on prescribed medication for any of the above handicapping conditions?

No Yes (If Yes, underline the condition(s).)

APPENDIX III

OFFICE OF DEMOGRAPHIC STUDIES
Gallaudet College, Washington, D.C.

BASIC DATA FORM FOR CHILDREN UNDER SIX

ASHICY 4 (72)

(This form is to be used for children who were born in 1966 or later.)

ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN AND YOUTH - 1971-72 School Year

CONFIDENTIAL: All information which would permit identification of any individual or institution will be held strictly confidential and will be used only by persons engaged in the survey for preparing statistical summaries. The data will not be disclosed to others for any other purpose.

Name of Reporting Source: _____

I. IDENTIFYING INFORMATION

A. 1. Name of Student or Code Number _____ (Last) _____ (First) _____ (Middle) _____ Date of Birth _____ (Mo., Day, Yr.) Sex M F

2. Residence _____ (City) _____ (County) _____ (State)

B. 1. Present School or Agency _____ (Name)

2. Location _____ (Number and Street) _____ (City) _____ (County) _____ (State & ZIP Code)

II. ETHNIC BACKGROUND

White Spanish-American Oriental Unknown Cannot Report
 Negro or Black American Indian Other (specify) _____

III. EDUCATIONAL PROGRAM

A. Type of Pre-School (Mark all that apply.)
 School or Classes for Hearing Impaired (Deaf): _____ Hours per Week.
 School or Classes for Multiply Handicapped: _____ Hours per Week.
 Speech and Hearing Clinic: _____ Hours per Week.
 Parent-Child Program: _____ Hours per Week.
 School or Classes for Hearing: _____ Hours per Week.
 Other (specify) _____ Hours per Week.

B. Type of Student:
 Residential Day
 Residential Day

C. Is Child Seen: Individually Group or Both

D. Parent Training:
 1. Parents have completed or are enrolled in a special parent program: Yes No
 2. Parents have completed or are participating in a correspondence course: Yes No

E. At what age did the child first receive special educational training related to the hearing loss:
 _____ Years _____ Months Data Not Available

IV. HEARING LOSS

A. AUDIOLOGICAL FINDINGS

1. Air Conduction Test (If Air Conduction Results Are Not Available, Go to IV. A. 2.)
 a. Standard Used: ISO ASA b. Date Tested: _____
 Note: If Sound Field Examination, Check Here:

Frequency Hearing Level	RIGHT EAR								LEFT EAR							
	125	250	500	1000	2000	4000	6000	8000	125	250	500	1000	2000	4000	6000	8000

If results are not reported at 500, 1000, and 2000 Hz for both ears, complete IV. A. 2.

2. Check the box beside the statement which best describes the student's hearing loss.
 Normal Limits (Less than 27 dB ISO) Mild (27-40 dB ISO) Moderate (41-55 dB ISO) Moderately Severe (56-70 dB ISO) Severe (71-90 dB ISO) Profound (91 dB plus ISO)

B. AGE AT ONSET OF HEARING LOSS

1. At Birth _____ Years of Age Not Sure (Complete B. 2.)
 2. Not sure of exact age at onset, but the best estimate is the loss probably occurred before the age of _____

C. CAUSE OF HEARING LOSS

1. If onset at birth, what was the probable cause? (Check all that apply.)
 Maternal Rubella Other Complications of Pregnancy Prematurity Rh Incompatibility
 Trauma at Birth Heredity Other (specify) _____
 Cause Cannot Be Determined Data Not Available in Child's Record

2. If onset after birth, what was the probable cause? (Check all that apply.)
 Meningitis Mumps Measles Otitis Media Trauma
 High Fever Infections Other (specify) _____
 Cause Cannot Be Determined Data Not Available in Child's Record

V. ADDITIONAL HANDICAPPING CONDITIONS

A. VISION

1. Does student have a visual problem even when wearing glasses? No Yes (Complete 2.)
2. How educationally significant is the visual problem?
 Mild Moderate Severe Not at all
3. Has the student had a visual examination? No Yes (If Yes, complete 3a.-3e.)
 - a. Uncorrected Visual Acuity:

	Right Eye	Distance Vision: 20/-----	Near Vision: 20/-----	
	Left Eye	Distance Vision: 20/-----	Near Vision: 20/-----	<input type="checkbox"/> Data Not Available
 - b. Corrected Visual Acuity:

	Right Eye	Distance Vision: 20/-----	Near Vision: 20/-----	
	Left Eye	Distance Vision: 20/-----	Near Vision: 20/-----	<input type="checkbox"/> Data Not Available
 - c. Color Perception: Normal Defective (describe)----- Data Not Available
 - d. Night Vision: Normal Defective (describe)----- Data Not Available
 - e. Date of Examination: -----

- B. 1. Check all additional educationally significant handicaps by indicating degree of significance and who made the evaluation. If the student has no additional educationally significant handicap, check here.

	Degree of Significance			Person Who Made Evaluation			
	Mild	Moderate	Severe	M.D.	Teacher	Psychologist	Other
Brain Damage -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cerebral Palsy -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Epilepsy -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heart Disorder -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Retardation -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orthopedic -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perceptual-Motor Disorder -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional or Behavioral Problems -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Is the child on prescribed medication for any of the above handicapping conditions?
 No Yes (If Yes, underline the condition(s).)

APPENDIX IV

1971-72 Participants in the Annual Survey of Hearing Impaired Children and Youth

ALABAMA

Alabama Institute for the Deaf & the Blind
Birmingham Public Schools
Blossomwood Elementary School
Children's Center of Montgomery, Inc.
Etowah County Learning Center for the Hard of Hearing
Holt Elementary School
Huntsville Rehabilitation Center
Lewis-Slossfield Speech and Hearing Center
Mobile Preschool for the Deaf, Inc.
Montevallo City Schools
Northwest Alabama Rehabilitation Center
Shrine School
Tuscaloosa County Preschool Deaf Class

ALASKA

Alaska — Public Day Class (Anchorage Borough School District)
Alaska Treatment Center for Crippled Children and Adults, Inc.
Fairbanks North Star Borough School District

ARIZONA

Arizona School for the Deaf & Blind
Samuel Gompers Rehabilitation Center
Mesa Public Schools
Phoenix Day School for the Deaf
Phoenix Elementary Oral Day School (Phoenix Elementary School District #1)
Phoenix Union High School District
Washington Elementary

ARKANSAS

Arkansas Children's Colony
Arkansas Children's Hearing & Speech Center
Arkansas School for the Blind
Arkansas School for the Deaf
Jenkins Memorial Children's Center

CALIFORNIA

Alameda County / Hearing Impaired Program
Alhambra Unified School District
Alum Rock Union Elementary School District

Bellflower Unified School District
Butte County Special Education District
California School for the Deaf, Riverside
Cedarcreek School for the Deaf
Centralia School District
Ceres Unified School District
Chula Vista City School District
Covina Valley Unified School District
Cutler-Orosi Unified School District
East San Gabriel Valley School for Multi-Handicapped Children
Escondido Union School District
Eureka City Schools
Fairview State Hospital
Fremont Unified School District (Blacow)
Fresno City Unified School District
Garden Grove Unified School District
Goleta Union School District
Hanford Elementary School District
Harbour Educational Unit
Hayward Unified School District
Itinerant Program for Hearing Impaired (Santa Cruz)
Kern County Schools
La Mesa-Spring Valley School District
Lancaster Special Education Unit
Little Lake City School District
Lompoc Unified School District
Long Beach Unified School District
James Madison School
Marin County Schools
Montebello Unified School District
Monterey County Schools
Mt. Diablo Unified School District
Napa Valley Unified School District
Norwalk-La Mirada Unified School District
Oakland Public Schools
Oralingua School
Orange Unified School District
Orcutt Union School District
Pasadena School District
Placer County Special Schools
Pomona Unified School District
Riverside Unified School District

Sacramento City Unified School District
 San Bernardino County Schools
 San Francisco Speech & Hearing Center
 San Jose City Unified School District
 San Juan Unified School District
 San Mateo County Programs for the Deaf
 San Mateo Union High School District
 Santa Clara Unified School District
 Santa Monica Unified School District
 Santa Rosa City School District
 Selaco-Downey
 Simi Valley Unified School District
 Solano County Aurally Handicapped Classes
 Sonoma State Hospital
 Southwest School for the Deaf
 Stockton Unified School District
 Sunnyvale Elementary School District
 Sutter County Schools
 Tehama County Department of Education
 Union School District
 Vallejo City Unified School District

COLORADO

Aurora Public Schools
 Boulder Valley Public Schools
 Colorado Hearing and Speech Center
 Colorado School for the Deaf and Blind
 Colorado Springs Public Schools District #11
 Department of Audiology and Speech Pathology
 (The Children's Hospital)
 John Evans School
 Jefferson Unified School District
 Meadow Elementary School
 Mesa County Valley School District #51
 Porter Memorial Hospital
 Poudre R-1 School District
 University of Northern Colorado

CONNECTICUT

American School for the Deaf
 Capitol Region Education Council-Hearing
 Impaired Class
 The Connecticut Institute for the Blind-Oak Hill
 School
 Easter Seal Goodwill Industries Rehabilitation
 Center
 Green Acres School
 Hamden-New Haven Cooperative Education
 Center
 Hartford Board of Education
 Hazardville Memorial School
 Holmes School
 Magrath School
 Mystic Oral School
 Roosevelt School
 Stamford Public Schools
 Watertown Public Schools
 Woodward School

DELAWARE

Margaret Sterck School for Hearing Impaired
 Wilmington Public Schools

DISTRICT OF COLUMBIA

Grant School
 Kendall School for the Deaf
 Model Secondary School for the Deaf
 Public Schools of the District of Columbia, Speech
 & Hearing Center
 Washington Hearing Society

FLORIDA

Brevard County Schools
 Broward County Schools
 Dade County Classes for the Deaf
 Department of Special Education (Lee County)
 Escambia County Schools
 Exceptional Child Education (Palm Beach County
 Schools)
 Florida School for the Deaf and Blind
 Hillsborough County Schools
 Holly Hill Elementary
 Leon County Program for Hearing Impaired Chil-
 dren
 Hard of Hearing Department (Rock Lake Elemen-
 tary, Orlando)
 Pinellas County Schools
 Polk County Public Schools
 Shaw Kindergarten Center
 Speech and Hearing Center, Inc. (Jacksonville)
 Tampa Oral School for the Deaf, Inc.

GEORGIA

Atlanta Public Schools
 Atlanta Speech School
 Central Georgia Speech & Hearing Center
 Clarke County Schools
 Clayton County Schools
 Cobb County Board of Education
 The Davison School, Inc.
 DeKalb County Program for Exceptional Children
 (Robert Shaw Center)
 Dooly County Shared Services Center
 Douglas County Schools
 Easter Seal Speech and Hearing Center
 Lawton B. Evans School
 Franklin County Schools
 Fulton County Schools
 Georgia Academy for the Blind
 Georgia Center for Multi-Handicapped
 Georgia School for the Deaf
 Gracewood State School and Hospital
 Houston Speech School
 Listening Eyes School for the Deaf
 Moultrie Speech & Hearing Center
 Savannah Speech & Hearing Center
 S.W. Georgia Easter Seal Rehabilitation Center

S.W. Georgia Exceptional Children Program
Valdosta Public Schools

HAWAII

Hawaii School for the Deaf and Blind
Pearl Harbor Kai Elementary
Sultan Easter Seal School

IDAHO

Idaho School for the Deaf
Idaho State University, Speech & Hearing Center

ILLINOIS

Banneker School
Bell School
Black Hawk Hearing Handicapped Program
Champaign Community Schools
Chicago Vocational High School
Day Classes for the Deaf, Metcalf Elementary,
Illinois State University
Dixon State School
Drew School
Elim Christian School for the Exceptional Child
Ericson
Holy Trinity High School
Illinois School for the Deaf
Jamieson
Lake View High School
Macon County Special Education District
Marquette
Mid-Central Regional Program for Hearing Im-
paired
Donald L. Morrill School
North-Northwest Programs for Hearing Impaired
Children
Northwest Illinois Association
O. H. Perry Elementary
Quincy Day Classes for Hearing Impaired
Ray
Michael Reese Hospital-Siegel Institute
Reinberg
St. Joseph's Hospital
Scammon
Shield School
South Metropolitan Association for Low Incidence
Handicapped
Southwest Regional Program for Hearing Impaired
Special Education District of Lake County
Springfield Public Schools
James Ward Elementary
West Suburban Association for Hearing Handi-
capped
Williamson County Special Education District

INDIANA

Ball State University Classes for Hearing Impaired
East Chicago Day Class for the Deaf
Fort Wayne Community Schools

Glenwood Elementary (Classes)
Hearing & Speech Center of St. Joseph Co., Inc.
Indiana School for the Deaf
Marion Community Schools
Morrison-Mock School (Muncie Community
Schools)
New Albany-Floyd County Public Schools
Rehabilitation Center, Evansville
South Bend Community School Corporation
Trade Winds Rehabilitation Center, Inc.

IOWA

Black Hawk School
Hope Haven
Iowa School for the Deaf
Muscatine-Scott County School System
Sioux City Community School District
Siouxland Rehabilitation Center
Smouse Opportunity School
United Cerebral Palsy Center Preschool
Wapello County School System (Ottuma Commu-
nity School District)
Wilson School, Oral Deaf Department

KANSAS

Hays Unified School District
Hearing Impaired Program — U.S.D. #443
Hutchinson Public Schools
Institute of Logopedics
Lawrence-Grant Unified School District #497
Sunset Elementary, U.S.D. #305
Topeka Public Schools
Mark Twain Elementary
Unified School District #431
University of Kansas Medical Center
Wichita Public Schools

KENTUCKY

Fayette County Public Schools
Geiger Speech & Hearing Center
Kentucky School for the Deaf
Lexington Deaf Oral School
Louisville Deaf Oral School
Louisville Public Schools
West Kentucky Easter Seal Center for Crippled
Children & Adults

LOUISIANA

Acadia Parish School Board
The Cottage School
Jefferson Parish School Board
Lafayette Parish School Board
Louisiana State School for the Deaf
Monroe City Schools
Speech & Hearing Center of Southwest Louisiana,
Inc.
State School for the Deaf — Southern Branch
Sunset Acres Elementary

MAINE

Bangor Regional Speech & Hearing Center
 Governor Baxter State School for the Deaf
 Northeast Hearing & Speech Center
 Pineland Hospital & Training Center
 University of Maine Speech & Hearing Clinic

MARYLAND

Anne Arundel County School
 William S. Baer School, #301 (Garrison Jr. High
 P.S. #42)
 Board of Education of Baltimore County
 Board of Education of Harford County
 Glen Dale Hospital
 Maryland School for the Deaf
 Montgomery County Public Schools
 Prince George's County Public Schools
 Special Education Center-Washington County

MASSACHUSETTS

Mary Altavesta School
 Beverly School for the Deaf
 Boston College Campus School
 Boston School for the Deaf
 Clarke School for the Deaf
 Concord Public Schools
 Paul A. Dever State School
 Duxbury Primary School
 Fall River Day Classes
 Sarah Fuller Foundation (includes Children's Hos-
 pital Medical Center)
 Learning Center for Deaf Children
 Leominster Day Classes for Hearing Impaired
 Lowell Preschool Class for the Deaf
 New Bedford Class for the Deaf (Horatio A.
 Kempton School)
 Perkins School for the Blind
 Reading Day Class for the Deaf (Killam School)
 Springfield Day Classes for the Deaf
 Thayer Lindsley Nursery
 Upsala Street School
 Waltham Public School
 Wellfleet Day Class for the Deaf
 Worcester County Hearing and Speech Center

MICHIGAN

Allen Park Public Schools
 Branch County Intermediate School District
 Brighton Area Schools
 Constantine Day School for the Deaf & Hard of
 Hearing
 Detroit Day School for the Deaf
 Durant-Tuuri-Mott School
 Garden City Public Schools
 Holland Area Special Education
 Ida Public Schools
 Jackson Public Schools
 Ann J. Kellogg
 Lakeview Public Schools
 Lansing School District

Lapeer State Home & Training School (Woodside
 School)
 Lutheran School for the Deaf
 Michigan School for the Blind
 Michigan School for the Deaf
 Muskegon Public Schools
 Negaunee Public Schools
 Oakland Schools
 Redford Union Schools
 Shawnee Park Schools
 Speech & Hearing Clinic, Wayne State University
 Tecumseh Public Schools
 Traverse City Public Schools
 Tri-County Center, Inc.
 Utica Community School
 Warren Consolidated Schools
 Wayne-Westland Community School System
 Wyoming Physically Handicapped Preschool

MINNESOTA

Austin Public Schools
 Duluth Public Schools
 Lutheran High School
 Minneapolis Public Schools
 Minnesota School for the Deaf
 Rochester Public Schools
 St. Paul Program for Hearing Impaired

MISSISSIPPI

Jackson Public Schools
 Mississippi School for the Deaf
 Tupelo Regional Rehabilitation Center

MISSOURI

Central Institute for the Deaf
 Children's Mercy Hospital, Hearing & Speech
 Center
 Columbia Public Schools
 Delaware School
 Gallaudet School for the Deaf
 Greater Kansas City Hearing & Speech Center
 Missouri School for the Deaf
 Neosho Public Schools
 Nevada R-5 School District
 North Kansas City School District
 St. Louis County Special District
 School District of St. Joseph
 Springfield Speech & Hearing Center
 Woodhaven Learning Center

MONTANA

Montana Center for Handicapped Children
 Montana School for the Deaf and Blind
 University of Montana Speech and Hearing Clinic

NEBRASKA

Nebraska School for the Deaf
 Omaha Hearing School for Children
 Omaha Public Schools
 Prescott Elementary School
 University of Nebraska, Speech & Hearing Clinic

NEVADA

Ruby Thomas Elementary School
Washoe County Schools

NEW HAMPSHIRE

Amoskeag Center for Educational Services
Concord Union School District
Crotched Mountain School for the Deaf
Portsmouth Rehabilitation Center
Supervisory Unit #56

NEW JERSEY

Avon School
Bancroft School
Bloomfield Public Schools
Bordentown City Schools
Bruce Street School
Cumberland County Communication Project
East Brunswick Public Schools
Gloucester County Public Schools
Hackensack Program for the Deaf
Hard of Hearing Center-Mountain Lakes
Helmbold Education Center
Hunterdon Medical Center
Marie H. Katzenbach School for the Deaf
Kossuth Street School
Madison Township Public Schools
The Midland School
Millburn Avenue School
Milton Avenue School
A. Harry Moore Lab. School
Morris County Schools
Morristown Memorial Hospital Speech & Hearing Center
Neptune Township Public Schools
Newark State College — Educational Resource Center
North Hudson Jointure Commission
Oakcrest School
Summit Speech School
Western Burlington County Regional Schools
Westwood Regional Schools
Woodbridge Public Schools

NEW MEXICO

New Mexico School for the Deaf

NEW YORK

Albany Medical Center Hospital
Board of Cooperative Educational Services—Erie County
Board of Cooperative Educational Services—Nassau County
Board of Cooperative Educational Services — Suffolk County III
Board of Cooperative Educational Services — Suffolk County II (Sch. for Hr. Handicapped)
Board of Cooperative Educational Services — Warren-Washington County

Buffalo Public Schools
Children's Hospital & Rehabilitation Center
Cleary School for the Deaf
Demonstration Home Program at the Rochester School for the Deaf
Hamilton School District #31
Junior High School 47 M — School for the Deaf
Meadowbrook Hospital (Speech and Hearing Center)
Mill Neck Manor, Lutheran School for the Deaf
New York Institute for the Education of the Blind
New York School for the Deaf at White Plains
New York State School for the Deaf at Rome Public School #158
Queens College Speech & Hearing Center
Rochester School for the Deaf
St. Joseph's School for the Deaf
St. Mary's School for the Deaf
Union-Endicott School District
Upstate Medical Center, Preschool Deaf Program
Women's Christian Association Hospital

NORTH CAROLINA

Charlotte Speech & Hearing Center
Eastern North Carolina School for the Deaf
Mecklenburg Schools, Department of Special Education
North Carolina School for the Deaf
North Carolina School for the Deaf at Raleigh Path School, Inc.
Speech & Hearing Clinic, Duke Hospital
Training Center for Hearing Impaired Children, Duke University
Wake County Preschool for Hearing Impaired

NORTH DAKOTA

Longfellow School
North Dakota School for the Deaf

OHIO

Akron Public Schools
Alexander Graham Bell School for the Deaf, Cleveland
Canton City Public Schools
Cincinnati Education Center
Clark County Hearing & Speech Center
Cleveland Hearing & Speech Center
Hearing & Speech Center of Greater Metropolitan Dayton
Howard School for Hearing Impaired
Kennedy School for the Deaf
Kent Public School
Lakewood Oral Day School
Litchfield Rehabilitation Center, Preschool Nursery
Lorain City Schools
McKinley Elementary School
Millridge Center for Hearing Impaired Children
Ohio School for the Deaf

St. Rita School for the Deaf
Springfield City Schools
Stark County Department of Education
Toledo Hearing & Speech Center
Toledo Public Schools
Trumbull County Hearing Society
Warren City Schools
Youngstown Public Schools
Zanesville Classes for the Deaf

Pennsylvania Unit 18
Pennsylvania Unit 19
Pennsylvania Unit 21
Pennsylvania Unit 22
Pennsylvania Unit 23
Pennsylvania Unit 24
Pennsylvania Unit 25
Pennsylvania Unit 27
Pennsylvania Unit 29

OKLAHOMA

Community Speech & Hearing Center
Kerr Junior High School
Oklahoma City Public Schools
Oklahoma School for the Deaf
Shawnee Public Schools
Tulsa Public Schools
University of Oklahoma Medical Center

OREGON

Eugene Hearing and Speech Center
Fairview Hospital & Training Center
Oregon State School for the Deaf
Portland Center for Hearing & Speech, Preschool
Deaf Program
Portland Public Schools
Tucker-Maxon Oral School for the Deaf

PENNSYLVANIA

Delaware Valley School District
De Paul Institute for the Deaf
Easter Seal Society for Crippled Children, York
Ebensburg State School & Hospital
Elwyn Institute
Erie City School District
Hearing Conservation Center, Lancaster
Willis and Elizabeth Martin School
Pennhurst State School and Hospital
Pennsylvania School for the Deaf
Pennsylvania State Oral School for the Deaf
Pittsburgh Hearing & Speech Society, Inc.
Pittsburgh Public Schools
St. Christopher's Hospital for Children
Western Pennsylvania School for the Deaf
The Wood School
Wyoming Valley Crippled Children's Association
Pennsylvania Intermediate Units:
Pennsylvania Unit 1
Pennsylvania Unit 5
Pennsylvania Unit 7
Pennsylvania Unit 8
Pennsylvania Unit 9
Pennsylvania Unit 10
Pennsylvania Unit 11
Pennsylvania Unit 14
Pennsylvania Unit 15
Pennsylvania Unit 16
Pennsylvania Unit 17

RHODE ISLAND

Rhode Island Easter Seal Society

SOUTH CAROLINA

Aiken County School District
Beaufort County Schools
Bennettsville Elementary School
Charleston Speech & Hearing Clinic, Inc.
Darlington Area Schools
Estes Elementary School
Fairfield County Schools
Florence County School
Greenwood School District #50
Hearing & Speech Center, Columbia
Keowee Public School
Charles Lea Speech & Hearing Clinic (Spartan-
burg)
Méminger Elementary School
Myrtle Heights Elementary School
Richland County School District
South Carolina School for the Deaf & Blind
United Speech & Hearing Services

SOUTH DAKOTA

South Dakota School for the Deaf

TENNESSEE

Arlington Hospital and School
Daniel Arthur Rehabilitation Center
Chattanooga Public Schools, Sunnyside School
Clover Bottom Hospital & School
Greene Valley Hospital & School
Hamilton County Schools
Hamilton County Speech & Hearing Center
Knoxville City Schools
Memphis Parent School for the Deaf & Aphasic
Orange Grove Center for Mentally Retarded
Preschool for Deaf (E. Tennessee State Univer-
sity)
Tennessee School for the Deaf
University of Tennessee Preschool Program for
Hearing Impaired
Bill Wilkerson Hearing & Speech Center

TEXAS

Abilene I.S.D.
Aldine Independent School District
Amarillo Speech & Hearing Center

Anahuac Independent School District
 Austin Independent School District
 Stephen F. Austin State University, Speech & Hearing Clinic
 Baylor Speech & Hearing Clinic
 Beaumont Multi-County School for the Deaf
 Bexar County School for Deaf
 Bi-County School for the Deaf, Brownsville
 Bi-County School for the Deaf, Corpus Christi
 Callier Hearing & Speech Center
 The Center for Audiology & Speech Pathology
 Corpus Christi Hearing & Speech Center
 Dallas County Wide Day School for the Deaf
 Ector County Independent School District
 Farias Special Education School
 Grayson County Crippled Children & Adult Center
 Harlandale I.S.D.
 Hereford Independent School District
 Houston Independent School District
 Houston School for Deaf Children
 Houston Speech & Hearing Center
 La Marque Independent School District
 Lubbock Independent School District
 New Caney Independent School District
 Northeast Independent School District
 Pasadena Independent School District
 Port Arthur Independent School District
 San Angelo Independent School District
 Sunshine Cottage School
 Tarrant County Day School for the Deaf, Preschool Classes
 Temple Memorial Treatment Center
 Texas Christian University Speech & Hearing Clinic
 Texas School for the Deaf
 Waco Independent School District
 Wakefield Elementary
 Wichita Falls Independent School District
 Ysleta Independent School District

UTAH

Edith Bowen Laboratory School
 Utah School for the Deaf

VERMONT

Austine Educational Unit
 The Austine School for the Deaf
 Vermont Association for the Crippled

VIRGINIA

Arlington County Public Schools
 Bristol Speech & Hearing Center
 Charlottesville Public Schools
 Chesterfield County Public Schools
 Child Study Center, Old Dominion University
 Diagnostic, Adjustive & Corrective Center for Learning
 Dilenowisco Educational Cooperative (Special)
 Hampton City Schools

Norfolk City Schools
 Oral School, Medical College of Virginia
 Roanoke City Schools
 Roanoke Valley Speech & Hearing Center, Inc. (Special)
 Tidewater Rehabilitation Institute
 Virginia Beach City Public Schools
 Virginia School for the Deaf at Hampton

WASHINGTON

Bellevue Public Schools
 Bellingham School District
 Bremerton School District
 Child Development and Mental Retardation, University of Washington
 Edna E. Davis School
 Edmonds School District #15
 Highline District #401
 Issaquah School District #411
 Kent Public Schools
 Longview Public Schools
 Northshore School District #417
 Ocean Beach School District
 Seattle Public Schools
 Shoreline School District #412
 Tacoma Public Schools
 Tri-City Area Special Education
 Tri-County Special Education Program
 Washington State School for the Blind
 Washington State School for the Deaf
 Washington State University, Speech & Hearing Clinic
 Yakima School District #7

WEST VIRGINIA

Kanawha County Public Schools
 Kanawha Speech & Hearing Center
 West Virginia School for the Deaf & Blind

WISCONSIN

Bartlett School Classes for the Deaf & Hearing Impaired
 Green Bay School for the Deaf
 Kenosha Unified School District
 La Crosse Day School for the Hearing Impaired
 Madison Public School System
 Milwaukee Hearing Society
 Oshkosh Area Public Schools for Deaf & Hard-of-Hearing
 Pleasant Hill School
 St. John's School for the Deaf
 Sheboygan Public Schools
 E.H. Wadewitz School
 Washington School, Portage County
 Wausau Day School for the Deaf
 Wisconsin School for the Deaf

WYOMING

Wyoming School for the Deaf

**REPORTS FROM THE ANNUAL SURVEY OF
HEARING IMPAIRED CHILDREN AND YOUTH**

SERIES D

- No. 1 Academic Achievement Test Performance of Hearing Impaired Students — United States: Spring 1969
- No. 2 Item Analysis of Academic Achievement Tests Hearing Impaired Students — United States: Spring 1969
- No. 3 Additional Handicapping Conditions, Age at Onset of Hearing Loss, and Other Characteristics of Hearing Impaired Students — United States: 1968-69
- No. 4 Type and Size of Educational Programs Attended By Hearing Impaired Students — United States: 1968-69
- No. 5 Summary of Selected Characteristics of Hearing Impaired Students — United States: 1969-70
- No. 6 Audiological Examinations of Hearing Impaired Students — United States: 1969-70
- No. 7 Characteristics of Hearing Impaired Students Under Six Years of Age — United States: 1969-70
- No. 8 Item Analysis of an Achievement Testing Program for Hearing Impaired Students — United States: Spring 1971
- No. 9 Academic Achievement Test Results of a National Testing Program for Hearing Impaired Students — United States: Spring 1971
- No. 10 Characteristics of Hearing Impaired Students by Hearing Status — United States: 1970-71
- No. 11 Studies in Achievement Testing, Hearing Impaired Students — United States: Spring 1971
- No. 12 Reported Causes of Hearing Loss for Hearing Impaired Students — United States: 1970-71
- No. 13 Further Studies in Achievement Testing, Hearing Impaired Students — United States: Spring 1971
- No. 14 Additional Handicapping Conditions Among Hearing Impaired Students — United States: 1971-72

**SPECIAL REPORTS FROM THE OFFICE
OF DEMOGRAPHIC STUDIES, GALLAUDET COLLEGE**

SERIES C

- No. 1 National Survey of State Identification Audiometry Programs and Special Educational Services for Hearing Impaired Children and Youth — United States: 1972