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ABSTRACT

The document synthesizes information presented and discussed at a January 1976 workshop on methods and procedures for identifying handicapped children. Reviewed are Federal legislation requirements, the child find planning process, practices to ensure interagency cooperation, components of a public awareness campaign, collection and utilization of data, and confidentiality measures. Three appendixes provide information on the Education for All Handicapped Children Act of 1975, a directory of child find coordinators in State education agencies, and a child find public information handbook (including objectives, goals, communication approaches, publicity methods, and sample materials.) (CL)

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CHILD IDENTIFICATION:

A Handbook for Implementation

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INTRODUCTION

The United States Office of Education's Bureau of Education for the Handicapped (BEH) has estimated that there are more than 8 million handicapped children from birth to 21 years of age in the nation and that fewer than 40 percent of these children are receiving an appropriate education.

These statistics helped to stimulate development and passage of amendments to the Elementary and Secondary Education Act, which require the development and operation of statewide systems for the identification, assessment and placement of all handicapped children in free, appropriate educational environments.

In order to be eligible for federal assistance, states applying for federal assistance must demonstrate that all children residing in the state who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated, and that a practical method is developed and implemented to determine which children are currently receiving needed special education and related services and which children are not currently receiving special education and related services. (Public Law 94-142, Sec. 612)

Implications for local education agencies (LEAs) are evident in Section 614 (a) of Public Law 94-142, which requires local education agencies receiving federal funds for special education to also identify, locate, and evaluate all handicapped children in need of special education and related services.

Specifically, local education agencies will need to do the following:

- carry out a child find plan which would be within the guidelines of the state plan;
- provide inservice training to personnel in the identification of handicapped children;
- implement systematic screening for the purpose of identification of children with handicapping conditions;
- implement a program of nondiscriminatory testing in completing an evaluation of handicapped children;

- insure that due process procedures are followed when identifying, locating, and evaluating children, and
- request parental consent before evaluation takes place.

It is the intent of this manual to provide state and local education agencies with some procedures that have been successfully used in some states and local districts. By utilizing these procedures, it is hoped that state and local education agencies will be able to implement child find activities more effectively.

Regional Child Find Workshop

This manual is a synthesis of information provided and discussed at a workshop on child identification methods and procedures, which was jointly coordinated by the Mid-East Regional Resource Center (MERRC) and the National Association of State Directors of Special Education (NASDSE) on January 29 and 30, 1976, in Washington, D.C.

In planning this workshop, the staff of MERRC and NASDSE first conducted a needs assessment of the Mid-East region (District of Columbia, Delaware, Kentucky, Maryland, North Carolina, Tennessee, Virginia and West Virginia). Some of the identified areas of concern included:

- how to set up urban and rural child identification systems;
- how to conduct child find at the local education agency level;
- how to monitor a child identification system;
- how to develop and use data collection forms;
- how to develop a back-up delivery system;
- how to comply with confidentiality requirements;
- how to establish interagency cooperation/coordination;
- how to coordinate state, regional and local planning;
- how to use media in an awareness campaign, and
- how to anticipate problem areas.

Persons with the necessary experience and expertise in these areas were then contacted to act as resource persons and consultants for the workshop.

The format of the workshop included large group presentations as well as small group sessions to provide a free flow of information among persons from the consulting states, the regional states which had experience in this area, and the states new to the child identification process. Evaluation data indicated that the small group sessions were extremely beneficial to the participants.

In addition to sharing experiences and providing new information, another workshop goal was to

develop a document which would be useful to state and local child find coordinators and make it available for national distribution. To this end, the information presented and shared at this workshop has been synthesized and compiled in this manual.

The following chapters review and discuss the legal requirements of federal legislation, the child find planning process, and the child identification component in depth. In addition, the information generated during the workshop has also provided the basis for an analysis of these child identification components: awareness campaigns, the collection and use of data, and interagency cooperation.

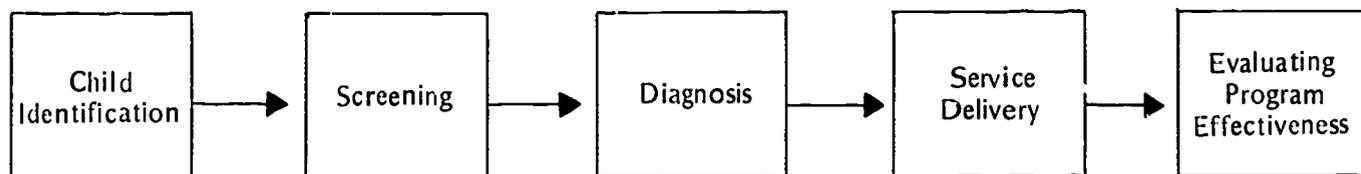


I. PLANNING

It has been established that it is the states' responsibility to identify all children in need of special education services (Public Law 93-380). However, it cannot be over-emphasized that child identification is but one component of the entire service

delivery process.

Building from this concept, reference should be made to the following model from which states are operating:



If state and local education agencies are going to find, locate, and evaluate all handicapped children in need of services, the entire process must be considered in initial planning and should be evaluated on an ongoing basis. Any decision to make a change in this process should be a conscious one, not an accidental one, as a change in any one part of the system will affect changes in other parts of the system.

Since child identification is but one component of the provision of full and appropriate service, planning for back-up components must be done simultaneously. Thus, it becomes the responsibility of the

planner to describe how the project intends to:

- conduct screening for those children identified in need of service, giving priority to those who are in most need;
- diagnose those children using bias-free assessment procedures;
- establish the mechanism for and make available due process procedures;
- ensure that the confidentiality requirements of federal law are met;
- develop an individualized program for each child in need of service;
- ensure that there are available resources and

staff to carry out the establishment programs, and

- establish a mechanism whereby this program will be evaluated periodically.

The next step is to find out which of those elements are already being provided – by public, by private, and by semi-private agencies. Here, a good management system is vital.

The completed plan provides a roadmap of where the responsible agency is going and shows how it intends to get there. A comprehensive child identification system should begin with the public awareness campaign, and proceed through program prescriptions for individual children, as well as the evaluation of the success of the programs and the progress of the children in it.

Understand Available Resources

No workable plan can be made without a clear idea of all the resources available and the limitations that are imposed on the program from the outside, i.e., the barriers preventing or complicating service delivery for children who are handicapped: legislative, organizational-administrative, fiscal, social, etc. Otherwise there would have been no need for a special program to find unserved and underserved handicapped children.

Existing state legislation may create some barriers. Some states, such as Idaho, have legal exclusion of "disruptive" children from regular classrooms or from the whole school. Some regulations governing the activities of state agencies also are obstructive – e.g., the available fiscal resources and the administrative responsibility for a given task may reside in two different agencies.

In Idaho, state funding provides 80 percent of the cost of special education personnel, as well as an additional allowance per child for education materials, equipment, and other costs of serving exceptional children. The state's director of special education arranged for a system of incentive awards and sub-contracts so that whenever a handicapped child was located, the financial resources could be given to the local education agency in a few weeks rather than months afterwards.

Also, another system was needed to help preschool children because of unavailable state funds. Because several private agencies were already helping young children in various ways, Idaho's special education director established an interagency contract to expand this service delivery system so that identified handicapped children could be served.

When this kind of system is adopted, it is necessary to carefully separate and identify monies

that come from different sources, for different purposes. Title VI-B money, for example, still has to be used to supplement rather than to supplant existing resources. It is the state's responsibility to keep track of each child to make sure all are actually getting the right kind of help.

Identifying Barriers

It is important to define the parameters within which a child identification/child find system will operate. The facilitating factors as well as the complicating factors within the state that operate as barriers must be identified. Possible barriers to both the child identification component and the back-up delivery services could include:

- non-supportive legislation;
- financial constraints;
- administrative procedures;
- insufficient human resources;
- lack of cooperation from other agencies;
- technological barriers;
- social barriers, or
- communication constraints.

To assess the situation, first examine the federal regulations and guidelines, then examine state statutes that may affect what can and cannot be done. Some agencies on the state and local level are already working with the handicapped – what are their priorities, legal responsibilities, resources? Are they willing to cooperate? Is there money to hire a full-time coordinator? Can a thorough professional system development be afforded? Remember, the administrative structure chosen will affect the success of the program.

Perhaps there is some degree of flexibility within the state administrative structure. Texas, for example, has a five-site unified cooperative structure as well as structures with one localized administration. Both staff and administrative expertise should be considered when determining which will be the most efficient.

Need for Trained Staff

Lack of adequately trained staff also is a common problem to a good program. Some of the Texas projects hired consultants to train special education staff in working with children whose handicaps were especially severe.

All components of a system should be planned before the actual child identification phase, or else money may be depleted after identifying scores of children who need special services. It is easier to be realistic when planning the whole system: which

functions are already being carried out by some other agency? Can there be an incorporation of those functions? After these questions have been resolved, determine the cost(s), resource(s) of funds, completion date(s) and person(s) responsible for each step of the plan. Remember that the system will actually serve children only in those localities where the local and state agencies are cooperating with one another.

Principles of a Planning Model

Idaho has established a planning process which could serve as a model for other states or local education agencies. Briefly, the principles used may be summarized as follows:

1. Design a simple system which will identify existing child identification efforts throughout the state.
2. Plan all components simultaneously (child identification, screening, diagnosis, programming). The plan should include.
 - the resources available;
 - how data will be collected;
 - how the data will be used;
 - what programs exist to provide the services children will need, and
 - what people have had training in providing such services.
3. Implement a reasonable time line, delineating:
 - all of the action steps needed;
 - how long these will take, and
 - who will be responsible for each step.
4. Establish a communications mechanism for those involved in the planning process.
5. Develop interagency coordination. Once activities of other agencies are identified, work out a system of formal and/or informal agreements whereby efforts of these agencies will receive state or local support.
6. Develop comprehensive public information materials.

7. Coordinate state, regional and local levels for child identification and back-up educational delivery mechanisms.

Evaluating the Process

If an agency is continually to find and educate the children who need special help, it will need to examine its entire system periodically, because program goals may change. For example, the system may evolve to a position where it will serve people in a wider age range, serve children whose handicaps are not quite so severe, or give more kinds of help. On the other hand, the system may have found so many seriously handicapped children, or found a need to provide such expensive services that it is necessary to formulate less ambitious goals.

Each component of the public information program must be evaluated: how much is being paid for each response? The effectiveness of the program as a whole can be checked by picking several neighborhoods with different populations for door-to-door canvassing to see how many of the handicapped children in those neighborhoods have been referrals. Through such a process, public awareness campaign parts may be strengthened in accordance with the findings.

It is also a good idea to get outside opinions of a program. Massachusetts has set up 16-member advisory councils in each of its six regions. Eight members of each council are professionals and eight are parents or other people from the community. Each year a State Advisory Council, made up of representatives from the regional councils, meets and submits to the State Board of Education a report on what is happening in the state and recommends any changes it considers advisable.

Massachusetts also has a complaint-audit-investigation system. The audit teams are made up of educators, special educators, administrators, and parents. They audit the programs of the local education agencies, checking them against the plans the agencies submitted, somewhat as an accreditation agency audits the program of an educational institution. This auditing group also records all the complaints made by parents in each system.

In summary, an agency will need to review its procedures and results constantly, keeping in mind that, on the basis of changing needs and developments on other fronts, its own goals and objectives need to be re-examined occasionally.

II. INTERAGENCY COOPERATION

Emerging as one of the fundamental factors in achieving goals and providing success is the area of interagency cooperation. The blending of administrative talents, fiscal resources, programmatic decisions and legal mandates has been a somewhat difficult task to accomplish in the past. With economic cutbacks and the demand for greater provision of services by federal, state and local agencies, interagency cooperation generates the most effective and efficient means to provide consumer satisfaction. This is especially true in conducting child find campaigns.

The parallel intent of federal, state, and local mandates provides both the impetus and ability to establish relationships, utilize resources, and implement programs. An example of a legislative mandate that assists in these efforts is found in Massachusetts. Massachusetts has in operation a system that combines the general intent of federal law, state law (Chapter 766), and Early and Periodic Screening, Diagnosis and Treatment (Medicaid – Title XIX) in the provision of child find, screening, diagnosis, treatment, due process, and confidentiality to its school population. Relationships among the following agencies and associations exist:

- Division of Special Education;
- Department of Public Welfare;
- Department of Mental Health;
- The Office for Children;
- The Massachusetts Association of School Committees;
- The Massachusetts Association of School Superintendents, and
- The Federation of Children with Special Needs.

Other agencies and institutions (hospitals, neighborhood health centers, etc.) also provide a continuum of services to the educational system. A joint planning group brings these agencies together. The chairperson is the Chief State School Officer. Each week the group meets to consider matters of common interest, to examine existing regulations, to interpret legal requirements, and to publish policy statements. The net effect has been an increase from 9 percent to

11 percent of Massachusetts children in special education programs.

Several states have established management information systems. Maryland, for example, has a computerized coding system which gathers data on handicapped children from all agencies that deal with education, mental retardation, health, and welfare. It contains approximately 100,000 records which are coded to assure that any personally identifiable information will remain confidential. This type of system is expensive, having cost Maryland \$150,000 to implement and \$100,000 to maintain. It is assumed that startup costs for other small states would be similar. The fact remains that, however sophisticated a system may be in codifying information, the critical precursor is still obtaining the information, which goes back again to the need for good relationships among all agencies that serve children.

The North Carolina Division for Exceptional Children (DEC), strengthened by a commitment from the Governor, the State Superintendent of Public Instruction, other state agencies, parents, professionals, and advocacy groups, has made progress in interagency collaboration. The DEC has developed a collaborative planning and service delivery relationship with other state agencies serving children with special needs as well as professional and parent organizations.

Examples of such cooperative efforts include:

- service agreements;
- jointly developed policies of basic rights and services for hearing impaired children;
- dialogue among appropriate agencies for the mentally retarded residing in institutions;
- jointly planned and conducted conferences, regional meetings, and training programs, and
- joint program reviews and evaluations.

According to the Division for Exceptional Children (DEC) the following should be considered in implementing and achieving interagency efforts:

- Establish state and local advisory councils to act as a focal point for action.

- Collaborate with other agencies and departments whenever possible and practical.
- Designate an individual in each agency and department serving children with special needs to be responsible for maintaining interagency dialogue.
- Be an initiator in working with agencies, departments, and institutions of higher education.
- Seek the input and assistance of parent and advocate groups. These groups have the ear of legislators and others in state government who can be of assistance.
- Know all state resources which impact on children with special needs.
- Set an example. Collaborative efforts at the state level establish a model for local school units to collaborate with agencies, universities, and others interested in exceptional children.
- Seek to have cooperative agreements included in state laws.

State Level Support

State education agencies can assist local education agencies in planning and conducting child find systems in several ways: reimbursement arrangements;

interpreting or developing confidentiality guidelines; and the development of other criteria in the areas of management and service provisions. If a state prefers not to furnish rules, it may simply suggest issues with which local education agencies may involve themselves.

In state education agency and/or local education agency relationships, the superintendent is a particularly crucial individual in coordinating activities with other local organizations. The superintendent can provide creative perspectives and a knowledge of local resources that can be utilized beneficially. Discussion of issues with local education agencies in a fully open forum is essential. Explanation of law, guidelines and expectations is necessary. Provisions of technical assistance by the state education agency to the local education agency and an open method of communication can be of benefit in the solution of problems and other issues.

The other necessity of interagency relationships is the documentation of contracts and of resources needed to continue the relationship. This can be translated into manuals or monographs for training and can be positive for other agencies to follow and to utilize in their interagency cooperative efforts.

III. AWARENESS

Many children with special needs will be located and identified easily because they are well known to local treatment and health care agencies. Their problems are generally recognized and documented. This group is generally one characterized by: informed and concerned parents; more obvious and/or severe disabilities; assertive efforts by agency personnel to initiate and maintain treatment.

This is the group that will emerge almost immediately when a child find campaign is launched as has been the experience in areas such as the District of Columbia which began its first major outreach effort in 1972.

Beyond this group, however, the situation is much different. The awareness campaign must go beyond the direct service facilities directly to the public. Use of a wide variety of media often results in the location or awareness of many more children, many of whom may not actually need special education; however, this can only be decided after the children have been found and evaluated. Although an educational program for all children may not yet be provided (e.g., preschool age or those who are beyond high school), knowing each child's identity and diagnosis will make it easier to help that child when it becomes possible to do so.

In planning a public awareness campaign, first decide what tone of message the constituency — the state department, local education authorities, the public — will be most comfortable with. For example, one awareness campaign found it extremely effective to present its message from the viewpoint of an individual faced with a problem — a parent or a handicapped child. It is important to consider resource limitations; do not promise more than can be delivered. In Connecticut, the state decided to simply set a positive tone toward the idea of educating handicapped children and to find those who were actually out of school.

Remember, also, to plan ways of reaching the groups of people in the state who cannot be reached by ordinary English-language materials and broad-

casts, as well as ways to reach rural isolated geographic areas.

Within various populations, locating children with similar types of handicapping conditions may be accomplished more easily than locating children with other handicapping conditions. For example, experience has shown that parents of deaf children are more likely to respond to an awareness campaign than parents of emotionally disturbed children. Therefore, special attention must be given to finding particularly hard-to-reach children.

Consider the responsibility to guarantee confidentiality in the campaign plan. If a toll-free number for people to call is used, make sure the people who answer are trained in their legal obligations to maintain confidentiality. The people involved should be aware that federal and state regulations require them to maintain specific, high standards of confidentiality.

Many different media are useful to let the public know about the child find program. The wider the range, the more audiences will be reached. The following are some typical examples of media use in awareness campaigns:

- radio and TV spot announcements and interviews;
- newspaper feature articles;
- grocery sack stuffers;
- stuffers for utility bills or bank statements;
- posters;
- brochures;
- display cards for buses and subways;
- films and filmstrips;
- press conferences;
- speakers bureaus;
- contact with parents and professional and community organizations;
- contact with churches, synagogues, and other religious centers and their publications;
- newsletters to school staff members, and
- letters to parents.

The campaign plan should appear in phases: keep the same core concepts, but every six weeks to three months issue a wave of new materials that illustrate those concepts in new ways. This will reach more and more people and possibly new audiences. At the same time, it gives the agency a chance to begin serving the children found and to evaluate the various components of the public awareness campaign.

Mass Communications Media

Most people, especially parents with handicapped children who need assistance, can be reached through the media. Therefore, radio, TV stations and newspapers may want to use materials that already have been prepared. Since every person in the United States sees or hears about 1,600 advertisements a day, an advertisement must be outstanding if it is to leave any impression. In fact, because it will be competing with other public service announcements, it will probably have to be outstanding in order to be shown at prime time when it will be viewed by the largest audience. Be sure to send a description with the script, along with the spot, so the station manager won't have to play it through to find out what it is. Many radio stations prefer to have their own announcers read the spots anyway, so having the script will make it easier for them to do this. After doing this, call or visit the stations from time to time — once a week, perhaps — just to ask when it was played or when it will be shown, and thanking them for their cooperation. Volunteers can assist in this periodic contact.

When planning spot announcements, remember that radio — and to a certain extent TV — stations have different kinds of audiences. Design spots specifically for use on Spanish or soul stations as well as Anglo, classical or rock stations. (Projects in Texas produced spots in four languages.) Get speakers, too, who will appeal to the different audiences that are to be reached. Using TV personalities, local or national, will help get the spot shown on a station; however, using famous people is helpful just as long as the emphasis is on the message, not the celebrity. For radio and TV, make both 60- and 30-second spots; for radio, make 10-second spots as well.

Newspapers also will appreciate having articles of different lengths — 60, 250, 400 and 600 lines — to fit whatever space may be available. They will be more likely to use feature articles than to give free advertising space, because paid advertising is an important source of their income. Send the newspaper reproduction proofs, with whatever pictures and captions are to be used. Newspapers, like the other media, are more likely to use prepared materials; and, like other media, call or visit them from

time to time to ask when the article(s) will appear. In addition to regular daily and weekly papers, neighborhood "advertisers" may be interested in printing the articles. Short pieces, such as coupons or box display notices, can be provided to newspapers to be used as fillers over a period of time.

Good posters combine picture and text that complement one another. It is good to use a picture that is warm rather than austere, and to pick individual people and their problems as the theme. Posters — and all other printed materials — should be produced in each of the languages spoken in the state, and the content and form should be adapted to the various audiences as well. In Massachusetts, for example, materials were produced in Spanish, Portuguese, Greek and Russian in addition to English. The District of Columbia in addition to Spanish, French, Greek and French, did a special Braille duplication which was sent to all agencies and organizations serving the visually impaired. Many TV stations now have interpreters for the deaf on certain news shows. This is an excellent avenue for communication.

If the state education agency, other state agency or local school system has a public relations department, media department or the equivalent, media campaigns should be coordinated through them since they have the experience, expertise, and often the official prerogative to make contacts with radio, TV and newsletters. This is particularly important in large cities where there is great competition for public service time.

Use of Volunteers

Because personal contacts are often so important in finding children, volunteers are very helpful. They may also make it possible for child find programs to succeed with only limited funds — a particularly important factor in rural states like Idaho, where a small population is scattered over a large area. High school and college students are often willing to help, and existing organizations such as the League of Women Voters often agree to work on such public service programs as child find. A series of post cards can be mailed to identified high school and college age groups which can be returned to a central agency, such as the SEA, indicating the amount of hours/time and type of volunteer work (distributing posters, speaking to groups, etc.) that can be donated. Return postcards can provide a cadre of volunteer resources to be utilized in various geographic areas of a state or district.

In Idaho, the work of League volunteers made it possible to spend most of the limited funds on materials and yet reach audiences all over the state. They divided the state into seven regions. In each, a

coordinator from the League worked with volunteers from each community. Coordinators spent from 40 to 80 hours during a four-month period during which they carried out a 16-step program. The program is given here with slight modifications to make it applicable to all areas.

Model of a Volunteer Program

1. Contact any local High School Organization volunteers who have responded to the State Department.

Activities:

- a. Each regional coordinator receives a list of students who volunteered to give an identified amount of time to help carry out Child Find activities.
 - b. The coordinators contact the students in their region and give them assigned activities to be carried out by a given date. (Activities include distributing brochures, posters, fliers, etc.)
2. Identify other volunteers who could assist with Child Find/Public Awareness activities, in your town and neighboring towns.
 3. Assign various tasks to identified volunteers.

Activities:

- a. Prepare a schedule for volunteers. (Determine when volunteers are to carry out scheduled tasks.)
 - b. Give volunteers specific tasks. (Where they are to go, what types of information they are to disseminate, etc.)
 - c. Provide volunteers with any needed materials, sample letters, sample TV and radio releases, etc.
 - d. Be sure press releases, posters, etc., emphasize both local and state phone numbers.
 - e. Ask volunteers to let you know if they need any assistance and to also let you know when they have completed the assigned activities.
4. Make or arrange for a personal visit to local television stations regarding Child Find public service spots.

Activities

- a. Make available to regional coordinators a list of all TV stations in their area.
 - b. Provide sample releases to radio stations.
 - c. Have the regional coordinator arrange a local interview to discuss Child Find
 - d. Have coordinators check to see if TV spots are being played during prime time.
 - e. Send a thank you letter to all TV stations thanking them for supporting Child Find.
5. Contact radio stations regarding Child Find announcements.

Activities:

- a. Make available to regional coordinators a list of all radio stations in their area.
 - b. Provide sample radio spots.
 - c. Have coordinators check to see if radio spots are being played during prime time.
 - d. Have the regional coordinator arrange a local interview to discuss Child Find.
 - e. Send a thank you letter to all radio stations thanking them for supporting Child Find.
6. Contact legislators, State Board of Education members, agencies serving handicapped children and ask for newspaper releases in support of Project Child Find.
 7. Call your regional school superintendent, identify yourself, leave your phone number, and encourage calls or information requests.
 8. When regional doctors are named, State Department will communicate with you. Please call and introduce yourself to this doctor; leave your phone number and encourage calls regarding transfer of names to the State Department of Education.
 9. Contact and work with your Regional Special Education consultant who will be providing assistance in your region.

Suggested activities for regional consultants;

- a. Assist regional coordinators in obtaining materials. (tapes, posters, brochures, etc.)
- b. Make contacts with radio and television stations.
- c. Give talks to local civic and business groups. (A prepared tape explaining Child Find will assist any volunteers in presenting talks to such local civic and business groups.)
- d. Assist coordinators in administrative activities:
 - (1.) Prepare any needed duplicated materials. (Sample letters, tapes, etc.)
 - (2.) Prepare any reports for regional coordinators of activities as requested by the State Department of Education.
 - (3.) Assist regional coordinator in finding volunteers in any rural towns when the coordinator has been unable to find assistance in distributing Child Find materials.
 - (4.) Act as a liaison between regional coordinators and the State Department
 - (5.) Organize any regional meetings for coordinators.
 - (6.) Assist coordinators in preparing a time line of all identified activities.
 - (7.) Support the coordinators — be available to assist in any way possible to help carry out their activities. Periodically call the regional coordinators to see if any assistance is needed.

10. Make or arrange for contact with all local civic and business groups.

Activities:

- a. Develop a list of suggested community resources.
 - b. Chamber of Commerce will provide local list of civic and business groups.
 - c. Make a list of community resources and identify who will be responsible for contacting each group with Child Find information.
 - d. Discuss routing system.
 - e. Provide tape explaining Child Find.
11. Contact PTA presidents and ask to have a meeting to support Project Child Find (including distribution of posters, etc.)
 12. Contact or arrange for contacts with religious groups and leaders for announcements regarding Project Child Find, local canvassing, distribution of materials, etc.
 13. Ask regional special education consultant to contact Council for Exceptional Children.

Activities:

- a. Distribution of materials to areas identified by regional coordinators.
 - b. Assist in mailing out materials to areas identified by regional coordinators.
 - c. Assist in making contacts with college and university radio and TV stations.
 - d. Prepare news releases to campus newspapers.
 - e. Make or arrange contact with all living groups on college campuses, explaining Child Find.
 - f. Assist with any follow-up activities as identified by regional consultant and regional coordinators.
14. Respond to local, regional concerns and calls, or refer calls accordingly.
 15. Mail any registration forms identifying handicapped children who are out of school or unserved.
 16. Attend meeting to plan ongoing activities throughout the school year.

Many of the volunteers in Idaho were high school students who were acquainted with the local children. The three SEA regionally-based services coordinators gave the League coordinators a briefing session, letters to use in enlisting help, and names and addresses of prospective volunteers (many recruited by a postcard survey of high school groups). They also wrote up reports from the coordinators, handled the referrals, and sent each referral regular newsletters reporting the methods and achievements of each coordinator.

The coordinators also went to state meetings of

doctors', lawyers', and bankers' associations asking them to recommend that their members help with child find. One coordinator reached small, isolated communities — enlisting the special education teachers or getting college students to drive out on weekends and distribute materials to stores, gas stations and other public places.

Sources of Volunteers

What are the sources of the most helpful volunteers: large, established, general groups? Small, ad hoc advocacy groups? schools and colleges? or people recruited individually? The answers will differ with differing local circumstances, but it is important to know. Do not be reluctant to give volunteers responsibility; it is the only way they will consider their work important.

It is important to use only volunteers who are able to work with the existing school staff and structure. It may be useful to organize their work precinct by precinct, like a "get-out-and-vote" campaign.

Professional people in the community can help just in the course of doing their work. Doctors can suggest to parents that they contact child find, although in many states no one but the parents can actually report a handicapped child. Anyone can report, however, knowing about a child of compulsory school age who is out of school. Homemakers, health nurses, social workers, and ministers/priests make daily contacts with community members who may be aware of handicapped children.

Lawyers, too, can be helpful. In Massachusetts, when the no-fault insurance statute was adopted, lawyers turned to the state's new law requiring education for the handicapped as a new source of revenue. Both doctors and lawyers are more likely to cooperate with you if their professional associations have made support for child find a policy. A good way to contact them in the community is to talk to one doctor or lawyer who is especially interested in special education or who is especially prominent; he or she will help enlist the help of others.

Make sure the school staff members themselves — not just teachers and nurses, but also the secretaries, etc. — know how to recognize a child who may need special help and how to refer such children: where to call and what information to provide. At the state or local level, a booklet containing this information could be produced.

Evaluating the Campaign

One way to evaluate the campaign is to check its effectiveness by asking people how they heard about the program; thus, the effectiveness of the media within the state can be evaluated. In some communi-

ties, referrals are most often the source of personal contacts; in others, TV is highly effective. Similarly, in some places professional preparation of materials increases the response notably; in others, it does not seem to make any difference.

Another way to evaluate the campaign is to arrange briefings for a creative staff with people who can assess the effect of the awareness materials, hold regular staff meetings to discuss the results, and find out what stations and what showing times cause the most people to call. A house-to-house canvass in a variety of neighborhoods can report not only what proportion of the children with special needs have been identified, but which audiences have been reached most successfully and which ones need more attention.

Establishing Continuity

A public awareness campaign cannot continue in perpetuity with the same drive and force as at the beginning. To keep finding the children who need special help, arrangements with other agencies and organizations to keep referring such children will be needed. In turn, these agencies and organizations may be able to use the materials already produced in the campaign.

Volunteers require ongoing moral and personal support to keep up their efforts. Television and radio stations also need continuing communication from a child find coordinator.

IV. COLLECTION AND UTILIZATION OF DATA

Beginning in 1978, local education agencies will be entitled to financial support in relation to the number of children served, if they provide the assurances detailed in Section 615 of the Education of the Handicapped Act to the state education agency. Although Public Law 94-142 authorizes a substantial local entitlement, there are many eligibility criteria.

Initially, the state education agency will act as the clearinghouse for all data gathered from local education agencies in order to determine local entitlement, and the state will transmit that information to the United States Commissioner of Education. Thus, it will become necessary for each state to develop and implement a standard management information system to gather data systematically concerning the number, type, and general location of handicapped children and youth, as well as data concerning the level of educational service delivery. Whether the data gathered are stored and retrieved manually or by computer, management information systems will make recordkeeping more consistent within school districts, among school districts in a region, and among regions.

Ways to Use Information

The information generated, being consistent and comprehensive, will be useful in many ways: in preparing federally required state plans and documents, delineating projected activities, and determining the amount of federal dollars to be allocated to each region based on student population and financial support to projects initiated at the state level that will ultimately be administered at the local level. Whatever means are devised by the state to accomplish the above, they must be in keeping with the criteria set out in Education of the Handicapped Act, Section 121(a) (15), to protect the confidentiality of data. (see next chapter.)

If educational programs and services are to be administered efficiently by the local school district, it is essential that accumulated data concerning pre-school and school-aged children be accurate, current and readily available. The information gathered by census instruments should provide local school district administrators with reliable statistical pictures of

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

When evaluating items for inclusion in appropriate data instruments, the following five basic criteria questions may be asked:

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

Basically, the data collection forms should be designed to gather information in the following areas:

1. Personal identification of an exceptional child (including name of person reporting information, child's age, sex, birthdate, address, etc.).
2. Educational status (this section should provide necessary information regarding current status of the child with regard to where he/she is currently receiving services, if he/she has been excluded, if he/she has not been presented for school, or if he/she is in school and receiving services).
3. Exceptionality information (the child should be assigned to a primary special need area based on his/her individual needs at the present time).
4. Treatment and medical care (careful notation should be made of treatments and medication the child is presently receiving).
5. Help from other agencies (this information becomes extremely important as the state manages/supervises services delivered, making sure one agency is not duplicating or hindering the delivery of services by another agency).
6. Follow-up information (records should be continually updated, monitoring child progress and evaluating program effectiveness).

V. CONFIDENTIALITY

The United States Office of Education has issued detailed criteria for protecting the confidentiality of child identification data and information required under Section 613(b) (1) (A) of the Education of the Handicapped Act (see Federal Register, February 27, 1976).

Criteria on confidentiality upon which each state will establish policies and procedures are as follows:

Notice

(1) Notice. The state educational agency shall provide notice which is adequate to fully inform parents about the requirements set forth in Section 121a.10(g) (1) including:

- (i) A description of the children on whom data will be maintained, the types of data sought, the sources from whom data will be gathered and the uses to be made of the data;
- (ii) A summary of the policies and procedures to be followed by participating agencies regarding storage, disclosure to third parties, retention, and destruction of all personally identifiable data; and
- (iii) A description of all of the rights of parents and children regarding this data, including the rights set out in Section 438 of the General Education Provisions Act and Part 99 of this title.

Access Rights

(2) Access rights. Parents shall have access to data relating to their children, including the rights set out in Section 438 of the General Education Provisions Act and Part 99 of this title.

Hearing Rights

(3) Hearing rights. Parents shall have the opportunity to have a hearing to challenge the accuracy or appropriateness of the data, including the hearing rights set out in Section 438 of the General Education Provisions Act and Part 99 of this title.

Consent

(4) Consent. Parental consent shall be obtained before data are:

- (i) Disclosed to anyone other than officials of participating agencies collecting or using the data for the purposes set out in Section 121a.10(g) (1);
- (ii) Used for any purpose other than those specified in Section 121a.10(g) (1);
- (iii) Sought directly from the child by formal evaluation, interviewing or testing.

State and Local Access to Data

(5) State and local access to data.

- (i) Personally identifiable data shall not be disclosed without obtaining parental consent, except to participating agencies which are collecting or using the data for the purposes set out in Section 121a.10(g) (1).
- (ii) The state educational agency shall use personally identifiable data only for the purposes set out in Section 121a.10(g) (1).

Safeguards

(6) Safeguards.

- (i) Each participating agency shall protect the confidentiality of data at collection, storage, disclosure, and destruction stages;
- (ii) One official at each participating agency shall assume responsibility for assuring the confidentiality of any personally identifiable data;
- (iii) All persons collecting or using personally identifiable data shall receive training or instruction regarding the state's policies and procedures developed under Section 121a.10(g) (2) and regarding Part 99 of this title; and
- (iv) Each participating agency shall maintain, for public inspection, a current listing of the names of those employees within the agency who may have access to the personally identifiable data.

Destruction of Data

(7) Destruction of data.

(i) All personally identifiable data collected for the purposes set forth in Section 121a.10(g) (1) shall be destroyed within five years after the data is no longer needed to provide educational services to the child, except that a permanent record consisting of a student's name, address, and phone number, his/her grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation;

(ii) Prior to destruction of data, reasonable efforts shall be made to notify parents that they have the right to be provided with a copy of any data which has been obtained or used for the purposes set forth in Section 121a.10(g) (1).

Children's Rights

(8) Children's rights. The policies and procedures required under Section 121a.10(g) (2) shall include the extent to which children will be accorded rights of privacy similar to those accorded to parents.

Appendix A

The Education for All Handicapped Children Act of 1975

The Education of the Handicapped Act (EHA) – which became effective July 1, 1971 – authorized grants from the federal government to the states and outlying areas to assist them in initiating, expanding and improving programs for the education of handicapped children.

In 1974, the role of the federal government in the education of handicapped children was significantly increased with the passage of the “Mathias Amendment,” which later became Public Law 93-380. The intent of the amendment was to provide financial assistance to states to meet the following mandates set in the Act: to identify, locate and evaluate all handicapped children; to establish full educational opportunities for all handicapped children, and to establish a full timetable. The Mathias Amendment laid the basis for comprehensive planning, additional

financial assistance to states (\$100 million for fiscal year 1975), and protection of the rights of handicapped children by due process procedures and assurances of confidentiality.

The federal role of stimulating states to provide full, appropriate programs for handicapped children was again increased significantly on November 28, 1975, when President Ford signed the Education for All Handicapped Children Act (Public Law 94-142). This Act had passed in the House of Representatives by a vote of 404 yeas to 7 nays, and had passed in the Senate by a vote of 87 yeas to 7 nays.

The intent of Public Law 94-142 is to provide a free appropriate public education for all handicapped children between the ages of 3 and 18 by 1978, and to all handicapped children between the ages of 3 and 21 by 1980.

Appendix B

Directory of Child Find Coordinators in State Education Agencies (as of May 1976)

Alabama

Mrs. Pat Tye
Mr. Earl Gates
Exceptional Children and Youth
State Department of Education
Montgomery, Alabama 36104
(205) 832-3230

Alaska

Ms. Judith Hayden
Department of Education
Pouch F
Juneau, Alaska 99817
(907) 465-2858

American Samoa

Mr. Dennis McCrea
Department of Education
Special Education Division
Pago Pago, American Samoa 96799

Arizona

Mr. Justin Marino
Arizona State Department of Education
Division of Special Education
1535 West Jefferson Street
Phoenix, Arizona 85007
(602) 271-3183

Arkansas

Mr. Jack Morgan
Division of Instructional Services
Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201
(501) 371-2161

California

Mr. Douglas Clark
California Search and Serve Project
Office of Special Education
721 Capitol Mall
Sacramento, California 95814
(916) 445-3561

Colorado

Mr. David Crawford
Special Education Services
Colorado Department of Education
201 East Colfax
Denver, Colorado 80203
(303) 892-2282

Connecticut

Dr. Linda O'Neill
Institute for the Development of
Human Resources
Random House, Suite 300
301 East 50th Street
New York, New York 10022
(212) 594-6085

Delaware

Mr. Thomas Pledge
Child Find/Data System
Delaware Department of
Public Instruction
Townsend Building
Dover, Delaware 19901
(302) 678-4667

District of Columbia

Dr. Enid G. Wolf
Reno Building
4820 Howard Road, N.W.
Washington, D.C. 20016
(202) 282-0151

Florida

Ms. Mary A. Ellzey
Child Identification
Bureau of Education for
Exceptional Students
Florida Department of Education
319 Knott Building
Tallahassee, Florida 32304
(904) 488-1570

Georgia

Ms. Diana Goss
Child Find Project
Special Education Program
State Department of Education
Atlanta, Georgia 30334
(404) 656-2425

Guam

Ms. Victoria T. Harper
Box DE
Government of Guam
Department of Education
Agana, Guam 96910

Hawaii

Mr. James Yuasa
1270 Queen Emma Street
Honolulu, Hawaii 96813
(808) 548-6459

Idaho

Dr. Judy A. Schrag
Ms. Martha Noffsinger
Department of Special Education
Len Jordan Building
State Office Building
Boise, Idaho 83720
(208) 384-2203

Illinois

Mr. Michael Kotner
Illinois Office of Education
100 N. 1st Street
Springfield, Illinois 62777
(217) 782-0287

Indiana

Ms. Pam Peterson
 Division of Special Education
 Department of Public Instruction
 120 West Market, 10th Floor
 Indianapolis, Indiana 46204
 (317) 633-4763

Iowa

Mr. Mark Feustel
 Mr. John Lanham
 Iowa Department of Public Instruction
 Grimes State Office Building
 Des Moines, Iowa 50319
 (515) 281-3176

Kansas

Ms. Betty Weithers
 Ms. Paulette Barnes
 State Department of Education
 120 East 10th Street
 Topeka, Kansas 66612
 (913) 296-3866

Kentucky

Ms. Eddie Pendarvis
 Bureau of Education for
 Exceptional Children
 State Department of Education
 West Frankfort Complex
 US 127 South
 Frankfort, Kentucky 40601
 (502) 564-3790

Louisiana

Mrs. Elizabeth S. Borel
 Special Educational Services
 State Department of Education
 P.O. Box 44064
 Capitol Station
 Baton Rouge, Louisiana 70804
 (504) 389-6427

Maine

Mr. Richard P. Spencer
 c/o MSAD No. 71
 Kennebunk High School
 Kennebunk, Maine 04043
 (207) 985-7184

Maryland

Mrs. Ruth Kurlandsky
 Division of Special Education
 State Department of Education
 P.O. Box 8717
 Baltimore International Airport
 Baltimore, Maryland 21240
 (301) 796-8300

Massachusetts

Ms. Ruth Ann Rasbold
 Mr. Hal Gibber
 Division of Special Education
 Department of Education
 182 Tremont Street (7th Floor)
 Boston, Massachusetts 02111
 (617) 727-5770

Michigan

Mr. Ted Beck
 Michigan Department of Education
 Special Education Services
 P.O. Box 420
 Lansing, Michigan 48902
 (517) 373-1695

Minnesota

Mr. Robert Wedl
 Special Education Section
 State Department of Education
 Capitol Square
 550 Cedar Street
 St. Paul, Minnesota 55101
 (612) 296-2547

Mississippi

Dr. Walter H. Moore
 Special Education Section
 Division of Instruction
 Box 771
 Jackson, Mississippi 39205
 (601) 354-6950

Missouri

Mr. Graham Williams
 Special Education Projects
 Missouri Department of Elementary
 & Secondary Education
 P.O. Box 480
 Jefferson City, Missouri 65101
 (314) 251-2965

Montana

Ms. Dorothy W. Beamer
 Special Education
 State Department of Public Instruction
 Helena, Montana 59601
 (406) 449-2057

Nebraska

Ms. Mary Ann Losh
 Special Education Section
 State Department of Education
 233 South 10th Street
 Lincoln, Nebraska 68508
 (402) 471-2471

Nevada

Mr. David Willard
 Exceptional Pupil Education
 Nevada State Department of Education
 Carson City, Nevada 89701
 (702) 835-5700

New Hampshire

Ms. Elise B. Tougas
 Special Education
 State Department of Education
 105 Loudon Road
 Building 3
 Concord, New Hampshire 03301
 (603) 271-3741

New Jersey

Mr. Paul Porado
 Special Education
 Department of Education
 225 West State Street
 Trenton, New Jersey 08625
 (609) 292-7610

New Mexico

Mr. Elie S. Gutierrez
 State Department of Education
 Education Building
 Santa Fe, New Mexico 87503
 (505) 827-2793

New York

Dr. Zelda Kaye
 Office for the Education of Children
 with Handicapping Conditions
 State Education Department
 55 Elk Street
 Albany, New York 12234
 (518) 474-1672

North Carolina

Ms. Mamie Hubbard
 Division for Exceptional Children
 Department of Public Instruction
 Raleigh, North Carolina 27611
 (919) 829-3921

North Dakota

Ms. Janet B. Kuntz
 Department of Public Instruction
 Capitol Building
 Bismarck, North Dakota 58501
 (701) 224-2277

Ohio
 Mr. Joseph H. Todd
 Ohio Department of Education
 Division of Special Education
 933 High Street
 Worthington, Ohio 43085
 (614) 466-2650

Oklahoma
 Mr. Keith Haley
 Special Education Section
 State Department of Education
 2500 N. Lincoln Boulevard
 Oklahoma City, Oklahoma 73105
 (405) 521-3351

Oregon
 Mr. Terry Kramer
 Mr. Dale Skewis
 Oregon Department of Education
 942 Lancaster Drive NE
 Salem, Oregon 97310
 (503) 378-3598

Pennsylvania
 Ms. Margo S. Kotulak
 CONNECT
 1-A North Progress Avenue
 Harrisburg, Pennsylvania 17109
 (717) 783-3238

Puerto Rico
 Ms. Ligia Rivera Valentin
 Avenue Teniente Cesar Gonzalez
 Apartado 759
 Hato Rey, Puerto Rico 00919
 (809) 767-6657

Rhode Island
 Ms. Judith Siegel
 Rhode Island Department of Education
 Roger Williams Building
 Hayes Street
 Providence, Rhode Island 02908
 (401) 277-2797

South Carolina
 Mrs. Lee Parish
 Office of Programs for the Handicapped
 State Department of Education
 311 Rutledge Building
 Columbia, South Carolina 29201
 (803) 758-7432

South Dakota
 Mrs. Sharon Schauss
 Section for Exceptional Children
 804 North Euclid
 Pierre, South Dakota 57501
 (605) 224-3678

Tennessee
 Mrs. Marion Parr
 103 Cordell Hull Building
 State Department of Education
 Nashville, Tennessee 37219
 (615) 741-2851

Texas
 Mr. Don Weston
 Division of Special Education
 Texas Education Agency
 201 East 11th Street
 Austin, Texas 78701
 (512) 475-3507

Trust Territory
 Mr. Elsa H. Thomas
 Special Education
 Department of Education, Headquarters
 Trust Territory of the Pacific Islands
 Saipan, Mariana Islands 96950

Utah
 Mr. Benjamin B. Bruse
 Utah State Board of Education
 250 East 500 South
 Salt Lake City, Utah 84111
 (801) 533-5982

Vermont
 Mr. C. Drussel Cohin
 Department of Education
 Division of Special Education
 State Office Building
 Montpelier, Vermont 05602
 (802) 828-3141

Virginia
 Mr. Austin T. Tuning
 Division of Special Education
 State Department of Education
 Richmond, Virginia 23216
 (804) 770-2673

Washington
 Mr. Richard Hopkins
 Clover Park School District
 5214 Stei'acoom Boulevard SW
 Lakewood Center, Washington 98499
 (206) 552-5221

West Virginia
 Mr. Bob Ingram
 Special Education and Student
 Support Systems
 West Virginia Department of Education
 Capitol Complex B-315
 Charleston, West Virginia 25305
 (304) 348-8830

Wisconsin
 Mr. Gary Holloway
 Mr. John Stadtmueller
 Division for Handicapped Children
 126 Langdon Street
 Madison, Wisconsin 53702
 (608) 266-2841

Wyoming
 Mr. Lamar Gordon
 Mr. Charles Vanover
 State Department of Education
 Hathaway Building
 Cheyenne, Wyoming 82002
 (307) 777-7411

 **PUBLIC
INFORMATION
HANDBOOK**

Child Find Public Information Handbook

This CHILD FIND PUBLIC INFORMATION HANDBOOK was prepared by La Mancha Group, Inc. for the use of Texas Education Agency, regional Education Service Centers, and local education agencies throughout Texas. We hope you will find ideas in it which will be useful to you.

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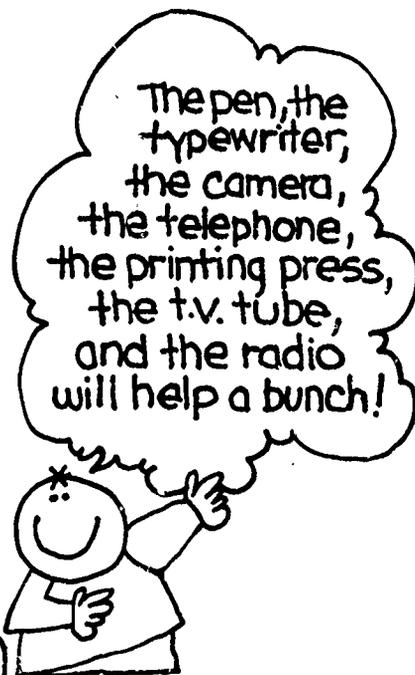
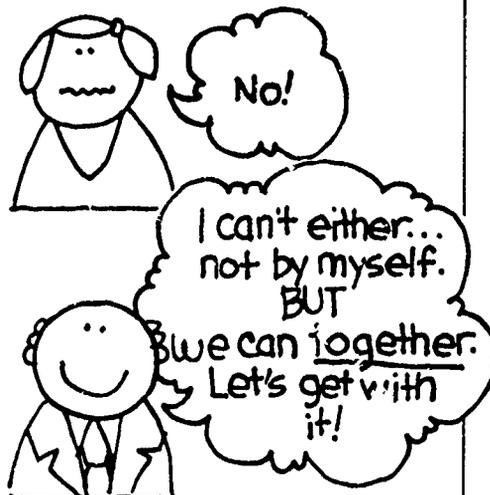
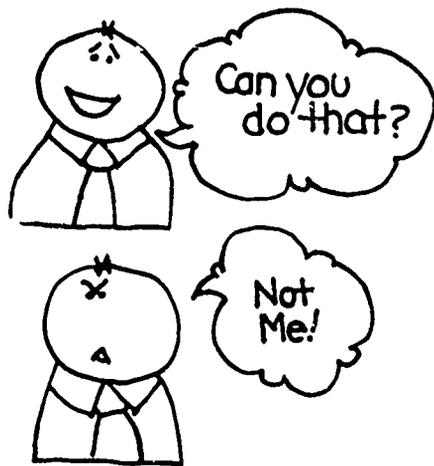
La Mancha Group, Inc. is a not-for-profit corporation involved exclusively in projects for non-profit organizations in the areas of public information and public awareness. Principals in La Mancha Group are Jim Haynes, public relations consultant, Austin, Texas; Anne Blocker, business consultant, author, and publisher, Dallas, Texas; and Gladney Flatt, creative graphic designer, Dallas. La Mancha Group's address is P.O. Box 1832, Austin, Texas 78767; phone 512-478-2322.

This handbook is in its third printing. Since the original printing in March, 1976, La Mancha Group has prepared and distributed a wide range of materials for state-wide use in Texas. Information in this handbook was presented to regional education service center representatives at a workshop in Austin, and additional training workshops are being planned for September, 1976.

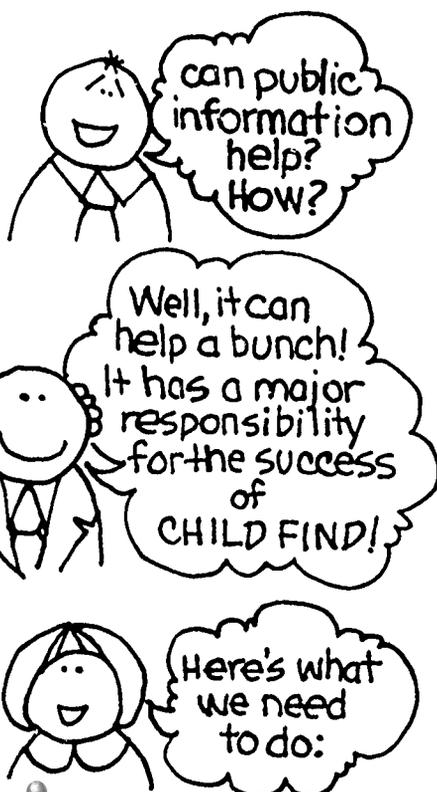
Child Find Objectives

All together, we've set out:

- To identify every handicapped child between the ages of 3 and 21 within the state of Texas.
- To locate and/or provide appropriate services for handicapped children located through CHILD FIND, through coordination with local education agencies and other agencies and organizations.

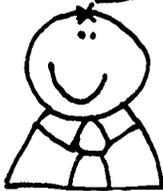


Child Find Public Information Goals



- Establish and sustain a high level of public awareness that every handicapped child in the state of Texas is assured a free public education.
- Create a public awareness of the fact that only 76% of school age handicapped children are receiving appropriate special services and that, through CHILD FIND, TEA and local education agencies are actively involved in locating and serving every handicapped child in the state.
- Increase the level of the general public's understanding of, and appreciation for, programs for all handicapped children in the state.
- Provide the people of Texas with an appreciation for the progress TEA has made in the field of special education.
- Communicate the important role of the individual independent school district in providing for the special education needs of the citizens within its district, with the support of TEA.
- Use unifying identity so local programs will benefit from public information and public education on a state-wide basis and that from other local programs.
- Stress availability of all community resources to aid handicapped children.

I've got a great idea for a logo for my region. I don't want to use that thing LaMancha Group did.



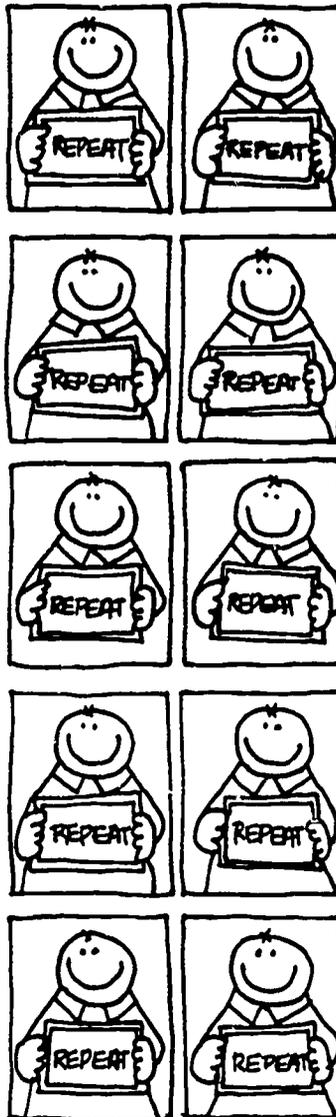
We've decided not to use "CHILD FIND" at all... We've got something we like better.

Why do we all have to use the same stuff for T.V.?

Message Reinforcement

People retain information for varying lengths of time depending upon

1. The importance the individual attaches to the information
2. The number of times the person is exposed to the information



We can try to influence the importance people attach to our messages, but we can't really control that.

We can control, to a large degree, the number of times individuals are exposed to our messages. But they will recognize it the second time, the third, and the fourth only if it's very similar in appearance and sound to the original.

So the key to getting people to remember the CHILD FIND message is repetition. Repeat the same message over and over in different ways.

The reason for statewide public information is to provide a unity to the program so we can each benefit from what other regions are doing. It's called "message reinforcement," and it works!



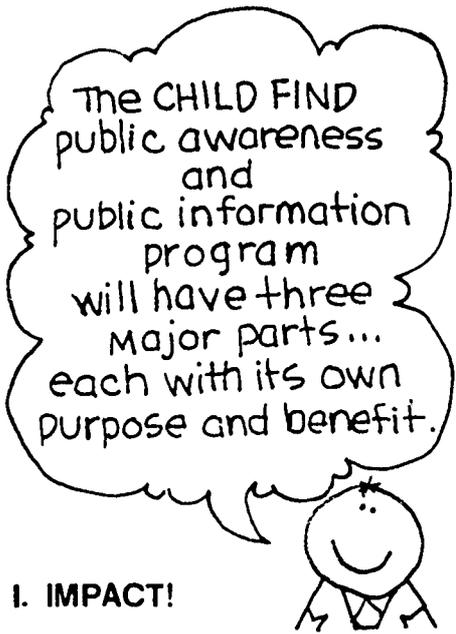
These are the groups of people to whom we will direct our principal communications in this program of public information:

- Regional Education Service Center special education and communication personnel
- Independent school district administration, staff, and teachers
- Public school students
- Parents and guardians of handicapped children
- Relatives and neighbors of handicapped children
- Members of civic organizations and other groups concerned with civic and educational excellence
- Local news media representatives — editorial,

news, feature, and public service

- Law enforcement personnel
- "Opinion leaders" on the state and local level, including:
 - Legislators
 - Mayors and City Councilmen
 - School board members
 - Others as appropriate
- Staff of TEA
- Members of the State Board of Education
- Personnel of other state agencies involved with the handicapped
- Private groups of parents and others concerned with the rights and education of the handicapped





I. IMPACT!

Because we need to **GET THINGS MOVING**, we will use news conferences to announce the beginning of **CHILD FIND**, for *immediate news impact*

We'll have a major Capitol news conference in Austin, where Chairman of the State Board of Education Joe Kelly Butler will announce state-wide implementation of the program.

We strongly encourage you to set up a news conference immediately prior to the beginning of your door-to-door campaign in your region.

- Set up the news conference in a bigger city.
- Get Dr. Brockette, Dr. Ford, Don Partridge, Don Weston, or another Austin spokesman if possible. Out-of-town people make bigger stories!
- Use the guidelines in the checklist, "How to have a news conference" which is in your handbook.

II. SUSTAINED AWARENESS

We'll continue to use the news columns . . .

Radio news releases

TV news films

News for newspapers

But we'll add public service announcements to sustain the level of awareness created (hopefully) with the news conference.

Radio public service

- Recorded on tape in both English and Spanish
- Printed for use of disc jockeys
- Various lengths

Television public service

- Shot on 16mm film; duplicated on 2" videotape
- Several different spots for each station

Sponsored ads for newspaper use

- Two sizes of ads
- English and Spanish
- Space for ads can be sold to bank, utility, etc. and the name of the sponsor included in the ad.

. . . and don't forget

Feature articles

Photos

Talk show appearances

Letters to the editor

III. SPECIAL PUBLIC INFORMATION MATERIALS

Finally, you'll have available materials for the "long haul," to maintain interest in **CHILD FIND** after it ceases to be a news item.

To Be Used Throughout Region:

- Bumper stickers
- Materials sent home by school children (art work will be sent to you)
- Materials for statement stuffers (art work will be sent to you)
- Brochures
- Civic club speeches
- Other good stuff to come later

How to get Publicity

I. NEWSPAPERS

A. GET ACQUAINTED with each newspaper in your city.

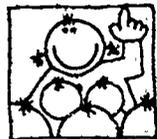
WHOOZ WHO IN THE NOOZ:



Publisher —
Owns newspaper or represents owners. Formulates overall policies.



Executive Editor —
Generally insures policies are carried out in the columns of the newspaper.



Managing Editor —
In charge of general news and the editorial staff (writing and editing.)



City Editor —
Responsible for local news. Reporters and editors report to him.



Departmental Editors
These are the Business Editor, Science Editor, Sports Editor, Social Editor, etc.

B. Newspaper Story Possibilities



See to it that a steady stream of newsworthy stories goes to the newspaper about your organization's activities, personalities, positions on pending legislation, etc.



C. Five Types of Newspaper Coverage



1. News:
Simple, factual, pertinent details on news no later than the day it happens!

Let your city editor know what's going on; he may be able to send a reporter.



2. Feature Stories:
Feature articles appear in all sections of the newspaper.

Before spending time on feature articles, contact your City Editor or Departmental Editor and discuss the possible story. Take along an outline.



3. Editorials:
The editor may be receptive to ideas, but likes to do his own writing.

Supply him with background info, statements of your position on important matters. Do NOT send him an editorial already written!



4. Columns:
Your organization may offer a regular weekly or monthly column. Preparing a column is a demanding, long-term job, but good columns are well read.

Prepare a sample copy for the departmental editor of your interest.



5. Letters to the Editor:
A good letter, well written and signed by the President of your organization, can be a forceful communication tool.

D. Preparing the News Release

Copy sent to the newspaper should include the following:

WHO
Who is the person or organization that is the subject of the story?

WHAT
What was it? A meeting? A press conference?

WHERE
The exact time, location, and date of the event.

WHEN
The exact time.

WHY
What's behind the story? How will it affect your organization?

WHAT-IF
What's behind the story? How will it affect your organization?

Use short, punchy sentences and active, rather than passive, verbs. Be sure spelling and grammar are 100% perfect!

TEN FORMAT HINTS

1. Paper
Type on 5 1/2" x 11" white paper. If more than one copy is necessary, printed or duplicated copies are acceptable. Never send carbon copies or poorly duplicated copies.

2. Identification
The name, address, telephone number, and organization of the author should appear single-spaced in the upper left section of the first page.

3. Release Instructions
Most releases should be "For Immediate Release" and should so state. If the story is for future use, indicate specific release date and time.

4. Margins
Use 1 1/2" margins on left and right sides. Start at least 1/3 way down the page to provide the editor space to write headline and other production instructions.

How to get Publicity (con't)

5. Typing

Double or triple space throughout. Indent 5 to 10 characters at the beginning of each paragraph.



6. Length

Limit your article to one page if at all possible. If you must have more than one page, type the word "More" in the lower right side of the first page and "Page 2" in the upper right side of the second page.

7. Headline

Do not indicate a headline; that's the business of the editor.



8. Check

Never trust yourself or another typist. Proof read your completed article at least twice. Better yet, let someone else proof it.

9. Delivery

Do not mail . . . deliver. Be sure you understand copy deadlines so you can have your article to the editor before he becomes deeply involved in producing the day's edition of the paper.

10. End

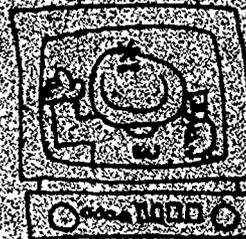
Type "-30-" or "####" after the last line of the article.

Note: Many major metropolitan newspapers have recently installed equipment which sets type by electronically scanning typed stories. Check with your editor to see if he prefers "scanner-ready" copy. If this is the case, he will probably be able to provide you instructions on the special methods of producing such copy. If you are not equipped to supply scanner-ready copy, he will appreciate your interest, anyway.

NEWSPAPER PUBLICITY CHECKLIST

- Prepare and distribute news releases to newspapers regularly.
- Prepare and distribute Fact Sheets so newspaper writers can prepare articles.
- Newspaper feature articles and photographs
 - Determine newspapers' individual interest in features, emphasize your willingness to cooperate in every way.
 - Determine whether newspaper wants staff member to write article and staff photographers to shoot photos, or whether it prefers to receive materials you prepare, proceed accordingly. Produce and distribute feature articles and photos if newspapers express interest in receiving them.
- Sponsored advertisements for newspapers (for non-profit organizations):
 - Prepare and distribute to newspapers an ad or ads concerning your organization and its service to local persons. Since newspapers typically do not provide public service space free, prepare the ads so the name of a sponsor can be set in type by the newspaper and dropped into the ad. The newspaper can then run the ad as a public service of the newspaper, or sell the space to civic-minded businesses and utilities.
- Newspaper editorials:
 - Prepare and distribute to newspaper editors fact sheets and other printed materials explaining your organization's activities and causes. Accompany materials with a letter from the organization's chief executive requesting editorial support.
 - Request a meeting with the Editorial Board of daily newspapers. Present them a brief explanation of your organization, its causes and positions, and how the newspaper's readers are affected. Be sure to include in your presentation a request for editorial support of the newspaper.

II. TELEVISION



Television enables your organization to reach thousands of people effectively and simultaneously.

Probably no other means of communication is as far reaching.

• Nonetheless, using television presents special challenges.

It is essential to fully understand the organization of the stations with which you work and the types of materials and programming the station can and will use.

Sooooo

A. Know your local station and its people.

Meet the Program Director, the Continuity Director and Writer, the Promotion Manager and News Director and some of his News Reporters.

B. Television Programming and how you can fit into it.



NEWS

News Releases: Send news releases to the News Director. Listen to your local station for "appropriateness" of your message.

Phone: Phone the T.V. News Department of interesting plans you have.

Fact Sheet: For people covering your event, a brief explanation with names and titles and organization name.



Interviews

Contact the TV Program Director when you plan community or public education activities.

How to get Publicity (con't.)

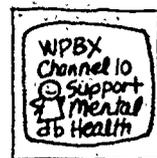
For a talk show provide a spokesman and about 10 questions and answers for the interviewer. Talk shows are planned 6 weeks in advance, so call early.



Spot Announcements

These are brief (10 to 60 seconds, 15 to 50 words) forceful messages

used to obtain specific action. Spots must be backed up by slides. Ask your station about assistance. Be sure to indicate dates the spots should be used!



Shared ID

If your organization is involved in a community-wide program, it is possible to prepare

slides which give the individual station's identification along with a very brief (3-5 word) message.

Contact the station's **Continuity Director** or **Promotion Manager** for more information. Be sure to indicate dates slides should be used.



Films

Many television stations use general interest, professionally produced 16mm color

films with optical or magnetic sound tracks. Determine what films you can obtain and discuss with the station's **Program Director**.



Note:

Educational and public television can be outstanding vehicles

for your organization to reach a wide segment of the public.

Since programming for these areas varies widely, we recommend that you contact your local and area stations.

TELEVISION PUBLICITY CHECKLIST

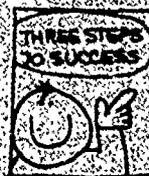
- Television News:
 - Prepare and distribute to TV news directors Fact Sheets giving pertinent information on events and positions.

TELEVISION PUBLICITY CHECKLIST (Cont.)

- Phone news directors to give them first-hand information on news items.
- Make your organization's spokesman available for filming or taping news interviews.
- Distribute 16mm news films when news events of great significance occur. Include scripts with films. (Under usual circumstances, you should encourage and expect TV stations to shoot their own film. You can cooperate by supplying the photographers with accurate Fact Sheets from which they can prepare their scripts.)
- Television public service announcements:
 - Prepare 2-inch videotape or 16mm film sound public service announcements and distribute to each TV station with a request for public service time.
 - Prepare 35mm color slides for 10 and 20-second TV PSAs. Write script and distribute with slides.
- Television shared station identification designators:
 - Prepare "station-break" slides using the logo of each TV station and a brief message from your organization.
 - Distribute individually produced slides to each station.
- Television "talk show" appearances:
 - Determine where "talk show" appearances are available.
 - Contact "talk show" stars and determine what type format is appropriate for appearances.
 - Prepare questions for host and answers for your spokesperson.
 - Rehearse your spokesperson for appearance.
 - Schedule and coordinate appearances.
- Television films:
 - Locate or produce good 16mm film explaining your cause.
 - Schedule film for showing on each TV station.



Radio is often overlooked as a communication vehicle, and it should not be. Because AM and FM stations abound and tailor their programming to "house" age and interest groups, it is possible to "target" messages which can be extremely effective in reaching specific groups.

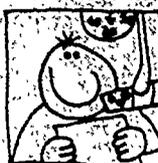


A. Get Acquainted

- Learn each station's type of programming
- Meet the

Station Manager, the Program Director and the News Director.

- Discuss your organization's programs and interests.



B. Radio Programming and how you can fit into it.

Because radio stations direct their programming to more specific audiences than newspapers and television, the type of programming varies widely from one station to another.

Some concentrate on news. Some on music.

Competition inspires creativity in their programming. They are eager to tie into community interest activities.

In planning your special events, consult with radio **Program Directors and DJs.**

Consider live, on-the-scene broadcasts, a mythical character, etc.

Radio, like T.V., uses newscasts, public service announcements and interviews.



Find out what is available from the **Program Director.**

RADIO PUBLICITY CHECKLIST

- Radio news:
 - Prepare and distribute fact sheets giving information on positions, activities, etc.
 - Regularly prepare and distribute brief news releases.
 - Prepare tape and distribute by telephone lines to radio stations, using "actuality" recording from speech, recording of principal spokesperson, or other pertinent information.
 - Notify radio news departments of news events regularly by telephone. Be prepared for news departments to tape your voice for broadcast.
- Radio public service announcements:
 - Prepare tapes of radio PSAs — 10, 20, 30, and 60 seconds — and deliver to radio station managers or program directors with a request for public service time.
 - Prepare and distribute printed 10, 20, 30, and 60 second PSAs for use by radio station disc jockeys.
- Radio "talk show" appearances:
 - Determine what "talk shows" are produced which would be appropriate for your spokesperson's appearance.
 - Schedule appearances for your representative(s).
 - Prepare list of questions for host.
 - Prepare answers for your spokesperson rehearse before appearance.
- Taped presentations for radio:
 - Prepare 5-minute tape of interview-type discussion of your organization and its services or causes.
 - Distribute to all radio stations, or contact each station and determine which stations are interested in receiving tapes.

Sample Materials For Regional Use



Model invitation to news conference

Model reminder of news conference

Model news conference statement

Model fact sheet for media

Model letter to local law enforcement personnel



But try to work it out by a phone call first:

La Mancha Group, Inc.
Contact: Jim Haynes
Phone: 512-478-2322



MEDIA FACT SHEET

A media fact sheet should be prepared for distribution at the news conference (or other event being covered by news media representatives) to assist reporters and editors in getting their facts correct in their coverage. The media fact sheet should be paper-clipped to the top of handout materials. Following the fact sheet should be the news release, then the printed copy of the news conference statement, then any supplementary information which would assist the reporter.

MEDIA FACT SHEET

Event: News conference with _____ (name or names of spokesmen)

Date: (Insert day and date)

Time: (Insert time)

Place: (Insert location)

Purpose: To make an announcement related to public education which is of interest to the people of this area.

Activities: _____ (Name of principal spokesman) will present a statement at the news conference and will then be available to answer questions from representatives of the news media. For the question-and-answer period, he will be joined by members of the staff of Texas Education Agency's Region _____ Education Service Center in _____ (Location) _____, who are listed below.

Participants: (List names, titles, and organizations of persons who will speak and/or participate in the question-and-answer session at the news conference. List on separate lines.)

For additional information, contact: (Name, title, organization, and phone number of person to be contacted by news media representatives)



NEWS CONFERENCE STATEMENT

On the following pages is a suggested text for the principal spokesman at the news conference in your area set up to announce the implementation of CHILD FIND.

Please modify it to fit your own regional CHILD FIND program, and have your news conference spokesman read it.

It is important that your spokesman be familiar with your CHILD FIND program and with the text of his statement well in advance of the news conference. Insist that he rehearse one or two days in advance of the conference.



We're glad you could be here today. We have good news.
And since good news is rare, we want to share it with you.

(Pause.)

Today the Texas Education Agency and the 1,121 independent school districts in our _____-county region begin an intensive effort to locate and identify every handicapped child of school age who is not now in school. It is an ambitious undertaking, and we call the project "CHILD FIND."

We will search out handicapped persons between the ages of 3 and 21 -- young people who are blind, deaf, physically handicapped. . .those who have learning disabilities such as language problems. . .and the emotionally disturbed and mentally retarded.

In locating these youngsters, we will be carrying out the instructions of the Sixty-First Texas Legislature which in 1969 unanimously passed Senate Bill 230 which provides for public special education for every handicapped child in Texas.

By order of the people of Texas through their Legislature, public education in Texas is for every child. Public schools are are for the handicapped. . .today as never before.

How many handicapped children are there who are not in school? No one has any idea. No statistics are available. The handicapped children not in school are simply lost. Their futures are lost a little every day they're not in school. Their contributions to society are lost. The productivity and happiness of their



families are lost. They need to be found. That's the purpose of "CHILD FIND."

On the basis of our experience in pilot projects around the state, we believe there are roughly 10,000 unidentified handicapped children -- probably more. Their parents don't know there's a place in our public schools for their children. Tremendous human resources are being wasted. "CHILD FIND" will help people realize handicaps are nothing to hide. Handicapped people generally are very special people. They have insights and special abilities not usually developed by many individuals in our society. To help them achieve their fullest individual potential as humans, we have special education programs in Texas public schools.

Today 76% of school-age handicapped children are enrolled in special education programs. It is the goal of the Texas Education Agency, in line with our directives from the Legislature, to be serving the needs of every handicapped child in the state between ages 3 and 21 by 1980. "CHILD FIND" is a major, unified, positive "push" in that direction.

CHILD FIND will be implemented through the 20 regional Education Service Centers located throughout the state, working in close cooperation with the state's 1,121 independent school districts. Let me tell you briefly how CHILD FIND will work.

First of all, we have initiated a statewide public awareness program, to let the people of the state know there are handicapped children in need of education who are not in school

(more)



because of some handicapping condition. Their parents are afraid of ridicule, or they simply don't know we care enough about their handicapped child to provide him the individualized education he needs. We need to let parents know that the people of Texas do care about handicapped children.

On behalf of the thousands of handicapped children who need special education help and aren't getting it, we appeal to the people of the mass media for assistance in CHILD FIND. We believe your readers and viewers will want to know about the program and its progress. We promise to keep you informed. . .we ask that you let us know your ideas on communicating with your audiences. We pledge to cooperate in every way possible.

I said I would tell you how CHILD FIND works. The Texas Education Agency's Division of Special Education is responsible for CHILD FIND, which is financed by a grant to Texas Education Agency by the U.S. Office of Education, Bureau of Education for the Handicapped. Our Division of Special Education asked each of the state's 20 regional Education Service Centers to submit proposals detailing how they could go about locating handicapped children not in school in their regions. This area is served by the Region ___ Education Service Center, which is located in _____. It serves all the public schools in _____ Counties.

Funds for the implementation of CHILD FIND are being distributed throughout the state on the basis of the number of children in public schools in each region. The individual programs of the Education Service Centers are being unified by a statewide public awareness and public information program.



In each of the 20 regions, an every-family contact program will be conducted in one area with a school district having an average daily attendance of 3,000 students. Here in Region __, the door-to-door CHILD FIND contact program will be conducted in _____, and that program is scheduled to begin _____.

We are asking every person who knows a handicapped child who is not in school to phone CHILD FIND at _____. Let me repeat that phone number--it's important. The CHILD FIND contact number is _____. Anyone in this area, whether or not they live in the area to be covered by the door-to-door contact program, should phone that number -- COLLECT if the call is long distance -- to report handicapped children not in school.

What happens then? The answer is "a lot"! People's lives begin to change. . .for the better.

The family of the handicapped child is contacted. An assessment of the child and of the family's situation is made. If called for, counsellors will meet with the parents to help work through problems they have.

As soon as possible, the child -- if found to be handicapped -- will begin receiving the education he needs.

But what if the child needs additional services -- services that can't be provided by Texas Education Agency or the local independent school district?

In that case, CHILD FIND serves as a coordinator, matching available services and resources to the individual child's needs. Texas Education Agency will not duplicate services provided by any other private organization or public agency. We will serve as a

(more)

referral service, representing the child's best interests to the appropriate organization, and communicating the availability of special services to the parents on a person-to-person basis.

Earlier, I mentioned that we have implemented pilot programs in several Texas locations to determine how successful such a program can be in locating, identifying, assessing, and serving the special needs of handicapped children not now in school.

One of the pilot programs was conducted in a South Texas town with a total urban and rural population of 20,000. The schools there have an average daily attendance of about 6,000 children. In that small town, we located twenty-six "lost" handicapped children -- children who should have been in special education programs but who had never been involved in education programs of any kind!

I think that's dramatic and exciting!

CHILD FIND in that community located a 16-year-old boy who had never been in school. Why? He couldn't walk. A public agency had provided a wheelchair for him to use at home, but the parents couldn't move it to school and back every day, and they couldn't afford to buy a wheelchair for school. One of our staff members in that town started making phone calls. The VFW post was contacted and told the situation. Within a few hours personal commitments were made by the members of the VFW post and its auxiliary. Within days the wheelchair was bought, and the boy began attending classes. The attitude of the whole family has brightened.

In that same community, two five-year-old blind/deaf
ls were found, in separate families. They are now in special



education classes.

When I think about these youngsters and the others across the state who are already benefitting from special education programs, it makes me very proud to be a Texan and to be involved with our public education system.

Today Texas Education Agency and local independent school districts are serving more than 300,000 students through special education programs. By 1980 we expect to have more than 450,000 special education students.

Yes, it takes money. It takes a lot of money. We work hard to keep the costs down. And yet we know, because we are parents ourselves, that it's impossible to put a price tag on hope. Hope is what we're offering thousands of Texas youngsters and their parents, through the project we call CHILD FIND.

It's beginning today, here in our area, and we hope you agree with us that that's big news.

We now invite your questions, and to participate in the question-and-answer session, I'd like to introduce _____

_____.

From: Child Find of (Town or Region)

Contact: (Name)

 (Phone Number)



FOR IMMEDIATE RELEASE (Date)

The Texas Education Agency (TEA) today began a statewide effort to locate and identify every handicapped child of school age who is not now in school. Region Education Service Center here is among the 20 state centers working with TEA in the project called "Child Find."

"Child Find" is designed to search out young people between the ages of 3 and 21 who are blind, deaf, physically handicapped, emotionally disturbed, or mentally retarded, and those with learning disabilities. In each region door-to-door contacts will be made in one area having a school district with an average daily attendance of 3,000 students. Here in Region this contact program will be conducted in (town) , and that program is scheduled to begin (date) .

 (Name) , director of the local Education Service Center, said through comprehensive statewide publicity and the door-to-door canvass, handicapped children not in school will be contacted, their families counseled and the child will begin receiving the education he needs.

(More)



education students. Hope is what we're offering thousands of Texas youngsters and their parents, through the project called Child Find."



LETTER TO LAW-ENFORCEMENT OFFICIALS

Immediately prior to the start of your door-to-door CHILD FIND contact program, you should contact the county sheriff, local chief of police, and other appropriate law-enforcement officials. Let them know what you're planning so they can prepare their staffs to be prepared for phone calls from concerned citizens.

Xxxxx X. Xxxxx, Title
0000 Address
City, State, Zip

Dear Xxxxx Xxxxx:

On (date) we will begin house-to-house interviews in (location) for a state-wide program called "CHILD FIND."

The purpose of CHILD FIND is to identify all the handicapped children in the state between the ages of three and twenty-one who are not in school and to provide them special education services or other programs.

We will be contacting each family within the Independent School District area, both in town and in rural areas, and we suspect your office will receive phone calls from citizens who may be suspicious of our field staff personnel or who may simply want to know more about "what's going on."

Enclosed is a copy of a news release which explains "CHILD FIND" in more detail. I hope you'll give copies of it to switchboard operators and others who may be contacted with questions about our interview program. If possible, I would like to spend a few minutes with your staff explaining the program and answering questions. I'll check with you by phone in a few days to determine whether that's a possibility.

If we can answer questions or provide more information at any time, please call us at XXX-XXXX.

Sincerely,

(Signature)

Name
Title

How to Have a Press Conference

23

Once you decide to have a news conference, you want it to go well. Assuming it is not a hastily called meeting with news media representatives demanded by an emergency of some kind, the following checklist should be of help:

- Select Location:
 - Choose site convenient to most news media.
 - Call news media representatives to get suggestions for location if you are unfamiliar with the city where the conference is to be held.
- Set date and time:
 - Friday afternoons are generally bad. The days before holidays are worse.
 - Times between mid-morning and mid-afternoon are generally good.
 - Check on media deadlines.
- Issue announcement of news conference, or invitation to conference:
 - By phone, messenger-delivered memo, or MailGram (Western Union).
 - In announcement, include purpose of news conference and names of spokesmen; indicate significance of conference.
 - Include exact time and location; include specific directions to location.
 - Do *not* give away your "punch line" by including too much information. No one will bother to show up for the conference.
- In some cases, preparation and distribution of a news release on the upcoming news conference is

appropriate, depending upon the importance of the news conference:

- If such a release is prepared, don't include more information than a statement that a news conference will be held to "make an announcement of interest to the public school teachers in Texas," or other general comment.
- Write statement for spokesman's use at news conference (spokesman should be top executive officer of organization).
- Rehearse news conference, including introductions and presentation of prepared statement.
- Try to anticipate questions of news media representatives and prepare spokesman for appropriate answers.
- Prepare printed materials for distribution at news conference:
 - Brief Fact Sheet. Include names and titles of participants.
 - News release, no more than two pages, double-spaced.
 - Supporting materials, if necessary (don't overdo it!)
 - Information packet, if desired (paper clips work just fine).
- If information available is appropriate, prepare poster-size illustration of the information (24" X 30" works well); enlarge photographically at litho service, and add color. Mount on poster board or FoamCore, and display on easel immediately to the

spokesman's right. Have spokesman use pointer to indicate information on the illustration during the news conference. TV cameramen will love you for it!

- Make arrangements for physical set-up well in advance, if time allows:
 - Arrange chairs for media representatives in rows facing speaker's location.
 - Be sure to leave center aisle for use of photographers.
 - Covered table with chairs usually works best for speaker; if lecturn is used, be sure it is large enough to accommodate microphones of radio and TV representatives.
 - Limit number of persons at speaker's table 3 or 4.
 - Arrange for ice water and coffee unless news conference is to be very brief.
- Be on hand, or have someone on hand, 15-30 minutes in advance of starting time to check on arrangements and distribute literature.
- Use public address system if speaker is soft-voiced or room is large.
- Public relations representative should begin news conference no more than 2 minutes after announced starting time by introducing himself or herself and the news conference spokesman.

Suggestions for Publicity

- Region _____ ESC Begins Planning for Child Find Project
- Child Find Program Director Named
- Child Find Regional Staff Selected
- Child Find Office Established
- Child Find Contact Number Begins Operation
- Child Find Door-to-Door Campaign Announced
- Field Workers Chosen for Child Find Door-to-Door Interviews
- Child Find Door-to-Door Program Begins tomorrow (City and Rural Areas Charted and Mapped)
- Door-to-Door Interviews Begin
- Door-to-Door Campaign Half Completed (Results Given)
- Child Find Director Speaks at Rotary Club
- Child Find Project Leaders Display Materials at "Working Mothers Convention."
- _____ Donates Wheelchair to Child Find Project (name of organization making donation is used)
- Door-to-Door Canvass Ends Today
- _____ Handicapped Children Found By Child Find (fill in with number found)
- _____ Handicapped Children Found Through Child Find Hotline (fill in with number of children found)
- Mayor Places First Child Find Bumper Sticker
- _____ High School Student Council Announces "Locate to Educate" Contest for Child Find
- _____ High School Child Find Contest Underway
- Child Find Contest Finalist Announced
- _____ (Name) Wins "Locate to Educate" Child Find Contest
- Child Find Field Workers Sate Awards Presentation
- _____ (Name) Wins "Child Find Tired Feet" Award
- Chamber of Commerce Provides Transportation for Child Find Children Now in School
- Mayor Names _____ (Date) as Child Find Day

Scripts for the radio and TV public service spots are on the following pages. (At this point they are not final, but they will give you a good idea of what will be available for radio and TV public service in your region.)

The radio public service spots will be recorded on tape in both English and Spanish, and a tape containing the spots will be sent to each radio station in the state.

The television public service spots will be produced on 16mm film, then duplicated and distributed to each of the state's 55 TV stations on two-inch professional videotape.

All spots will be produced containing your regional CHILD FIND telephone number as well as the toll-free 800 number.

English and Spanish versions of a newspaper ad concerning CHILD FIND are being prepared for distribution to each of the daily and weekly newspapers in the state. Since newspapers typically do not provide public service space free, the ad layouts will be prepared so the newspaper can sell the space to a sponsor and insert the phrase, "A public service of _____." Regional CHILD FIND phone numbers can also be inserted before the ads are printed.



CHILD FIND RADIO PUBLIC SERVICE ANNOUNCEMENTS



Spot #1 -- 10 Seconds:

IF YOU HAVE A HANDICAPPED CHILD WHO'S NOT IN SCHOOL,
MAKE THE CALL THAT CAN MAKE THE DIFFERENCE IN HIS LIFE.
CHILD FIND CAN HELP. XXX-XXX-XXXX.

Spot #2 -- 20 Seconds:

SOMEWHERE IN YOUR NEIGHBORHOOD IS A HANDICAPPED CHILD
WHO'S NOT IN SCHOOL. THAT CHILD NEEDS YOUR HELP. WE
BELIEVE THERE ARE OVER TEN THOUSAND OF THESE CHILDREN
IN TEXAS WHO DON'T KNOW HOW TO TELL US WHERE THEY
ARE. YOU CAN TELL US WHERE. MAKE THE CALL THAT MAKES
THE DIFFERENCE. CALL CHILD FIND. XXX-XXX-XXXX.

Spot #3 -- 30 Seconds:

WHO HELPS THE CHILDREN WHO CAN'T HELP THEMSELVES?
WE ARE LOOKING FOR TEN THOUSAND HANDICAPPED CHILDREN
WHO STAY AT HOME ALL DAY BECAUSE THEY CAN'T HELP
THEMSELVES. TEXAS LAW GIVES EVERY CHILD THE RIGHT
TO PUBLIC EDUCATION. FREE FROM AGE THREE TO TWENTY-
ONE. YOU CAN HELP. YOU CAN MAKE THE CALL. HELP A
HANDICAPPED CHILD RECEIVE SPECIAL, FREE EDUCATION.
CHILD FIND. XXX-XXX-XXXX.



Spot #4 -- 60 Seconds:

THE STATE OF TEXAS GUARANTEES EVERY HANDICAPPED CHILD THE RIGHT TO FREE PUBLIC EDUCATION. A LOT OF PEOPLE DON'T KNOW THAT. SOMEWHERE IN YOUR NEIGHBORHOOD IS A HANDICAPPED CHILD. AND THAT CHILD NEEDS HELP. WE BELIEVE THAT THERE ARE OVER TEN THOUSAND OF THESE CHILDREN IN TEXAS WHO DON'T KNOW HOW TO TELL US WHERE THEY ARE. BUT YOU CAN TELL US WHERE TO FIND THEM. CALL CHILD FIND. LET US KNOW WHO THEY ARE AND WHERE. MAKE THE CALL THAT MAKES THE DIFFERENCE. IN THIS AREA CALL XXX-XXX-XXXX, OR CALL CALL TOLL FREE 1-800-292-9668. THAT'S XXX-XXX-XXXX OR CALL TOLL FREE 1-800-292-9668. YOU CAN MAKE THE DIFFERENCE...MAKE THE CALL NOW! PLEASE HELP US FIND THE CHILDREN.



CHILD FIND TV PUBLIC SERVICE ANNOUNCEMENTS .

Spot #1

1

AUDIO:

HOW DO YOU FIND THE CHILDREN
WHO STAY AT HOME ALL DAY BECAUSE
THEIR PARENTS DON'T KNOW THAT
FREE EDUCATION IS GUARANTEED TO
EVERY CHILD BY OUR STATE LAWS?

YOU ASK EVERY PERSON IN
TEXAS TO HELP.

MAYBE YOU KNOW A CHILD WHO
NEEDS HELP. MAYBE YOU CAN HELP.

MAKE THE CALL THAT MAKES
THE DIFFERENCE.

(PAUSE)

CHILD FIND

(PAUSE)

ONE PHONE CALL IS ALL IT TAKES!



CHILD FIND TV PUBLIC SERVICE ANNOUNCEMENTS

Spot #2

VIDEO:

AUDIO:

EVERY DAY IN TEXAS MORE
THAN TWO-AND-A-HALF MILLION
CHILDREN GO TO SCHOOL TO LEARN
AND TO GROW.

EVERY DAY IN TEXAS TEN
THOUSAND HANDICAPPED CHILDREN
STAY AT HOME BECAUSE THEIR PARENTS
DON'T KNOW FREE EDUCATION IS
GUARANTEED EVERY CHILD IN THE
STATE.

THERE IS A PROGRAM FOR EVERY
CHILD. YOU CAN'T DO IT ALL YOUR-
SELF. LET US HELP.

LOGO & PHONE NUMBERS

(PAUSE)

WE JUST NEED TO KNOW WHERE
THE CHILDREN ARE.

(PAUSE)

CALL CHILD FIND.



THESE CHILD FIND LOGOS ARE FOR YOUR REGIONAL MATERIALS. PLEASE CLIP OUT THE RIGHT SIZE AND ADD TO YOUR ARTWORK AND TYPED PIECES BEFORE REPRODUCING THEM.