Data on 25,363 students enrolled in special education programs (residential schools and day class programs) for the hearing impaired during the school year 1968-69 are presented. Data describe the types and size of programs attended, and the age, sex, and hearing threshold levels of the students. In addition to the detailed tables, data summaries and a discussion of the qualifications and limitations of the data are included. Appended are a description of The Annual Survey of Hearing Impaired Children and Youth, the data collection form used and instructions for its completion, and a listing by state of the programs participating in the survey. (KW)
This research was supported by a grant from the Office of Education, U.S. Department of Health, Education & Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.
DATA FROM THE
ANNUAL SURVEY OF HEARING
IMPAIRED CHILDREN AND YOUTH

TYPE AND SIZE OF EDUCATIONAL PROGRAMS
ATTENDED BY HEARING IMPAIRED STUDENTS
UNITED STATES: 1968-69

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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position or policy.

Type and size of educational programs attended by hearing impaired students, by
hearing threshold levels, age and sex. Data for approximately 25,000 students enrolled
in special educational programs for the hearing impaired during the 1968-69 school
year.

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GALLAUDET COLLEGE

Washington, D.C.  August 1970
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We wish to thank the many people whose efforts have made this publication possible. Special thanks should be given to the administrators, teachers, and secretaries who found time in their busy school schedules to complete the Survey forms. It is their efforts which have supplied us with the information presented in this publication. The names of the schools that participated in the Annual Survey for the 1968-69 school year and the 1969-70 school year appear in Appendix IV.

We also would like to extend our appreciation to the National Advisory Committee whose continued assistance has helped to guide the staff. Their collective and individual direction has been invaluable. The members of the committee are listed below.

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*Terms expired December 1969.

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Patricia Voneiff  
Augustine Gentile  
Washington, D.C.  
August 1970
INTRODUCTION

This report contains data describing some selected characteristics of approximately 25,000 students enrolled in schools and classes for the hearing impaired in the United States. These data were collected during the 1968-69 school year by the Annual Survey of Hearing Impaired Children and Youth. This report presents information about the types and size of programs attended by hearing impaired students, as well as describing the age, sex and degree of hearing loss of the students. Data on other characteristics of these students have appeared in earlier publications (See inside back cover).

The Annual Survey of Hearing Impaired Children and Youth is a continuing program which began operations May, 1968. The program is aimed at collecting and disseminating information regarding characteristics of hearing impaired children and youth. The Office of Demographic Studies of Gallaudet College conducts the Survey. The major share of funding for the project is provided by the Division of Research, Bureau of Education for the Handicapped, Office of Education, Department of Health, Education and Welfare.

Currently, the Survey is directing its efforts towards collecting data on hearing impaired students enrolled in special educational programs. Developmental work is underway for collecting data on hearing impaired children and youth who are not enrolled in special educational programs. Further details about the Annual Survey Program may be found in Appendix I.

METODOLOGY AND SOURCES OF THE DATA

During the 1968-69 school year, data collection efforts were directed towards 101 institutions listed in the American Annals of the Deaf\(^1\) as “Schools for the Deaf” and a 15 percent sample of the institutions listed as “Classes” in the Annals. The sample of “Classes” was chosen in a manner to provide representation with respect to size of program, geographical location, and type of control, i.e., public or private. Appendix IV gives a list of the programs currently participating in the Survey. The programs that participated during the 1968-69 school year, from which the data in this report were obtained, also are specified in the Appendix.

As seen in Table A, 75 percent of the institutions asked to join the Survey participated in the program. The total number of individual records received during the first year of data collection was 25,363. This figure represents 80 percent of the total enrollment of those institutions invited to participate (See Table B). Included in the enrollment figures for

TABLE A: Participation in the Annual Survey of Hearing Impaired Children and Youth, by Institution: 1968-69 school year

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Total asked to join survey</th>
<th>Institutions that returned completed data forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>All institutions</td>
<td>169</td>
<td>142</td>
</tr>
<tr>
<td>Schools</td>
<td>101</td>
<td>79</td>
</tr>
<tr>
<td>Classes</td>
<td>88</td>
<td>63</td>
</tr>
</tbody>
</table>

TABLE B: Participation in the Annual Survey of Hearing Impaired Children and Youth, by Enrollment: 1968-69 school year

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Enrollment in those asked to join survey</th>
<th>Enrollment in Institutions that returned completed data forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>All institutions</td>
<td>31,706</td>
<td>25,363</td>
</tr>
<tr>
<td>Schools</td>
<td>22,376</td>
<td>17,372</td>
</tr>
<tr>
<td>Classes</td>
<td>9,330</td>
<td>7,991</td>
</tr>
</tbody>
</table>

1 Includes 2,727 students enrolled in itinerant programs

classes in Table B are 2,727 students enrolled in itinerant programs. Except for periods of special instruction provided by visiting teachers, these children generally attend schools for normal hearing children. Records for children in itinerant programs were not specifically requested during the 1968-69 school year. However, when submitted, they were processed and included in the data. Most of these records (about 80 percent) were obtained from two states, Pennsylvania and the District of Columbia. The remaining 20 percent came from programs scattered throughout the United States. Currently, the Survey is collecting data on all special educational programs, including itinerant programs.

As mentioned above, records were received from approximately 78 percent of the programs asked to participate in the Survey. Many of those who were unable to participate were interested in the program but were unable to provide the staff necessary to complete the forms. Many of these programs are participating in the Survey for the 1969-70 school year.

Descriptive literature and letters requesting participation in the Annual Survey were mailed in August, 1968. The institutions were asked to return a questionnaire indicating their willingness to participate and the number of Survey forms they would require for their student population. Follow-up letters were sent and phone calls and personal visits were made throughout the school year to the institutions which did not reply affirmatively to the original invitations to participate. These efforts led to a better understanding of the program and a higher rate of participation. All programs agreeing to participate in the Survey were sent a Survey form (See Appendix II) for each student in their program and instructions for its completion (See Appendix III).

The items included on the form were selected on the basis of recommendations made by the National Advisory Committee to the Survey and by persons in the field. The major criteria for item selection were availability of the data and the potential utility of the data. Because the Survey is a continuing program, it is not necessary or desirable to obtain data on all useful items every year. Data on topics not covered in the 1968-69 Survey will be collected in subsequent Surveys.

As the forms were received by the Survey office, they were submitted to an editing process by which clerical errors and inconsistencies were corrected. In cases where further clarification of the data was needed, the reporting source was contacted again. Following this procedure, the records were coded and then transferred to computer tape.

QUALIFICATIONS AND LIMITATIONS OF THE DATA

As previously stated, approximately 78 percent of the residential and day schools for the deaf listed in the Annals participated in the Survey. Thus, the data presented here can be considered fairly representative of all students enrolled in schools for the hearing impaired. However, since only a 15 percent
sample of the "Classes" were asked to join the Survey the first year, students in these programs are underrepresented in the data. This factor has important implications for the correct use and interpretation of the data presented in this publication. These implications will be described in more detail later as particular variables are discussed.

A general problem encountered in the Survey was the high rate of missing information for particular items. In this report, one item is of concern. Data on better-ear-averages shown in this report were determined by averaging the puretone threshold levels, for the better ear, at the frequencies of 500, 1000, and 2000 cycles per second. This information was not available for about 30 percent of the students. Of this number, only about 6 percent of the forms actually did not report any audiological results. The remaining 24 percent contained audiological information, but did not give results for one or more of the three frequencies used to compute the better-ear-average.

Currently, data collection activities have been expanded so that publication of data from future years will be more representative of the school-age hearing impaired population. Until then, it must be stated that the data presented in this publication represent the characteristics of approximately 25,000 hearing impaired children on whom the Survey office received records.

DISCUSSION OF THE DATA

The following series of tables present summary statistics on data gathered in the Annual Survey of Hearing Impaired Children and Youth for the 1968-69 school year. Specifically, age, sex and hearing threshold levels are shown in relationship to the type and size of program in which the students are enrolled. Definitions, qualifications and some notable aspects of these data are discussed here.

Age and Sex

Of the 25,363 records collected, 55 percent were for male students and 45 percent were for females. This distribution is similar to the sex ratios for hearing impaired students in special educational programs previously reported in other studies.

The chronological ages used in the tables are based on the student's age as of December 31, 1968. Table C shows the number and percent distribution by age and sex for the students covered by the Survey. It can be seen that the age distributions for males and females are similar. The group with the largest percentage of students (31.4 percent) was the 10-13 year age group. Due to the composition of the participating institutions, the proportion of students under six years of age (11.4) is understated in these data. When classes, preschool programs, and part-time programs are fully represented in the Survey, the proportion of students of preschool-age will be higher.

Hearing Threshold Levels

Hearing threshold levels are expressed in this report in terms of better-ear-averages. The better-ear-averages were determined by averaging puretone thresholds for the speech range (500, 1000, and 2000 Hz) in the better ear. Better-ear-averages are given in

<table>
<thead>
<tr>
<th>Age</th>
<th>Both Sexes</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>All Ages</td>
<td>25,363</td>
<td>100.0</td>
<td>13,878</td>
</tr>
<tr>
<td>Under 6 years</td>
<td>2,893</td>
<td>11.4</td>
<td>1,526</td>
</tr>
<tr>
<td>6-9 years</td>
<td>6,505</td>
<td>25.6</td>
<td>3,543</td>
</tr>
<tr>
<td>10-13 years</td>
<td>7,952</td>
<td>31.4</td>
<td>4,345</td>
</tr>
<tr>
<td>14-17 years</td>
<td>6,339</td>
<td>25.0</td>
<td>3,507</td>
</tr>
<tr>
<td>18 and over</td>
<td>1,674</td>
<td>6.6</td>
<td>957</td>
</tr>
</tbody>
</table>
decibels according to the ISO\(^1\) standard. For the purposes of this report, audiological data reported in ASA\(^2\) standard were converted to the ISO standard by adding ten decibels to the ASA average. In all, data were available to compute better-ear-averages for 17,733 students. The data had to be converted from the ASA standard to the ISO standard for about 19 percent of these students. The standard used was not reported for about 7 percent of the 17,733 students. The better-ear-averages for these students are treated in this report as though they were based on measurements obtained by the ISO standard. In some tables presenting hearing threshold levels, you will note the category “Unable to Compute”. This refers to approximately 24 percent of the students for whom better-ear-averages could not be determined due to the omission of results for one or more of the frequencies used to compute the average. In some tables this category has been combined with those for whom no audiological information was supplied (“Not Reported”). These combined categories are referred to as “Not Available”.

Table D shows the number and percent distribution by hearing threshold levels and sex for the 25,363 students for whom data were obtained in the 1968-69 Survey. It will be shown later that students in day class and itinerant programs have less severe hearing losses than students in residential and day school programs. Therefore, the high proportion of students with severe hearing losses shown in Table D and in the total columns of other tables reflect the fact that a disproportionately high number of the students in the Survey attended residential and day school programs.

**Type of Program**

Detailed Tables 1-3 show the types of programs attended by the students covered by the Survey for the 1968-69 school year. Seven categories have been used to describe the different types of programs in which the hearing impaired students were enrolled. Three of these, “Residential Schools”, “Day Schools”, and “Full-time Classes” describe special educational programs which students attend on a full-time basis.

The categories “Regular Classes Plus Special Training” and “Itinerant” describe programs attended by students who are receiving special educational services only on a part-time basis. Students in these programs spend the majority of their school day in regular classes for hearing children.

The category “Preschool” describes programs that provide services to preschool children only. Not included in this category are preschool programs which are part of a larger, more comprehensive program, e.g., a residential school for the deaf. Students in a preschool program at a residential

---

**TABLE D:** Number and percent distribution, by hearing threshold levels and sex, of students enrolled in participating special educational programs for the hearing impaired: United States, 1968-69 school year.

| Better-Ear-Averages | Both Sexes | | Males | | Females | |
|---------------------|-----------|-----------------|-----------------|-----------------|
| In Decibels (ISO\(^1\)) | Number | Percent | Number | Percent | Number | Percent | |
| All Hearing Levels | 25,363 | 100.0 | 13,878 | 100.0 | 11,485 | 100.0 | |
| Under 10 | 232 | 0.9 | 132 | 1.0 | 100 | 0.9 | |
| 10-39 | 1,748 | 6.9 | 1,000 | 7.2 | 748 | 6.5 | |
| 40-64 | 2,618 | 10.3 | 1,547 | 11.1 | 1,071 | 9.3 | |
| 65-84 | 4,332 | 17.1 | 2,846 | 20.5 | 1,896 | 16.5 | |
| 85 and above | 8,803 | 34.7 | 4,884 | 33.8 | 4,119 | 35.9 | |
| Unable to compute | 6,050 | 23.9 | 3,195 | 23.0 | 2,855 | 24.9 | |
| Not reported | 1,580 | 6.2 | 884 | 6.4 | 696 | 6.1 | |

\(^1\)Average hearing threshold in better ear computed at 500, 1000 and 2000 cycles per second.
school would be included in the residential school classification only.

"Other" covers a variety of special situations which occurred infrequently and therefore, were not given a separate classification.

Table E shows the number and percent distribution of the types of programs attended by the students in the participating special educational programs. As mentioned earlier, during the first year of the Survey, greater emphasis was placed on collecting data from "Schools". Thus, Table E shows that about 70 percent of the students were enrolled in "School" programs. Current estimates indicate that slightly less than 50 percent of all hearing impaired students in special educational programs are enrolled in "Schools".

Table 1 presents the sex and detailed age distribution according to type of program attended. A percentage distribution for selected age groups according to type of program attended is given in Table F.

Table 2 gives the frequency distribution by hearing threshold levels (better-ear-averages) according to type of program attended. A percent distribution summarizing some of these data is given in Table G. Although there were a large number of students for whom data were not available to compute

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Programs</td>
<td>25,363</td>
<td>100.0</td>
</tr>
<tr>
<td>Residential Schools</td>
<td>13,231</td>
<td>52.2</td>
</tr>
<tr>
<td>Day Schools</td>
<td>4,436</td>
<td>17.5</td>
</tr>
<tr>
<td>Full-Time Classes</td>
<td>2,012</td>
<td>7.9</td>
</tr>
<tr>
<td>Regular Classes Plus Special Training</td>
<td>1,080</td>
<td>4.3</td>
</tr>
<tr>
<td>Preschool Programs¹</td>
<td>1,159</td>
<td>4.6</td>
</tr>
<tr>
<td>Itinerant Programs</td>
<td>2,727</td>
<td>10.8</td>
</tr>
<tr>
<td>Other</td>
<td>718</td>
<td>2.8</td>
</tr>
</tbody>
</table>

¹Programs that provide services for preschool children only.

<table>
<thead>
<tr>
<th>Age</th>
<th>All Programs</th>
<th>Residential Schools</th>
<th>Day Schools</th>
<th>Full-time Classes</th>
<th>Regular Classes Plus Special Training</th>
<th>Preschool Programs¹</th>
<th>Itinerant Programs</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Ages</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Under 3 years</td>
<td>0.4</td>
<td>-</td>
<td>0.4</td>
<td>-</td>
<td>-</td>
<td>6.2</td>
<td>0.2</td>
<td>1.7</td>
</tr>
<tr>
<td>3-5 years</td>
<td>11.0</td>
<td>4.9</td>
<td>19.8</td>
<td>2.2</td>
<td>0.5</td>
<td>92.3</td>
<td>2.3</td>
<td>8.4</td>
</tr>
<tr>
<td>5-9 years</td>
<td>25.7</td>
<td>22.0</td>
<td>31.5</td>
<td>39.1</td>
<td>24.5</td>
<td>1.5</td>
<td>32.9</td>
<td>30.2</td>
</tr>
<tr>
<td>10-13 years</td>
<td>31.3</td>
<td>32.2</td>
<td>28.2</td>
<td>42.9</td>
<td>35.5</td>
<td>-</td>
<td>34.6</td>
<td>32.4</td>
</tr>
<tr>
<td>14-17 years</td>
<td>25.0</td>
<td>31.1</td>
<td>16.6</td>
<td>13.1</td>
<td>31.2</td>
<td>-</td>
<td>26.6</td>
<td>21.8</td>
</tr>
<tr>
<td>18 years and over</td>
<td>6.6</td>
<td>9.5</td>
<td>3.2</td>
<td>2.4</td>
<td>8.3</td>
<td>-</td>
<td>3.2</td>
<td>5.2</td>
</tr>
</tbody>
</table>

¹Programs that provide services for preschool children only.
TABLE G: Percent distribution by hearing threshold level and type of program, attended by students enrolled in participating special educational programs for the hearing impaired: United States, 1968-69 school year.

<table>
<thead>
<tr>
<th>Better-Ear-Averages In Decibels (ISO)¹</th>
<th>All Programs</th>
<th>Residential Schools</th>
<th>Day Schools</th>
<th>Full-time Classes</th>
<th>Regular Classes Plus Special Training</th>
<th>Preschool Programs²</th>
<th>Itinerant Programs</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Hearing Levels</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Under 25</td>
<td>3.0</td>
<td>0.1</td>
<td>0.4</td>
<td>0.6</td>
<td>4.9</td>
<td>1.6</td>
<td>22.1</td>
<td>6.2</td>
</tr>
<tr>
<td>25-39</td>
<td>4.8</td>
<td>0.2</td>
<td>1.0</td>
<td>2.4</td>
<td>8.1</td>
<td>1.2</td>
<td>29.4</td>
<td>25.2</td>
</tr>
<tr>
<td>40-54</td>
<td>5.3</td>
<td>1.7</td>
<td>2.0</td>
<td>9.2</td>
<td>16.7</td>
<td>3.0</td>
<td>18.5</td>
<td>18.5</td>
</tr>
<tr>
<td>55-64</td>
<td>5.0</td>
<td>3.7</td>
<td>4.1</td>
<td>8.2</td>
<td>12.4</td>
<td>4.0</td>
<td>7.1</td>
<td>6.6</td>
</tr>
<tr>
<td>65-74</td>
<td>7.6</td>
<td>7.5</td>
<td>7.6</td>
<td>11.2</td>
<td>13.6</td>
<td>7.1</td>
<td>4.5</td>
<td>4.5</td>
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<td>75-84</td>
<td>9.4</td>
<td>10.7</td>
<td>10.7</td>
<td>10.9</td>
<td>9.5</td>
<td>9.3</td>
<td>1.8</td>
<td>3.6</td>
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<tr>
<td>85 and above</td>
<td>34.7</td>
<td>42.4</td>
<td>44.9</td>
<td>28.5</td>
<td>19.4</td>
<td>25.1</td>
<td>1.9</td>
<td>9.6</td>
</tr>
<tr>
<td>Not available</td>
<td>30.0</td>
<td>33.5</td>
<td>29.4</td>
<td>29.0</td>
<td>15.3</td>
<td>48.7</td>
<td>14.5</td>
<td>25.8</td>
</tr>
</tbody>
</table>

¹Average hearing threshold in the better ear computed at 500, 1000, 200 cycles per second.
²Programs that provide services to preschool children only.

better-ear-averages, it is obvious that students enrolled in “School Programs” had higher threshold levels than the students enrolled in other types of programs.

Size of Program

Frequency distributions by age and hearing threshold levels according to “Size of Program” attended are presented in detailed Tables 4, 5, and 6. “Size of Program” refers to the total number of hearing impaired students enrolled in each participating program. As previously pointed out, however, because of the over-representation of school programs in the data, these tables may not reflect the actual distributions by size for all programs providing educational services for the hearing impaired. It is of interest to note that even though 64 percent of the participating programs had enrollments of 100 students or less, 61 percent of the students on whom records were received attended programs with enrollments of 200 students or more. As may be expected, in almost all cases, the programs with enrollments of 200 or more were residential or day schools.

Tables H and I have been summarized from the detailed data presented in Tables 4 and 5. As can be seen in Table H, programs with enrollments of under 100 students tended to have a larger percentage of students under age six than did the programs with larger enrollments.

The data in Table I indicate that in the programs with enrollments of under 100 students, there was a larger percentage of students with hearing threshold levels under 65 decibels. The data also show that there is a progressively higher proportion of students with hearing threshold levels of 65 decibels or higher for the three size of enrollment groups shown, i.e., 32.3 percent for programs with enrollments under 100, 51.7 percent for programs with enrollments from 100-199 and 57.9 percent for programs with enrollments of 200 students or more.

SUMMARY

Data on 25,363 students enrolled in special educational programs for the hearing impaired are presented here. These data describe the types and size of programs attended by these students and show the
TABLE H: Number and percent distribution, by size of program and age, of students, enrolled in participating special educational programs for the hearing impaired: United States, 1968-69 school year.

<table>
<thead>
<tr>
<th>Age</th>
<th>All Programs</th>
<th>Under 100</th>
<th>100 to 199</th>
<th>200 and Over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Students</td>
<td>Percent</td>
<td>Number of Students</td>
<td>Percent</td>
</tr>
<tr>
<td>All Ages</td>
<td>25,363</td>
<td>100.0</td>
<td>4,804</td>
<td>100.0</td>
</tr>
<tr>
<td>Under 6 years</td>
<td>2,893</td>
<td>11.4</td>
<td>1,119</td>
<td>23.3</td>
</tr>
<tr>
<td>6-13 years</td>
<td>6,505</td>
<td>25.6</td>
<td>1,384</td>
<td>28.8</td>
</tr>
<tr>
<td>10-17 years</td>
<td>7,952</td>
<td>31.4</td>
<td>1,358</td>
<td>28.3</td>
</tr>
<tr>
<td>18 years &amp; over</td>
<td>6,339</td>
<td>25.0</td>
<td>797</td>
<td>16.6</td>
</tr>
<tr>
<td></td>
<td>1,674</td>
<td>6.6</td>
<td>146</td>
<td>3.0</td>
</tr>
</tbody>
</table>

The relationship between these variables and the age, sex and hearing threshold levels of the students.

The methodology and sources of the data have been discussed. A list of the participating programs is given in Appendix IV. It was noted that records were obtained for about 80 percent of the students enrolled in the programs that were invited to participate in the Survey.

The qualifications and limitations of the data also were discussed. It was particularly stressed that the data are not representative of all hearing impaired students. Seventy percent of the students for whom data were given attended schools (mainly residential) and the remaining 30 percent were students in day class and other part-time programs. Presently in the United States, about 50 percent of the hearing impaired students are enrolled in school programs and 50 percent in day class programs. Current data collection activities are designed to obtain more representative coverage of the hearing impaired population and to obtain more complete information for students in the Survey. Until these problems can be resolved, the data in this report apply only to the 25,363 students that participated in the Survey for the 1968-69 school year.

This and previously published reports from the data collected during the first year of the Annual Survey of Hearing Impaired Children and Youth represent a beginning effort to provide more factual knowledge about hearing impaired students in the United States. Despite the limitations of the data noted, these reports can provide the impetus for more intensive studies.

Again we express our appreciation to all the participating programs and persons who have given so generously of their time and cooperation to this project.

TABLE I: Percent distribution, by size of program and hearing threshold levels, of students enrolled in participating special educational programs for the hearing impaired: United States, 1968-69 school year.

<table>
<thead>
<tr>
<th>Better-Ear-Averages in Decibels (ISO)(^1)</th>
<th>All Programs</th>
<th>Under 100</th>
<th>100 to 199</th>
<th>200 and Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Hearing Levels</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Under 10</td>
<td>0.9</td>
<td>2.1</td>
<td>1.4</td>
<td>0.4</td>
</tr>
<tr>
<td>10-39</td>
<td>6.9</td>
<td>15.3</td>
<td>7.4</td>
<td>4.1</td>
</tr>
<tr>
<td>40-64</td>
<td>10.3</td>
<td>19.9</td>
<td>8.0</td>
<td>8.1</td>
</tr>
<tr>
<td>65-84</td>
<td>17.1</td>
<td>14.6</td>
<td>15.9</td>
<td>18.2</td>
</tr>
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<td>85 and above</td>
<td>34.7</td>
<td>17.7</td>
<td>35.8</td>
<td>39.7</td>
</tr>
<tr>
<td>Unable to compute</td>
<td>23.9</td>
<td>23.7</td>
<td>26.8</td>
<td>22.9</td>
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<tr>
<td>Not reported</td>
<td>6.2</td>
<td>6.8</td>
<td>4.8</td>
<td>6.5</td>
</tr>
</tbody>
</table>

\(^1\) Average hearing threshold in better ear computed at 500, 1000, 2000 cycles per second.
LIST OF DETAILED TABLES

TABLE 1: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Age and Sex, According to Type of Program: United States, 1968-69 School Year.

TABLE 2: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Hearing Threshold Levels and Sex, According to Type of Program: United States, 1968-69 School Year.

TABLE 3: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Age and Hearing Threshold Levels, According to Type of Program: United States, 1968-69 School Year.

TABLE 4: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Age, According to Size of Program: United States, 1968-69 School Year.

TABLE 5: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Hearing Threshold Levels, According to Size of Program: United States, 1968-69 School Year.

TABLE 6: Number of Students Enrolled in Participating Special Educational Programs for the Hearing Impaired, by Age and Hearing Threshold Levels, According to Size of Program: United States, 1968-69 School Year.
TABLE 1: NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY AGE AND SEX, ACCORDING TO THE TYPE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

<table>
<thead>
<tr>
<th>Sex and Age</th>
<th>Total Students</th>
<th>Residential Schools</th>
<th>Day Schools</th>
<th>Full-time Classes</th>
<th>Regular Classes Plus Special Training</th>
<th>Preschool Programs(^1)</th>
<th>Itinerant Programs</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Sexes—All Ages</td>
<td>25,383</td>
<td>13,231</td>
<td>4,436</td>
<td>2,012</td>
<td>1,080</td>
<td>1,159</td>
<td>2,727</td>
<td>718</td>
</tr>
<tr>
<td>Under 3 years</td>
<td>114</td>
<td>4</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>72</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>3 years</td>
<td>515</td>
<td>43</td>
<td>142</td>
<td>7</td>
<td>1</td>
<td>301</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>4 years</td>
<td>1,413</td>
<td>292</td>
<td>493</td>
<td>18</td>
<td>1</td>
<td>571</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>5 years</td>
<td>951</td>
<td>319</td>
<td>246</td>
<td>20</td>
<td>3</td>
<td>197</td>
<td>45</td>
<td>21</td>
</tr>
<tr>
<td>6 years</td>
<td>1,224</td>
<td>478</td>
<td>323</td>
<td>158</td>
<td>27</td>
<td>10</td>
<td>174</td>
<td>46</td>
</tr>
<tr>
<td>7 years</td>
<td>1,413</td>
<td>619</td>
<td>296</td>
<td>164</td>
<td>73</td>
<td>-</td>
<td>195</td>
<td>46</td>
</tr>
<tr>
<td>8 years</td>
<td>1,695</td>
<td>760</td>
<td>310</td>
<td>198</td>
<td>68</td>
<td>-</td>
<td>245</td>
<td>64</td>
</tr>
<tr>
<td>9 years</td>
<td>2,173</td>
<td>1,005</td>
<td>417</td>
<td>249</td>
<td>96</td>
<td>-</td>
<td>285</td>
<td>61</td>
</tr>
<tr>
<td>10 years</td>
<td>2,498</td>
<td>1,361</td>
<td>436</td>
<td>285</td>
<td>105</td>
<td>-</td>
<td>248</td>
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</tr>
<tr>
<td>11 years</td>
<td>1,830</td>
<td>970</td>
<td>268</td>
<td>218</td>
<td>90</td>
<td>-</td>
<td>222</td>
<td>62</td>
</tr>
<tr>
<td>12 years</td>
<td>1,845</td>
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<td>263</td>
<td>190</td>
<td>100</td>
<td>-</td>
<td>237</td>
<td>48</td>
</tr>
<tr>
<td>13 years</td>
<td>1,778</td>
<td>959</td>
<td>267</td>
<td>186</td>
<td>88</td>
<td>-</td>
<td>238</td>
<td>59</td>
</tr>
<tr>
<td>14 years</td>
<td>1,698</td>
<td>1,035</td>
<td>215</td>
<td>94</td>
<td>98</td>
<td>-</td>
<td>211</td>
<td>45</td>
</tr>
<tr>
<td>15 years</td>
<td>1,647</td>
<td>1,005</td>
<td>205</td>
<td>76</td>
<td>70</td>
<td>-</td>
<td>198</td>
<td>42</td>
</tr>
<tr>
<td>16 years</td>
<td>1,662</td>
<td>1,067</td>
<td>196</td>
<td>56</td>
<td>88</td>
<td>-</td>
<td>189</td>
<td>37</td>
</tr>
<tr>
<td>17 years</td>
<td>1,332</td>
<td>939</td>
<td>126</td>
<td>36</td>
<td>61</td>
<td>-</td>
<td>127</td>
<td>33</td>
</tr>
<tr>
<td>18 years</td>
<td>893</td>
<td>654</td>
<td>80</td>
<td>28</td>
<td>55</td>
<td>-</td>
<td>56</td>
<td>19</td>
</tr>
<tr>
<td>19 years</td>
<td>537</td>
<td>414</td>
<td>50</td>
<td>13</td>
<td>27</td>
<td>-</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>20 years &amp; over</td>
<td>244</td>
<td>196</td>
<td>13</td>
<td>9</td>
<td>8</td>
<td>-</td>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>

\(^1\) Programs that provide services to preschool children only.
TABLE 1 (Continued): NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY AGE AND SEX, ACCORDING TO TYPE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

<table>
<thead>
<tr>
<th>Males—All Ages</th>
<th>Type of Program</th>
<th>Total Students</th>
<th>Residential Schools</th>
<th>Day Schools</th>
<th>Full-time Classes</th>
<th>Regular Classes Plus Special Training</th>
<th>Prechool Programs¹</th>
<th>Itinerant Programs</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>13,878</td>
<td></td>
<td>7,300</td>
<td>2,391</td>
<td>1,099</td>
<td>957</td>
<td>812</td>
<td>1,531</td>
<td>388</td>
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<tr>
<td>Under 3 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>66</td>
<td></td>
<td>3</td>
<td>12</td>
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<td>41</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>252</td>
<td></td>
<td>14</td>
<td>68</td>
<td>2</td>
<td>1</td>
<td>161</td>
<td>5</td>
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<tr>
<td>739</td>
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<td>153</td>
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<td>8</td>
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<td>290</td>
<td>5</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>488</td>
<td></td>
<td>171</td>
<td>135</td>
<td>8</td>
<td>1</td>
<td>114</td>
<td>25</td>
<td>15</td>
<td></td>
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<td>647</td>
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<td>76</td>
<td>10</td>
<td>6</td>
<td>92</td>
<td>28</td>
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<td>813</td>
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<td>110</td>
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<td>103</td>
<td>30</td>
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</tr>
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<td>893</td>
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<td>404</td>
<td>185</td>
<td>90</td>
<td>28</td>
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<td>140</td>
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</tr>
<tr>
<td>1,190</td>
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<td>131</td>
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<td>171</td>
<td>36</td>
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<td>1,350</td>
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</tr>
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<td>561</td>
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<td>129</td>
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<td></td>
<td>135</td>
<td>28</td>
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<td>986</td>
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<td>119</td>
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<td>115</td>
<td>34</td>
<td></td>
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<td>561</td>
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<td>131</td>
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<tr>
<td>903</td>
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<td>103</td>
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<td>320</td>
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<td>9</td>
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<td></td>
<td>23</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>140</td>
<td></td>
<td>114</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td></td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

¹Programs that provide services to preschool children only.
<table>
<thead>
<tr>
<th>Sex and Age</th>
<th>Total Students</th>
<th>Residential Schools</th>
<th>Day Schools</th>
<th>Full-time Classes</th>
<th>Regular Classes Plus Special Training</th>
<th>Preschool Programs</th>
<th>Itinerant Programs</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females—All Ages</td>
<td>11,485</td>
<td>5,131</td>
<td>2,045</td>
<td>923</td>
<td>623</td>
<td>547</td>
<td>1,186</td>
<td>320</td>
</tr>
<tr>
<td>Under 3 years</td>
<td>48</td>
<td>1</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>21</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3 years</td>
<td>263</td>
<td>28</td>
<td>74</td>
<td>5</td>
<td>-</td>
<td>140</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>4 years</td>
<td>674</td>
<td>139</td>
<td>223</td>
<td>10</td>
<td>-</td>
<td>281</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>5 years</td>
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<td>111</td>
<td>12</td>
<td>2</td>
<td>83</td>
<td>20</td>
<td>6</td>
</tr>
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<td>6 years</td>
<td>577</td>
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<td>150</td>
<td>82</td>
<td>17</td>
<td>12</td>
<td>82</td>
<td>18</td>
</tr>
<tr>
<td>7 years</td>
<td>600</td>
<td>269</td>
<td>118</td>
<td>74</td>
<td>31</td>
<td>-</td>
<td>92</td>
<td>16</td>
</tr>
<tr>
<td>8 years</td>
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<td>-</td>
<td>105</td>
<td>26</td>
</tr>
<tr>
<td>9 years</td>
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<td>485</td>
<td>189</td>
<td>118</td>
<td>52</td>
<td>-</td>
<td>114</td>
<td>25</td>
</tr>
<tr>
<td>10 years</td>
<td>1,149</td>
<td>639</td>
<td>197</td>
<td>126</td>
<td>50</td>
<td>-</td>
<td>114</td>
<td>23</td>
</tr>
<tr>
<td>11 years</td>
<td>794</td>
<td>409</td>
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<td>80</td>
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<td>-</td>
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<td>34</td>
</tr>
<tr>
<td>12 years</td>
<td>859</td>
<td>458</td>
<td>129</td>
<td>94</td>
<td>41</td>
<td>-</td>
<td>118</td>
<td>19</td>
</tr>
<tr>
<td>13 years</td>
<td>805</td>
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<td>125</td>
<td>80</td>
<td>38</td>
<td>-</td>
<td>123</td>
<td>25</td>
</tr>
<tr>
<td>14 years</td>
<td>762</td>
<td>474</td>
<td>95</td>
<td>41</td>
<td>46</td>
<td>-</td>
<td>80</td>
<td>23</td>
</tr>
<tr>
<td>15 years</td>
<td>744</td>
<td>469</td>
<td>99</td>
<td>24</td>
<td>38</td>
<td>-</td>
<td>96</td>
<td>18</td>
</tr>
<tr>
<td>16 years</td>
<td>746</td>
<td>478</td>
<td>101</td>
<td>31</td>
<td>38</td>
<td>-</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>17 years</td>
<td>580</td>
<td>407</td>
<td>60</td>
<td>13</td>
<td>36</td>
<td>-</td>
<td>46</td>
<td>18</td>
</tr>
<tr>
<td>18 years</td>
<td>399</td>
<td>285</td>
<td>30</td>
<td>16</td>
<td>26</td>
<td>-</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>19 years</td>
<td>217</td>
<td>175</td>
<td>18</td>
<td>4</td>
<td>13</td>
<td>-</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>20 years &amp; over</td>
<td>104</td>
<td>82</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>-</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Programs that provide services to preschool children only.
TABLE 2: NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY HEARING THRESHOLD LEVELS AND SEX, ACCORDING TO TYPE OF PROGRAM: UNITED STATES, 1988-89 SCHOOL YEAR.

<table>
<thead>
<tr>
<th>Better Ear Average In Decibels (ISO)</th>
<th>Type of Program</th>
<th>Total Students</th>
<th>Residential Schools</th>
<th>Day Schools</th>
<th>Full-time Classes</th>
<th>Regular Classes Plus Special Training</th>
<th>Preschool Programs</th>
<th>Itinerant Programs</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Sexes—All Hearing Levels</td>
<td></td>
<td>25,363</td>
<td>13,231</td>
<td>4,436</td>
<td>2,612</td>
<td>1,080</td>
<td>1,159</td>
<td>2,727</td>
<td>718</td>
</tr>
<tr>
<td>Under 10</td>
<td></td>
<td>232</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>7</td>
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<td>18</td>
<td>13</td>
<td>8</td>
<td>46</td>
<td>16</td>
<td>400</td>
<td>39</td>
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<tr>
<td>25-39</td>
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<td>1,206</td>
<td>31</td>
<td>43</td>
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<td>58</td>
<td>14</td>
<td>803</td>
<td>181</td>
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<td></td>
<td>1,353</td>
<td>224</td>
<td>90</td>
<td>185</td>
<td>180</td>
<td>39</td>
<td>505</td>
<td>133</td>
</tr>
<tr>
<td>55-59</td>
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<td>187</td>
<td>69</td>
<td>71</td>
<td>70</td>
<td>22</td>
<td>105</td>
<td>25</td>
</tr>
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<td>60-64</td>
<td></td>
<td>716</td>
<td>311</td>
<td>110</td>
<td>95</td>
<td>64</td>
<td>24</td>
<td>90</td>
<td>22</td>
</tr>
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<td>65-69</td>
<td></td>
<td>886</td>
<td>431</td>
<td>152</td>
<td>118</td>
<td>74</td>
<td>33</td>
<td>66</td>
<td>12</td>
</tr>
<tr>
<td>70-74</td>
<td></td>
<td>1,051</td>
<td>557</td>
<td>185</td>
<td>107</td>
<td>74</td>
<td>50</td>
<td>58</td>
<td>20</td>
</tr>
<tr>
<td>75-79</td>
<td></td>
<td>1,117</td>
<td>674</td>
<td>169</td>
<td>108</td>
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<td>51</td>
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<td>10</td>
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<td>80-84</td>
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<td>744</td>
<td>282</td>
<td>111</td>
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<td>16</td>
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<td>85-89</td>
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<td>49</td>
<td>15</td>
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<td></td>
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<td>238</td>
<td>83</td>
<td>124</td>
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<td>26</td>
</tr>
<tr>
<td>99 &amp; above</td>
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<td>59</td>
<td>82</td>
<td>109</td>
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</tbody>
</table>

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

2 Programs that provide services to preschool children only.
TABLE 2 (Continued): NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY HEARING THRESHOLD LEVELS AND SEX, ACCORDING TO TYPE OF PROGRAM; UNITED STATES, 1968-69 SCHOOL YEAR.

<table>
<thead>
<tr>
<th>Better-Ear-Averages in Decibels (ISO) and Sex</th>
<th>Total Students</th>
<th>Residential Schools</th>
<th>Day Schools</th>
<th>Full-time Classes</th>
<th>Regular Classes Plus Special Training</th>
<th>Itinerant Programs</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Males--All Hearing Levels</td>
<td>13,878</td>
<td>7,300</td>
<td>2,301</td>
<td>1,889</td>
<td>557</td>
<td>412</td>
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</tr>
<tr>
<td>Under 10</td>
<td>132</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>113</td>
</tr>
<tr>
<td>10-24</td>
<td>311</td>
<td>11</td>
<td>8</td>
<td>5</td>
<td>29</td>
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<td>25-39</td>
<td>689</td>
<td>15</td>
<td>28</td>
<td>30</td>
<td>54</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>40-54</td>
<td>801</td>
<td>126</td>
<td>59</td>
<td>124</td>
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<td>60-64</td>
<td>416</td>
<td>180</td>
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<td>49</td>
<td>43</td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>65-69</td>
<td>508</td>
<td>262</td>
<td>96</td>
<td>64</td>
<td>29</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>70-74</td>
<td>588</td>
<td>310</td>
<td>107</td>
<td>57</td>
<td>39</td>
<td>29</td>
<td>34</td>
</tr>
<tr>
<td>75-79</td>
<td>635</td>
<td>412</td>
<td>100</td>
<td>56</td>
<td>26</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>80-84</td>
<td>703</td>
<td>418</td>
<td>146</td>
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<td>19</td>
<td>34</td>
<td>11</td>
</tr>
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<td>430</td>
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<td>66</td>
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<td>120</td>
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<td>65</td>
<td>13</td>
</tr>
<tr>
<td>99 &amp; above</td>
<td>2,272</td>
<td>1,542</td>
<td>496</td>
<td>116</td>
<td>34</td>
<td>61</td>
<td>6</td>
</tr>
<tr>
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<td>1,869</td>
<td>589</td>
<td>214</td>
<td>53</td>
<td>257</td>
<td>171</td>
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<tr>
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<td>526</td>
<td>115</td>
<td>78</td>
<td>26</td>
<td>39</td>
<td>38</td>
</tr>
</tbody>
</table>

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

2 Programs that provide services to preschool children only.
TABLE 2 (Continued): NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAM: FOR THE HEARING IMPAIRED, BY HEARING THRESHOLD LEVELS AND SEX, ACCORDING TO TYPE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

<table>
<thead>
<tr>
<th>Better-Ear-Averages in Decibels (ISO) and Sex</th>
<th>TYPE OF PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Students</td>
</tr>
<tr>
<td>Females—All Hearing Levels</td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 10</td>
<td>100</td>
</tr>
<tr>
<td>10-24</td>
<td>229</td>
</tr>
<tr>
<td>25-39</td>
<td>519</td>
</tr>
<tr>
<td>40-49</td>
<td>552</td>
</tr>
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<td>55-69</td>
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<td>60-64</td>
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<td>65-69</td>
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<td>70-74</td>
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</tr>
<tr>
<td>80-84</td>
<td>576</td>
</tr>
<tr>
<td>85-89</td>
<td>595</td>
</tr>
<tr>
<td>90-99</td>
<td>1,411</td>
</tr>
<tr>
<td>99 &amp; above</td>
<td>2,113</td>
</tr>
<tr>
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<td>2,855</td>
</tr>
<tr>
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<td>606</td>
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</tbody>
</table>

1 Average hearing threshold in the better ear computed at 500, 1000, 2000 cycles per second.
2 Programs that provide services to preschool children only.
TABLE 3: NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY AGE AND HEARING THRESHOLD LEVELS, ACCORDING TO TYPE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Total Students</th>
<th>Residential Schools</th>
<th>Day Schools</th>
<th>Full-time Classes</th>
<th>Regular Classes Plus Special Training</th>
<th>Preschool Programs</th>
<th>Itinerant Programs</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Ages—All Hearing Levels</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 40</td>
<td>28,363</td>
<td>13,231</td>
<td>4,438</td>
<td>2,012</td>
<td>1,080</td>
<td>1,189</td>
<td>2,727</td>
<td>718</td>
</tr>
<tr>
<td>40-64</td>
<td>2,618</td>
<td>722</td>
<td>269</td>
<td>352</td>
<td>314</td>
<td>81</td>
<td>1,170</td>
<td>160</td>
</tr>
<tr>
<td>65-84</td>
<td>4,332</td>
<td>2,406</td>
<td>409</td>
<td>444</td>
<td>260</td>
<td>191</td>
<td>174</td>
<td>58</td>
</tr>
<tr>
<td>85 and Above</td>
<td>8,803</td>
<td>5,614</td>
<td>1,993</td>
<td>574</td>
<td>210</td>
<td>291</td>
<td>52</td>
<td>69</td>
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<tr>
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<td>4,436</td>
<td>1,304</td>
<td>552</td>
<td>165</td>
<td>554</td>
<td>386</td>
<td>185</td>
</tr>
<tr>
<td><strong>3-5 Years</strong></td>
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<td>654</td>
<td>881</td>
<td>45</td>
<td>5</td>
<td>1,069</td>
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<td>-</td>
<td>72</td>
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<td>40-64</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>65-84</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>85 and Above</td>
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<td>1</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>2</td>
</tr>
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<td>-</td>
<td>-</td>
<td>6</td>
<td>-</td>
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</tr>
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<td>789</td>
<td>264</td>
<td>18</td>
<td>899</td>
<td>217</td>
</tr>
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<td>Under 40</td>
<td>66</td>
<td>-</td>
<td>12</td>
<td>-</td>
<td>1</td>
<td>29</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>40-64</td>
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<td>35</td>
<td>3</td>
<td>-</td>
<td>76</td>
<td>13</td>
<td>19</td>
</tr>
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<td>65-84</td>
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<td>96</td>
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<td>10</td>
<td>2</td>
<td>184</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>85 and Above</td>
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<td>14</td>
<td>2</td>
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<td>945</td>
<td>233</td>
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<tr>
<td>Under 40</td>
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<td>16</td>
<td>22</td>
<td>28</td>
<td>68</td>
<td>-</td>
<td>515</td>
<td>90</td>
</tr>
<tr>
<td>40-64</td>
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<td>86</td>
<td>146</td>
<td>118</td>
<td>-</td>
<td>245</td>
<td>62</td>
</tr>
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<td>65-84</td>
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<td>201</td>
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<td>47</td>
<td>16</td>
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<td>85 and Above</td>
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<tr>
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<td>337</td>
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</tr>
<tr>
<td>Under 40</td>
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<td>23</td>
<td>6</td>
<td>8</td>
<td>25</td>
<td>-</td>
<td>333</td>
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<td>47</td>
<td>51</td>
<td>86</td>
<td>-</td>
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<td>40</td>
</tr>
<tr>
<td>65-84</td>
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<td>146</td>
<td>61</td>
<td>78</td>
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</tr>
<tr>
<td>85 and Above</td>
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<td>1,779</td>
<td>368</td>
<td>80</td>
<td>84</td>
<td>-</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
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<td>62</td>
<td>64</td>
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<td>120</td>
<td>38</td>
</tr>
<tr>
<td><strong>18 Years and Over</strong></td>
<td>1,874</td>
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<td>143</td>
<td>51</td>
<td>89</td>
<td>-</td>
<td>88</td>
<td>38</td>
</tr>
<tr>
<td>Under 40</td>
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<td>8</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>40-64</td>
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<td>76</td>
<td>7</td>
<td>4</td>
<td>19</td>
<td>-</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>65-84</td>
<td>307</td>
<td>227</td>
<td>38</td>
<td>5</td>
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<td>-</td>
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<tr>
<td>85 and Above</td>
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</table>

1Average hearing threshold in better ear computed at 500, 1000, 2000 cycles per second.
2Programs that provide services to preschool children only.
<table>
<thead>
<tr>
<th>Age</th>
<th>Total Students</th>
<th>Under 20 to 30</th>
<th>20 to 59</th>
<th>60 to 99</th>
<th>100 to 139</th>
<th>140 to 199</th>
<th>200 to 299</th>
<th>300 to 399</th>
<th>400 to 499</th>
<th>500 and over</th>
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<td>1,014</td>
<td>910</td>
<td>2,314</td>
<td>3,997</td>
<td>3,259</td>
<td>4,077</td>
<td>3,938</td>
<td>2,332</td>
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<tr>
<td>Under 3 years</td>
<td>114</td>
<td>6</td>
<td>36</td>
<td>32</td>
<td>20</td>
<td>3</td>
<td>2</td>
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<td>6</td>
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<td>515</td>
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<td>90</td>
<td>58</td>
<td>51</td>
<td>32</td>
<td>108</td>
<td>4</td>
<td>24</td>
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<tr>
<td>4 years</td>
<td>1,413</td>
<td>49</td>
<td>141</td>
<td>178</td>
<td>148</td>
<td>173</td>
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<td>318</td>
<td>20</td>
<td>116</td>
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<tr>
<td>5 years</td>
<td>851</td>
<td>15</td>
<td>59</td>
<td>80</td>
<td>74</td>
<td>101</td>
<td>113</td>
<td>186</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>6 years</td>
<td>1,224</td>
<td>33</td>
<td>70</td>
<td>43</td>
<td>141</td>
<td>114</td>
<td>154</td>
<td>268</td>
<td>145</td>
<td>81</td>
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<tr>
<td>7 years</td>
<td>1,413</td>
<td>36</td>
<td>55</td>
<td>51</td>
<td>176</td>
<td>141</td>
<td>180</td>
<td>291</td>
<td>193</td>
<td>105</td>
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<td>8 years</td>
<td>1,695</td>
<td>60</td>
<td>67</td>
<td>57</td>
<td>100</td>
<td>160</td>
<td>213</td>
<td>324</td>
<td>204</td>
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<tr>
<td>9 years</td>
<td>2,173</td>
<td>47</td>
<td>77</td>
<td>68</td>
<td>213</td>
<td>200</td>
<td>282</td>
<td>422</td>
<td>340</td>
<td>187</td>
</tr>
<tr>
<td>10 years</td>
<td>2,499</td>
<td>50</td>
<td>91</td>
<td>70</td>
<td>213</td>
<td>189</td>
<td>344</td>
<td>462</td>
<td>411</td>
<td>240</td>
</tr>
<tr>
<td>11 years</td>
<td>1,930</td>
<td>44</td>
<td>71</td>
<td>38</td>
<td>176</td>
<td>146</td>
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<td>359</td>
<td>293</td>
<td>143</td>
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<td>12 years</td>
<td>1,845</td>
<td>42</td>
<td>58</td>
<td>40</td>
<td>186</td>
<td>137</td>
<td>244</td>
<td>378</td>
<td>283</td>
<td>163</td>
</tr>
<tr>
<td>13 years</td>
<td>1,778</td>
<td>31</td>
<td>42</td>
<td>37</td>
<td>170</td>
<td>151</td>
<td>227</td>
<td>311</td>
<td>300</td>
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<tr>
<td>14 years</td>
<td>1,695</td>
<td>22</td>
<td>39</td>
<td>36</td>
<td>140</td>
<td>130</td>
<td>236</td>
<td>320</td>
<td>300</td>
<td>167</td>
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<tr>
<td>15 years</td>
<td>1,647</td>
<td>33</td>
<td>37</td>
<td>27</td>
<td>122</td>
<td>86</td>
<td>218</td>
<td>284</td>
<td>311</td>
<td>182</td>
</tr>
<tr>
<td>16 years</td>
<td>1,602</td>
<td>36</td>
<td>26</td>
<td>25</td>
<td>109</td>
<td>89</td>
<td>220</td>
<td>263</td>
<td>314</td>
<td>238</td>
</tr>
<tr>
<td>17 years</td>
<td>1,332</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>95</td>
<td>83</td>
<td>165</td>
<td>233</td>
<td>288</td>
<td>152</td>
</tr>
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<td>18 years</td>
<td>803</td>
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<td>198</td>
<td>81</td>
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<tr>
<td>19 years</td>
<td>537</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>17</td>
<td>18</td>
<td>78</td>
<td>105</td>
<td>135</td>
<td>43</td>
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<tr>
<td>20 years &amp; over</td>
<td>244</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>5</td>
<td>42</td>
<td>63</td>
<td>30</td>
<td>27</td>
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</table>

TABLE 4: NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY AGE, ACCORDING TO SIZE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.
TABLE 5: NUMBER OF STUDENTS ENROLLED IN PARTICIPATING SPECIAL EDUCATIONAL PROGRAMS FOR THE HEARING IMPAIRED, BY HEARING THRESHOLD LEVELS, ACCORDING TO SIZE OF PROGRAM: UNITED STATES, 1968-69 SCHOOL YEAR.

<table>
<thead>
<tr>
<th>Better-Ear-Average in Decibels (ISO)</th>
<th>SIZE OF PROGRAM</th>
<th>Total Students</th>
<th>Under 10</th>
<th>20 to 39</th>
<th>40 to 99</th>
<th>100 to 139</th>
<th>140 to 189</th>
<th>200 to 299</th>
<th>300 to 499</th>
<th>500 and over</th>
</tr>
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<tbody>
<tr>
<td>All Hearing Levels</td>
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<td>566</td>
<td>1,014</td>
<td>2,314</td>
<td>1,897</td>
<td>3,250</td>
<td>4,877</td>
<td>3,836</td>
<td>2,332</td>
<td>4,297</td>
</tr>
<tr>
<td>Under 10</td>
<td>232</td>
<td>10</td>
<td>13</td>
<td>7</td>
<td>54</td>
<td>49</td>
<td>25</td>
<td>50</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10-24</td>
<td>540</td>
<td>36</td>
<td>56</td>
<td>15</td>
<td>120</td>
<td>119</td>
<td>31</td>
<td>120</td>
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<td>2</td>
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<td>25-39</td>
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<td>73</td>
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<td>202</td>
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<td>55-59</td>
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<td>34</td>
<td>27</td>
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<td>62</td>
<td>106</td>
<td>70</td>
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<tr>
<td>60-64</td>
<td>716</td>
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<td>40</td>
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<td>107</td>
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<td>118</td>
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<td>36</td>
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<td>59</td>
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<td>161</td>
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<td>46</td>
<td>25</td>
<td>94</td>
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<td>116</td>
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<td>38</td>
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<td>124</td>
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<td>80-84</td>
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<td>35</td>
<td>30</td>
<td>80</td>
<td>94</td>
<td>157</td>
<td>284</td>
<td>232</td>
<td>136</td>
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<td>85-89</td>
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<td>33</td>
<td>81</td>
<td>100</td>
<td>180</td>
<td>273</td>
<td>221</td>
<td>145</td>
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<td>90-99</td>
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<td>75</td>
<td>86</td>
<td>159</td>
<td>191</td>
<td>418</td>
<td>651</td>
<td>517</td>
<td>387</td>
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<td>99 and above</td>
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<td>85</td>
<td>58</td>
<td>154</td>
<td>279</td>
<td>711</td>
<td>948</td>
<td>742</td>
<td>676</td>
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<td>236</td>
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<td>467</td>
<td>485</td>
<td>913</td>
<td>1,130</td>
<td>747</td>
<td>455</td>
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<td>68</td>
<td>65</td>
<td>154</td>
<td>56</td>
<td>187</td>
<td>147</td>
<td>551</td>
<td>81</td>
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</table>

1 Average hearing threshold in better ear computed at 500, 1000, 2000 cycles per second.
<table>
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<th>0-3 Years</th>
<th>4-6 Years</th>
<th>7-9 Years</th>
<th>10-12 Years</th>
<th>13-15 Years</th>
<th>16-18 Years</th>
<th>18+ Years</th>
<th>Total Students</th>
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<td>Under 40</td>
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<td>106</td>
<td>266</td>
<td>773</td>
<td>1,255</td>
<td>1,622</td>
<td>1,997</td>
<td>3,283</td>
</tr>
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<td>40-64</td>
<td>60</td>
<td>100</td>
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<td>1,029</td>
<td>1,393</td>
<td>1,768</td>
<td>2,987</td>
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<td>65-84</td>
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<td>116</td>
<td>266</td>
<td>773</td>
<td>1,255</td>
<td>1,622</td>
<td>1,997</td>
<td>3,283</td>
</tr>
<tr>
<td>85 and Above</td>
<td>60</td>
<td>106</td>
<td>266</td>
<td>773</td>
<td>1,255</td>
<td>1,622</td>
<td>1,997</td>
<td>3,283</td>
</tr>
</tbody>
</table>

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

Appendix I — Description of The Annual Survey of Hearing Impaired Children and Youth

Appendix II — Data Collection Form Used In The Annual Survey for the 1968-69 School Year

Appendix III — Instructions for Completing the Annual Survey Form

Appendix IV — Programs Participating in the Annual Survey of Hearing Impaired Children and Youth
APPENDIX I

The Annual Survey of Hearing Impaired Children and Youth

BACKGROUND AND POLICIES

The Annual Survey of Hearing Impaired Children and Youth began its activities in May, 1968. The program was established as a permanent organization to collect, process and disseminate data on hearing impaired individuals through college age in the United States. Two preceding years of pilot and developmental work in a five state area determined its operational feasibility and crystallized its methodology. The Division of Research, Bureau of Education for the Handicapped, Office of Education, Department of Health, Education and Welfare initiated the Annual Survey and provides the major share of its funding. The program is conducted by the Office of Demographic Studies of Gallaudet College.

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

GROUP A — Hearing impaired individuals who are receiving special educational services related to their hearing loss.

GROUP B — Individuals who have been diagnosed as being hearing impaired but who are not receiving any special educational services.

GROUP C — Individuals in the general population who, in fact, are hearing impaired but their hearing loss has not been diagnosed at a given point in time.

Some of the major policies and principles that guide the operations and activities of the Annual Survey are given here. First, it is of paramount importance that participating institutions be assured that the data collected will be held in strictest confidence. Only staff members of the Office of Demographic Studies will have access to the records and then only for the purpose of preparing statistical summaries and for analyses of the data. Individual student identification may be established by code numbers assigned and known only by the reporting institution. Each school will receive data on its own students, but no information permitting identification of any individual student or school will be published or made available for any purpose. Independent researchers will have access only to summary statistics and will not know the identity of the schools from which the data were compiled.

The accuracy and quality of all data collected are of fundamental concern and importance to the Annual Survey. This program expends a substantial part of its resources in data evaluation procedures to enhance the reliability and validity of collected data and to describe any of its limitations. Towards this goal, the necessity of developing standard measuring instruments arises. During the first year of the program, our efforts were directed towards the area of academic achievement testing. As a first step in a long range plan of achievement test validation, it was decided to conduct a national achievement testing program. Approximately 12,000 Stanford Achievement Tests were administered to students in schools and classes for the hearing impaired during the 1968-69 school year. Achievement test scores for hearing impaired students based on the results of that national program were published and distributed in the Fall of 1969. Detailed information on the methodologies and findings of the achievement testing program can be found in the Annual Survey publication entitled Academic Achievement Test Performance of Students in Schools and Classes for the Hearing Impaired: United States, Spring 1969.

Finally, but also of great importance, is the fact that policies and direction of the Annual Survey are determined by a committee representing all areas of services to hearing impaired individuals. The committee is formally called the National Advisory Committee to the Annual Survey of Hearing Impaired Children and Youth. Its membership has broad width and depth in technical and executive expertise. In addition, a full range of consultants are called upon for advice and direction as special situations occur. Suggestions and comments also come from discussions with teachers, audiologists, psychologists and other professionals who work directly with hearing
impaired individuals. To be effective, the program must assist these persons in solving problems with which they struggle day after day.

DATA COLLECTION

In consideration of the resources available to the program and the different methodological procedures required to collect data on the various components of the target population, at the present time full scale data collection activities are directed at hearing impaired students enrolled in special educational programs (referred to earlier as Group A). Concurrently, pilot studies and other activities are in progress to develop and improve the methodology for collecting data on the other segments of the hearing impaired population.

During the first year of operation, records were sought from all schools and approximately fifteen percent of the day class programs for the hearing impaired. As a result of these efforts, records were obtained on slightly more than 25,000 hearing impaired students. During the 1969-70 school year, the Annual Survey is extending its coverage of reporting sources. Efforts are being made to reach students in all special classes for the hearing impaired as well as in all the schools. Base-line information similar to that collected during the 1968-69 school year (See Appendix II) is being obtained for all new students. In addition to the types of data collected during the first year, specific details regarding educational services students are receiving and information about the history of the hearing impairment are being collected on all students.

Present projections are that the Survey will obtain record forms on 35,000 students by the termination of the 1969-70 school year.

PUBLICATION OF THE DATA AND PROGRAM SERVICES

The program rapidly is accumulating a large volume of statistical data. The processing and dissemination of this data holds wide implications and potential benefits for educational, audiological, medical, psychological and other services to the hearing impaired. Towards the goal of fully utilizing the data, the program will make data available to independent investigators for research purposes. Masters' theses, doctoral dissertations, institutional level research programs, private studies, etc., are solicited. The Annual Survey also plans to produce at least six major publications per year not including those that may be prepared by independent researchers using data collected by this program.

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

Participation in the Survey has led many of the institutions to examine their current forms and record keeping procedures. This led to requests that the Survey develop a uniform record form to keep student information for use in schools and classes throughout the country. A draft of such a form has been developed and comments on its contents and utility have been solicited from various types of school programs. A finalized record form may be available for use on an experimental basis in the 1970-71 school year.

The initial success of the Annual Survey can be measured only in terms of the levels of participation and interest expressed by many individuals. The ultimate success will be measured not in terms of volume of data that will be collected and published, but in terms of its contributions to improving educational and other opportunities for hearing impaired children and youth. In this regard, it appears that progress is being made. For the first time a vast body of statistical information is becoming available for research and planning purposes.
APPENDIX II

ANNUAL CENSUS OF HEARING IMPAIRED CHILDREN
1968-69 School Year

FORM ACIC-1

I. GENERAL INFORMATION

A. 1. Name ________________________________ Date of Birth ________________________________

(First) (Middle) (Last) (Day, Month, Year)

□ M □ F

2. Address ________________________________ (Number and Street) ________________________________

(City) (County) (State & ZIP Code)

3. Present School ________________________________ (Number and Street) ________________________________

(Name) (City) (County) (State & ZIP Code)

4. Location ________________________________ (Number and Street) ________________________________

(City) (County) (State & ZIP Code)

B. Probable Age At Onset of Hearing Loss: □ At Birth □ Years of Age

C. Additional Handicapping Conditions: (Check all educationally significant handicapping conditions.)

□ None □ Severe Visual Impairment □ Emotional Problems □ Perceptual-Motor Disorders

□ Cleft Lip or Palate □ Mental Retardation □ Behavioral Problems □ Cerebral Palsy

□ Other (describe) ________________________________ (State & ZIP Code)

II. EDUCATIONAL HISTORY

A. 1. Student Now Attends:

□ Regular Classes Only

□ Regular Classes Plus Special Training

□ Fulltime Classes for Hearing Impaired

□ School For The Deaf

□ Public □ Residential Student

□ Private □ Day Student

□ Other (describe) ________________________________

2. Total Full Years Attended This School Since Age Six:

□ Regular Classes

□ Regular Classes Plus Special Training

□ Fulltime Classes for Hearing Impaired

□ School For The Deaf

□ Public □ Residential Student

□ Private □ Day Student

□ Other (describe) ________________________________

B. Attendance at Other Schools Since Age Six: (Mark all that apply) If None Check Here

□ Regular Classes

□ Regular Classes Plus Special Training

□ Fulltime Classes for Hearing Impaired

□ School For The Deaf

□ Public □ Residential Student

□ Private □ Day Student

□ Other (describe) ________________________________

C. Formal Education Prior to Age Six: If None Check Here

□ If Unknown Check Here

1. Age Started ________________________________

2. Type (describe) ________________________________

III. ACHIEVEMENT AND INTELLIGENCE TESTS

A. Most Recent Achievement Test

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<th>Name</th>
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<th>Level</th>
<th>Description of Test</th>
<th>Grade Scores</th>
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</thead>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Reading Level</td>
<td>Battery Median</td>
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B. Most Recent Intelligence Test

<table>
<thead>
<tr>
<th>Name</th>
<th>Form</th>
<th>I.Q. Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Verbal</td>
</tr>
</tbody>
</table>

IV. RECOMMENDED EDUCATIONAL TRAINING

A. If facilities were available, would you recommend a different kind of educational training for the student than he presently is receiving? □ Yes □ No

B. If Yes, what type of program would you recommend?

□ Special School for Hearing Impaired □ Regular Classes Plus Special Training

□ Special Program for Multiple Handicaps □ Regular Classes

□ Fulltime Classes for Hearing Impaired □ Other (specify) ________________________________

FOR OFFICE USE:

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<th>3</th>
<th>4</th>
<th>5</th>
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<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
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V. AUDILOGICAL FINDINGS
A. Standard Used for Testing: □ ISO □ ASA
B. Air Conduction

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<tr>
<th>Frequency</th>
<th>125</th>
<th>250</th>
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<th>6000</th>
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</table>

C. Unaided Speech Threshold
Test Used: □ SAT □ SRT □ Not Tested
Right | Left | Right | Left |
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>0-15 dB □</td>
<td>45-59 dB □</td>
<td></td>
<td></td>
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<tr>
<td>16-29 dB □</td>
<td>60-79 dB □</td>
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<tr>
<td>30-44 dB □</td>
<td>80 dB &amp; Over □</td>
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</table>

D. Examiner Identification
Name of Clinic or Place Conducting Audiological Examination

Address ____________________________ Date ____________________________
(Number and Street) (City) (State & ZIP Code)

Profession of Examiner: □ Audiologist □ Otologist □ Other M.D.
Other (specify) ____________________________

VI. HEARING AID USE
A. Does Student Use a Personal Aid? □ Yes □ No
If Yes, is Aid: □ Monaural □ Binaural
B. Speech Awareness Threshold With Aid is _________ dB.
C. Speech Reception Threshold With Aid is _________ dB.

VII. ABILITY TO COMMUNICATE
A. Receptive
1. If student uses a personal hearing aid, indicate ability to hear and understand both with and without a hearing aid. If student does not use a hearing aid, only record ability to hear and understand without a hearing aid.

With Hearing Aid
□ Can hear and understand most speech □
□ Can hear and understand some speech □
□ Cannot hear and understand any speech □

Without Hearing Aid

2. Lipreading Ability: □ Good □ Fair □ None
3. Reading Ability: □ Good □ Fair □ None

B. Expressive
1. Speaking Ability: □ Others can understand most of his speech □
□ Others can understand only a little of his speech □
□ Others cannot understand his speech □

2. Methods Used to Communicate to Others: (Check all that apply)
□ Speech □ Writing □ Manual Alphabet □ Sign Language □ Gestures
Other (describe) ____________________________

FOR OFFICE USE:

|   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  | 26  |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 26  | 27  | 28  | 29  | 30  | 31  | 32  | 33  | 34  | 35  | 36  | 37  | 38  | 39  | 40  | 41  | 42  | 43  | 44  | 45  | 46  | 47  | 48  | 49  | 50  | 51  |
| 2 | 52  | 53  | 54  | 55  | 56  | 57  | 58  | 59  | 60  | 61  | 62  | 63  | 64  | 65  | 66  | 67  | 68  | 69  | 70  | 71  | 72  | 73  | 74  | 75  | 76  | 77  |
| 3 | 78  | 79  | 80  | 81  | 82  | 83  | 84  | 85  | 86  | 87  | 88  | 89  | 90  | 91  | 92  | 93  | 94  | 95  | 96  | 97  | 98  | 99  | 100 | 101 | 102 | 103 |
INSTRUCTIONS
FOR COMPLETING THE REPORTING FORM OF
THE ANNUAL SURVEY OF HEARING IMPAIRED CHILDREN
1968-69 SCHOOL YEAR

A separate form is to be completed for each hearing impaired student enrolled in your program as of October 1, 1968. It is important that all forms be completed as uniformly as possible both within and between schools. Therefore, all of the following instructions and notes should be read through before the forms are prepared and then referred to whenever necessary while completing the forms. If there are any questions regarding the completion of the forms, the Survey office will be most eager to answer them.

Most parts of the form can be completed by anyone designated by the school administrators but it should be noted that in Section IV — Recommended Educational Training and Section VII — Ability to Communicate, the questions are of a subjective nature and would best be completed by persons in the school most familiar with the student's abilities.

Please try to complete all items. If information is not available, "N.A." should be written in, instead of leaving blank spaces.

All forms should be returned to the Survey office no later than January 15, 1969.

The instructions and notes which follow are numbered and lettered to correspond to the numbers and letters on the form (Form ACHIC-1).
I. GENERAL INFORMATION

A. 1. Name, Date of Birth, Sex  
   Self-explanatory.

   NOTE: The name and address of the student (A.2.) is required to facilitate identification of individual students in the event further correspondence is required between the Survey office and the school to clarify information submitted on the form. As indicated previously, the Survey office is concerned with collecting data for national statistics. No information about individuals or individual schools will be published or given to anyone without the expressed, prior approval of the schools. In the event laws or regulations prohibit a school from sending names and addresses, it is permissible to submit, in lieu of the name, a distinctive code number for each student.

   2. Address 
   Indicate the usual address of the student when away from school.

   3. Present School and Location 
   Self-explanatory. (A rubber stamp may be used.)

B. Probable Age at Onset of Hearing Loss 
   Indicate the best estimate of the age at onset of the hearing loss by writing in the year or checking the box “At Birth.” If unknown, write in “Unk.”

C. Additional Handicapping Conditions 
   Check the appropriate box(es) or record in the space provided all handicapping conditions other than impairment of hearing, which have a present or may have a future impact on the educational potential of the student.

   If the student does not have any additional handicapping conditions, be sure to check “NONE.”

NOTE: It should be noted that some of the categories are not necessarily mutually exclusive; therefore, if more than one box covers a single condition, check all boxes which apply.

The term “Perceptual-Motor Disorder” is defined as “variable inconsistent ability to process sensory information in order to execute appropriate motor responses.”
## II. EDUCATIONAL HISTORY

### A. Student Now Attends

Check the box (or boxes in the case of "Schools for the Deaf") that describes the program in which the student is enrolled. If the program is "Regular Classes Plus Special Training," indicate the number of hours per week the student receives this training. If none of the boxes appropriately describes the program, please describe on the line marked "OTHER."

NOTE: A "School for the Deaf" is defined as an institution consisting of a building or group of buildings used exclusively for the instruction of hearing handicapped children. A "Residential Student" is a student enrolled in a school for the deaf who remains overnight on weeknights during the school year. A "Day Student" is a student enrolled in a school for the deaf who goes home at the end of the school day.

"Full-time Classes for Hearing Impaired" apply to students, other than those enrolled in schools for the deaf, who receive special educational training on a full-time basis. Students may be counted in this category even if during the school day they participate in some activities with non-hearing handicapped students; these activities, however, should not normally exceed one or two hours of the school day.

"Regular Classes Plus Special Education" apply to students who are enrolled in special education programs other than defined above for schools for the deaf and full-time classes for hearing impaired.

### B. Attendance at Other Schools Since Age Six

Complete all five items. Indicate the number of years the student was enrolled in OTHER programs, beginning with the year he reached six years of age. Be sure to insert "O" for all programs in which the student was never enrolled and "N.A." if information is not available or unknown.

NOTE: If the student was in more than one program during a school year, record the approximate number of months in each program. If the student was in school for less than one full school year, record the approximate number of months he was in school for that year in the appropriate space. When recording months instead of years be sure to cross out "years" on the form and write in "months" or "mos." As noted in II.A.2. above - if the student was registered in your school for less than one-half of a school year, record the number of months in the appropriate category.
C. Formal Education Prior to Age Six

1. Age Started
   Indicate the age of the student when he began training prior to age six.

2. Type
   Describe the type of program. For example, "Pre-school Class at Speech and Hearing Center" or "At Home, Tracy Clinic Series."

III. ACHIEVEMENT AND INTELLIGENCE TESTS

A. Most Recent Achievement Test
   Give the name of the most recently administered test, the form number, battery level and other identifying information necessary to fully identify the particular test. For this test, report the Grade Score for the reading level and battery median and the date the test was given.

   If more than one test was administered on the same date and one of the tests was in the Stanford series, we would prefer the results of the Stanford test. If more than one test was administered on the same date and a Stanford test was not used, then please submit the score from whichever test you prefer.

   NOTE: Because of the large variety of achievement tests, it is important to provide a complete description of the test administered. For example, an adequate description might be — "Stanford Achievement Test, Form W, Primary II Battery," OR "Metropolitan Achievement Test, Intermediate."

B. Most Recent Intelligence Test
   Give name and form of the most recently administered test; indicate the student's score and record the date the test was administered.

   NOTE: Because of the large variety of intelligence tests, it is important to provide a complete description of the test administered. For example, an adequate description might be — "California Test of Mental Maturity, Level 2."
### IV. RECOMMENDED EDUCATIONAL TRAINING

**NOTE:** This section should be completed by the person in the school most familiar with the student’s ability. For example, the person most familiar with the student might be the guidance counselor or the teacher the student had last year. In completing this section the respondent should NOT consider only the programs that are available in the particular locale, but should assume an ideal situation exists and all programs are available from which to choose.

| A. Would you recommend a different kind of educational training? | Indicate by checking “Yes” or “No” if you would recommend a different kind of educational training for the student. |
| B. If Yes, what type of program? | If the answer was “Yes” to IV.A., indicate by checking one of the categories or specify in the space marked “Other” what type of program you would recommend. |

### V. AUDIOLOGICAL FINDINGS

| A. Standard Used for Testing | Check the standard used. If the student has been tested for both standards, report the most recent. If both tests were given on the same day, report the ISO results: |
| B. Air Conduction | Indicate the results of the most recent pure-tone, air conduction audiometric test. Give results for as many frequencies as possible. Leave the spaces blank for which no attempt was made to test. |
| C. Unaided Speech Threshold | Indicate if the student was not tested or if tested, whether the test was “SAT” (Speech Awareness Threshold) or “SRT” (Speech Reception Threshold). Check the appropriate box for dB level WITHOUT aid for each ear. If both tests have been administered, report the “SAT.” |
| D. Examiner Identification | Provide the name and address of the clinic or other place that conducted the pure-tone, air conduction examination reported above. If the test was given at your school, write in “At Present School.” Be sure to record the date the audiometric test was given. Also indicate the profession of the person conducting the test by checking the appropriate box or describing in the space after “Other.” |
VI. HEARING AID USE

A. Does Student Use a Personal Aid?
   Indicate if the student uses a personal aid and if "Yes" whether the aid is monaural or binaural.
   NOTE: The word "use" is defined as meaning the student wears the aid at least one hour per day.

B. Speech Awareness Threshold With Aid
   Indicate the aided SAT dB level.

C. Speech Reception Threshold With Aid
   Indicate the aided SRT dB level.
   Record "N.A." if the information is not available.
APPENDIX IV

Participants in the Annual Survey of Hearing Impaired Children and Youth

ALABAMA
  *Alabama Institute for the Deaf & Blind
  *Birmingham Public Schools

ALASKA
  *Anchorage Borough School District

ARIZONA
  *Arizona State School for the Deaf & Blind
  *Samuel Gompers Memorial Rehabilitation Center, Inc.
  *Phoenix Elementary Oral Day Classes

ARKANSAS
  Arkansas Speech & Hearing Center
  Jenkins Memorial Children’s Center

CALIFORNIA
  Alhambra City School District
  Alum Rock Union Elementary School District
  *Anaheim Union High School District
  Azusa Unified School District
  Bellflower Unified School District
  Butte County Schools
  California School for the Deaf, Berkeley
  *California School for the Deaf, Riverside
  Cedarcreek School for the Deaf
  Centinela Valley Unified High School District
  Centralia School District
  Ceres Unified School District
  Compton City Elementary School District
  Covina Valley Unified School District
  Cutler-Orosi Unified School District
  Escondido Union School District
  Eureka City Schools
  Fremont Unified School District -- Blacow Elementary
  Fresno City Unified School District
  Glendale Unified School District
  Goleta Union Elementary School District
  Hanford Elementary School District
  Hayward City Unified School District
  Chris Jespersen School
  Kern County Schools
  Lancaster Elementary School District
  Little Lake City Elementary School District
  Livermore Valley Joint Unified School District
  Lompoc Unified School District
  Long Beach Unified School District
  Los Angeles City School District
  Marin County Schools
  Montebello Unified School District
  Monterey County Schools
  Mt. Diablo Therapy Center
  Mt. Diablo Unified School District
  Napa Valley Unified School District
  Norwalk-La Mirada Unified School District
  Oakland City Unified School District
  Orange Unified School District
  Palo Alto Unified School District
  Pasadena City Unified School District
  Pomona Unified School District
  Redondo Beach City Elementary School District
  *Richmond Unified School District
  Riverside Unified School District
  Sacramento City Unified School District
  San Diego Unified School District
  San Francisco Speech & Hearing Center
  *San Francisco Unified School District
  San Jose City Unified School District
  San Juan Unified School District
  *San Mateo County Schools
  San Mateo Union High School District
  Santa Ana Unified School District
  Santa Clara Unified School District
  Santa Rosa City School District
  Shasta County Schools
  Simi Valley Unified School District
  South Eastern Los Angeles County Program for the Deaf
  Stockton Unified School District
  Sunnyvale Elementary School District
  Sutter County Schools—Lincrest School
  Tulare County Schools
  Tulare Union High School District
  Union Elementary School District
  Ventura Unified School District

*Programs that participated in the Annual Survey of Hearing Impaired Children and Youth during the 1968-69 school year. The other programs joined the Survey during the 1969-70 School Year.
COLORADO
Children's Hospital, Denver
*Colorado School for the Deaf & Blind
*Colorado State College – Bishop Lehr Laboratory
*Jefferson County Public Schools R-1
Pleasant View Elementary School
Poudre R-1 Services for Aurally Handicapped Children

CONNECTICUT
Capital Region Education Council – Hearing Impaired Class
Class for Preschool Hearing Impaired Children, Hartford
Easter Seals-Goodwill Industries Rehabilitation Center
East Hartford, Preschool Hearing Impaired
Enfield Public Schools – Preschool Hearing Impaired Class
Fairfield Public Schools – Preschool Hearing Impaired Class
Green Acres School
Hamden-New Haven Cooperative Educational Center
Magrath School
Monroe Preschool Hearing Impaired Program
*Mystic Oral School for the Deaf
Reynolds Preschool Hearing Impaired Program
South School
West Haven Department of Special Education

DELAWARE
*Margaret S. Sterck School for Hearing Impaired

DISTRICT OF COLUMBIA
*Department of Special Education
*Kendall School for the Deaf
*Speech and Hearing Center – Public Schools of the District of Columbia

FLORIDA
Brevard County Public Schools
*Dade County Day Classes for Deaf
*Florida School for the Deaf & Blind
Robert McCord Oral School
Palm Beach County Schools
Rock Lake Elementary School
Seminole Elementary School
Tampa Oral School for the Deaf

GEORGIA
*Atlanta Speech School, Inc.
The Davison School, Inc.
East Valley Elementary School
Lawton B. Evans School
*Georgia School for the Deaf
Houston Speech & Hearing School
Savannah Speech & Hearing Center
Robert Shaw Center

HAWAII
Central Intermediate School
*Diamond Head School for the Deaf
McKinley High School

IDAHO
*Idaho School for the Deaf & Blind
Speech & Hearing Center - Idaho State University

ILLINOIS
Bartonville Grade School Deaf Program
Bell Elementary School
Bi-County Oral Deaf Program
Black Hawk Hearing Handicapped Program
Champaign Community Schools
Chicago Vocational High School
Decatur Public School District
Dixon State School
*Elim Christian School for the Exceptional Child
Ericson School
Dr. Robert Henner Hearing & Speech Center
*Illinois School for the Deaf
Jamieson School
Marquette Elementary School
Thomas Metcalf School
Niles Township Department of Special Education
*Northwestern Illinois Association
Northwest Suburban Special Education Organization
*Perry School
Quincy Day Classes for Hearing Impaired
Ray School
Reinberg School
Scammon School
*South Metropolitan Association for Low-Incidence Handicapped
Special Education District of Lake County
Tazewell-Macon Counties Special Education Association
West Suburban Association for the Hearing Handicapped

*Programs that participated in the Annual Survey of Hearing Impaired Children and Youth during the 1968-69 school year. The other programs joined the Survey during the 1969-70 school year.
INDIANA
Ball State University
Central Avenue School
Deaf-Oral Nursery of the Rehabilitation Center, Evansville
East Chicago Day Class for the Deaf
Glenwood Elementary School
*Indiana School for the Deaf
Indiana University Medical Center
Marion Community Schools
Oral Deaf Classes & Hearing Conservation Program, South Bend

IOWA
Cedar Rapids Community School
Faith Aid for Teaching Impaired Hearing Children's Classes
Hope-Haven School
*Iowa School for the Deaf
Ottumwa Community School District
Preschool Class for the Partially Hearing, Waterloo
Sioux City Community School District
*Smouse Opportunity School
Wilson School-Oral Deaf Department

KANSAS
*Diagnostic & Resource Center, Wichita
Hays Regional Classroom for the Hard-of-Hearing
*Institute of Logopedics, Inc.
*Kansas School for the Deaf
Lawrence Unified School District 497 — Grant School
Shawnee Mission Public Schools
*University of Kansas Medical Center

KENTUCKY
*Kentucky School for the Deaf
Knox Central High School
*Lexington Deaf Oral School
*Louisville Deaf Oral Institute
*Louisville Public Schools

LOUISIANA
Acadia Parish School Board
Baton Rouge Speech & Hearing Foundation
Delgado College
Jefferson Parish School Board
Lafayette Parish School Board
*Louisiana School for the Deaf
Speech & Hearing Center of Southwest Louisiana, Inc.

*State School for the Deaf — Southern Branch
*Sunset Acres School

MAINE
Bangor Regional Speech & Hearing Center
*Governor Baxter State School for the Deaf
Northeast Hearing & Speech Center, Inc.
Pine Tree Society

MARYLAND
*William S. Baer School No. 301
Baltimore County Department of Special Education
Board of Education of Harford County
*Forest Park Senior High School
Gateway Preschool
*Maryland School for the Deaf
*Montgomery County Public Schools

Massachusetts
*Beverly School for the Deaf
*Boston School for the Deaf
*Peter Bulkeley School
*Clarke School for the Deaf
Day Class for Preschool Deaf, Lowell
*Sarah Fuller Foundation
Habilitation Center for the Pre-School Hard-of-Hearing & Deaf Children, Canton
Haverhill Preschool Class for Deaf
Kennedy Junior High School
Mercer School
Myrtle Street School
Page School
*Perkins School for Blind
Thayer-Lindsley Parent Centered Nursery
*Upsala Street School
Woburn Day Class Program

MICHIGAN
Howard D. Crull Intermediate School
Detroit Day School for Deaf
Douglas School
Durant-Tuuri-Mott School
Farmington Public School District
Handley School
Ida Public Schools
Thomas Jefferson School
*Ann J. Kellogg School
Lakeview Public Schools
Lansing Public Schools
*Lapeer State Home & Training School

*Programs that participated in the Annual Survey of Hearing Impaired Children and Youth during the 1968-69 school year. The other programs joined the Survey during the 1969-70 school year.
John A. Lemmer School
*Lutheran School for the Deaf
Marquette Elementary
*Michigan School for the Blind
Mott Foundation Children’s Health Center
Oakland County Schools
Preschool Physically Handicapped Program, Wyoming
Pontiac City School District
Public School Program for Deaf & Hard-of-Hearing, Jackson
Redford Union Hard-of-Hearing Program
Shawnee Park Schools
Tecumseh Public Schools
*Traverse City Public Schools
Trenton Public Schools
*Tri-County Preschool
Utica Schools
Warren Consolidated Schools
Waterford School District Deaf Program
West Hills Junior High School

MINNESOTA
Duluth Public Schools
Lutheran High School
*Minneapolis Public Schools
*Minnesota School for the Deaf
St. Paul Area Program for Impaired Hearing
Technical Vocational Institute

MISSISSIPPI
*Magnolia Speech School
Mississippi State College for Women

MISSOURI
Delaware Elementary School
Hearing & Speech Center, Kansas City
Humboldt School
*Missouri School for the Deaf
*St. Louis County Special School District for the Handicapped — Litzsinger School
St. Louis University Speech & Hearing Clinic
*Troost School

MONTANA
*Montana State School for the Deaf & Blind
Roosevelt School — School District #1

NEBRASKA
*Nebraska School for the Deaf
Omaha Hearing School for Children, Inc.
*Prelcott Acoustically Handicapped Unit

NEVADA
*Ruby Thomas Elementary School

NEW HAMPSHIRE
*Crotched Mountain School for the Deaf
Portsmouth Rehabilitation Center

NEW JERSEY
Avon School
*Bruce Street School
Class for the Hard-of-Hearing, Kearny
Clifton Public Schools
Douglas Nursery for Hearing Handicapped
Helmbold Education Center
Hunterdon Medical Center Nursery for Hearing Impaired Children
Jackson Avenue School
*Marie H. Katzenbach School for the Deaf
Millburn Avenue School
Newark State College
Summit Speech School
Township Public Schools, Neptune
Woodbridge Public School System

NEW MEXICO
*New Mexico School for the Deaf

NEW YORK
Albany Medical Center Hospital
*Catholic Charities Day Classes For Deaf Children
Cerebral Palsy Preschool
Children's Hospital & Rehabilitation Center
Dutch Broadway School
Grasslands Hospital
*Hebrew Institute for the Deaf
*Junior High 47-M School for Deaf
*New York Institute for the Education of the Blind
*New York School for the Deaf, White Plains
*New York State School for the Deaf, Rome
*Public School #20, Albany
*Rochester School for the Deaf
*St. Joseph’s School for the Deaf
*St. Mary’s School for the Deaf
*School for Language & Hearing Impaired Children — Public School 158
*Suffolk School for Deaf Children
Union-Endicott Central School District

NORTH CAROLINA
Charlotte Speech & Hearing Center, Inc.
Duke University Medical Center

*Programs that participated in the Annual Survey of Hearing Impaired Children and Youth during the 1968-69 school year. The other programs joined the Survey during the 1969-70 school year.
*Eastern North Carolina School for the Deaf
*The Governor Morehead School
Path School, Inc.
*North Carolina School for the Deaf
Wake County Preschool for the Hearing Impaired

NORTH DAKOTA
*Longfellow School
*North Dakota School for the Deaf
University of North Dakota Speech & Hearing Clinic

OHIO
Akron Board of Education
*Alexander Graham Bell School
*Betty Jane Oral School
Canton Public Schools
*Cincinnati Educational Center
Cleveland Hearing & Speech Center
*Hearing & Speech Center of Columbus and Central Ohio
L. B. Kean Preschool Deaf Class
*Kennedy School for the Deaf
Kent Public Schools
Kent State University
Litchfield Rehabilitation Center
Mansfield City Schools
*Melridge School
Millridge Center for Hearing Impaired
*Ohio School for the Deaf
Program for Physically Handicapped, Toledo
*St. Rita School for the Deaf
Trumbull County Hearing Society
Warren City Schools
Youngstown Public Schools
*Zanesville Classes for Deaf

OKLAHOMA
*Jane Brooks Foundation
Community Speech & Hearing Center, Enid
Eastside School
The Junior League Program for Children with Hearing Losses
Oklahoma City Public Schools
*Oklahoma School for the Deaf
University of Oklahoma Medical Center

OREGON
Eugene Regional Facility for the Deaf
Hearing and Speech Center, Eugene
*Oregon State School for the Deaf

*Portland Center for Hearing & Speech, Inc.
*Portland Public Schools
*Tucker-Maxon Oral School

PENNSYLVANIA
*Archbishop Ryan Memorial Institute for the Deaf
*De Paul Institute
*Friends of the Deaf Nursery School
*Willis and Elizabeth Martin School
*Pennsylvania School for the Deaf
*Pennsylvania State Oral School for the Deaf
*Programs for Speech & Hearing Handicapped, State Department of Education
*Western Pennsylvania School for the Deaf

RHODE ISLAND
*Rhode Island School for the Deaf
*Windmill Hearing Therapy Class

SOUTH CAROLINA
Bennettsville Elementary
Charleston County Schools
Florence County School District #3
Pate Elementary School
*South Carolina School for the Deaf & Blind
United Speech & Hearing Services

SOUTH DAKOTA
*South Dakota School for the Deaf

TENNESSEE
East Tennessee State University – Speech & Hearing Clinic
Hamilton County Speech & Hearing Center
*Knox County Public Schools
Memphis City Schools
Memphis Parents’ School for Deaf & Aphasic
*Memphis Speech & Hearing Center
Sunnyside School
*Tennessee School for the Deaf
University of Tennessee – Preschool Deaf Program
*Bill Wilkerson Hearing & Speech Center

TEXAS
Amarillo Regional Hearing & Speech Center
Austin Independent School District
Baylor Speech & Hearing Clinic
P. F. Brown Elementary School
*The Callier Hearing & Speech Center
Corpus Christi Independent School District
County-Wide Area Day School, El Paso
Crippled Children’s Center

*Programs that participated in the Annual Survey of Hearing Impaired Children and Youth during the 1968-69 school year. The other programs joined the Survey during the 1969-70 school year.
*Dallas Independent School District
Dallas Society for Crippled Children
Houston Independent School District
*Houston School for Deaf Children
Helen Keller Special Education School
Multi-County School for the Deaf
Pasadena Independent School District
Sunnyside Speech & Hearing Center
*Sunshine Cottage School for Deaf Children
Tarrant County Day School for Deaf
Texas Christian University Speech & Hearing Clinic
*Texas School for the Deaf
Waco Independent School District
*Wichita Falls Independent School District

UTAH
Brigham Young University – Communicative Disorders Clinic
*Utah Schools for the Deaf & Blind
Utah State University – Edith Bowen Laboratory School

VERMONT
*Austine School for the Deaf

VIRGINIA
*Arlington County Public Schools
Blue Ridge Speech & Hearing Center, Inc.
Diagnostic, Adjustive & Corrective Center for Learning
Diagnostic Special Education School of Tidewater Rehabilitation Institute
*St. Paul’s Oral School

*Virginia School for the Deaf & Blind
*Virginia State School for the Deaf at Hampton

WASHINGTON
Bellingham School District #501
*Birney School
Bremerton School District 100-C
*Edna E. Davis School
Northwest Regional Program for Deaf-Blind-Multi-Handicapped Children
*Seattle Public Schools
*Seattle Speech & Hearing Center
University of Washington – Experimental Education Unit
*Washington State School for the Deaf
Yakima School District #7

WEST VIRGINIA
*West Virginia School for the Deaf & the Blind

WISCONSIN
Bartlett School
Berryville School
City District Public Schools, La Crosse
*Cooper Day School for Deaf
Day School for Deaf, Wausau
*Madison Public Schools
*Milwaukee Hearing Society, Inc.
School for the Deaf, Green Bay
*E. H. Wadewitz School
Washington School
*Wisconsin School for the Deaf

WYOMING
*Wyoming School for the Deaf

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REPORTS FROM THE ANNUAL SURVEY OF
HEARING IMPAIRED CHILDREN AND YOUTH

SERIES D

No. 1 Academic Achievement Test Performance of Hearing Impaired Students—United States: Spring 1969

No. 2 Item Analysis of Academic Achievement Tests Hearing Impaired Students—United States: Spring 1969

No. 3 Additional Handicapping Conditions, Age at Onset of Hearing Loss, and Other Characteristics of Hearing Impaired Students—United States: 1968-69

No. 4 Type and Size of Educational Programs Attended By Hearing Impaired Students—United States: 1968-69