American Indian Enrollment in Classes for the Educable Mentally Retarded and Educationally Handicapped.

Humboldt County Schools, Eureka, Calif.

Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

1972

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*American Indians; *Educable Mentally Handicapped; *Enrollment; Mentally Handicapped; Programed Instruction; Programed Materials; *School Surveys; *Special Education; Trainable Mentally Handicapped

*Northern Indian California Education Project

To determine the current status of American Indian enrollment in special classes, the 24 elementary schools, with from 13 to 741 pupils, serviced by the Northern Indian California Education Project (Title III, Elementary and Secondary Education Act) were surveyed during the 1971-72 school year. The survey covered the type of programs in existence, the number of children being serviced, the number of Indian pupils enrolled in such programs, and, if no programs existed, the number of children needing special services. All 24 target schools responded to a 3-page survey. In most cases, the survey was completed by the school principal with the assistance of the special education teachers (the breakdown by individual schools is contained in Appendix A). As a follow-up to this survey, the results of the survey and their implications were discussed at a 1-day meeting of school psychologists and psychometrists in the service area. Within the 24 target schools, 1,250 students of the total 8,025 student population were Indian, indicating that within the schools surveyed there was not a disproportionate enrollment of Indian pupils in Educable Mentally Retarded (EMR) and Educationally Handicapped (EH) classes. It is stated that this report undoubtedly contains some inaccuracy in the identification of students as being a member of one ethnic group or another; however, this report does represent a good sample of the total number of Indian pupils enrolled in programs for EMR (10) and EH (23) within the 24 target schools surveyed. (FF)
AMERICAN INDIAN ENROLLMENT IN CLASSES FOR
THE EDUCABLE MENTALLY RETARDED
AND EDUCATIONALLY HANDICAPPED

Report submitted by

Marilyn Miles
NORTHERN INDIAN CALIFORNIA
EDUCATION PROJECT

1971-1972

The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.
To determine the current status of Indian enrollment in special classes, the twenty-four elementary schools serviced by the Northern Indian California Education Project were surveyed. The survey covered what type of programs were in existence, how many children were being serviced, how many Indian pupils in specific were enrolled in such programs, and if no programs existed, how many children appeared to be in need of special services. All twenty-four of the target schools responded to the three-page survey. In most cases, the survey was completed by the school principal with the assistance of the special education teacher or teachers. The breakdown by individual schools is contained in Appendix A. A follow-up to this survey was a one day meeting of practicing school psychologists and psychometrists in the service area, at which the results of the survey and its implications were discussed. (See Appendix A for survey form)

The following is a summary of data from the returned survey forms:

1. The forms completed represented all twenty-four N.I.C.E. target schools in a six county area.
2. A student population of approximately 8,025 was represented.
3. An Indian student population of approximately 1,250 was represented.
4. Size of schools ranged from 13 to 741 pupils.
5. The total number of teachers of the Educable Mentally Retarded was eight (8), with seventeen (17) teachers of educationally handicapped pupils. One (1) teacher of the trainable mentally retarded was also reported.
6. Seven (7) schools reported no special education programs.
7. The types of programs in existence fell into the following categories.
   a. Self-contained EH classes
   b. EH Learning disability groups
   c. Integrated EMR class
   d. Self-contained EMR class
The most common class structure was the integrated program.
8. In the twenty-four schools, there were a total of 86 educable mentally retarded students, 10 transitional EMR pupils, and 155 educationally handicapped pupils.

9. In regards to American Indian enrollment, there were 10 EMR pupils, two transitional EMR pupils, and 23 EH pupils.

Table 1 indicates the number of pupils enrolled in educable mentally retarded and educationally handicapped and compares the Indian and non-Indian enrollment.

Table 1
ENROLLMENT IN TARGET SCHOOLS SPECIAL CLASSES FOR THE EDUCABLE MENTALLY RETARDED AND EDUCATIONALLY HANDICAPPED DURING THE 1971-1972 SCHOOL YEAR

<table>
<thead>
<tr>
<th></th>
<th>Total Population</th>
<th>American Indian Population</th>
<th>American Indian Percentage of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-Target school population</td>
<td>8,025</td>
<td>1,250</td>
<td>15.57</td>
</tr>
<tr>
<td>Educable Mentally Retarded</td>
<td>86</td>
<td>10</td>
<td>11.61</td>
</tr>
<tr>
<td>Educationally Handicapped</td>
<td>155</td>
<td>23</td>
<td>14.83</td>
</tr>
</tbody>
</table>

The above figures support California State Department of Education findings that there does not exist a disproportionate enrollment of American Indian pupils in classes for the educable mentally retarded in California. (Report for House Resolution 262, 1970)

Statewide the American Indian student population is estimated to be between 3.5% and 4.5% of the total student population. As Table 1 indicates within the 24-target schools the American Indian student population is considerably higher. Approximately 16% of the total student population is Indian. Table 2 reported in "Report for House Resolution 262, 1970" compares the ethnic enrollment reported in classes for educable mentally retarded minors for August 1970 in California.
Table 2
COMPOSITION OF ETHNIC ENROLLMENT IN CLASSES FOR EDUCABLE MENTALLY RETARDED

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>August 1970</th>
<th>Percentage of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Surname</td>
<td>12,276</td>
<td>25.79</td>
</tr>
<tr>
<td>Negro</td>
<td>12,253</td>
<td>25.73</td>
</tr>
<tr>
<td>Other White</td>
<td>22,125</td>
<td>46.48</td>
</tr>
<tr>
<td>Oriental</td>
<td>359</td>
<td>.75</td>
</tr>
<tr>
<td>American Indian</td>
<td>261</td>
<td>.55</td>
</tr>
<tr>
<td>Other Non White</td>
<td>331</td>
<td>.70</td>
</tr>
</tbody>
</table>

Although the percentages vary from statewide statistics due to population differences, this report indicates that there does not exist a disproportionate enrollment of American Indian pupils in educable mentally retarded and educationally handicapped classes within the twenty-four target schools surveyed. Further, as the breakdown by individual schools contained in Appendix A indicates even those schools with 50 per cent or more American Indian enrollment have far less than that percentage of Indian pupils in educable mentally retarded or educationally handicapped classes.

This report undoubtly contains some inaccuracy in the identification of students as being a member of one ethnic group or another, however, this report does represent a good sample of the total number of American Indian pupils enrolled in programs for educable mentally retarded and educationally handicapped within the twenty-four target schools surveyed.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Total Enrollments</th>
<th>Children in Need of Spec. Ed.</th>
<th>Number of Indian Children</th>
<th>TOTAL Number of Indian Children</th>
<th>One-third or More American Indian Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARENA UNION ELEM</td>
<td>125</td>
<td>45</td>
<td>5</td>
<td>10</td>
<td>375</td>
</tr>
<tr>
<td>BERNIE MAXWELL</td>
<td>292</td>
<td>14</td>
<td>1</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>BURNS VALLEY</td>
<td>440</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>000</td>
</tr>
<tr>
<td>CRESCENT ELK</td>
<td>675</td>
<td>180</td>
<td>22</td>
<td>11</td>
<td>000</td>
</tr>
<tr>
<td>DOW'S PRAIRIE</td>
<td>507</td>
<td>77</td>
<td>140</td>
<td>11</td>
<td>000</td>
</tr>
<tr>
<td>ETNA</td>
<td>254</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>000</td>
</tr>
<tr>
<td>HAPPY CAMP</td>
<td>385</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>000</td>
</tr>
<tr>
<td>HAYFORK VALLEY</td>
<td>380</td>
<td>58</td>
<td>13</td>
<td>25</td>
<td>000</td>
</tr>
<tr>
<td>IIOOPA ELEM</td>
<td>475</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td>040</td>
</tr>
<tr>
<td>JACK NORTON ELEM</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>000</td>
</tr>
<tr>
<td>JUNCTION CITY</td>
<td>49</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>000</td>
</tr>
<tr>
<td>LAYTONVILLE ELEM</td>
<td>245</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>MAD RIVER</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>000</td>
</tr>
<tr>
<td>MAIN STREET &amp; TERRACE</td>
<td>800</td>
<td>470</td>
<td>250</td>
<td>5</td>
<td>010</td>
</tr>
<tr>
<td>MARGARET KEATING</td>
<td>213</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>000</td>
</tr>
<tr>
<td>ROUND VALLEY</td>
<td>295</td>
<td>86</td>
<td>14</td>
<td>0</td>
<td>000</td>
</tr>
<tr>
<td>SMITH RIVER</td>
<td>261</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>000</td>
</tr>
<tr>
<td>TRINIDAD UNION</td>
<td>258</td>
<td>8</td>
<td>6</td>
<td>14</td>
<td>040</td>
</tr>
<tr>
<td>UPPERLAKE UNION</td>
<td>330</td>
<td>11</td>
<td>25</td>
<td>0</td>
<td>000</td>
</tr>
<tr>
<td>WEAVERVILLE ELEM</td>
<td>480</td>
<td>13</td>
<td>9</td>
<td>19</td>
<td>000</td>
</tr>
<tr>
<td>VEITCHPEC</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>000</td>
</tr>
<tr>
<td>YOKAYO</td>
<td>741</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>000</td>
</tr>
<tr>
<td><strong>TOTAL ENROLLMENTS</strong></td>
<td><strong>8,023</strong></td>
<td><strong>10</strong></td>
<td><strong>86</strong></td>
<td><strong>155</strong></td>
<td><strong>251</strong></td>
</tr>
</tbody>
</table>

(Note: transitional program)
PROJECT N. I. C. E.
HANDICAPPED INDIAN CHILDREN SURVEY

SCHOOL ___________________________ ENROLLMENT ___________________________

PERSON COMPLETING FORM ___________________________

Please complete section A (questions 1-9) if your school has a special education program (EMR, EH).
Please complete section B (questions 10-15) if there is no special education program.

A. SCHOOLS WITH SPECIAL EDUCATION PROGRAMS:

1. PLEASE SPECIFY IF YOUR SCHOOL HAS AN EMR AND/OR EH PROGRAM.

2. HOW MANY CHILDREN ARE ENROLLED IN SPECIAL EDUCATION? ________
   IF POSSIBLE, PLEASE INDICATE BY LEVEL:

   EMR   EH
   K-3   K-3
   4-5   4-5
   6-8   6-8

3. HOW MANY INDIAN CHILDREN ARE ENROLLED IN YOUR SPECIAL EDUCATION PROGRAM? ________

   EMR   EH
   K-3   K-3
   4-5   4-5
   6-8   6-8

4. WHAT IS THE ORGANIZATIONAL STRUCTURE OF YOUR PROGRAM?

   --SELF-CONTAINED EH CLASSES
   --EH LEARNING DISABILITY GROUPS
   --INTEGRATED EMR CLASS
   --EHR CLASS WITHOUT INTEGRATION
   --OTHER

5. INTO WHAT GRADE LEVELS (i.e., K-3, 4-5, 6-8) IS YOUR PROGRAM DIVIDED? ________
A. SCHOOLS WITH SPECIAL EDUCATION PROGRAMS.

6. PLEASE LIST THE NAMES OF YOUR SPECIAL EDUCATION TEACHERS (INDICATE GRADE LEVEL AND WHETHER EMR OR EH).

________________________________________________________

________________________________________________________

________________________________________________________

7. DESCRIBE THE REFERRAL AND SCREENING PROCEDURES USED IN IDENTIFYING CHILDREN IN NEED OF SPECIAL EDUCATION.

________________________________________________________

________________________________________________________

________________________________________________________

8. DOES YOUR DISTRICT EMPLOY A SCHOOL PSYCHOLOGIST? ________
   NAME __________________ OR DOES A COUNTY SCHOOL PSYCHOLOGIST ADMINISTER THE INTELLIGENCE TESTING? ______

________________________________________________________

9. COMMENTS OR ADDITIONAL INFORMATION: _______________________

________________________________________________________

________________________________________________________

________________________________________________________

MM/11-23-71
PROJECT N. I. C. E.
HANDICAPPED INDIAN CHILDREN SURVEY

B. SCHOOLS WITHOUT SPECIFIC SPECIAL EDUCATION PROGRAMS.

10. HOW MANY CHILDREN NOW IN THE REGULAR CLASSROOM APPEAR TO BE IN NEED OF SPECIAL EDUCATION?

11. HOW MANY INDIAN CHILDREN, IN SPECIFIC, APPEAR TO BE IN NEED OF SPECIAL EDUCATION? _________ IF POSSIBLE, INDICATE BY LEVEL.
   K-3 ___  4-5 ___  6-8 ___

12. ARE ANY SPECIAL SERVICES PROVIDED FOR SUCH CHILDREN? _________

13. DO YOU UTILIZE THE SERVICES OF A SCHOOL PSYCHOLOGIST? _________
    NAME ____________________________

14. ARE CHILDREN FROM YOUR SCHOOL ENROLLED IN A SPECIAL EDUCATION PROGRAM AT ANOTHER SCHOOL? _________
    SCHOOL ____________________________

15. COMMENTS OR ADDITIONAL INFORMATION: ____________________________
    ____________________________
    ____________________________
    ____________________________
    ____________________________
    ____________________________
    ____________________________

MN/11-23-71