The brochure introduces special education career opportunities in North Carolina. Described briefly are exceptional children, and listed are employment opportunities and North Carolina universities which offer professional training in special education. The following handicaps are individually discussed including statistics which contrast the number of handicapped in North Carolina with the number being professionally served: physically impaired, speech impaired, hearing impaired, visually impaired, learning disabled, emotionally disturbed, educable mentally retarded, trainable mentally retarded, and gifted and talented. Briefly noted are the four Special Education Instructional Materials Centers, a proposed deaf-blind center, funding under the Vocational Educational Act, and the provision of psychological services. Addresses are given from which further information may be obtained.
CAREER OPPORTUNITIES IN

Teaching Exceptional Children

Issued by
George A. Kahdy, Director
Division for Exceptional Children
for
A. Craig Phillips
State Superintendent of Public Instruction
North Carolina Department of Public Instruction
Raleigh, North Carolina

May, 1971

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Deborah Moore, who assisted in the preparation of this report.

“Although children
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Deborah Moore, who typed and retyped the manuscript in its several stages.

“Although children may be the victims of Fate, they will not be the victims of our neglect.”

John F. Kennedy
Foreword

We live in a world where people are different in their appearance, in their heritage, in their interests, in their aspirations, and in their learning ability. But they all share the same basic needs. They need to eat, to shelter themselves from the elements, to love and be loved, and to have a feeling of personal worth.

And these very different people share the same basic rights: the right to learn how to provide for their needs and the right to an education.

We in North Carolina have for some time been interested in providing educational programs for exceptional children. Although much progress has been made in identifying these children and in providing greater opportunities for them, we feel that it is of utmost importance to assist in the development of an increasing number of interested and capable teachers who will devote their energies to the total development of our exceptional children.

The North Carolina Department of Public Instruction invites you, who have a special interest in young people, to consider the rewards and the challenges of a professional career of working with exceptional children.

A. Craig Phillips
Superintendent
In a world where people are different in their appearance, in their interests, in their aspirations, and in their learning, they all share the same basic needs. They need to eat, to protect themselves from the elements, to love and be loved, and to have personal worth.

Every different person shares the same basic rights: the right to provide for their needs and the right to an education.

North Carolina has for some time been interested in providing programs for exceptional children. Although much progress has been made in identifying these children and in providing greater opportunities for them, we feel that it is of utmost importance to assist in the development of an increasing number of interested and capable teachers. We invite you, interested and capable teachers, to devote your energies to the total development of our exceptional children.

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A. Craig Phillips
Superintendent
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Choosing a pre important decision.

When you select the following questions:

What are the issues?
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What are the
What is the

We invite each to investigate fully the potential of exceptional children.

Education for vigorous area in the creativity of exceptional children serve those who to help them bec

If you are looking for something special that every person of his potential, youth is your kind which you have
Choosing a professional career is probably the most important decision you will make during your life. When you select a career, you should investigate the following questions:

- What are the job opportunities?
- What interest do I have in providing needed services?
- What personal qualifications are required?
- What are the academic requirements?
- What is the cost of training and where is it available?

We invite each of you to read this brochure and to investigate fully the job opportunities in the area of exceptional children, the challenges and satisfactions.

Education for exceptional children is a young and vigorous area in education and needs the vitality and the creativity of your generation. When working with exceptional children, you will have the opportunity to serve those who require special school programs and to help them become integral parts of our society.

If you are looking for a challenge, if you are interested in special professional preparation, if you believe that every person should be educated to the maximum of his potential, teaching exceptional children and youth is your kind of job. This might be the career for which you have been looking.

George A. Kahdy, Director
Division For Exceptional Children
Who are the Exceptional Children?

Exceptional children are those children who differ physically, intellectually, socially, or emotionally to the extent that they cannot benefit to the fullest from a regular classroom program. It is estimated that there are 325,800 exceptional children in North Carolina. Certainly you have known some of these children during your school life. There is . . .

- the child who cannot play ball because he wears braces
- the child who cannot speak well enough to be understood
- the child who repeats grades because of an unidentified visual or hearing loss or both
- the child who learns at a slower rate than other children
- the child who learns much more rapidly than other children
- the child who has an unusual amount of difficulty in getting along with his teachers and classmates, complains of being ill and wants to leave school, or spends the whole day in his own fantasy world
- the child who shows no apparent deviation physically, mentally, or emotionally, but just cannot learn.

These are our exceptional children — children who are physically impaired, speech impaired, hearing impaired, visually impaired, mentally retarded, gifted and talented, emotionally disturbed, and learning disabled. They need your help!
Special Children?

Those children who differ physically, intelli-
gently to the extent that they cannot benefit
from a classroom program. It is estimated that there
are 1.6 million children in North Carolina. Certainly you have
seen your school life. There is.

Ball because he wears braces
is well enough to be understood
because of an unidentified visual or
lower rate than other children
more rapidly than other children
usual amount of difficulty in getting along
mates, complains of being ill and wants
the whole day in his own fantasy world
parent deviation physically, mentally, or
not learn,

Children — children who are physically im-
paired, visually impaired, mentally re-
dionally disturbed, and learning disabled.
Where You Could be Employed

Education — Public, Private
- Teacher — Kindergarten
- Therapist — Special
- Administrator
- Supervisor
- School or Clinic

Community Centers
- Community Service
- Hospital Clinics
- Rehabilitation Centers
- Sheltered Work

College and Universities
- Teacher Training
- Research

Instructional Materials
- Administrator
- Curriculum Specialist
- Media Specialist
- Librarian
- Materials Developer

JOB OPPORTUNITIES

There are many jobs you can choose a career with. To develop an effective part of the educator, psychologists, and sometimes a psychologist workers are indispensable about the child — his responses to training. In all areas of the handling personnel to become an needs personnel at the train more teachers; parents and the community interests may be, and you will find this area exciting, and the opportunity.

As you can see, the personnel in the area of care for every child who a large number are not qualified personnel. Many other units would like to initiate wait for qualified persons the entire country, the professionals in both urban and rural areas. A supplement in this school superintendent...
Where You Could be Employed

Education — Public, Private and Residential Schools
- Teacher — Kindergarten, Elementary, or Secondary
- Therapist — Speech, Physical, or Occupational
- Administrator
- Supervisor
- School or Clinical Psychologist

Community Centers
- Community Speech and Hearing Clinics
- Hospital Clinics as Therapist or Teacher
- Rehabilitation Centers
- Sheltered Workshops

College and Universities
- Teacher Training Programs
- Research

Instructional Materials Centers
- Administrator
- Curriculum Specialist
- Media Specialist
- Librarian
- Materials Development Planner

JOB OPPORTUNITIES

There are many job opportunities open to you if you choose a career working with exceptional children. To develop an effective program, the cooperative efforts of the educator, psychologist, social worker, physician, and sometimes a psychiatrist, are essential. Research workers are indispensable to the process of learning about the child — his problem, his needs, and his responses to training. Qualified teachers are needed in all areas of the handicapped. The field needs qualified personnel to become administrators and supervisors; it needs personnel at the college and university level to train more teachers; it needs people to work with parents and the community. Whatever your vocational interests may be, and if you like working with people, you will find this area of work challenging, rewarding, exciting, and the opportunity of advancement promising.

As you can see, the shortage of all kinds of trained personnel in the area of the handicapped indicates that for every child who is receiving special services, a large number are not served because of a lack of qualified personnel. Many of our local administrative units would like to initiate such a program but must wait for qualified persons to begin work. Throughout the entire country, there is a demand for qualified professionals in both public and private schools, in urban and rural areas. Some administrative units offer a supplement in this special field. Contact your local school superintendent for salary scales in the district.
Where You Could Go to School in North Carolina

- Western Carolina University
- Appalachian State University
- Bennett College
- UNC-Chapel Hill
- UNC-Greensboro
- Greensboro
- Lenoir-Rhyne College
- Atlantic Christian College
- UNC-Charlotte
- Duke University
- UNC-Greensboro
- UNC-Chapel Hill
- Bennett College
- UNC-Greensboro
- Greensboro
- Lenoir-Rhyne College
- Atlantic Christian College
- UNC-Charlotte
- Duke University
Go to School in North Carolina

- Lenoir-Rhyne College
- UNC-Greensboro
- Bennett College
- UNC-Chapel Hill

North Carolina Central University
Duke University
East Carolina University
Atlantic Christian College
PROFESSIONAL TRAINING

In North Carolina, professional training in some areas of the handicapped may be acquired while completing the requirements for a bachelor's degree. In a few areas, specialized training is offered on the graduate level. Colleges and universities that have an approved program in areas of special education are listed in the next column and their locations are shown on the opposite page.

The requirements of each training institution differ. Contact the training institution of your choice for information about the programs it offers. The Division for Exceptional Children and some of the training institutions can provide financial assistance to qualified persons in the field of special education. Additional information will be provided upon request.

This brochure provides information about each area of exceptionality. Perhaps you will find an area that appeals to you.

MENTAL RETARDATION
Appalachian State University
East Carolina University
Greensboro College
North Carolina Central University
University of North Carolina
Western Carolina University

EDUCATION OF THE DEAF
Lenoir-Rhyne College

GIFTED AND TALENTED
(Limited number of courses)
Appalachian State University
East Carolina University
University of North Carolina
University of North Carolina
Western Carolina University

SPEECH AND HEARING
Appalachian State University
East Carolina University
North Carolina Central University
University of North Carolina
University of North Carolina
Western Carolina University

EMOTIONALLY DISTURBED
Duke University, Durham
University of North Carolina

PSYCHOLOGY - SCHOOL
Appalachian State University
Duke University, Durham
East Carolina University, University of North Carolina
North Carolina State University
University of North Carolina
Western Carolina University
Mental Retardation
Appalachian State University, Boone
East Carolina University, Greenville
Greensboro College, Greensboro
North Carolina Central University, Durham
University of North Carolina, Chapel Hill
Western Carolina University, Cullowhee

Education of the Deaf
Lenoir-Rhyne College, Hickory

Gifted and Talented
(Limited number of courses offered)
Appalachian State University, Boone
East Carolina University, Greenville
University of North Carolina, Chapel Hill
University of North Carolina, Greensboro
Western Carolina University, Cullowhee

Speech and Hearing
Appalachian State University, Boone
East Carolina University, Greenville
North Carolina Central University, Durham
University of North Carolina, Chapel Hill
University of North Carolina, Greensboro
Western Carolina University, Cullowhee

Emotionally Disturbed
Duke University, Durham
University of North Carolina, Chapel Hill

Psychology — School or Clinical
Appalachian State University, Boone
Duke University, Durham
East Carolina University, Greenville
University of North Carolina, Chapel Hill
North Carolina State University, Raleigh
University of North Carolina, Greensboro
Western Carolina University, Cullowhee

General Training
Professional training in some handicapped may be acquired while completing requirements for a bachelor's degree. In a specialized training is offered on the gradua degrees and universities that have an in areas of special education are listed below and their locations are shown on the back of each training institution differ. Training institution of your choice for the programs it offers. The Division of Children and some of the training institutions will provide financial assistance to qualified field of special education. Additional information about each area is found in the back of this booklet.
Physically Impaired

If you are interested in working with children who can benefit greatly from an educational program designed to meet their individual needs, teaching the physically impaired is the job for you. We need you to teach these children in our public schools.

Children who are physically impaired have various conditions of body, arms, and legs resulting from many causes.

In many cases, the condition is of short duration, but with others the condition may be prolonged for a period of time, or it may be permanent.

From an educational point of view, the specially trained teacher is the most important person in planning a flexible school program for each child.

Some children who are slightly impaired make satisfactory progress in a regular classroom.

Others need to remain in a special class during their entire school life.
Working with children who need special educational program depends on your understanding of their needs, teaching the special education teachers in your school system and training them to meet the needs of children with disabilities. As teachers in public schools.

Disabilities are not necessarily permanent. However, they can be prolonged for a period of short duration, but if they are not treated properly, they can affect the child for a long time. From this point of view, the specially trained teacher is an important person in planning the educational program for each child.

Many disabled children are now able to attend special schools or special classes during their education.
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caional environment that is within the limitations of
child who is physically impaired, he will be a happy
; and as an adult, he can make a contribution to
community.

estimated that in North Carolina there are ap-
imately 7,800 school children who are physically
ired. Only 215 received the services of a trained
her last year. Additional teachers who understand
itations imposed on children by their handicaps
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or provides an edu-

cation in the limitations of

his mind, he will be a happy

person and make a contribution to

society. In North Carolina there are app-

proximately 3,000 people who are physically

handicapped. Many of them need the services of a trained

person who understands their needs and how to help them

by their handicaps and limitations.
Would you want to attend a party, or take a trip? Would you want to not understand what is going on? People who stutter understand that these are questions that are often asked of children who stutter. Not everyone is aware that these children are often noticed because of their speech.

We live in a society that places a great deal of importance on the spoken word. Every individual is expected to be able to express himself intelligently. Whether for diagnostic, therapeutic, or educational purposes, services are generally provided by speech therapists for children and adults who have speech difficulties.

It is an exciting time for speech-language pathologists and the child who stutters. Many children are now being diagnosed at a young age, making it easier to provide early intervention, which is critical to success. However, it is even more important to provide support to the family and the young person in the early stages of their treatment.

It's a great momento when the speech-language pathologist asks the young person and his family to report early so that he can be placed in the most appropriate class.

Of the approximately 4 million individuals in our state of North Carolina who have a stutter, there are currently only a few thousand receiving the services they need. Of those who do receive services, only a small percentage receive the support of a full-time speech-language pathologist.

Speech-Impaired Individuals

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Speech-Impaired

Would you want to talk with other children, go to a party, or take part in a school play if people could not understand what you were saying? Do you know of children who stand alone on the sidelines or go unnoticed because their speech is different from others? These children are speech-impaired.

We live in a society which places an increasing emphasis on the spoken word and which expects good speech of every individual.

To speak intelligibly and with a pleasing voice is conducive to wholesome growth and development.

Services provided by the public school clinician are diagnostic, therapeutic, and evaluative.

It is an exciting moment for both the speech clinician and the child when the child knows that he has used a difficult sound correctly in a sentence.

It is even more exciting when the child realizes that his voice quality is pleasing to others.

It's a great moment for the speech clinician when a stutterer asks his classroom teacher to give an oral report early so that he will not be late for his speech class.

Of the approximately 72,000 school children in North Carolina who have a speech problem, only 32,548 received the services of a public school speech clinician last year. Would you like to help children overcome speech problems? If so, this is the career for you. We need you as a speech clinician in our public schools.
Hearing-impaired Children

We live in a world where it would be like to hear the sound of a cricket. It would be like to communicate with the children who are hearing-impaired in school.

Any degree of hearing impairment affects education as a whole.

A hearing-impaired child needs special education as well.

Because teachers are the most influential in the education of hearing-impaired children, specialized training and techniques are necessary for the hearing-impaired child.

To provide an environment which is necessary to help him develop.

School is the place where the child learns the mechanisms of communication with others.

The ultimate goal must be to become a functioning member of our society.

Of the estimated 6,000 hearing-impaired children in North Carolina, the services of a teacher of the hearing-impaired last 12 years. You can
Hearing-Impaired

We live in a hearing world. Can you imagine what it would be like to live in a world of silence — never to hear the song of a bird, the patter of rain, the chirp of a cricket? Children who are hearing-impaired appear to be like other children until you try to communicate with them. Unless this barrier can be overcome, children who are hearing-impaired have a difficult time in school.

Any degree of hearing loss is enough to interfere with communication.

A hearing-impaired child has the same need for an education as any other child.

Because teachers of the hearing-impaired are most influential in the lives of these children, they must have specialized training; must keep abreast of new methods and techniques, and must be sensitive to the needs of the hearing-impaired.

To provide an education for the hearing-impaired, it is necessary to provide intensive instruction designed to help him develop language and speech skills.

School is the place where the hearing-impaired child learns the meaning of lip movements and communication with others.

The ultimate goal is for the hearing-impaired child to become a useful, productive, and happy member of our society.

Of the estimated 6,000 hearing-impaired school children in North Carolina, only 151 received the services of a teacher trained in teaching the hearing-impaired last year. You can render a service to these children. You can help them to live in a hearing world.
Visually Impaired

We live in a seeing world. Without the ability to see, to recognize, and to interpret visual symbols, the learning process is slowed down because the primary avenue of perception is limited or missing. These children are visually impaired.

The child who is visually impaired can develop socially and academically when specialized help is provided for him.

Because of his impaired vision, his special needs must be considered, with the teacher playing the most important role.

Some children who are visually impaired make satisfactory progress in the regular classroom.

Teaching aids specifically designed for the visually impaired are available. This equipment includes Braille typewriters, large type books, magnifying glasses and typewriters.

A resource library provides Braille books for the visually impaired.

The educational goal is to give the visually impaired child a better knowledge of the realities around him, helpful techniques and confidence to cope with these realities, and the feeling that he is recognized and accepted as an individual in his own right.

Of the 2,100 visually impaired children in North Carolina, only 173 received the services of a specially trained teacher or received special instructional materials. We need you to help children who are visually impaired. Why not consider a career working with the visually handicapped?
Learning

Children who are "hyperactive", or who have many things to do all at once, may have problems. They may need new teaching strategies and help from all of the school staff. They may have difficulty being able to sit and follow directions.

They may be cruel to other children or to animals. They cannot play like other children. They may not be able to make one decision after another. They may not be able to follow one correct path to the regular rules of the day.

With you as a teacher, you may be able to see the needs of these children better than most. They may need help, to the regular school work.

You might encourage them to do things in their own way. You might set up your own classroom. You might encourage them to do things differently. You might encourage them to do things with other children.

Whatever the situation, the most important thing to do is to help children grow and learn. This is what teaching the learning-minded is all about.

Most important, you may find that learning is the most important thing in the world. And it is the most important thing in the world.

Of the estimated one million children who have problems, only one child has the help they need. The trained teacher, the special teacher, or the child themselves, are not enough. The teacher needs to be interested in teaching the child. The child needs to be interested in learning.
Learning-Disabled

Children who are learning-disabled have been labeled many things, such as "slow learners", "retarded", "hyperactive", and "brain-injured". But they are first of all CHILDREN — children who have specific learning problems and may have difficulty with anyone or all of the school subjects.

They may hear what others say, but not be able to follow directions.

They may be unable to express themselves because they cannot put their ideas into sentences in the way one would expect for their ages.

With you as a specially trained teacher, many of the needs of these children can be met, and they can return to the regular classroom.

You might encounter these children through a resource room, in a self-contained classroom, as an itinerant teacher, or as a consultant to regular classroom teachers.

Whatever the setting, you will have the responsibility for child placement, programming, and consultation.

Most important is the fact that the needs of these children can be met through a special education program and by persons who are prepared to teach them.

Of the estimated 36,000 children who have learning problems, only 515 children received the services of a trained teacher during the past school year. There are not enough teachers or school administrators who can cope with the needs of these children. If you are interested in pursuing a professional career in a new and exciting area for the North Carolina public schools, teaching the learning disabled is the job for you.
Every child or are materially disturbed or emotionally disturbed and their training is different.

He seems not at all upset over this.

The great education process is to and understanding.

Some children need extra help, but need a special pressure box.

As a teacher consultant, it's very important.

Imagine yourself in such a situation.

Of the estimated number of children in the public school system, consider these exciting ideas. You can consider other.
Emotionally Disturbed

Every classroom has children who either manipulate or are manipulated by emotional factors. The emotionally disturbed child, however, is frequently recognized only by trained persons. Not every disturbing child is emotionally disturbed. But many disturbing children and their teachers can benefit from the work of persons trained in this area.

The emotionally disturbed child responds with many different behavioral patterns.

He seems to respond in extremes, either too much or not at all, is constantly in conflict with others, or is upset over past or expected difficulty with others.

The greatest need for these children is a special education program with a teacher who is compassionate to and understanding of the needs of the children.

Some children may remain in the regular classroom but need a crisis teacher when the social or academic pressure becomes too much for them.

As a teacher of these children, you may serve as a consultant to the classroom teacher, in a resource room, in a special classroom, or as an itinerant teacher.

Imagine yourself structuring learning situations for such children so they stand a better chance of becoming stable, happy, and responsible adults.

Of the estimated 36,000 emotionally disturbed children in the public schools of North Carolina, only 139 received the services they needed last year. Why not consider a professional career that is challenging, exciting, in a new area with unlimited dimensions? You can help these children who are sometimes considered out of place in our schools.
If you are interested in working with children who are slower than your kind of job, you may be interested in working in this area.

Unlike children with intelligence group.

In North Carolina, half to three-fourths is considered to be mentally retarded.

The greatest need for special education is to help them develop their abilities.

Sometimes he can be helped by one or more learning programs which put into effect individual needs.

Since there are from one to four students per teacher, ability to meet the needs of the mentally retarded class in socially acceptable manner.

Of the estimated two percent of children of school age, we need you to help them.

We need you to help these children in our public school system.
Educable Mentally Retarded

If you are interested in serving children who require a special slower-paced educational program, working with children who are educable mentally retarded is your kind of job. Why not consider a career in this field and join the superior teachers who are already working in this area?

Unlike children who have a visible handicap, most children who are mildly retarded cannot be singled out in a group.

In North Carolina a child who learns from about one-half to three-fourths of the rate of the average child is considered to be educable mentally retarded.

The greatest need of these children is a good sequential special education program and superior teachers that will help them develop their capabilities to the maximum.

Sometimes he cannot keep up with his classmates in one or more learning areas, but he can achieve academically, physically, and socially when the teacher puts into effect a curriculum designed to meet his individual needs.

Since there are fewer children in the classroom, the teacher is able to plan and to carry out special programs which permit each child to progress at his own rate of development.

Even though they mature mentally and socially more slowly than normal children, with your help as a competent and understanding teacher, educable mentally retarded children can become self-supporting, socially acceptable, and happy citizens in the community.

Of the estimated 42,000 educable mentally retarded children of school age in North Carolina, only 36,208 were taught by a specially trained teacher last year. We need you to teach the educable mentally retarded children in our public schools. The field of education for the mentally retarded provides many opportunities for scholarships, employment, and rapid advancement.
Trainable Men

If you are interested in seeing the trainable mentally retarded, you could change their one of contentment.

Unlike children who are singled out in a group, some trainable mentally retarded is considered to be trained.

In North Carolina, a one-fourth to one-half of the mentally retarded is trained.

The greatest need for a program that is continuous life and one that will be economically useful in the environment.

Under the direction of a teacher, the trainable mentally retarded are taught to become self-help skills and sons.

Since there are fewer children are taught to become an unskilled worker.

As an adult, the trainable mentally retarded become an unskilled worker.

North Carolina ranks second in educational programs for mentally retarded. Of 2,495 children last year. Over 100 if all of these children are trained could change their work of living as a member.

Why not choose a career that is economically useful in the environment.
Trainable Mentally Retarded

If you are interested in helping children who benefit from an educational program designed to help them achieve within their severe learning limitations, teaching the trainable mentally retarded is the job for you. You could change their world from one of isolation to one of contentment.

Unlike children who are educable mentally retarded, some trainable mentally retarded children can be singled out in a group.

In North Carolina, a person who learns from about one-fourth to one-half the rate of the average child is considered to be trainable mentally retarded.

The greatest need for these children is an educational program that is continuous throughout their school life and one that will prepare them to become economically useful in the community or in a sheltered environment.

Under the direction of a competent and understanding teacher, the trainable mentally retarded child learns self-help skills and some social adjustment.

Since there are fewer children in the classroom, the children are taught to take care of their physical needs and to do routine tasks.

As an adult, the trainable mentally retarded person can become an unskilled worker in the community or in a sheltered environment.

North Carolina ranks among the first in providing educational programs for children who are trainable mentally retarded. Of the estimated 3,600 children, 2,495 received the services of a specially trained teacher last year. Over 100 additional teachers are needed if all of these children are to have an educational program designed to meet their individual needs. You could change their world from one of isolation to one of living as a member of the family and community. Why not choose a career working with children who are trainable mentally retarded?
Gifted and Talented

If you are interested in children who have superior potential in verbal ability, social skills, physical development, and creative ability, teaching the gifted and talented is the job for you. The opportunities for teachers interested in working with gifted students are great and richly rewarding.

The characteristic that distinguishes the gifted and talented child is his superior ability to think in abstract terms.

A different curriculum is needed — one that is individualized and personalized, pupil-directed with teacher guidance.

The gifted and talented need the opportunity to pursue individual interests through research.
In children who have superior social skills, physical develop-
ment, and need the opportunity to pursue
ment distinguishes the gifted and superior ability to think in ab-
through research.
estimated 100,000 gifted and talented children of school age, only 22,248 of a trained specially allotted teacher. You like to help? Why not teach and help them to become leaders in which they excel?
Instructional Materials Centers

The concept of Special Education Instructional Materials Centers (SEIMC) was officially formulated in 1962 as a result of the findings of a Presidential Task Force.

The basic purpose of such a center is to provide special educators and allied personnel with ready access to instructional materials and information pertaining to the education of handicapped children.

Since January 1969, the North Carolina Division for Exceptional Children has been cooperating with the Regional Special Education Instructional Materials Center at the University of Kentucky in establishing such centers in North Carolina.

North Carolina's SEIMC Network is concerned with narrowing the vast number of commercially prepared materials to a practical review level for special education teachers.

This network consists of four affiliated centers which provide services to some 152 local school administrative units in all the State's 100 counties.

Future goals of the NCSEIMC Network include establishment of an SEIMC in each of the state's eight educational districts. It is anticipated that closer cooperation with the University of Kentucky Regional Center will aid that facility in improving and expanding its research and development activities. Plans also call for expansion of present in-service training programs as well as establishment of preservice programs for prospective special education centers.

Deaf-Blind Center

North Carolina has been services for deaf-blind children. Virginia, West Virginia and the District of Columbia do not provide services for deaf-blind children.

Deaf-blind child is defined as "a child who is deaf and blind, the combination of which impairments may properly be accommodated in an impaired child or the v"

Vocational Education

Federal funds under the Vocational Education Act provide for the establishment of vocational education programs. These programs are designed to provide counseling, retraining and education for handicapped children.

Psychological Services

This area, in most cases, provides services for deaf-blind children in that its programs. Screening and concomitant psychological services in"
Materials Centers

Special Education Instructional Materials Centers were formulated in 1962 as a result of the findings of Task Force. The purpose of such a center is to provide special educators and others with ready access to instructional materials and aids to the education of handicapped children.

In 1969, the North Carolina Division for Exceptional Education cooperated with the Regional Special Education Materials Center at the University of Kentucky in establishing special education materials centers in North Carolina.

The SEIMC Network is concerned with narrowing the commercially prepared materials to a practical review for teachers.

It consists of four affiliated centers which provide services to school administrative units in all the State's 100 school districts.

NCSEIMC Network include establishment of an SEIC Center in the state's eight educational districts. It is anticipated that cooperation with the University of Kentucky Rehabilitation will help improve and expand its development activities. Plans include call for expansion of training programs as well as establishment of SEIC Centers as the SEIC Centers in the state.

Deaf-Blind Center

North Carolina has been awarded a planning grant to coordinate services for deaf-blind children in the Mid-Atlantic Region — Maryland, Virginia, West Virginia, North Carolina, South Carolina, and the District of Columbia under Title VI-C. These services for deaf-blind children are for diagnosis, education, and consultation. The deaf-blind child is defined as “a child who has auditory and visual handicaps, the combination of which causes such severe communication and other developmental and educational problems that he cannot be accommodated in special education programs for the hearing-impaired child or the visually handicapped child.”

Vocational Educational Act

Federal funds under the Vocational Education Act have been used to establish vocational education programs in the middle school and the high school for handicapped children. Vocational Rehabilitation has provided counseling, retraining, and work placement for handicapped children.

Psychological Services

This area, in most cases, transcends all areas of programs for handicapped children in that its services are used or needed in all such programs. Screening and in-depth evaluation of children with primary and concomitant psychological problems that interfere with their learning potential; in-service and consultation programs for teachers, administrators, and other personnel working with children, and improvement of services are all important features of psychological services in education. Recruitment and administration of services are ongoing aspects in the improvement of programs and teaching methods.
How You Can Go to School

Financial Aid is available to students pursuing a career in the education of exceptional children. Among the sources are the federal government, the North Carolina Department of Public Instruction, colleges and universities, and local and State organizations. Information may be obtained by writing one or more of the following:

Summer Traineeships and Full-Time Fellowships in all areas of education for the handicapped

Program Administrator
Public Law 91-230, Part D
Education of the Handicapped Act
Division for Exceptional Children
North Carolina Department of Public Instruction
Raleigh, North Carolina 27602

Teachers of the mentally retarded

Scholarship Loan Fund for the Mentally Retarded
North Carolina Department of Public Instruction
Raleigh, North Carolina 27602

Any area of education

Prospective Teacher Loan Fund Scholarship
North Carolina Department of Public Instruction
Raleigh, North Carolina 27602

Financial Aid Officer
The college or university of your choice

Area of Speech and Hearing

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Directors of Special Education

Council for Exceptional Children
1499 Jefferson Davis Highway — Suite 900
Jefferson Plaza
Arlington, Virginia 22202

Think About It—

If you choose a career in education for exceptional children, you might consider:

- Physically impaired children to feel that they are experienced.
- Children with speech impairments to overcome speech problems.
- Children with visual impairments to become individuals in their own right.
- Children with impaired hearing to communicate.
- Educalble mentally retarded children to be acceptable in their communities.
- Trainable mentally retarded children to be part of their environment and to achieve some social acceptability.
- Gifted and talented children to develop their potential for positions of leadership in line with their abilities.
- Children with learning disability to learn by presenting the areas in which they have difficulty.
- Emotionally disturbed children to become stable adults.

If you would like more information or suggestions, write to—

Program Administrator
Public Law 91-230, Part D
Education of the Handicapped Act
Division for Exceptional Children
North Carolina Department of Public Instruction
Raleigh, North Carolina 27602
Think About It—

If you choose a career in education for exceptional children, you could help—

- Physically impaired children to feel that they are not handicapped, but only inconvenienced.
- Children with speech impairments to overcome their handicaps or to adjust to their speech problems.
- Children with visual impairments to become independent people and to be accepted as individuals in their own right.
- Children with impaired hearing to communicate orally and to live successfully in a hearing world.
- Educable mentally retarded children to be self-supporting and to become socially acceptable in their communities.
- Trainable mentally retarded children to become economically useful in a sheltered environment and to achieve some social adjustment.
- Gifted and talented children to develop their potentials to the fullest and to assume positions of leadership in line with special abilities.
- Children with learning disability to learn by using their strengths and abilities as approaches to the areas in which they have difficulty.
- Emotionally disturbed children to become stable, responsible, happy children and adults.

If you would like more information or suggestions about your possible contributions, write to—

Mrs. Pearle R. Ramos
Program Administrator, Public Law 91-230, Part D
Division for Exceptional Children
North Carolina Department of Public Instruction
Raleigh, North Carolina 27602