ABSTRACT

The annotated bibliography on programs for the aurally handicapped contains approximately 85 abstracts and associated indexing information for documents selected from the computer file of the Council for Exceptional Children's Information Center and published from 1964 to 1973. It is explained that the documents were chosen according to criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service (EDRS), and how to order "Exceptional Child Education Abstracts" in which the abstracts were originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. References included treat of aspects such as language development, program design, curriculum, programmed instruction, and early identification. (DB)
AURALLY HANDICAPPED-PROGRAMS

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 624

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view of either The Council for Exceptional Children or the National Institute of Education.
How to Use This Bibliography

The Exceptional Child Bibliography Series was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in Exceptional Children Bibliography Series contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

Abstracts appearing in the bibliographies have also been published in Exceptional Child Education Abstracts, the quarterly abstract publication of the Council for Exceptional Children. Approximately 750 abstracts covering the broad range of exceptionality appear in each issue. (Subscription order form below.)

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Clearinghouse accession number
Publication date
Author(s)
Title

Abstract number used in indexes
ERIC accession number. Use this number when ordering microfiche and hard copy
Number of pages. Use this figure to compute cost of hard copy.

Institution(s)
Contract or grant number
Descriptors—subject terms which characterize content

Summary

Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.*
INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on Aurally Handicapped Programs from the Center's computer file of abstracts are listed alphabetically below:

- Audiometric Tests
- Audition (Physiology)
- Auditory Evaluation
- Auditory Tests
- Aurally Handicapped
- Cued Speech
- Deaf
- Deaf Education
- Deaf Interpretation
- Educational Programs
- Finger Spelling
- Hard of Hearing
- Hearing Aids
- Hearing Loss
- Hearing Therapists
- Hearing Therapy
- Manual Communication
- Program Budgeting
- Program Coordination
- Program Costs
- Program Descriptions
- Program Design
- Program Development
- Program Effectiveness
- Program Evaluation
- Program Improvement
- Program Planning
- Sign Language
- Visible Speech

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

- Deaf American, 905 Bonifant So., Silver Spring, Maryland 20910
- Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
- Hearing and Speech News, 919 18th St., N.W., Washington, D.C. 20006
- Journal of Rehabilitation of the Deaf, Box 125, Knoxville, Tennessee 37901
- Journal of Speech and Hearing Disorders, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014
- Rehabilitation and Research Practice Review, West Avenue Annex, 346 N. West Avenue, University of Arkansas, Fayetteville, Arkansas 72701
- TEACHING Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
- Teacher of the Deaf, 54 Northbrook Street, Newbury, Berkshire, England
- Volta Review, 1537 35th Street, N.W., Washington, D.C. 20007

The abstracts in this bibliography were selected from Exceptional Child Education Abstracts, Volumes 1-V, No. 1.
ABSTRACT 10231
Descriptors: exceptional child education; speech handicapped; language handicapped; state programs; speech therapy; hard of hearing; aphasia; speech therapists; speech instruction; specialists; special services; children; program planning; state departments of education; organization; special programs; public school systems; program guides; educational legislation; communication problems; verbal communication; individual needs; program administration; speech handicaps; California
Prepared for school administrators, consultants, teachers, and hearing therapists, and others concerned with educating communication handicapped children in California, the booklet offers help planning speech and hearing programs. Discussion of the needs of the communication handicapped child covers a definition of communication disorders and the speech and hearing specialist's functions, qualifications, services, and relationship with the classroom teacher. Discussion of legal and professional foundations for a speech and hearing program include services of state consultants, responsibilities of superintendents, and financial support. Organizational considerations and objectives considered are identification and evaluation, the number of specialists, case load selection, length and types of therapy sessions, coordinating services, record keeping, facilities, and summer programs. Responsibilities of administrators, teachers, therapists, and parents are outlined. Consideration is given to services for hard of hearing children (including a definition of the child and information on special educational services) and to programs for dysphasic children (including identification, diagnostic procedures, characteristics of the child, special program coordination, pupil placement and dismissal, the educational program, class size, evaluative procedures, and teacher functions and competencies). The appendix contains reprints of two papers on public school speech therapy, a classification of speech disorders, lists of credential requirements, accredited training centers, and California Educational Code regulations pertaining to speech and hearing therapy programs. Suggestions are made for reports and records, and a sample annual report of the speech and hearing specialist is included. A list of references and recommended readings is presented on each main topic, and an additional list of readings on meeting the speech and language needs of mentally retarded children appears in the appendix. (JB)
Schools to update their vocational mile-

by the deaf focuses on the need for
growth of industrial
equipment for better screening and
such as refined hearing aids and audiol-

some causes of deafness, and the chang-

and antibiotics which have

advancements; medical treatment: hearing

testing programs; state departments er

A Proposed Plan for the Improvement
of the Education of the Deaf and Se-

7010, Myers Building, Springfield, Illinois

2701.

Descriptors: exceptional child services;
aurally handicapped; state programs;
program planning; administration; inci-
dence; prevention; patient counseling;
identification; professional personnel;
clinical diagnosis: educational programs;
educational needs; psychiatric services;
social recreation programs; vocational
rehabilitation; interagency coordination;
auditory evaluation; Illinois

The results of 2 1/2-year study to formu-
late an overall plan utilizing and coordi-
nating existing services for hearing im-
paired children are reported. The de-
definition, classification, incidence, and
prevention of hearing impairment and the
orientation of professional personnel are
discussed. Recommendations are given
for identification and medical referral of
children with hearing impairment in
terms of classification, personnel require-
ments, identification procedures for pre-
school and school age children, hearing
examinations; and test equipment.
Illustrative materials include an audi-
ogram: a scale of hearing handicap, tabu-
lar representations of degree of impair-
ment, as related to educational needs:
screening frequencies, and permissible
noise levels for screening. Also consid-
ered are the following services for the
hearing impaired: parent counseling;
education of hearing impaired children;
role of university clinics and laboratory
schools as psychiatric and social services:
rehabilitation and employment; and coordi-
nation of services. (JB)

ABSTRACT 11001
EC 01 1190 ED 027 679
Publ. Date Feb 69
Frick, James J.
A Study of Current Practices in Edu-
cation for Hard-of-Hearing Children.
Interim Report:
American Speech and Hearing Associa-
tion, Washington, D. C., Joint Commit-
tee on Audiology and Education Of the
Deaf
Office of Education (DHEW), Washing-
ton, D. C., Bureau of Research
EDRS mf, hc
OEG-0-8-071939-0188(032)
BR-7-1039
Descriptors: exceptional child research;
aurally handicapped; educational pro-
grams; identification; hard of hearing:
testing programs; state departments er
education: school districts: private
schools; public schools; hearing clinics:
incidence; standards; auditory evalu-
ation; referral; professional personnel:
statistical surveys
To gather information about case find-
ings and special educational services for
hard of hearing children, questionnaires
were sent to state departments of educa-
tion and of health, to an approximate
10% random sample of local school dis-
tricts serving 600 or more students, to all
known public and private facilities for the
deaf, and to speech and hearing
centers. State departments of education
and health reported on types of hearing
services required by laws; and qualifica-
tions of testing personnel, and 15 esti-
ipated the number of hearing impaired
children in their states. Local school dis-
tricts, divided into six groups according
to student population, provided informa-
tion on hearing testing services, method
of provision (directly or through other
facilities), educational services, and
kinds and numbers of facilities providing
testing services. Schools for the deaf
indicated number of students enrolled, degree
of hearing impairment, reasons for referral
of hard of hearing students, and number
and kinds of classes. Types of hearing
testing services, kinds of programs for
hard of hearing students, types of staff
persons who usually perform services,
and availability of other programs for
children who complete the center pro-
gram are described for speech and hear-
ing centers. (RP)

ABSTRACT 11190
EC 01 1190 ED 027 679
Publ. Date Feb 69
Frick, James J.
A Study of Current Practices in Edu-
cation for Hard-of-Hearing Children.
Interim Report:
American Speech and Hearing Associa-
tion, Washington, D. C., Joint Commit-
tee on Audiology and Education Of the
Deaf
Office of Education (DHEW), Washing-
ton, D. C., Bureau of Research
EDRS mf, hc
OEG-0-8-071939-0188(032)
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Descriptors: exceptional child research;
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testing programs; state departments er
education: school districts: private
schools; public schools; hearing clinics:
incidence; standards; auditory evalu-
ation; referral; professional personnel:
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and kinds of classes. Types of hearing
testing services, kinds of programs for
hard of hearing students, types of staff
persons who usually perform services,
and availability of other programs for
children who complete the center pro-
gram are described for speech and hear-
ing centers. (RP)
To explore and evaluate the feasibility of providing language instruction to parents of young deaf children in a home-like environment, a demonstration home was established at a clinic. Parents were invited to attend weekly meetings which were reduced to 1/2 hour in length during the course of the project. Parents, as well as siblings, family members, and materials from their home. A single tutor worked with each family in separate rooms in language building activities. Fifty-two families who visited the demonstration home for 10 weekly visits were compared with 25 families who were enrolled in the John Tracy Clinic standard service program. Language development in the children was assessed with the Boone Scale and changes in the parent information and attitudes were assessed by scales previously developed at the Clinic. The language scales were too unreliable to be satisfactory, but all showed substantial gains for the demonstration home children. The parent information scores showed that the demonstration home parents did slightly better than the control group of parents. There was no change in the parent attitude scales. Experience with the program was judged so satisfactory by the staff of John Tracy Clinic that the program is being continued as a Clinic function after the expiration of federal grant and has been extended to two similar branch programs.


Descriptors: exceptional child research; orally handicapped; early intervention; audiological training; teaching methods; program evaluation; preschool children; deaf; language instruction; rating scales; tutoring; parent attitudes; language development; speech clinics: Boone Infant Speech and Language Development Scale; John Tracy Clinic

Effective language development of hearing handicapped children is necessary for their adjustment to employment. (CH)
drop off losses accounted for 925 of the 1,000 cases. Conductive loss accounted for 43% of the cases, S-N loss 23%, and S-N 4,000 Hz drop off 34% of the cases at age of identification. Most cases of conductive and S-N loss were found in early grade levels, while S-N 4,000 Hz dropoff was found only in the early school age population. More males (249) than females (51) had marked high tone loss. Children meeting the criteria for medical referral received medical consultation, others with less severe hearing loss are followed by periodic audiological tests. Although the incidence of hearing loss remained approximately 3% of the total population screened between 1960 and 1965, the severity of hearing loss in new cases was reduced, at least partially as a result of the conservation program. (GD)

ABSTRACT 20149
EC 02 0149 ED N.A.
Publ. Date Nov 69 16p.
Ferguson, Donald G.
Teacher Assessment of Project Hurdle.
EDRS not available
American Annals of the Deaf; V114 N5 P946-61 Nov 1969
Descriptors: exceptional child education; aurally handicapped; instructional materials; teacher attitudes; instructional media; multimedia instruction; program evaluation
To determine the effects of Project Hurdle, questionnaires completed by 148 teachers of the deaf were analyzed. The project intended to indicate the promise of educational media, to implement new use of media, and to instruct in the utilization of new equipment. The findings were that the overhead projector received much greater utilization after the project (47% gain in frequency of usage); use of the heat copier and dry mount press increased; use of lettering sets and photographic equipment did not show unusual gains; and the chalkboard was used less because of the substitution of other media. In general, all equipment included received greater utilization, and availability usually is increased. After the project, the majority of the teachers felt that their teaching had improved or that educational media were effective supplements, and 93% felt that awareness of possibilities had increased. Comments were mixed, however, and examples are included as are tables of findings. (JL)

ABSTRACT 20151
EC 02 0151 ED N.A.
Publ. Date Nov 66 5p.
Gunderson, A. Norman
Quality Education Near Home.
EDRS not available
Volta Review; V68 N9 P665-9 Nov 1966
Descriptors: exceptional child education; aurally handicapped; program planning; oral communication; incidence; educational needs; cooperative programs; regional programs; administrator role; grouping (instructional purposes)
The environmental advantages of day class programs for the deaf are presenti-

Ball State University, Muncie, Indiana Office of Education (DREW), Washington, D. C., Captioned Films for the Deaf Branch EDRS m.fhc

Descriptors: exceptional child education; attitudes; employment opportunities; conference reports; teacher qualifications; educational trends; instructional improvement; educational programs; vocational education; program development; vocational education; aurally handicapped; Workshop for Improving Instruction of the Deaf

This report contains an overview which traces the technological revolution of the last 50 years and the impact it has had on the deaf blue collar workers, especially deaf blue collar workers. The vocational program is discussed and a vocational program that fits most facilities in schools for the deaf is presented. Desirable vocational teacher qualifications are reviewed, and sources where vocational teachers may be recruited are explored. Suggestions are made regarding areas that may provide increased employment opportunities for the deaf worker of the future. Finally, a list of government programs in the area of and related to vocational education is provided. Basically, these are opportunities which the local school system might explore for purposes of acquiring support.

ABSTRACT 21211
EC 02 1211 ED N.A. Publ. Date Sep. 69 16p.
Watts, W. J.
The Rationale of Programmed Learning and the Place of the Teacher. EDRS not available

Descriptors: exceptional child education; programmed instruction; teacher roles; educational technology; teaching machines; material development; instructional media; program evaluation; interpersonal relationship; aurally handicapped

It is my intention first of all to consider the place of the teacher of the deaf in a modern technological age. The reason for doing this lies in the fact that personal teaching is of such great value and can still do that presentation; media and teaching aids cannot. But it is still saved for its own special function. The second section of this paper considers the rationale of programmed learning, the third section summarizes the historical development of programmed learning with deaf children, and the final section deals briefly with the application of education- al technology in the future. (JM)

ABSTRACT 21473
EC 02 1473 ED 034 331 Publ. Date 67 380p.
Fusfeld, Irving, Ed.
A Handbook of Readings in Education of the Deaf and Postschool Implications. EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($18.00).

Descriptors: exceptional child education; aurally handicapped; vocational rehabilitation; educational programs; identification; administration; etiology; preschool programs; language development; vocational education; multiply handicapped; psychological evaluation; teacher education; regular class placement; auditory evaluation; academic education; teaching methods; hearing aids; guidance services; parent role

Articles ranging from medical and technical aspects of deafness to its social and psychological implications are included in the collection. Discussed are the basic principles of educating the deaf and a history of that education, the causes of hearing loss in children, the necessity of early assessment, and some current trends and problems in education. Further presentations concern preschool training, the relationship of language instruction and child placement, several aspects of school programs (including academic subjects), the development and problems of communication, the accomplishments and training of teachers, aspects of auditory amplification in actual use, vocational preparation, guidance services, and the role of the family in education. Attention is also given to the appraisal of problems, the difficulties of multiply handicapped children, psychological considerations, research, rehabilitation, and prospects after formal education is completed. (JM)

ABSTRACT 21537
EC 02 1537 ED N.A. Publ. Date Nov 65 7p.
Krug, Richard F.
An Approach to Teaching Language to Young Deaf Children. University of Colorado, Boulder Office of Education (DHEW), Washington, D. C., Division of Handicapped Children and Youth EDRS not available

Descriptors: exceptional child education; aurally handicapped; language instruction; concept formation; language development; educational methods; sequential approach; sequential programs; syntax; program descriptions

A project designed to determine if emphasis on proper word sequence and word function can facilitate language acquisition by the young deaf child is described. Attention is focused on the function of the word rather than increasing denotative vocabulary, and two types of materials are used: those needed for vocabulary development and color coded blocks to represent given grammatical units. Verbs are presented in an unusual way: a single verb concept is given in simple past tense, negative form, and question form, then in future tense, negative form, and question form. This form of presentation is reportedly designed to teach the human activity has three senses: past, present, and future. Other desired concepts are word relationship, word interchange, action as happening or not happening, and questioning. The planning and developmental phases of the project are completed but demonstration, revision, and dissemination is ongoing. (MW)

ABSTRACT 22003
EC 02 2003 ED 036 016 Publ. Date 67 11p.

Descriptors: exceptional child education; aurally handicapped; preschool programs; parent participation; program administration; state programs; parent counseling; educational programs; nursery schools; educational finance; educational objectives; Minnesota

The bases and need for Minnesota's family oriented services for hearing impaired preschoolers are stated. Guidelines specify program objectives and standards, and describe the instructional and comprehensive programs. The need for parent involvement is considered along with parent counseling and guidance. Also delineated are site, personnel qualifications, class size, program evaluation, state reimbursement, and foundation and transportation aids. (AW)

ABSTRACT 22025
EC 02 2025 ED 036 038 Publ. Date Feb 68 84p.

New York State Education Department, Albany EDRS m.fhc

Descriptors: exceptional child education; aurally handicapped; preschool children; educational programs; remedial programs; language handicaps; perceptual motor learning; child development; early childhood; identification

A summary is given of the proceedings of a Special Study Institute which investigated the problem of identifying the preschool or the nursery child with a hearing impairment as well as potential problem areas in educational programming for him. Considered are the healthy
child, some of the deviant functioning of the impaired child, and identification and educational remediation, particularly in language development. Speech and panel reports discuss the following topics: reasons for a special study institute, contemporary perspectives on the education of the deaf, acceptance and understanding in child growth and development, deviant functioning of the young child, language disorders in preschool children, and the dynamics of sensory motor experiences from infancy to 6 years. A summation is given of the conference proceedings. (WW)

**ABSTRACT 22139**
EC 02 2139 ED N.A. Publ. Date 69 226p.
Griffith, Jerry, Ed.
Persons with Hearing Loss.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($1.10). Descriptors: exceptional child education; aurally handicapped; clinical diagnosis; communication skills; special programs; deaf education; educational history; auditory evaluation; speech evaluation; psychological evaluation; lipreading; auditory training; manual communication; finger spelling; educational programs; vocational education; educational methods; guidance; language development; vocational counseling; self concept.

Ten contributors discuss persons with hearing loss. Historical perspectives and current practices and programs in the education of the deaf are reviewed. Also covered are aural rehabilitation, manual communication, vocational counseling, and guidance. Aspects of assessment and evaluation are considered, including differential diagnosis of hearing loss, diagnosis of language and hearing disorders, and psychological evaluation. Appendix presents requirements for the following: course preparation of teachers of the deaf; Class A and Class B certification; and the certificate of clinical competence. (JD)

**ABSTRACT 22155**
EC 02 2155 ED N.A. Publ. Date May 70 6p.
Craig, William N. and Others
A Progress Report-Post-Secondary Opportunities for Deaf Students.
EDRS not available
Volta Review; V72 N5 P250-5 May 1970

Descriptors: exceptional child education; aurally handicapped; post secondary education; educational opportunities; college programs; vocational education; teacher education; occupational choice; program descriptions

A federally-supported project to increase the educational opportunities for deaf students in 1965-66 resulted in establishing three post-secondary programs for deaf pupils in three well-established schools in three different sections of the country. Delgado College, New Orleans, Louisiana; Seattle Community College, Seattle, Washington; and St. Paul Vocational Institute, St. Paul, Minnesota. All three programs are being coordinated through the School of Education of the University of Pittsburgh. Evaluation of the total effectiveness of the project necessarily remains for the future, but experience so far indicates that this type of program when sincerely administered in carefully selected community colleges and technical schools can serve deaf students. (Author)

**ABSTRACT 22156**
EC 02 2156 ED N.A. Publ. Date May 70 7p.
Fellendorf, George W.
Technical Training for Deaf Students at a Community College.
EDRS not available
Volta Review; V72 N5 P296-302 May 1970

Descriptors: exceptional child education; aurally handicapped; community colleges; technical education; program descriptions; admission criteria; job placement; counseling

A program to integrate deaf students into the regular programs at a two-year community college has been underway at Delgado College, New Orleans, Louisiana, since 1968. With a great deal of evaluative and supportive help from special counselors, 20 or more deaf students from all over the United States are finding it possible to undertake junior college work leading to skills, and possibly professions, in the trades and technical area. Discussed are the preparation, training, and employment procedures of the program and favorable and unfavorable evaluations by the students. (Author/JIM)

**ABSTRACT 22187**
EC 02 2187 ED 037 839 Publ. Date 67 242p.
Symposium on Research and Utilization of Educational Media for Teaching the Deaf: The Educational Media Complex (Nebraska Center for Continuing Education, Lincoln, Nebraska, April 10-12, 1967).
Nebraska University, Lincoln, Department of Educational Administration Office of Educational Development (DHEW), Washington, D. C.
Captioned Films for the Deaf Branch
EDRS m.hc

Descriptors: exceptional child education; aurally handicapped; instructional materials centers; program development; deaf; multimedia instruction; inservice teacher education; instructional films; material development; audiovisual aids; educational technology; equipment; program administration; media specialists; program planning; school libraries

Papers consider the problems of combining library science and audiovisual education into educational media complexes, or Instructional Materials Centers (IMC's), in schools for the deaf. Areas covered include the 'concept' of such centers, their relationship with the school's library, and the personnel, equipment, materials, and production facilities required. Existing library programs are reviewed and 'implementation' of media programs is discussed. Inservice teacher education in the use of media is also treated. As are the role of the small IMC in diffusing educational innovations and the purpose of educational media in the learning process. (JB)

**ABSTRACT 22201**
EC 02 2201 ED 037 853 Publ. Date 69 109p.
Gross, F. P.; Fichter, George R.
Ohio School Speech and Hearing Therapy.
Ohio State Department of Education, Columbus, Division of Special Education
EDRS m.hc

Descriptors: exceptional child education; speech therapy; hearing therapy; state programs; program descriptions; state departments of education; speech handicapped; aurally handicapped; hearing conservation; program administration; speech therapists; hearing therapists; speech instruction; program design; Ohio

The general status of Ohio's school program of speech and hearing therapy is described; in terms of a historical perspective and past achievements, the present status of therapist employment, percentages of trained personnel provided by various universities, and suggestions for needed research. Information concerning program standards, the areas of certification, state board of education program standards and related division policies, equipment and facilities, program organization, records and reports, sources of professional assistance, and an overview of the program within the school system. The hearing impaired program is summarized, and methods of audiometric evaluations are provided. (RD)

**ABSTRACT 22211**
EC 02 2211 ED N.A. Publ. Date May 66 11p.
Craig, William N.; Anderson, Peter E.
The Role of Residential Schools in Preparing Deaf Teen-Agers for Marriage.
EDRS not available
American Annals of the Deaf; VIII N3 P488-98 May 1966

Descriptors: exceptional child research; aurally handicapped; curriculum; health; residential schools; adolescents; sex education; educational programs; educational policy; social experience; dating (social); family; education; questionnaires; teenagers; homemaking; education; parent school relationship; administration

An assessment of the special problems in the residential schools' responsibility in preparing deaf teenagers for marriage, the study considered the communication problem imposed by deafness and the social restrictions imposed by residential living. Existing policies and programs of residential schools for the deaf on dating and marital relations and post-high school education were examined. A questionnaire was mailed to the administrators of the 66 residential schools for the
deaf in the United States, and returns from 91.7% of these schools were evaluated. The first section of the questionnaire dealt with the schools' policies and programs concerning dating and social relationships among teenage students. The second section asked questions regarding family. The data indicated much higher agreement by the administrators on provisions for dating and social relationships than on family life education. Only about half of the schools, however, permitted dating off campus although 85% allowed some dating. Although homework was part of the curriculum in 93.3% of the schools, assistance in identifying the important considerations in selecting a marriage partner was offered in only 36.7%. Formal provisions for sex education were established in half of the schools while informal sex information was provided in 91.7% of the schools. One-third of the administrators indicated that they were uncertain about parental attitudes toward sex education in the school. In all, the role of the residential school for the deaf in preparing teenagers for marriage appeared to rest upon the administration, as the schools are not in a position to have such a program. The development of closer relationships with the parents would provide a base for evaluating any provisions and programs. Included in the study are eight tables, a comparison of its findings with findings in K.F. Altshuler's study (1966), selection comments by administrators, and a full copy of the questionnaire. (JD)

ABSTRACT 22826

Seemingly more important than method (oral, manual) or type of school (residential, day) in the education of the deaf, are certain fundamental characteristics which combine to form a comprehensive educational program. Aspects discussed are emotional and mental sufficient to permit homogeneous grouping, and all classroom teachers trained at approved training centers for teachers of the deaf. A comprehensive program allows staffing which provides for trained and experienced principals, supervising teachers, guidance and counseling, speech, and hearing, and experienced with deaf children. The program must contain provisions for meeting the needs of all deaf children; including those who are less adept at speech reading and those with the milder multiple handicaps. Opportunities must be included for participation in sports and student activities, and vocational education should be provided for secondary school age deaf students. The debate on where the deaf child should be educated need not be resolved in favor of one type of facility or another if we can agree on reasonable criteria for a comprehensive program and strive for such in residential and local schools alike. (JB)

ABSTRACT 22870
EC 02 2870 ED 040 522 Publ. Date Oct 69 126p. McConnell, Freeman and Others A Study of Current Practices in Education for Hard-of-Hearing Children. Final Report. American Speech and Hearing Association, Washington, D.C., Joint Committee on Audiology and Education Of the Deaf Office of Education (DHEW), Washington, D.C. EDRS mf,he OEG-0-8-071039-0188(032) BR-7-1039 Descriptors: exceptional child research; aurally handicapped; educational needs; identification; educational programs; clinics; deaf; hard of hearing; public schools; special schools; state agencies; professional personnel; ancillary services

Descriptive data were gathered from state departments of education and health, local school districts, speech and hearing clinics, and residential and day schools for the deaf and hard of hearing. Site visits were made to 10 school districts. Results demonstrated that more emphasis was being placed upon the identification of children with hearing loss than upon the education and continued re-evaluation of these children. Site visits confirmed the impression that there was a lack of understanding of the special educational needs of hard of hearing children. Preschool programs were general unable to affect identification or educational programs. Schools for the deaf were frequently required, by default, to accept hard of hearing children, but only infrequently made special provisions for them. Clinics identified their chief function as providing identification and communication skills development services for preschool children. Recommendations were made involving educational, leadership, and research needs. (Author/ID)

ABSTRACT 30033
EC 03 0033 ED 043 159 Publ. Date Oct 69 110p. Crala, William N.; Burrows, Nona L. Improved Vocational, Technical and Academic Opportunities for Deaf People: Research Component. Final Report. Pittsburgh University, Pennsylvania, School of Education Social and Rehabilitation Service (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. EDRS mf,he Descriptors: exceptional child research; aurally handicapped; post secondary education; program evaluation; program services; audiovisual instruction; junior colleges; technical institutes; vocational education; administrator guides; Delgado College (New Orleans)

A 5-year project is planned to increase opportunities for the deaf by using existing vocational and technical schools and junior colleges customarily serving the hearing. Its pilot planning phase developed guidelines for program establishment. A comprehensive plan is planned for program evaluation and improvement. Preparatory meetings and site visits were made to the three schools involved. A list is provided of tests to be
used; guidelines, comprising around a
disabled educational programs for the deaf
child. Superior progress was found to have
beem made by both parents and children.
Problems were found to include difficulty
in articulation, emphasis (particularly among
the lower-class parents), and the need for
parent involvement in the educational pro-
cess. The study found that improvement
in the educational process involved in
educating a deaf child.

The study determined ways in which
the educational process for the deaf
child could be improved. The findings
suggest that the current educational
process for the deaf child is not ade-
quately designed to meet the needs
of deaf children. The study recommends
the following improvements:

1. Increased parental involvement
   in the educational process.
2. Greater emphasis on articulation
   and speech improvement.
3. More effective use of speech
   and language therapists.
4. More attention to the emotional
   and social development of deaf
   children.
5. Development of special pro-
   grams for preschool deaf children.

The study also found that deaf children
who receive educational programs designed
for their specific needs tend to make
greater progress than those who receive
educational programs designed for
hearing children.

In conclusion, the study recommends
that educational programs for deaf
children be designed to meet the
needs of deaf children. The study
also recommends that parental
involvement in the educational
process be increased.

The author concludes that the field
of educational audiology for the limited
hearing infant needs further research
and development in order to improve
the educational process for deaf
children.

The study found that deaf children
who receive educational programs
designed for their specific needs
make greater progress than those
who receive educational programs
designed for hearing children.

The study also found that deaf
children who receive educational
programs designed for their specific
needs tend to make greater progress
than those who receive educational
programs designed for hearing
children.

The study concludes that educational
programs for deaf children should
be designed to meet the needs of
deaf children and that parental
involvement in the educational
process should be increased.

The study also found that deaf
children who receive educational
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than those who receive educational
programs designed for hearing
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The study concludes that educational
programs for deaf children should
be designed to meet the needs of
deaf children and that parental
involvement in the educational
process should be increased.
A Demonstration to Determine the Effectiveness of Providing Rehabilitation Services to the Adult Deaf in an Ongoing, Comprehensive Rehabilitation Facility for Handicapped Hearing Persons: Arkansas State Board of Vocational Education, Little Rock Rehabilitation Services Administration (DHHS), Washington, D.C.

EDRS mf,he

text: exception child research; all disabled; vocational rehabilitation; Rehabilitation; Evaluation; Adults; multiply handicapped; underachievers; communication problems; vocational training centers; skill development; Arkansas

To determine the effectiveness, feasibility, and desirability of providing rehabilitation services to the adult deaf in a residential facility for handicapped hearing persons, 131 deaf clients were studied during 3 years. Forty were multiply handicapped while the majority were underachievers. The program was viewed as only desirable to a degree due to a lack of specialized staff and too little individual instruction in vocational skills. During the 3 years, 57 students completed training while 46 terminated before completion; 85% of the total were judged to have made worthwhile personal, social, and vocational gains, but most did not appear to benefit to the extent of their capabilities. Services for the deaf were less consistent for some of the study, but questions were raised concerning permanent continuation. The deaf were often short-changed as a result of communication difficulties. Additional data and conclusions are presented. (RJ)

A Resource Guide for Teachers of Young Hearing Impaired Children

Capitol Region Education Council, West Hartford, Conn.; Bureau of Elementary and Secondary Education (DHEW/IOE), Washington, D.C.

EDRS mf,he

text: exception child education; all disabled; curriculum guides; primary grades; resource guides; instructional materials; children's books

Directed to teachers of young hearing impaired children, this guide attempts to help them avoid the step-by-step approach to language acquisition and phonological development. Instead, the teacher is directed as a guide who leads the children to more sources of information and understanding and encourages curiosity, spontaneity, and creativity. Content units are presented which concern the relationships of the child to his environment: his body and feelings, the home and school, time, animals, and nature. Instructional materials and activities are suggested for each unit. Also included are a list of materials suitable for beginning language arts, a section on rhythm, and a bibliography of books for parents. (RJ)

A Sourcebook of Public School Programs for the Handicapped Hearing Impaired

Indiana State Dept. of Public Instruction, Indianapolis, Division of Special Education

EDRS mf,he

text: exception child education; all disabled; creative; administrative policy; state programs; educational programs; program planning; state standards; guidelines; Indiana

Intended for public school administrators, teachers, and speech and hearing therapists, this sourcebook contains guidelines for setting up programs to implement the statewide mandatory special education plan for hearing impaired children in Indiana. Outlined are procedures to follow in comprehensive programming for the following categories of the hearing impaired: Infants (ages 0-12 months); Preschool (ages 13-24 months); Hearing Impaired (ages 2-21 years); Multiply Handicapped Hearing Impaired (ages 2-21 years); and Multiply Handicapped Hearing Impaired (ages 6 months-21 years). The document is devoted to detailing the components, administrative organization, programming, child placement procedures, facilities, curriculum, and administrative aspects of educational programs for each of the four categories of hearing impaired children. Additional data on program levels, geographic service areas, and special schools and classes in Indiana are added, in addition to numerous sample programs, facility and certification requirements. (KW)

ABSTRACT 32887

EC 03 2387 ED 053 509
Pub Date Nov 70 184p.


EDRS mf,he

text: exception child education; all disabled; curriculum guides; primary grades; resource guides; instructional materials; children's books

Directed to teachers of young hearing impaired children, this guide attempts to help them avoid the step-by-step approach to language acquisition and phonological development. Instead, the teacher is directed as a guide who leads the children to more sources of information and understanding and encourages curiosity, spontaneity, and creativity. Content units are presented which concern the relationships of the child to his environment: his body and feelings, the home and school, time, animals, and nature. Instructional materials and activities are suggested for each unit. Also included are a list of materials suitable for beginning language arts, a section on rhythm, and a bibliography of books for parents. (RJ)

ABSTRACT 32997

EC 03 2997 ED 059 205p.
Pub Date Jul 71 205p.

Upreading: For the Oral Deaf and Hard-of-Hearing Person

Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.75).

EDRS not available

text: exception child education; all disabled; lipreading; phonetics; lesson plans; oral communication

The book presents lessons for teaching lipreading to hard of hearing and deaf persons who have speech and a memory of speech rhythm. With the viewpoint that lipreading is phonetic and that only 25% of what is said can be seen, considerable analytical study leads to lipreading. Vowels and syllables are the focus of the synthesis technique. An ample selection of practice material includes drills with syllables, words, and word comparisons. Also included is emphasis on common stumbling blocks to the hard of hearing. The book is suited for persons aged 12 years and older. (CB)

ABSTRACT 33076

EC 03 3768 ED N.A.
Pub Date Jul 71 3p.

Pushing Back the Walls Between Hearing and Hearing Impaired Children

Vola Review: V73 N6 P359-64 Sep 71

EDRS not available

text: exception child education; all disabled; regular class placement; program descriptions; foreign countries; elementary school students; Canada

The ultimate goal of the integration program of the Montreal Oral School for the Hearing Impaired is to help the hearing impaired student become a useful member of society by providing educational opportunities in a regular school setting. A total of 100 hearing impaired students are integrated into the regular schools on a part-time basis. The hearing impaired students are integrated into the regular classes in a way that will be as normal as possible, allowing them to achieve the same educational and social goals as their normal hearing peers. The program has been successful in helping hearing impaired children to achieve academic success and to become more independent in their daily lives. (KW)

ABSTRACT 33166

EC 03 33166 ED 034 567p.
Pub Date Jul 71 15p.

Spinal Cord Injury: A Program of Rehabilitation

University of Texas, El Paso

EDRS 11150

Paper Presented to the Annual Winter Institute
Are We Raising Our Children Orally?  
Simmons, Audrey Ann  
P011. Date Oct 71

A program to develop communication skills for self-expression and comprehension in 14-16 year old slow learning deaf students is described. Program equipment includes 10 projectors on two sides of the room and one for the teacher at a point where all students can see the screen. Children are shown a transparency of a street scene and several short sentences using the noun. When only the picture is visible, the children are asked to fill in the blank. Immediate reinforcement is given for correct answers. Verbs and question forms are taught in a similar manner. Improvement in sentence structure, vocabulary, and expression of abstract ideas in the children's writing samples suggests that the method is successful. (CB)

ABSTRACT 40212  
EC 04 0212  
ED N.A.  
Publ. Date Oct 71  
Tellam, Joan  
Programmed Instruction for Young Deaf Children.  
Descriptors: exceptional child education; aurally handicapped; regular class placement; early childhood education; preschool children

A program to develop communication skills for self-expression and comprehension in 14-16 year old slow learning deaf students is described. Program equipment includes 10 projectors on two sides of the room and one for the teacher at a point where all students can see the screen. Children are shown a transparency of a street scene and several short sentences using the noun. When only the picture is visible, the children are asked to fill in the blank. Immediate reinforcement is given for correct answers. Verbs and question forms are taught in a similar manner. Improvement in sentence structure, vocabulary, and expression of abstract ideas in the children's writing samples suggests that the method is successful. (CB)

ABSTRACT 40215  
EC 04 0215  
ED N.A.  
Publ. Date Oct 71  
Perrissin, Leo E.  
Electronic Assembly Programmed Learning System for the Deaf.  
Descriptors: exceptional child education; aurally handicapped; programed instruction; vocational education; program development; senior high school students; program descriptions; models

Development of programed instruction in electronic assembly for deaf high school students is discussed. The programed instruction consists of individual instruction in seven discrete units: mechanical assembly, wire preparation, assembly soldering, wire installation, wire harness building and installation, component installation, and electronic assembly work techniques. Two conceptual models depict tutorial instruction and electronic assembly programed learning system for the deaf, respectively. Program antecedents are shown to be a Programmed World II audiovisual training program for industry, research, and industrial performance aids. System development from 1967 to 1970 is discussed, with an accompanying figure of the procedural model. Although insufficient evidence exists for conclusive results, the author states that overall experience indicates a high level of performance in instruction and administration. The program is shown to be desirable in that it is self-pacing and does not require a high level of reading skill. (CB)
counseling; program evaluation; educational programs; preschool children; personal adjustment

Discussed are counseling for parents of hearing impaired children and an approach for evaluating preschool educational potential for the hearing impaired. Preschool needs of the hearing impaired are said to be met primarily by parents and family. The author advocates educating the parents about the implications of aural handicap and about personal adjustments both for parents and for child. (Author)

**ABSTRACT 40370**

EC 04 0370 ED 056 424
Pub. Date Mar 70
26p.

to.

Dorothy P. and Others


Atlanta Speech School, Inc., Georgia Office of Education (DHEW), Washington, D.C. Bureau of Research

EDRS m.f.hc.

OEO-32-30-1730-006

BR-3-030

Descriptors: exceptional child education; aurally handicapped; deaf; language development; programmed instruction; educational programs; vocabulary development; sentence structure; program descriptions; program evaluation; primary grades

The project purpose was to develop and field a program of instruction for young children which could be used in existing classrooms. The main program contained two areas of instruction in written language: word vocabulary at a high level of generalization and sentence structure. The program materials were field tested with 78 children in the preparatory grades of three schools. The only criterion for admission to the sample was a simple test of minimum word recognition ability. Subjects ranged from 5 to 10 years of age, and from 3-3/4 to 10-1/2 years on psychometric scores. Three validity criteria, one final performance criterion, and two measures of gain, were applied to 28 infections to the present and posttest data from the sample groups. The criteria were met in 21 instances. Of the 78 children, 77% achieved mastery in verb vocabulary, and 83% in sentences. Each of the sample groups evidenced statistically significant learning in all areas. A reading program was not required for the program was 4-7 hours. It was concluded that the program represented a very effective as well as an efficient method of teaching written language to young deaf children. (Author)

**ABSTRACT 40382**

EC 04 0382 ED N.A.
Pub. Date Dec 71
26p.

Paul L.

Tacoma's Program for Intermediate Hearing Impaired Children.

EDRS m.f.hc.

061-000

Descriptors: exceptional child education; aurally handicapped; secondary schools; educational programs; instruction; educational programs; group teaching; instructional purposes; Washington

The program for hearing impaired children in the public schools of Tacoma, Washington, began in the fall of 1953. There are approximately 70 hearing impaired children being taught in a building adjacent to an elementary school which has an enrollment of approximately 500 children. The hearing impaired children range in age from 3 to 14 years. The two activities were initiated last year in the Intermediate program. One was the testing and regrouping of both the deaf and the hearing children according to the level on which they were working at the time. The second was the provision for a half-hour effective period each afternoon at which time each child could become involved with a subject of his own choosing. (Author)

**ABSTRACT 40781**

EC 04 0781 ED 051 527
Pub. Date Dec 71
174p.

Northcott, Winifred H., Ed.

Curriculum Guides: Hearing-Impaired Children-Birth to Three Years and Their Parents.

Minnesota State Department of Education, Minneapolis Public Schools, Minnesota Bureau of Education for the Handicapped (DHEW/DE), Washington, D.C.

EDRS m.f.hc.

061-000

Descriptors: exceptional child education; aurally handicapped; infants; early childhood education; curriculum guides; parent role; parent education; preschool children; behavioral objectives; language instruction; program descriptions

The guide describes the components of a comprehensive, computerized, curriculum for hearing impaired children ages 0-3 years of age and their parents. Primary focus is upon a home-centered, parent-guided, natural language approach to learning based upon the child's daily activities. An interdisciplinary professional staff guide the parent in the individual prescriptive oral and aural program. A parent teaching program developed and supported through sustained parent guidance and education is central to the educational design. Outlined are guidelines for the implementation of the infant program and for parent guidance and education, integration of the deaf child into the regular school, principles of language development, parent-child interaction patterns, and evaluation methods. Stimulated for each of the age levels during the first 3 years of life are an overall goal; program objectives for children and parents; desired development in the cognitive, motor, language, social, and academic areas; suggested daily home activities; sample phrases to use with children and a sample of aural activity. Also described are the objectives and principles of the individual teaching program; experience charts, and auditory training. (Author)

**ABSTRACT 40900**

EC 04 0800 ED N.A.
Pub. Date Jan 72
309p.

Matthews, Elizabeth S.

Must a Failure Remain a Failure? Educational Reevaluation.

Volta Review; V74 N1 P55-9 Jan 1972

Descriptors: exceptional child education; aurally handicapped; deaf; oral communication; language instruction; academic achievement; educational programs; language development

Described is the special language instruction program for three adolescent boys who are profoundly deaf and who have an educational background of failure. Because the boys were not developing oral communication skills as well as and rapidly as they were thought capable of doing, they were given a special educational program. The program is described to consist of temporary placement in the school's preschool department so that the boys can learn phonemes and basic nouns. The boys are then transferred to the school's aphasic department and are exposed to the aphasic method of teaching, although the teacher has no evidence of aphasia. After the desired progress, the boys are next transferred to the elementary department for further development of their oral communication abilities. The teacher arranges many social opportunities for the boys to learn to relate to others. The teacher feels that the boys are approaching a life of normality because they have the skills of speech, social readiness, language, and auditory training. (Author)

**ABSTRACT 40912**

EC 04 0912 ED N.A.
Pub. Date Feb 72
2p.

Yonovitz, Albert

Dissection and Study of the Ear for Grade School Students.

EC 04 0912

Descriptors: exceptional children; V38 N6 P644-5 Feb 1972

EC 04 0912

Descriptors: exceptional child education; aurally handicapped; anatomy; audition (physiology); after school activities; biology; elementary school students; program descriptions

Described is an after school program in which four hearing impaired students, ages 8-13, studied the structure and function of the ear. The program included individual dissection of a cat head. Examinations showed that the students had learned that the boys were approaching a life of normality because they have the skills of speech, social readiness, language, and auditory training. (Author)

**ABSTRACT 41440**

EC 04 1440 ED N.A.
Pub. Date Apr 72
309p.

Craig, William N., Ed.

Directory of Programs and Services for the Deaf in the United States.

American Association of the Deaf; V117 N2 P42-350 Apr 1972

Descriptors: aurally handicapped; educational programs; services; community
The article describes the Hearing Clinic Program of St. Louis County, Missouri, a program designed to facilitate complete academic and social integration of children with moderate to severe bilateral sensorineural hearing losses into their regular neighborhood schools. It describes the framework which is used to guide the individualized instruction the child needs to ensure success in integration. Described are services provided by the program, operational procedures, therapy, a follow-up study, and a personality sub-study. (Author/KW)

A Survey of Educational Programs for Deaf Children with Special Problems in Communication in New York State.

New York State Education Department, Albany, Bureau for Handicapped Children

Bureau of Elementary and Secondary Education (DHEW/OF), Washington, D. C.

ABSTRACT A1467

EC 04 1647 ED 060 602 Pub. Date 67 130p. Rosenstein, Joseph and Others

A Survey of Educational Programs for Deaf Children with Special Problems in Communication in New York State. Final Report.

New York State Education Department, Albany, Bureau for Handicapped Children

Bureau of Elementary and Secondary Education (DHEW/OF), Washington, D. C.

ABSTRACT A1483


Galaudet College, Washington, D.C., Office of Demographic Studies

EDRS mt.hc

Descriptors: auditory handicapped; preschool children; national surveys; statistical data; educational programs; hearing loss; age groups

Data from the Annual Survey of Hearing Impaired Children and Youth are given on the characteristics of approximately 6,400 students under 6 years of age enrolled in special education programs for the hearing impaired during the 1969-70 school year. The tables describe the age, sex, and hearing threshold levels (better ear averages) of the children. Also provided is information concerning type and size of educational programs attended, age at onset of hearing loss, age started education, and whether parents were referred to the educational system of the child. (KW)

A Survey of Educational Programs in Residential Schools for the Deaf.


EDRS mt.hc

Descriptors: exceptional child education; multiply handicapped; education programs; cognitive development

As the first step in curriculum development, 12 educational programs for young deaf children with learning disabilities and communication problems were studied in order to identify the atypical deaf child. Subjects were 193 children (age range 6 to 14 years) selected from 12 schools for the deaf in New York State. Data was obtained from school records; a battery of tests, teacher rating scales and check lists, and interviews with admissions personnel. General research findings on cognitive development were that 73% of the children had known exogenous causes for their handicap; that mental retardation was widespread in the sample; that the majority of children demonstrated severe to profound hearing impairments, that generalized perceptual and memory defects existed in the sample; that substantial communication problems existed; that teacher ratings for the deaf had revealed unsatisfactory emotional, social, and classroom adjustment; that use of instructional materials to improve perceptual and motor skills decreased after children were 10 years of age, and that for the portion of students having nonverbal intelligence quotients of 50 or above, performance in all areas of test performance was normal. (For related documents, see also EC 04 168-50, CB)

ABSTRACT A1651

EC 04 1651 ED 060 666 Pub. Date Mar 72 8p. Bezdorf, James H. and Others

Education of Oregon's Sensory Impaired Youth.


Bureau of Elementary and Secondary Education (DHEW/OF), Washington, D. C.
New inadequate recommendation. Include changes in adding preventive hospital and comprehensive plan. Representative programs of Oregon State School for the deaf children and blind children. Oregon's educational facilities and programs for deaf children and blind children. The existing program, program strengths and weaknesses, and program recommendations are noted for the Oregon Board of Education (OBE), local programs, regional programs, and program content for OSSD and Oregon School for the Blind. The general finding was that compared to the nation, Oregon provided good educational programs for sensory impaired children, but that improved state and local coordination in administrative creation at program content would upgrade the quality of Oregon services. Recommendations are of two kinds, those requiring immediate attention and those relating to a long range comprehensive plan. Representative recommendations include changes in the inequivalent OSSD instructional plan; improved information flow for OSSD sensory impaired programs, fiscal saving measures, parent education, preparation of students for real expectations of society, and education of prospective mothers about the relationship between maternal diseases and sensory impairments in children. (CB)

**ABSTRACT 41719**

**EC 04 1791**

**ED N.A.**

**Publ. Date** 1971

**Bohn, Brian**

**Deafness: Some Implications for Education and Rehabilitation**

EDRS not available

Rehabilitation Research and Practice Review, V3 N1 P1-4 Win 1971

**Descriptors:** Exceptional child education; aurally handicapped; educational programs; research utilization; educational programs; educational needs; research reviews (publications)

The potential impact of research in deafness on practice is illustrated by brief summaries of research in two broad areas: skin problems, and problems associated with an individual's mental development. Among educational implications, the deafness of the deaf child has failed with regard to the acquisition of language skills. That education of the deaf child fails with regard to communication methods or philosophy. The research described suggests the need for comprehensive programs for deaf children. Lack of early childhood education, exclusive use of oral techniques, and segregation in residential schools or special classes. Mentioned are the necessary remedial steps reflected for each problem. (KW)

**ABSTRACT 41966**

**EC 04 1966**

**ED N.A.**

**Publ. Date Jun 72**

**Stickless, E. Ross**

**Postsecondary Programs for Deaf Students in 1972**

EDRS not available


**Descriptors:** Exceptional child education; aurally handicapped; educational programs; research utilization; educational programs; institutional emphasis; certificates or degrees awarded, number of full-time deaf students enrolled, and special services offered. (KW)

**ABSTRACT 42187**

**EC 04 2187**

**ED N.A.**

**Publ. Date Jun 72**

**Hicks, D.**

**The DA Interview: Dr. Doin Hicks (A Discussion with Frank Bowe)**

EDRS not available

Deaf American; V24 N10 P7-10 Jun 1972

**Descriptors:** Exceptional child education; aurally handicapped; educational programs; research utilization; secondary education; educational philosophy; Model of Secondary School for the Deaf.

The interview with Dr. Doin Hicks, the first director of the Model Secondary School for the Deaf (MSSD), on July 7, 1970, ranged from his initial interest in deaf education to a brief description of the educational program at MSSD, the weaknesses of secondary education for the deaf in the United States, the establishment of MSSD. Other topics covered include the comprehensiveness...
Briefly described is Japan's educational television program designed to help parents teach their preschool deaf or hard of hearing children. In preparation for entry into formal school, the Japanese Broadcasting Corporation, Nippon Hoso Kyokai, is said to have inaugurated the program to help parents learn that their children can live comfortably in a normal world. The program is also designed to assist the parent to establish discipline for dealing with the children. Selected aspects of the program mentioned include importance of early speech training, attitudes toward deaf children, employment opportunities, and matters relating to the technicalities of providing the program. (CB)

**ABSTRACT 50020**

EC 05 0020 ED NA
Publ. Date Aug 72
Downs, Marion P.; Hemenway, W. Garth

Newborn Screening Revisited.
EDRS not available
Hearing and Speech News: V40 N4 P4-S, 26-9 Jul 1972

Descriptors: exceptional child services; aurally handicapped; infancy; screening tests; questionnaires; identification; prediction; program descriptions

Described is a newborn infant screening program designed to detect infants with a hearing impairment utilizing both a register of high risk infants and a questionnaire used at well-child check-ups. It is asserted that 70 to 90% of children who eventually suffer hearing loss will be included in a register of high risk newborn infants. Five factors said to have high predictive value of hearing impairment at birth are: rubella during pregnancy; family history of childhood deafness; blood incompatibility; low birthweight; and malformation of ears, nose, or throat. The authors recommend that all newborn infants showing one or more of the predictive factors of hearing impairment be given in-depth audiological evaluation utilizing all available testing techniques. It is recommended that, since 10 to 40% of the deaf population will develop deafness after birth, a questionnaire designed to distinguish between the normal and the hearing impaired child be added to the usual developmental and communicative scales and be given at 2 month intervals during the child’s first year. (DB)

**ABSTRACT 500217**

EC 05 0017 ED NA
Publ. Date Oct 72
La Gay, Robert
Dialogue Films: Discussion and Inquiry.

Handicapped-Programs

EDRS not available
American Annals of the Deaf; V117 N5 P500-7 Oct 1972

Descriptors: exceptional child education; aurally handicapped; instructional media; student participation; films; social studies; values; educational programs; regional programs; captioned films for the deaf

Described are media projects undertaken at the Midwest Regional Media Center for the Deaf which aimed at establishing clear learning objectives, promoting student involvement in the learning sequence, and requiring criteria. A multimedia program intended to provide opportunities for hearing impaired students to develop their analytical and language skills in regard to contemporary problems includes a captioned film, a workbook for vocabulary and concept learning, a student handbook with material relating to the problem, and a 30 minute kinescope of a discussion on the problem. Captions are thought to carry the sense of the film although they do not carefully follow the story line or film content. Conclusions are that it is possible to produce social studies materials that enable the hearing impaired high school student to be involved with the study materials in his own way and that teachers must allow a learner to become involved in the material at his own pace and speed. The following learning postulates are derived: some topics are required to stimulate interest and inquiry, and freedom and a responsive environment are required for valuable learning to occur. Value films which do not have an ending but require the student to supply his own resolution are described. Problems of using the value films in a nondidactic way and of setting affective objectives for the students are discussed. (GW)

**ABSTRACT 500249**

EC 05 0049 ED NA
Publ. Date Oct 72
Jones, Ray L.

Involving the Deaf Community in the Training Process.
EDRS not available
Journal of Rehabilitation of the Deaf; V6 N2 P102-2 Oct 1972

Descriptors: exceptional child education; aurally handicapped; leadership training; educational programs

Discussed are strategies that have been found successful in operating a national level training program for deaf persons such as identifying deaf persons about all phases of training, planning, operation and evaluation, accepting deaf trainers, and acquiring first hand acquaintance with deaf people from the community. Conclusions on the development of leadership are drawn. (GW)

**ABSTRACT 500253**

EC 05 0053 ED NA
Publ. Date Oct 72
Delgado, Gilbert; Bogg, Carol J.

Career Education Program for Deaf Adults (CEPDA).
EDRS not available
American Annals of the Deaf; V117 N5 P500-7 Oct 1972

Descriptors: exceptional child education; aurally handicapped; handicapped; educational opportunities; adult education; young adults; educational programs

Explained is a proposal for a nationwide continuing education program for deaf adults which would capitalize on existing programs and develop new programs where needed. Present opportunities for continuing education for deaf adults are explained schematically and compared with the educational opportunities of the hearing population. The functional relationships of the following program components are diagrammed: Gallaudet College continuing education center, supporting agencies, cooperating institutions, affiliated continuing education services, and adult deaf consumers. (GW)

**ABSTRACT 500253**

EC 05 0053 ED NA
Publ. Date Dec 72
Jones, Ray L.; Murphy, Harry J.
The Northridge Plan for Higher Education of the Deaf.
EDRS not available
American Annals of the Deaf; V117 N6 P612-16 Dec 1972

Descriptors: exceptional child education; aurally handicapped; undergraduate study; program descriptions; educational programs; graduate study; educational opportunities

Described is a university program in which deaf individuals study with hearing students by utilizing support services of interpretation, note taking, counseling, and tutoring. Brief histories of general education in the U.S. as well as educational programs for the deaf are given. Achievements of deaf students and aspects of the program such as the national leadership training program are noted. (GW)

**ABSTRACT 500263**

EC 05 0063 ED NA
Publ. Date Dec 72
Olson, Jack R.; Howland, Carroll

The Montana State University Theatre of Silence.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; dramatists; manual communication; summer programs; program descriptions

Described is the development of a summer touring theatre group of deaf and hearing individuals. Discussed are program selections as well as acting and staging problems resulting from the use of manual communication. (GW)

**ABSTRACT 500276**

EC 05 0076 ED 070 21
Publ. Date 72
McCull, William J.; Ed

Discipline: A Dialogue of the First Fifth Meeting of the Convention of American Instructors of the Deaf.

EDRS not available
Journal of Rehabilitation of the Deaf; V6 N2 P170-75 Oct 1972

Descriptors: exceptional child education; aurally handicapped; handicapped; educational opportunities; adult education; young adults; educational programs

Explained is a proposal for a nationwide continuing education program for deaf adults which would capitalize on existing programs and develop new programs where needed. Present opportunities for continuing education for deaf adults are explained schematically and compared with the educational opportunities of the hearing population. The functional relationships of the following program components are diagrammed: Gallaudet College continuing education center, supporting agencies, cooperating institutions, affiliated continuing education services, and adult deaf consumers. (GW)
Descriptors: exceptional child education; aurally handicapped; educational programs; program descriptions; regular class placement; parent school relationship; manpower needs

Difficulties of initiating programs aiming at the normalization of hearing impaired children are discussed in terms of a particular educational program and its experiences with staffing problems, with achieving regular class placement for hearing impaired children, with parent programs, and with gaining the cooperation and interest of the local staff. The author emphasizes that normalization of hearing impaired children through such a program is possible. (GW)

ABSTRACT 00514

EC 05 C554  ED 071 239
Moore, Donald P.; McIntyre, Cynthia K.

EDRS not available

ABSTRACT 00406

EC 05 0406  ED N.A.
Publ Date Nov 72
Aubik, Lee P.
Normalization Can Be a Reality.
EDRS not available
Volta Review: V7 4 N8 P481-86 Nov 1972

Descriptors: exceptional child education; aurally handicapped; educational programs; program descriptions; regular class placement; parent school relationship; manpower needs

Normalization Can Be a Reality. a study based on L. Cronbach's Characteristics by Treatment Interaction model, investigated seven preschool programs for aurally handicapped children which variously employed the oral-aural method, the Rochester method, or the total communication method. Equipment, materials, grouping procedures, and activities were indicated for each program. Programs were compared for degree of parental involvement, adequacy of facilities and personnel, administrative organization of services, pupil populations, and degree of program structure. One hundred and two children from the programs were selected as the sample population. Data were reported from the Letter Perseverance Test, the Illinois Test of Scholastic Aptitude, and the Iowa Tests of Educational Development. These data were also analyzed to determine the relative effectiveness of the programs in terms of differences in achievement between children from structured vs. nonstructured programs and between children from structured programs. (GW)

ABSTRACT 00571

EC 05 0571  ED N.A.
Publ Date Jan 73
Hall, Sylvia M.; Talkington, Larry
Evaluation of a Coordinated Programming Effort for Deaf Retarded.
EDRS not available

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; manually handicapped; residential programs; program descriptions; program evaluation; manual communication; skill development

A coordinated 12-month classroom, vocational, recreational, and resident living intervention program was instituted for 18 aurally handicapped male residents of a public facility for the mentally retarded (mean age 14.1 years; mean IQ 62.7; hearing loss of 60 dB or greater in better ear). The 18 normal hearing retarded controls were matched on age, IQ, and length of institutionalization. The 5s were moved to a residential cottage designed for their hearing impaired condition with special warning lights, amplifiers, and aural training program. The 5s trained in manual communication and behavior modification. Ss received training in manual communication, concepts, functional academics, vocational and educational skills, and self care and daily living skills. After 12 months the Ss had improved or equalled or bettered in their vocabulary by M equals 101.6 (SD 23.4). Significant changes were observed in deaf Ss in grooming, communication, concepts, academic, recreation, responsibility, and social areas. On the other seven behaviors or skills evaluated, program effectiveness was demonstrated with Ss in the experimental and controls but gains were not of sufficient magnitude to differentiate between groups. (KW)
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