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An insert is included in this issue with information regarding the North Central Roundtable ICASE Topical Conference.

If your copy of the *Cable* does not contain this insert, please contact the ISEAS Project at Indiana State University.



ISEAS

Cable

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Supporting Special Education Administrators in Seeking Solutions

Seventeenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Act (IDEA)

Below are selected highlights from the Office of Special Education Program's Annual Report to Congress, whose data represent the 1993-94 school year and the 1992-93 school year (depending on the topic). In any case, these data are the most recent national picture that is available. These highlights pertain to:

- * Students with disabilities
- * Infants, toddlers, and preschool children
- * Secondary school experiences and early post-school outcomes
- * Results for students with disabilities (primarily concerning inclusion of these students in statewide

assessments and adult literacy surveys)

- * Personnel supply and demand
- * Federal funding and state fiscal reform

Students with Disabilities

- * During the last five years, regular classroom placements for students aged 6 through 12 have increased by almost 10 percent. The use of resource rooms has decreased, and all other placement settings have remained stable. In part, these changes may be attributed to improved data

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collection and reporting methods in several States.

* In 1992-93, 95 percent of students with disabilities were served in regular school buildings. Students aged 6 through 11 are most likely to be served in regular classroom settings. This continues the trend of placing more children in inclusive settings.

* A total of 5,373,077 infants, toddlers, children, and youth with disabilities from birth through age 21 were served under Part B and Chapter 1 (SOP) during the 1993-94 school year. This represents an increase of 4.2 percent, the largest yearly increase since the inception of IDEA in 1976.

* Students with learning disabilities continue to account for more than half of all students with disabilities (51.1 percent). Students with speech or language impairments, mental retardation, and serious emotional disturbance account for an additional 41.4 percent of all students aged 6 through 21 with disabilities.

* Although students with traumatic brain injuries, other health impairments, and autism still account for less than 3 percent of all students with disabilities,

these are the most rapidly growing categories. The size of the increase in the number of students with traumatic brain injury and autism is probably related to the fact that these reporting categories were only recently established. The increase in the number of students with other health impairments appears to be the result of growth in the service population. Specifically, the number of students identified as having attention deficit disorders (ADD) appears to be increasing.

* Data on students aged 14 and older exiting the educational system with a diploma or certification of completion show little change over the past five years.

* The results of the PASS (Performance Assessment for Self Sufficiency) system pilot study, which examined the anticipated service needs of students exiting the school system found that the service in highest demand in a sample of States was case management. Alternative education and recreation and leisure services were also high in demand.

Infants, Toddlers, and Preschool Children

* States reported that the

number of eligible infants and toddlers served under all programs on December 1, 1993, rose to 154,065 (1.3 percent of the total birth through 2 population). However, despite numerous changes in the data collection systems within States, the percentage of the total birth through 2 population served has remained fairly stable over the past three years.

* Among all eligible infants and toddlers, the home remains the most frequent service site, followed by outpatient services and early intervention classroom settings. The 1991-92 data show that (a) family training, counseling, and home visits, (b) special instruction, and (c) speech and language pathology were the services most often provided.

* Implementation issues in the Part H program still persist. Revisions in State data collection systems are underway. In addition, States are struggling to coordinate the wide range of multiple funding sources, legislation, and programs that serve infants and toddlers with disabilities and their families.

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Secondary School Experiences and Early Post-School Outcomes

National Longitudinal Transition Study (NLTS) data were used to describe secondary school programs attended by students with disabilities between 1985 and 1990, and the level of supports offered within schools that had inclusion programs at that time needs to be considered.

* The relationship between more time in regular education and positive results as a young adult needs to be studied further. The data suggest that frequently students with less significant disabilities spent more time in regular education. The data also suggest that increased time in regular education enhanced students' overall intellectual and social competence by providing better preparation for postsecondary experiences.

* Thirty percent of students with disabilities who had been enrolled in 9th through 12th grades left school by dropping out. An additional 8 percent left school before 9th grade. As might be expected, students who dropped out were less likely to enroll in postsecondary vocational programs.

* THE NLTS found that

almost all youth with disabilities had access to some form of vocational education in secondary school. The data indicated that vocational training contributed significantly to the probability of competitive employment.

* The amount of attention currently devoted to school reform at multiple levels within the educational system is an indicator that change is desired. Information on how to offer supports to students in inclusive settings is increasing.

* The American Council on Education reported that the number of freshmen with disabilities entering college tripled between 1978 and 1991 (from 2.2 percent to 8.8 percent of all freshmen). However, the NLTS data suggest that, among youth with disabilities out of secondary school for up to three years, 16.5 percent enrolled in academic programs and 14.7 percent enrolled in vocational postsecondary programs.

* Among students with disabilities who did participate in postsecondary academic programs, a large majority (70 percent) spent 75 percent or more of their time in high school

regular education.

* Students with disabilities who spent more time in regular education in high school were more likely to be employed and to make higher salaries in three years after high school than students who had taken fewer regular education courses. However, youth with disabilities as a group were employed at rates well below those of their peers in the general population.

* Fewer youth with disabilities were living independently shortly after high school than were their peers in the general population. The NLTS found that 28 percent of youth with disabilities who had been out of high school for up to three years were living independently. Individuals with visual impairments were the highest percentage of youth living independently. Individuals with multiple disabilities, mental retardation, orthopedic impairments, or other health impairments had low independent living rates. Two-thirds of those living independently after high school had participated in regular education 75 percent or more of their time in high school.

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- * Youth who had spent more time in regular education were more likely to be fully participating in their communities. More than 50 percent of students with disabilities who spent 75 percent or more of their time in regular education were employed or in school, not socially isolated, and either married or engaged.

Results for Students with Disabilities

These data come from the National Center on Educational Outcomes (NCEO), which has been funded by OSEP since 1990 to address the issues related to educational results for students with disabilities.

- * States are making progress in several aspects of state-level assessment of educational results for students with disabilities. Three critical areas in which progress is evident are: (a) identifying students with disabilities participating in assessments; (b) developing guidelines for participation of students with disabilities; and (c) developing guidelines for accommodations.
- * Of the 59 States and Outlying Areas surveyed in 1993, all but six included students with disabilities in their State-level assessments, or else did not have

a State-level assessment. In States and Outlying Areas where students with disabilities do participate in assessments, 26 reported that less than 50 percent of their students with disabilities participated in their statewide assessments, and 13 reported that more than 50 percent participated in statewide assessments. The remaining 14 States reported that they were unable to determine what percentage of their students with disabilities are included in statewide assessments.

- * In 1993, 34 States and 4 Outlying Areas indicated that they had written guidelines about the participation of students with disabilities in statewide assessments. Most States and Outlying Areas used more than one criterion when deciding who should participate in statewide assessments. The two most common criteria used were the characteristics of the student's program/curriculum and recommendations previously stipulated in the student's IEP.
- * The number of States that provide accommodations or modifications during statewide assessments has increased over each of the past three years. NCEO has identified four broad

areas of typical accommodations: (a) accommodations in timing/scheduling; (b) presentation format; (c) setting; and (d) response format. Alterations in presentation format and in timing/scheduling were the two most frequent accommodations made.

- * In 1994, NCEO developed a set of recommendations for State guidelines on participation in and accommodations for statewide assessments. NCEO made recommendations in three areas: (a) participation; (b) accommodations and adaptations; and (c) implementation checks.
- * In 1992, the National Adult Literacy Survey (NALS) included individuals with disabilities. Although methodological inadequacies may have affected the reliability of the results, the NALS report included the results of the literacy assessment of individuals in ten self-reported disability condition categories. The results showed that overall individuals with disabilities were more likely than individuals without disabilities who participated in the survey to perform at lower literacy levels.

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However, within almost every disability group, in each literacy category, there were some individuals with disabilities who performed at the top levels of literacy.

Personnel Supply and Demand

- * The number of teachers employed to serve children and youth with disabilities aged 6 through 21 from 1991-92 to 1992-93 increased by 0.7 percent. The largest special education teacher category in school year 1992-93 was the specific learning disabilities category.
- * Teachers' aides accounted for more than half (55.7 percent) of all staff other than special education teachers employed to serve students with disabilities aged 3 through 21. However, States also reported that the area of greatest need was teachers' aides. States reported needing an additional 5,000 full-time-equivalent teachers' aides to fill vacancies and to replace personnel who were not fully certified or licensed.
- * In general, the largest category of personnel employed to serve infants and toddlers with disabilities and their families has been paraprofessionals, followed by special educa-

tors, "other" personnel, and speech and language pathologists. Speech and language pathologists were the personnel in greatest demand.

- * During the 1992-93 school year, nearly 19,000 FTE special education teachers were employed to serve children with disabilities aged 3 through 5. An additional, 2,209 teachers were needed.

Federal Spending and State Fiscal Reform

- * During fiscal year 1994, \$2.149 billion was distributed to States for the provision of special education through IDEA, Part B. The average per-child allocation (federal funds) has remained relatively stable over the past three years, and was \$413 in fiscal 1994.
- * The Chapter 1 (now Title I) State Operated Program (SOP) was not reauthorized under the Improving America's Schools Act that reauthorized the Elementary and Secondary Education Act. Therefore, beginning on July 1, 1995, funding for services to all children and youth with disabilities who are eligible for Title I will be provided under IDEA, Part B. In fiscal 1994, the average per-pupil Chapter 1 (SOP)

federal allocation was \$387.

- * Combined Chapter 1 (SOP) and Part B funding increased by \$87.4 million, or 4 percent, in fiscal 1994. However, the rise in appropriations has been offset by increased in the number of students served in these programs.
- * Fiscal 1993 marked the first year that all States and jurisdictions were required to assure full implementation of the Part H program in order to receive funding. Appropriations for the program rose by 23 percent, from \$172.8 million to \$213.2 million.
- * In fiscal 1994, \$339 million was appropriate for the Preschool Grants Program, 4 percent more than in the \$326 million appropriated in fiscal 1993. However, during the 1993-94 school year, 493,525 preschoolers with disabilities received services, 8.3 percent more than in 1992-93.
- * In fiscal 1994, the Early Education Program for Children with Disabilities supported 116 projects: 34 demonstration projects, 45 outreach projects, 21

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inservice training projects, 4 experimental projects, 6 research institutes, 5 statewide data systems projects, and 1 national technical assistance center.

The following data are from the Center for Special Education Finance (CSEF), funded by OSEP to provide policy makers and administrators at the Federal, State, and local levels with data, analyses, expertise, and opportunities to share information about special education finance issues.

* In 1994, CSEF surveyed State special education personnel in all 50 States concerning special education reforms that might be taking place. CSEF learned that, during the last five years, 18 States had implemented some type of fiscal reform, and 28 States were considering major changes. Twenty States were undecided about carrying out any specific reforms at the time of the survey. Respondents identified five major issues driving reform: (a) the need for more flexible ways to

provide special education; (b) the need to eliminate incentives that lead to restrictive placements; (c) the fact that reforms are driven by fiscal accountability; (d) rising special education costs and enrollments; and (f) the influence of support for more inclusive educational practices.

* Several States now provide funds to districts on some form of a census-based funding system, in an attempt to break the link between funding and local policies that determine how students with disabilities are identified and placed in special education programs. Other States are adopting a single funding weight for all special education students.

* CSEF has developed a set of guidelines that show how policy makers can develop fiscal policies that promote inclusion. They are: (a) remove fiscal incentives that favor restrictive and separate placements; (b) make

decisions about the extent to which the State wishes to encourage private special education placements; (c) develop funding systems in which funds follow students as they move to less restrictive placements; (d) enhance fiscal support for district training; and (e) fund and encourage the use of appropriate interventions for all students.

There are limited supplies of the Annual Report which may be requested from the following source.

CONTACT: Office of Special Education Programs, OSERS, U.S. Department of Education, 600 Independence Ave SW, Switzer Building-Third Floor, Washington, DC 20202-2644.

Citation: Office of Special Education Programs. (1995). SEVENTEENTH ANNUAL REPORT TO CONGRESS ON THE IMPLEMENTATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT. Washington, DC: U.S. Department of Education. □

Check us out on-line!

The ISEAS Project is now on the internet. Our home page address is <http://baby.indstate.edu/iseas/iseas.html>

Along with information about our project and a link to the Indiana Department of Education, there is also a link to view the *Cable* on-line.



ADMINISTRATORS' CORNER

Jeff Young has moved! His new address is: MSD of Lawrence Township, 5626 Lawton Loop, East Drive, Indianapolis, IN 46216; Phone: 317/547-1290; FAX: Not hooked up yet

Dr. David Greenburg, former director of special education at both Indianapolis Public Schools and Lakota (Ohio) School District has accepted the position of Director of Human Resources in this same Cincinnati suburban district. Dave can be reached at 517/874-5505.

Dr. John Klem, retired professor in the Department of Educational Psychology at Ball State University and entertaining speaker, passed away this Spring. The Indiana Association of School Psychology will present his widow their Friends of School Psychologist Award at the IASP Fall Conference. □

New Director/Direction at ISDD

David M. Mank, Ph.D., and Associate Professor, Division of Special Education and Rehabilitation, College of Education at the University of Oregon since 1985, has been appointed to the position of Executive Director of Indiana University's Institute for the Study of Developmental Disabilities (ISDD), *the University Affiliated Program (UAP) of Indiana*, effective August 26, 1996. In addition to Mank's duties as Executive Director of the ISDD, he will become a Full Professor in the School of Education's Program in Special Education, Department of Curriculum and Instruction.

In early 1971, the primary focus of the ISDD was to address the need for assessment and the case management of children with developmental disabilities. The Institute, in 1973, developed a deinstitutionalization project in conjunction with the Indiana Department of Mental Health and Muscatatuck State Hospital to move adults with severe disabilities to community settings. This project was the forerunner of today's community inclusion efforts.

In its second decade, the Institute began to focus on new

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HAPPY BIRTHDAY!

October 6

Paul Ash

Division of Special Education

October 7

Sally Cook

Division of Special Education

October 9

Carol Eby

Division of Special Education

October 9

Susie Thacker

ISEAS Project

October 10

Toni Buckner

Division of Special Education

October 13

Susan Price

Clay Community Schools

October 27

Bob McCaslin

Wabash -Miami Area Programs
for Exceptional Children

October 29

Barbara Miller

Orange-Lawrence-Jackson-Martin
Joint Services



program development and systems change. While the developmental disabilities field as a whole shifted away from institutionalization, an emphasis on community membership across the life span emerged in the ISDD's philosophy and work. In 1985, the Institute collaborated with the Indiana Department of Education, Division of Special Education to move secondary students with severe disabilities into least restrictive school environments. Starting with the publication of a position paper, *A New Future for Children with Substantial Handicaps: The Second Wave of Least Restrictive Environment*, the Institute assisted the Division in refocusing public school special education programs to emphasize integrated classes, functional curricula, and community-based experiences for students with disabilities. By the end of the 1980s, the ISDD was playing a leadership role in the development of peer tutor programs throughout the state and stimulated consideration of special education restructuring in the

context of general education reform.

In 1990, the Institute received a United States Department of Education, Office of Special Education and Rehabilitation Services grant to research the causes of high intensity problem behavior by students with severe disabilities. Information dissemination and support to general education personnel, regarding the implementation of inclusive classrooms and other best practices in services for all students with disabilities, was initiated as well. A collaborative effort in 1992 between the ISDD and the Family and Social Services Administration, Division of Disability, Aging, and Rehabilitative Services, continued the tradition of the Institute's 25-year history of interagency collaboration. This collaborative link initiated a systems-wide approach to improve the quality and availability of supported employment services to persons with disabilities.

Now in the mid-1990s, with ongoing support from the state and continued grant acquisitions at the state and federal levels, the ISDD has built upon its past experiences and relationships to be a valued participant in the movement toward creating inclusive communities for persons with disabilities throughout Indiana and the nation. The scope of the Institute's outreach now provides training and technical assistance related to infants and toddlers, school-age students, adults, and senior citizens in every county of the state.

As the ISDD begins its next 25 years of service to the citizens of Indiana, it will continue to strengthen the links between its new partners as well as the old, maximizing resources, to address the challenges ahead and support the participation of people with disabilities as active community members. The Institute's roots and history form a strong, viable foundation for its current activities and future directions. □

Communication Disorders: Graduate Coursework and Inservice Education Via Speakerphone, Interactive TV, and Videotapes

For more than 25 years, the Department of Audiology and Speech Sciences at Purdue University has been using telecommunicated distance education to provide students on

the West Lafayette campus and practicing professionals throughout Indiana with learning opportunities that would otherwise not have been possible. During that period, an estimated 150,000

contact hours of instruction have been provided through live

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Communication Disorders • continued from page 8

interactive television, speaker telephone, and videotape. A distance education pilot project was initiated in 1969, and a subsequent grant from the U.S. Department of Health, Education, and Welfare funded a series of live, interactive television programs focusing on children with speech, language, and hearing disorders. Psi Iota Xi Sorority has funded a series of four telecasts per year continuously for the past 18 years. In 1982, the program was expanded to include credit telecourses.

Purdue University's Department of Audiology and Speech Sciences has found telephone instruction to be extremely cost-effective and flexible. The instructor and trainees are not place-bound, and a telephone bridge makes it possible to inter-

connect many sites. Courses can be delivered directly to the participants' work sites, homes, or other suitable settings. One example is a 1995 summer telephone course taught by Dr. Noma Anderson from her office at Howard University in Washington, DC. Remote participants in Indiana were interconnected through the IHETS 40-port telephone bridge. Receiving sites were provided with all course materials, videotapes, and other media used by Dr. Anderson. Students submitted assignments and interacted with the instructor via a toll-free voice line, fax, or voice/e-mail communications.

Multi-point telecommunication (one-way video/two-way audio) is also used to deliver continuing education. One example is a graduate course on

Interdisciplinary Assessment and Intervention for Preschool Children with Communication Disorders, televised through IHETS to reception sites across Indiana. In addition, speech-language pathology and audiology videotapes are provided to professionals who wish to maintain currency in their work with individuals who have communication disorders. The tapes are distributed by Purdue's Self-Directed Learning Programs/Continuing Education on a non-profit basis. Most were recorded during live telecasts of the Purdue Interactive Television Series on Communication Disorders.

Contact: Robert G. Showalter, Department of Audiology and Speech Sciences, Purdue University, West Lafayette, IN 47907-1353; 317/494-3793; fax: 317/404-0771. □

Indiana College Network

Formed in 1992, the Indiana College Network is a service of Indiana's colleges and universities working together through the Indiana Partnership for Statewide Education (IPSE), whose goal is to ensure that higher education courses are available via distance education to all Indiana citizens wherever they live and work. Partner institutions are: Ball State University, Independent Colleges of Indiana, Indiana State University, Indiana University, IVY Tech State College, Purdue University, University of Southern Indiana, and Vincennes University. Stu-

dents can attend undergraduate or graduate courses at more than 300 learning centers across the state. Through Learning Centers located across the state, the Network provides administrative coordination to avoid unnecessary duplication, distributes course information, and ensures the availability of student support services, which include general advising, help with registration, and guidance in the use of communications tools and facilities.

Most courses are delivered through IHETS (Indiana Higher

Education Telecommunications System) live television via satellite. Occasionally, courses are videotaped with opportunity for live interaction during a limited number of on-campus meetings. Some general studies courses are delivered directly through satellite broadcasting; some others are delivered in combinations of television and computer formats.

Ten basic core courses (such as American History, Biology,

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English Composition, and so on) are transferable among all seven participating institutions. Additional courses in a wide range of disciplines are available for credit from specific institutions. Bachelor's degree programs via distance education are available in Human Resource Development (Indiana State University) and Nursing (Ball State University). Graduate degree programs are offered in Business Administration (Ball State University),

Engineering (Purdue), Human Resource Development (Indiana State University), Occupational Safety Management (Indiana State University), Nursing (Indiana University), and Recreation Therapy (Indiana University).

The Partnership has also provided a videoconference series to help higher education faculty members learn about the concept and practices of distance education. Further, a grant from the

Lilly Endowment, Inc., supported awards to 31 faculty members to serve as focal points for distance education information on their campuses. Continuing education and professional development are also organized annually.

CONTACT: Sloane Niles, Director, Indiana College Network, Student Services Center, 2805 East 10th Street, Bloomington, IN 47408; fax: 812/855-9380. □

FEDERAL UPDATE . . .

Ω Education Department Report Predicts Rising School Enrollment

— The nation's public and private elementary and secondary schools will enroll more students this fall than ever, and student enrollment will continue to rise annually for the next decade, according to a special back-to-school report released by U. S. Secretary of Education Richard Riley.

Emphasizing that this pool of students represents America's future leaders and the workforce who will support the retirees of the baby boom generation, Secretary Riley heightened the call for investment in education and active participation in local schools.

"If we rise to the occasion, by providing all students with skills and knowledge demanded by the jobs of the next century, we can expect rising incomes and solid economic growth," said Secretary

Riley. "Now is the time to invest in America's future. We need a record-breaking number of parents and other caring adults to invest the time, energy, and resources it will take to raise our children right."

The report, titled THE BABY BOOM ECHO, notes that the current trend of enrollment increases is a long, slow, rising wave, which differs from the trend of rising enrollments in the 1960s that dropped off more quickly.

As schools open this fall, a record 51.7 million students will enter the nation's public and private elementary and secondary schools. By the year 2006, enrollment will grow to 54.6 million students.

Many states and communities will experience acute pressures to hire new teachers and build new schools. The BABY BOOM

ECHO report estimates that approximately 190,000 additional teachers and 6,000 more schools will be needed nationwide over the next 10 years. Record expansions in K-12 education will also lead to record-setting enrollment in our nation's colleges.

The BABY BOOM ECHO report is available from the Education Department by calling 1-800-USA-LEARN or on the Department's home page at <http://www.ed.gov/NCES/pubs>.

SOURCE: GTE INS Federal newsgroup posting on Indiana SECN 9/16/96.

Priority Issues for Inclusive Early Childhood Programs — This study was conducted by Dorothy Kerner Lipsky, Bonnie Moses, and Alan Gartner, National Center on



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FEDERAL UPDATE . . . continued from page 10

Educational Restructuring and Inclusion (NCERI). Data were gathered through a series of focus groups conducted throughout New York State in a survey of parents, service providers, and policy makers. Results permitted a classification of issues and rankings of their importance, as seen by each group. Issues identified occurred in six categories. Ranks assigned according to each issue varied considerably among the three groups, as shown below. (1 = most important; 6 = least important)

The most striking differences in ranking are seen in the issues of advocacy (ranked highest by parents but lowest by providers and policy makers) and funding (ranked lowest by parents but highest by providers and policy makers).

FOR PARENTS, it was most important to secure more information regarding (1) the rights of children with disabilities; (2) the roles of parents in the classroom; (3) collaboration between parents and professionals; (4) benefits to the child of participating in an integrated program; and (5) the standards and criteria used for determining a child's placement.

FOR PROVIDERS, areas of importance for needed information included: (1) how quickly agencies receive payment for services provided; (2) classroom staffing ratios; (3) staff qualifications, including knowledge about the education of students with disabilities.

FOR POLICY MAKERS, top ranking areas for needed information included: (1) the fiscal

responsibilities among governmental entities (e.g., the state, the counties, the local school districts, etc) for such programs; (2) the rules governing the uses of funds for such programs; (3) collaboration between different levels of government involved in establishing, providing, and funding early childhood programs; and (4) the overall amount of funds provided for inclusive early childhood programs and the multiple sources of such funding.

Recommendations for inclusive early childhood programs were developed as an outcome of the study. These were divided into two types — those generated from organizations and research studies, and those generated from program grantees, focus groups, and questionnaires. Many recommendations were generated within each of the six issue areas, which could serve as guidelines for moving early childhood programs toward greater inclusiveness.

The authors emphasized the importance of a better understanding of these issues since (1) early childhood programs that include those with disabilities have intrinsic value for all children; (2) such programs carry a lifelong benefit to society as a whole, since they convey mutuality and cooperation; (3) they provide an ideal model for collaborative staff

ISSUES	PARENT RANK	PROVIDER RANK	POLICY MAKER RANK
Staffing	2	2	4
Funding	6	1	1
Collaboration	3	3	5
Gatekeeping	5	5	2
Advocacy	1	6	6
Program Models	4	4	3

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FEDERAL UPDATE . . . continued from page 11

development that can be utilized more generally; and (4) concerns at the preschool level are a major source of parent complaints.

The authors presented this information at the annual conference of the New York Partnership for Statewide Systems Change 2000, in Tarrytown, New York, May 1996. This summary was also published in "Inclusion Times," a newsletter of National Professional Resources, Inc., 25 South Regent St, Port Chester, NY 10573; 914/937-8879.

More detailed information about this study, including copies of the questionnaire and related materials, may be obtained from the authors.

CONTACT: Dorothy Kerner Lipsky, NCERI, 33 West 42nd Street, New York, NY 10036-8099; 212/642-2656; fax: 212/642-1972.

SOURCE: GTE-INS Inclusive Ed newsgroup posting on Indiana SECN 8/6/96.

Ω Census Report on High School Completion —

One reason for the under-supply of teachers from under-represented racial/ethnic groups has been the fact that individuals from some of these groups have not completed high school diplomas at the same rate as White individuals, and therefore have not entered college at comparable rates.

This, however, is no longer the case among African Americans, according to a report from the U.S. Census Bureau released on September 5, 1996. The Census Bureau has reported that "among young adults aged 25 to 29, about 87 percent of both Blacks and Whites had earned high school diplomas. That figure has remained relatively constant for White students nationwide, census data show. But it has increased substantially for Black students in that time" (p. A3). This increase is partly because more Blacks are returning to get equivalency (GED) diplomas, and it does not necessarily mean that these individuals are faring better in high schools.

The report also shows that members of under-represented groups, particularly African Americans, have increased in college attendance and have been showing higher scores on national achievement examinations — although their rates remain behind those of White individuals. Between 1984 and 1996, the rate of African American students who attend college by age 24 has risen from 45 percent to 59 percent. Among Whites, almost 68 percent attend college by age 24.

Parity in high school graduation rates is thought to be an important indicator of social and economic well being. "In 1970, for example, Blacks aged 25 to 29 lagged more than 20 percentage points behind Whites in complet-

ing high school. In the last decade alone, the percentage of them earning high school diplomas has increased by 6 points" (p. A3).

Results for Hispanics are not as encouraging. The report shows that only 57 percent of Hispanics aged 25 to 29 had a high school diploma, a percentage that has not changed appreciably in recent years. The report cites the fact that a large number of Hispanics are foreign born and thus may not have received the same amount of schooling as people who grew up in the United States.

The report also says that educational attainment among all adults, aged 25 and older, across races, has been increasing. "Nearly 82 percent of those adults have completed high school, the largest figure in the history of the census survey, which began in 1947. The same is true for both men and women. They are graduating high school at the same rate. The proportion of adults with a college degree was also was at a record high — 23 percent" (p. A3).

CITATION: Sanchez, R. (1996, September 6). Blacks, Whites finish high school at same rate. *THE WASHINGTON POST*, A3.

SOURCE: GTE-INS Ed.Personnel newsgroup posting on Indiana SECN 9/10/96.



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FEDERAL UPDATE . . . continued from page 12

Ω Extended-Day Programs

— The following is the full text of an Issue Brief published in 1996 by the National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Ave NW, Washington, DC 20208.

Extended-day programs may serve a variety of purposes for children and their parents, from providing a safe recreation environment to academic enrichment, but the most often-cited purpose of these programs is providing adult supervision of children (Seppanen, deVries, and Seligson 1993). The increased labor force participation of mothers with young children (U.S. Bureau of the Census 1994)

and the increased numbers of single-parent families (Center for the Study of Social Policy 1993) might be expected to impact needs for child care outside the home for school-aged children. In 1991, 1.6 million children aged 5-14 years old (i.e., about 7.6 percent of the population in this age range) were estimated to be in self-care or unsupervised by an adult for at least part of the time their mothers worked (Casper, Hawkins, and O'Connell 1994).

Evidence that a number of children are being left to care for themselves raises important questions about the availability and extent of participation in before- or

after-school childcare programs. Has the availability of these programs increased over time? How does program availability and participation vary by school sector and geographic location? Data available from the 1987-88 and 1990-91 Schools and Staffing Survey (SASS), conducted by the National Center for Education Statistics (NCES), can be used to address these sorts of questions about school-based extended-day programs. This brief examines the percentages of elementary and combined schools that reported having extended-day programs in these years and the corresponding percentages of students participating in them. (A combined school includes grades higher than the eighth and lower than the seventh.)

Table 1.

Percentage of public and private elementary and combined schools reporting available extended-day programs, and percentages of students participating in these programs, overall and by urbanicity: 1987-88 and 1990-91

	Percent of schools w/programs available		% of students participating* 1990-91
	1987-88	1990-91	
Public	15.5	25.2	10.3
Central city	25.2	36.0	11.7
Urban fringe	21.4	34.4	9.8
Rural	6.4	14.7	8.7
Private	33.2	42.5	17.9
Central city	44.5	58.5	18.1
Urban fringe	37.2	47.4	17.4
Rural	17.4	23.1	18.4

* Calculated only for those schools reporting program availability

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1987-88 and 1990-91 Schools and Staffing Surveys (School Questionnaire).

FROM 1987-88 TO 1990-91, THE PERCENTAGE OF SCHOOLS OFFERING EXTENDED-DAY PROGRAMS INCREASED; IN BOTH YEARS, THESE PROGRAMS WERE MORE OFTEN FOUND IN PRIVATE SCHOOLS THAN IN PUBLIC SCHOOLS.

In both 1987-88 and 1990-91, fewer than half of all elementary and combined schools had extended-day programs, but the percentage of both public and private schools offering extended-day programs increased during this period (table I). In both of these years, a higher proportion of private schools had extended-day programs than did public schools.



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FEDERAL UPDATE . . . continued from page 13

In 1990-91, for example, about 25 percent of public schools offered these programs, compared to approximately 43 percent of private schools. Similarly, in 1990-91, the percentage of students participating in these programs was higher in private schools than in public schools.

RURAL SCHOOLS LESS FREQUENTLY REPORTED THE AVAILABILITY OF EXTENDED-DAY PROGRAMS THAN DID URBAN SCHOOLS.

On average, the percentages of public and private rural schools reporting available extended-day

programs in 1987-88 and 1990-91 were less than half of the percentages of central city and urban fringe schools. Among public schools in 1987-88, about 25 percent of schools in central city locations offered these programs, compared to approximately 7 percent in rural areas; in 1990-91, these percentages were 36 percent and about 15 percent, respectively (table 1). However, among both public and private schools that had extended-day programs in 1990-91, no significant differences were found between central city and urban fringe schools and rural schools in the percentages of students who participated in such programs.

IN BOTH 1987-88 AND 1990-91, EXTENDED-DAY PROGRAMS WERE MORE AVAILABLE AND HAD HIGHER PARTICIPATION RATES IN PUBLIC AND PRIVATE SCHOOLS WHERE 50 PERCENT OR MORE OF THE STUDENTS WERE MINORITIES THAN IN SCHOOLS WHERE FEWER THAN 20 PERCENT OF THE ENROLLED STUDENTS WERE MINORITIES.

In public schools in 1990-91, approximately 32 percent of high-minority schools (i.e., schools with 50 percent or more minority students) offered extended-day programs, while about 22 percent of low-minority schools (i.e., schools with fewer than 20 percent minority students) offered such programs (table 2). Similarly, in 1990-91 greater percentages of high-minority private schools offered extended-day programs than did low-minority private schools — about 57 percent and about 36 percent, respectively. In addition, among both public and private schools in 1990-91, the percentages of students participating in extended-day programs were higher in high-minority schools than in low-minority schools. For example, about 21 percent of the students in high-minority private schools participated in these programs, compared to about 16 percent of the students in low-minority private schools.

Table 2.

Percentage of public and private elementary and combined schools with varying levels of minority enrollment reporting available extended-day programs, and percentages of students participating in these programs: 1987-88 and 1990-91

	Percent of schools w/programs avail.		% of students participating* 1990-91
	1987-88	1990-91	
Public			
Low minority (<20%)	12.6	22.3	8.8
Med. minority (20-49%)	17.0	25.7	10.0
High minority (>50%)	22.6	32.2	12.5
Private			
Low minority (<20%)	28.1	35.7	16.1
Med. minority (20-49%)	47.3	59.0	20.3
High minority (>50%)	48.3	56.5	21.3

* Calculated only for those schools reporting program availability

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1987-88 and 1990-91 Schools and Staffing Surveys (School Questionnaire).



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FEDERAL UPDATE . . . continued from page 14

DISCUSSION

These data clearly show that there were more extended day programs available in schools in 1990-91 than there were in 1987-88. These programs continued to be more available in private than public schools, in urban than rural schools, and in medium-to-high minority than low-minority schools. These findings also raise other related questions. For example, does extended-day program provision also vary by the size of the school? Are the patterns of program provision similar for schools serving different minority subgroups (e.g., for Hispanic versus Asian students)? What about the availability of extended-day programs in schools serving large percentages of students from low-income families? Further analyses of the SASS data can provide answers to these questions. In fact, the recent availability of SASS data for 1993-94 makes possible the examination of these issues over three time points. Other related questions that reach beyond the SASS data include whether the provision of extended-day programs leads to improved school performance for participants, and whether the availability of extended-day and other types of child-care programs is adequate to meet the needs of single-parent and dual-working-parent families.

References and Related Publications:

Casper, L.M., Hawkins, M., and O'Connell, M. (1994). WHO'S MINDING THE KIDS?

CHILDCARE ARRANGEMENTS: FALL 1991. U.S. Bureau of the Census, Current Population Reports, P70-36. Washington, D.C.: U.S. Government Printing Office.

Center for the Study of Social Policy. (1993). KIDS COUNT DATA BOOK: STATE PROFILES OF CHILD WELL-BEING. Washington, D.C.: Author.

Choy, S.P., Henke, R.R., Alt, M.N., Medrich, E.A., and Bobbitt, S.A. (1993). SCHOOLS AND STAFFING IN THE UNITED STATES: A STATISTICAL PROFILE, 1990-91. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement (NCES Report No. 93-146).

Choy, S.P., Medrich, E.A., Henke, R.R., and Bobbitt, S.A. (1992). SCHOOLS AND STAFFING IN THE UNITED STATES: A STATISTICAL PROFILE, 1987-88. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement (NCES Report No. 92-120).

Seppanen, P.S., Kaplan de Vries, D., and Seligson, M. (1993). NATIONAL STUDY OF BEFORE- AND AFTER-SCHOOL PROGRAMS: EXECUTIVE SUMMARY. Washington, D.C.: U.S. Department of Education, Office of Policy and Planning.

U.S. Bureau of the Census. (1994). STATISTICAL ABSTRACTS OF THE UNITED STATES: 1993. (113th edition).

Washington, D.C.: U.S. Government Printing Office.

Issue Briefs present information on education topics of current interest. All estimates shown are based on samples and are subject to sampling variability. All differences are statistically significant at the .05 level. In the design, conduct, and data processing of NCES surveys, efforts are made to minimize the effects of nonsampling errors, such as item nonresponse, measurement error, data processing error, or other systematic error. For additional details on SASS data collection methods and definitions, see the following U.S. Department of Education publications: 1990-91 SCHOOLS AND STAFFING SURVEY: SAMPLE DESIGN AND ESTIMATION (NCES Report No. 93-449) and QUALITY PROFILE FOR SASS: ASPECTS OF THE QUALITY OF DATA IN THE SCHOOLS AND STAFFING SURVEYS (SASS) (NCES Report No. 94-340).

CITATION: Rossi, R., Daugherty, S., & Vergun, P. (1996, April). Extended day programs in elementary and combined schools. NCES ISSUE BRIEF. Washington, DC: U.S. Department of Education, National Center for Education Statistics, pp. 1-2.

SOURCE: GTE-INS Ed. Personnel newsgroup posting on Indiana SECN 8/26/96. □



The Special Educator, and Individuals with Disabilities Education Law Report

[Editor's Note: The following captions reference the Individuals with Disabilities Education Law Report, (IDELR), The Special Educator (TSE), The Early Childhood Reporter (ECR), which are published by LRP Publications.]

For reference, the reader is reminded that a set of IDELR and ECR volumes is maintained in both the Division and ISEAS offices. Issues of The Special Educator newsletter are provided by subscription through ISEAS for each special education planning district in Indiana.

Individuals With Disabilities Education Law Report

Volume 24, Issue 4

August 8, 1996

OSERS/OSEP. . .

Proposed Excess Costs Formula Did Not Comply With Part B. **Letter to Gallegos**, 24 IDELR 390 (OSEP 1996).

LEA May Be Responsible for Assistive Technology Devices/Services, Depending Upon Details of IEP. **Letter to Anonymous**, 24 IDELR 388 (OSEP 1996).

Same Disciplinary Provisions Apply to Publicly-Placed Private School Students. **Letter to Anonymous**, 24 IDELR 389.

SEA Decisions. . .

LEA Required To Fund Student's Placement at Military Academy—Indiana. **M.S.D. of Lawrence Township and Indiana Dept. of Educ.**, 24 IDELR 395 (SEA IN 1996).

An LEA—not a state department of education or parents—was required to fund a student's placement at an out-of-state military residential academy, which was the agreed-upon placement for the student.

Individuals With Disabilities Education Law Report

Volume 24, Issue 5

August 22, 1996

Judicial Decisions. . .

10th Circuit: No Mandatory Right To Neighborhood Placement Under IDEA Or ADA. **Urban v. Jefferson County Sch. Dist. R-1**, 24 IDELR 465 (10th Cir. 1996).

Consistent with its decision in *Murray v. Montrose*, the 10th Circuit refused to find that the IDEA could be used to compel a school district to place a student with disabilities at his neighborhood school. Also significant was the 10th Circuit's refusal to read the ADA as creating such rights.

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TSE and the IDE Law Report • continued from page 16

Medicaid Home Health Services Can Be Used Outside the Home. **Skubel v. Sullivan**, 24 IDELR 408 (D. Conn. 1996).

According to a ruling from the Connecticut U.S. District Court, students with disabilities who were eligible for home health care services under the Medicaid Act, could use those services for excursions outside of the home.

Individuals With Disabilities Education Law Report

Volume 24, Issue 2

June 27, 1996

Judicial Decisions. . .

Parent-Attorneys Not Eligible For Attorneys' Fees. **Miller v. West Lafayette Community Sch. Corp.**, 24 IDELR 174 (Ind. 1996).

Reversing a decision of an appeals court, the Indiana Supreme Court ruled that parent-attorneys who represent their children in IDEA actions are not eligible to receive attorneys' fees if they prevail in those actions, siding with the view expressed in *Rappaport v. Vance*.

Use of "Blanket Wrapping" Technique Not a Due Process Violation. **Heidemann v. Rother**, 24 IDELR 167 (8th Cir. 1996).

The use of a blanket wrapping technique to calm and relax a 9-year-old student with severe mental and physical disabilities, although disputed among professionals, was not an unreasonable bodily restraint which gave rise to a due process violation.

OSERS/OSEP. . .

Doctor's Diagnosis of ADD/ADHD Alone Can Not Establish IDEA Eligibility. **Letter to Gallagher**, 24 IDELR 177 (OSEP 1996).

Provision of Nursing Services a Case-By-Case Determination. **Letter to Anderson**, 24 IDELR 180 (OSEP 1996).

States Can Implement Procedures To Override Lack of Parental Consent. **Letter to Johnston**, 24 IDELR 199 (OSEP 1996).

Regular Education Teachers Must Be Informed About IEP Content. **Letter to Ellis**, 24 IDELR 176 (OSEP 1996).

Individuals With Disabilities Education Law Report

Volume 24, Issue 3

July 25, 1996

Judicial Decisions. . .

2nd Circuit Upholds IDEA Services For Private School Student, Giving Rise To Circuit Split. **Russman by Russman v. Sobol**, 24 IDELR 274 (2nd Cir. 1996).

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TSE and the IDE Law Report • continued from page 17

4th Circuit Upholds ED's Policy of Continued Educational Services During Long-Term Suspensions/Expulsions. **Virginia Dept. of Educ. v. Riley**, 24 IDELR 278 (4th Cir. 1996).

District and Employees Not Liable For Student's Field Trip Injuries. **Stiff by Stiff v. Eastern Illinois Area Special Sch. Dist.**, 24 IDELR 243 (Ill. App. Ct. 1996).

IDEA Claim Dismissed Due to Parents' Premature Withdrawal from Due Process. **D.R. by R. v. Bedford County Bd. of Educ.**, 24 IDELR 238 (S.D.N.Y. 1996).

Court Refuses To Grant Petition Seeking Legal Emancipation of Student with ADD. **In Re Thomas C.**, 24 IDELR 245 (Conn. Super. Ct. 1996).

Relocating to Another School District Not Basis for Excusing Administrative Exhaustion. **N.B. by D.G. v. Alachua County Sch. Bd.**, 24 IDELR 270 (11th Cir. 1996).

Administrative Exhaustion Required Prior To Contesting Special Education Eligibility. **Alford ex rel. Fitz v. School Bd. of Collier County**, 24 IDELR 239 (M.D. Fla. 1996).

Venue for Special Education Claim Was Proper Where Main Event Leading To Lawsuit Took Place. **M.F. ex rel. T.J.F. v. Baldwin Union Free Sch. Dist.**, 24 IDELR 262 (S.D.N.Y. 1996).

Public Program Met Needs of Student With LD. **Mather v. Hartford Sch. Dist.**, 24 IDELR 231 (D. Vt. 1996).

2nd Circuit Vacates Injunction Requiring Continued Funding for Young Adults At Out-of-State Residential Facilities. **Brooks v. Guilliani**, 24 IDELR 251 (2d Cir. 1996).

Learning Disabled Student Not Eligible For SSI Benefits. **Mack ex rel. Mack v. Secretary of Health and Human Services**, 24 IDELR 266 (S.D.N.Y. 1996).

75-Day Delay Caused by Administrative Process Not an Undue Burden. **Koster v. Frederick County Bd. of Educ.**, 24 IDELR 209 (D. Md. 1996).

Suctioning of Medically Fragile Child Not Covered Under IDEA. **Fulginiti v. Roxbury Township Pub. Sch.**, 24 IDELR 218 (D.N.J. 1996).

Mainstreaming Which Made Student With LD Feel 'Different' Was Inappropriate. **Fort Zumwalt Sch. Dist. v. Missouri State Bd. of Educ.**, 24 IDELR 222 (E.D. Mo. 1996).

Maladaptive Behavior of Student Warranted SED Classification and Emotional Support Placement. **Dallas Sch. Dist. v. Richard C.**, 24 IDELR 241 (Pa. Comm. Ct. 1996).

IDEA Does Not Restrict Reimbursement Of Expenses Incurred Prior to Due Process Hearing Requests. **Ivan P. ex rel. Lukas P. v. Westport Bd. of Educ.**, 24 IDELR 272 (2d Cir. 1996).

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TSE and the IDE Law Report • continued from page 18

Exhaustion Necessary on Claim Seeking Money Damages, Irrespective Of Availability Under the IDEA. **Doe ex rel. Doe v. Vernon Parish Sch. Bd.**, 24 IDELR 265 (W.D. La. 1996).

3-Year-Old With Autism Required 40 Hours Of Weekly ABA (Applied Behavior Analysis) Therapy (Lovaas). **Malkentzos ex rel. MM v. DeBuono**, 24 IDELR 211 (S.D.N.Y. 1996).

OSERS/OSEP . . .

District Must Make Necessary Structural Changes If Placing Privately, or Place Elsewhere. **Letter to Favorito**, 24 IDELR 295 (OSEP 1996).

Decision To Terminate Services Usually Made by IEP Team, but Can Be Made By MDT. **Letter to Hagen-Gilden**, 24 IDELR 294 (OSEP 1996).

Factual Disputes Not Appropriately Resolved by Secretarial Review. **Board of Educ. of Elwood Union Free Sch. Dist.**, 24 IDELR 309 (SEA NY 1996).

Student Not Entitled to Continued Services From Unlicensed Speech Therapist. **Board of Educ. of Hewlett-Woodmere Union Free Sch. Dist.**, 24 IDELR 306 (SEA NY 1996).

OSEP Issues Guidelines for Interstate Transfers. **OSEP Memorandum 96-5**, 24 IDELR 320 (OSEP 1995).

ED: Consultative Services Provided Comparable Benefits to Private School Students. **Appeal of New Mexico State Dept. of Educ.**, 24 IDELR 301 (ED 1995). □

ANNOUNCEMENTS

Office for Civil Rights — Region V is one of 10 Education Department regional offices throughout the United States. It serves Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin. The Office for Civil Rights protects the rights of students in programs that receive

financial assistance from the Education Department. Some employees of the programs also are protected under OCR-enforced laws. Their new address is: US Department of Education, Office for Civil Rights, 111 N Canal Street, Suite 1053, Chicago, IL 60606-

7204; 312/886-8434; Fax: 312/353-5147.

Department of Education Announces Town Meeting Schedule — The U.S. Depart-



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ment of Education has announced its 1996-97 Satellite Town Meeting Schedule. The Town Meetings schedule is:

Tuesday, September 17, 1996, 8:00 p.m. E.T.—"Back to School: Getting Your Community Involved"

Tuesday, October 15, 1996, 8:00 p.m. E.T.—"Technology and Teacher Leadership: 21st Century Teachers"

Tuesday, November 19, 1996, 8:00 p.m. E.T.—"Schools as Safe Havens: Discipline, Safety, and Truancy Prevention"

Tuesday, January 21, 1997, 8:00 p.m. E.T.—"The New American High School: Preparing Youth for College and Careers"

Tuesday, February 18, 1997, 8:00 p.m. E.T.—"Making College More Accessible"

Tuesday, March 18, 1997, 8:00 p.m. E.T.—"School-to-Work Opportunities: Workplaces as Learning Environments"

Tuesday, April 15, 1997, 8:00 p.m. E.T.—"Charter Schools, Magnet Schools, and Other Choices in Public Education"

Tuesday, May 20, 1997, 8:00 p.m. E.T.—"Becoming a Reading, Literate Society"

Tuesday, June 17, 1997, 8:00 p.m. E.T.—"Ready to Learn: Preparing Young Children for School Success"

The Education Department produces the Satellite Town Meeting series in partnership with the National Alliance of Business and the Center for Workforce Preparation with support from the Procter and Gamble Fund.

To participate in the Town Meeting, contact your local Public Broadcasting System (PBS) member station, Chamber of Commerce, or Johnson Controls branch office and ask if your group can use the facility as a downlink site. Other possible sites are local schools, public libraries, community colleges, cable television stations, universities and technical schools, government offices, hospitals, businesses, or even private residences with satellite dishes.

For more information or to register your participation, call the Department of Education at 1-800-USA-LEARN.

Distance Learning Link

— What is attention deficit hyperactivity disorder? What makes a good assessment? What are some solutions for every day problems for adults and adolescents with ADHD?

These are some of the questions that will be addressed in three upcoming national satellite teleconferences, "Beyond Ritalin...issues for adults and adolescents with ADHD" on October 17, 1996 is a rebroadcast of an original teleconference aired in April 1996. This taped program focuses on the pros and cons of the treatment of ADHD with medication.

The second teleconference, "ADHD...yes,no,maybe," addresses assessment issues. What makes a good assessment? What is needed for assessment eligibility and serves as documentation? This live, interactive teleconference will be on October 31, 1996.

The third teleconference also live and interactive, will be on March 13, 1997.

"Solutions...ADHD" will include both academic and psychological interventions. As most individuals do not outgrow the disorder during adolescence and adulthood, both therapeutic and everyday solutions for adults and adolescents with ADHD will be presented.

All programs are downlinked on their respective dates from 2:00 p.m. to 4:00 p.m. Eastern Time. Program center for all teleconferences is designed for a

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Announcements • continued from page 20

wide range of persons who work with and act as advocates for adults and adolescents with ADHD. Questions and comments from human resource personnel, rehabilitation counselors, special education teachers, vocational evaluators, psychologists, physicians, higher education faculty and staff, and advocates throughout the country will be answered via interactive telephone communications during the second and third broadcast in which participants will have the opportunity to speak directly with the panel and viewing audience.

Teleconference participants should greatly benefit by the interaction on these timely and relevant topics of discussion among consumers, families, educators, and service providers. Information packets for the second and third teleconferences will be at each local teleconference site, and accommodations are available upon request.

Agencies, institutions, or organizations wishing for cost information to downlink this teleconference at their site may contact the Distance Learning Link, The University of Georgia, 534 Aderhold Hall, Athens, GA 30602 or by (voice) 706/542-1300; or (fax) 706/542-1221. The Distance Learning Link, Learning Disabilities Center at The University of Georgia, in cooperation with the Behavioral Institute of Atlanta, presents three national teleconference

focusing on issues concerning adults and adolescents with attention deficit hyperactivity disorders (ADHD).

A Taped Encore Presentation of "Beyond Ritalin" October 17th, 1996 This teleconference, originally telecast in April 1996, focuses on medication issues from the perspective of a psychologist, educational consultants, a psychiatrist, and an attorney. Full of vital information, this encore presentation is a good introduction to the following programs and is offered at a reduce rate.

A Live, Interactive National Satellite Teleconference
"ADHD. . . yes, no, maybe"

October 31, 1996 -This teleconference features various aspects of a good assessment. As a participant, you can call in your questions and comments during the entire teleconference, as well as participate in a live telephone survey. You will receive a packet of materials and resources at your site. Upon request, materials are available in large print, audio tape, computer disk with Braille format, or e-mail.

A Live, Interactive National Satellite Teleconference
"Solutions...ADHD"

March 13, 1997 -This teleconference will focus on both academic and psychological

interventions. Both therapeutic and every day solutions will be presented for adults and adolescents with ADHD.

All programs, to be aired from 2:00 p.m. to 4:00 p.m. Eastern Time, are designed for a wide range of persons who work with and act as advocates for adolescents and adults. Consumers, medical professionals, community organizations, small and large businesses, rehabilitation counselors, special and regular education teachers, vocational evaluators, psychologists, as well as university and college personnel will benefit from this teleconference.

If you are interested in sponsoring this teleconference, or know someone in your organization, agency, or institution who would be, please contact us for more information. You can bring professionals and consumers in your together with people throughout the country who are interested in the medical controversies surrounding this topic.

For more information about hosting a site or participating contact: The Distance Learning Link Learning Disabilities Center, The University of Georgia, 534 Aderhold Hall Athens, GA 30602 706/542-1300 FAX 706/542-1221 ☐

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RESOURCES

Have a Job You Need to Fill? — Try Job.Line

List jobs for free on Job.Line, a site on LRP Publication's internet-accessible **Education Administration Online** (formerly LRPnet), where educators stay on top of national issues in special and general education, and talk with peers across the country about legal and professional trends. To list a job on Job.Line send an E-mail to job.line@lrp.com.

To subscribe to EAO, call our customer service department at 800/341-7874 ext. 275 or e-mail custserve@lrp.com.

Project EXCEPTIONAL

— The goal of Project EXCEPTIONAL is to increase the quality and quantity of inclusive child care options for young children (birth to five) with disabilities through local community capacity building. The project has developed training materials and conducts training of trainers workshops for community inter-agency teams (which included family representation) and college instructors on these materials and their use.

The focus of Project EXCEPTIONAL workshops is to provide information on quality practices of inclusive caregiving. Target audiences are state, jurisdiction, or systems level agencies with broad dissemination capacities. The

goal of these services is to collaboratively develop a customized service delivery plan through training to interagency community teams or college instructors, and to provide consultation, technical assistance, and follow-up activities. For further information, please contact: George Triest at 707/664-3929 or write: Project EXCEPTIONAL, California Institute on Human Services, Sonoma State University, 1801 East Cotati Avenue, Rohnert Park, CA 94928-3609; 707/664-2051 or 2416; Fax: 707/664-2417; Tony Apolloni, Project Director; and Linda Cranor, Anne Kushner, Project Coordinators.

Information about CIHS can also be accessed through the Internet: <http://www.sonoma.edu/cihs/>

Paraeducators: Lifelines in the Classroom — These training modules have been created for the professional development of paraeducators who work with students who have disabilities in the schools. The authors of the modules are certified 4MAT trainers and have used the 4MAT instructional model (based on learning styles and brain research) to guide the development of activities. Thus, these materials should ensure that the needs of a variety of adult learners will be met through active participation and interaction.

Paraeducators: Lifelines in the Classroom includes four training modules for providing professional development for instructional paraprofessionals in special education. These four modules include topics that paraeducators and their partner teachers most commonly identified as being important in the professional development process of the paraeducator.

*Module 1: *Defining the Role of the Paraeducator* includes activities for negotiating roles and responsibilities, practicing communication skills, and exploring legal and confidentiality issues. Practical tools are provided for use by the paraeducator and partner teacher in negotiating roles and responsibilities.

*Module 2: *Celebrating Similarities — Students with Disabilities* offers a unique alternative to traditional categories of exceptionalities. Activities allow participants to focus on the levels of need and levels of support for each student; practice language and actions that promote respect for all students; and consider the unique perspectives of living with a student with disabilities.

*Module 3: *The IEP Process — The Role of the Paraeducator*



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allows paras to examine the IEP process and identify their primary role(s) in this process. Recognizing that formal and informal data collection are tasks that paraeducators often assume, activities are provided for clearly defining behaviors; developing methods of data collection; refining observation skills; writing anecdotal reports; and utilizing checklists.

*Module 4: *Supporting the Instructional Process* examines a variety of strategies for independence and academic instruction (i.e., modeling, shaping, prompting, reinforcing, questioning, and providing feedback). Participants are given opportunities to consider modifications to present strategies and alternative strategies that encourage the use of natural supports and consequences whenever possible.

For more information, contact, Marlene Johnson, LR Consulting, P.O. Box 6049-747, Katy, TX 77491-6049; 713/395-4978; Fax: 713/973-1271.

Talking Map — Atlas Speaks, an innovative talking map, is the first product of its kind to enable the user to hear directional information and plan trips using cross streets, landmarks, and local points of interest.

Atlas Speaks includes talking software maps from Etak, Inc. that work on a standard personal computer equipped with a speech synthesizer. After becoming

familiar with a few keys or a mouse, the user can easily navigate through their own neighborhood or learn the layout of new places. Users can save directions to a personal tape recorder, Braille 'n Speak or hard copy Braille.

Atlas Speaks, including software plus one CD-ROM containing maps of one region of choice (Pacific, Mountain, Central, or Eastern) is available for \$495. The software plus four CD-ROMS covering the entire United States, excluding Alaska, is available for \$995.

Arkenstone, Inc. has been awarded the 1996 American Foundation for the Blind Access Award for its Atlas Speaks Talking Map. This award is given to individuals and organizations that have made a significant contribution to aiding people who are blind or visually impaired in achieving equal access and opportunity.

For more information, contact: Arkenstone, Inc., 1390 Borregas Avenue, Sunnyvale, CA 94089. Tel: 800/444-4443 or 408/752-2200. Fax: 408/745-6739. TDD: 800/833-2753. E-mail: info@arkenstone.org. URL: <http://www.arkenstone.org>

Source: Vision Enhancement Vol. 1, #2

Multiage Evaluation — This 70-page booklet documents learning in multiage classrooms and the implications of authentic assessment. It is available for

\$10 plus postage costs.

For more information, contact: Oregon School Study Council (OSSC), 5207 University of Oregon, Eugene, OR 97403-5207.

New Guide to Educating Students with Traumatic Brain Injuries — The Wisconsin Department of Public Instruction announces the publication of *Educating Students with Traumatic Brain Injuries: A Resource and Planning Guide* for \$32.00. This guide was developed by educators, parents, health care providers, and administrators.

The Wisconsin Department of Public Instruction also offers the following publications for special education providers:

* *Creating an Environment for Learning Disabilities*

* *Educational Assessment of Emotional Disturbance: An Evaluation Guide*

* *A Programming Guide for Emotional Disturbance*

* *The Exceptional Educational Needs (EEN) Triangle of Support: A Guide for Parents*

To order these or other publications of the Wisconsin Department of Public Instruction, call 800/243-8782.

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*Resources • continued from page 23***Newsletter for Parents —**

The Family Time Computing newsletter offers practical information for families. Teachers as well as parents will love the information on choosing software. This information can be extremely helpful to people looking for the best computer software for their hard-earned dollars.

A year-long subscription (10 issues) costs \$14.95. To purchase a subscription, send a check or money order, your name, address, phone number, E-mail address (if you have one), and type of computer you have to: Family Time Computing, PO Box 1361, Bloomington, Ill. 61702

Behind the Curtain: A

Search for Solutions to Autism — This video program explores the possible origins of autism and the therapies developed for treatment, through the views of a spectrum of professionals — child development experts, psychotherapists, teachers, and researchers.

The documentary shows the four principal therapists for autistic children. Music therapy encourages dialogue and improves timing. Pointing and gesturing are taught to facilitate communication in children with poor verbal skills. Structured play teaches children developmental skills they missed. Holding is a controversial therapy in which mothers and care givers aggressively establish contact with the child.

The 28 minute video may be rented for \$55 or purchased for \$295.

Contact: Filmmakers Library, Inc., 124 East 40th Street, New York, New York 10016. 212/808-4980.

Boy Scouts with Disabilities

— The National Center for Learning Disabilities is pleased to have joined with the Boy Scouts of America to revise and update their manual called “Scouting for the Learning Disabled.” This handbook will help Scout leaders to better understand the nature of learning disabilities and enable them to plan and modify activities to ensure that all children can participate in the full range of Scouting experiences.

Scouting manuals are also available on the needs of youth with emotional disabilities, physical disabilities, mental retardation, hearing impairments, and visual impairments.

For more information, contact the Boy Scouts of America at 214/580-2000.

Access is Coming to a Theater Near You — Moviegoers with disabilities will likely go to the movies more often now that United Artists Theaters have agreed to make their cinemas more accessible.

Recently, United Artists Theater Circuit, Inc. (UA) reached

an agreement with the Justice Department and the Disability Rights Education and Defense Fund of Berkeley, Calif. that will make all of its 400-plus theaters nationwide fully accessible.

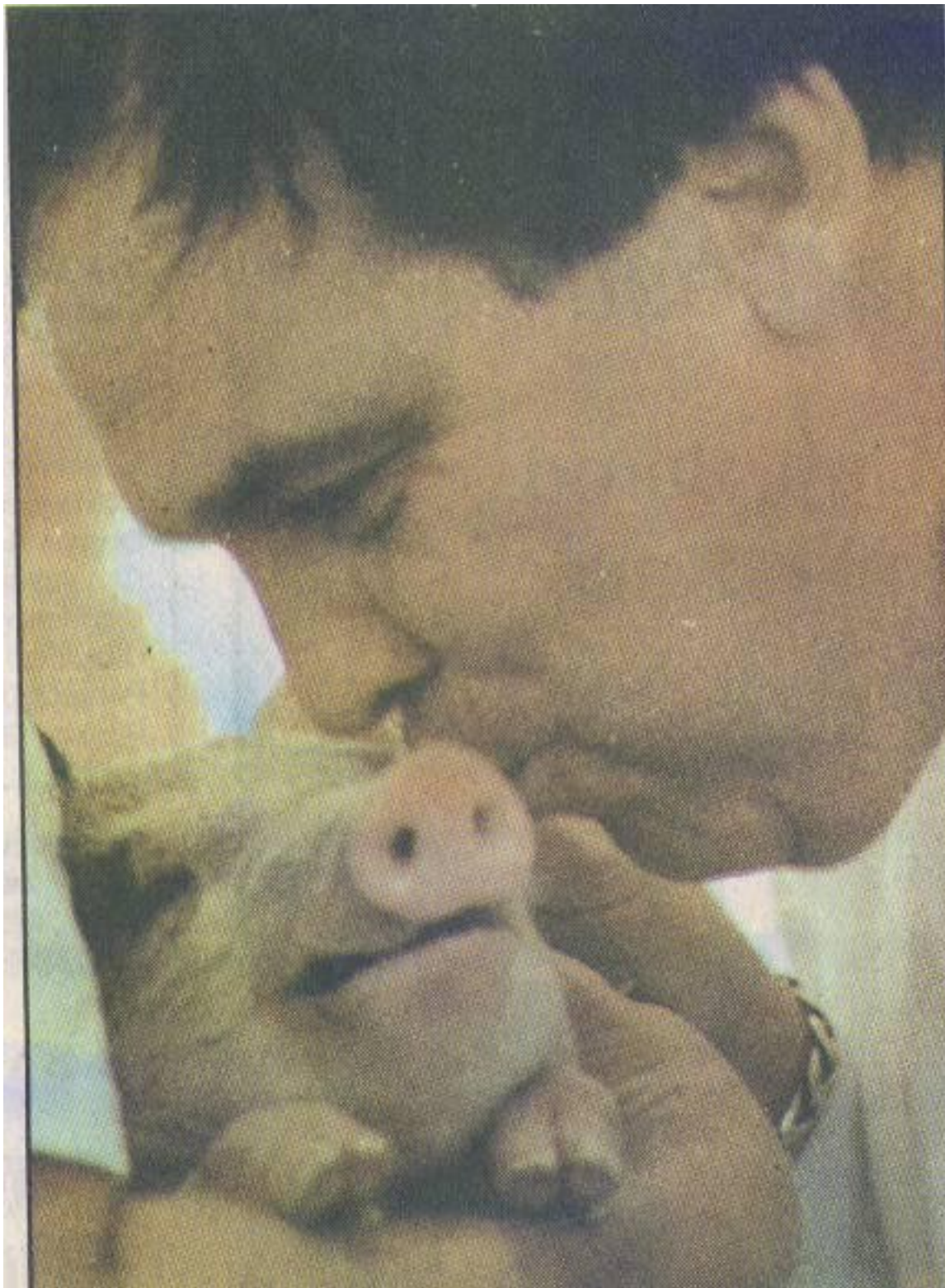
The Justice Department began investigating UA theaters in 1992, when it received complaints about accessibility problems at some of the theaters. After hearing about a lawsuit regarding insufficient seating in the theaters, the department entered the settlement talks and then joined the lawsuit.

Under the agreement, UA will complete improvements on all its theaters by 2001. The 22 UA theaters built after January 1993 must meet the ADA codes by July 1997. Improvements will include:

- * additional wheelchair-accessible spaces throughout the theater, not just the back row
- * one percent of seats with moveable aisle-side armrests to allow wheelchair transfers
- * accessible parking, routes and entrances
- * modified restrooms, concession stands, telephones and drinking fountains.

Source: On Target, July 1996 edition (Vol. 7, No. 7). □





EVER WONDER WHAT HAPPENS TO AGING DIRECTORS?

