

SPECIAL EDUCATION HERE SERVES OVER 1200

By HUBERT WATSON

Director of Special Education, Farmington Public Schools, says that the educational program for handicapped children is a fine thing for the child of someone else, a child perhaps not so fortunate as their own.

IT MAY COME AS a surprise to many that Farmington Public Schools will provide special education services to an estimated 1,200 students during the current school year. Only a small fraction of these boys and girls will be enrolled in the district's special education classes. Most will be typical youngsters who attend all of the general classrooms in the district's elementary school buildings. It is possible that special education services will help further your child's education and highly probable that more than one child in ten will be served by a special education teacher at some period of his school career.

Special education services are provided by traveling teachers who work with children in their regular school buildings and in homes, hospitals, and nursing homes. Their job is to provide the extra help which many handicapped students need to achieve their best work in a regular classroom or while temporarily away from the classroom. The services provided are as varied as the handicaps of the children present.

THE TEACHER OF the Homebound is prepared to carry the school program to a child who cannot attend school due to illness or injury. This teacher is specially trained to understand the illnesses and companion disabilities of child, boy, and to present the most effective teaching techniques for home or hospital room study.

Through close liaison with the child's classroom teacher or secondary counselor, the Teacher of the Homebound provides a continuation of the school program and an important link with school during the period a child must refrain away from classes.

Effective speech is a vitally important factor in the child's opportunity for maximum school achievement. Speech correctionists serve some children in virtually every elementary classroom and in many of the secondary classes. In order that kindergarten may be prepared to make the most of school experiences a Pre-School Speech Correction Program is offered to speech handicapped children during the summer weeks.

SOME CHILDREN find themselves out of step with their classmates, their teachers, or even their families. They need a very specialized kind of help in school. Visiting teachers, special education personnel who are highly trained in education, social work, and the dynamics of child behavior, provide a very important service to these children, the teachers, and their parents.

The greatest need with the child who experiences difficulty on school is the understanding of his problem. School Diagnosticists, who are skilled in psychology as well as education provide the basic for intensive study of a child's problems.

Many children are handicapped either physically or mentally, but only mildly so. Their best learning opportunity is in the general classroom rather than the special class. An effort is made to give these children the maximum educational potential they need some special help from a visiting specialist.

This special teacher provides instruction to individuals or small groups and vital counseling to both students and parents so that the handicap which cannot be corrected may be accepted and sometimes overcome. Children in this group are served by either a Teacher-Counselor or the Mentally Handicapped Department.

ABOUT 300 CHILDREN in the district require a special education classroom for their best educational opportunity. The district has seven classroom units for the child who presents a physical, mental, or emotional handicap.

Mentally handicapped children are served in seven classroom units ranging from a group of five to seven-year-olds to eighteen and nineteen-year-olds. The program for educable children begins with special instruction in the basic elementary subjects and progress through actual on-the-job training.

The goals of the total program are that each child should possess marketable vocational skills and the training for effective citizenship upon completion of his schooling. Retarded children with a more modest potential for independent adulthood are trained in a special classroom unit.

Physically handicapped children who require special classroom placement are served in five classroom units. Three of these classes are designed for children with orthopedic, cardiac, and other types of handicaps. One important feature of the orthopedic program is that the education of deaf children are presented to the children by registered therapists.

Other classes are organized for the education of deaf children and children with limited vision.

EDUCATIONAL GOALS for physically handicapped children are similar to those held for all children. Academic attainment and realization of the self to the fullest extent possible according to each child's potential is sought. Teachers who are specially trained to understand the educational techniques which utilize the child's best learning abilities staff each of the rooms for the physically handicapped.

A small number of children in any school district may become emotionally or socially maladjusted to the extent that their educational opportunity is diminished.

The Adjusted Study Program includes two elementary classes and one junior-high unit for these children. Remedial teaching and techniques designed to develop positive attitudes toward the self and school are presented. Children are expected to remain in the Adjusted Study Program classes for only a limited period of up to two years before returning to the general program.

Special education services and classes are developed as

children with handicaps are identified and their educational needs become known. It is not always possible for a growing community to provide for every special education need on a local level.

When there are an insufficient number of children to make a special class educationally or financially feasible, the child is enrolled in an appropriate class in another district. Reciprocal agreements between the districts of Oakland County and Farmington Special Education funds reimburse the district for the cost of classrooms, furnishings, and equipment necessary to establish a special education classroom.

THE COST OF the Special Education Program is largely shared by the State and the County Board of Education and it does not represent a direct charge against local tax resources. By contrast, the general school program receives a smaller percentage of operating costs from State sources and no direct financial aid from County funds and therefore requires a major portion of its operating funds from local school taxes.

A continuing effort is made to identify the handicapped children who reside in the district so that plans can be made to meet future needs. Parent inquiries or questions are invited at the Special Education Office, Phone GR. 6-1640.

CUERO, TEX., - RECORD: Accidental death, as a result of swallowing poison, is increasing each year. You may not realize it, but more than 600,000 children — each year — swallow some kind of poison. This should make every parent think twice and carry out a routine check of bathroom cabinets, kitchen, etc."

MRS. BARBARA MEACH, Speech Correctionist, instructs a speech correction group at Middlebelt School. The students (left to right) are Wayne Rice, Kevin Oldham, Douglas Holbrook, Stacy Funk, Gregory Mills, and James Birnie. Speech correction personnel serve children in all of the twenty buildings of the district.

LYNNE BULMAN, daughter of Mr. and Mrs. Fred Bulman, 32362 Craftsby, cannot attend school temporarily due to a recent operation on her legs. She is instructed in her home by Mrs. Lois Cotton, Teacher of the Homebound, holding principals refer a child for homebound or hospital bound instruction when they are notified of illness or injury by the parent.

WOODDALE P.T.A. Holds Meeting

The first meeting of the Wooddale P.T.A. was held Tuesday, October 1, at 8 p.m. at the Wooddale School, with President, William Rupp presiding.

The President introduced the Executive Board and a Committee Chairman. Then he spoke of his recent trip to Tulsa, Oklahoma where he was introduced to the IBM machines and learned of their capabilities and limitations. They somewhat reminded him of humans having to use a similar method of sorting out facts but having to cope with a heart and emotions. It was a most interesting speech about human computers starting to click.

THE CONCLUSION of his speech was highlighted by a poem written for the P.T.A. by himself.

Mr. Donald R. McClellan, the Safety Chairman, reviewed the routes which walkers, drivers and bicycle riders should take in going to Wooddale School.

After the meeting, parents visited their children's classrooms since this was Open House for the school.

Coffee and doughnuts were served and congratulations were received by Mr. Rupp, the President by many parents and teachers on the wonderful meeting and speech.

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STUDENT NURSES AID, Judith Capper, a senior in the Vocational Education Program at North Farmington High School, spends part of her school day on-the-job at the Dorwin Convalescent Home, Livonia. Miss Capper is assisting patient Mrs. Mabel Kimmee. Mr. Glen Smith, vocational placement teacher-counselor for the program, visits his student. Miss Capper's work experience was arranged in cooperation with Clarenceville Schools, Department of Special Education.

BRIAN HUGHES, son of Mr. and Mrs. J. P. Hughes, 34023 Britanny, Farmington, works with Miss Betty Bayne, Occupational Therapist, at Eagle School. Brian is a student in the Program for Orthopedically Handicapped children. Therapy is provided for the children on their physician's prescription.

Many of the nation's leading, W. K. Kellogg Foundation in philanthropic educational and Battle Creek, created in 1890 by cultural organizations were on W. K. Kellogg, Kresge, the McDowd by eminent Michigan people. These include the Child Welfare Fund of Michigan, founded in 1929 by United States Senator James Couzens; the Cranbrook Foundation at Bloomfield Hills, organized in 1927 by George C. and Ellen S. Booth; the Ford Foundation, in Detroit, established in 1936 by Edsel B. Ford, Jr., and the Horace H. and Mary A. Rackham Fund in Detroit, founded in 1933.

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LONGACRE P.T.A. Meets Tonight

Mrs. Frank Murtland, President of the Longacre P.T.A., invites all parents to attend its first meeting tonight at 8 p.m. in the multipurpose room.

Miss Minnie Zielke, "Director of Elementary Education" in Farmington will be the guest speaker.

THE PROGRAM committee felt that in requesting questions prior to the meeting, Miss Zielke would be better able to limit her discussion to pertinent facts that concern Longacre parents. Some questions that have already been submitted deal with textbooks, conferences and ungraded primary.

THE P.T.A. membership chairman, Mrs. Robert Baidel, a d her committee, will be available to accept your dues for the 1963-64 season.

THE LONGACRE P.T.A. Bowling League, consisting of 11 women elected the following to serve as their officers for the coming year: Jane Paulson, President; Rita Malatesta, Vice President; Shirley Korte, Secretary; and Margaret Bremer, Treasurer.

Twenty-five students have been elected to the Longacre French classes held each Saturday morning. Their teacher, Miss Niemisto reports that our budding linguists are off to a good start.

We are all capable of more than we do. — Mary Baker Eddy

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