Special Education and Pupil Personnel Services Offered by the Utah State Board of Education

Mark J. Bankhead

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SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES OFFERED
BY THE UTAH STATE BOARD OF EDUCATION

by

Mark J. Bankhead

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Special Education

Plan B

UTAH STATE UNIVERSITY
Logan, Utah

1975
Acknowledgments

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Mark J. Bankhead
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Introduction

In the United States responsibility for education is a function of the state, local school districts derive their authority from the state legislature (Graham, 1962). For many years, especially during the 19th century, the only legislative provision for the education of handicapped children was the limited support of state institutions and residential schools. Recent federal court decisions have substantiated the right of handicapped children to equal protection under the law, including an education, and made state departments of education "solely responsible for providing handicapped children with a free and public education appropriate to their individual capacities." (Abeson, 1972, p. 11)

As a result of these federal court decisions all states now have at least some legislative guidelines that define the educational responsibility of local school districts for exceptional children. In addition, most states have specialists or consultants in their state departments of education who give leadership in the education of exceptional children. Also, the majority of states appropriate funds to assist local districts in meeting the increased costs of programs for the handicapped.

Much of the increased federal legislation, including financial aid to the states for educating the handicapped, can be attributed to increasing demands by parents for a "right to education" for their handicapped children.

Not too many years ago, these parents were far less willing to make known their needs, their frustrations and their hopes. Now
they have become better organized, more vocal, more insistent, and more demanding. Legislatures—and the courts—are responding. (Hensley, 1973, p. 4)

The number of special education programs for exceptional children are increasing at a staggering rate. The trend has been particularly pronounced since World War II. Recent court decisions and state legislation have provided increased momentum. According to the U.S. Office of Education, 12% of all handicapped children received special education services in 1948. By 1963, the proportion increased to 21%; by 1967, to 33%; and by 1971, to 40%. Nevertheless, it is estimated that more than 3 1/2 million handicapped children still are not receiving special education services (Hensley, 1973).

Research shows (N. E. A. Research Bulletin, 1967) that the availability of special educational services is still largely dependent upon the local school system which controls both the quantity and quality of education for the handicapped child in the area in which he resides.

The same report shows that 94.0% of the large systems (those enrolling 25,000 or more pupils) provide full-time guidance counselors in secondary schools, 89.3% of the medium size systems (those enrolling 3,000-24,999 pupils) do so, but only 57.8% of the small systems (those enrolling 300-2,999 pupils) do so. The bulletin indicates that a similar ratio extends to other special services including psychological services, medical services, speech training, and others not directly involved in teaching children, but important to effective educational advancement (Liddle and Ferguson, 1968).
"Local school districts, large in geographic area but small in enrollment, are not an appropriate base for administering comprehensive special education programs." (Isenberg, 1966, p. 4) School districts in sparsely populated areas, such as most districts in the State of Utah, do not lend themselves readily to—and in fact generally preclude—the provision of special educational services for the handicapped. This is understandable in the light of vast land areas, scattered population, and low incidence of children having particular special needs; all of which are obstacles in the development of service programs requiring highly trained personnel and special facilities and equipment. 

What then is the solution in such extended and sparsely populated areas?

Extending special educational services to such areas by professional personnel from "outside" the local district is alternative.

... if it is not possible to provide special education for handicapped children in the public schools in the district, or in conjunction with another school district, the board of education of the district shall, except as herein otherwise provided, secure such education and training outside of the public schools of the district. ... (Utah State Board of Education, 1970, p. 6)

Two agencies where professional personnel may be most readily found are the universities and the state departments of education. Staff members from these agencies often travel throughout the state or several states assisting local school personnel in the administration and operation of their special education programs.

"With the emergence of leadership as the major function of the state departments of education, the rendering of consultative service to local school
systems has become a major responsibility of state department personnel."
(Savage, 1955, p. 27)

Statement of the Problem

As more specialized professional personnel (or services) are required to meet the needs of students requiring special education, teachers and administrators depend more and more on the assistance that can be given by state departments of education.

The problem, however, in the State of Utah, is that educators who are providing programs for handicapped children do not have readily available, easy-to-use sources of information about special education and pupil personnel services offered by the Division of Instructional Support Services of the Utah State Board of Education.

Purpose of the Study

The specific objectives of this study were:

1. To determine which resources within the Division of Instructional Support Services of the Utah State Board of Education are available to teachers and administrators providing educational programs for the handicapped.

2. To determine the general pattern of activities and policies operating in extending these services.

3. To compile this information in a handbook of special education and pupil personnel services provided by the State Division of Instructional Support Services including:
A. Services,
B. Consultants or specialists directing the services,
C. Related information necessary for obtaining these services.

Procedures

The following procedures were used to obtain the necessary information to complete this study:

1. A review of literature to examine (1) the role of consultants in education, and (2) the nature of consultant services offered by state departments of education.

2. Interviews with selected personnel of the Division of Instructional Support Services to gather data concerning special education and pupil personnel services in order to determine the general pattern of activities and policies operating in extending these services.

3. The compilation of the above information into a handbook of special education and pupil personnel services offered by the Division of Instructional Support Services of the Utah State Board of Education.

4. A summary to include conclusions and recommendations for increased teacher use of consultant services offered by the Utah State Board of Education.
Limitations

Certain limitations were necessary in planning this study.

1. This study was limited to selected consultant services offered by the Division of Instructional Support Services of the Utah State Board of Education.

   This report does not include regulatory or fiscal functions of the State Division of Instructional Support Services.

2. Only selected personnel of the Division of Instructional Support Services were interviewed. Selection of personnel interviewed was based on the criterion of whether the staff member was involved in providing primary service to educators serving handicapped children in the State of Utah.

3. This study reflects the research conducted during the summers of 1973 and 1974 as to the resources available within the Division of Instructional Support Services at that time. Obviously, the information in this report will need continued updating and revision.

4. The author notes that the literature concerning consultant services in education and consultant services offered by state departments of education is almost totally limited to the period 1945-1960; however, it is felt that the literature is for the most part still valid.

Definitions

1. A consultant is defined as a professional staff member of a state department of education who offers supportive service or counsel to school teachers and administrators within the local schools.
2. Services for handicapped children as defined in this report encompass a wide variety of functions, including direct services to children, supportive services to teachers, and administrative planning and leadership support for special education and pupil personnel programs.
Review of Literature

The purpose of this section is to review the literature relating to (1) consultants in education, and (2) consultant services offered by state departments of education.

Consultants in Education

Despite the growing importance of consultive service rendered by state departments of education, little attention has been given to it by researchers. Articles dealing with the subject are few, and basic research is limited. Reavis (1948) comments on this fact as follows:

The term "educational consultant" is a little used term in the literature on education. In the practice of certain professions such as medicine and architecture the role of the consultant has long been recognized. But as late as 1945 even the Directory of Education made no use of the term except to apply the word consultant to a psychologist who acts as an expert to his clients in matters pertaining to psychological problems. Despite this fact and the further fact that up to January, 1948, no reference using the term "educational consultant" is listed in the Education Index, the term has extensive usage in the oral discussions of school administrators and members of boards of education. (Reavis, 1948, p. 24)

Rogers (1945), Whitehead (1947), Zander (1948), Vredevoe (1949), and others have published explanations concerning the needs educators have for consultant help. Reavis (1948) states:

(1) That many school administrators have assumed office without adequate preparation for many of their responsibilities, and (2) that many school problems present difficulties on which both the school administrator and his board of education may require technical advice. . . . (Reavis, 1948, p. 24)
Jenkins (1950), Mosier (1951), Ferneau (1954), and Herrick (no date) have all isolated the patterns of behavior on the part of state department of education consultants. Ferneau (1954), however, best described the above patterns of behavior in terms of "types" of consultants.

The "expert." He directs his efforts at arriving at the "right" answer for the particular problem in the specific situation. He sees the "right" answer as those based on absolute principles. He believes that when the right answer is known by one or more parties, the best use of resources is to make the answer explicit. He then implements action to achieve the desired solution at the earliest possible moment. A person employing this approach may be characterized as an expert contingent upon his knowledge of the right answer in this particular situation at this time.

The "resource person." He directs his efforts toward providing an abundance of information so that the persons in the situation can have a choice of a wide range of alternative pragmatic solutions to the problem. He encourages the persons to make whatever selection they wish to make. This necessitates that he possess a wide range of experience, either vicarious or actual, upon which to draw. He suggests that the persons concerned should consider the available empirical evidence relating to the problem. The person using this approach may be regarded by others as a resource person contingent upon the amount of information he possesses.

The "process person." He directs his efforts towards developing a method of working with all persons concerned which will bring about behavioral changes, and these changes will enable persons to solve their own problems. At the same time he hopes to establish the behavioral changes firmly enough so that all persons will be more competent to handle similar situations in the future. A person employing this approach may be characterized as one especially skilled in human relations, contingent upon his knowledge and skill in working with persons. (Ferneau, 1954, p. 2)

Summarizing the literature relating to state department of education consultants, Hilton (1952, p. 18) states "that there is a general consensus among writers in the field that consultants should not be the "experts" but rather should be stimulating, resource people."
Consultant services of state
departments of education

The responsibility of the state to foster and improve education in the local communities has long been recognized not only in legal tradition (Zelder, 1953) but also in the activities of the several state departments of education. Although large amounts of staff time and revenue are constantly devoted to consultant activity, there is little literature pertaining to the subject, the major contributor being the United States Office of Education.

In 1940 the United States Office of Education published sixteen bulletins on the various functions of state departments of education. In 1941 another bulletin was printed on the in-service improvement of administrators as reported by the several state departments of education. Also, in 1950, the Office brought out an inventory of the services provided by forty-eight state departments of education. In this report, Beach (1950, p. 3) praises the many state departments of education that provide "expert consultative service to local school authorities on broad problems of organization, administration, and instruction, and assisting on particular problems through research and discussion, providing an effective means of enriching educational offerings." He concludes by saying:

The broad functions being exercised by state departments of education may be classified under three major categories: (1) leadership, (2) regulatory, and (3) operational. Functions are few; services to carry out the functions are manifold. The relative emphasis placed upon each function varies from state to state, and the techniques, devices, and methods necessarily vary under the different circumstances that are found in the several states. (Beach, 1950, p. 6)
Summary

The review of literature has brought the author to four general conclusions.

1. There is little current research available on the topic of consultant services in education and consultant services of state departments of education, that which is available being confined primarily to the period between 1945-1960.

2. Educators have a need for consultant services.

3. State departments of education provide one source of expert consultative service to teachers and administrators in areas such as program operation and organization, administration, and instruction.

4. That intensive research in the area of consultant services in education and consultant services of state departments of education be both encouraged and expanded by those concerned, including colleges and universities, state departments of education, and others in the field of educational research.
Handbook
The purpose of this handbook is to list the services that are offered by the Division of Instructional Support Services of the Utah State Board of Education, and to list the policies and procedures in extending these services.

All support services and resources offered by the Division of Instructional Support Services are available to all public and private agencies and institutions serving children in the State of Utah that require special education and/or pupil personnel services.

It will be noted that the services offered in different areas will vary in form and objective and may range from personal consultation to the establishment of workshops and inservice programs, depending upon the department and the specialist directing the service.

Credit should be given to the Community Relations Department of the Mesa, Arizona, Public Schools for the general organization and format used in this handbook.

The author hopes that in making this information available it will aid educators in the initiation, expansion, continuation, and improvement of their programs for the handicapped.
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Career Guidance
R. Russell Whitaker
1050 University Club Building
136 East South Temple
Salt Lake City, Utah
Ph. 328-5982

Publications.

- Military information.
- Sources of occupational information.
- Career guidance K-12.
- Resource books - training programs.
- "Job Information Series."
- "Junior High Guidance Curriculum."
- "Vocational Information For Education and Work (VIEW)."

Workshops.

- Will speak on career education.
- Will set up or assist in the planning of career guidance workshops.

Inservice Training. On an individual or group basis, will assist counselors or teachers in designing and implementing career guidance programs.

Consultive Field Services. Will assist in setting up career guidance classes and will provide the curriculum material.

Note: Mr. Whitaker will also work with teachers or counselors to help them meet specific needs. Mobile guidance unit will travel to school or district upon request to provide more information on career education.
Leadership.
- Provide leadership in the initiation, expansion, continuation, and improvement of State programs for communicatively handicapped children.
- Disseminate information relating to improved procedures and practices in providing services to communicatively handicapped children.

Workshops and Inservice.
- Conduct classes, seminars, and demonstrations in technology and methodology of meeting the educational and related needs of communicatively handicapped children.
- Demonstrate appropriate use of the most frequently used diagnostic and evaluative instruments.
- Will serve as a resource consultant to workshop directors or participate in workshops upon request.

Consultive Field Services.
- Will assist communication disorder specialist at local school or district level in conducting programs for the communicatively handicapped.
- Will provide consultation and assistance in diagnosis and evaluation upon request.
- Will serve as a resource consultant for local district administration of special education services for the communicatively handicapped.
Benjamin B. Bruse is the coordinator of programs for the handicapped for the Division of Instructional Support Services of the Utah State Board of Education. Among his main administrative duties are the following:

- Provide leadership in the initiation, expansion, continuation, and improvement of State programs for handicapped children.
- Review and evaluate f-1 estimated data reports relating to the described programs designed to serve the handicapped.
- Receive, review, and assess State reports relating to programs and services for the handicapped which are submitted by the local education agency for each program conducted in the district.
- Administer federal programs relating to handicapped children.
- Conduct workshops and institutes designed to meet the needs of supervisors and teachers responsible for conducting programs for handicapped children, which will result in improved programs and services.

As State coordinator of programs for the handicapped, Dr. Bruse provides for: legal provisions for education of the handicapped, monitoring of programs for the handicapped, physical plant and facilities, provisions for identification and placement of children requiring special education, financing of programs for the handicapped, modification of existing programs for the handicapped, and review and accreditation of special education programs in the State of Utah.

The special education section also provides inservice training for administrators, department heads, specialists, and teachers on a district, multi-district, or regional basis.
Note: These services are of a general nature, i.e., leadership, and are provided more on an advisory basis to district personnel and administrators, rather than to individual teachers. Specific problems, questions, or requests for services are usually referred to one of the educational specialists.
II. Reese Anderson is the coordinator of pupil personnel services for the Division of Instructional Support Services of the Utah State Board of Education.

Among his main administrative duties are the following:

- Provide leadership and supervision to the section of pupil personnel services of the Division of Instructional Support Services.
- Give leadership in the development of pupil personnel programs in the districts and schools of the State.
- Consult with district and school personnel in an effort to upgrade pupil personnel service programs.
- Plan and conduct workshops, conferences, or other inservice programs for pupil personnel specialists, administrators and others concerned with improved services to pupils.
- In cooperation with other State agency staff and local district personnel in the development of standards, policies, and regulations essential to effective program operation.
- Participate in the evaluation and accreditation of pupil personnel programs.

As coordinator for pupil personnel services, Dr. Anderson provides leadership, direction, and supervision of pupil personnel directors in the local districts and is responsible for developing the state model for pupil personnel services, i.e., counseling and consultive service, appraisal and testing services, management of record keeping services, orientation, occupational and educational information services, placement and follow-up services, evaluation and research, and coordination and utilization of community agencies and resources.
The section of pupil personnel services also provides inservice training and workshops for teachers or specialists working with children as pupil support personnel.

Note: These services are provided more on an advisory basis to district pupil personnel specialists and administrators, rather than to individual specialists or teachers.
R. Elwood Pace is the coordinator of special education services for the Division of Instructional Support Services of the Utah State Board of Education. Among his main administrative duties are the following:

- Supervision of specialists in the special education section and pupil personnel services section.
- General supervision of all special education and pupil personnel services within the State of Utah conducted by the local school districts.
- Interpret laws, regulations, and guidelines approved by the Utah State Board of Education.
- Approve local programs conducted under the laws and regulations that apply to special education and pupil services.
- Answer specific questions on regulations, funding, and state or federal programs.
- Provide leadership and participate in the planning, development and sponsorship of workshops for administrators, supervisors and teachers serving children in the State.

As coordinator for special education services, Dr. Pace provides planning, coordination, and interpretation of State Board of Education regulations for the initiation, expansion, and improvement of programs for handicapped children in the State of Utah.

Note: These services are provided more on an advisory and supervisory basis to district administrators, rather than to individual special education teachers. Requests for information or services are referred to a specialist in the specific area.
Leadership.

- Provide leadership in the initiation, expansion, continuation, and improvement of State programs for emotionally handicapped children.
- Formulate and implement plans to assist regions and districts in implementing resource programs for serving handicapped children in the State of Utah.
- Assist regions and districts in their planning for needs assessment, developing needed services, and providing their staffs with the required inservice training.
- Develop resource program models for both urban and rural districts in the State of Utah.
- Assist regions and districts in developing "community wide" resource systems.
- Initiate regional and district level "working agreements" with mental health agencies and other organizations providing services for handicapped children that are not now being served by the public schools.

Workshops and Inservice

- Conduct workshops, institutes, formulate methods of inservice training, and other forms of staff development designed to meet the needs of LEA personnel working with handicapped children.
- Provide regional workshops to assist districts in evaluating their needs assessments and for principals to assist them in mainstreaming handicapped children.
- Assist regions and districts with inservice training-orientation and training for administrators, and upgrading of or training in specific skill areas.

Note: District approval is required before services can be provided.
Leadership.

- Improve programming for the training centers in the State of Utah that are serving the severely handicapped.
- Improve programs in workshop/work activity centers in cooperation with Vocational Education and Vocational Rehabilitation.
- Develop purchase of service agreements with the Division of Family Services and other organizations to provide services for intellectually handicapped children not being served by other agencies and organizations.
- Develop preschool programs for intellectually handicapped in the State of Utah.

Consultive Field Services.

- Provide direction and leadership to districts in establishing and improving programs for the trainable and severely retarded.
- Review and evaluate f-1 data reports relating to trainable and day care students.
- Will assist regions and districts in the development of programs to serve the intellectually handicapped, including funding and cooperative programs and services.
Leadership. Provide leadership in the initiation, expansion, and improvement of programs and services for children of the State of Utah who are handicapped Specific Learning Disabilities (SLD).

Publications.
- "Teaching Children With Learning Disabilities."
- "Remedial Programs for Children With Learning Disabilities."

Workshops. Will assist in planning and conducting workshops and institutes designed to increase teacher/supervisor proficiency in identification, diagnosis, and treatment of children with specific learning disabilities and other handicapping conditions that inhibit social development and academic achievement.

Inservice Training. Will provide instruction in diagnosis, prescriptive teaching, team approaches, instructional strategies, and parent programs upon request.

Consultive Field Services.
- Provided to teachers or administrators on an individual or group basis.
- State specialists will do individual testing, help set up program (Rose Park Model or otherwise), help write the educational program with objectives and strategies,
- Will provide specific assistance with any need or problem a teacher may have.
Leadership.

- Provide leadership for school guidance programs K-12.
- Assist in the planning and implementation of programs to strengthen pupil personnel services in the State.
- Provide leadership in the area of tests and measurement.
- Maintain a file of current tests and related materials.
- Distribute tests and materials to maintain a sound program at the district level.
- Direct Project Identification phase I and II in the State of Utah.

Workshops.

- Participate with district directors of pupil personnel services in meetings and workshops to improve and coordinate services to students.
- Workshops on administrative level to discuss findings of Project Identification in the district or region.
- Instructional Development Institute workshops sponsored jointly by the State Board of Education and/or school districts and regions.
- Workshops with administrators, pupil personnel specialists, and teachers to design and implement pupil services model in the district or region.

Consultive Field Services.

- Serve as a resource person or consultant to educators in the State in the selection of tests, administration procedures, and analysis of data.
- Assist districts in development of pupil personnel services model.
- Serve as a special consultant for local district administration of existing and proposed measurement and evaluation procedures.
Leadership. Provide teachers, parents, administrators, ancillary personnel, and even the handicapped himself with new and up-to-date materials and information relevant to all areas of special education for review and tryout in the classroom or home, helping the individual to select materials for future use as well as obtain materials for immediate use.

U.S.E.I.M.C. Services.
- Distribution of materials.
- Demonstration of materials.
- Units of curriculum guides in specific areas.
- Professional materials (texts, units, etc.).
- Resource information (catalogs, guides, etc.).
- Evaluation of materials.
- Consultant services in the area of special education instructional media.

Research. Abstracts on many subjects can be obtained from the ERIC C.E.C. System. No charge. Allow 4-6 weeks for delivery.

Demonstration Workshops.
- For individuals and groups.
- Will show what materials are available, how to use them, and how to adapt them.
- Will also demonstrate material in the teacher's classroom showing how to use the material and how to adapt it to meet specific needs.

Material Development.
- Some materials are produced at the Utah Special Education Instructional Media Center.
- Units of curriculum for handicapped children.
- Information for development or improvement of existing programs is available.
Instructional Materials.

- Books of enlarged type.
- Embossed maps of the world.
- Books on speech correction.
- Books of high interest-low vocabulary.
- Kits.
- Games.
- Specially prepared academic and vocational material.
- Material may include many of the same items that are used in the regular classroom, but have specific implications in terms of special education.

Note: A list of all material available from the Utah Special Education Instructional Media Center is located in any regional special education instructional media center, or district special education office.
Summary, Conclusions, and Recommendations

Summary

The number of special education programs for exceptional children are increasing at a staggering rate. This increase has been partly the result of increased legislation providing financial aid for local school districts offering educational programs for exceptional children. In addition, most states have specialists or consultants in their state department of education giving leadership in the education of exceptional children. Despite this rapid growth in the number of programs for handicapped children, authorities estimate that only one-fourth of those needing special education are obtaining such services.

Conclusions

School districts in sparsely populated areas, such as most districts in the State of Utah, do not lend themselves to, and in fact generally preclude, the provision of special education for the handicapped. However, special education services are often extended to such areas by professional personnel from "outside" the local district, universities and state departments of education being the two agencies where professional personnel may be most readily found. Also, with the emergence of leadership as the major function of the state departments of education, the rendering of consultant service to local school districts has become a major responsibility of state department personnel.
As more specialized professional personnel (or services) are required to meet the needs of students requiring special education, teachers and administrators are depending more and more upon the assistance that can be given by state departments of education.

The problem that gave rise to this report was the fact that educators in the State of Utah who are providing programs for the handicapped do not have readily available, easy-to-use sources of information about special education and pupil personnel services offered by the Division of Instructional Support Services of the Utah State Board of Education.

The purposes of this study were:

1. To determine which resources within the Division of Instructional Support Services of the Utah State Board of Education are available to teachers and administrators providing educational programs for the handicapped.

2. To determine the general pattern of activities and policies operating in extending these services.

3. To compile this information in a handbook of special education and pupil personnel services provided by the Division of Instructional Support Services of the Utah State Board of Education.

A review of literature led to the conclusion that little research is available on the topic of consultant services in education and consultant services of state departments of education and that which is available is confined primarily to the period between 1945-1960.
It was further found that educators do have a need for consultant services and state departments of education provide one source of expert consultative service. All of which leads to the conclusion that intensive research in the area of consultant services in education and consultant services offered by state departments of education should be both encouraged and expanded.

The author feels that this study poses certain inherent questions:

1. Assuming that the information concerning special education and pupil personnel services offered by the State Division of Instructional Support Services is both necessary and valuable, how frequent are requests for consultant services and what is the origin of these requests? Unfortunately, these statistics have not been compiled by the State Board of Education.

2. To what extent were consultant services extended by staff members of the State Division of Instructional Support Services during the 1973-74 school year? No statistics are available.

3. During the 1973-74 school year, what amount of staff time was devoted to consultant service? The state policy suggests that 80% of staff time be devoted to consultive field service.

4. Is a procedural check-list for obtaining State Board of Education services available? One is not provided by the Utah State Board of Education; therefore, the author proposes the following procedures:
   a. Check district resources to determine if services are available.
   b. Check with local agencies and organizations serving handicapped children to determine if services are available.
c. Check with regional service center to determine if services are available.

d. Contact Division of Instructional Support Services of the Utah State Board of Education to obtain services.

5. Having located the appropriate agency, what steps will insure full utilization of the resources provided? The author suggests the following:

   a. Contact appropriate consultant to arrange time and date for consultant visit.

   b. Define the problem and the need for services.

   c. Arrange for other interested personnel to be involved.

   d. Plan the visit--

      1. Prepare staff and plant for the visit.

      2. Plan schedule of activities for the visit.

      3. Arrange for materials and equipment.

   e. Plan for follow-up activities.

      1. Plan to implement consultant recommendations.

      2. Plan procedures, techniques, and materials to achieve desired results.

      3. Plan for return visit to evaluate the effectiveness of procedures, techniques, and materials used to achieve program goals.

Recommendations

The following recommendations are based on the information gathered for this report.
1. That specialists and staff members of the State Division of Instructional Support Services prepare "job descriptions" that list the services they provide to educators serving handicapped children in the State of Utah.

2. That the Utah State Board of Education keep and make available a more accurate and up-to-date record of special education and pupil personnel services that have been provided as well as those which are offered.

3. That the Utah State Board of Education prepare a handbook of special education and pupil personnel services offered by the Division of Instructional Support Services including:
   a. Services,
   b. Consultants and specialists directing the services,
   c. Related information necessary for the obtaining of these services.

4. That a handbook of special education and pupil personnel services, such as the one outlined in this report, be distributed to educators in the State of Utah who are serving handicapped children.

5. It is suggested that a handbook of services for the handicapped be compiled that includes not only those offered by the Utah State Board of Education, but also lists any services provided by other agencies both state and local which may directly or indirectly offer assistance to those serving the handicapped in the State of Utah.
References


De La Fleur, F. J. What you can expect from consultant services. The American School Board Journal, 1955, 120, 31-33.


Utah State Department of Public Instruction. A survey of the Utah public elementary and secondary schools. An interim report to the governor, legislative council, and legislature. Salt Lake City, Utah: Author, 1953.


Appendixes
Appendix A: Utah Agencies and Organizations Serving Handicapped Children

Statewide services for:

1. Emotionally Disturbed Children

Division of Child and Adolescent Psychiatry (University of Utah Medical Center)
Family Counseling Service, Ogden
Family Service Society, Salt Lake City
Holladay Children's Center, Salt Lake City
Primary Children's Hospital Psychology Department
Psychiatrists (Utah Psychiatric Association)
Psychological Associates, Salt Lake City
Psychologists Licensed in Utah
Utah Association for Mental Health, Division of National Association for Mental Health, Salt Lake City
Utah Psychological Center, Salt Lake City
Utah State Division of Mental Health, Salt Lake City
Utah State Hospital, Youth Program, Provo

2. Mentally Retarded Children

Office of the State Superintendent of Public Instruction
Utah State Division of Health
Utah State Division of Welfare
Utah State Training School, American Fork

3. Delinquent Children

Utah State Industrial School, Ogden
Utah State Industrial School Placement Office, Salt Lake City

4. Physically Handicapped Children

American Cancer Society, Utah Division, Salt Lake City
Office of Rehabilitation Services, Services for the Visually Handicapped, Salt Lake City
Primary Children's Hospital, Salt Lake City
Shriners Hospital for Crippled Children, Salt Lake City
University of Utah Medical Center, Salt Lake City
Utah Diabetic Foundation, Salt Lake City
Utah Schools for the Deaf and Blind, Ogden
Utah State Division of Health, Special Health Services, Salt Lake City
Utah State Medical Association, Salt Lake City
Utah State Muscular Dystrophy Association, Sagebrush Area Chapter,
   Salt Lake City

5. Remedial Reading

Bountiful Reading Center, Bountiful
Granite Reading Center, Salt Lake City
Remedial Clinic, Midvale
The Reading Clinic, Salt Lake City
Psychological Associates, Salt Lake City
Utah Psychological Center, Salt Lake City
The Vision Clinic, Boston Building Reading Center, Salt Lake City

6. Others

Alateen, Salt Lake City
Bayles Group Home for Girls, Blanding
Brigham Young University Speech and Hearing Clinic, Provo
Brooks, Will, Home for Boys, Hurricane
Bureau of Indian Services, Indian Community Action Project, Salt Lake City
Castle Valley Job Corps Conversation Center, Price
Catholic Charities, Salt Lake City
Cedar Ridge Boy's Home, Blanding
Children's Aid Society of Utah, Ogden
The Children's Service Society of Utah, Salt Lake City
Clearfield Job Corps Urban Center, Clearfield
Counseling Center, University of Utah, Salt Lake City
Genola Home for Boys, Genola
Girls' Group Home, Price
Indian Student Placement Program, Church of Jesus Christ of Latter-Day
   Saints, Salt Lake City
Lee, David, Home for Boys, Mapleton
Marriage and Family Counseling Bureau, Salt Lake City
National Association of Social Workers, Utah Chapter Members
Office of Rehabilitation Services, Salt Lake City
Office of State Superintendent of Public Instruction, Salt Lake City
Omaha Job Corps Center for Women, Omaha, Nebraska
Relief Society General Board Association, Social Service and Child Welfare Department, Salt Lake City
Salt Lake County Girls' Group Home, Salt Lake City
Security Home for Boys, Springville
Uintah Basin Children's Home, Roosevelt
University of Utah Speech and Hearing Clinic, Salt Lake City
Utah Boys' Ranch, Kearns
Utah Congress of Parents and Teachers, Salt Lake City
Utah Department of Employment Security, Salt Lake City
Utah Office of Economic Opportunity, Salt Lake City
Utah State Division of Welfare, Salt Lake City
Utah State University Speech and Hearing Center, Department of Audiology-Speech Pathology, Logan
Weber Basin Job Corps Conversation Center, Ogden
Weber County Girls Home, Ogden

*Reprinted from the Directory of Special Services for Children in Utah, published by the Utah Association for Mental Health, Salt Lake City, Utah.
Appendix B: National Agencies and Organizations Serving Handicapped Children

Provides consultative service or technical assistance for individuals or agencies serving handicapped and/or gifted children:

Alexander Graham Bell Association for the Deaf, Inc.
American Academy of Pediatrics
American Association for Health, Physical Education, and Recreation
American Association of Psychiatric Clinics for Children
American Association of Workers for the Blind, Inc.
American Corrective Therapy Association, Inc.
American Foundation for the Blind
American Heart Association, Inc.
The American Legion, National Child Welfare Division
American Nurses' Association, Inc.
American Occupational Therapy Association, Inc.
American Optometric Association
American Physical Therapy Association
American Printing House for the Blind
American Psychiatric Association
American Public Health Association, Inc.
The American Speech and Hearing Association
Association for Children with Learning Disabilities
Association for Education of the Visually Handicapped
The Association of Rehabilitation Centers, Inc.
Boy Scouts of America
Child Study Association of America
Conference of Executives of American Schools for the Deaf
Council of Organizations Serving the Deaf
Council on Education of the Deaf
Girl Scouts of the United States of America
Goodwill Industries of America, Inc.
Human Growth, Inc.
Information Center - Recreation for the Handicapped
The International Association of Pupil Personnel Workers
International League of Societies for the Mentally Handicapped
International Society for Rehabilitation of the Disabled
Muscular Dystrophy Association of America, Inc.
The National Association for Gifted Children
The National Association for Mental Health, Inc.
National Association for Music Therapy, Inc.
National Association for Retarded Children
National Association for the Deaf
National Association of Hearing and Speech Agencies
National Association of Sheltered Workshops and Homebound Programs
National Association of State Directors of Special Education
National Catholic Educational Association, Special Education Department
National Committee for Multi-Handicapped Children
National Council on Crime and Delinquency
National Epilepsy League, Inc.
The National Foundation – March of Dimes
National Recreation and Park Association
National Therapeutic Recreation Society
The President's Committee on Employment of the Handicapped
The President's Committee on Mental Retardation
Southern Regional Education Board
United Cerebral Palsy Association, Inc.
United States Department of Health, Education, and Welfare
Western Institute for the Deaf
Western Interstate Commission for Higher Education, Special Education and Rehabilitation Program
Vita

Mark J. Bankhead

Candidate for the Degree of

Master of Education

Report: Special Education and Pupil Personnel Services Offered by the Utah State Board of Education.

Major Field: Special Education

Biographical Information:


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