**Originally Processed With FOIA(s):** S

**FOIA Number:** S

# FOIA MARKER

**This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.**

**Record Group/Collection:** Donated Historical Materials
**Collection/Office of Origin:** Frieden, Lex, Collection
**Series:** Related Materials
**Subseries:** Conferences

**OA/ID Number:** 52082
**Folder ID Number:** 52082-005

**Folder Title:**
Articles and Presentations [1985-1988] [1]

**Stack:** **Row:** **Section:** **Shelf:** **Position:**

The President's Committee on Employment of the Handicapped

1111 20th Street, N.W. Suite 636 Washington, D.C. 20036
(202) 653-5044 VOICE (202) 653-5050 TDD

January 19, 1988

Mr. Lex Frieden
Executive Director
National Council on the
Handicapped
800 Independence Avenue, S.W.
Suite 814
Washington, D. C. 20591

Dear Lex:

Thank you for taking time from your busy schedule to meet with the President's Committee staff. All the information you shared will be helpful to the staff in their work, in particular, your comments about a revitalized President's Committee, were very much appreciated. That feedback from you meant a great deal to the staff members who have been working hard to make the President's Committee an effective force in promoting employment opportunities for people with disabilities.

Lex, you too, share in any recognition the revitalized committee receives. The guidance and support you gave to me certainly contributed to that improvement. Thank you.

As your plans develop, please let me know if I can be of any assistance to you.

Best wishes for every success in the new year.

Sincerely,

Jay Rochlin
Executive Director

*Dignity, Equality, Independence through Employment*

Associate Members

The Secretary of State
The Secretary of the Treasury
The Secretary of Defense
The Attorney General
The Secretary of the Interior
The Director of the United States Information Agency
The Secretary of Agriculture
The Secretary of Commerce
The Secretary of Labor
The Secretary of Education
The Secretary of Health and Human Services
The Secretary of Housing and Urban Development
The Secretary of Transportation
The Administrator of the Veterans Administration
The Director of the Office of Personnel Management
The Administrator of the General Services Administration
The Postmaster General

# The President's Committee on Employment of the Handicapped

1111 20th Street, N.W. Suite 636 Washington, D.C. 20036
(202) 653-5044 VOICE (202) 653-5050 TDD


December 23, 1987

Mr. Lex Frieden
Executive Director
National Council on the
Handicapped
800 Independence Avenue, S.W.
Suite 814
Washington, D. C. 20591

Dear Lex:

This is to confirm my invitation for you to speak to the staff of the President's Committee on Tuesday, January 12th at 10:00 AM.

Please feel free to discuss any subjects that you feel would be of interest. An update on the background and status of the Americans with Disabilities Act would certainly be appropriate. I am trying to keep the staff informed and knowledgeable about current activities. I have reserved an hour and a half for you, in order to include a period of time for discussion with the staff.

Thanks, for taking the time to join with us. We look forward to your visit.

Best wishes for a joyous holiday season.

Sincerely,

Jay Rochlin
Executive Director

| | | | |
|---|---|---|---|
| 4:00–4:50 | Division: 8<br><br>Biltmore Hotel, Mediterranean Room | **Business Meeting: Directors of Graduate Training Programs**<br>**Chair: Arthur D. Shulman,** Washington University | |
| 4:00–4:50 | Division: 12 (Section 5)<br><br>Westin Bonaventure Los Angeles Hotel, Santa Anita Room B | **Business Meeting**<br>**Chair: Michael C. Roberts,** University of Alabama | |
| 4:00–4:50 | Division: 14<br><br>Los Angeles Convention Center, Room 202 | **Open Forum: Long Range Planning Issues**<br>**Chair: Sheldon Zedeck,** University of California: Berkeley | |
| 4:00–4:50 | Division: 18 & National Organization of Veterans Administration Psychologists, and Association of Veterans Administration Chief Psychologists<br><br>Biltmore Hotel, Corsican Room | **Executive Summit Meeting**<br>**Chair: Jonathan Cummings,** Veterans Administration Medical Center, Washington, DC | |
| 4:00–4:50 (Audio) | Divisions: 22, 9, 27, 33, 37, & 41<br><br>Westin Bonaventure Los Angeles Hotel, San Gabriel Room B<br><br>Index: 8, 35.3 | **Invited Address**<br>**Participant: Lex Frieden,** National Council on the Handicapped, Washington, DC. **Developing Public Policy: Disability and Rehabilitation** | **Chair: Roy C. Grzesiak,** Kessler Institute for Rehabilitation, West Orange, NJ |
| 4:00–4:50 | Division: 28<br><br>Los Angeles Convention Center, Room 206<br><br>Index: See individual entries. | **Citation Paper Session**<br>**Chair: David M. Penetar,** University of California: San Francisco<br>**(30) Frequent Workplace Monitoring and Contingent Payment for Maintaining Smoking Abstinence. Cynthia S. Rand, Maxine L. Stitzer,** and **Andrew M. Mead,** The Johns Hopkins University School of Medicine | **(24) Modification of the Discriminative Stimulus Properties of Morphine by Ketamine. David V. Gauvin, Keith T. Irtenkauf,** and **Alice M. Young,** Wayne State University<br>**(30) Neuroleptic-Like Actions of Cholecystokinin Octapeptide. Friedbert I. Weiss** and **Aaron Ettenberg,** University of California: Santa Barbara |
| 4:00–4:50 | Divisions: 29, 39, & 42<br><br>Westin Bonaventure Los Angeles Hotel, Santa Barbara Room A<br><br>Index: 2.9.2 | **Workshop: On the Use of Imagery in Psychodynamic Psychotherapy** | **Chair: Lloyd H. Silverman,** Research Center for Mental Health, New York University |

1:00–1:50
**Divisions: 17 & 20**
**Westin Bonaventure Los Angeles Hotel, ·merald Bay Room**
**vited Address**
**rticipant: Nancy K. Schlossberg,** Dept. of unseling and Personnel Services, University of ryland: College Park. **Mattering and Marginal-y: Dimensions of the Adult Experience**
**Discussants: Paul T. Costa, Jr.,** National Institute of Aging, Baltimore, MD
**Bruce R. Fretz,** University of Maryland: College Park
**Chair: Denise C. Park,** University of North Carolina at Charlotte

### Tues/8-27

3:00–3:50
**Divisions: 10 & 20**
**Los Angeles Convention Center, Room 216B**
**Invited Address**
**Participant: James E. Birren,** Andrus Gerontol-v Center, University of Southern California.
**·tivity in the Second Half of Life**
**ssant: Robert J. Kastenbaum,** Dept. of nication, Arizona State University
**Patricia Alpaugh McDonald,** Ingleside Pasadena, CA

## ision 21

### Fri/8-23

11:00–11:50
**Divisions: 1, 3, 6, 10, 21, & 40**
**Los Angeles Convention Center, Room 216C**
**Invited Address**
**Participant: Diana Deutsch,** University of California: San Diego. **Musical Illusions and Paradoxes**
**Chair: Donald I. A. MacLeod,** University of California: San Diego

### Sun/8-25

9:00–9:50
**Divisions: 21 & 14**
**Los Angeles Convention Center, Room 206**
**Invited Address**
**Participant: Frank E. Gomer,** General Physics Corp., Dayton, OH. **Test and Evaluation of Work Standards in Industry**
**Chair: Thomas McCloy,** Dept. of Behavioral Science and Leadership, U.S. Air Force Academy

9:00–9:50
**Divisions: 34, 14, & 21**
**Los Angeles Convention Center, Room 216C**
**Invited Address**
**Participant: Eric Sundstrom,** University of Tennessee: Knoxville. **Physical Environments in Offices and Factories: Current Research and Future Priorities**
**Chair: Alan Hedge,** Dept. of Applied Psychology, University of Aston in Birmingham, England

2:00–2:50
**Divisions: 3, 1, & 21**
**Los Angeles Convention Center, Room 202**
**Invited Address**
**Participant: Donald Norman,** University of California: San Diego. **From Slips and Mistakes to a Theory of Action**
**Chair: Geoffrey Keppel,** University of California: Berkeley

2:00–3:50
**Division: 21**
**Sheraton Grande Hotel Los Angeles, Concours Ballroom 1**
**Business Meeting**
**Chair: William C. Howell,** Rice University

4:00–4:50
**Division: 21**
**Sheraton Grande Hotel Los Angeles, Concours Ballroom 1**
**Presidential Address**
**Participant: William C. Howell,** Rice University. **Task Influences in Decision Making**
**Chair: Michael McCauley,** Monterey Technology, CA

5:00
**Divisions: 19 & 21**
**Sheraton Grande Hotel Los Angeles, Concours Ballroom 2**
**Social Hour**

### Tues/8-27

1:00–2:50
**Divisions: 21 & 5**
**Los Angeles Convention Center, Room 214C**
**Invited Address**
**Participant: Robert J. Wherry, Jr.,** Landsdale, PA. **Random Sampling of Domain Variance and the Theory of Underlying Internal Processes**
**Chair: Dennis K. McBride,** Technology and Human Factors, Pacific Missile Test Center, Point Mugu, CA

## Division 22

### Fri/8-23

4:00–4:50
**Divisions: 22, 9, 27, 33, 37, & 41**
**Westin Bonaventure Los Angeles Hotel, San Gabriel Room B**
**Invited Address**
**Participant: Lex Frieden,** National Council on the Handicapped, Washington, DC. **Developing Public Policy: Disability and Rehabilitation**
**Chair: Roy C. Grzesiak,** Kessler Institute for Rehabilitation, West Orange, NJ

5:00
**Division: 22**
**Westin Bonaventure Los Angeles Hotel, Palos Verdes Room**
**Social Hour**

### Sat/8-24

2:00–2:50
**Divisions: 38, 8, 9, 12, & 22**
**Westin Bonaventure Los Angeles Hotel, San Diego Ballroom**
**Invited Address**
**Participant: Meyer Friedman,** Meyer Friedman Institute, Mt. Zion Hospital, San Francisco, CA. **Modification of Type A Behavior in Coronary and High-Risk Patients**
**Chair: Carl E. Thoresen,** Stanford University

### Sun/8-25

11:00–12:50
**Divisions: 18, 1, 2, 7, 8, 9, 12, 22, 23, 26, 27, 35, & Psychologists for Social Responsibility**
**Biltmore Hotel, Galeria Room**
**Invited Address**
**Participant: Victor W. Sidel,** Montefiore Medical Center/Albert Einstein College of Medicine. **Destruction Before Detonation: Impact of the Arms Race on Health**
**Discussants: M. Brewster Smith,** Stevenson College, University of California: Santa Cruz
**James A. Ciarlo,** University of Denver
**Chair: James A. Ciarlo**

4:00–4:50
**Divisions: 31, 12, 22, 38, 44, & APA Board of Directors**
**Westin Bonaventure Los Angeles Hotel, Avalon Room**
**Invited Address**
**Participant: Honorable Henry A. Waxman,** U.S. House of Representatives, Washington, DC. **Health, Mental Health, and Psychology in the Current Session of Congress**
**Introduced by: Robert Perloff,** Graduate School of Business, University of Pittsburgh
**Chair: Philip S. Pierce,** Veterans Administration Medical Center, Togus, ME

5:00
**Division: 22**
**Westin Bonaventure Los Angeles Hotel, San Fernando Room**
**Social Hour and Distinguished Contribution Award**
**Chair: Lawrence Feinberg,** San Diego State University
**Recipient: Douglas A. Fenderson,** Shoreview, MN. Distinguished Contribution Award Recognition of Past Division 22 Presidents

## Division 23

### Sat/8-24

5:00–5:50
**Division: 23**
**Biltmore Hotel, Mediterranean Room**
**Divisional Conversation Hour and Presentation of Dissertation Award**
**Chair: Timothy C. Brock,** Ohio State University: Columbus Campus

### Sun/8-25

11:00–12:50
**Divisions: 18, 1, 2, 7, 8, 9, 12, 22, 23, 26, 27, 35, & Psychologists for Social Responsibility**
**Biltmore Hotel, Galeria Room**
**Invited Address**
**Participant: Victor W. Sidel,** Montefiore Medical Center/Albert Einstein College of Medicine. **Destruction Before Detonation: Impact of the Arms Race on Health**
**Discussants: M. Brewster Smith,** Stevenson College, University of California: Santa Cruz
**James A. Ciarlo,** University of Denver
**Chair: James A. Ciarlo**

3:00–3:50
**Division: 23**
**Biltmore Hotel, Cordoban Room**
**Business Meeting**
**Chair: David W. Stewart,** Vanderbilt University

4:00–4:50
**Division: 23**
**Biltmore Hotel, Cordoban Room**
**Presidential Address**
**Participants: Gene Topper,** Campbell-Mithun Advertising, Chicago, IL
**George Szybillo,** Avon Co., New York, NY

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES

NATIONAL INSTITUTE OF HANDICAPPED RESEARCH

"ECONOMICS OF DISABILITY II: FORUM ON DISABILITY POLICY"

CAPITOL HOLIDAY INN - 550 C STREET SW

COLUMBIA SOUTH ROOM

FEBRUARY 24-25, 1986

MONDAY FEBRUARY 24

| | | |
|---|---|---|
| 8:30 AM | REGISTRATION | |
| 9:15 AM | WELCOME | DR. L. DENO REED |
| 9:25 AM | FORUM INTRODUCTION | DR. M. ALTON HODGES |
| 9:40 AM | KEYNOTE INTRODUCTION | MRS. MADELEINE WILL |
| 9:45 AM | KEYNOTE ADDRESS | MRS. MARTHA McSTEEN |
| 10:15 AM | BREAK | |
| 10:30 AM | COMMUNITY CARE | |
| | MODERATOR: | DR. JEAN ELDER |
| | RESOURCE PERSONS: | |
| | DR. ROBERT BRUININKS | DR. JOHN NOBLE |
| | MS. KATHY SCHWANINGER | MR. LEX FRIEDEN |
| | PANEL PARTICIPANTS: | |
| | SENATOR JOHN CHAFEE | |
| | SENATOR WILLIAM PROXMIRE | |
| | SENATOR LOWELL WEICKER | |
| | CONGRESSMAN JOHN DUNCAN | |
| | CONGRESSMAN JOHN KERRY | |
| | DR. WILLIAM ANTHONY | MS. PATRICIA GUARD |
| | DR. DAVID BRADDOCK | DR. PAUL MARCHAND |
| | DR. ROBERT COOK | MR. THOMAS NERNEY |
| | DR. GERBEN DeJONG | MS. MARY JANE OWEN |
| | DR. AARON FAVORS | MS. BONNIE SHOULTZ |
| | DR. SHERVERT FRAZIER | DR. THOMAS STRIPLING |
| | DR. ROBERT GETTINGS | MR. DAVID WILLIAMSON |
| | DR. SUSAN GLEESON | |
| 12:30 PM | LUNCH | |

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES

2:00 PM — EMPLOYMENT PROGRAMS

MODERATOR: DR. JAMES MOSS

RESOURCE PERSONS:

DR. THOMAS BELLAMY
DR. RICHARD MELIA
DR. PAUL WEHMAN
MR. GEORGE LOWE

PANEL PARTICIPANTS:

SENATOR ORRIN HATCH
SENATOR PAULA HAWKINS
CONGRESSMAN SHERWOOD BOEHLERT
CONGRESSMAN DAN ROSTENKOWSKI
MS. SUE BETKA
MS. EUNICE FIORITO
MR. DALE HANKS
DR. WILLIAM KIERNAN
MR. MICHAEL MOOSLIN
MS. SHEILA NEWMAN
MS. SUSAN PARKER
MR. JAY ROCHLIN
MR. HAROLD RUSSELL
MR. CRAIG THORNTON
MR. RUTHERFORD TURNBULL
DR. RALPH TURNER
DR. SYLVIA WALKER
DR. DOUGLAS WATSON
MR. CLAUDE WHITEHEAD
MR. JOHN WU

4:00 PM — ADJOURNMENT

4:30 PM — RECEPTION

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES

TUESDAY FEBRUARY 25

8:30 AM — WORK DISINCENTIVES

MODERATOR: DR. M. ALTON HODGES

RESOURCE PERSONS:

DR. MONROE BERKOWITZ
DR. RONALD CONLEY
DR. PATRICIA MORRISSEY
MR. PAUL DZIEDZIC

PANEL PARTICIPANTS;

GOVERNOR RICHARD THORNBURG
SENATOR ROBERT BYRD
SENATOR EDWARD KENNEDY
CONGRESSMAN STEVE BARTLETT
CONGRESSMAN DOUGLAS WALGREN
CONGRESSMAN JAMES WRIGHT
MS. DOROTHY AMEY
MR. WILMER HUNT
DR. EDWARD BERKOWITZ
DR. FRANK LASKI
DR. ELIZABETH BOGGS
MRS. MARTHA McSTEEN
DR. FRANK BOWE
MR. JIM RICCIUTI
MS. JUDY BROTMAN
MR. JAMES SCHMIDT
MS. RHODA DAVIS

9:45 AM — BREAK

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES

10:00 AM — DISABILITY MANAGEMENT

MODERATOR: DR. PATRICIA OWENS

RESOURCE PERSONS:

MS. GAIL SCHWARTZ
MR. GABE FAIMON
DR. DONALD GALVIN
MR. BENJAMIN JONES

PANEL PARTICIPANTS:

GOVERNOR WILLIAM O'NEIL
SENATOR RUSSELL LONG
SENATOR ROBERT PACKWOOD
CONGRESSMAN SILVIO CONTE
CONGRESSMAN ROBERT MICHEL
CONGRESSMAN WILLIAM NATCHER
DR. SHEILA AKABAS
MS. CATHY AMKRAUT
DR. JOHN CLARK
MR. ED ECKENHOFF
DR. DAVID GRAY
MS. MARY HARAHAN
MR. L. MICHAEL HERRELL
MR. EVAN KEMP
MR. RICHARD LECLAIR
MS. ARLENE MARKOWITZ
MS. SHELIA NEWMAN
MR. JOHN RENDA
MR. RONALD ST.JEAN
MS. KATHERINE SEELMAN
DR. SAMUEL STOVER
MR. ROBERT SWEET
MR. PATRICK TERIK
DR. JOHN WORRALL
MS. KAREN WORTH

11:30 AM — LUNCH

12:45 PM — ISSUES/REACTIONS/SUMMARY

MODERATOR: DR. M. ALTON HODGES

REACTOR PANEL

1:45 PM — CONCLUDING CHALLENGE — CONGRESSMAN STEVE BARTLETT

2:30 PM — ADJOURNMENT

SYLLABUS: "ENABLING THE DISABLED"

MAJORS: PSYCHOLOGY AND BUSINESS ADMINISTRATION

INSTRUCTOR: ROBERT S. MULLER

TEXTBOOK: MANAGING AND EMPLOYING THE HANDICAPPED: THE UNTAPPED POTENTIAL, By Gopal C. Pati/ John I. Adkins, Jr. - Publisher: Brace-Park: The Human Resource Press, 1981

## DESCRIPTION OF COURSE

This course has been developed for psychology and business majors. Also business leaders, managers, supervisors, and students presently planning a career in business or psychology. A survey in understanding what persons with disabilities in our society must face in the psychological and business environment.

## SCHEDULE OF COURSE

| DATE | SESSION | |
|---|---|---|
| | 1 | CHAPER 1 AND INTRODUCTION OF COURSE<br>Who Are The Disabled?<br>Class Lecture, Film, and Special Speaker |
| | 2 | CHAPTERS 2 AND 3<br>Legal Framework and The Human Resource System<br>Rehabilitation Services and Employment<br>Class Lecture, Film, and Special Speaker |
| | 3 | CHAPTER 3<br>SPECIAL TOUR AND SPEAKER<br>MARY FREE BED HOSPITAL AND REHABILITATION CENTER - Class will meet at hospital. |
| | 4 | EXAM I - MIDTERM ON CHAPTERS 1, 2, and 3<br>Class Lecture, Film, and Special Speaker |
| | 5 | CHAPTERS 4 and 5<br>Recuitment and Placement<br>Programs That Work<br>Class Lecture, Film, and Special Speaker |
| | 6 | CHAPTERS 6 AND 7<br>Technological Support Systems<br>Logistics and Accessilility:<br>Programs and Facilities<br>Class Lecture, Film, and Special Speaker |

| DATE | SESSION | |
|---|---|---|
| | 7 | CHAPTERS 8 AND 9<br>Training and Development<br>Summary and Implications For Future Action<br>Class Lecture, Film, and Special Speaker |
| | 8 | EXAM II - FINAL ON CHAPTERS 4, 5, 6, AND 7<br>INDEPENDENT STUDY TERM PAPER DUE<br>Final Class Lecture |

INDEPENDENT STUDY TERM PAPER

There will be one (1) 5-page typed, double spaced, Study Term Paper required for the course, which will be due at the last session of class. No credit will be given until paper completed.

GRADING THE COURSE

20% CLASS ASSIGNMENTS
20% EXAM I - MIDTERM
20% INDEPENDENT STUDY PAPER
20% EXAM II - FINAL
20% CLASS DISCUSSION AND PARTICIPATION
100%

NEED ASSISTANCE

CALL BETWEEN THE HOURS OF 5 and 7 P.M. MONDAY THROUGH FRIDAY.
PHONE CONTACT: 531-0492.

| | | | |
|---|---|---|---|
| 9:00–10:50 | **Divisions: 24, 7, & 8**<br><br>**Washington Hilton Hotel, Lincoln Ballroom East**<br><br>**Index: 29, 31** | **Symposium: Issues of Agency and Malleability in Theories of the Self**<br>**Chair: John A. Meacham,** State University of New York at Buffalo<br>**Participants: Joseph F. Rychlak,** Loyola University of Chicago. **Agency in a Predicational Model of Behavior**<br>**Robert J. Smith,** Allentown College of St. Francis DeSales. | **Marxist Perspectives on the Agency and Malleability of the Self**<br>**Alan S. Waterman,** Trenton State College. **Parameters of the Self in a Theory of Self-Realization**<br>**Kenneth J. Gergen,** Swarthmore College. **Agency, Malleability, and the Social Construction of Self** |
| 9:00–10:50 | **Divisions: 28 & 6**<br><br>**Washington Hilton Hotel, Map Room**<br><br>**Index: 43** | **Symposium: Nicotine Dependence: Withdrawal Following Cigarette, Nicotine Gum, and Smokeless Tobacco Use**<br>**Co-Chairs: R. Nemeth-Coslett** and **Jack E. Henningfield,** National Institute on Drug Abuse Addiction Research Center, Baltimore, MD<br>**Participants: R. Nemeth-Coslett, Angela Sampson,** and **Jack E. Henningfield,** National Institute on Drug Abuse Addiction Research Center, Baltimore, MD. **Subjective and Physiological Correlates of Cigarette Deprivation**<br>**Wallace B. Pickworth** and **Ronald I. Herning,** National Institute on Drug Abuse Addiction Research Center, Baltimore, MD. **Electroencephalographic Effects of Nicotine Deprivation in Addicted Smokers**<br>**Ronald I. Herning, Wallace B. Pickworth,** and **Edward Cone,** National Institute on Drug Abuse Addiction Research Center, Baltimore, MD. **Impaired Information Processing in Heavy Smokers Undergoing Withdrawal From Tobacco**<br>**Frederick R. Snyder, F. C. Davis,** and **Jack E. Henningfield,** National Institute on Drug Abuse Addiction Research Center, Baltimore, MD. **Chronic Abstinence Reduces Information Processing Capabilities in Heavy Smokers**<br>**John R. Hughes,** Dept. of Psychiatry, University of Vermont, and **Dorothy K. Hatsukami** and **Kelli Skoog,** Dept. of Psychiatry, University of Minnesota: Twin Cities. **Physical Dependence on Nicotine Gum: A Placebo-Substitution Trial**<br>**Dorothy K. Hatsukami** and **Robert M. Keenan,** Dept. of Psychiatry, University of Minnesota: Twin Cities. **Physiological and Subjective Responses From Smokeless Tobacco Withdrawal**<br>**Discussant: Jack E. Henningfield** |
| 9:00–10:50 | **Division: 37**<br><br>**Sheraton Washington Hotel, Congressional Room** | **Open Meeting: Task Force on Pediatric AIDS**<br>**Chair: Jeffrey Seibert,** University of Miami in Florida | |
| 9:00–10:50 | **Divisions: 38, 12, 27, & 44**<br><br>**Sheraton Washington Hotel, Idaho Room**<br><br>**Index: 17, 17.3** | **Symposium: Psychosocial Sequelae of AIDS: Reports From Three AIDS Epicenters**<br>**Chair: Lydia Temoshok,** School of Medicine, University of California: San Francisco<br>**Participants: Susan Tross,** Memorial Sloan Kettering Cancer Center, New York. **Psychological Impact of AIDS Spectrum Disorders in New York City**<br>**Jeffrey S. Mandel, Jeffrey M. Moulton, Lydia Temoshok,** School of Medicine, University of California: San Francisco. **Psychosocial Reactions to Diagnosed AIDS or ARC in San Francisco**<br>**Sheila Namir,** Neuropsychiatric Institute, University of California: Los Angeles. **Coping With AIDS: The Health Implications of Various Strategies**<br>**Discussant: Lydia Temoshok** |
| 9:00–10:50 | **Division: 39**<br><br>**Sheraton Washington Hotel, South Cotillion Room**<br><br>**Index: 2.9.2, 7.1, 7.2.3, 29.2** | **Symposium: Memorial Panel for Margaret Mahler: Legacies of Separation–Individuation Theory**<br>**Chair: Jan Drucker,** Sarah Lawrence College<br>**Participants: Anni Bergman,** City University of New York. **Early Observations and Discoveries and Their Evolution into Developmental Theory**<br>**Patricia Nachman,** New School for Social Research. **Observations on Surrogate Parenting at the Margaret Mahler Research Nursery**<br>**Louise Kaplan,** Margaret S. Mahler Research Foundation, New York, NY. **Applications and Misapplications of Separation–Individuation Theory to the Clinical Situation** |
| 9:00–10:50 | **APA Board of Social and Ethical Responsibility for Psychology & Division 22**<br><br>**Capital Hilton Hotel, South American Room**<br><br>**Index: 2.12, 8, 35.3** | **Symposium: Empowerment and the Disabled: Path to Full Participation**<br>**Chair: Paul Leung,** Division of Rehabilitation Counseling, School of Medicine, University of North Carolina at Chapel Hill<br>**Participants: Woody Carnes,** Veterans Administration Medical Center, Bay Pines, FL. **Strategies, Obstacles, and Historical Parallels**<br>**Lex Frieden** and **Peg Nosek,** National Council on the Handicapped, Washington, DC. **Independent Living and Empowerment of the Disabled**<br>**Lois L. Elliot,** Dept. of Communicative Disorders, Northwestern University. **Vocational Opportunities and the Empowerment Process**<br>**Discussant: Gary L. Wood,** Gary L. Wood and Associates, Tampa, FL |
| 9:00–12:50 | **APA**<br><br>**Sheraton Washington Hotel, Washington Ballroom** | **Business Meeting: Council of Representatives**<br>**Chair: Logan Wright,** University of Oklahoma | |

Per your request.

T.

Washington Business Group on Health American Hospital Association

# A G E N D A

## ROUNDTABLE DISCUSSION ON REHABILITATION

Monday, September 8, 1986
Sheraton Grand Hotel
Montpelier Room

8:30 a.m. - 9:30 a.m. **Registration and Coffee**

9:30 a.m. - 10:00 a.m. **Welcome**
Cathy Amkraut, Washington Business Group on Health

**Orientation and Objectives**
Brent England, American Hospital Association

**Introductions**
Judy Miller Jones, National Health Policy Forum

## PARTICIPATORY DISCUSSIONS ON REHABILITATION ISSUES

Judy Miller Jones, Roundtable Moderator

10:00 a.m. - 10:30 a.m. **Current Environment and Payment/Benefit Policy**
Henry Bachofer, American Hospital Association

**Discussion**

10:30 a.m. - 11:00 a.m. **Payor Panel**

**--Employer Perspective**
Jay Leisinger, Bristol Meyers Company

**--Insurer Perspective**
Bill Truehart, Government Employees Insurance Company

11:00 a.m. - 11:15 a.m. **Break**

## PARTICIPATORY DISCUSSIONS (Continued)

11:15 a.m. - 11:45 a.m. **Provider Panel**

**--Hospital Perspective**
Sy Schlossman, American Hospital Association

**--Allied Health Perspective**
Don Olson, American Congress of Rehabilitation Medicine

**--Physician Perspective**
Richard Verville, American Academy of Physical Medicine and Rehabilitation

| | |
|---|---|
| 11:45 a.m. - 12:15 p.m. | **Discussion** |
| 12:15 p.m. - 12:45 p.m. | **Buffet Lunch (Montpelier Room)** |
| 12:45 p.m. - 1:15 p.m. | **Consumer Perspective**<br>Lex Frieden, National Council on the Handicapped |
| 1:15 p.m. - 1:45 p.m. | **HCFA Perspective**<br>Al Dobson, Health Care Financing Administration |

**PARTICIPATORY DISCUSSIONS REGARDING PRIORITIES FOR ACTION**
**Payment Reform**
**Benefits Design**
**Public/Private Funding Coordination**
**Other Issues**

| | |
|---|---|
| 1:45 p.m. - 2:30 p.m. | **Coordinated Care Issues**<br>Patricia Owens, Social Security Administration<br>Dee Yater, Thomas L. Jacobs |
| 2:30 p.m. - 2:45 p.m. | **Break** |
| 2:45 p.m. - 3:15 p.m. | **ProPac Agenda**<br>Dena Puskin, ProPac |
| 3:15 p.m. - 5:00 p.m. | **Roundtable Discussion on Priorities for Action**<br>**Wrapup** |

PMPI MONTHLY PROGRAM

"The DOs and DON'Ts of Accommodating Disabled Persons at Meetings"

Thursday, October 2, 1986
Washington Plaza Hotel

AGENDA

11:30 A.M. REGISTRATION

12:00 NOON LUNCHEON

12:30 P.M. INTRODUCTORY REMARKS

Yolanda Ravazzolo, President, International Conference & Meeting Specialists

or

Madeleine D. Sellouk, Meeting Manager, American Petroleum Institute

12:35 P.M. MODERATOR INTRODUCES SPEAKERS

Judy Brotman, Legislative Assistant to Senator Robert Dole

12:45 P.M. PRESENTATIONS BEGIN

Lex Frieden, Director, National Council on the Handicapped

Mary Jane Owen, Director, Disability Focus, Inc.

Susan E. Kary, Executive Director, Technical Services, Architecture and Construction Div., Marriott Corp.

1:20 P.M. QUESTIONS FROM THE AUDIENCE

1:45 P.M. ADJOURNMENT

PMPI MONTHLY PROGRAM

Thursday, October 2, 1986
Washington Plaza Hotel

LUNCHEON MENU

MELON WITH PROSCUITTO

MARINATED ARTICHOKE HEARTS

STUFFED FLOUNDER WITH BACKFIN CRABMEAT

HERBED RICE

BROILED HALF TOMATO WITH BROCCOLI PUREE

ROLLS AND BUTTER

CRANBERRY MOUSSE

COFFEE, TEA, DECAF

Our special thanks to the Washington Plaza Hotel and Ms. Robin L. Rivers for hosting this luncheon.

_____Planner

_____Supplier

_____Member, PMPI

_____Member, MPI chapter, other than PMPI

_____Non-member

# POTOMAC MEETING PLANNERS INTERNATIONAL

## Program Evaluation

-- Name and Date of Particular Program --

Please take a moment to fill out this evaluation form before you leave today's Program. Your comments on this program and your suggestions for future Programs are valuable and important to PMPI. In particular, your comments regarding Program content and Catering Services will be used to rate this program for the Annual PMPI Award given for the best monthly program. Thank you.

Rate as follows: 4=Excellent 3=Good 2=Fair 1=Poor

| Program | E | G | F | P |
|---|---|---|---|---|
| Overall, the program was informative | 4 | 3 | 2 | 1 |
| Program format | 4 | 3 | 2 | 1 |
| Evaluate information provided as follows: | | | | |
| a. Relevancy of information to my job | 4 | 3 | 2 | 1 |
| b. Sufficiency of scope and detail | 4 | 3 | 2 | 1 |
| c. Future usefulness | 4 | 3 | 2 | 1 |
| The speaker(s): | | | | |
| a. Approached the subject from the correct level of expertise | 4 | 3 | 2 | 1 |
| b. Stimulated my interest in the subject | 4 | 3 | 2 | 1 |
| c. Were well prepared for this program | 4 | 3 | 2 | 1 |
| **Catering** | | | | |
| Preparation of food | 4 | 3 | 2 | 1 |
| Presentation of meal | 4 | 3 | 2 | 1 |
| Creativity in menu planning | 4 | 3 | 2 | 1 |
| Service | 4 | 3 | 2 | 1 |

Briefly describe your primary objectives for attending this Program:

A. _____

B. _____

C. _____

Did you enjoy the "ice-breaker"? If not, what are your suggestions? _____

_____

_____

How did you hear about this Program? _____

_____

Suggestions for future topics & speakers? _____

_____

_____

# 1986 A YEAR FOR Action



Ability
Corporate Involvement
Training
Innovations
Opportunities
Now

## The Action Continues Next Year-

**Denver, Colorado April 22-24, 1987**

***Mark Your Calendars Now!***

## NATIONAL COUNCIL ON THE HANDICAPPED

Lex Frieden, Executive Director, Robert L. Burgdorf, Jr., Research Specialist, and Justin Dart gave an overview of the Council and its recommendations contained in its report to the President and Congress, "Towards Independence."



Lex Frieden, Executive Director,
National Council on the Handicapped

According to Frieden, "Council members know that if we don't begin NOW to make progress, we are going to have a major crisis in this nation related to disability, perhaps around the year 2000. As the money that we spend on Social Security Disability payments, Supplemental Security Income payments, Medicaid and Medicare payments INCREASES at a rate we can't slow down, and in an amount we can't stop, we will begin to see disability become an issue that the public addresses separately, and in, perhaps, not a very constructive kind of way.

"We must begin NOW to point out ways that avoid a national crisis, and to show what has been done to enable people with disabilities to be integrated and to play an active role in their own communities without inappropriate and costly special services.

"The Council has taken examples from the states to show what kinds of important things are already being done. It's going to take a lot of people outside Washington to get behind the recommendations that the Council has made. We have to work hard and work together to see that these recommendations are implemented. It will involve people with disabilities around the country."

Burgdorf stated, "More than 60 billion dollars are spent on programs affecting people with disabilities. This discovery has lead to three broad conclusions:

— Contrary to public opinion, approximately two-thirds of people with disabilities do not receive Social Security or Public Assistance income.

— Federal disability programs over-emphasize income support, and under-emphasize initiatives for independence, prevention of disabilities and self-sufficiency. For example, of the 60 billion, vocational rehabilitation and education consume only two or three billion dollars.

— More emphasis should be given to federal programs that assist private-sector efforts to promote opportunities and independence for individuals with disabilities."

National Council on the Handicapped
800 Independence Avenue, S.W.
Suite 814
Washington, DC 20591

202-453-3846

An Independent Federal Agency

STATEMENT OF: Mr. Lex Frieden
Executive Director
National Council on the Handicapped

BEFORE THE: President's Commission on Americans Outdoors

REFERENCE: Listening Session for Special Populations

DATE: June 25, 1986

Mr. Chairman and members of the President's Commission on Americans Outdoors, good morning. I am very honored to represent the Chairperson of the National Council on the Handicapped, Sandra Parrino, and the members of the Council today. The Council is composed of 15 members who are appointed by the President and confirmed by the United States Senate. Our Council is charged by statute with the responsibility of reviewing all Federal laws and programs which affect the lives of persons with disabilities and in making appropriate recommendations to the President and to Congress. The Council has just completed a major study similar in many respects to that which you are engaged in. The Council's report, entitled Toward Independence, was submitted to President Reagan and to Congress earlier this year. Our report includes 45 legislative recommendations and establishes priorities for the nation in regard to disability policy.

I think it is important to note at this point that there are two cross-cutting themes contained in our report. One of those themes deals with independent living by people with disabilities. Independent living may be defined as people with disabilities making decisions which affect their own lives, being involved in every aspect of life, and having the opportunity to be productive, contributing members of their own communities. And the second principal theme which is contained

in our report deals with equal opportunity. The Council report states that equal opportunity for persons with disabilities must be assured in all aspects of life: obviously, that includes recreational opportunities.

The Council acknowledges that persons with disabilities have been the subject of both purposeful and incidental discrimination for decades. Although our society has taken great steps forward in recent years to educate, to rehabilitate and to ensure opportunities for people with disabilities; those of us who are disabled still face extraordinary environmental, programmatic and attitudinal barriers as we strive to be responsible, independent and productive citizens.

One important area in which we frequently encounter needless barriers relates to recreation, particularly as we try to gain appreciation for the full measure of our abundant outdoor recreational opportunities. I suspect that every one of the 36 million Americans with disabilities can cite at least one example of a circumstance in which their disability did not allow them to participate in or enjoy a recreational experience that could have been accessible to them if the appropriate accommodations had been made.

To support and underline this contention, I'd like to refer you to the recent Louis Harris poll of persons with disabilities which the Council recently initiated. In their national poll,

the Harris people found that 2/3 of the people with disabilities did not see a movie last year. This compares to 22% of the general population who did not have the opportunity or did not go to a motion picture at a theatre last year. Furthermore, Harris found that 3/4 of all persons with disabilities did not see live theatre or a live musical performance last year. That compares to fewer than 1/2 of the general population who did not see live theatre or music last year.

Furthermore when we look at other activities, like going out to eat, we find that more than 1/2 of the general population of the United States goes out to eat in their community at least once a week. One the other hand, fewer than a third of those persons with disabilities have that experience. The more severely disabled persons are, the less able they are to engage in these kinds of recreational activities in their communities. When asked what kinds of barriers actually prevent them from participation in these kinds of activities, we find such things as lack of accessible transportation, lack of accessible facilities, lack of persons to assist in the activities, and so on.

To give you some idea of what these data mean from a very personal perspective, let me describe an experience that my family and I had earlier this year. As background I must tell you that when I was a high school senior, 19 years ago now, two significant things happened to me in my life: that, is in addition to graduating from high school. First, I was selected

to be one of two representatives from the state of Oklahoma, and one of 100 representatives from the United States to attend the International Student Burgesses and Leadership Conference in Williamsburg, VA. The second most significant thing that occurred to me that year was that I broke my neck in a car accident later in the year.

Last year, after I moved here to Washington with my family to assume my present position as Executive Director of the National Council on the Handicapped, I realized that I was once again in the vicinity of Williamsburg, a place about which I have many fond memories. One Friday morning in February, after we had completed our report, (and after you have finished your report, you will understand the relief and recreation one needs following such a diligent effort), I decided that it would be a good time to take the family to Williamsburg. So that Friday morning I phoned the reservation service at Colonial Williamsburg, and made reservations for a room in the Inn.

Friday afternoon I left work a little bit early and packed up the family and we drove to Williamsburg. We had chosen to stay at the Motor Lodge, a place where I had stayed for 10 days with my roommates from Australia and Argentina, nearly 20 years earlier to the date. When we arrived in Williamsburg, we were dismayed to find that only one of the 500 some odd guest

rooms in the complex was made accessible for persons with disabilities. Fortunately, we were able to stay in that room on Friday night. However, some other disabled person had guaranteed the room for Saturday night.

Furthermore, as we tried to enjoy our day in Williamsburg, we discovered that portable ramps were only available for a few of the buildings, and that 24 hour notice is required to assure that those are set up. We found most of the restaurants and shops in the village were inaccessible to persons in wheelchairs, and that generally Willamsburg was not the warm, proud symbol of independence for disabled Americans which I recalled from my earlier experience in Williamsburg, as a person without a disability. Let me add here that I believe that Williamsburg can change and that hopefully before my tenure ends in this beautiful region of the country, the far-sighted people who were responsible for inspiring a young non-disabled person to leadership will recognize that some of us who are disabled could benefit from the same kind of inspiration.

That brings me to a principal point that I'd like to make here today. That is, things have changed in this country in the last two decades. Today, disabled people are generally more able than they were 20 years ago. Technology and public accommodations have all improved. However, with these improvements, expectations have also been raised. Disabled

people can now recognize that we have the responsibility to be contributing, productive members of society, rather than dependent wards of the state. Yet, disabled people in exchange for assuming this responsibility are also demanding the opportunity to be involved in the mainstream of life, to participate fully in community activities, and to enjoy the benefits of our great democracy.

We believe that the President's Commission on Americans Outdoors has the responsibility and the obligation to ensure that the unique needs of disabled Americans are addressed by the recommendations which you will offer to the President and to the Congress, to the recreation industry, to state and local communities, and to the public. We urge you to consider including a designated section in your report which specifically addresses issues related to equal participation for persons with disabilities in recreation experiences. We will be pleased to review the recommendations which you may wish to include in such a section. I'm also pleased to offer the services of the Council as a resource to you and your staff as you continue the important work you are doing to ensure recreational opportunities for all Americans, including those who are disabled.

I congratulate you on recognizing that persons with disabilities are an integral part of the public at large, and that although

certain accommodations do need to be made accessible to enable persons with disablities to enjoy recreation, with appropriate planning and implementation, disabled people can take part in a full range of recreation activities.

At this point, I strongly encourage you to insist upon the policy that persons with disabilities be involved in every aspect of recreation experiences: planning, designing, implementing and participating. This policy cannot be sacrificed. We believe that the President's Commission on Americans Outdoors must recommend this policy of involvement to public and private recreation providers.

I will conclude my comments with the hope that you may use whatever time is available to ask questions or to interview other colleagues of mine who are disabled and, who may have specific recommendations they would like to make.

On behalf of the National Council on the Handicapped, thank you very much for this important opportunity.

**OFFICE OF THE COMMISSIONER**
**REHABILITATION SERVICES ADMINISTRATION**

September 23, 1986

Assistant Secretary Will
Tom Bellamy
Frank Bowe
Lex Frieden
David Gray

Attached is a copy of the agenda for my meeting with Regional Commissioners, September 24, 25, & 26. The panel discussion in which I would like your participation will be at 10:00 AM, Wednesday, September 24.

My thought on the panel was to have a discussion of our concept of Rehabilitation in the future, with an emphasis on the need to work together with each other, the constituency, with other service providers and all members of the public and private sector who believe in justice for all.

I would appreciate each panel member making a 9-10 minute presentation to be followed by dialogue with the RSA staff.

I am aware that several of you can only spend the first hour with us. Those of you that can remain for the second hour, please do so.

As you know, Mrs. Dart and I are hosting a luncheon for the Regional Commissioners on Thursday, at 12:00 at the Mayflower Hotel. I am delighted that you will be with us.

Justin W. Dart, Jr.

AGENDA
MEETING WITH REGIONAL COMMISSIONERS

SEPTEMBER 24, 25, & 26
HHS-SWITZER--ROOM 3065

WEDNESDAY SEPTEMBER 24

10:00 - 12:00 PANEL DISCUSSION--"FUTURE OF REHABILITATION"
Panel Presentation- 1st hour
Group Discussion -- 2nd hour

Panel includes: Assistant Secretary Will, Tom Bellamy OSE; David Gray, NIHR; Lex Frieden, NCH; Frank Bowe, ATBCB; & Commissioner Dart

12:00 - 1:00 LUNCH --

1:00 -- 1:30 UPDATE ON ELIGIBILITY PAR AND CONTRACT. . .Frank Corrigan

1:30 -- 3:00 IMPROVING COMMUNICATIONS WITH STATE AGENCIES, REHABILITATION CONSTITUENCY, AND WITHIN RSA

3:00 -- 3:15 BREAK

3:15 -- 4:00 IMPROVING COMMUNICATIONS CONTINUED

THURSDAY SEPTEMBER 25

Thursday'a meeting will be devoted to the following with a break from 11:30 AM till 2:00 PM for lunch:

I. REVIEW WHAT WORKS AND DOES NOT WORK AS REVEALED BY THE PAST SIX YEARS' EXPERIENCE

a. Policy response and issuance system;
b. General Counsel consultation;
c. Evaluation contracting set-asides, topics and procedures;
d. Discretionary grant activity
e. Mail, E-Mail
f. Planning system;
g. San Diego Case Review;
h. Georgia Management Improvement Project;
i. Statistical reporting systems, definitions;
j. Inter-agency work: Administration on Developmental Disabilities, Department of Labor, Social Security Administration, Department of Education Inspector General (Audit), General Accounting Office, President's Committee on Employment of the Handicapped, Department of Agrigculture, etc.;
k. Constituency work: CSAVR, NCILP, NAPAS, NARF, disability advocacy groups etc.

II. ROLE DEFINITION:

a. RSA's statutory role - that which cannot be ignored or delegated;
b. Program development:
c. Program Administration.

III. UNIFORMITY OF PROGRAM IMPLEMENTATION, MONITORING, ETC.:

a. Eligibility: who are we serving; what are we spending appropriated funds for?:
b. Review Instruments, Techniques, Procedures:
c. Federal Financial Participation

IV. REGIONAL OFFICE/CENTRAL OFFICE ROLES

a. General:
b. Discretionary Grants:
c. Formula Grants:
d. Special Initiatives:

V. STATUS OF UNFINISHED BUSINESS:

a. Reorganization
b. Desk Audits;
c. R. O. Consolidation;
d. Regional Commissioner Vacancies.

VI. STAFF DEVELOPMENT

a. Training needs: formal and in-formal
b. Meetings of staff specialists (e. g., Grants Mgmt, Randolph/ Sheppard, State Representatives, Independent Living;
c. Awards.

VII Recommended Solutions: brain storming session to begin to address identified problems (e. g., set up a CO/RO task force to develop E-Mail compatible forms for all present forms).

FRIDAY SEPTEMBER 26

8:30 -- 10:30 Continue with agenda for Thursday

10:30 -- 10:45 Break

10:45 -- 12:00 Discussion of items of concern not on the formal agenda.

National Facilities Task Force
CSAVR Meeting, Mobile
Training Fund Allocation Plan
Briefing on Rehab Legislation

12:00 Adjourn




September 2, 1986

Lex Frieden, Executive Director
National Council on the Handicapped
800 Independence Avenue, S.W.
Suite 814
Washington, D.C. 20591

Dear Mr. Frieden:

With EFA's 1986 National Conference, "Epilepsy and Life Styles," fast approaching, I want to take this opportunity to thank you for agreeing to be one of our guest speakers this year. We feel extremely fortunate to have been able to attract speakers of your high regard who represent a variety of perspectives.

For your information, I am enclosing a photocopy of our preliminary brochure. I hope you will be able to join us for the entire conference and for the social functions. EFA will reimburse you for any conference-related expenses. I am enclosing an expense report for that purpose.

I would like to take this opportunity to invite you to be our special guest at the Awards Banquet on Saturday evening, September 27th. If you are able to attend, we will be back in touch with you to give you a reserved table number. The enclosed form gives you the opportunity to indicate your preference for the Awards Banquet dinner menu and the three parallel sessions on Saturday should you be able to attend. We would appreciate your completing and returning this form to Janet Levy at EFA by September 12th.

The Conference will be recorded on audio tape, so that we can make it available for purchase by Conference registrants and others. Please sign and return the enclosed "Permission to Record" form which authorizes us to record the session in which you are participating. We would appreciate your returning this form to Janet by September 12th.

Please note that, if your Conference presentation will be an original presentation of new data or findings, you should check the applicable copyright provisions.

If you have any questions about the logistics of the Conference or your presentation, please do not hesitate to call Richard Nugent at EFA. I look forward to seeing you in September.

Sincerely,

Galeta Clayton

Galeta Clayton, Chair
National Conference Planning Committee

Enclosures

cc: Richard Nugent

National Headquarters
4351 Garden City Drive • Landover, MD 20785 • (301)459-3700

## NETH WEEK PLANNING COMMITTEE MEMBERS

KONRAD CHISHOLM
OFFICE OF INTERNATIONAL COOPERATION AND DEVELOPMENT

LARRY CHLOUPEK
FOREIGN AGRICULTURAL SERVICE

JOHN DOCKERY
OFFICE OF PERSONNEL/PERSONNEL OPERATIONS

PRICE GRISHAM
FEDERAL CROP INSURANCE CORPORATION

FRED HENSON
RURAL ELECTRIFICATION ADMINISTRATION

DIANE NERO
FARMERS HOME ADMINISTRATION

VIRGINIA VARNADO
RURAL ELECTRIFICATION ADMINISTRATION

LILLIE VINCENT
OFFICE OF GOVERNMENTAL AND PUBLIC AFFAIRS

JIM WESTBROOKS
OFFICE OF ADVOCACY AND ENTERPRISE

SANDRA ANGLADE
OFFICE OF PERSONNEL


## ACKNOWLEDGMENTS

**PERCY JOHNSON** is employed with the Food Safety and Inspection Service. Mr. Johnson, who writes, arranges, and produces his own music, is the leader of a contemporary gospel group, **ETERNAL LIFE**, which performs nationally.

**RICHARD BARLOW** is employed with the Agricultural Marketing Service. Over the years, Mr. Barlow has volunteered his time and talent performing for his church, in his community, and for programs such as ours today.

**FRITZ ZELLER** is employed with the Agricultural Research Service, National Arboretum, and graciously furnished the decorative plants for today's program.

**THE FOREST SERVICE** arranged for the printing of this program, and Percy Johnson furnished the braille copies.


# PEOPLE AT WORK




Hire People with Disabilities

Laura Belsky • Washington, D.C.

The President's Committee on Employment of the Handicapped

**UNITED STATES DEPARTMENT OF AGRICULTURE NOMINEES**

**FOR**

**OUTSTANDING HANDICAPPED FEDERAL EMPLOYEES OF THE YEAR**

**FOR 1986**

RITA RICHARDSON
AGRICULTURAL RESEARCH SERVICE

LEROY MITCHELL*
AGRICULTURAL STABILIZATION AND CONSERVATION SERVICE

DONALD DOWLING
FARMERS HOME ADMINISTRATION

LOIS BYRNE
FOREST SERVICE

PATRICIA FUNCK
OFFICE OF FINANCE AND MANAGEMENT
NATIONAL FINANCE CENTER

LEE GARNEAU
OFFICE OF PERSONNEL

*  *  *  *  *

SUPERVISORS OF NOMINEES

Gerald Van Slyke, ARS
Hap Querry, ASCS
James V. Likes, FmHA
Ron Ochs, FS
Janice Roper, NFC
William Nolan, OP

* Mr. Mitchell has been selected by the Office of Personnel Management as one of the 11 co-winners of the Award for Outstanding Handicapped Federal Employees of the Year for 1986.

NATIONAL EMPLOY THE HANDICAPPED WEEK

OCTOBER 5-11, 1986

AWARDS CEREMONY
October 6, 1986, 11:00 A.M.

ADMINISTRATION BUILDING PATIO

MUSICAL PRELUDE . . . . . .PERCY JOHNSON
FOOD SAFETY AND INSPECTION SERVICE

MASTER OF CEREMONIES . . . . . JOHN J. FRANKE, JR.
ASSISTANT SECRETARY
FOR ADMINISTRATION

*PRESENTATION OF COLORS
(Joint Armed Forces Color Guard)

*NATIONAL ANTHEM . . . . . .RICHARD BARLOW, Pianist
AGRICULTURAL MARKETING SERVICE
DONNA CARTER, Soloist
OFFICE OF PERSONNEL

MUSICAL SELECTIONS . . . . . PERCY JOHNSON AND
("NO GREATER LOVE" AND "SET FREE") ETERNAL LIFE

INTRODUCTION OF SPEAKER . . . . . PETER C. MYERS
DEPUTY SECRETARY FOR AGRICULTURE

SPECIAL ADDRESS . . . . . .LEX FRIEDEN
EXECUTIVE DIRECTOR, NATIONAL COUNCIL ON THE HANDICAPPED

PRESENTATION OF CERTIFICATES OF RECOGNITION. . . . . .PETER C. MYERS
TO OUTSTANDING HANDICAPPED EMPLOYEES AND THEIR SUPERVISORS

MUSICAL SELECTIONS . . . . . .PERCY JOHNSON AND
("HEED THE SIGN" AND "PRAISE AND WORSHIP") ETERNAL LIFE

CLOSING REMARKS . . . . . .JOHN J. FRANKE, JR.

MUSICAL POSTLUDE . . . . . PERCY JOHNSON

***AUDIENCE PLEASE STAND**

ALL guests are invited to a reception immediately following the program in Room 107-A, Administration Building.

**Schedule of Events**

**Technology: Environmental Solutions to Rehabilitation and Independent Living Barriers**

June 6, 1986
12:00 - 5:00 p.m.

Speaker: Mr. Lex Frieden, Executive Director
National Council on the Handicapped
Washington, D.C.

Title: Public Policy: A Systems Response to Disability and Handicap

Begin Technology Tour

| | | |
|---|---|---|
| Room 405 Computer Center | 1:45 - 2:30 | Group A<br>Visit Artificial Language Lab |
| Room W 402 Main Library | 1:45 - 2:30 | Group B<br>Visit Handicapper Services<br>Alternative Reading Lab |
| Room 101 Audiology and Speech Science Building | 1:45 - 2:30 | Group C<br>Visit Alternative Listening Devices Laboratory |

Next Tour

| | | |
|---|---|---|
| Room 405 Computer Center | 2:45 - 3:30 | Group C<br>Visit Artificial Language Lab |
| Room W 402 Main Library | 2:45 - 3:30 | Group A<br>Visit Handicapper Services<br>Alternative Reading Lab |
| Room 101 Audiology and Speech | 2:45 - 3:30 | Group B<br>Visit Alternative Listening Devices Laboratory |

Next Tour

| | | |
|---|---|---|
| Room 405 Computer Center | 3:45 - 4:30 | Group B<br>Visit Artificial Language Lab |
| Room W 402 Main Library | 3:45 - 4:30 | Group C<br>Visit Handicapper Services<br>Alternative Reading Lab |
| Room 101 Audiology and Speech | 3:45 - 4:30 | Group A<br>Visit Alternative Listening Devices Laboratory |

Reception for Cooperating Agencies
5:00 - 7:00 5th Floor Faculty Lounge, Erickson Hall

Michigan State University
Lansing, MI

· · · C O L L O Q U I U M · · ·

# PUBLIC POLICY: A SYSTEMS RESPONSE TO DISABILITY AND HANDICAP

Mr. Lex Frieden
Executive Director
National Council on the Handicapped
Washington, D.C.

Friday, June 6

12:00 - 1:30 p.m.

ERICKSON HALL KIVA

A public lecture in cooperation with the Center of Handicapper Affairs, Steelcase, Inc., and the Ralf Peckham Memorial Fund.

Mr. Frieden was an excellent speaker because he spoke from his life experience and knowledge. What he said was real - not just book knowledge. He was easy to understand and very organized in his thoughts. I like what he said about allowing persons regardless of handicapped or not, to take responsibility and make choices. I know how I feel when choices are taken away from me or made for me. Thanks also for the reminder of not to make assumptions. I also liked the personal examples.

Thank you

HE WAS very positive about things that HE WANTS to do and did.
what HE accomplish is VERY intersting.
VERY good SpeaKER.

good luck

Thank's for Coming.

I was very impressed by the openness you used in speaking about your handicap. I also enjoyed some of the humor (the incident at the grocery store). I was most impressed by the fact that disabled people do need assistance, but they also need to be independent to do some things for themselves.

Thank you for your insights.

I was very impressed with Lex. It really helped me to understand a different perspective of handicapped individuals from seeing him with his disability. Previously, we had guest speakers, who were without a disability, and this guest speaker had a disability, and I found myself understanding better from Lex than from the others. I also was never aware of the fact about nursing homes & what their specific rules were. I learned a lot from Lex, and I am very glad that he came here to speak to us.

6/7/86

I was impressed by the idea that not only do we need to educate the general public on the issues of independence for the disabled individual but that we also need to educate the disabled of what they are capable of doing. How does the process of labeling fit into this.

Wish Mr. Frieden could have stayed longer. I enjoyed the presentation tremendously.

Really enjoyed meeting you tonight - Found you most effective in describing the difficulties associated w/ your new disability at age 18 - I am especially impressed w/ the work you've done for disabled people & your program of "Independence" - You spoke so well on the realities of disabled people needing to become independent, needing to make their own choices - As a mother of a handicapped, I realize how I have done too much for my daughter and how difficult it is for her to make independent choices -

Thank you for your most enjoyable talk and visit to our class!

I'm sure that a specialist trained in the field of psychology concerning the disabled could speak on his knowledge on the subject, but it wouldn't have the same impact or credibility as a disabled person, like yourself, who has lived through the roadblocks and difficulties. The knowledge of this class and the life experiences heard from the various speakers will allow me to identify and understand the disabled as people with the same needs as non-disabled people.

Executive Summary

# THE ICD SURVEY OF DISABLED AMERICANS

## BRINGING DISABLED AMERICANS INTO THE MAINSTREAM

A Nationwide survey
of 1,000 Disabled People

Conducted for
ICD-International Center for the Disabled
in cooperation with
The National Council on the Handicapped

March 1986

by
LOUIS HARRIS AND ASSOCIATES, INC.

# SURVEY HIGHLIGHTS

This summary provides an overview of the results of this survey. Many findings described in the body of the report do not appear in this summary. Readers are urged to examine the body of the report to understand the full findings of this survey.

## Changes in the Past Ten Years

1. An overwhelming majority of disabled Americans believe that life has improved for disabled people in the past decade. Seven out of ten disabled persons feel that things have gotten somewhat better (47%) or much better (25%) for disabled persons in the past ten years. Even among very severely disabled persons, a solid majority (58%) feel that life has improved for disabled persons.

This finding, as well as the following one, shows that nationwide efforts on behalf of disabled people have made an important difference in the lives of disabled Americans.

2. Disabled Americans strongly endorse federal government efforts to give better opportunities to disabled people. A two-thirds majority of disabled Americans think that federal laws passed since the late 1960's to give better opportunities to disabled Americans have helped a great deal or somewhat.

What It Means to Be Disabled

1. Disabled Americans have far less education, as a group, than do non-disabled Americans. Forty percent of all disabled persons did not finish high school. This proportion is nearly three times higher than in the non-disabled population, where only 15% of adults have less than a high school education.

2. Disabled Americans are much poorer than are non-disabled Americans. Half of all disabled persons (50%) report household incomes for 1984 of $15,000 or less. Among non-disabled Americans, only 25% have household incomes in this bracket.

3. There is a disturbing rate of poverty among elderly disabled persons. One-third (32%) of all disabled persons aged 65 and over report a household income of $7,500 a year or less. Six out of ten elderly disabled persons report a household income of $15,000 or less.

4. Being disabled means having less social life than non-disabled people and, for a majority of disabled persons, not being able to get around and socialize as much as they would like:

-- An 85% majority of non-disabled people socialize at least once a week with family and friends. Seventy-five percent of all disabled persons say that they socialize at least once a week, but this figure drops to 67% among very severely disabled persons.

-- A 56% majority of all disabled persons say that their disability prevents them from getting around, socializing outside of their home, or attending cultural or sports events as much as they would like. This majority rises to 67% among somewhat severely disabled persons, and to 79% among very severely disabled persons.

5. Disabled Americans participate much less often in a host of social activities that other Americans regularly enjoy, including watching movies, plays, and sports events, and going to restaurants:

-- Nearly two-thirds of all disabled Americans never went to a movie in the past year. In the full adult population, only 22% said that they had not gone to a movie in the past year.

-- Three-fourths of all disabled persons did not see live theater or a live music performance in the past year. Among all adults, about 4 out of 10 had not done so.

-- Two-thirds of all disabled persons never went to a sports event in the past year, compared to 50% of all adults.

-- A 58% majority of non-disabled persons eat at a restaurant at least once a week, but only 1 in 3 disabled persons do. Another third of disabled persons say that they go to restaurants less than once a month, or never.

6. Disability also has a negative impact on vital daily activities, like shopping for food. Disabled persons visit grocery stores much less often than do non-disabled persons. About 6 out of 10 disabled persons visit a grocery store at least once a week, while 90% of non-disabled adults shop for food this often.

7. Disabled Americans are also less involved in community life than are non-disabled Americans. Six out of ten non-disabled persons say that they are somewhat or very active in volunteer groups, religious groups, recreation groups, or other community activities. Only 4 out of 10 disabled persons are active in these kinds of groups.

8. Disabled Americans express less satisfaction with life than the non-disabled majority does. But a large majority of disabled persons say that they are satisfied with life. Sixty-nine percent of disabled persons say that they are somewhat or very satisfied with life, compared to 90% of non-disabled persons.

9. The most significant overall measure of the impact of disability is that a 57% majority of disabled Americans feel that their disability has prevented them from reaching their full abilities as a person.

A much higher percentage of very severely disabled persons believe that their disability has impeded their efforts to reach their potential. Seventy-two percent of very severely disabled persons believe that this is so.

Working or Not Working: The Great Divide

1. Not working is perhaps the truest definition of what it means to be disabled: two-thirds of all disabled Americans between the age of 16 and 64 are not working. Only 1 in 4 work full-time, and another 10% work part-time. No other demographic group under 65 has such a small proportion working, including young blacks.

2. But a large majority of those not working say that they want to work. Sixty-six percent of working-age disabled persons, who are not working, say that they would like to have a job.

This finding is one of the most important and challenging in the survey. The challenge is how society can effect policies and programs which will bring more disabled persons into the working mainstream: at present, 96% of those not working are not even in the labor force. This means that they had not sought work actively in the past month, which is another revealing measure of their isolation from the mainstream.

3. Key comparisons between working and non-working disabled persons, aged 16 to 64, show that work makes a vast qualitative difference in the lives of disabled persons. Those who work are better educated, and have much more money. They are also more satisfied with life, much less likely to consider themselves disabled, and much less likely to say that their disability has prevented them from reaching their full abilities as a person.

-- About four times as many working disabled persons have a four-year college education, as do those who do not work. And also most twice as many non-working disabled persons (43%) as working disabled persons (22%) did not finish school.

-- Over twice as many working disabled persons report a 1984 household income of $25,000 or more (44%) as do those who don't work (21%).

-- Eighty percent of those who work are at least somewhat satisfied with life, compared to 62% of those who don't work.

-- Only one-quarter (26%) of those who work consider themselves a disabled person. Among those who don't work, a 59% majority consider themselves disabled.

-- Less than half (47%) of those who work say that their disability has prevented them from reaching their full abilities as a person. Six out of 10 (60%) non-working disabled persons believe that their disability has had this effect.

4. The majority of those not working, and out of the labor force, must depend on insurance payments or government benefits for support. About 6 out of 10 of those out of the labor force (36% of all disabled people under 65) receive some sort of income support from either insurance payments or government benefit programs. And the majority of those who receive benefits say that they are the main wage earner in their household.

The rest of those out of the labor force (40%) say that they do not receive benefits from either an insurance company or from government programs. The great majority of those not receiving benefits, most of whom are women, say that someone else is the main wage earner in their household.

5. The survey findings suggest that, in general, benefits are going to the right people. The group receiving benefits tend strongly to have less education and less money, and to be more severely disabled than other disabled people. The majority of them must support also themselves.

Barriers to a Full Social Life

1. Disabled people who say that their disability constrains their activities and social lives identified several important barriers which contribute to their problems. These include: fear that their disability will cause them to get sick, hurt, or victimized by crime; the need for help from other people in getting around; lack of access to public transportation or someone to drive them places; and lack of access to public buildings and bathrooms.

-- Fifty-nine percent of this group say that an important reason why their disability limits their social life is fear that they will get hurt, sick, or victimized by crime.

-- A 56% majority of those whose activities are limited say that not always having someone to help them limits what they are able to do.

-- Half (49%) of this group say that an inability to use public transportation, a lack of special transportation, or not having someone to drive them, are important reasons why their social activities are limited.

Barriers to Working

1. The findings also reveal several significant barriers to work which could be addressed by policymakers and employers. There appears to be much room for change which will help to employ more disabled persons now, and many more disabled persons in the future.

-- Forty-seven percent of working-age disabled persons who are not working, or working part-time, say that employers won't recognize that they are capable of doing a full-time job.

-- Forty percent of this group say that a lack of available jobs in their line of work, or their inability to find jobs, is an important reason why they are not working full-time.

-- Thirty-eight percent of these disabled persons say that undereducation and a lack of marketable skills are important reasons whey they are not working full-time.

-- About 3 out of 10 (28%) say that a lack of accessible or affordable transportation is an important barrier to work for them.

-- And 2 out of 10 (23%) of those not working, or working part-time, say that they don't have needed equipment or devices to help them work easier or communicate with other workers.

2. One out of four (25%) working-age disabled persons say that they have encountered job discrimination because of their disability.

3. But 1 in 3 (35%) disabled persons who work now, or who have worked full-time while disabled, say that their employer made some sort of accommodation for their disability.

This finding suggests that some disabled persons now working are able to work because their employer took some step which allowed them to continue working. The implications for employing more disabled persons are clear: a greater willingness by employers to make accommodations will allow many more disabled persons to continue working after becoming disabled, or to enter the workforce for the first time.

Barriers to Services for Disabled Persons

1. Most disabled persons are not familiar with some of the most widely available services for disabled people, and a 53% majority of disabled persons feel that it is difficult to find out about these services.

Less than a majority of disabled persons are familiar with medical and rehabilitation services for disabled people (44%), Section 8 or other housing for disabled persons (31%), and independent living centers (25%).

Majorities of disabled persons are familiar with vocational rehabilitation (60%) and transportation services for disabled persons (58%).

These findings leave no doubt that much could be done to better inform disabled persons about the most important services available to them.

Benefits, Public Policy, and Employing More Disabled Persons

1. Most disabled persons strongly support efforts by government and employers to bring more disabled persons into the working mainstream of society, while also providing for those who are genuinely unable to work.

-- More than 9 out of 10 disabled persons think that government and the private sector should increase efforts to educate, train, and rehabilitate disabled persons.

-- Over 9 in 10 disabled persons also say that there should be more special equipment in offices and factories so that disabled persons can work better and communicate easily with other workers.

-- More surprisingly, 78% of disabled persons support less government spending for disabled persons who are able to work but don't.

-- However, an 89% majority of disabled persons also approve at least somewhat of more government spending for disabled people who are unable to work. The key in this finding, and the previous one, seems to be the perceived ability to work.

-- But there is clear ambivalance about placing pressure on disabled people to work, regardless of their health. A 54% majority of disabled persons approve at least somewhat of society taking better care of all disabled persons, "so that they are not forced to go out and work." But an almost equal number disapprove of society taking this direction in its policies toward disabled persons.

2. The previous findings clearly contain some contradictions, depending on the wording and emphasis of the questions. But a detailed

analysis of the findings shows that a 53% majority of disabled persons consistently favor society taking steps which will encourage more disabled persons to be self-sufficient. About one-quarter (25%) believe, on balance, that disabled persons should be protected by society. The remaining 22% have mixed views on what direction public policy toward disabled persons should take.

## Disabled Persons as an Underprivileged Group: An Emerging Group Identity

1. There are clear signs of an emerging group consciousness among disabled persons.

Many of the findings indicate that most disabled persons view their disability as their own problem. But the results of three questions never before asked of disabled people suggest that disabled people's common experiences and problems affect how they relate to, and perceive, other disabled persons.

-- A 74% majority of all disabled Americans say that they feel at least some sense of common identify with other disabled people. Four out of ten disabled persons say that they feel a somewhat or very strong sense of common identify.

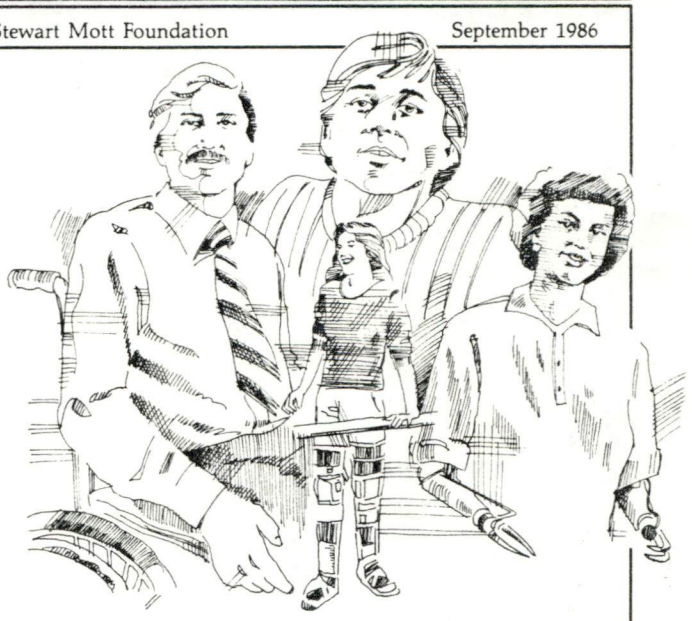
-- A 45% plurality of all disabled Americans feel that disabled persons are a minority group in the same sense as are blacks and Hispanics. Forty-two percent feel that disabled persons are not a minority group in this sense.

-- A near consensus of disabled persons (74%) believe that anti-discrimination laws that protect minorities should also protect disabled persons.

MOTT EXCHANGE

Volume 1, Number 1 | Published by the Charles Stewart Mott Foundation | September 1986

# Handicap advocates continue to press mainstreaming issues

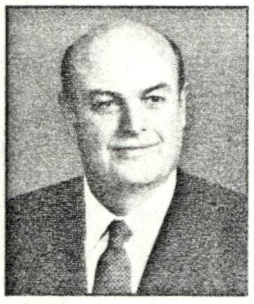


*EDITOR'S NOTE: The Mott Foundation is wrapping up a five-year program in the area of handicapped issues. Although we are moving on to other program areas, we believe the issues of the handicapped continue to be important for our society. In this vein, we offer a look at some of those issues and a recap of our five-year program in this field.*

Despite some apparent gains over the past few years, one issue that continues to trouble handicapped Americans is how to gain access to the mainstream of society. In fact, national officials will say that mainstreaming is probably the most pressing issue facing the field today.

That more and more attention is being focused on reducing societal barriers stems in no small part from the fact that for years the handicapped have been segregated in the classroom, discriminated against in the workplace and isolated within society.

*(Continued on page 2)*



*September 1986*

*Dear Friend:*

*Let me introduce you to the Mott Exchange.*

*For some time now, we have been planning and designing a newsletter that we believe will better showcase the diverse and important efforts of our many grantees. At the same time, we have sought a regular opportunity to address issues and concerns that have an impact on the multi-faceted work of grantmakers.*

*Thus, the Mott Exchange. As its name implies, we are hoping to open the communication process to our readers and make this publication an exchange of ideas and relevant and useful information.*

*Because we concentrate our grantmaking in several national program areas, we have organized The Exchange around those subject areas. You will find presented here stories and issues that come directly out of our grantmaking focus. In addition, we will have standing columns on recent grants and people, and incorporate our quarterly* ***Reading Up*** *guide to Foundation-related publications.*

*Down the road we'll be presenting new features including a look back at past grantees and where they are today.*

*We would hope that you will consider The Exchange as an opportunity to share information with us, as well as innovative ideas for grantmaking. In the final analysis, as partners in philanthropy we can give much to each other and, as a result, broaden our total effectiveness.*

*Regards,*

*William S. White*
*President*

MOTT EXCHANGE

Volume 1, Number 1 September 1986

## CONTENTS

Pg.

AT-RISK YOUTH ..... 6
BLACK COLLEGES ..... 8
COMMUNITY EDUCATION ..... 8
COMMUNITY FOUNDATIONS .....10
AUTOS...NOT APPLES .....12
A brief look at the legacy of our Founder
ECONOMIC DEVELOPMENT .....14
ENVIRONMENT .....17
SOCIAL WELFARE .....18
PEOPLE .....19
READING UP .....20
GRANTS .....22



*From the handbook/directory on household hazardous waste See GRANTS*

The Mott Exchange is the official newsletter of the Charles Stewart Mott Foundation of Flint, Michigan. The Mott Foundation is a private, non-operating foundation supporting programs across the United States and, on a limited basis, internationally. Our current activities are focused in several major national areas:

- At-risk youth, including adolescent pregnancy
- Black colleges
- Community education
- Community foundations and other philanthropic issues
- Economic development, including neighborhood organization
- Environment and conservation
- Social welfare, including senior citizens and community well-being.

In addition, we fund a variety of activities in our home community, Flint, Michigan.

This newsletter is organized around these program areas and contains stories about issues and grantees directly related to each. We welcome contributions and comments, which should be addressed to:

Communications Department
Charles Stewart Mott Foundation
1200 Mott Foundation Building
Flint, Michigan 48502-1851

Please send address changes to the attention of the Communications Department as soon as possible.

Editor: *Judy Y. Samelson*
Staff Writers: *Carol D. Rugg*
*Ann Richards*

Providing access encompasses several key issues centering on the availability, accessibility and/or affordability of housing, education, employment, transportation and attendant (personal) care.

In a report presented earlier this year to Congress, the National Council on the Handicapped highlighted these and other issues that are of concern to the handicapped.

In all, the Council's report, which took roughly 13 months to prepare, identified 10 major issues of concern to the handicapped and made 45 legislative recommendations. The recommendations (see related story) were based on a thorough review of federal laws and programs affecting the handicapped.

According to Lex Frieden, executive director of the Council, two major themes permeate all 10 issues raised in the report—equality and independence.

The Council felt strongly that the report "shouldn't wind up on a shelf," said Frieden, adding that an implementation strategy also was developed. Although the Council has not set a strict timeline for implementation of all 45 recommendations, already Congress has begun acting on several of them, and is expected to tackle additional recommendations in the near future.

The Council believes that the actions recommended "have to happen—and the evidence is compelling on why they have to happen," said Frieden.

What's more, the Council sees its recommendations as a set that should be addressed simultaneously. As Frieden points out, "If we solve the housing problem without solving the transportation problem, that means someone still may not be able to get to work."

The need to address a wide array of issues is also crystal clear to people like James Magyar, director of the Center for Independent Living, Inc., in Ann Arbor, Michigan. "If the handicapped can't take care of their basic needs, they are going to continue to struggle," he said.

And, as the Council so aptly put it in its report: "Whatever the limitations associated with particular disabilities, people with disabilities have been saying for years that their major obstacles are not inherent in their disabilities, but arise from barriers that have been imposed externally and unnecessarily."

To better understand who is affected by these obstacles, consider that:

- The number of Americans with disabilities is estimated at between 20 and 50 million people—with 35 to 36 million most commonly cited.
- The cost of disability in America is staggering. Taking into account both public and private expenditures, these costs exceed $100 billion annually. The federal expenditure alone on disability benefits and programs exceeds $60 billion.
- Council statistics reveal that approximately

two-thirds of working-age people with disabilities do not receive Social Security or other public assistance income.

- Only 33 percent of all working-age disabled people are in the labor force.
- Almost half—47.7 percent—of all disabled adults had incomes from all sources in 1980 of less than $4,000. In 1981, 26 percent of working-age disabled persons lived in poverty, compared with 10 percent of nondisabled persons in this category.
- The percentage of adults who have not completed high school is 12 to 44 percent higher (depending on degree of disability) for the disabled population as compared to the able-bodied population.

The Mott Foundation's nearly five-year involvement in handicapped issues, which now is coming to a close, has focused on expanding life options for handicapped adults. Grantmaking has been centered upon two basic principles: Programs should move their participants toward or into the mainstream of life, and handicapped people should be substantially involved in both the planning and operating of programs.

In grantmaking, the Foundation's general strategy has concentrated on strengthening and linking existing programs that promote independent living for handicapped adults, in particular those statewide networks of independent living programs in Michigan, New York, Vermont and California. To strengthen and promote independent living programs nationwide, support has been provided to the National Council of Independent Living Programs.

In addition, the Mott Foundation has funded: programs designed to help independent living centers better meet the needs of the mentally retarded; leadership conferences and training sessions; dissemination efforts, and assessment and evaluation projects.

Undergirding programs that have received Mott support is the belief that handicapped individuals can and should serve as the leaders and spokespersons on issues affecting them. In keeping with that philosophy, the Michigan Council of Independent Living Programs used Mott funding to conduct leadership training sessions for handicapped adults from throughout the state. (See related story.)

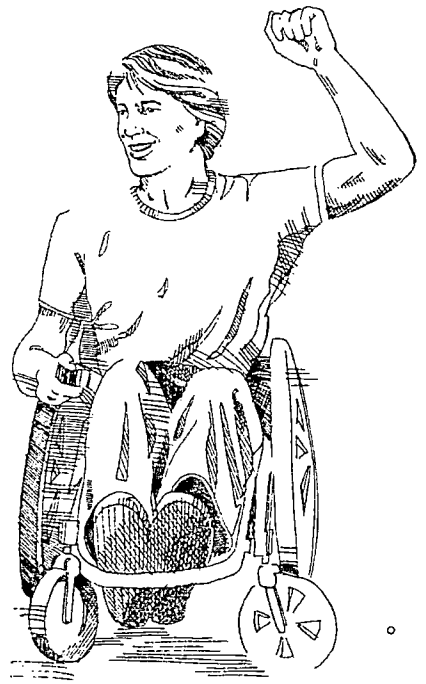
Magyar, currently the treasurer of the Michigan Council, sees leadership development as a particularly important issue given how many handicapped people are unemployed. "If you're not employed, where do you get a sense of acceptance in a work-ethic society? Where do you get a sense of accomplishment?"

Participation in the first training session, held last fall, helped many participants change and improve their self-image, he said. Upon completion of the program, he said, many had the feeling that "I participate in my community, I contribute and what I say matters."

## The issues at a glance

Among the issues raised before Congress by the National Council on the Handicapped, there were several for which the Council is asking government action:

- Equal opportunity laws, specifically the enactment of a comprehensive law requiring equal opportunity for those with disabilities, and prohibition of discrimination on the basis of handicap.
- Disincentives to work under Social Security laws. Pointing out ways that Social Security laws—including Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), Medicaid and Medicare—discourage and penalize people with disabilities from seeking employment and holding jobs, the Council recommended corrective amendments.
- Prevention of disabilities, which could be addressed in a national program spearheaded by the federal government.
- Community-based services for independent living. The Council recommended fortifying independent living services with a variety of measures, including funding support.
- Educating children with disabilities. Council recommendations regarding educational opportunities for children with disabilities were designed to respond to "the need for special education and related services during infancy; the need to educate children with special needs in regular education facilities, and the need to assess progress made since the enactment of the Education for All Handicapped Children Act."
- Coordination, which would involve a joint plan for the systematic coordination of services and benefits for the disabled.



# Leadership program invigorates handicapped

Katrinka Gentile's life was radically changed by a single tragic event on a summer day in 1979. Gentile, a new mother at the time, dove off an island, hit a submerged boulder and was rendered a quadriplegic.

A wheelchair user ever since, Gentile's life was changed again last fall. One of 30 participants in a leadership training program for handicapped individuals from throughout Michigan, Gentile says that the experience provided her with awareness, knowledge, skills and friendships that will never fade.

"It was a tremendous experience," Gentile said. "It educated me on how I could go about changing things (for handicapped people). And it gave me the energy to go for it."

Gentile went for it all right. Within a month of finishing the program, she was elected vice president of the Southeast Michigan chapter of the Spinal Cord Injury Association — a post she never would have sought had she not participated in the program, she says.

"I never had served on a board before. I wouldn't have gone forth if I hadn't known how to handle myself, if I hadn't received that training. It was like shooting a bullet out of a gun. I was off! And I knew I had the support behind me. I'm now doing more advocacy work than I've ever done in my lifetime."

The leadership program, which ran three weekends, was coordinated by the Michigan Council of Independent Living Programs, Inc., and was funded in part with a $15,000 grant from the Mott Foundation. The Council has received funding to repeat the program for a new group of participants this fall.

The Council, incorporated in 1982, links the eight Independent Living Programs operating in Michigan. By creating the leadership training series, the Council hoped not only to strengthen those programs, but also to help adults with handicaps develop a more forceful voice in their communities.

The training is designed to prepare participants to take seats on various boards, commissions and advisory committees, says James Magyar, treasurer of the Council and director of the Center for Independent Living, Inc., in Ann Arbor, Michigan. "We're really training future activists, we hope," he said.

Ultimately, says Magyar, "We want handicappers on state boards and commissions. But locally they're not getting the experience. We thought we better help people get that experience on the local level."

Participants in the program are not to confine their involvements solely to handicapped causes and organizations, says Magyar. "As long as people with disabilities stay segregated, their political clout will be minimal," he said, adding that it is important to get the handicapped on a wide range of commissions and boards.

In all, 29 disabled individuals participated in the workshop series, which was designed to: impart leadership skills; increase knowledge of the independent living movement; and explore national, state and local issues and trends affecting the handicapped.

The workshops drew participants from Ann Arbor, Ypsilanti, Lansing, Grand Rapids, Holland, Kalamazoo, Saginaw, Midland and Lake Orion. Their disabilities included: mental and developmental, head injuries, cerebral palsy, quadriplegia, paraplegia, blindness and deafness.

The Council is in the process of surveying participants to determine how many of them are actually serving on boards and commissions.

> "It was a tremendous experience. It educated me on how I could go about changing things. And it gave me the energy to go for it."
>
> —*Katrinka Gentile*

Magyar says that about half of them are known to be active, with several currently serving on the boards of their local Center for Independent Living.

Magyar says there are several reasons why the disabled traditionally have not played leadership roles in their communities. The handicapped, he said, "have been patronized, they've been held in a sick role and have not had equal access to education, transportation, employment and housing.

"If people don't have the basics in the hierarchy of needs, if they are worried about where their next meal is coming from. . . they're not going to be interested in going out and fighting for civil rights."

For Gentile, 32, the timing and purpose of the leadership training program couldn't have been better. The registration announcement came to her attention just when she was struggling with how to create a center for independent living for Oakland and Macomb counties. "I was groping for information. I needed some guidance and direction. It was a perfect opportunity for me."

Although Gentile, a resident of Lake Orion, Michigan, says she had never even heard of a center for independent living prior to her injury, since completing the leadership training program she has made some progress in establishing a center in her area. "Now I know what to do. They told me how to do it. It was an answer to a prayer."

Gentile came away from the program not only with practical information in hand but with an



uplifted spirit as well. Gentile, who was trained in nursing and theater and worked as a singer and comedienne in various New York City clubs before her injury, says she has always been involved with people. But many of her peers in the leadership program were initially shy and retiring.

Still, with time she saw many participants emerge from their shells and adopt a new air of self-confidence. As an example, Gentile said that several people with verbal disabilities who kept silent the first weekend gradually attempted to communicate with the group "even if it took 15 minutes to get out one idea. And they felt so great about themselves when they finished.

"It was the most beautiful thing I've ever seen, watching people grow like that."

Participating in the program also fortified Gentile's commitment to working on issues affecting the handicapped. The disabled, she said, "have to work on boards and commissions. We have to let people know what needs to be done."

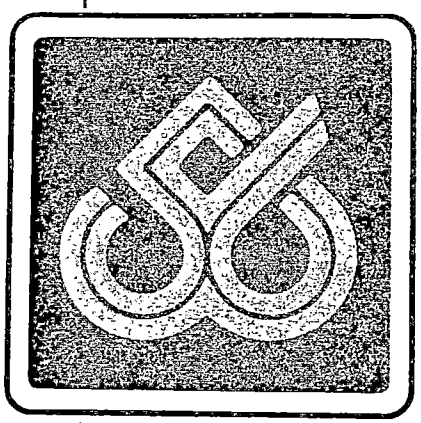
What's more, handicapped people must assume active, leadership roles, she said. "It's only fair, it's only right and it has to be done."

# AT-RISK YOUTH

## Detroit PBS station brings city's dropout problem to life

When a Detroit public television station decided recently to address itself to the mounting problem of dropouts in Detroit's public schools, it chose a novel way to go about it. What resulted was a thought-provoking evening and the promise of more to come.

Through a telecommunications partnership with the Detroit community, WTVS/Channel 56 set up a live community meeting directly involving approximately 1,500 residents either at the studio or various high schools. The participants were shown a one-hour documentary which put names, faces and real-life stories on Detroit's dropout statistics.



To set the stage for the meeting, WTVS worked with Detroit school officials months before to set up task forces at 22 high schools. The task forces met twice before the "town meeting" to discuss school dropout problems. The night of the event, the high school groups were connected to the central meeting either by video hookup (four locations) or by telephone.

In the 90-minute discussion/debate that followed the showing of the documentary, teachers, parents, administrators, students and community leaders attempted to pinpoint areas for concentration and provide ideas for dealing with those areas. The ideas most frequently voiced were listed on a tote board and monitored by camera.

By the end of the evening, there was a list of 10 recommendations and the final 10 minutes of the program was devoted to comments by school Superintendent Arthur Jefferson on their feasibility, effectiveness and cost. All of these proceedings were guided by experienced television interviewers drawn not only from the WTVS staff but from cooperating commercial television stations.

Based upon the feedback of participants and viewers, it appears that the station has developed an important and valuable new use of public television as a community-wide educational and communications instrument. While it is too soon to measure long-term effectiveness, those who were involved came

# NATIONAL EMPLOY THE HANDICAPPED WEEK

# ANNUAL CELEBRATION

**Theme: PEOPLE AT WORK**

**October 10, 1986**

**10:00 A.M.**

**The Great Hall**

**Hubert H. Humphrey Building**

NASA
National
Aeronautics and
Space
Administration

NATIONAL EMPLOY
THE HANDICAPPED WEEK PROGRAM
October 10, 1986
"People At Work"

| | |
|---|---|
| Musical Prelude..... | Band<br>Environmental Protection Agency |
| Interpreter..... | Mr. Michael Hartman<br>Office of the Assistant Secretary<br>for Personnel Administration<br>Department of Health and<br>Human Services |
| Mistress of Ceremonies..... | The Honorable<br>Stephanie Lee-Miller<br>Assistant Secretary for<br>Public Affairs<br>Department of Health and<br>Human Services |
| Invocation..... | The Reverend Tony Torain<br>Office of the Assistant Secretary<br>for Personnel Administration |
| Presentation of Colors..... | Joint Armed Forces Color Guard |
| The National Anthem..... | Chorus and Band<br>Environmental Protection Agency |
| Introduction of Distinguished Guests and Remarks..... | The Honorable<br>Stephanie Lee-Miller |
| Introduction of Keynote Speaker..... | Mr. Justin Dart, Jr.<br>Commissioner of Rehabilitation<br>Services Administration<br>Department of Education |
| Keynote Speaker..... | Mr. Lex Frieden<br>Executive Director of the<br>National Council on the<br>Handicapped |

AWARDS PRESENTATIONS

| | |
|---|---|
| Introduction of the Secretary and Dr. Elder.. | The Honorable<br>Stephanie Lee-Miller |
| Remarks and Presentation..... | The Honorable<br>Otis R. Bowen, M.D.<br>Secretary of Health and Human Services |
| Assisted by..... | Dr. Jean K. Elder<br>Acting Assistant Secretary for Human Development Services<br>Department of Health and Human Services |
| Recipients..... | Mr. Peter Secchia<br>Chairman, Board of The Universal Companies, Inc.<br>Grand Rapids, Michigan |
| | Mr. James Gerken<br>East Grand Rapids, Michigan |
| Presentation of Award to HHS Employee.... | The Honorable<br>Otis R. Bowen, M.D.<br>Secretary of Health and Human Services |
| Assisted by..... | Dr. William Raub<br>Deputy Director<br>National Institutes of Health<br>Department of Health and Human Services |
| Recipient..... | Mr. W. David Kerr<br>National Institutes of Health<br>Department of Health and Human Services |
| Introduction of NASA Representative..... | The Honorable<br>Stephanie Lee-Miller |
| Remarks and Presentation..... | Ms. Ann P. Bradley<br>Associate Deputy Administrator<br>National Aeronautics and Space Administration |

| | |
|---|---|
| Recipient..... | Mr. Lowell D. Fair, Jr.<br>National Aeronautics and Space Administration<br>Kennedy Space Center, Florida |
| Introduction of ED Representative..... | The Honorable<br>Stephanie Lee-Miller |
| Remarks and Presentation..... | Ms. Patricia J. Guard<br>Deputy Director, Office of Special Education Programs<br>Department of Education |
| Recipient..... | Ms. Kay Chase*<br>Office of Special Education and Rehabilitative Services<br>Department of Education |
| Introduction of EPA Representative..... | The Honorable<br>Stephanie Lee-Miller |
| Remarks and Presentation..... | Mr. Howard M. Messner<br>Assistant Administrator for Administration and Resources Management<br>Environmental Protection Agency |
| Recipient..... | Mr. Elmer H. Hayes*<br>Office of Pesticides and Toxic Substances<br>Environmental Protection Agency |
| Closing Remarks..... | The Honorable<br>Stephanie Lee-Miller |
| Benediction..... | The Reverend Tony Torain |

*Co-Winners of the Office of Personnel Management Outstanding Handicapped Employee of the Year Award.

# 1986 National Employ the Handicapped Week Program Committee

David L. Shorts
Committee Chairperson
Department of Health and Human Services (HHS)

Sarah Gowen
Department of Health and Human Services

Michael Hartman
Department of Health and Human Services

Sandra Jackson
Department of Health and Human Services

Rita Jensen
Environmental Protection Agency

Charles Lamoreaux
Health Care Financing Administration/HHS

John Lynch
Social Security Administration/HHS

John Miers
Alcohol, Drug Abuse, and Mental Health Administration/HHS

Heather Pack
Department of Health and Human Services

Anne Ranson
Department of Education

Lynda Sampson
National Aeronautics and Space Administration

Scott Waldman
Department of Health and Human Services

Jeff Walen
Office of the Assistant Secretary for Health/HHS

Michael Wangemann
Social Security Administration/HHS

Thomas Williams
Department of Health and Human Services

Clifford Woods
National Aeronautics and Space Administration

# Institute For Rehabilitation & Disability Management

*A Partnership of the Washington Business Group on Health and National Rehabilitation Hospital*

TO: Disability Policy Task Force/National Technical Committee

FROM: Gail E. Schwartz

RE: The Institute for Rehabilitation and Disability Management

NEW DEVELOPMENTS

DATE: October 3, 1986

- The Institute for Rehabilitation and Disability Management is delighted to announce that we have received three year funding ($75,000 per year) from the National Institute of Handicapped Research. The study being funded is entitled "Corporate Policies in Disability Management: A Case Study Analysis." This study involves analyzing disability policies and practices within twelve major companies. The ultimate goal of the study is to provide a new information base from which to foster coordinated and appropriate policies within corporations. IRDM's Disability Policy Task Force and National Technical Committee constitutes the Advisory Task Force of this project.

- Donald A. Galvin, Ph.D., a leading national expert in rehabilitation and disability management has become IRDM's Associate Director. Dr. Galvin was previously a professor at Michigan State University and the Coordinator of the Rehabilitation Counseling Program. In addition to Dr. Galvin's position at IRDM, he is also the Director of Strategic Planning for the National Rehabilitation Hospital.

- In March of 1986, IRDM relocated to the National Rehabilitation Hospital (NRH). NRH is donating a bright and cheery suite of offices to IRDM as part of the joint venture.

- IRDM and NRH have agreed to publish a joint newsletter. The newsletter will be published quarterly. Editorial services will be contributed by IRDM and all production, mailing and circulation will be NRH's responsibility.

- IRDM is working closely with Thomas L. Jacobs and Associates to jointly sponsor a national disability management conference. This meeting will be held on May 10 - 12, 1987 in Washington, D.C. Topics that will be covered include data collection, return-to-work, independent medical exams, how to contract with rehabilitation providers, workers compensation and other relevant topics.

102 Irving St., NW • Washington, DC 20010 • (202)877-1196

- The Washington Business Group on Health is holding its' annual meeting on January 29 & 30. (IRDM will again have its Disability Policy Task Force and National Technical Committee Meeting the day before the annual conference, January 28.) We hope you will join us. The agenda will include an update on IRDM's activities, an independent discussion of our new NIHR grant to study corporate disability policies and programs, and an open dialogue about future IRDM activities. We hope you will join us. Additional information on IRDM's meeting (January 28) will be sent to you later this fall.

DEPARTMENT OF HEALTH & HUMAN SERVICES

Office of the Secretary

Washington, D.C. 20201

OCT 2 1986

Mr. Lex Frieden
Executive Director
National Council on the Handicapped
800 Independence Avenue, S.W.
Suite 814
Washington, D.C. 20591

Dear Mr. Frieden:

The purpose of this letter is to confirm your participation as the keynote speaker during our observance of National Employ the Handicapped Week on Friday, October 10, 1986. Our program will begin at 10:00 A.M. and will be held in the Great Hall of the Hubert H. Humphrey Building at 200 Independence Avenue, S.W., Washington, D.C. We would appreciate it if you could plan on arriving here at 9:30 A.M.. We will make arrangements for someone to meet you at the front door and to escort you to the holding room. As we had previously discussed, your keynote address should be related to this year's theme, "People at Work" and should be limited to 15 minutes.

We appreciate your willingness to be our keynote speaker and are looking forward to your participation in our program. A draft copy of the program is enclosed as you requested. If you need any additional information, you can call me on 475-0071. Again, thanks so much for accepting our invitation.

Sincerely yours

David L. Shorts

David L. Shorts
Handicapped Employment Program
Manager

Enclosure

NATIONAL EMPLOY
THE HANDICAPPED WEEK PROGRAM
October 10, 1986
"People At Work"

Musical Prelude.....Band
Environmental Protection Agency

Interpreter.....Michael Hartman
Office of the Assistant Secretary
for Personnel Administration
Department of Health and
Human Services

Mistress of
Ceremonies..... The Honorable
Stephanie Lee-Miller
Assistant Secretary for
Public Affairs
Department of Health and
Human Services

Invocation.....The Reverend Tony Torain
Office of the Assistant Secretary
for Personnel Administration

Presentation of Joint Armed Forces Color Guard
Colors.....The United States Marine Band

The National Anthem.....Chorus and Band
Environmental Protection Agency

Introduction of
Distinguished Guests
and Remarks.....The Honorable
Stephanie Lee-Miller

Introduction of
Keynote Speaker.....Mr. Justin Dart, Jr.
Commissioner of Rehabilitation
Services Administration
Department of Education

Keynote Speaker.....Mr. Lex Frieden
Executive Director of the
National Council on the
Handicapped

AWARDS PRESENTATIONS

| | |
|---|---|
| Introduction of the Secretary and Dr. Elder.. | The Honorable<br>Stephanie Lee-Miller |
| Remarks and Presentation..... | The Honorable<br>Otis R. Bowen, M.D.<br>Secretary, Department of Health and Human Services |
| Assisted by..... | Dr. Jean K. Elder<br>Acting Assistant Secretary for Human Development Services<br>Department of Health and Human Services |
| Recipients..... | Mr. Peter Secchia<br>Chairman, Board of The Universal Companies, Inc.<br>Grand Rapids, Michigan |
| | Mr. James Gerken<br>East Grand Rapids, Michigan |
| Presentation of Award to HHS Employee.... | The Honorable<br>Otis R. Bowen, M.D.<br>Secretary, Department of Health and Human Services |
| Assisted by..... | Dr. William Raub<br>Deputy Director<br>National Institutes of Health<br>Department of Health and Human Services |
| Recipient..... | Mr. W. David Kerr<br>National Institutes of Health<br>Department of Health and Human Services |
| Introduction of NASA..... Representative | The Honorable<br>Stephanie Lee-Miller |
| Remarks and Presentation..... | Ms. Ann P. Bradley<br>Associate Deputy Administrator<br>National Aeronautics and Space Administration |

| | |
|---|---|
| Recipient..... | Mr. Lowell D. Fair, Jr.<br>National Aeronautics and Space Administration<br>Kennedy Space Center, Florida |
| Introduction of DOE Representative..... | The Honorable<br>Stephanie Lee-Miller |
| Remarks and Presentation..... | Ms. Patricia J. Guard<br>Deputy Director, Office of Special Education Programs<br>Department of Education |
| Recipient..... | Ms. Kay Chase*<br>Office of Special Education and Rehabilitative Services<br>Department of Education |
| Introduction of EPA Representative..... | The Honorable<br>Stephanie Lee-Miller |
| Remarks and Presentation..... | Mr. Howard M. Messner<br>Assistant Administrator for Administration and Resources Management<br>Environmental Protection Agency |
| Recipient..... | Mr. Elmer H. Hayes*<br>Office of Pesticides and Toxic Substances<br>Environmental Protection Agency |
| Closing Remarks..... | The Honorable<br>Stephanie Lee-Miller |
| Benediction..... | The Reverend Tony Torain |

*Co-Winners of the Office of Personnel Management Outstanding Handicapped Employee of the Year Award.

## 1986 National Employ the Handicapped Week Program Committee

David L. Shorts
Committee Chairperson
Department of Health and Human Services (HHS)

Sarah Gowen
Department of Health and Human Services

Michael Hartman
Department of Health and Human Services

Sandra Jackson
Department of Health and Human Services

Rita Jensen
Environmental Protection Agency

Charles Lamoreaux
Health Care Financing Administration/HHS

John Lynch
Social Security Administration/HHS

John Miers
Alcohol, Drug Abuse, and Mental Health Administration/HHS

Heather Pack
Department of Health and Human Services

Anne Ranson
Department of Education

Lynda Sampson
National Aeronautics and Space Administration

Scott Waldman
Department of Health and Human Services

Jeff Walen
Office of the Assistant Secretary for Health/HHS

Michael Wangemann
Social Security Administration/HHS

Thomas Williams
Department of Health and Human Services

Clifford Woods
National Aeronautics and Space Administration

# THIRTEENTH ANNUAL SYMPOSIUM

## DISABILITY MANAGEMENT IN THE HOME AND WORKPLACE

**October 16, 1986**

## Morning Program

**8:30** **Registration, Workshop Selection, Coffee**

**9:15** **Welcome by Symposium Co-Chairpersons:** Richard Anderson, MS, CRC; Robert Yankowitz, Phd

**9:30** **OPENING SESSION**

**Presiding:** Diane Neville, MS, CRC

--Lex Frieden, MA: Executive Director, National Council on the Handicapped, Washington, D.C.

--Sheila Akabas, PhD: Professor and Director, Center for Social Policy and Practice at the Workplace, Columbia University School of Social Work, New York City

**10:30** **Coffee Break**

**10:45** **REACTOR PANEL**

**Presiding:** Estelle Reingold, ACSW

--Roscoe Wisner: Coordinator, Programs for the Handicapped, Port Authority of New York and New Jersey

--Denise McQuade: Director, Center for Independent Living, Brooklyn, New York

--John Sutten: Supervisorof Job Coaches, Job Path, New York City

--Robert Yankowitz: Director, Psychiatric Rehabilitation and Assistant Professor of Clinical Psychiatry, Mt. Sinai Hospital School of Medicine

**Questions and Discussion**

**Noon** **Lunch Break**

## Afternoon Program

**1:30 WORKSHOPS I**

**A. Employment Services: Transitioning the Psychiatric Client into the Workplace**

Chairperson: Barbara Solomon, CSW

Presenters: Stephen Krown, MS, CRC; Madeleine Reinert, ACSW; Judith Stein, MA; Stephen Anderson, MA

**B. Current Research Findings on Disability Management**

Chairperson: Diane Neville, MS, CRC

Presenters: Nina Hill, PhD; Tom Malamud, MA; Cheryl Franks Moramarco, MSW

**C. Services to Families of Disabled Persons**

Chairperson: Estelle Reingold, ACSW

Presenters: Gail Herrig, CSW; Paula Herz, CSW; Trude Gruber, CSW

**D. Disincentives to Employment**

Chairperson: Anthony LaGattuta

Presenters: Anthony Milano; Harry Hill; Arthur Brown, CRC

**E. Issues in Alcohol and Substance Abuse**

Chairperson: Lynn Kable

Presenters: Richard Rosenthal, MD; Elizabeth Greene; Thomas Brinson

**2:45 Coffee Break**

**3:00 WORKSHOPS II** (Workshops listed above will be repeated)

**4:15 Reception -- Wine and Cheese**

---

**Sponsored by:**

Rehabilitation Committee of the Manhattan and Citywide Mental Health Council--Murray Itzkowitz, Chairperson

National Rehabilitation Association, Metropolitan New York Chapter, Diane L. Neville, President

# THIRTEENTH ANNUAL SYMPOSIUM

## *Disability Management in the Home and Workplace*

## October 16, 1986

**Oval Room**
**43rd Floor, One World Trade Center**
**New York, New York**

**Sponsored by:**

**Rehabilitation Committee of the Manhattan and Citywide Mental Health Council**
***Murray Itzkowitz, Chairperson***

**National Rehabilitation Association Metropolitan New York Chapter**
***Diane L. Neville, President***

### SYMPOSIUM CO-CHAIRPERSONS:

Richard Anderson, MS, CRC
PAT Supervisor and Rehabilitation Counselor
United Cerebral Palsy of New York City, Inc.

Robert Yankowitz, PhD
Director
Psychiatric Rehabilitation and Assistant Professor of Clinical Psychiatry
Mt. Sinai Hospital School of Medicine

### SYMPOSIUM PLANNING COMMITTEE:

Richard Anderson, MS, CRC
Murray Itzkowitz, MSSW
Lynn Kable
Anthony LaGattuta
Marilyn Morrel, MS, CRC
Diane Neville, MS, CRC
Estelle Reingold, ACSW
Roberta Segal
Barbara Solomon, CSW
Robert Yankowitz, PhD

### FOR FURTHER INFORMATION ON THE SYMPOSIUM, PLEASE CALL:

Richard Anderson - (718) 859-8850
Robert Yankowitz - (212) 650-6111

### SYMPOSIUM PROGRAM

**8:30** Registration, Workshop Selection, Coffee

**9:15** Welcome

**9:30** Keynote Speakers: Lex Frieden, MA; Sheila Akabas, PhD

**10:30** Coffee Break

**10:45** Reactor Panel

**Noon** Lunch Break (lunch not provided, but several good restaurants are nearby)

**1:30** Workshops I

**2:45** Coffee Break

**3:00** Workshops II

**4:15** Wine and Cheese Reception

### REGISTRATION FORM

**Return by October 6, 1986 to:**
Anthony LaGattuta, Treasurer
MNYC-NRA
U.S. Department of Education
26 Federal Plaza - Room 4104
New York, NY 10278

Registration Fee Enclosed:
$20 per person (includes wine and cheese reception)

Make checks payable to:
**13th Annual Symposium**

Name _____

Agency/Affiliation _____

Address _____ Phone _____

Job Title _____

Special accommodations required _____ Sign language interpreter _____

Other (specify) _____

CRC CREDITS AVAILABLE

**RETURN WITH YOUR CHECK TODAY!**

## MORNING PROGRAM

**8:30** **Registration, Workshop Selection, Coffee**

**9:15** **Welcome by Symposium Co-Chairpersons:**

- **Richard Anderson, MS, CRC**
  *PAT Supervisor and Rehabilitation Counselor, United Cerebral Palsy of New York City, Inc.*

- **Robert Yankowitz, PhD**
  *Director, Psychiatric Rehabilitation and Assistant Professor of Clinical Psychiatry, Mt. Sinai Hospital School of Medicine, New York City*

**9:30** **OPENING SESSION**

Presiding: Diane Neville, MS, CRC
President, Metropolitan New York Chapter
National Rehabilitation Association

- Lex Frieden, MA
  Executive Director
  National Council on the Handicapped
  Washington, D.C.

- Sheila Akabas, PhD
  Professor and Director
  Center for Social Policy and Practice at the Workplace
  Columbia University School of Social Work, New York City

**10:30** **Coffee Break**

**10:45** **REACTOR PANEL**

Presiding: Murray Itzkowitz, MSSW
Chairperson
Rehabilitation Committee of the Manhattan and Citywide Mental Health Council

- Roscoe Wisner
  Coordinator, Programs for the Handicapped
  Port Authority of New York & New Jersey

- Denise McQuade
  Director, Center for Independent Living
  Brooklyn, New York

- John Sutten
  Supervisor of Job Coaches
  Job Path
  New York City

- Robert Yankowitz
  Director, Psychiatric Rehabilitation and Assistant Professor of Clinical Psychiatry
  Mt. Sinai Hospital School of Medicine

**Questions and Discussion**

**Noon** **Lunch Break**

## AFTERNOON PROGRAM

**1:30** **WORKSHOPS I**

**1. Employment Services: Transitioning the Psychiatric Client into the Workplace**

*Placement and post-employment issues relating to the psychiatric client. Specific problems encountered by clients attempting to enter or re-enter the job market will be addressed.*

**Chairperson:**
Barbara Solomon, CSW
Manhattan Unit Director
Altro Health and Rehabilitation Services

**Presenters:**
Stephen Krown, MS, CRC
Coordinator of Job Development
Altro Health and Rehabilitation Services

Madeleine Reinert, ACSW
Program Director
Employment Support Services
Postgraduate Center for Mental Health

Judith Stein, MA
Vocational Coordinator
Employment Support Services
Postgraduate Center for Mental Health

Stephen D. Anderson, MA
Director of Independent Employment
Fountain House

**2. Current Research Findings on Disability Management**

*Three research projects will be presented: The first nationwide attitudinal study of 1000 disabled Americans conducted by Louis Harris and Associates; Community Adjustment: Evaluation of the Clubhouse Model for Psychiatric Rehabilitation; Disability Management Project for Newly Disabled Union Members.*

**Chairperson:**
Diane Neville, MS, CRC
President, Metropolitan New York Chapter
National Rehabilitation Association

**Presenters:**
Nina Hill, PhD
Director, Clinical Services and Professional Education
International Center for the Disabled

Tom Malamud, MA
Director of Research
Fountain House

Cheryl Franks Moramarco, MSW
Coordinator, Retirees' Outreach Program
District Council 37, AFSCME, AFL-CIO

**3. Services to Families of Disabled Persons**

*Psychoeducation, special education and other services designed to promote client and family independence and functioning will be described and discussed.*

**Chairperson:**
Estelle Reingold, ACSW
Director, Manhattan Facility
Altro Health and Rehabilitation Services

**Presenters:**
Gail Herrig, CSW
Director of Social Services
Goldwater Memorial Hospital

Paula Herz, CSW
Clinical Coordinator
Altro Riveredge Community House

Trude Gruber, CSW
Preceptor, Department of Social Work Service
Mt. Sinai Medical Center

**4. Disincentives to Employment**

*This workshop will summarize the work provisions of the Social Security amendments of 1980 and other entitlements which create disincentives to employment for persons with disabilities. Strategies for working with the physically and mentally disabled to overcome these disincentives will be discussed.*

**Chairperson:**
Anthony LaGattuta
State Representative for New York
Rehabilitation Services Administration
U.S. Department of Education

**Presenters:**
Anthony Milano
Disabilities Program Specialist
Social Security Administration

Harry Hill
Project Director, Project with Industry
Multiple Sclerosis Care Center,
Albert Einstein College of Medicine

Arthur Brown, CRC
Director, Work Development Program
Bellevue Hospital Center

**5. Issues in Alcohol and Substance Abuse**

*Problems in treatment of the dually diagnosed client; proper utilization of employee counseling services; special programs for Viet Nam veterans, female substance abusers and families of substance abusers.*

**Chairperson:**
Lynn Kable
In-facility Director
Hospital Audiences, Inc.

**Presenters:**
Richard Rosenthal, MD
Department of Psychiatry
Beth Israel Medical Center

Elizabeth Greene
Coordinator of Employee Assistance Program/Outreach Units, New York State Division of Substance Abuse Services

Thomas Brinson
Director, Chemical Dependency Services, a Hazelden Consultation, International Center for the Disabled

**2:45** **Coffee Break**

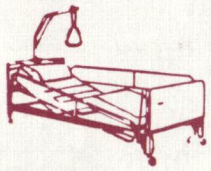
**3:00** **WORKSHOPS II** (Workshops described above will be repeated)

**4:15** **Reception - Wine and Cheese**

Lambert's

ORTHOTICS/PROSTHETICS

*SERVING SOUTH LOUISIANA FOR 40 YEARS*





**ALL TYPE PATIENT AIDS . . .**



- WHEEL CHAIRS
- ARTIFICIAL LIMBS • BRACES
- SHOES • LIFTERS • CRUTCHES
- HOSPITAL BEDS
- TRACTION EQUIPMENT
- INCONTINENT PANTS
- ELECTRONIC NERVE STIMULATORS







*"Certified Fitters in Attendance"*

Baton Rouge
236 Wabash Ave.
344-1533
5555 Essen Ln.

Metairie
501 Metairie Rd.

New Orleans
3627 Magazine

Lafayette
1460 South College

## Louisiana Rehabilitation Association

### Annual Conference

Nov 13 LRA begins at Southern University Symposium

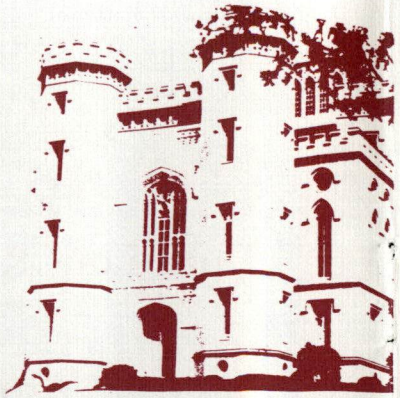
# IMPACTING THROUGH COMMUNICATION

November 12-14, 1986

Embassy Suites

Baton Rouge, Louisiana

Welcome to Baton Rouge! The city's name refers to the *Red Stick* that marked the boundary between two Native American tribes. Its culture owes much to the French who explored and settled the region. Baton Rouge has grown from a small military outpost to a thriving city whose colorful heritage is very much a part of the present and is apparent everywhere.



## COMMITTEES

| | |
|---|---|
| Conference Chairman | JAMES A. MARTINEZ |
| Programming | MADAN KUNDU, Ph.D.<br>DIANE F. KUFERT |
| Registration | PAULETTE PLAISANCE<br>MAUDE BOURGEOIS<br>CATHY LE BLANC |
| Publicity/Ditty Bags | DOTSIE LE BLANC<br>ALICE LAVERGNE |
| Exhibits | ED ISOLANI |
| Photographer | STEVE HEBERT |
| Special Needs | F. KENNETH VINCE |
| Door Prizes | ANITA SULLIVAN<br>PAULETTE PLAISANCE |
| Interpreters | DESHA WHITNEY |
| Decorations | ALICE LAVERGNE |

## LRA BOARD

| | |
|---|---|
| President | ED ISOLANI |
| Past President | JAMES A. MARTINEZ |
| President Elect | KARL UNGEHAURER, Ph.D. |
| Vice President | ANITA WOOLEY DESOTO |
| Treasurer | MADAN KUNDU, Ph.D. |
| Secretary | SYBIL DESHOTEL |
| Membership Chairman | JOHN GIESE |
| Board Members | JACK ATTAWAY<br>DICKIE BASCLE<br>DAVE CORBIN<br>DOTSIE LE BLANC<br>DONNELL NAQUIN<br>FRANK PUCKETT<br>ANITA SULLIVAN<br>LINDA TRAHAN<br>PAM VERON<br>ERIC WALLER |

## AFFILIATE CHAPTER PRESIDENTS

| | |
|---|---|
| JPD | JOHN BALFONZ |
| LRCA | F. KENNETH VINCE |
| VEWAA | JAME BROLIN |
| LARS | ALICE LAVERGNE |

**9:00-10:00** **WORKSHOP A (Assembly Room)**

***Overview of Rehabilitation Legislation, 1986***

James Brolin, M.S., Special Projects Director of the Human Services Foundation, President VEWAA

**WORKSHOP B (Senate Room)**

***Multimodal Therapy***

Thomas W. Hosie Ph.D., Associate Professor of Education, Department of Administrative and Foundational Services, LSU

**10:00-10:15** **Break (Caucus Room)**

**10:15-11:15** **CLOSING SESSION (Assembly Room)**

***Transition From School To Work: Is It Just Another Fantasy?***

Donn E. Brolin, Ph.D., Director of Graduate Program in Vocational Evaluation, University of Missouri

**11:15-11:45** **LRA Business Meeting**

**11:45** **Adjourn**
**Door Prizes**


## ACKNOWLEDGEMENTS

Baton Rouge Convention Bureau

Division of Vocational Rehabilitation

Rick Hughes

Allen Kufert

Louisiana School For The Deaf

Linda Trahan

Alton Toms

Many thanks to all those whose hard work and capabilities have made this conference a success.

**1:00-2:00** **GENERAL SESSION (Assembly Room)**

***Converging on Solutions***

Lex Frieden, M.S., Executive Director of the National Council on the Handicapped

**2:00-2:15** **Break**

**2:15-3:15** **WORKSHOP A (Assembly Room)**

***Alcoholism / Substance Abuse***

Barry R. Mangham, CSAC, Service Director of the Silkworth Center at Parkland Hospital

**WORKSHOP B (Senate Room)**

***The Vocational Rehabilitationist's Role in Litigation***

Alan Breaud, Attorney at Law

**3:15-3:30** **Break (Caucus Room)**

**3:30-4:30** **WORKSHOP A (Assembly Room)**

***Effectiveness: Is It Style or Situation?***

Sharon Duplessis and Bruce Reinoehl, Community Living Training Program, School of Allied Health Professions, LSU Medical Center

**4:30-6:00** **Happy Hour at BRANDIES**

**6:00-7:00** **Presidential Reception (Room TBA)**

**7:00** **Dinner (on your own)**

## FRIDAY, NOVEMBER 14, 1986

**8:00-9:00** **WORKSHOP A (Assembly Room)**

***Slaughter the Sacred Calf: An Alternative Vocational Assessment and Training Approach***

Walter N. Creekmore Ph.D., College of Education, Northeast Louisiana University

**WORKSHOP B (Senate Room)**

***Workers Compensation***

James S. Holt, Attorney at Law

# 1986 LRA CONFERENCE
# IMPACTING THROUGH COMMUNICATION

*Effective communication can have an impact if not sown like seeds at random, but aimed strategically. For communication to have an impact, it must be planned, directed and well placed. For this reason, the LRA Conference will focus on important issues of rehabilitation, aimed at the ears of those who provide the services and make the policy.*

*It is our hope that we will strike the target that will result in positive impact for our consumers.*

— Ed Isolani, LRA President 1986

## WEDNESDAY, NOVEMBER 12, 1986

**8:00-4:30** **Registration and Exhibit (Ballroom Corridor)**

**10:00-10:45** **OPENING SESSION (Assembly Room)**

Invocation
Rabbi Paul Caplan, Liberal Synagogue

Welcome and Introductions
Ed Isolani, LRA President
Pat Screen, Mayor-President
Wayne Heap, Assistant Secretary, Office of Human Development
Lester Soileau, Director, Division of Vocational Rehabilitation

**10:45-11:45** **GENERAL SESSION (Assembly Room)**

***The Role of Neuropsychological Assessment in Rehabilitation***

Sheldon Herring, Ph.D., Director of Neuro-psychology and Program Director for the Traumatic Brain Injury Program at Rehabilitation Institute of New Orleans

Scott Crabtree, M.S., CVE, Director of Behavioral Medicine at Rehabilitation Institute of New Orleans

Sponsored by LRCA

**Door Prizes**

**11:45-1:00** **LRA Board Meeting / Lunch (on your own)**

**1:00-2:00** **GENERAL SESSION (Assembly Room)**

***Sexual Normality: Who Are The Handicapped?***

David M. Schnarch, Ph.D., Diector of Sexual and Marital Health Clinic at LSU School of Medicine

**2:00-3:00** **WORKSHOP A (Assembly Room)**

***Communication and Mental Illness***

Navin Patel, M.D., Psychiatrist

**WORKSHOP B (Senate Room)**

***Multidisciplinary Approach to Physical Medicine and Rehabilitation Services at the Baton Rouge General Medical Center***

Joseph M. Morette, Administrative Director, Physical Medicine, BRGMC

Lauren B. Rivet, Clinical Director, Occupational Therapy, BRGMC

Aleta M. Adcock, Clinical Director, Speech Pathology, BRGMC

**3:00-3:15** **Break (Caucus Room)**

**3:15-4:15** **WORKSHOP A (Assembly Room)**

***Burn Wounds, Burn Care and Rehabilitation***

D. V. Cacioppo, M.D., Director of the Burn Center at Baton Rouge General Medical Center

**WORKSHOP B (Senate Room)**

***Coronary Artery Disease and Rehabilitation***

Ishu V. Lodhia, M.D., F.A.C.C., Assistant Professor of Medicine, Department of Cardiology at LSU Medical School

**4:15-4:30** **Break**

**4:30-5:30** **Affiliate Chapter Board Meetings (Rooms TBA)**
LRCA, VEWAA, LARS, JPD

**4:30-6:00** **Happy Hour at BRANDIES**

**6:00-7:00** **Wine and Cheese Party — Sponsored by VEWAA (Rooms TBA)**

**7:00-8:00** **Dinner (on your own)**

**8:00-12:00** **Dance (Assembly Room)**
Music by The James Brothers Band
Sponsored by Valpar and LRA

## THURSDAY, NOVEMBER 13, 1986

**8:00-4:30** **Registration and Exhibit (Ballroom Corridor)**

**8:30-9:30** **GENERAL SESSION (Assembly Room)**

***Utilization of Vocational Evaluation Services and Recommendations***

Julian Nadolsky Ed.D. University of Tennessee

Sponsored by LRCA and VEWAA

**9:30-9:45** **Break (Caucus Room)**

**9:45-10:45** **WORKSHOP A (Assembly Room)**

***Patient Adaptation to Closed Head Injury***

Christine Angelloz, Ph.D., Director and Clinical Psychologist at the Family Psychology Center and Consulting Clinical Psychologist to the Rehabilitation Unit of Our Lady of the Lake Regional Medical Center

**WORKSHOP B (Senate Room)**

***Introjection of Role Models: A Survival Technique for the Harried Professional***

Kathy S. Vermillion, M.S., CRC, Instructor in Rehabilitation Counseling at USL

**10:45-11:00** **Break / Door Prizes (Caucus Room)**

**11:00-12:00** **WORKSHOP A (Assembly Room)**

***Common Neurological Problems Affecting the Working Population***

Steven Cavalier, M. D., Neurologist

**WORKSHOP B (Senate Room)**

***Meeting Business and Industry Needs: A Marketing Approach***

Henry McCarthy Ph.D. Department of Rehabilitation Counseling, School of Allied Health Professions, LSU Medical Center

Lee West, Community Living Training Program, School of Allied Health Professions, LSU Medical Center

**12:00-1:00** **Awards Luncheon Buffet (Senate Room)**
Grace — Reverend John Moore, Director, Baptist Student Union at LSU

# National Conference on Independent Living '86

June 19—23, 1986
Ramada Renaissance Hotel
Washington, DC

# Notes

# Welcome!

Welcome to the 1986 National Conference. This year's Conference is cosponsored by the National Council of Independent Living, the Research and Training Center on Independent Living at the University of Kansas, and the ILRU Research and Training Center on Independent Living at TIRR. This annual conference is an opportunity to exchange ideas, technology, and strategies for promoting independent living. It is also a chance to meet key government officials and fellow IL advocates from across the country. Be sure to schedule some sightseeing time, too. This year's Washington, DC setting offers countless cultural and historic sites in the most accessible city in the USA.

We hope the 1986 Conference offers something of interest to everyone. The program includes in-depth training and information sessions, posters and exhibits, and ample opportunities for informal interaction and discussion.

Your registration packet includes your identification badge, which is needed to gain entry to conference activities and luncheons, and a Conference Evaluation Form. Please complete and return the form to the Information and Assistance table before leaving the Conference.

Tables are set up in the hotel foyer for **Information and Assistance, Transportation, Volunteers,** and **Media.** Staff at the appropriate table will explain arrangements for any services you requested on your registration form. If you have **equipment problems,** contact Division Medical Supplies at their exhibit in Renaissance II. **Attendant care** will be handled through the DC Center for Independent Living. Sheri Eithel will be available for scheduling at the hotel; the location will be announced.

We hope you have a productive and pleasurable time at the 1986 Conference. If there is anything we can assist you with during your stay, drop by the Information table or ask any conference staff (identified by their badges).

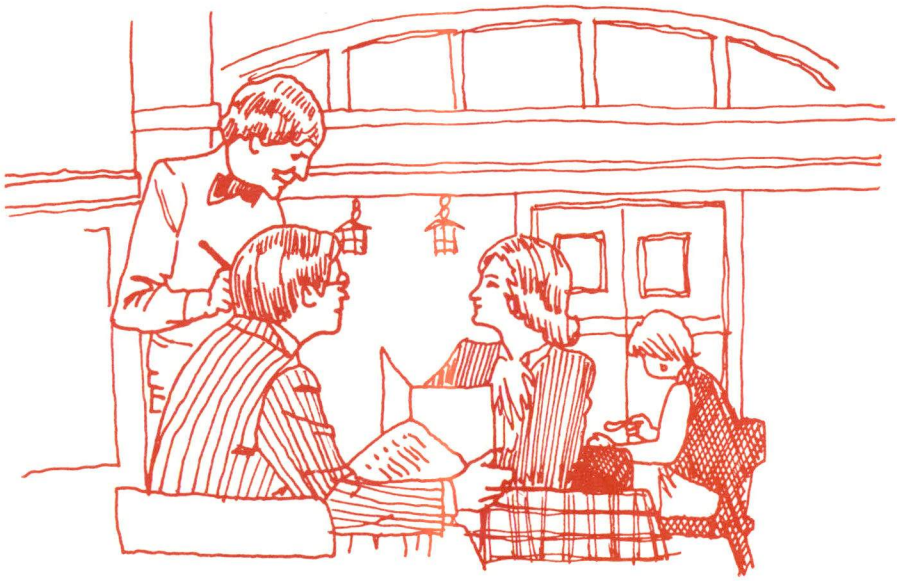
Welcome!

# Food and Drink

There are a number of accessible restaurants within 3 blocks of the hotel, offering a range of food to suit everyone's taste and budget.

Here is a listing of restaurants on M Street within 3 blocks of the hotel:

- **Food, Etc.**—directly across M Street from the Hotel.
- **Lord Jims**—2030 M St. (on the corner of 21st & M).
- **Jennifer Street Restaurant**—2000 M St.
- **McDonalds**—1920 M St.
- **Deli N Dogs**—1904 M St.
- **Rumors**—1900 M St. has a sidewalk cafe and accessible side entrance.
- **Blackie's House of Beef**—22nd and M St., in the same building as the Marriott Hotel. Blackie's has an accessible side entrance and is connected via accessible route to the Deja Vu nightclub which is not accessible from the street.
- **Bread & Chocolate Bakery**—24th & M Street





## Notes

| | | |
|---|---|---|
| 10:30— | SYMPOSIA: | |
| 12:00 noon | Information Resources & Material Dissemination | New Hampshire I |
| | Transitional Services | New Hampshire III |
| | Leaving the Organizational Nest | Renaissance I |
| | Rural Services | Conference A |
| 12:30— | LUNCHEON—FEATURE | |
| 2:30 pm | TOPIC: | |
| | Role of Nondisabled Persons in the IL Movement Revisited | New Hampshire |
| 2:30— | NCIL ANNUAL BUSINESS | New Hampshire |
| 5:00 pm | MEETING | |

## Sunday, June 22

| | | |
|---|---|---|
| 9:00 am— | WORKSHOP: | |
| 12:30 pm | Stress Management | New Hampshire I & II |
| 9:00— | SYMPOSIA: | |
| 10:30 am | Encouraging New Leadership | New Hampshire III |
| | Board-Staff Relations | Conference A |
| | Computerized Management | Renaissance I |
| 11:00 am— | SYMPOSIUM: | |
| 12:00 noon | ILC Evaluation & Accreditation | Renaissance I |
| 11:00 am— | SYMPOSIA: | |
| 12:30 pm | IL & Self- Advocacy | New Hampshire III |
| | Entrepreneurial Fundraising | Conference A |
| 12:45— | LUNCHEON: NCIL | Renaissance |
| 2:30 pm | AWARDS BANQUET | |
| 2:45— | NCIL NOMINATIONS | New Hampshire |
| 5:30 pm | COMMITTEE | |

## Monday, June 23

| | | |
|---|---|---|
| 9:00— | NCIL ELECTION OF NEW | New Hampshire I & II |
| 10:00 am | OFFICERS | |
| 10:00 am— | NCIL NEW GOVERNING | New Hampshire I & II |
| 2:00 pm | BOARD MEETING | |



# Exhibits and Posters

Displays are in Renaissance II from 9:00 to 5:00 Friday and 9:00 to 2:00 Saturday.

## Exhibitors:

**Danmar Products Inc.**
**Division Medical Supplies**
**H-Weniger Inc.**
**Mobility Systems Unlimited**
**Ritcom Sales**

## Poster Presentations:

**New Horizons Inc.**
Leisure time activities

**The Center for Independence of the Disabled in New York Inc.**
Networking Local Independent Living Centers: A model for providing transitional services to high school students with physical disabilities.

**U.S. Administration on Developmental Disabilities**
Employment Initiative Campaign



# Conference Program

## Wednesday, June 18

| | | |
|---|---|---|
| 5:00—9:00 pm | NCIL GOVERNING BOARD MEETING | CONFERENCE A |

## Thursday, June 19

| | | |
|---|---|---|
| 8:00 am—5:00 pm | NCIL GOVERNING BOARD MEETING | CONFERENCE A |
| 5:00—7:30 pm | CAPITOL HILL RECEPTION | HART SENATE OFFICE BUILDING |

## Friday, June 20

| | | |
|---|---|---|
| 8:00—9:00 am | COFFEE & REGISTRATION | FOYER |
| 9:00 am—5:00 pm | EXHIBIT AND POSTER AREA | RENAISSANCE II |
| 9:00—10:00 am | OPENING SESSION | NEW HAMPSHIRE |

**Lex Frieden**, National Council on the Handicapped
**Max Starkloff**, National Council of Independent Living
**David Gray**, National Institute of Handicapped Research
**Michael Jones**, University of Kansas RTC/IL
**Laurie Gerken**, ILRU RTC on Independent Living at TIRR

| | | |
|---|---|---|
| 10:00—10:30 am | COFFEE BREAK | FOYER |
| 10:30—12:00 noon | POLICY SESSION ON HOUSING | NEW HAMPSHIRE I |

Moderator:
**Ron Mace**, Barrier Free Environments, Inc.
Panelists:
**Helen Kutz**, Holistic Approaches to Independent Living
**Bob Ardinger**, U.S. Dept. of Housing and Urban Development



# Session Summary

## Wednesday, June 18

| | | |
|---|---|---|
| 5:00—9:00 pm | NCIL GOVERNING BOARD MEETING | Conference A |

## Thursday, June 19

| | | |
|---|---|---|
| 8:00 am—5:00 pm | NCIL GOVERNING BOARD MEETING | Conference A |
| 5:00—7:30 pm | CAPITOL HILL RECEPTION | Hart Senate Office Building |

## Friday, June 20

| | | |
|---|---|---|
| 9:00—10:00 am | OPENING SESSION | New Hampshire |
| 10:30—12:00 noon | POLICY SESSIONS: | |
| | Housing | New Hampshire I |
| | Disability Prevention | New Hampshire II |
| | Equal Opportunity Law | New Hampshire III |
| | Community Services | Renaissance I |
| 2:00—3:30 pm | POLICY SESSIONS: | |
| | Employment | New Hampshire I |
| | Personal Assistance | New Hampshire II |
| | Disincentives in Social Security Legislation | New Hampshire III |
| | Service Coordination | Renaissance I |
| 4:00—5:30 pm | POLICY SESSIONS: | |
| | Transportation | New Hampshire III |
| | Educating Children | Renaissance I |
| | SYMPOSIUM: | |
| | IL and the Elderly | New Hampshire I & II |

## Saturday, June 21

| | | |
|---|---|---|
| 8:30—12:00 noon | WORKSHOP: | |
| | Effective Management of Human Services | New Hampshire II |
| 8:30—10:00 am | SYMPOSIA: | |
| | Family Services | New Hampshire III |
| | Transition Into the Community for Persons With Head Injury | New Hampshire I |
| | Marketing and Outreach | Renaissance I |
| | VR/ILC Connections | Conference A |

| | | |
|---|---|---|
| 11:00 am—<br>12:30 pm | SYMPOSIUM: LINKING INDEPENDENT LIVING WITH SELF-ADVOCACY<br>Chair:<br>**Deborah Olsen**, Center on Human Policy<br>Presenters:<br>**Patricio Figueroa**, New York Commission on Quality of Care for Mentally Disabled<br>**Patricia Killius**, Center on Human Policy | NEW HAMPSHIRE III |
| 11:00 am—<br>12:30 pm | SYMPOSIUM: ENTRE-PRENEURIAL FUNDRAISING<br>Presenters:<br>**Cheryl Tyler**, Phoenix Consumer, Ohio<br>**Roy Poston**, Poston & Cole International, Inc.<br>**Tracy Harris**, The WHOLE PERSON inc | CONFERENCE A |
| 11:00 am—<br>12:00 noon | SYMPOSIUM: ILC EVALUATION & ACCREDITATION<br>Chair:<br>**Eric Griffin**, Independence Associates<br>Presenters:<br>**Mary Ann Lachat**, Center for Resource Management, Inc.<br>**Jim Budde**, University of Kansas RTC/IL<br>**Linda Stoltzman**, Vermont CIL<br>**Steve Trembley**, Alpha I | RENAISSANCE I |
| 12:45—<br>2:30 pm | LUNCHEON: NCIL AWARDS BANQUET | RENAISSANCE |
| 2:45—<br>5:30 pm | NCIL NOMINATIONS COMMITTEE | NEW HAMPSHIRE |

## Monday, June 23

| | | |
|---|---|---|
| 8:00—<br>9:00 am | COFFEE | NEW HAMPSHIRE I & II |
| 9:00—<br>10:00 am | NCIL ELECTION OF NEW OFFICERS | NEW HAMPSHIRE I & II |
| 10:00 am—<br>2:00 pm | NCIL NEW GOVERNING BOARD MEETING | NEW HAMPSHIRE I & II |



| | | |
|---|---|---|
| | **Deborah Dean**, U.S. Dept. of Housing and Urban Development<br>**Ruth Phillips**, Paralyzed Veterans of America<br>**Jean McGuire**, Association for Retarded Citizens | |
| 10:30—<br>12:00 noon | POLICY SESSION ON DISABILITY PREVENTION<br>Moderator:<br>**Steve Fawcett**, University of Kansas RTC/IL<br>Panelists:<br>**Judy Brotman**, Assistant to U.S. Senator Robert Dole (R-KS)<br>**James Harrell**, Office of Disease Prevention and Health Promotion<br>**Gini Laurie**, *The Rehabilitation Gazette* | NEW HAMPSHIRE II |
| 10:30—<br>12:00 noon | POLICY SESSION ON EQUAL OPPORTUNITY LAW<br>Moderator:<br>**Phil Calkins**, National Democratic Committee<br>Panelists:<br>**Justin Dart, Jr.**, Washington, D.C.<br>**Bob Funk**, Disability Rights Education & Defense Fund<br>**Robert Burgdorf**, National Council on the Handicapped<br>**Tim Cook**, Public Interest Law Center of Philadelphia | NEW HAMPSHIRE III |
| 10:30—<br>12:00 noon | POLICY SESSION ON COMMUNITY SERVICES<br>Moderator:<br>**John Chappell**, Massachusetts VR Commission<br>Panelists:<br>**Christi Ferguson**, Assistant to U.S. Senator John Chaffee (R-RI)<br>**Charlie Carr**, Northeast Massachusetts ILC<br>**David Esquith**, House Select Committee on Education & Labor | RENAISSANCE I |
| 12:30—<br>1:30 pm | LUNCHEON | NEW HAMPSHIRE |

| | | |
|---|---|---|
| 2:00—<br>3:30 pm | POLICY SESSION ON EMPLOYMENT<br>Moderator:<br>**Max Starkloff**, Paraquad<br>Panelists:<br>**Jay Rochlin**, President's Committee on Employment of the Handicapped<br>**Patricia Morrissey**, Rehabilitation Services Administration<br>**David Vandergoot**, Research and Training Center for Employment | NEW HAMPSHIRE I |
| 2:00—<br>3:30 pm | POLICY SESSION ON PERSONAL ASSISTANCE<br>Moderator:<br>**Gary Ulicny**, University of Kansas RTC/IL<br>Panelists:<br>**Rich Bailes**, Assistant to U.S. Senator Robert Dole (R-KS)<br>**Judy Heumann**, World Institute on Disability<br>**Gerben DeJong**, National Rehabilitation Hospital<br>**Margaret Nosek**, ILRU RTC on Independent Living at TIRR<br>A representative of Health Care Financing Administration | NEW HAMPSHIRE II |
| 2:00—<br>3:30 PM | POLICY SESSION ON DISINCENTIVES IN SOCIAL SECURITY LEGISLATION<br>Moderator:<br>**Dan Johnson**, Wisconsin Dept. of Health & Human Services<br>Panelists:<br>**Alton Hodges**, National Institute of Handicapped Research<br>**Pat Owens**, Social Security Administration<br>**Allen Jensen**, House Ways and Means Committee<br>**Deborah McKeithan**, Handicapped Organized Women<br>**Bob Griss**, Wisconsin Dept. of Health & Human Services<br>**David Esquith**, House Select Comm. on Education and Labor | NEW HAMPSHIRE III |



| | | |
|---|---|---|
| 2:30—<br>5:00 pm | NCIL ANNUAL BUSINESS MEETING | NEW HAMPSHIRE |

## Sunday, June 22

| | | |
|---|---|---|
| 8:00—<br>9:00 am | COFFEE | FOYER |
| 9:00—<br>12:30 pm | WORKSHOP: STRESS MANAGEMENT<br>**Margaret Watson**, Management Consultant | NEW HAMPSHIRE I & II |
| 9:00—<br>10:30 am | SYMPOSIUM: ENCOURAGING NEW LEADERSHIP<br>Chair:<br>**Eric Griffin**, Independence Associates<br>Presenters:<br>**Mark Johnson**, Colorado Division of Rehabilitation<br>**Duane French**, Access Alaska<br>**Marca Bristo**, Access Living | NEW HAMPSHIRE III |
| 9:00—<br>10:30 am | SYMPOSIUM: BOARD-STAFF RELATIONS<br>Chair:<br>**Marcie Goldstein**, Queens ILC<br>Presenters:<br>**Tom Seekins**, University of Kansas RTC/IL<br>**Patricio Figueroa**, New York Commission on Quality of Care for Mentally Disabled<br>**Andi Farbman**, National Council on the Handicapped | CONFERENCE A |
| 9:00—<br>10:30 am | SYMPOSIUM: COMPUTERIZED MANAGEMENT INFORMATION SYSTEM FOR INDEPENDENT LIVING AND NETWORKING VIA THE NCIL BULLETIN BOARD<br>Chair:<br>**Roland Sykes**, Tulsa CIL<br>Presenters:<br>**Mary Ann Lachat**, Center for Resource Management, Inc.<br>**John Chappell**, Massachusetts Rehabilitation Commission | RENAISSANCE I |
| 10:30—<br>11:00 am | COFFEE BREAK | FOYER |

Presenters:
**Walter Healy**, Cape Cod Educational Collaborative
**Karen Leavitt**, Euclid, Ohio
**Bill Malleris**, Rochester (MN) CIL
**Sally O'Dell**, Assistant to U.S. Senator John Kerry (D-MA)

10:30—12:00 noon — SYMPOSIUM: LEAVING/RENAISSANCE I
THE ORGANIZATIONAL NEST
Chair:
**Marcus Furher**, ILRU RTC on Independent Living at TIRR
Presenters:
**Marca Bristo**, Access Living
**Hodge Wood**, Oklahoma
**Judy Barricella**, Three Rivers CIL

10:30—12:00 noon — SYMPOSIUM: RURAL SERVICES — CONFERENCE A
Chair:
**Laurie Gerken**, ILRU RTC on Independent Living at TIRR
Presenters:
**Barbara Bradford**, University of Kansas RTC/IL
**Linda Stoltzman**, Vermont CIL
**Karen Newton**, North Central West Virginia CIL
**Betty Guy**, Caddo County (OK) ILC

12:30—2:30 pm — LUNCHEON—FEATURE/NEW HAMPSHIRE
TOPIC: ROLE OF NONDISABLED PERSONS IN THE IL MOVEMENT REVISITED
Moderator:
**Jim DeJong**, Illinois Dept. of Rehabilitation Services
Panelists:
**Barry Rosenberg**, Center for Independent Living Development
**Charlie Carr**, Northeast Massachusetts CIL
**David Esquith**, House Select Committee on Education and Labor
**Marca Bristo**, Access Living
**Judy Wagner**, Assistant to U.S. Senator Paul Simon (D-IL)
**Michael Jones**, University of Kansas RTC/IL
**Bill Malleris**, Rochester (MN) CIL



2:00—3:30 pm — POLICY SESSION ON SERVICE COORDINATION — RENAISSANCE I
Moderator:
**Mark Johnson**, Colorado Division of Rehabilitation
Panelists:
Representative from CSAVR
**Evan Kemp**, Disability Rights Center
**Pat Wright**, Disability Rights Education and Defense Fund
**Carol Inman**, Office of Special Education and Rehabilitation Services

3:30—4:00 pm — COFFEE BREAK — FOYER

4:00—5:30 pm — POLICY SESSION ON TRANSPORTATION — NEW HAMPSHIRE III
Moderator:
**David Capozzi**, Paralyzed Veterans of America
Panelists:
Representative from APTA
**Dennis Cannon**, Architectural and Transportation Barriers Compliance Board
**Robert Ashby**, U.S. Department of Transportation
**Sigi Shapiro**, Pennsylvania Coalition of Citizens With Disabilities
**Michael Landwher**, ADAPT

4:00—5:30 pm — POLICY SESSION ON EDUCATING CHILDREN — RENAISSANCE I
Moderator:
**Helen Kutz**, Holistic Approaches to Independent Living
Panelists:
**Kathy Roy**, National Council on the Handicapped
**David Esquith**, House Select Committee on Education & Labor
**Delores John**, National Information Center for Handicapped Children and Youth
**Diane Ippolito**, Woodward High School
**Robert Bernstein**, Woodward High School

4:00—5:30 pm — SYMPOSIUM: INDEPENDENT LIVING AND THE ELDERLY — NEW HAMPSHIRE I & II
Chair:
**Judy Heumann**, World Institute on Disability
Presenters:
**Stanley J. Brady**, R & T Center in Aging, Philadelphia
**Gini Laurie**, *The Rehabilitation Gazette*
**June Kailes**, Westside CIL, Los Angeles

5:30—7:30 pm — RECEPTION — RENAISSANCE

## Saturday, June 21

8:00—9:00 am — COFFEE — FOYER

8:30—12:00 noon — WORKSHOP: EFFECTIVE MANAGEMENT OF HUMAN SERVICES — NEW HAMPSHIRE II
**Steve Luce**, The May Institute, Chatham, MA

8:30—10:00 am — SYMPOSIUM: FAMILY SERVICES — NEW HAMPSHIRE III
Chair:
**Nancy Verderber**, Paraquad
Presenters:
**Judy Heumann**, World Institute on Disability
**Carol Inman**, Office of Special Education and Rehabilitation Services

8:30—10:00 am — SYMPOSIUM: TRANSITION INTO THE COMMUNITY FOR PERSONS WITH HEAD INJURY — NEW HAMPSHIRE I
Chair:
**Mark Carper**, The Greenery Head Injury Program
Presenters:
**Fran Lavecchio**, State Head Injury Program of MA
**David Ellis**, Mediplex
**Jean Fryer**, Chesapeake Head Injury Program

9:00 am—2:00 pm — EXHIBIT AND POSTER AREA — RENAISSANCE II



8:30—10:00 am — SYMPOSIUM: MARKETING AND OUTREACH — RENAISSANCE I
Chair:
**Mark Mathews**, University of Kansas RTC/IL
Presenters:
**Burt Pusch**, Houston CIL
**Christine Boles**, University of Kansas RTC/IL
**Stanley Greenberg**, Vermont Association for the Blind

8:30—10:00 am — SYMPOSIUM: VR/ILC CONNECTIONS — CONFERENCE A
Chair:
**John Chappell**, Massachusetts Rehabilitation Commission
Presenters:
**Elmer Bartels**, Massachusetts Rehabilitation Commission
**Jim DeJong**, Illinois Dept. of Rehabilitation Services
**Roland Sykes**, Tulsa ILC

10:00—10:30 am — COFFEE BREAK — FOYER

10:30—12:00 noon — SYMPOSIUM: INFORMATION RESOURCES & MATERIAL DISSEMINATION SERVICES — NEW HAMPSHIRE I
Chair:
**Jan Galvin**, National Rehabilitation Information Center
Presenters:
**Patricia President**, National Health Information Clearing House
**Jim Murphy**, National Information Center for Handicapped Children and Youth
**Cathy Michaelson**, The National Council on Aging

10:30—12:00 noon — SYMPOSIUM: TRANSITIONAL SERVICES — NEW HAMPSHIRE III
Chair:
**Eric Griffin**, Independence Associates

NAIL Training Session Sunday Nov. 9, 1986 8;00 - 12:00

| | |
|---|---|
| An interactional model of independence | Tom Seekins<br>University of Kansas |
| Need for a functional assessment instrument for the chronically mentally ill | John Benshoff<br>University of Northern Colorado |
| Rural independent living | Barbara Bradford<br>University of Kansas |
| Vocational features of the transitional picture for the adult head injured | Richard K. Smith<br>Ranchos Los Amigos<br>Downey, CA |
| Innovative methods for promoting IL: Multidisciplinary contributions | David Moxley<br>Wayne State University |
| Independent supportive living apartments | Cynthia Compton<br>Life Skills Foundation<br>University City, MO |
| Creative programs in independent living | Patricia Erwin<br>CISAIL<br>Miami, FL |
| Break | |
| Innovation in vocational rehabilitation for the psychiatrically disabled adult | Ellen Zamansky<br>Marlboro, MA |
| Promoting IL services on a state-wide basis | Delois Berry<br>Independent Living Center<br>Birmingham, AL |
| An independent living program for the head injured | Jim Maxwell<br>Alternative Living Center<br>Austin, TX |
| The interplay of emotional and physcial factors affecting the functioning of people experiencing post-polio symptoms | Margaret Backman<br>New York, NY |
| Project lifestyles | Amy Gilchrist<br>Independent Living Center<br>Birmingham, AL |
| Counseling the way to independence: Spiritual guidance and rehabilitation counseling | Marie Roy and Amy Baumgarten<br>Rebound, Inc.<br>Gallatin, TN |
| Lunch | |

Panel Discussion

Nov. 9

1:00 - 3:00

Policy and Program Innovations for Promoting IL

| | |
|---|---|
| Judy Brotman | Office of the Honorable Senator Robert Dole |
| John Chappell | Massachusetts Rehabilitation Commission |
| Justin Dart | Rehabilitation Services Administration |
| Jim De Jong | Illinois Vocational Rehabilitation |
| Lex Frieden | National Council on the Handicapped |
| Bill Malleris | Rochester Center for Independent Living |

# Information

### Registration

The NRA Registration Center is located in the Concourse area. Following is the registration schedule:

**Thursday, Nov. 6: 10:00 a.m. - 6:00 p.m.**
**Friday, Nov. 7: 8:00 a.m. - 8:00 p.m.**
**Saturday, Nov. 8: 8:00 a.m. - 5:00 p.m.**
**Sunday, Nov. 9: 8:00 a.m. - 3:00 p.m.**

### On-Site Registration

The On-Site Registration fees are as follows:

**$90, Full Conference - NRA Member**
**$70, Full Conference - Student Member**
**$160, Full Conference - Non-Member**
**$55, Single Day Fee - Member/Student**
**$85, Single Day Fee - Non-Member**
**$5, Spouse**

### Resolution

**Bylaws XIX, Section 2, Conference Registration**

By resolution of the NRA Board of Directors, all persons who attend any official meeting of the Association, a division or council of the Association during the National Conference and all persons who are delegates to the Assembly must provide evidence of Conference registration.

### Registration Badges

Your badge will allow admittance to meeting areas and assist others to identify you. Help others to easily read your name--place the badge on your right chest area. Badges placed on the left side detracts from eye contact.

### Headquarters/Clerical Pool

The Clerical Pool will be located in the Bancroft Room (Terrace Level):

**Wednesday, 8:00 a.m. - 7:00 p.m.**
**Thursday, 8:00 a.m. - 8:00 p.m.**
**Friday, 8:00 a.m. - 7:00 p.m.**
**Saturday, 8:00 a.m. - 5:00 p.m.**
**Sunday, 8:00 a.m. - 5:00 p.m.**
**Monday, 8:00 a.m. - Noon**

### Interpreters

Graduate students from the R.C.D. Program, Gallaudet University.

### Exhibits

One of the most important aspects of any National Conference is the Exhibit area, located this year in Exhibit Hall Concourse Level. We encourage the membership to become actively acquainted with each of our Exibitors. They serve a dual purpose for each of us, first as a conveyor of valuable information concerning our field of work and, secondly, as an important financial contributor to the success of this Conference. The Exhibit hours are as follows:

**Friday, 7:00 a.m. - 8:30 p.m.**
**Saturday, 9:30 a.m. - 4:30 p.m.**
**Sunday, 9:30 a.m. - 4:30 p.m.**

### Ribbon Identification

Following is the color code for the ribboned badges for officials of the 1986 NRA Conference:

**Green with Gold:** *Membership*
**Red with Gold:** *Special Needs*
**Red with Black:** *Interpreters*
**Purple with White:** *Exhibitor*
**Purple with Gold:** *Past Presidents*
**Gold with Red:** *Board of Directors*
**White with Gold:** *NRA Staff*
**White on Gold:** *Artists*
**Blue on White:** *NRA Host*
**Red on White:** *CCP*
**White with Black:** *Regional Presidents*
**Gold on Bronze:** *Ambassadors*

### Special Needs For Persons With Disabilities

The Special Needs Booth is located adjacent to Registration. Any special needs will be handled here. An evaluation form is available for persons with disabilities to critique the conference site.

### Pre-Conference Workshops

The Pre-Conference Workshops are not a part of the official NRA Conference and, thus, are not under its jurisdiction in terms of program content and registration fees charged for attendance. NRA does grant permission to partake in the pre-conference schedule time and does charge a fee to the workshop sponsor for use of meeting room space, newsletter information, and equipment.

### Evaluation Form

Evaluation form is in your packet. Please fill out and leave at NRA Booth.

# 1986 NRA Conference Committee

## Chairperson: Ethel Briggs

**REGISTRATION**
Catherine Hall
Hazel Perry

**CLERICAL POOL**
Geraldine Ballenger
Diane Rodwell

**SOCIAL/ENTERTAINMENT**
Juanita Roberts
Beverly Radin

**SPECIAL NEEDS**
Marlene Jones
John Henry Jones

**PUBLIC RELATIONS**
Ted Daniels
Ed Felton

**EXHIBITS/ART SHOW**
Mary Belger

**MEETING ROOM MONITOR**
Charles Howard

**CERTIFICATION MAINTENANCE**
Milagros McGuire

**AUDIO VISUAL EQUIPMENT**
Ollen Dupree
Byron Hope

**NRA MEMBERSHIP**
Lois Weber

**D.C.R.A. SUBCOMMITTEE TREASURER**
Lois Bears-Standsbury

**D.C.R.A. SUBCOMMITTEE SECRETARY**
Pat Briggs

**SPOUSE/FRIENDS**
Carol Boykin
Jack Seymour

**SUBCOMMITTEE INFORMATION BOOTH**
Linda Hawkins
Anna G. Rosario

**COMMITTEE WORKERS**

Lora Abdelaziz
Patricia Bennett
Judi Berland
Clayton Boyd
Donald Brooks
Cynthia Burley
Jackie Burton
Carlene K. Campbell
Charles A. Chandler
Suzanne Clay
Nancy C. Cole
Jacqueline B. Collins
Joan Cousins
Jaqueline Dickerson
Deborah Dockery
Rachel Dorsey
Theresa Douglas
Dr. William Eddie
Sandra B. Ellis
Joan Fonseca
Patricia Fredericks
Darlene Gripper
Danny Gupta
Yvonne Harrington
Patricia Hawkins
Darnise Henry-Bush
Jo-Anne Hunter
John Hutchinson
K.T. Intrator
Cassandra Jackson
Ruth Jenkins
Linda Johnson
Viola Kelly
Trudy Koslow
Sylvia Lane
Betty Lebo
Sheila Luckey
Joy Majred
Ruth Marshall
Mary Mason
Mary Ann Mesmer
Lamont Mitchell
Ardis Moomey
Laura McCann
Gloria McCleod
Gloria Osgood
Arturo Rodriguez
Thelma Ross
Sister Aline Stdenis
Ernest C. Taylor
Catherine C. Terry
Eugene Thomas
Maung Tin
James Tolbert
Iris S. Zega
Myrtle Wilburn
Katryn Williams
Joan Wills
Mary Witherspoon
Janice Woodward
Dr. Dennis Wyant
Florence Yarbrough
Mattie Zackery

**10:00 a.m. - Noon**
JACKSON

**CNW TRAINING**

**Program** **"Human Services Delivery for Non White Persons with Disabilities"**

**Speakers** **Milton Wilson, Ph.D.,** *Dean of Students, Retired, Kent State University, Kent, OH.*
**Sylvia Walker, Ph.D.,** *Director, Center for the Study of Handicapped Children and Youth, Howard University, Washington, D.C.*
**Vernon E. Hawkins,** *Administrator, District of Columbia Rehabilitation Services Administration, Washington, D.C.*

**Presiding** **L. Robert McConnell,** *Great Lakes Regional Representative, Council of Non-White*

**10:30 a.m. - Noon**
CHEVY CHASE

**CCP EXECUTIVE COMMITTEE MEETING**

**Presiding** **Karen K. Burgess,** *Chairperson*

**11:00 a.m. - Noon**
MONROE WEST

**NRAA TRAINING SESSION**

**Program** **"Mapping Backward"**

**Presiding** **Joe Moriarty, Ph.D.,** *Director, West Virginia R&T Center, Dunbar, W.V.*

**Noon - 1:30 p.m.**
CONSERVATORY

**JPD LUNCHEON/ORTALE LECTURE**

**Presiding** **Phil Hess,** *JPD President*

**Introducer** **Marvin Tooman,** *Des Moines, Ia.*

**Speaker** **Roberta Y. Housman,** *Vice President, Human Resources Center, Albertson, N.Y.*

**Noon - 3:00 p.m.**
HEMISPHERE

**COUNCIL OF NON-WHITE AWARDS LUNCHEON/PROGRAM**

**Presiding** **Ted Daniels,** *Chairperson, Washington, D.C.*

**Program** **"Stress of the Black Family: A Resource for Rehabilitation"**

**Introducer** **Vernon E. Hawkins,** *Administrator, DCRSA, Washington, D.C.*

**Speaker** **Stephanie Lee Miller,** *Assistant Secretary for Public Affairs, Department of Health and Human Services, Washington, D.C.*

**12:15 p.m. - 2:30 p.m.**
PEKING
RESTAURANT

**VEWAA AWARDS LUNCHEON**

**Presiding** **Douglas Seiler,** *VEWAA President*
(Restaurant is across street from Hilton)

**Speakers** **Marsha Andersen,** *VEWAA Past President*
**Rock Weldon,** *VEWAA President-Elect*

**1:00 p.m. - 3:00 p.m.**
GEORGETOWN
EAST/WEST

**NRCA DELEGATE ASSEMBLY**

**Presiding** **Allen Searles,** *NRCA President*

**SUNDAY, NOVEMBER 9** 1986 NRA Convention, Washington D.C.

**1:00 p.m. - 3:00 p.m.**
FARRAGUT

**NARS BOARD MEEING (1987)**
**Presiding** **Sharon Yearsley,** *NARS President-Elect*

**1:00 p.m. - 3:00 p.m.**
MILITARY

**NAIL TRAINING SESSION**
**Program** **"Policy and Program Innovations for Independent Living"**

**Presiding** **Tom Seekins, Ph.D.,** *NAIL President-Elect*

**Speakers**
**Judy Brotman,** *Office of The Honorable Senator Robert Dole*
**John Chappell,** *Massachusetts Rehabilitation Commission*
**Justin Dart,** *R.S.A. Commissioner*
**Jim DeJong,** *Illinois Vocational Rehabilitation*
**Lex Frieden,** *National Council on the Handicapped*
**Bill Malleris,** *Rochester Center for Independent Living*

**1:30 p.m. - 3:00 p.m.**
MONROE EAST

**JPD TRAINING SESSION**
**Program** **"PRIDE: Investigates Alternatives in the Rehabilitation of SSDI Beneficiaries"**

**Speakers**
**Sandy DeSantis, M.A.,** *PWI Program Director, Southwest Business, Industry and Rehabilitation Association*
**Julie Kovarik,** *Intake Counselor, Southwest Business, Industry and Rehabilitation Association*
**Dr. Malcolm Morrison,** *Acting Director, Division of Disability Studies, Social Security Administration, Baltimore, Md.*

**Presiding** **Stephen R. Freeman,** *JPD Program Chairperson, Vocational Services Program, Sinai Hospital, Baltimore, Md.*

**1:30 p.m. - 3:00 p.m.**
MONROE WEST

**NRAA TRAINING SESSION**
**Program** **"First Line Supervisors: Rehabilitation's Real Policy Makers"**

**Presiding** **Dr. James Stephens,** *Director, RRCEP, Georgia State University, Atlanta, Ga.*

**3:15 p.m. - 5:30 p.m.**
JEFFERSON
EAST/WEST

**NRA DELEGATE ASSEMBLY**
**Presiding**
**Amos Sales,** *NRA President*
**Anthony Harrington,** *Parliamentarian*
**David L. Mills,** *Executive Director*
**Jack Duncan,** *General Counsel*
**Joan Barker,** *President-Elect*
**Betty Hedgeman,** *Immediate Past President*
**Newly Elected President-Elect,** *TBA*
**Commission Chairs Reporting:**
**Robert Brabham,** *Governmental Affairs*
**Larry Jewkes,** *Professional Concerns*
**Dale Sattler,** *Program and Activities*
**Evan Jones,** *Membership Services*
**Cornelius Williams,** *Internal Affairs*
**Jean Kyle,** *Delegate and Certification Committee Chair*

# 1987
# ANNUAL MEETING
of the
# PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

**April 22-24, 1987**
**Denver, Colorado**

*Hosted by:*

Colorado Coalition for
Persons with Disabilities

# Compatible hardware.



You're familiar with the machine on the left. And with the machine on the right. You may be less familiar with how useful bringing them together can be.

Working with community groups around the country, IBM has helped start 33 training programs at centers where physically disabled people learn computer programming skills. At each center, a council of local business people ensures that the training meets current employer needs in the area—so the skills people learn help them get jobs.

More than 2,100 people have been trained and better than 80% are now working. They've found jobs in banks, insurance companies, hospitals, schools and government, for example.

Many of them have also found the independence that a job can provide. And the satisfaction every person gets from using his or her abilities.

And that's why companies that make computers, and employers that use them, should work together to make computers compatible. With everyone. IBM®

© IBM Corporation 1987

# 1987
# ANNUAL MEETING
of the
# PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

## TABLE OF CONTENTS


**4** Award Winners

**5** Mayor Peña's Letter

**6** 1987 Handicapped Award

**8** Colorado Coalition Board of Directors

**10** President's Committee — 40 Year Chronicle

**31** Notes on NEPH Week

**34** Agenda

**35** Speakers

**36** American Survey



*Published by Chikara Graphics, Inc.*
*3665 Cherry Creek Drive North, Suite 350*
*Denver, Colorado 80209 / (303) 393-0500*

# Award Winners
# 1987

## *National Conference*

**Handicapped American Of The Year**
Jo Waldron Kleppin
*Colorado Springs, Colorado*

**Physician Of The Year**
Dr. Jens David Henricksen
*Chattanooga, Tennessee*

**Employers Of The Year**
**Large Public Employer**
Naval Avionics Center
*Indianapolis, Indiana*

**Large Private Employer**
Sea World of San Diego
*San Diego, California*

**Small Private Employer**
K. Peter Jungk
*Ft. Wayne, Indiana*

**Distinguished Service Award**
Canine Companions For Independence
*Santa Rosa, California*

Marsha Stevens
*Boston, Massachusetts*

Charles Bradford
*International Association of Machinists and Aero Space Workers, AFL-CIO*

International Association of Machinists and Aero Space Workers, AFL-CIO
*Washington, D.C.*

**Media Awards**
Dianne B. Piastro
*North Hollywood, California*

John Kemp
*National Easter Seal Society*

Federico Peña
MAYOR



City and County of Denver
CITY AND COUNTY BUILDING · DENVER, COLORADO · 80202
AREA CODE 303 575-2721
575-2720 (V/TDD)

April 22, 1987

Dear Conference Attendees:

The City of Denver is pleased to welcome the President's Committee on Employment of the Handicapped conference attendees to our wonderful city. Since May of 1986, when it was formally announced that the PCEH conference would be held in Denver, the City, PCEH staff and the local conference planning committee have been working hard to prepare for your arrival.

Denver is very pleased and proud to have been selected as the first convention site outside of Washington, D.C. for the PCEH. The accessibility of the city speaks of the work of individuals, community groups and the Denver Commission on the Disabled with city agencies and other public entities to ensure that access to transportation, curb cuts and buildings would be available as a matter of policy.

The City of Denver would like to acknowledge and praise the efforts of the President's Committee on Employment of the Handicapped as leaders in promoting full employment for persons with disabilities. The pioneering work of the last 40 years gives us confidence that the next 40 years will be even more successful. Thanks to the efforts of the PCEH, more persons with disabilities are being employed and more negative attitudes are being shattered!

As all of you go about the important business of the conference, I hope you will take time to travel around Denver. Take advantage of our cultural attractions, shopping opportunities and recreational activities. I hope that your meetings here will be successful and your stay is pleasant.

Sincerely,

Federico Peña

Federico Pena
M A Y O R

# 1987 Handicapped American Of The Year

The President's Committee on Employment of the Handicapped named Jo Waldron Kleppin, founder, President, and Chief Executive Officer of Excaliber Management, Inc. in Colorado Springs, CO, 1987 Handicapped American of the Year.

Ms. Kleppin, who has over a 90 percent hearing loss, will receive the President's Trophy, America's highest honor given a person with a disability. The award will be presented by Committee Chairman Harold Russell, and a White House representative.

The 36-year-old businesswoman is receiving the trophy in recognition of her aggressiveness in overcoming her disability and her dedication in serving the needs of other persons with disabilities.

According to Ms. Klepping, her aim is "to give back to the community as much as, or more than" she received from it.

Chairman Russell said "Ms. Kleppin typifies the thousands of individuals with disabilities who are leading successful lives."

Perserverance has always been second nature to Ms. Kleppin. When she contracted polio at three, doctors told her parents that she would never walk or learn to speak intelligently, and she could possibly be mentally retarded. She proved the doctors wrong. Today, she walks without using a cane or leg braces, speaks clearly, and is a skilled lip reader.

In 1984, Ms. Kleppin, who majored in business and minored in deaf education and art at Fort Hays Kansas State University, Hays, Kansas, founded Excaliber Management, Inc., which provides corporate marketing and acquisition services to national and international companies and recruits high level, high-technology manufacturing employees.

Described as "charismatic," Ms. Kleppin was Director of Personnel at AMI Industries (1983-1984) in Colorado Springs and Texas General Resource, Inc. (1981-1982) in Houston, TX. She worked as Personnel Manager for Addington & Associates (1978-1980) in Houston. Presently she volunteers as a corporate personnel advisor to 85 companies in the Colo-

rado Springs area.

Ms. Kleppin worked as a Federal equal employment opportunity officer for the Department of Defense (1974-1976) Houston where she received a Masters Certification in Employment/Labor Law. While there, she also designed a Modified Speech Reading Program and worked with individuals with Down Syndrome.

A strong advocate for disability rights, in 1986 she organized Colorado's first "Handicapped Job Fair" which attracted 30 employers and over 200 applicants with disabilities.

Also, in 1986, as a trustee on Colorado Springs United Way Board and campaign chairman of its Professional Division, she spoke to nearly 200 groups and raised over $100,000 for United Way agencies. Through Ms. Kleppin's leadership and vision, Pikes Peak Center on Deafness increased its services from 3,000 to 9,000 individuals.

Other volunteer involvements include chairman of the Colorado Springs Goodwill Industries' Projects with industries program; co-chairman of the Southern Colorado Ronald McDonald Home campaign (1986-1987); past president of Pikes Peak Mental Health Center, and author of a grant for deaf mental health services and a 24-hour deaf crisis hot line.

Thriving on challenges, Ms. Kleppin also volunteers at the Red Cross Transition House, a shelter for abused women and children.

Ms. Kleppin has received many awards. She was named "Ambassador of the Quarter" by the Colorado Springs Chamber of Commerce (1985); recently was chosen "Outstanding Deaf Woman for Western U.S.A." by Quota International; received special recognition from Pikes Peak (CO) United Way for her contributions to their 1987 campaign; received certificates of appreciation from Colorado Springs Goodwill Industries and Chamber of Commerce and Pike Peak Center on Deafness.

Born in Great Bend, Kansas, Ms. Kleppin and her husband, Barry, live in Colorado Springs with their three children.

# Colorado Coalition Board OF Directors

***Host For The 1987 Conference***

Sharon Mikrut
*Chairperson*
*Employability, Inc.*

Ray Stuart
*Vice-Chairman*
*H.A.I.L.*

William Gorman
*Treasurer*
*Developmental Disabilities Planning Council*

Juliann Krause
*Secretary*
*Center on Deafness*

Fred Criswell
*Rocky Mountain Federation of Handicapped Athletes*

Sharon Hickman
*Handicapped Organized Women*

James Hudson
*Parents for Integrated Education*

Patricia Anderson
*Community College of Denver — Center for Physically Disadvantaged*

Claire Arnold
*Easter Seal Society*

Hedy Margolis
*City of Lakewood, Human Resource Center*

Annemarie Mullane
*Jefferson County Community Center*

Ken Schmidt
*Colorado Division of Rehabilitation*

Mark Myers
*Regional Assessment and Training Center, Inc.*

# 1987 Conference Planning Committee

John Ozzello
*Chairman*
*Employability, Inc.*

Paul Hippolitus
*President's Committee on Employment Of The Handicapped*

Sharon Mikrut
*Chairperson*
*Colorado Coalition for Persons With Disabilities*

Kay Fitzgerald
*International Business Machines*

William Gorman
*Developmental Disabilities Planning Council*

Jeanette Meyer
*Employability Board of Directors*

James Gumpert
*Multiple Sclerosis Society of Colorado*

Art Zamora
*Rehabilitation Services Administration, Region VIII*

Arlan Anderson
*Paralyzed Veterans of America*

Chiyo Horiuchi
*Colorado Department of Education*

Carol Gaccetta
*Colorado Division of Rehabilitation*

Jose Nunez
*U.S. Department of Labor, Region VIII*

Darvin Koehler
*Lowry Air Force Base*

Jeri Mickels
*Coors Industries*

Ted Williams
*Mountain Bell*

Clarence Miller
*Atlantis Community*

Mark Johnson
*American Disabled For Accessible Public Transportation*

Patricia Yeager
*Denver Commission On The Disabled*

Juliann Krause
*Center On Deafness*

Patrick Orbino
*Anderson Rehabilitation Company*

Carole Custer
*Front Range Community College*

Ray Stuart
*H.A.I.L.*

Tom O'Bryant
*Champion International Corporation*

Elizabeth Aino
*Ohio Council On Disability*

Dr. Mark Litvin
*Colorado Division Of Rehabilitation*

John Wideman
*Disabled American Veterans*

# CHOOSE CAREFULLY



At the new AT&T, we think you should know that there's a difference between AT&T and some of these new telecommunications companies that just fell off the tree. After all, when you're the company that planted the seeds of the information age, you just naturally set a standard that's a cut above the rest.

We're the people who brought the world the telephone, the transistor, the solar cell, the laser, sound motion pictures, high fidelity recording and much more. And today, we're leading the way in new technologies such as microelectronics, photonics, software and digital systems.

Our streamlined new company is full of high-tech opportunities just right for the picking. Meeting the research challenges of our world-famous AT&T Bell Laboratories. Developing computer and telecommunications products. Pioneering long distance voice and data services. Providing state-of-the-art network systems for the industry.

We've always been able to deliver high quality products and services because we've always attracted people of high quality.

Whether it's telephones, information or network systems, long distance services or computers, AT&T is the right choice.

AT&T
The right choice.

An Equal Opportunity Employer.

©AT&T 1986.

# THE PRESIDENT'S COMMITTEE: A FORTY YEAR CHRONICLE

**1 9 4 7**

*Secretary of State George C. Marshall proposes his plan for United States aid to European countries to alleviate the devastation caused by World War II.*

*The controversial Taft-Hartley Labor Act passes the Congress, overriding President Truman's veto.*

*In this year of record low unemployment, 236,601 handicapped placements were made by State employment service agencies, and 43,880 people with disabilities are prepared for work by the Federal-State rehabilitation network.*

*At the request of President Truman, the Secretary of Labor, Lewis B. Schwellenbach, calls the first meeting of the President's Committee on National Employ the Physically Handicapped Week. Vice-Admiral Ross R. McIntire, personal physician to former President Roosevelt during his 12 years in the White House, was named Chairman of the Committee.*

The year was 1947.

The country was talking about a bold new proposal called the Marshall plan for rebuilding the war-devastated countries of Europe.

One of the younger members of the House of Representatives was a keen-eyed Bostonian, John F. Kennedy, who until recently had been a news correspondent covering the organizational meetings of the United Nations and the Potsdam Conference.

"Dem bums," as Brooklynites fondly called the Dodgers, were preparing to face the New York Yankees in the World Series.

Playing in neighborhood movie houses was the Oscar-winning film, "Best Years of Our Lives," starring a stocky war veterean who had lost both hands in an explosion, Harold Russell.

That was the year, too, when President Harry Truman decided to write three identical letters to the Secretary of Labor, the Administrator of Veterans' Affairs, and the Federal Security Administrator, urging them to work closely together for a successful and effective observance of National Employ the Physically Handicapped Week, 1947.

But President Truman added a postscript in his own handwriting to the Secretary of Labor's letter: "You may want to call upon officials and leading citizens outside the Federal Government for all possible assistance in this program."

Labor Secretary Lewis B. Schwellenbach lost no time following through.

He met with Vice Admiral Ross T. McIntire, who then headed a private organization called the National Association for Employment of the Handicapped. An invitation quickly went out to some 30 leaders of major organizations and agencies in all walks of American life to attend a meeting in Washington. Response was enthusiastic.

The unanimous feeling was that there had to be a permanent organization to ensure the constancy of the Week. World War II had given people with disabilities an opportunity to show what they could do at the workbenches of America. They had proven beyond doubt that, when suitably placed, they could hold their own with the best of their co-workers.

But with the war's end, and with servicemen returning home by the millions, and with a Nation retooling for peace, something had to be done to guarantee equal opportunity for persons with disabilities, to convince the Nation that they were worthy of consideration for all job openings.

A discussion was held with the President. Yes, he agreed, for the country to serve effectively those




*Chairman Melvin Maas, retired Marine general who was blind, pesents a copy of the 1957 poster to Vice President Nixon while Moe Leff, the artist (and creator of "Joe Palooka") looks on.*



*In 1957 Chairman Melvin Maas, accompanied by Vice Chairman Gordan Freeman (who was International President of the International Brotherhood of Electrical Workers, AFL-CIO) and Vice Chairman Earl Bunting, (who was President of the National Association of Manufacturers) met with President Dwight Eisenhower at the White House to present him with a replica of the new President's Committee seal.*

## 1 9 4 9

*NATO is born—its charter adopted by the United States, Canada, and ten West European countries which promise to defend each other in case of armed attack.*

*The Nationalist Chinese Government, under General Chiang Kai-shek, flees the Mainland to Formosa as Communist forces take over the entire country.*

*The President's Committee receives its first Congressional appropriation authorization, "not to exceed $75,000," in a year when 58,020 people with disabilities are rehabilitated and 164,657 handicapped placements are made through the Federal-State employment service partnership.*

**1 9 5 0**

*To prevent a general strike of railroad workers, who are dissatisfied with their new contract, the Army seizes and runs all United States railroads on orders from President Truman.*

*Federal-State rehabilitation agencies successfully rehabilitate 59,597 clients this year, and 225,760 jobs are found for applicants with disabilities by the State-Federal employment service.*

*The President's Committee on National Employ the Physically Handicapped Week publishes its first issue of* Performance magazine, to tell the story of persons who are disabled.

citizens with disabilities, there must be a permanent organization. And such an organization could perform best if it were a presidential committee.

Thus, on September 12, 1947, was held the first meeting of The President's Committee on National Employ the Physically Handicapped Week (as it was then called).

Some two years later, the Congress provided for an annual appropriation to further the work of Committee volunteer citizens through a small Washington staff. It was no longer an organization merely to promote a national "Week," but a surging movement of public and private sector interests bent on making a year-round impression on employer attitudes.

The movement was actually started in 1945, when tall, rough-hewn Paul Strachan, president of the Americn Federation of the Physically Handicapped, interested a few members of Congress in sponsoring a joint resolution calling for an annual observance as a means of promoting job equality for persons with disabilities. He appeared at Congressional hearings, but couldn't hear a word. He was totally deaf. The Disabled American Veterans also testified in favor of the resolution.

Both Houses of Congress adopted the resolution on August 11, 1945. They National Employ the Physically Handicapped Week was born.

At first, coordination of NEPH Week activities was in the hands of the Retraining and Reemployment Administration under Maj. Gen. Graves B. Erskine, USMC. A Federal Interagency Committee was formed, made up of the Departments of Labor, Agriculture, and Commerce and the Federal Security Agency (later named the Social Security Administration), the Veterans' Administration, and Civil Service Commission. The Disabled American Veterans and the American Federation of the Physically Handicapped also were represented. In addition, a Cooperating Committee was created, consisting of 300 national organizations interested in and concerned with problems of people with disabilities.

But then RRA, having served its postwar purpose, went out of existence. What would happen to NEPH Week? Who would coordinate activities of the many organizations involved?

It was at about this time that the Secretary of Labor received his historic mandate from the White House to rally interested organizations in a movement that was to culminate in the President's Committee.

When it was officially born in September, 1947, the fledgling organization set about planning a permanent and continuing program. Admiral Ross T. McIntire, who had served as wartime Surgeon General of the Navy and as personal physician to President Roosevelt during his 12 years in the White House, was selected as Chairman. Its membership began to grow. When the President's Committee held its second meeting two months later, more than 120 organizations were represented—all of whom were received by President Truman at the White House. The conversation with the President stressed the non-political nature of the endeavor and the wide diversity of groups represented.

The Committee's small staff was housed in the Department of Labor at first. Labor also provided funds in the beginning, as well as technical assistance from professionals in the Employment Service.

It was realized that more than a presidential committee operating in Washington was needed to reach the ears and eyes of America's employers. There had to be activity at the grassroots level. . . promotional efforts in every town and city in the land. . . forceful messages to change attitudes of men and women on the hiring line, no matter where they might be.

In the very early days, the President's Committee depended upon the Bureau of Employment Security, the Veterans' Employment Serv-



*President Lyndon Johnson presents the 1968 "Employer of the Year Award" to Cone Mills Corporation, a textile manufacturer of Greensboro, North Carolina. Accepting the award is Lewis Morris, president, and Edwin Rousch, vice president. That year Cone Mills had 825 workers with disabilities out of a total work force in Greensboro of 5,500.*



*Lady Bird Johnson, flanked by members of the Women's Committee, cut the ribbon opening the national art exhibition by artists with disabilities which was held in Washington, D.C.*

## 1951

*Japan's Peace Treaty with 49 nations is signed in San Francisco. The first transcontinental television show is aired when the entire United States is able to watch President Truman address the Japanese Peace Treaty Conference.*

*While 66,193 people are prepared for work by the Federal-State rehabilitation program, 270,882 placements of job applications with disabilities are made by the public employment service.*

*The President's Committee on National Employ the Physically Handicapped Week chooses its first Handicapped American of the Year, George Barr, of Chicago. He is the first annually selected person who will serve as inspiration to others, and alert employers to the abilities of persons with disabilities.*

ice, and the State employment service offices to carry the word to the far corners of America.

But then began the slow task of building Governors' and Mayors' Committees on Employment of the Handicapped in every State and in hundreds of cities. Patterned as local counterparts of the President's Committee, these volunteer groups grew in number and helped to swell the voices raised in behalf of workers who were disabled.

The voices in these cities appeared everywhere: in large dailies and in rural newspapers; in posters on buses, street cars and mail trucks; in show windows of downtown department stores; in radio talk shows and television pubic service announcements; in church bulletins and Mayors' proclamations; as movie trailers in neighborhood theaters; on billboards along State highways; at the luncheon meetings of major service clubs; even on parade floats and at halftime ceremonies of football games. Slowly and steadily the word spread and grew in intensity: "It's good business to hire the handicapped. It's good business to hire the handicapped."

The appeal was never one of sympathy for someone with a disadvantage, or simply patriotism in behalf of veterans who were disabled. The basic facts of efficiency, low absenteeism, productivity, and good safety records were stressed. The record was backed up by a Bureau of Labor Statistics survey which showed the workers with disabilities were just as good on the job as their nonhandicapped co-workers; frequently they scored better. In the years ahead, the President's Committee would spread this story—by publicizing successful examples—from coast to coast.

The changing character of communicating this message is mirrored in the history of the President's Committee. In his 1949 report to the Executive Committee, Admiral McIntire noted that "one of the most notable developments was the emergence of television as a real aid in developing public interest." That year there were almost 18 million television viewers estimated to have seen the public service announcments. But radio still dominated, with almost 292 million impresssions the same year. Incidentally, that was the year that a stunt flyer in Marion, Ohio, took his plane over the town's main square and spelled out the letters "NEPH 1949" in the sky. And up and down the East Coast a blimp winked out its message: "Hire the Handicapped." But more dramatic in many ways was the message delivered by Eleanor Roosevelt, speaking from the United Nations. It was carried by every television station in the country—all 3 of them!

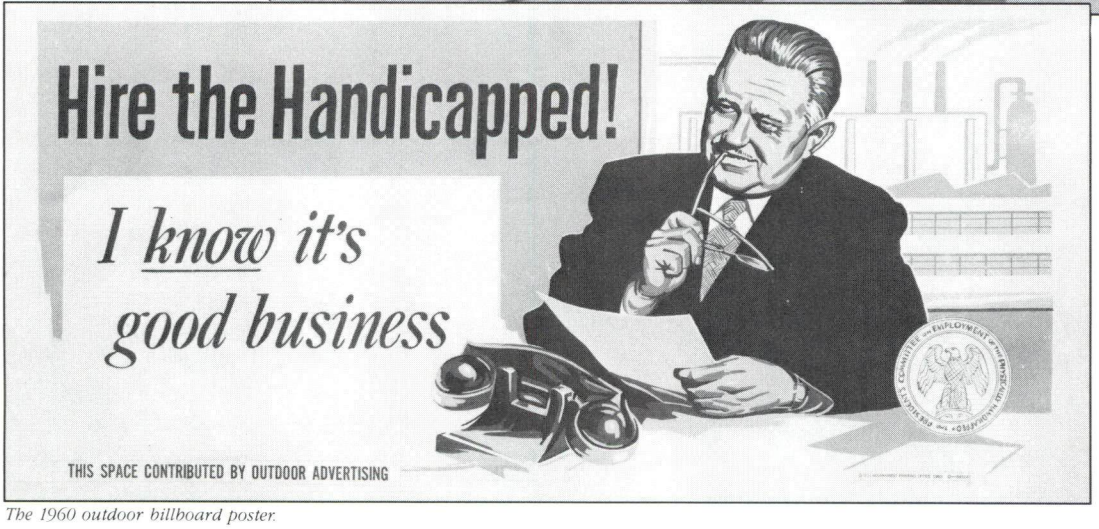
One effective method of getting this message across to America's leaders was devised in the early days of the Committee's existence and retains its hold on the program priorities of many States today. It is the national writing contest for the Nation's high school students—tomorrow's employers, managers and supervisors. So far, some hundreds of thousands of young people about to graduate from high schools have done some in-depth thinking about the abilities of persons with disabilities. These young people, it might be noted, have, through the contest, formulated favorable lifetime concepts to carry with them into the world of work.

Students who entered the contest competed for substantial cash prizes to help with their college tuition, as well as a trip to Washington to attend the President's Committee's Annual Meeting and to visit historic sites. Among the illustrious judges in the early years was Helen Keller, who expressed a desire to read the essays, instead of having them read to her. The American Foundation for the Blind transcribed them into braille before they were sent to her.

In the late 1940's and early 1950's, the President of the United States was a regular visitor and speaker at the meetings of the President's Committee, lending his per-



*Chairman Harold Russell officially opens the 10th Annual National Wheelchair Games, in the company of General Omar N. Bradley, and Roy Campanella, former All-National League catcher for the Brooklyn Dodgers.*




*The 1960 outdoor billboard poster.*

**1 9 5 2**

*Albert Schweitzer receives the Nobel Prize for Peace.*

*Elizabeth of England succeeds to the throne, to be crowned Queen Elizabeth II.*

*In the United States, 258,753 jobs open to people with disabilities through the help of the public employment service, and 63,632 people are prepared for work by the Federal-State rehabilitation program.*

*President Truman authorizes a change of name for the 5-year-old Committee to The President's Committee on Employment of the Physically Handicapped.*

sonal and direct support to the Committee's work and thanking volunteer members for their service.

These members were never more moved than when, in 1953, they heard President Eisenhower's laudatory opening remarks at the Annual Meeting: "There are many commissions and committees that carry with them the title of President's committee or commission. There is none that engages the interest of my heart, or of which I am prouder, than this one."

Various members of the President's Committee with like interests formed into standing committees to get things done. Often they were led by persons of influence among their professional peers, so that their actions and pronouncements carried great weight. The Chairman of the Medical Committee, for instance, was Dr. Carl Peterson of the American Medical Association, who set about convincing industrial physicians of the folly of screening out applicants through prior employment physical examinations. Dr. Harry C. Byrd, President of the University of Maryland, headed the Education Committee. A.J. Hayes, President of the International Association of Machinists, was chairman of the Labor Committee. Chairman of the Committee on Rehabilitation Facilities was the world renouned Dr. Howard Rusk.

The Employer Committee was made up of leading business executives. Representing the Fortune 500 corporations, they were (and continue to be) a potent force in encouraging the Nation's businesses to hire increasing numbers of persons with disabilities.

Realizing that 10 percent of all employees were government workers, a Public Service Committee in 1950 accepted the challenge to increase employment of people with disabilities in government. Its "Recommended Policy" became a hallmark of progress, eventually being adopted by private employers as well as the Federal Government.

When the Women's Committee was formed, composed of the presidents of the leading national women's organizations, their combined network of volunteers represented eleven million members of local women's clubs. One of their early programs, under Mrs. Arthur Goldberg, Dr. Lillian Gilbreth and Mrs. Willard Wirtz, was to improve the design, quality, workmanship and saleability of products made in sheltered workshops. Under the coordination of famous designer Raymond Loewy, and members of the Industrial Designers Society of America, "Project Earning Power" got underway. A plan was developed by which this professional group supplied designs for products to be manufactured in sheltered workshops and sold in the posh boutiques of Fifth Avenue and Rodeo Drive.

In the early spring of 1954, the reins of the President's Committee changed hands for the first time. Admiral McIntire submitted his resignation to the President, explaining that he intended to enter politics in California and he did not believe it advisable to remain as Chairman "for surely this Committee must always remain on a strict nonpartisan basis."

Named by President Eisenhower as the new Chairman was Major General Melvin Maas, USMCE, Ret. General Maas was not a newcomer to the ranks of the President's Committee, having served as Vice Chairman and, before that, as a member of the Executive Committee and the Disable Veterans Committee. He had been a member of Congress from Minnesota for 16 years and had served his country in three wars, beginning as a private in Marine aviation in 1917. In 1952 he had retired from military service after losing his sight.

In the coming months Mel Maas had ample opportunity to apply his vigorous leadership to landmark legislation that brought about long-range changes in vocational rehabilitation. The new law had much significance for the President's



*A sequel to the support of the Nation's broadcasters for airing thousands of spot announcements yearly for employment of the handicapped persons took place in early 1962 when President John F. Kennedy presented the Presidents's Committee's Distinguished Service Award to the National Association of Broadcasters. Chairman Melvin Maas looks on while LeRoy Collins, NAB President accepts the award.*



*President Kennedy congratulates David Hall of Green Bay, Wisconsin, as the 1962 recipient of the President's Trophy as the Handicapped American of the Year.*

**1 9 5 4**

*In a revolutionary decision, Brown v. Board of Education, the United States Supreme Court unanimously rules that racial segregation is unconstitutional.*

*Across the world, Dien Bien Phy, a village in northeastern Vietnam, is captured from the French by the Vietminh army of Ho Chi Minh. This event will signal the beginning of United States involvement in Southeast Asia.*

*Major General Melvin J. Maas, retired from the Marine Corps with blindness, is appointed Chairman of the President's Committee on Employment of the Physically Handicapped.*

*Employment service agencies in the States make 188,079 placements of workers who are disabled, and 55,825 people are rehabilitated with the help of the State vocational rehabilitation agencies.*

Committee, governors' committees, and local committees. There was a new surge of national activity on behalf of persons with disabilities. New programs were initiated; new funding became available; new emphasis on private sector programs opened up partnerships with such agencies as the National Society for Crippled Children and Adults (now the National Easter Seal Society) and with Goodwill Industries, with organizations concerned with persons with deafness, visual impairment, multiple sclerosis, cerebral palsy, paraplegia, and others. Unless all these expanded programs and services for people with disabilities resulted in jobs, these rehabilitation programs would not achieve their goals.

The new rehabilitation law also called upon the President's Committee, the Department of Labor and the then Department of Health, Education and Welfare to "develop and recommend" ways of improving job opportunities for people with disabilities. This close relationship has existed ever since, and has been strengthened with the addition of other departments and agencies.

In the latter half of the 1950's the President's Committee got serious about tackling one of the most widespread and difficult problems facing millions of Americans with disabilities—the problem of architectural barriers. In 1956 the Handicapped American of the Year, Hugo Deffner of Oklahoma City, came to Washington to receive his award at the President's Committee's Annual Meeting. While the President of the United States waited on stage to make the presentation, Deffner waited on the sidewalk outside the Department Auditorium, unable in his wheelchair to navigate the entrance steps. Two marines finally had to come to his assistance.

After agonizing over the problem for some time, the Executive Committee decided it must embark on a program to literally change the world. It joined forces with the National Society for Cripple Children and Adults to develop an architectural tool to acquaint architects with specifications for making buildings accessible. These specifications, after four years of research and deliberation, were formally introduced to the public as an approved standardd of the American Standards Association (now American National Standards Institute). The committee that developed the standard was chaired by Leon Chatelain, Jr., former President of the American Institute of Architects and Professor Timothy J. Nugent, whose zeal had made the University of Illinois the hub of higher education for students with severe disabilities when no other university would dream of admitting such students.

A broadly-based national attack on architectural barriers was begun. Governors' committees formed partnerships with state Easter Seal societies, with chapters of the Paralyzed Veterans of America, with vocational rehabilitation agencies, civic groups and others, to provide the educational, technical and operating information to architects, designers and builders which they needed to resolve the problems of community barriers.

In 1963, Mrs. Rose Lowe, then Director of the South Carolina Easter Seal Society, surprised the thousands of volunteers in this movement around the country by announcing that she had been successful in persuading her State legislators to pass the first state architectural barriers legislation. No one before had thought of using the legislative route to achieve a barrier free environment. The tempo leaped forward. Within ten years every state, through the persuasion of volunteer groups, had passed similar legislation—a truly phenomenal feat, considering the diversity of fifty legislative bodies.

In 1968, the Public Works Committee of the House and Senate, after agreeing on a Federal architectural barriers bill, presented it to their colleagues for unanimous



*Ten days before his assassination, President John F. Kennedy mingled with chairman and directors of the various governors' committees on employment of the handicapped.*




*The civil rights fever that swept the country in the 1960's and the 1970's sparked the movement of the people with disabilities to organize themselves and advocate on their own behalf. The President's Committee sponsored workshops and seminars to teach coalition building and how to influence the legislative process.*

## 1955

*In the United States, Albert Sabin developed an improved vaccine against poliomyelitis.*

*The American Federation of Labor and the Congress of Industrial Unions merge to form the largest labor organization in the United States.*

*The President's Committee holds its first series of regional meetings in Chicago, Boston, Mobile and Kansas City.*

*A total of 57,981 people are rehabilitated in Federal-State programs, and 264,316 placements of people who are disabled are made by the public employment service.*

*At the request of President Eisenhower, the National Association of Broadcasters cooperates with the President's Committee by mounting a national radio and television campaign to promote employment of persons with disabilities.*

passage. This legislation, which the President's Committee supported persistently through public testimony, was introduced by Senator E.L. Bartlett in the Senate and Congressman Charles E. Bennett in the House of Representatives. It ensures that public buildings, financed in whole or in part with public funds, are so designed and constructed as to be accessible to people with disabilities. The President's Committee followed up with an annual competition, co-sponsored by the American Institute of Architects, to bestow the "Senator Bartlett Award" on architects whose creations were judged by their professional peers for their excellence in design as well as accessibility to people with disabilities.

The widespread effect of this campaign can be quantitatively judged today by counting the appearances of the international symbol of access which are affixed to entrances, restrooms, parking spaces, and other facilities all over the country. This familiar symbol was suggested by the President's Committee as a means of visualizing the problem and solution of architectural accessibility. It has caught the attention and the understanding of the general public. The first 200,000 symbols to go up were a donation to the President's Committee from the 3-M Company of St. Paul, Minnesota.

Despite this intensive drive on one major problem, the President's Committee managed to use its resources to push on the employment front at the same time. Its Employer Committee exerted a massive effect upward on the employment figures for workers with disabilities. Captain Eddie Rickenbacker provided the impetus for Eastern Airlines to hire 1000 men and women with disabilities out of a total payroll of 12,500. At the Chance Vaught Aircraft Company, more than 2400 of the 13,000 employees were handicapped. At the time of the President's Committee's tenth anniversary, it was estimated that more than 2,600,000 people with physical handicaps had been placed in jobs by local employment service offices during the first decade of the Committee's existence.

President Eisenhower paid tribute to this progress when he said, "The progress that has been made in rehabilitating and employing the handicapped the past decade in the close partnership between the dedicated volunteers and equally dedicated professionals has truly made the past ten years the brightest in history for the handicapped of the United States."

Just as the architectural barriers campaign, the employment campaign had its symbol too, which outnumbered the former by several millions. In 1960, after years of effort by the President's Committee, the U.S. Post Office Department issued a commemorative "Employ the Handicapped" postage stamp to carry the message across the United States and to many countries abroad. Unveiling ceremonies were held in all state capitals, conducted by the governors' committees together with postal authorities, while the main national ceremony was held at the Waldorf Astoria Hotel.

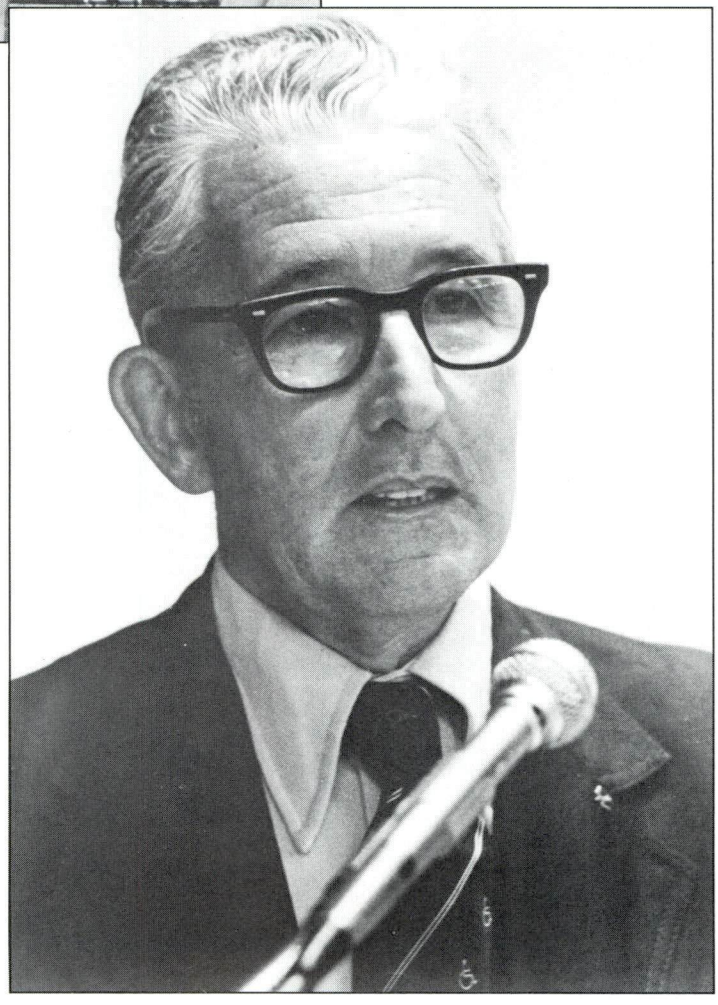
Almost from the birth of the President's Committee, there had been discussions of whether the Committee should direct its attention to employment of those who were recovering from mental illness, as well as those with mental retardation. The decision of its Executive Committee was made emphatic by the coming to the Presidency of John F. Kennedy with his decisive ideas about mental retardation. Of particular impact on the Committee was President Kennedy's strong public stand for a far more enlightened approach to mental retardation, and more aggressive action to build rehabilitation programs and opportunities for their employment.

One result of his interest, which had broad significance for expanding the Committee's goals, was the issuance of an Executive Order in



*Maj. Gen. Melvin J. Maas, USMCR, Ret., who served as Chairman from 1954 until his death in 1964. He liked to tell his audiences that he was the only general in the Pentagon who admitted to being blind.*

*William P. McCahill, who served as Executive Director of the President's Committee from the earliest days throughout a span of 25 years. Through his energy and enthusiasm, his leadership and imagination, his charm and charisma, the fledging Committee soared to heights of success during his quarter-century tenure. A former Marine colonel, he never permitted his staff to accept even a small retreat.*



## 1956

*Egypt seizes the Suez Canal under nationalization orders from Egyptian President Nassar.*

*In Hungary, a revolt against the Soviet-controlled Hungarian government is smothered by Russian troops.*

*In the United States, 295,271 more jobs open up to people with disabilities, while 65,640 persons are rehabilitated with matching State and Federal funds.*

*Burl Ives and 12 other folk singers broadcast "America Sings" to publicize the "Hire-the-Handicapped" effort. The series, which was carried over nearly 3000 radio stations, lasted 13 weeks and was heard by listeners in all the States.*

*President's Committee Chairman General Maas takes on the additional post of National Commander of the Disabled American Veterans. This new association firms the long-standing concern of the President's Committee for veterans with disabilities.*

*The first President's Committee—National Ad Council cooperative promotion of jobs for people with disabilities appears on a billboard designed by a youthful winner in the Maryland Governor's Committee poster contest.*

1962 deleting the word "Physically" from the name of the Committee. It would henceforth be known as the President's Committee on Employment of the Handicapped. Said the President at the time: "Today we are changing the name of this Committee. . . because we do want to emphasize the great importance of hiring people who may have suffered some degree of difficulty mentally."

There was already in place a Committee on the Mentally Handicapped, chaired by Dr. Ralph Collins, Consultant in Psychiatry to the Eastman Kodak Company. The work of this standing committee took on new proportions. Local committees, governors' committees and the entire President's Committee began to accent employment of people with mental disabilities. The U.S. Civil Service Commission led the way for private employers, by establishing new hiring procedures for persons with mental retardation.

After fifteen years of service, the President's Committee in 1962 took a look at progress. The U.S. Employment Service announced that since the Committee began its work, more than 4 million workers with disabilities had been placed by the state job services. The Federal-State vocational rehabilitation program annouced the same year that in the past twelve months more than 100,000 people with disabilities had been rehabilitated and placed in employment—a new all-time record. In applauding these achievements, President Kennedy invited a small group of government officials to an intimate ceremony at the White House.

In November of 1963, the Nation reeled with the shock of news that President Kennedy had been assassinated in Dallas. The President's Committee had lost a friend, but scarcely a few months later it lost its Chairman, General Maas. Blind, restricted by arthritis and diabetes, and limited by massive heart attacks, he had nevertheless traveled the world over, and inspired people everywhere about the capabilities of people with physical and mental disabilities.

With the Annual Meeting of the President' Committee just days away, President Lyndon Johnson moved promptly to name Harold Russell, also famed for his military experiences, as the new Chairman. He was well acquainted with and active in its work, having initially been appointed a member of the Committee by President Truman and later named Vice Chairman by President Kennedy. America also knew him for his Oscar-winning portrayal of Homer Parrish in the vintage film about returned war veterans, "The Best Years of Our Lives."

Chairman Russell's work was cut out for him. The war in Vietnam was beginning to drift home. Increasingly the mounting problems of Vietnam veterans with disabilities were receiving the attention of the President's Committee. The totals were climbing and by 1968 there would be more veteran amputees from the Vietnam War than the combined totals of World War II and the Korean War. More of the injured were being saved because of surgical advances, and more rapid evacuation to military medical facilities. In the mounting tensions over an unpopular war, the veteran who came home with a disability was pushed into the back of the public consciousness. The President's Committee and its Committe on Disabled Veterans knew that they had a major task ahead to see that those disabled veterans could establish themselves in a job and a normal life and have all the opportunities that a grateful nation could provide. The Disabled Veterans Committee, with representatives from all the national veterans organizations, became the driving wedge against the employment and attitudinal barriers faced by these returning veterans.

Yet another social wrenching was to have a profound effect on Chairman Russell's initial years in office, and on the work of the Presi-



*Vice President Hubert H. Humphrey reads a citation to Robert J. Smithdas, who is both deaf and blind, in a 1966 ceremony naming him Handicapped American of the Year. Smithdas "listened" to the citation by placing his thumb across the Vice President's lips and feeling the vibrations of the utterances with his fingertips.*



*Art Edgerton, a radio-TV newsman from Toledo, Ohio, received the 1966 Handicapped American of the Year trophy from Vice President Hubert Humphrey.*

## 1957

*Russia launches the first man-made satellite, Sputnik I.*

*President Eisenhower sends Federal troops to enforce school integration in Little Rock, Arkansas.*

*To encourage and facilitate hiring persons with disabilities within the Federal Government, the Civil Service Commission provides for employment coordinators in each Federal department and agency. Within five years, there will be more than 3000 coordinators assigned in the Federal establishment.*

*George Meany, President of the AFL-CIO, speaks at the Annual Meeting of the President's Committee. Labor's commitment to helping people with handicaps find work is reaffirmed.*

*During this year, 287,300 handicapped job placements are made by the State employment service agencies, and 70,490 people are rehabilitated through Federal-State funding.*

dent's Committee. In 1955, a mild-mannered woman had boarded a bus in Birmingham, Alabama. Instead of paying her fare, getting off, walking to the back door, entering and taking a seat in the rear of the bus, she elected to pay and sit up from behind the driver. Thus began in earnest America's drive for equality of civil rights. It was a battle that engulfed the Nation for the next two decades. Fought in small skirmishes, championed by disparate bands, and yet confident of the rightness of its cause, it advanced relentlessly to its moral goals.

Large numbers of individuals with disabilities who had been shunted aside by society looked at this movement and saw a parallel with their own problems. They were not welcome on buses. They could not enter many restaurants. They couldn't always go to the school of their choice. They were often disenfranchised at the voting booth. The movement for equal rights seemed to hold promise for their own predicament. It was no surprise that the wave of civil rights marches carried people with disabilities into the mainstream of confrontation.

The age of militancy and activism emptied the back bedrooms. Wheelchairs stopped traffic on city streets; crutches pointed the way to circumvent City Hall; people who were blind led their sighted friends down the main streets of America, protesting the injustices that made them merely half-citizens, or arbitrary citizens at most. In Washington there were candle-light vigils, pickets at the White House, marches to the Capitol, sit-ins in Government Buildings, and demonstrations at the Annual Meetings of the President's Committee.

Through all this the courts were kept busy defining the parameters of human rights and applying legal tradition to the often untraditional situations unfolding in their midst. Legislators began to take notice of a once hidden constituency and to realize the law books contained many voids that needed to be filled with appropriate legislation.

The President's Committee, too, caught the spirit. Leaders from the disability community were organized into a new Handicapped Concerns Committee. Workshops were held to teach the techniques of influencing the legislative process. Groups of people with disabilities were encouraged to form into larger groups and to join into coalitions so that they could speak with a more powerful voice.

One issue that rose to the top was that of accessible transporation. The President's Committee appointed a Transportation Committee, with Henry Viscardi as chairman. It testified for the rights of individuals with disabilities to be carried without question by the Nation's airlines. It protested the regulations of the Civil Aeronautics Board and the Federal Aviation Administration. It argued with the Urban Mass Transit Administration to force local transit authorities to buy lift-equipped buses with their Federal grants. Closer to home, it lobbied for several years to make the Nation's Capital design a barrier-free subway system as a model for other cities, so that people with disabilities could commute to work.

Said one social commentator from oversees, who was a close observer and sometime activist during these years: "The revolution has been a U.S. phenomenon . . . It could only have germinated and flourished in the ideological culture of the U.S. . . . It could only have succeeded in the political climate of the Seventies . . . But the consumer movement of the Seventies could never, I am sure, have manned the barricades had the ANSI Standard not generated the barrier-free issue which was the principal instrument of the revolution."

How appropriate that consumers were themselves manning the barricades, no longer dependent on advocates. When the White House Conference on Handicapped Indi-



*The President's Committee's own Miss Pearl Bailey. She M.C.'d so many Annual Meetings, she won the hearts and cheers of millions of volunteers and people with disabilities, who claimed her as their own.*



*President Richard Nixon in the Rose Garden at the White House with William Passmore of East Chicago, Indiana, the Handicapped American of 1968, with his mother.*

**1960**

*A U-2 reconnaissance plane piloted by Francis Gary Powers is shot down over the Soviet Union and causes an international diplomatic crisis.*

*United States citizens elect John F. Kennedy to be their 35th president.*

*The United States Post Office issued the "Employ the Handicapped" commemorative stamp.*

*This year, 274,387 jobs were found by people with disabilities with the help of Federal-State placement services, and 88,275 people are readied for jobs through public rehabilitation funds.*

*The Executive Committee of the President's Committee, after lengthy deliberation, decides to include persons who are mentally handicapped within its mission for employment. In November, 1961, the Committee's name will be changed by President Kennedy to The President's Committee on Employment of the Handicapped.*

viduals was held in 1977, it was the first gathering of thousands of persons with disabilities or their parents to plan, carry out a series of regional and national meetings, and make recommendations to the President and Congress concerning their own destiny.

Several of the leaders to this Conference, arriving at the hotel for the first time, vied with each other to obtain the key to Room 504. With this bit of sardonic symbolism, they expressed their determination to unlock the inertia surrounding Section 504 of the Vocational Rehabilitation Act of 1973, which had not yet been implemented by the Federal Government. Only a sit-in in a Cabinet Member's office and in other cities across the country pried it loose from the pokey bureaucrats. Section 504 emerged on the national scene as a classic civil rights provision, which defined as discriminatory the refusal to employ or service individuals because of disabilities, where the employment and services are dispensed by organizations receiving Federal grants.

This section was preceded by a related provision, which created a more substantive impact on the President's Committee. Section 503 of the Act inaugurated an affirmative action mandate for employers doing contract work for the Federal Government—some 3 million firms. A new era had begun. No longer would the President's Committee rely merely on persuasive methods to encourage the hiring of people with disabilities. It now had the responsibility to provide technical assistance to employers who were putting in place their affirmative action plans.

The Employer Committee, at the request of the Labor Department, formed a Task Force to provide input into the writing of the regulations that would define the details of carrying out the law. How would a contractor make "reasonable accommodation" to the physical and mental limitations of job applicants? When is an employee or applicant "substantially limited"? Another crucial word to define from a legal point of view: "qualified" worker.

The Medical Committee members also joined in extending their expertise as industrial physicians. They held seminars around the country to formulate criteria about the work limitiations imposed on cardiac problems, by complaints of back pain, by skeleto-muscular impairments, and by the effects of substance abuse.

A more publicized service to the Nation's employers was the institution of the Job Accommodation Network, a database gathered by the Employer Committee from about 1800 of the country's employers. This database, housed at West Virginia University, provides access to employers on actual solutions shared by employers of methods of accommodating workers with disabilities at the workplace. It has become an accepted tool of management and a technical assistance aid that helps firms comply with their affirmative action requirements.

Chairman Russell's deep interest in youth with disabilities convinced him that many young people were not receiving adequate support to make the transition from educational years to the world of work. Frequently this was due to lack of coordination among the various community institutions gearing separate services to individual facets of youth's educational and training needs. Accordingly, he encouraged the Youth Development Committee to institute a project, "Pathways to Employment," which has been carried out in dozens of communities to stimulate cooperation among the various service delivery agencies.

The program provides for the President's Committee and governors' committees to bring together representatives of every relevant body: legislators, school district officials, vocational educators, rehabilitation professionals, even representatives of the mayor or city



*Chairman Harold Russell chats with President Gerald Ford, while between them is shown Vice Chairman Leonard Mayo.*




*At the 1974 Annual Meeting Vice President Gerald Ford said, "...We are leaving an older day in which good-hearted people gave careful thought to what they think is best for handicapped people. And we are coming into a newer day in which handicapped people are expressing themselves, are making their voices heard, are arriving at their own decisions..."*

**1 9 6 4**

*The Warren Commission on the 1963 assassination of President Kennedy concludes that Lee Harvey Oswald was solely responsible for the President's death.*

*Dr. Martin Luther King receives the Nobel Prize for Peace.*

*In a year when 119,708 people are rehabilitated and 277,288 handicapped job placements are made through public funds, President Johnson names Harold Russell Chairman of the President's Committee, following the death of General Maas.*

council to ensure that sufficient preparatory training and adequate transitional services are accorded youth with disabilities. To these people convening for perhaps the first time the occasion is an eye-opener.

Through the years, the employment problems of veterans with disabilities continued to be a major issue confronting the President's Committee. Chairman Russell send the Committee on Disabled Veterans out to the grassroots to ascertain the extent of the problem and reasons for its persistence. Over a period of several years the Disabled Veterans Committee has conducted a series of community forums—somewhat like town meetings—to hear firsthand reports of what these veterans are facing, their needs that have yet to be filled, and what actions may lead to solutions. The reports of these forum have captured the attention of Congressional committees charged with the welfare of veterans.

Although the Sixties and Seventies were exciting times, the President's Committee had to keep in mid that its primary mision was employment and that other agencies of government could now take over the mantle of civil rights. Even the Committee on Barrier Free Design concluded that its primary mission was accomplished, and that duplicative public and private agencies, plus Federal and state laws, made its continued fuctioning superfluous. It disbanded with the approval of the Executive Committee, although the President's Committee retained its office as cosecretariat of the American National Standard Committee, which maintains the architectural standard for making buildings accessible.

To replace this standing committee, Chairman Russel approved the formation of a Worksite Committee, intended to bring the application of new technological advances and the knowledge of rehabilitation engineering and industrial engineering to the worksite to accommodate employees with disabilities. The Worksit Committee has provided many "how to" instructions to American employers on providing workplace accommodations, so that such employees can compete on an equal basis as productive workers.

The most recent history of the President's Committee spells out a series of rapid changes—in staff leadership, in structure, in mission and goals, in standing committee organization, and in membership. All of these variables, which make up the whole, have been trimmed, altered, redesigned or tailored more accurately to follow the original mission set down forty years ago by the President's Executive Order. Promoting employment of people with disabilities will remain the Committee's exclusive mission. This has been reinforced by its new Executive Committee, following an in-depth examination of its goals by a blue-ribbon task force.

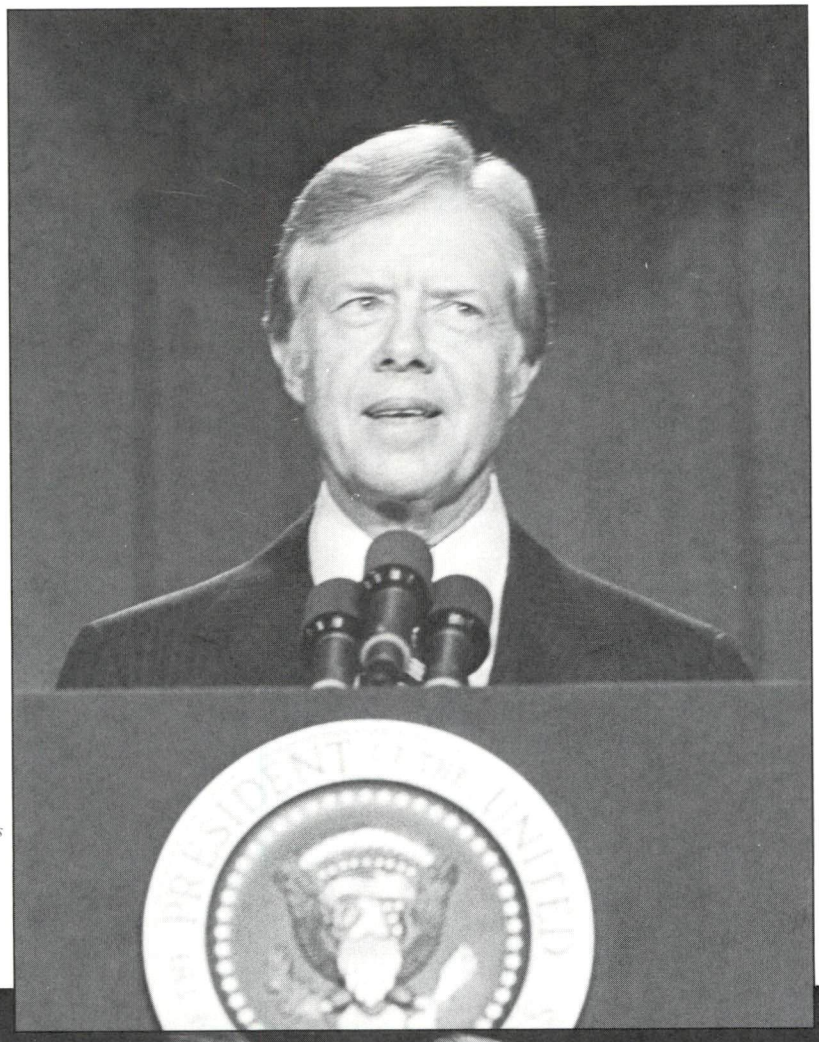
The year is 1987.

The changes that have swept through the President's Committee have been whipped up by the forces rapidly altering the world of work.

Traditional industries are fading away. Traditional methods of accomplishing a job are requiring more sophisticated skills. Traditional training for vocational life may not ensure access to future careers.

The President's Committee faces challenges undreamed of forty years ago. Old slogans can no longer be considered valid. Employment barriers tackled yesterday are not necessarily the deterrents and disincentives to be addressed today.

A new era is emerging in the land. To mold a niche for people with disabilities in this future vocational setting presents a bold new challenge to the volunteers and professionals locked in the partnership of the President's Committee. There is no doubt, extrapolation from the record of the past forty years, that they will meet head-on this formidable mission.



*President Jimmy Carter speaks at the Annual Meeting of the President's Committee. If his schedule prevented him from coming, he would send the First Lady, Rosalyn.*



*Former Senator Jennings Randolph of West Virginia receives the Distinguished Service Award from Chairman Harold Russell for his long congressional career in championing legislation for people with disabilities, including the Randolph-Sheppard Act.*

## 1962

*Lt. Col. John H. Glenn, Jr., orbits the earth three times in Mercury Capsule Friendship 7. In 1961 Soviet Cosmonaut Yuri Gagarin was the first human being to investigate space.*

*In late October, President Kennedy reveals to the American public a buildup of Soviet missiles in Cuba. After ten days of national panic, the President and Russian Premier Khrushchev come to agreement, and Soviet missiles are dismantled.*

*The 19,340-foot Mt. Kilimanjaro in Tanzania is scaled for the first time.*

*Rehabilitation services are successfully used by 102,377 people, while 280,694 handicapped placements are made by Federal-State employment services.*

*By Executive Order, the President's Committee increases its vice chairpersons to four, its Executive Committee to 50, and adds the Secretary of Agriculture to its Advisory Council.*

(*Editor's Note:* Before the Committee came the Week. In 1945, after four years of vigorous lobbying on Capital Hill, Congress passed Resolution No. 176, stating "That hereafter the first week in October of each year shall be designed as National Employ the Physically Handicapped Week. During said week, appropriate ceremonies are to be held throughout the Nation, the purpose of which will be to enlist public support for and interest in the employment of otherwise qualified by physically handicapped workers."

A few weeks later, President Harry S. Truman issued a proclamation as directed by the Congress. The President asked "the governors of States, mayors of cities, heads of the various agencies of the Government, and other public officials, as well as leaders in industry, education, religion, and every other aspect of our common life, during this week and at all other suitable times, to exercise every appropriate effort to enlist public support of a sustained program for the employment and development of the abilities and capacities of those who are physically handicapped."

Most of the credit for convincing Congress to pass the resolution belongs to a small but determined band of persons who were themselves disabled. Here is a first-hand account of those heady days in the mid-1940's from a member of that pioneering group. She wrote this in 1964, but until now it remained unpublished.

# NOTES ON NEPH WEEK

*by Mildred Scott*

There had to be a beginning. Thousands of dedicated men and women, individually and collectively, had been working to bring about a way for millions of handicapped men and women to more fully participate in America's way of life. For many it had been an almost hopeless task—so much to be done, but no single way to coordinate activities. It was not until World War II that the Nation was made more cognizant of the need to utilize the talents of every man and woman. There was also an awareness that thousands of men fighting on the battlefields would return home with disabilities. Given a chance, these men could become self-reliant, tax-paying citizens.

President Roosevelt had done much to focus nationwide attention on one disease which was crippling thousands. The Disabled American Veterans, an organization formed soon after the first World War, concerned themselves with alleviating some of the problems. There were small groups throughout the country striving to solve other problems. It was not until the early 1940's that a national movement was begun to get to the basic problem of creating a better climate of employment opportunities for disabled veterans and for the thousands of Americans with non-service connected disabilities.

On May 11, 1942, Paul A. Strachan succeeded in having a joint resolution introduced to establish the first week in October as National Employ the Physically Handicapped Week. It was introduced in the United States House of Representatives by the Hon. Jerry Voorhis of California, and in the Senate by the Hon. Harley M. Kilgore of West Virginia. Mr. Strachan then began the work of lining up support for getting this resolution enacted into law. Not an easy task! The Congress was not too keen about establishing "days" and "weeks" into law.

In 1944 I learned about the movement, having been interested in the employment problems that men and women with disabilities were encountering. Having overcome a number of obstacles someone with a mobility impairment has, I had come to Washington late in 1943 to continue my studies. I was introduced to Paul Strachan and to Millard Rice, the legislative representative of the Disabled American Veterans. I became keenly interested in their crusade and was quick to join their team. We devoted countless hours to the task of enlisting support for the resolution and the movement. Paul was generally regarded as our "voice." I was the "ears," since Paul was totally deaf. Millard was known as the "spokesman" for the veterans.

## 1968

*In a year of violence and bloodshed, Dr. Martin Luther King and Senator Robert F. Kennedy are assassinated. Racial violence breaks out in 125 cities of 20 States. Students at Columbia University shut down the school with demands for more student voice in its policy making.*

*President Johnson announces he will not seek another term.*

*In this year of tragedy, public rehabilitation agenices break through the gloom with 207,918 persons rehabilitated. Another record is broken when Federal-State employment programs make 322,659 placements of workers with disabilities.*

*The 90th Congress authorizes a one-million-dollar budgetary ceiling for The President's Committee on Employment of the Handicapped.*

*On August 12, the President signs into law P.L. 90-480 requiring Federally financed buildings to be constructed barrier-free, so that they are accessible to people with disabilities. The President's Committee supported its passage during hearings in both houses of Congress.*

## 1969

*President Charles de Gaulle resigns as President of France.*

*June sees completion of the Verrazano-Narros Bridge, between Staten Island and Brooklyn, New York. Spanning 4,260 feet, the bridge is the longest suspension crossing in the world.*

*This year Federal-State funds help rehabilitate 241,390 people, while Government employment services make 319,136 placements of job seekers who are disabled.*

*President Nixon issues a "policy for Federal Employment of the Handicapped," stating the principles of his Administration to be equal and fair to all job applicants who are disabled, and requesting the Civil Service Commission to take the lead in this endeavor.*

Our team finally persuaded members of Congress that the resolution was of great importance to the welfare of our country. The Hon. Hatton B. Summers of Texas was Chairman of the House Judiciary Committee. He was persuaded to hold hearings. It was before this committee that Millard Rice and I appeared in 1945 to make our plea. The resolution was unanimously passed by the Committee, and on June 4, 1945, was passed unanimously by the United States House of Representatives.

The Honorable Harley M. Kilgore, Senator from West Virginia, did the work necessary to bring the resolution before the Senate, and on August 1, 1945, about 5:00 p.m., it was unanimously passed, minutes before the Congress adjourned sine die. On August 11, 1945, President Harry S. Truman signed the bill, now Public Law 176. It is remarkable that this piece of legislation was even considered, given the important distractions. President Roosevelt had died earlier that year and the Nation had not yet recovered from the shock of his sudden death. The atom bomb had been dropped on Japan and on August 10 the first reports that Japan was ready to surrender came through. Four days after the signing Japan surrendered and we celebrated the end of the War.

An outstanding accomplishment? Yes. Enactment of this resolution into law meant that each year the President of the United States would issue a Proclamation calling on all governors of States, mayors of cities, heads of other instrumentalities of government, as well as leaders of industry, educational and religious groups, labor, veterans, women, farm, scientific and professional, and all other relevant organizations to participate in this observance.

I vividly recall that Paul Strachan and myself labored on Labor Day weekend in 1945, sending letters to governors and others, with a copy of the law, explaining its purpose and asking them to participate. There were less than two months to prepare for the first observance. However, a small group of men and women, including government and private organizations, met in Washington that first week in October, 1945. History was being made. It was a memorable occasion. Perhaps it meant more to me than to many others because I had shared in a small way in the intricate steps of getting legislation enacted in the United States Congress.

In October 1946, approximately 150 persons attended the first "kick-off" luncheon, to become an annual event. Among those in attendance

were Nathan Golden, a member of the Variety Club, as toastmaster; the Hon. Hatton B. Summers, Chairman of the House Judiciary Committee representing the Congress; the Hon. Lewis Schwellenbach, Secretary of Labor; Kathyrn Fox, Chief of Special Services for the Handicapped, U.S. Employment Service; and, of course, Millard Rice, Paul Strachan and myself. Because of the participation of representatives of government, labor, civic and other groups, more and more people were becoming interested in the movement.

In 1948 Harold Russell added glamour to the luncheon held at the Mayflower Hotel. He had been successful in "The Best Years of Our Lives," and was conducting a series of lectures, under the auspices of B'nai Brith. Harold came often during the following years.

In 1951, with the Variety Club as one of the joint sponsors of the NEPH Week "kick-off," another bit of glamour was added—John Ford, Randolph Scott, Elizabeth Taylor, Debbie Reynolds and a larger group of Hollywood stars. And in 1953, Al Capp, the famous cartoonist, together with the Hon. Harley M. Kilgore, the West Virginia senator who had sponsored the original resolution, were the principal speakers. In 1956, Admiral Bart Hogan, MC, Surgeon General, United States Navy, was the principal speaker at the 12th Anniversary dinner held at the Willard Hotel.

One has to think back again—the President's Committee on Employment of the Physically Handicapped was now well organized, having its beginning in what was then the Retraining and Re-Employment Administration, headed by General Graves B. Erskine. Admiral Ross R. McIntire was the first Chairman, followed by Major General Melvin Maas, and now Harold Russell.

Many of the original men and women are no longer with us. But what was a small beginning has become known nationally and internationally. It has been my good fortune to be associated with many annual meetings of the President's Committee, and I do so with mixed feelings and a great deal of pride. . . proud that such a movement could have taken place in America, and proud that it was a united, concerted movement of both the public and private sectors. I have to confess that I am proud also that it was spearheaded by people with disabilities.

**1 9 7 0**

*Throughout the Nation, college students react to United State military involvement in Cambodia, with demonstration. National Guard troops shoot into a crowd of demonstrators and kill four students at Kent State University in Ohio.*

*The 1970 Census sets the United States population at 203,184,772, with 73.5 percent of these living in cities.*

*This year, 266,975 people are rehabilitated by the Federal-State partnership of rehabilitation agencies.*

*By joint resolution of Congress, the National Employ the Physically Handicapped Week is amended to reflect concern for people with mental handicaps as well. In October 1971, NEPH Week will be observed for the first time as National Employ The Handicapped Week.*

# AGENDA

**Wednesday, April 22**
**1:00 p.m. - 2:30 p.m.**

- Role of Independent Living Centers in Employment
- Public Transportation and Employment
- Social Security Programs I
- Role of Parents in Employment
- Networking / The Role of Government
- Resources in Employment for Persons with Histories of Substance Abuse
- Rehabilitation Programs That Work I
- The Job Accommodation Network
- Employment in Religious Institutions
- McJobs Graduation Program

**Thursday, April 23**
**3:00 p.m. - 5:00 p.m.**

- Media and Disability
- Future of Rehabilitation Facilities
- Entrepreneurship
- Protection and Advocacy
- Supported Employment Programs I
- Disabled Women's Issues
- Awareness About AIDS
- Job Training Partnership Act Programs
- Proving Information on Employment of People With Disabilities to Decision Makers
- Use of Computers in Homebased Employment
- Organizing at the Grassroots
- How Specialized Are the Needs of People With Disabilities
- Current Problems and Solutions From An Employer Perspective
- Rehabilitation Programs That Work II

**Friday, April 24**
**9:00 a.m. - 12:00 noon**

- Social Security Programs II
- Vocational Education Resources
- Adaptive Environments
- Role of Education in Employment
- Future Trends in Vocational Rehabilitation
- Disabled Veterans Programs
- Supported Employment Programs II
- Role of Self-Help Groups
- Effective Outreach for Minorities
- Effective Affirmative Action
- Rehabilitation Programs That Work III

# SPEAKERS

John Naisbitt

Thanks to the support of the Mountain Bell Telephone Foundation, John Naisbitt, the noted author of such best sellers as *Megatrends* and other important works on the future of work, will address us on Wednesday afternoon, April 22nd at 3:00 p.m. in Currigan Convention Center. At this session, a panel involving notables from the field of disability will expand on Mr. Naisbitt's remarks. They include:

Dr. Jean K. Elder
*Assistant Secretary for Human Development, U.S. Department of Health and Human Services*

Justin Dart
*Commissioner, Rehabilitation Services Administration, U.S. Department of Education*

Dr. Frank Bowe
*Noted author on employment and people with disabilities*

Dr. Robert Bruce Mahaffey
*Associate Professor, Division of Speech and Hearing Sciences, School of Medicine, University of North Carolina*

Mary Pat Radabaugh
*Manager, National Support Center for Persons with Disabilities*

Susan R. Meisinger
*Deputy Under-Secretary for Employment Standards, U.S. Department of Labor*

President Ronald Reagan

President Reagan has been invited to address the Thursday morning general session and to present the "President's Trophy" to the "Handicapped American of the Year." Vie President George Bush will be asked to represent the President if he cannot attend.

Clarence Thomas
*Chairman, Equal Employment Opportunity Commission*

Jim Brady
*Press Secretary to the President*

Hugh Farrington
*TV Actor*

Sandra Parrino
*National Council on the Handicapped*

Lex Frieden
*National Council on the Handicapped*

Roy Romer
*Colorado Governor*

Federico Peña
*Denver Mayor*

Harold Russell
*Chairman*

In addition, smaller and more intimate panels and workshops will be offerred on Wednesday afternoon, April 22, Thursday afternoon, April 23, and on Friday morning, April 24th.

# Survey Finds 1 in Five Americans Over Age 15 Disabled

More than one of every five Americans aged 15 and over have some type of disability, with women having a higher disability rate than men, according to a U.S. Census Bureau study. Difficulty walking was the most common problem reported, followed by lifting problems.

These were some of the findings of "Disability, Functional Limitation and Health Insurance Coverage: 1985-85." The Census Bureau gathered information from 26,000 households to examine Americans' income and participation in government programs.

The findings:

- 37,304,000 Americans aged 15 and over, 20.6 percent of all people in that age group, have difficulty performing one or more basic physical activities.
- About 13.5 million people, 7.5 perrcent, have a severe disability — defined as unable to perform activities such as walking, lifting, hearing or reading or only with the help of another person. The percentage is based on the number of people with at least one disability, although many have multiple disabilities.
- 14.1 percent of people between 16 and 64 and 58.5 percent of people 65 and over have disabilities.
- Women have a higher overall rate of disabilities (23.2 percent) than do men (17.7 percent), mainly because women outnumber men in the elderly age groups.
- The overall rate of disability is 20.2 percent for whites, 24.9 percent for blacks and 19.2 percent for Hispanic people.
- Of people who are 16-64, about 18.2 million (12 percent) have a disability that affects their work. Of these people, eight million were prevented from working by their disability.
- 19.2 million people have a problem walking a quarter-mile and 7.9 million cannot make the walk. Nearly 40 percent of people who

**The American Foundation for the Blind** (AFB) is a national nonprofit organization founded in 1921 to serve the needs of blind and visually impaired people through public education, social and technological research, recorded books and periodicals, consultation and referrals, consumer products, publications, and advocacy programs. Recognized as Helen Keller's cause in the United States, AFB works in partnership with over 1,000 specialized agencies and schools nationwide as well as universities, public schools, senior centers, corporations, blindness and low vision consumer groups and professional organizations. AFB is headquartered in New York City, with regional offices in Atlanta, Chicago, Dallas, New York, San Francisco, and Washington, D.C. For information about AFB's programs and services, write:

**American Foundation for the Blind**
15 West 16th Street, New York, NY 10011
or call toll-free 1-800-232-5463.

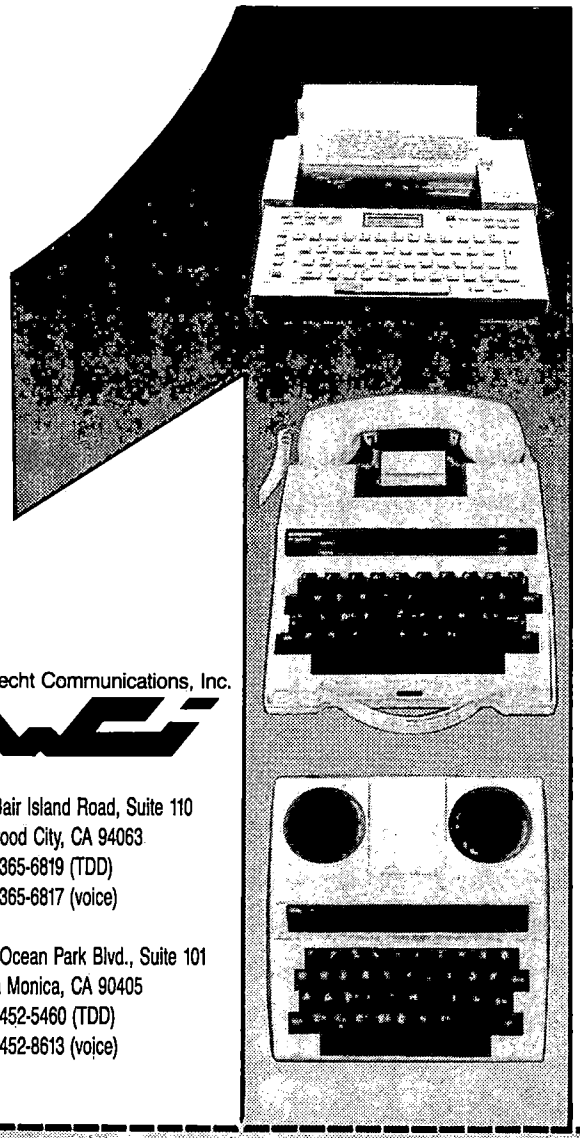
AFB

*Congratulations!*

Fairmont HOTEL Denver

are 65 and over and only six percent between 16 and 64 would find the walk taxing.

- 18.2 million Americans have a problem lifting or carrying a weight equal to a bag of groceries and 7.8 cannot do the task. Of this group, more than one-third were elderly, but only six percent were of working age.
- 18 million people have trouble climbing one flight of stairs without resting and five million were unable to make the climb. Stairs are a problem for 35 percent of elderly people and 5.7 percent of people who are 16-64.
- 12.8 million people have trouble reading newsprint, even with glasses or contact lenses. This means more than seven percent of Americans have problems seeing well enough to read and 1.7 million, almost one percent, cannot see at all. Vision problems affected nearly 22 percent of the elderly and almost five percent of younger people.
- 7.7 million Americans, 4.3 percent, have hearing problems. Of these people, 481,000 cannot hear someone talking to them. Hearing problems affect 15 percent of the elderly and 2.4 percent of people who are 16-64.
- 5.9 million people have trouble getting around outside their homes and 3.6 million need help. A total of 15 percent of elderly people and 1.3 percent of people 16-64 are affected.
- 2.5 million Amiercans have trouble getting around inside their homes and 1.2 million need assistance. Six percent of elderly people and 0.6 percent of people 16-64 are affected.
- 2.5 million people have problems speaking well enough to be understood. This affects 3.5 percent of elderly people and one percent of working-age people.
- 2 million people have problems getting out of bed, with 1.2 million unable to get up without help. Five percent of elderly people and 0.4 percent of people 16-64 are affected.

Weitbrecht Communications, Inc.

652 Bair Island Road, Suite 110
Redwood City, CA 94063
(415) 365-6819 (TDD)
(415) 365-6817 (voice)

3231 Ocean Park Blvd., Suite 101
Santa Monica, CA 90405
(213) 452-5460 (TDD)
(213) 452-8613 (voice)

**Intele•Type™ TDD**
- Auto-answer, takes messages
- Memory to save names and phone numbers
- Prints on 8½ inch sheet or roll paper
- Full ASCII keyboard

**Only $595**

**Superprint™ Series TDD**
- Portable printing TDD
- 4-row keyboard
- 20 character display
- Memory to save and send messages
- Built-in 24 character printer available (SP 200 - $389)
- Auto-answer/direct connect available (SP 400 - $459)

**Minicom IV™ TDD**
- Affordable, portable TDD
- Printer port to use with an external printer
- 20 character display
- Rugged injection molded case
- Easy touch 4-row keyboard

**Only $199**

**Call or send in for more information!**

Name _____ Phone _____
Address _____
City _____ State _____ Zip _____

Send me FREE information on:
- ☐ Intele•Type
- ☐ Superprint Series
- ☐ New Minicom IV
- ☐ Watchman Phone Master

**WEITBRECHT**

**THE FIRST NAME IN TDDs**

**COMMUNICATIONS**

40

*Congratulations to*
*The President's Committee*
*on Employment of*
*the Handicapped...*

*for forty years*
*of distinguished, proud*
*achievement on behalf of*
*people with disabilities*
*nationwide.*

*Welcome to Denver!*

**EmployAbility Inc.**

which provides
employment services
to persons with disabilities,
joins in saluting the
40 years
of advocacy by the
President's Committee
which has resulted
in increased
employment opportunities for
persons with disabilities.

**EmployAbility**
**Works For You!**

MINERALS MANAGEMENT SERVICE

ROYALTY MANAGEMENT PROGRAM

SUPPORTS PROVIDING AN OPPORTUNITY
TO HANDICAPPED INDIVIDUALS

# COORS OUTREACH TEAM



**Senior Income Tax Accountant**
Salary Range $2,830-$4,245 per month. Requires an accounting degree, four to five years corporate income tax experience with a large corporate and/or public accounting firm, and excellent communications skill. CPA and/or graduate degree in tax desirable.

**Cost and Scheduling Engineer II**
Salary Range $2,495-$3,120 per month. Requires a basic knowledge of computer hardware/software & programming, scheduling network analysis and cost forecasting as applied to Engineering and Construction. Knowledge of Cost and Scheduling Engineering, administration and standard business practices and techniques needed. Requires good interpersonal, analytical, and problem solving skills. Prefer a degree in Engineering or Construction management and 2-3 years related experience, or a minimum of 5 years of related training and experience.

**R&D Director**
Salary Range Negotiable. Requires a Ph.D in Microbiology, Biochemistry, or a closely related field and good working understanding of both classical microbiology and recombinant techniques. Ten years industrial research experience including project or research management responsibility.

**Programmer/Systems Analyst**
Salary Range $2,350-2,500 per month. Incumbent will be responsible for writing, maintaining and upgrading all programs on in-house computer system. Minimum of five years experience with RT11, TSX/PLUS and DIBOL language. Hardware experience with DEC PDP/11 series preferred. Desire background in health related database applications.

Coors

## Getting together with You.

Your Coors Outreach Team wants to serve you! Special efforts are made by Coors Outreach representatives to encourage hiring authorities to consider talented candidates from all constituent groups. This is part of Coors' continuing efforts in developing a more representative work force.

## Send resume to:

Coors Placement Center
Coors Outreach Team
Mail NH210
Golden, CO 80401

Or call for an Outreach representative at 277-5514.

## Join Our Team

Coors

**Manager, Real Estate**
Salary Range $3,805-$4,760 per month. Extensive experience and technical education required to manage land planning activities, property acquisitions, zoning, platting property management and other related experience. Background in real estate and facilities acquisition, management and development is enhanced with broad understanding of business administration, legal, financial and political matters. Requires the equivalent of a Bachelor of Science degree in an appropriate technical field, i.e.: civil or industrial engineering, or a bachelor's degree in business administration, plus ten or more years of applicable practical experience in positions requiring technical competence and managerial responsibility.

**Engineer IV (Electrical)**
Salary Range $3,095-3,870 per month. Must be creative when developing new ideas, requires good verbal and written communication skills and good working relationships. Strong understanding of all electrical engineering principles and must be able to solve engineering problems with very little supervision. B.S.E.E. preferred with 8-12 years experience using state-of-the-art techniques. Knowledge of National Electric Code, JIC and ISA Standards and Process and Instrumentation Diagrams is necessary.

**EDP Auditor**
Salary Range $2,670-3,335 per month. Must possess a good working knowledge of computer hardware, software and operations. A thorough understanding of auditing principles and practices and internal control principles needed. Must possess strong written and verbal communication skills. Requires a minimum of three years in an EDP Auditing and programming environment.

© 1987 Adolph Coors Company, Golden, Colorado 80401 • Brewer of Fine Quality Beers Since 1873.

RSEQ

Volume 6, Number 3

# Rural Special Education Quarterly

Contents

**Special Edition: Technology**

Keys to Telecommunication, *R. Gall* ..... 31
Electronic Bulletin Boards, *K. Bull and L. Marrs* ..... 34
Exemplary Programs ..... 36
Needs/Strategies ..... 37
Technologies as Problem-Solvers, *D. Helge* ..... 38
Computer-Assisted Rural Projects, *B. Bowen* ..... 43
Upcoming Events ..... 46

RSEQ

## Editorial board


**Arts**
*Eugene Maillard,* Very Special Arts

**Adult Education**
*Jay Brill,* Higher Education and the Handicapped
*Sue C. Maes,* Kansas State University

**Behavior Disordered**
*Dale Braiman,* Spaulding Youth Center
*David Larkin,* Bemidji State University

**Business/School Partnerships**
*Barbara Bowen,* Apple Computer Corporation
*John VanWalleghem,* Headingly, Manitoba

**Community Development/Agencies**
*Ron Daly,* U.S. Department of Agriculture
*Judy Ritchie,* Keezletown, Virginia

**Cross-Cultural Settings**
*Diane Lenz,* Northern Arizona University
*Alan Struck,* Maine School Administrative District #57

**Curriculum Development**
*Kay Bull,* Oklahoma State University
*Sharon Lindstrom,* North Central Learning Center

**Family/Professional Relationships**
*Patti McGill Smith,* National Information Center for Handicapped Children and Youth

**Federal/National**
*Carol Inman,* Office of Special Education and Rehabilitative Services
*Robert Marshall,* Office of Vocational and Adult Education

**Gifted**
*Gayle Gear,* University of Alabama

**Health & Related Services**
*Ed DeForrest,* Spaulding Youth Center
*Thomas K. Fagan,* Memphis State University
*Kenneth Fleshman,* Indian Health Services

**Inservice Training**
*Mary Anne Brost,* Florida Diagnostic and Learning Resources/Gateway
*Sarah Wilson,* Garrett County Board of Education

**Interagency Collaboration**
*Kathy Powers,* University of Southern Maine
*John McLaughlin,* Virginia Polytechnic University

**Learning Disabilities**
*Lloyd Lockwood,* Central Kansas Cooperative in Education
*Kathryn Markovchick,* University of Maine
*Gail Raymond,* University of South Carolina

**Legislative/School Board**
*Lee Chenoweth,* NSBA, National Rural Forum
*Bernard Hannon,* Cooperative School Services

**Mental Retardation**
*Dick Hentschel,* Cooperative Educational Service Agency #3
*Virginia Terry,* White Pine County Schools

**Personnel Recruitment/Retention**
*Pete Biaggio,* Nebraska Department of Education
*Ann Fritz,* U.S.D. 330

**Preschool Handicapped**
*Carol Lamb-Egelston,* University of Washington
*Wanda Radcliffe,* West Virginia Department of Health-Chapter 1

**Preservice Training**
*Barbara Reeves,* Ohio University
*Bonnie Young,* Western Oregon State College

**Program Evaluation**
*Marty Martinson,* University of Kentucky
*Glenn Terry,* White Pine County Schools

**Research**
*Jack Cole,* New Mexico State University
*Mary Hoy,* Iowa State University

**Rehabilitation/Independent Living**
*Doris Bornhoeft,* Medical Center Rehabilitation Hospital
*Lex Frieden,* National Council on the Handicapped

**Severely Profoundly Handicapped**
*Dale Gentry,* University of Idaho
*Carol Werdin,* University of Minnesota

**Speech/Hearing Impaired**
*Marilyn Condon,* Murray State University
*Linda Mazzola,* Winthrop Grade School

**State Education Agencies**
*Myra Howe,* Alaska Department of Education
*Dave Stockford,* Maine Department of Education

**Transition**
*Becky Schroeder,* Franklin County Special Education Cooperative
*Ray Simches,* International Consultant

**Visually Impaired**
*Jane Brodie,* Alaska Resources for the Moderately and Severely Impaired
*Kathleen Huebner,* American Foundation for the Blind


## Editorial staff


Doris Helge, *Director*
Ken Pawlak, *Editor*
Rosalee Lewis, *Technical Assistant*
Judt Shrode, *Editorial/Design Consultant*


## Statement of purpose

The *Rural Special Education Quarterly* is produced by the National Rural Development Institute and is the only national scholarly publication solely devoted to rural special education issues. The purpose of the *Quarterly* is to provide articles concerning federal and other events relevant to rural individuals with disabilities, progressive service delivery systems, reviews of relevant conferences and publications, and sources for rural special educators. The publisher cannot accept responsibility for the correctness of information supplied to our office or for opinions expressed. The mention of commercial products, their sources, or their use in connection with material reported herein is not to be construed as either an actual or implied endorsement of such products by the *Rural Special Educational Quarterly,* its affiliates or sponsors.

## Guidelines for submission of articles

Authors wishing to submit articles are advised to refer to the announcement below. Articles for publication should focus on identified service delivery problems, applied theory/research, or practical field-tested solutions. Persons reviewing articles value practical problem-solving approaches, particularly those in which the writer can give concrete examples of viable strategies and/or locations of exemplary programs. The editor is also pleased to receive short vignettes which note a resource available or an exemplary program, and a person who may be contacted for additional information. Articles which have not been previously published, and which are not under review by other publications are welcomed. They should be limited to 10 double-spaced pages or less and should follow the format of the *American Psychological Association's Publication Manual,* 1983 edition. The receipt of each article is promptly acknowledged. A detachable cover page to facilitate blind review should include the full name(s), degree(s), and professional affiliations of the author(s), as well as a return mailing address of the principal author. The field review process takes approximately three months. The editors reserve the right to make necessary editorial changes which do not affect the meaning of the manuscript.

Four copies of your article should be mailed to:

Ken Pawlak, RSEQ Editor
National Rural Development Institute
Miller Hall 359, Western Washington University
Bellingham, WA 98225

**Subscriptions available at $16.00 per year.**

## Upcoming editions

**RSEQ is now accepting papers for future publications on the following topical areas regarding rural service delivery: speech/hearing impaired, cross cultural, behavioral disorders, and gifted.**


Copyright 1986©, National Rural Development Institute. No part of this publication may be stored in a retrieval system, transmitted, or reproduced in any way, including but not limited to photocopy, photograph, magnetic or other record, without the prior permission of the publisher.



ISSN # 8756-8705

# Keys to the world: microcomputer use in telecommunications

**Robert Gall**
**University of Lethbridge**
**Lethbridge, Alberta, Canada**

## Introduction

It is a basic assumption of this paper that present conceptions of the "disadvantaged learner" might evolve into that of the "remarkable learner" as educational research and advanced computer technology lead to effective designs of general methodology, a sharpened focus on human learning, and a reexamination of this society's present modes of communication.

Communication is one of society's most significant accomplishments primarily because it enhances the capacity of intelligence and social interchange. Inefficient, ineffective, or nonexistent communication skills isolate and restrict the power of intellect.

With the general application of microcomputer technology and data communication processes, one can realistically expect the special needs individual to demonstrate enhanced competency and self-esteem as technology facilitates the growth of independence.

## Rural special education and technology

Although the post 1975 environment in the United States marked major improvements in the quantitative impact of all services provided for rural-based special needs populations (Helge, 1984), qualitative service delivery in rural areas will continue to challenge the innovativeness of educational leaders. Rural special educators universally share frustration and disenchantment as they wrestle with urban-oriented service models that assume large population bases and homogeneous service populations. The impact and effectiveness of many special education undertakings in rural settings demand an inordinate amount of human energy and financial support, and often, therefore, significantly increase the interpersonal tensions of those involved.

To illustrate, using 1984 as the base year and the Northwest Territories of Canada as the venue, 49,000+ inhabitants were spread over 3-1/3 million square kilometers (1,304,900 square miles). Visualize approximately one inhabitant for every 70 square kilometers of relatively harsh terrain. Visualize further an ethnically diverse population in which handicapped individuals are disproportionately affected by climatically-induced factors (e.g., chronic otitis media) and socially-induced factors (e.g., fetal alcohol syndrome). It is apparent with today's value system that traditional service models based on institutionalization and consequent severance from family/community ties are inappropriate. Such a population requires ingenious and bold innovation if the ideal of individualized service is to be attained in the home community.

Isolation in its physical, interpersonal and intrapersonal dimensions is the primary obstacle to overcome if the rural handicapped are to achieve meaningful standards of normalization and integration. The rural special education environment therefore provides fertile soil in which to implant cost-effective and time/energy enhancing technological aids, especially telecommunications technology, which could enhance personal and interpersonal competence. As Helge concluded:

> "Rural schools have generally had less accessibility to most forms of educational technology . . . The smallest and most isolated rural schools can potentially gain the most from the current technological flurry." (Helge, 1984, p. 1)

## Telecommunications: (intra)personal computers become interpersonal

The decade of the 1980's has seen the union of standard forms of telecommunication such as the telephone, radio, and television, with computer-based data processing and information management. The technology responsible for this convergence is called networking, which is the computer-controlled system for managing information across locations. An established example of an effective electronic network is DEAFNET. It has been generated and maintained by GTE Laboratories, and provides those with auditory difficulties an international access to interpersonal communications via electronic mail and bulletin board information sharing.

Telecommunication processes managed by network systems have extended our communication neighborhood from relative "back-fence chatter" to global interaction in less than a decade. The lives of individuals affected by handicapping conditions living in isolated communities can be radically improved through vigorous individual, collective, and corporate advocacy in bringing these developments to their service. For example, electronic bulletin boards presently give many teachers and parents with special needs children the ability to directly and inexpensively access and retrieve qualitative curriculum strategies validated elsewhere. Information utilities such as SpecialNet have arisen to allow subscribers to access large specialized libraries of special education information.

Another example of a facilitative human service is Project SHARE, jointly operated by a 109 member international cooperative organization called the International Telecommunications Satellite organization (INTELSAT), and the International Institute of Communications. This service experimented through 1985 with a wide range of telecommunications technologies to investigate improved health and education services to rural and isolated parts of the world.

Taber (1984) identified five significant freedoms which

continued . . .

would accrue to individuals with special needs and their advocates through the effective use of technology. These include the efficient/effective use of time, the enhancement of learning processes and outcomes, greater environmental independence, and meaningful involvement in gainful employment. Such primary achievements can be expected from the judicious application of technology on behalf of those with special needs, and each relates directly to the enhancement of communication - Taber's fifth freedom.

Given the priority assigned to communication skills in our society, the most important potential freedom achieved through technological intervention is the freedom to communicate (Romich & Vagnini, 1984). Two examples of such liberating technology are: Autospeak, a text-to-speech synthesizer which allows a speech-impaired person to pre-enter as many as thirty-two sentences and direct these at will to a speech synthesizer; and the Cacti Communication Program, which enables the printing of words/phrases on the screen or printer with a minimum number of key presses.

A prototype delivery system developed to reach severely developmentally delayed and multiply-handicapped preschoolers in their homes was the Kentucky Project (Tawney, Aeschleman, Dueton & Donaldson, 1979). These low-incidence heterogeneously handicapped populations received quality educational service delivery through the medium of technology.

The visionary objective of a school without walls is now possible, enabled by the application of computer-generated/telephone-delivered instruction from a knowledgeable source to populations previously isolated by age, severity of handicap, and physical distance.

### Microcomputer telecommunication for special needs populations

> In the network environment, rewards come by empowering others, not climbing over them.
>
> Naisbitt, 1982, p.204.

Today, communication media thought visionary in mid-century are now a pragmatic reality. Today even relatively unsophisticated computer users are able to participate in the global village through the use of modems and other peripheral devices.

As a result of the applications of these types of technical advancements, immediate benefits have already been achieved for individuals with almost any type of physically and sensorily- handicapping conditions, in increasingly efficient and cost-effective modes (McWilliams, 1984). For example, adaptive enhancements to normal, direct selection keyboarding include keyguards, headsticks, and expanded (larger key) keyboards. Scanning, or indirect pointing, is made possible by on/off microswitches and can be activated by a single movement (Vanderheiden, 1983). Photo-digitizers, voice recognition units, and speech synthesizers will be integrated and improved to the point that standard keyboards may well become obsolete and thereby remove one of the larger obstacles to mass computer interaction. In the near future all special needs populations are projected to benefit from this technological catalyst.

Perhaps because of the pressing and massive needs of its human charges, special education appears to have come to respect technology as the most powerful normalizing and integration agent yet encountered. To assist the disabled to achieve such a promotion to independence, however, the educational, social service, and business/technical populations must be motivated to advocate vigilantly on their behalf.

As Romich and Vagnini (1984) point out, the first step towards equity of access is awareness building by those advocates of the possibilities inherent in technology. Next, the best interests of the client must be served through proper application. Finally, funding for technical aids and services must become straightforward.

### Problems associated with microcomputer telecommunications

Technology proponents must remember that it is not seen as a panacea by the rest of the world. It is viewed by some with fear to the point that the term "technophobia" is applied to describe their reaction to it. The cycle of rejection which many special needs individuals face is also well known. Arming such individuals with technological hardware may act to create even further social distance from those who feel alienated from both.

Other human issues can act to stifle effective electronic networking capabilities. Recently, Southern, T (personal communication, October, 1985) presented his view of key difficulties which if left unchecked, will eventually "kill" an electronic board. These issues include: initial novelty being soon replaced by apathy; the time delay of board managers not keeping information current and response-effective; restricted access to students and other legitimate users; the fear of committing to a medium ideas and the like which might later be criticized by more knowledgeable individuals; and finally, the conditions under which human brain and applied intelligence (termed "wetware") work in harmony or disharmony with hardware and software components. In other words, there are a myriad of problems which arise because of the inappropriate consideration of the psychosocial impact of a new form of communication imposed on a social environment with a clearly defined hierarchy of traditional communication rules.

four problem areas that act to restrict technological effectiveness in the rural special education environment. These include the relatively immature state of the art of applied technology, the fiscal inadequacies in providing for appropriate staff training and hardware/software acquisition, the pressing problem of appropriate staff development and sup-

port, and the potential rejection of technology by parents and others in the community who see it as personally dehumanizing.

Helge (1984) noted that rural areas present special challenges that go beyond technological limitations, fiscal inadequacies and staff development issues. She urged parent and community support through personal contact, to overcome the often-held idea of technology as an alien influence.

In the domain of public education, innovation in both attitudes and methodology is not commonplace. For example, a study commissioned by the National Science Foundation in 1973 reported a time lag of two decades between discovery and implementation of ten major technical inventions (Illbach & Hargen, 1984). Even today, the mass presence of microcomputers in schools is not a guarantee of their appropriate utilization or equitable distribution to children.

### Conclusions

A planned change approach to microcomputer implementation through complete assessment and evaluation procedures such as Illbach and Hargen (1984) suggest, deserves special scrutiny. At the same time, waiting a decade or two to apply and enhance present technology that today can enrich the communication options of those with disabilities is to deny them a multitude of life-supporting experiences.

Microcomputers have already demonstrated their ability to support improved initial learning and transfer of knowledge organized and delivered by competent teachers. Microcomputer-based telecommunications can widely expand that potential if we are prepared to examine a new set of human relationships occasioned by significantly altered modes of communication:

Several issues need to be resolved. These include: 1) equal distribution of fiscal commitment to develop both educator competence and access to hardware, 2) a public reexamination of the traditional views of communication and of the perceptions of individuals with disabilities to efface the segregation/rejection cycle, and 3) implementation within a humanized context.

These issues, brought to the surface by technological innovation, must be addressed by the educational community at large, if a significant redesign of human potential is sought as a major objective in the global village.

### References


Helge, D. (1984). The state of the art of rural special education. *Exceptional Children, 50,* 294-305.

Helge, D. (1984). Technologies as rural special education problem solvers. *Exceptional Children, 50,* 351-359.

Illbach, R.J. & Hargen, L. (1984). Assessing and facilitating school readiness for microcomputers. *Special services in the schools, 1,* 91-105.

McWilliams, P. (1984). *Personal computers and the disabled,* New York: Quantum Press.

Naisbitt, John (1982). *Megatrends: ten new directions transforming our lives,* New York: Warner Books Inc.

Romich, B. & Vaughn, C. (1984). Integrating communication, computer access, environmental control and mobility. In Gergen, M. & Hagen, D. (Eds.). *Computer technology for the handicapped.* Henderson, Minnesota: Closing the Gap.

Taber, F. (1984). Micros - a place in the wide open spaces. In Gergen, M. & Hagen, D. (Eds.) *Computer technology for the handicapped.* Henderson, Minnesota: Closing the Gap.

Tawney, J., Aeschleman, S.R., Deaton, S.L., & Donaldson, R.M. (1979). Using telecommunications technology to instruct rural severely handicapped children. *Exceptional Children, 46,* 118-125.

Vanderheiden, G. (1983). The practical uses of microcomputers in rehabilitation. *Rehabilitation Literature, 44,* 66-70.


RSEQ

## Advanced degrees in rural special education

If you are working in a rural area and are interested in obtaining a master's degree in special education, you might investigate the program at Western Oregon State College which is designed to prepare teachers to work with mildly handicapped children in rural areas. Emphasis is placed on serving a broad range of handicapping conditions, including learning disabilities, emotional disorders, and mental retardation.

One of the required competencies is the ability to identify and demonstrate skills necessary for working with selected cultural groups, such as Native American, Hispanic, Asian, etc., in a rural community. Students are also taught to identify characteristics of rural communities, and demonstrate the ability to solve problems related to personal and professional needs that exist within a rural setting. Further competencies include the development of cooperative services when working with related agencies in rural settings and the ability to "culturally screen" materials, assessment instruments, and program placement recommendations. Administrators of the program feel that the continuing professional development of rural special educators in this area will result in such benefits as: (1) more handicapped students identified in rural Oregon, (2) a continuum of services for rural handicapped students, and (3) less employee turnover among rural special educators. For more information, contact Bonnie Staebler, Coordinator, Rural Special Education; Western Oregon State College; Monmouth, OR 97361.

# Rural electronic bulletin boards and computer networks

**Kay Sather Bull**
**Oklahoma State Univ.**
**Stillwater, Oklahoma**

**Lawrence W. Marrs**
**Western Washington Univ.**
**Bellingham, Washington**

Picture a school bulletin board or one in a grocery store. The normal bulletin board has messages tacked up from many sources, many of which are anonymous. The Electronic Bulletin Board (EBB) is based on the same kind of system except that it can be read only with the assistance of a computer and modem or a terminal.

Marrs (1984) has proposed the use of the EBB as a way of developing better communication among rural special educators. This article will describe this technique, explain how other school clientele might use the EBB, detail services which could be provided, and suggest some future possibilities which are technologically feasible, but are not yet cost effective.

### Networks

The Electronic Bulletin Board is one of the possible components of, or uses for, an electronic network. The EBB is composed of, at minimum, a computer, a disk storage device, and a modem. Computer users with modems at remote locations can connect with the EBB by telephone. Alternately, the EBB may be a feature of a larger electronic network such as COMPUSERVE, the SOURCE, or as part of the special purpose network such as EDLINE which is sponsored by the American Association of School Administrators (Ratcliff, 1985). Many of these special purpose networks are described by Pierce (1984) and by Raimondi (1984). Generally the remote system is activated, and accessible to potential users, with an 800 or WATS number.

### How it works

When EBB users call in, they type their private password and are identified by the system. Then they are given a certain access level determined by the system operator (sysop). This procedure is called "logging on". The first message that will appear on a user's screen concerns the status of electronic mail. Bulletins can then be scanned to determine which titled items the user wants to read. Through a simple menu any number of bulletin boards may be accessed. If users of the EBB have the proper software and printer combinations, all messages—letters, bulletins, and other information transmitted from the EBB—can be printed out on "hard copy" (computerese for paper).

### Electronic mail

Electronic mail is the creation of a mail box, or designated space in a computer's memory, which has been assigned an address and to which messages may be sent. When a person logs on the system, mail items (messages) are listed. One of the strongest features of the EBB is that members can leave electronic mail for each other in total privacy. The mail is delivered to the addressee's electronic mailbox immediately after the sender gives the command to "send". The "letter" will be waiting whenever the addressee calls up the EBB. The receiver can decide to read the letter at that time or wait until he or she has more time or privacy. The system allows the receiver to send an automatic reply to each letter received (Fersko-Weiss, 1985).

There are many uses of electronic mail in rural settings. For example, a rural user may send messages/letters to any of the faculty or staff of schools or colleges on the EBB to obtain information about some event, topic, or program of interest. These "letters" may include documents for revision or printing (Panko, 1984), and "on-line" consultation with faculty and graduate students at participating institutions (Dreher, 1984). Additionally, students or clients may occasionally send letters to other users of the system.

### Bulletin boards

While electronic mail is accessed only by the sender and receiver, all users can read the EBB. Rural uses of EBB's include a "community calendar" listing of school or other organizational happenings, as well as the reporting of events or sharing of learnings derived from local, state, or national meetings of professional organizations. The development of a philosophical platform — arguing for a cause or developing support for a position (legal, ethical, professional, etc.) is another use of the board. Replies to a board can be sent either by private "E" mail or as public listings on the Bulletin Board.

An example of what has been done with an EBB comes from the "Remote Electronic Practicum" developed at one rural university. On-line communication occurred between classrooms at the university, and classrooms or clinics throughout the area, allowing the faculty and students to provide time and assistance to a broader range of professionals, students, and clients than before. For example, one of the practicum students was able to develop lessons for a school child, interact with the child while he or she performed the lesson, evaluate the performance, and make suggestions and changes — all without leaving the university. Additionally, the lessons were loaded into the system and were waiting for the public school student and his or her teacher to call up and use, independent of the university student or faculty member. Later, the school child's work was recalled by the practicum student, checked, and the next lesson entered into the system for use (Marrs, 1984).

Electronic Bulletin Board Networks can dial up larger networks including data bases (e.g.: ERIC Psychological Abstracts) during low cost periods. Messages can be accepted for a variety of boards or message services and posted later in blocks or according to some priority.

Bulletin boards in university settings have been used to assist rural users with diagnosis and prescription. An inexpensive electronic reader can be used in the field to machine score answer sheets for future transmission over modems to

university scoring services. Diagnostic or criterion test item pools have also been formed, where users contribute items which match objectives in a variety of content areas, and then select and print any length of test desired for any specific content. The natural spin-offs of such a process are teacher-developed and tested diagnostic and prescriptive materials banks in given content areas which can be printed onto diskettes (Heidelbach, 1985).

The EBB can serve other uses including: libraries of user owned public domain programs, on-line evaluations of commercial programs prior to purchase, materials trading, mentor exchanges using local specialists, electronic newsletters, summaries of new research and publications, provision of correspondence-like courses, volunteer matching services, student recruitment for college courses, remote practicum, location of foster grandparents, and problem hotlines. The uses of the EBB are limited only by one's creativity and the size of the system!

### Other possible clientele

There are a number of possible networks of interest to special educators such as SpecialNet, Hex, Rural Research, and EDLINE. There are also texts dealing with the use of electronic communication media with the handicapped and the developmentally disabled, (Johansen, et.al., 1981; Schooler, 1984). The EBB should not be restricted to use by a single population, e.g., special educators. If maximum impact is to be made, it should be available to all school-based users. The larger the clientele, the more likely the district will be able to solve acquisition and implementation problems.

It is well known that money is scarce in most rural school districts. Proponents of electronic bulletin boards should try to document needs and develop as much support as possible when presenting the concept to school boards.

### Future possibilities for modified EBBs

Presently there are EBBs, a few services like SpecialNet which function like EBBs and the capability of local networking (Saal, 1981). In the future, we can look to more groupings such as ParentNet, Special ParentNet, (to form the base of a power group statewide), TeacherNet, ConferenceNet (a listing of all the conferences by region, state, area, and discipline), LegislativeNet (micros in the state house listing notices to legislators voicing specific concerns), and ShareNet. The EBB is already being used in urban settings on a state-wide basis (Heidelbach, 1984), on a national basis (Newman & Rehfield, 1985); and internationally (Cohen & Miyake, 1985). EBBs will very likely be a wave of the future in rural service delivery. Teachers can have access to materials, experts, colleagues, etc., which are not presently available.

Other methods of accessing data, text, etc., are or will be more readily available in the future. Mainframe access to EBB and remotes for large storage and library capabilities, mixing text and video using the EBB for a wider variety of transmitted messages and materials (Borgman, 1982), and interactive video bulletin boards are three of the more exciting developments soon to be merged into the rural educator's repertoire of strategies.

In many rural settings, all handicapping conditions are low incidence as are the experts to assist those with disabilities. The EBB may be one of the solutions to bridge the gaps of geography, information and professional contact inherent in rural settings.

### References


Borgman, C.L. (1982). The videotex user interface: design considerations and a feature analysis. *Videodisc videotex, 2,* 115-131.

Cohen, M. & Miyake, N. (1985). An intercultural learning network: coming of age in electronic messaging. Paper presented at the American Educational Research Association Convention, Chicago.

Dreher, H.V. (1984). Electronic mail: An exemplar of computer use in education. *Educational Technology, 24,* 36-38.

Fersko-Weiss, H. (1985). Electronic mail: the emerging connection. *Personal Computing, 9,* 71-79.

Heidelbach, R. (1984). A microcomputer network for preservice and inservice teacher education. Paper presented at the American Educational Research Association Convention, New Orleans, ERIC Document Number ED 234 8 36.

Johansen, R. et al., (1981). Telecommunications and developmentally disabled people: evaluations of audio conferencing, personal computers, computer conferencing, electronic mail. ERIC Document Number ED 227 8 19.

Marrs. L.W. (1984). Now you can communicate electronically — here's how. Paper presented at the Fourth Annual National Rural Special Education Conference, March, Murray, KY.

Newman, D. & Rehfield, K. (1985). Using a national network for professional development. Paper presented at the American Educational Research Association Convention, Chicago.

Panko, R.P. (1984). The joy of telecomputing: everything you need to know about going on-line at home. *Popular Computing, 3,* 107-110, 152, 155-157.

Pierce, J. (1984). A comparison of the educational research forum to other microcomputer networks. Paper presented at the annual meeting of the American Education Research Association Convention, New Orleans.

Raimondi, S.L. (1984). Electronic communication networks. *Educational Technology, 24,* 39-41.

Ratcliff, J.L. (1985). Electronic networking as an avenue of enhancing professional interchange. Paper presented at the American Educational Research Association Convention, Chicago.

Saal, H.J. (1981). Local-area networks: possibilities for personal computers. *Byte, 6,* 92-112.

Schooler, D.K. (1984 ). Microcomputer telecommunication: bringing education online for an expanded classroom. ERIC Document Number ED 247 1 23. RSEQ

# Exemplary Programs

## Alberta's response

The Department of Education of the Province of Alberta (Canada) recently announced the development of a new and exemplary vehicle to improve service to special needs populations in the province. The major purpose of the establishment of Response Centers is to provide a vehicle for the support of quality educational programs for all children, but with special needs addressed as a priority group. Assistance will be provided to parents, students and teachers through a systemetized process of practically designed training, program development, evaluation and research. A wide area communication system will involve traditional communication systems interfaced with microcomputer telecommunications. This network is being developed by Dr. Bob Gall of the University of Lethbridge. The project intends to have a major service component in action by September 1, 1986. Contact: Mr. Bill Lockhart, Coordinator, Alberta Education Response Centers, 6240-113 Street, Edmonton, Alberta T6H 3L2; (403) 422-6326.

## Improving communication aids

The Fall, 1985 issue of *Bulletins on Science and Technology for the Handicapped* announced that the American Speech-Language-Hearing Association (ASHA) has been awarded a two year contract by the Department of Education. The project is entitled "Implementation Strategies for Improving the Use of Communication Aids in Schools Serving Handicapped Children." Ten programs will be selected to serve as model outreach sites in the U.S. for service delivery to handicapped individuals with severe expressive communication disorders. For more information about nominating a program that is exemplary in its efforts to serve handicapped, nonspeaking, nonwriting individuals, telephone the National Association for Hearing and Speech Action Helpline (800) 638-8255 (tollfree) or write to Sally W. Blackstone, Project Director, American Speech-Language-Hearing Association; 101801 Rockville Pike, Rockville, MD 20852.

## Microcomputer access for the visually impaired

The Hadley School for the Blind reports that the visually impaired are now able to access microcomputers through the use of paper braille, electronic braille, Optacon, synthetic speech or large print. One paper braille device includes the use of the braille keyboard in which information in computer braille can be input or embossed. A less bulky device, electronic braille, involves reading or writing information onto cassette tapes or computer disks instead of paper braille. This also includes the use of a braille keyboard on which computer braille information can be input. The Optacon, which translates printed information into raised print, can be adapted to translate computer paper printout using the regular lens of the Optacon camera. Synthetic speech voice synthesizers may be used to transform all information received from the computer into electronically generated sounds to form words. Large print computer terminals, programs and printers are widely used for those individuals who have use of residual vision. Each device has its advantages and limitations. When considering the purchase of one of these, one must take into consideration the needs of the individual user, the cost-benefit ratio, portability and ease of use. Contact the Hadley School for the Blind; 700 Elm St.; Winnetka, IL 60093; (312) 446-8111.

## New waves in Utah

After much preliminary research and development the University of Utah staff have created and implemented, for the first time, a two-way microwave telecommunications course for rural educators. This telecoursing is a means for educating rural and remote persons in central Utah. The project involved a university-based and a distance class taking the same course simultaneously. Effectiveness of the telecourse will be measured by comparing such variables as grade score achievement between the two classes. Comprehensive results will be available very soon. For more information contact Dr. Winston Egan, Iva Dene McLeary, Joan Sebastian, or Helen B. Lacey, University of Utah, 215 Milton Bennion Hall, Salt Lake City, Ut 84112; (801) 581-6079.

# Problem-solving strategies

| Needs | Strategies |
|---|---|
| Eliminating classroom disturbances of preservice observations | Live television broadcasts from selected public school classrooms provide a novel, highly effective mode of contemporaneous observation of classrooms. Large numbers of preservice students can be taught how to observe through a model that teaches observation techniques by lecture and readings, followed by group instruction while observing a class live, via television broadcast. This allows training of large numbers of preservice teachers, without the classroom disruptions inherent in actual classroom visits, and at a savings in time and money. Contact Mary Hoy, Iowa State University, N 119 Quadrangle, Ames, IA 50011; (515) 294-8514 for more information. Source: SpecialNet. |
| Collaborating with others to research rural education issues | The National Rural Education Research Consortium facilitates the quality and quantity of rural education research by linking individuals with similar research interests. The following five data banks are included in the published document, with others under development: Member profile; Research skills; Research interest; Conference; and Subject Pool. Contact: National Rural Education Research Consortium, Miller Hall 359, Western Washington University, Bellingham, WA 98225; (206) 676-3576. |
| Facilitating wheelchair transport | The Barkel Carrier, which was designed and manufactured by handicapped persons, is a bumper mounted device to transport wheelchairs and to free valued car space. The Barkel carrier slides easily into a bumper plate of a car when transporting the wheelchair. Compact and sturdy, the device is maintenance free, while weatherproof covers provide protection for the chair and carrier. The manufacturers provide simple instructions for loading and releasing the carrier. For more information, contact Barkel Enterprises, Inc.; 2521 N.W. 56th Street; Oklahoma City, OK 73112; (405) 840-3150. |
| Reading services | Seventy communities throughout the United States now provide broadcasts of newspaper, magazine and book readings by trained volunteers for visually and physically disabled persons who cannot read printed materials for themselves. These services operate on a closed channel basis. An FM station simultaneously broadcasts the service along with its regular programming to listeners with special receivers or on an open channel basis. Local stations interrupt regular programming and special equipment is not required. Information on these services and on how to establish similar services is available from The Association of Radio Reading Services, P.O. Box 847, Lawrence, KS 66044; (913) 864-4600. |
| Accessing and registering hardware and software | The National Rural Education Research Consortium facilitates the quality and quantity of rural education research by linking individuals with similar research interests. It provides data banks of resources. The following five data banks are included in the published document, with other data banks under development: Member profile; Research skills; Research interest; Conference; and Subject Pool. Contact: National Rural Education Research Consortium, Miller Hall 359, Western Washington University, Bellingham, WA 98225; (206) 676-3576. |

# Technologies to solve rural special education problems

**Doris Helge, Director**
**National Rural Development Institute**
**Western Washington University**

Modern technology offers particular benefits for rural schools. Many of the most frequently identified rural service delivery problems (e.g., professional isolation and long distances between services and those needing them) can be partially ameliorated by the increased use of advanced technologies.

Rural schools have had less access to most forms of educational technology than nonrural schools (McCormick, 1983). The smallest and most isolated rural schools can potentially gain the most from the current technological flurry.

## Availability and use of emerging technologies

A 1983 National Rural Project study (Helge, 1983) of 200 rural districts/cooperatives representative of the United States showed that a preponderance of rural school systems have at least one type of electronic technology available to them. Although most rural schools have had some type of technology (e.g., audio tapes, radio, instructional television, two-way TV, and teletype) for years, this study was primarily concerned with emerging electronic technologies. Microcomputers were most common, as indicated in Table 1.

States with the lowest levels of accessibility were in the deep South. In addition, a disproportionate number of Bureau of Indian Affairs school system respondents stated their schools had no technology available.

Even though 88% of those interviewed had at least one microcomputer in their district, a surprisingly low percentage, only 18%, were linking these computers with telecommunications systems. Interactive applications of videodiscs and microcomputers were just beginning to be investigated. Satellites were primarily used in remote areas surrounded by vast land areas with sparse populations.

Due to cost factors, microcomputers were more popular in rural schools than were mainframes. Respondents said their rural districts/cooperatives could afford microcomputers, but couldn't afford mainframe or minicomputers. Microcomputers were compatible with and accessible to isolated locations. Some teamed their microcomputer with a university or state education agency mainframe or a mini-computer via a modem.

The primary uses of technology identified were as follows: instructional support and application, 72%, managerial applications, 42%, inservice, 8%. Instructional uses ranged from computer-assisted instruction via microcomputer to satellite-based instruction. Managerial uses by administrators varied from information retrieval to decision making and report generation. Inservice uses ranged from didactic to interactive.

**TABLE 1**

*Types of technology available to rural districts/cooperatives surveyed:*

| Type of Technology | Percent |
|---|---|
| Microcomputers | 88 |
| Videodiscs | 19 |
| Telecommunications | 18 |
| Satellite communications | 2 |
| Other (voice synthesizer, specialized phone equipment, etc.) | 21 |
| None | 12 |

## Problem-solving uses of technology

### *Instructional support*

Availability of learning technologies limits the need for teacher specialization and permits instructors to spend more of their time teaching basic skills or supervising individualized study. Technology can also assist in overcoming isolation from urban cultural institutions; music, plays, and other art forms can be transmitted electronically.

A great deal of software is appearing for testing procedures, including individual "on-line" testing and rapid scoring/interpretation. Consistent curricula can then be developed using capabilities of word processing software.

Library materials and searches are also accessible through global information and dissemination systems such as the Source or CompuServe. Resource and information systems, statewide telecommunications systems, and global electronic communication systems increase knowledge regarding service options for rural handicapped children. They also allow personal conversations among rural special educators regarding daily problems and successful strategies.

Small schools can now afford to access centralized mainframe programs for monitoring schedules and follow-through aspects of student reports. Agencies are also now electronically exchanging nonconfidential diagnostic and progress reports. This ability to collaborate on service delivery on an as-needed basis is preferable to rural school consolidation.

Unique support systems are also being generated among remote rural families having children with similar disabilities. These families are developing the capacity to compare service delivery effectiveness, home teaching, and availability of resources. This approach does not always require the assistance of school personnel.

Similarly, communication between service providers and families is being strengthened via technology. Typically, it means exchanging videotapes among remotely located families and specialists.

*Instructional applications*

Computer-assisted instruction (CAI) — including drill and practice, tutorial, simulation modeling, problem analysis, and instructional game possibilities — has the advantage of being interactive. The computer assumes a direct instructional role leaving more time for actual teaching. This is of tremendous benefit in understaffed rural school systems.

One- or two-way instructional television also offers more diverse instructional alternatives, as do satellite-based delivery systems such as the Appalachia Community Service Network.

Mobile vans with specialized electronic equipment are becoming more frequent as a way to reach students in remote locations whose school systems lack either full-time teaching specialists or extraordinary equipment. The vans may have a diagnostic and prescriptive focus or carry mobile electronic curricula.

Many disabled students are personally accessing national telecommunications systems to obtain service or instructional information. Many specialized pupil services, including vocational guidance and academic diagnostic and prescriptive activities, are now computerized. These assist in developing realistic career alternatives for students with disabilities.

*Management tools*

Computer-managed instruction (CMI) offers a method of administering/evaluating tests, keeping records, and making decisions. CMI software is also designed to support the instructional system and provide diagnostic feedback regarding student performance.

It is possible for most rural districts to generate reports for local or state requirements. Alaska has a system of developing interface capabilities for exchanging data and updating student files across the state. This type of network enables direct computer-to-computer transfer of student-related, budgetary, and other types of information, creating more accurate record-keeping. This is particularly useful for administrators handling large geographic areas.

Cooperatives/districts have been able to retain specialists such as an intinerant low-incidence teacher or a teacher of rural gifted children (Helge, 1983), by sharing that person with other districts via instructional technology. Isolated special educators who can frequently communicate with those in similar circumstances feel much less professionally isolated. With the added personal benefits of electronically secured cultural resources, many rural personnel who might otherwise leave remote areas do not.

*Staff development applications*

While didactic staff development sessions can be helpful and are often all that is feasible, interactive sessions can frequently be arranged for distant locations via two-way television or satellite transmission. As a valuable follow-up or staff development activity, videodiscs of an educator's strategies with low-incidence handicapping conditions can be mailed to a specialist/consultant for feedback.

**Implementation problems**

*State of the art*

A primary problem for special educators is that few technology designers, especially computer programmers, have had knowledge of special education. Many well-composed programs have been poorly suited to classroom use for integration with existing curricula.

Even fewer programmers have understood rural issues. Communications among developers and potential users have generally been poor. Confusion and some differential pricing have been caused by the myriad of vendors in the field. Sales organizations have confounded this problem by a lack of follow-up or servicing after installation.

Incompatible microcomputer or videodisc player equipment and the inability to copy videodisc software are frequently problems. Software incompatibility has prohibited sharing of data bases. Ownership (copyright) guidelines, particularly for satellite receptions, are not yet clear. FCC regulations have not necessarily been developed to fit the rural school situation.

Problems also exist with direct-access computing systems. Direct access systems are those used directly by special education personnel via microcomputer or a terminal connected to a time-shared computer. These systems are usually less expensive than mainframe systems, but they require staff training. Disadvantages include downtime due to "crashes" during peak use, problems over priorities of usage, and associated expenses such as long distance charges.

*Fiscal inadequacies*

The greatest share of the total costs have been associated with the front-end acquisition of hardware and software. These are often underestimated. Rental of telecommunications lines and long distance charges also represent major costs and appear to be increasing.

Ongoing costs are difficult to predict. Much of the equipment is new and its "useful life" and track record have not yet been determined. Some equipment costs vary greatly because new and better products are developed daily. Many

continued . . .

innovations may take years to be acquired by schools because of their initial expense.

Initial costs, originally perceived to be high by school boards, are later seen as minimal compared to benefits being received. However, initial costs for developmental time frequently are overrun. There are difficulties in finding experts to assist with computer usage and programming (Helge, 1983). Rural schools are now becoming aware of monetary needs for staff training, as well.

*Staff development needs*

Complaints about the use of new technologies have included the following: staff illiteracy and apprehension; personnel needed for training others; staff resistance to procedural changes; human error factors; and unrealistic expectations. Rural schools frequently have inadequate staff development programs. Staff training is particularly difficult in rural America, where personnel attrition rates of 40% are not uncommon.

*Parent or community attitudes*

Rural communities value tradition and direct personal contact. Technology is often perceived as an alien influence. Gaining parent and community acceptance — through their involvement via technology — is essential. Parent/community attitudes cannot be neglected.

**Suggestions for initiating use of new technologies**

*Seek external financial aid.* It is time to make known to corporations, private foundations, and community organizations the inequities in the availability of technologies for rural schools. Approaching corporations that produce rural-focused commodities should be a first step. Although most foundations are not rural-focused, they would value the fact that a rural school system had been able to obtain "seed money" from corporations or local community organizations.

Computer corporations should understand that the rural school system values donations not only of hardware, but also of software or staff training time and resources. Potential tax deductions and visibility for the corporation should be stressed. Local businesses or civic organizations may be interested in donating or sharing equipment or staff training expertise.

*Consider local rural culture and norms.* The "high tech high touch" approach described by Naisbitt (1983) involves personalizing the use of new technologies. Some of the more successful rural technological innovations have been designed to use existing rural grapevines or to increase the "high touch" approach of rural neighbor helping neighbor.

*Create community understanding and support.* Offering hands-on evidence of technology utilization will usually result in a high degree of student feedback and parent acceptance (e.g., a computer printout taken home to share with parents). School personnel should make special efforts to educate their rural community regarding such positive implications as potential student employment in "information society" jobs and the concrete results in instructional effectiveness and student change resulting from implementation of advanced technologies.

*Involve teachers in planning processes.* The adept rural administrator will involve teachers in planning and development. Continued local enthusiasm for implementation is often due to the efforts of an individual teacher advocate whose support should be cultivated. Administrative and school board advocates are also helpful.

Organizing an interested and enthusiastic staff group will help determine what cognitive and affective approaches are needed for acceptance and use. This group will want to seek advice from other rural practitioners using the same technology before adopting or adapting it for the school system. The assistance of related state and national agencies dedicated to the use of technology should also be sought. Technologies selected for implementation should be flexible, use existing equipment capabilities, be "user friendly," and permit sharing of data bases.

It is wise to begin on a small scale and ensure that success will be reported by the highly efficient rural grapevine. Likewise, flexibility in planning, implementation, and maintenance strategies is essential.

Fragmentary approaches to curriculum development in introducing technologies should be avoided. Implementation should be a school- or district-wide effort, and part of the regular learning situation rather than a "pull-out" activity.

*Build staff skills.* Staff training must stress that technologies can be used effectively to supplement, not supplant, the efforts of rural teachers. Because most rural teachers derive their job reinforcements from positive interactions with students, training must emphasize that technologies do not substitute for teacher-student interaction. Rural schools should also express their inservice and preservice training needs to university preparation programs.

*Ensure student participation.* Student participation will be enhanced if technologies are readily available in the classroom or associated with greater student scheduling flexibility. Extensive efforts should be made to teach students the immediate and career opportunities available through technologies.

**Successful models**

The following examples of successful uses of technology were developed in a variety of rural settings and with diverse groups of individuals for such purposes as direct instruction, instructional support, management, and staff development.

*Obtaining service delivery information*

The Rural Bulletin Board is administered by the American Council on Rural Special Education (ACRES). This bulletin board is part of the SpecialNet telecommunication system operated by the National Association of State Directors of Special Education.

The Bulletin Board provides information specific to rural special education about conferences, successful practices in specific rural subcultures, rural job referral services, federal and state policies, the ACRES Resource Network, and recent publications. Readers are encouraged to use its electronic mail capabilities to communicate directly with other users.

*Instructional programming information*

The North Slope Borough School District of Alaska used a computer-assisted management system to organize programming and development of the IEP and other reports.

District administrators developed programs that linked many IEP goal/objective statements to assessment instruments. This provided a criterion-referenced inventory of performance analysis on more than 200 key skills in reading and math. Content areas also ranged from study skills to sensory perception skills.

*Gathering data for prescriptive programming*

A Head Start program in Otsego County, New York, uses videotapes in which children from remote areas react to a structured sequence of situations. The videotapes are sent to and viewed by staff at a more centralized rural facility. Their input is used by local personnel for planning prescriptive programming and for locating agencies which can best provide appropriate services. The tapes become a permanent part of the children's records against which subsequent recordings are compared. Testing in a home-school situation eliminates clinical aspects which often affect performance.

*Parent training*

During a four-day residential workshop in a program in Newfoundland, remotely located parents of children with hearing impairments view teaching videotapes. Training videotapes are later sent to the families on a monthly basis for use with their loaned videotape playback units. An auditory trainer is also furnished to parents for use at least once per day in one-to-one language teaching sessions with children.

A visiting teacher went to each home only once per semester and conducted weekly telephone counseling sessions with parents. Considerable improvement was noted in parent and child behavior.

*Parent communication*

Where telecommunications are prohibitive due to costs or other factors, other technology is available. Strategic placement of C.B. radios was an inexpensive, quick-access, and reliable approach to communicating with parents in rural Appalachian "hollers" that are hard to reach because of their terrain.

*Increasing curricular offerings*

A high school in Littlefork, Minnesota, facing a decline in quality because of dwindling school population, inflation, and fewer resources, designed a system offering 178 courses to 78 high school students. Computer courses, correspondence courses, audiovisual resources, and videotape recorders were combined to make one curriculum package.

The district set aside a classroom in the high school for its "one-room schoolhouse" and equipped it with study carrels, computers, and other electronics. A manager used diagnostic records, counseling, contracts, and other student learning devices. Individualized learning goals and styles were emphasized. Cost per hour for such a computer-taught course was estimated to be $5.49. Discipline problems have been exceptionally low because of a high level of student motivation.

*Saving staff costs/labor intensity*

The need to reduce the numbers of professional personnel required was the initiative for a short-staffed remotely located learning center relying heavily on the use of technological media and programmed instruction. A model designed by Willett and Swanson (1979) used ten learning areas of individualized instruction for 1200 rural students.

Each learning area corresponded to subject matter and was supervised by a resource specialist or a special service teacher. A teacher-senior for diagnoses and curriculum supervision and an administrator completed the professional staff of 12 for this learning center. Local paraprofessional personnel included 18 adults and 22 students. Staff reduction paid for a large portion of necessary technological and other media, and the model was judged cost efficient.

continued . . .

*Instant communication/feedback*

Telecommunication systems allow administrators located great distances from the site of IEP meetings to participate in case conferences without being physically present.

Housed at Eastern Montana College, a state-wide audio teleconferencing network interconnects 47 sites with educational resources in isolated, rural areas of Montana. The system uses live interactive audio with occasional computer networking to provide programming to small, rural, educational institutions across the state.

Educational offerings are available at all levels. Statewide educational meetings held using this system eliminate expensive and time-consuming travel. Electronic mail systems have enabled the agency delivering services and its supportive/monitoring agency to communicate instantly regarding problems, potential resources, and so forth.

*Allowing students to stay in their communities*

For years, the small populations of school-aged children in Alaska made it necessary for many communities to send their special needs and high school students to larger communities for instruction. Now, satellite instruction to remote communities has enabled many Alaskan students to stay in their home communities. A continuum of services has been designed ranging from totally home-based education to short-term or long-term boarding school instruction.

*Serving homebound students*

Homebound students may be served via telecommunications through a telephone hookup in the child's home. A television placed in the student's home can receive educational programs designed/produced by the state or district. Alternatively, the classroom setting can be broadcast to the home.

*Challenging gifted students*

The advanced studies of 8 to 12-year-old gifted students at Calhoun County High School in Grantsville, West Virginia, included introduction to computers and programming, telecommunications systems, and programmed instruction. Project REACH (Raising Educational Achievement by Changing Horizons) includes a supervisor for special education and a teacher/program facilitator as sources of support.

**Summary**

Technological equipment, information, experience, and expertise offer tremendous potential for rural administrators, educators, and disabled students. The use of modern technology assists in overcoming serious service delivery problems associated with sparse populations, scarce resources, and difficult terrain. Rural school and related agency networking has already rapidly increased, and numerous interagency agreements to share equipment among rural areas have emerged.

Technology can strengthen ties between rural communities and schools. In fact, it can actually assist rural schools in shattering the stereotypes of stagnant rural communities and school systems. The potential for application of emerging technologies is limited solely by the imagination of those planning and implementing them.

**References**


Helge, D. (1983). *Images: Issues and trends in rural special education.* Bellingham, WA: National Rural Development Institute.

McCormick, F.C. (1983). *A guide on successful uses of technology in rural schools.* St. Paul, MN: Educational Operations Concepts.

Naisbitt, J. (1983). *Megatrends: Ten new directions transforming our lives.* New York, NY: Warner Books.

Willett, E.J., Swanson, A.D., & Nelson, E.A. (1979). *Modernizing the little red schools. The economics of improved education.* Englewood Cliffs, NJ: Educational Technology Publications.


RSEQ

## Technology at work

Computers and related technology have the potential to remove many of the barriers faced daily by disabled individuals. Computers to Help People, Inc. (CHPI) is a nonprofit organization founded in 1981 to insure that this potential is realized.

The primary goal of CHPI is to provide information, training and resources that allow disabled individuals better opportunities to use technology in order to enhance various facets of their lives.

CHPI is currently involved in research and development, production of software, collaboration with similarly involved agencies, and the provision of training and support to those already using technology in the workplace.

CHPI plans to expand into the area of electronic publishing, providing assistance to those not able to manipulate more conventional paper sources.

Eventually, CHPI hopes to be staffed entirely by employees with disabilities; a self-supporting corporation staffed by self-supporting employees.

For further information on CHPI or for receipt of their software catalogue, contact: Computers to Help People, Inc., 1221 West Johnson Street, Madison, Wisconsin 53715; (608) 257- 5917.

# Computer-assisted rural projects, 1983-1985

**Barbara L. Bowen, Program Director**
**Apple education affairs grants**

*as presented at*
*The 1985 National Rural Teacher Education Conference*
*Western Washington University*

## Gifted science students' computer network in fourteen rural Appalachian schools

The use of a microcomputer network meets an instructional need of rural, isolated schools which is difficult or impossible to meet in other ways. An example of such a program is the use of microcomputers and modems to connect the science classrooms of 14 small rural schools with one another and with Western Carolina University (WCU). This network unites schools within a "scientific community" and provides enrichment activities for students and a support system for teachers.

Two of the primary uses are Bioquiz and Chemquiz. Questions and problems called Bioquiz and Chemquiz are put on the network by staff at WCU. Students respond to the questions on line, often working in pairs or teams. Other students at several high schools are involved in networked research projects — an acid rain project and a joint project between North Carolina Wildlife Resource Commission and WCU Micronet.

The major impact and success of the Micronet Project is the continued growth of interest and enthusiasm it has created in the students. At least one class will be creating a "Special Projects" curriculum for next year to accommodate the growing number of students who desire to be involved in the project. It has provided a source of learning not only for the gifted and talented, but also for the average and remedial student.

Other uses of the project computers include keeping informed of upcoming meetings, seminars, workshops, etc. through the electronic mail and "meetings" file. The computers have also been used to obtain textbook selection information from other science teachers.

Micronet has not only provided rural teachers contact with the scientific community, but has done so very effectively. Micronet has become a prime resource for successfully overcoming rural isolation and geographic barriers.

For more information, contact Micronet Project Coordinator, Dr. Roger Bacon, Chemistry Dept., Western Carolina University, Cullowee, N.C. 28723; (704) 586-8399.

## Writing teachers' microcomputer-based communications network

Microcomputers were used to establish an electronic network of rural writing teachers in five states: Maine, North Dakota, North Carolina, Vermont, and Wisconsin. The benefits of such a network which encourages both the improvement of poor writing skills, joint problem solving, and cooperative work by students and teachers were documented. Several unexpected results of computer use have emerged. Students collaborate in preparing case studies. They transmit their compositions to students in other classrooms across the country. At least one student has experimented with invisible screen writing and found that it freed her up to write a difficult personal narrative. Peer teaching is increasing with the development of more competent classmates. More concern has evolved toward the production of higher quality, detailed and informative writing. Students seem to be willing and able to do these things because subsequent drafts are far less arduous at the word processor than with a pencil.

For more information, contact Professor Paul Cubeta, Breadloaf Writing School, Middlebury, VT 05753; (802) 388-3711.

## Speaking graphically in Indian languages

This project created a phonetic, computer orthography on a Macintosh computer which will be used to aid the oral language of some American Indians in making the transition to bilingual literacy. A bilingual dictionary of natural history will be developed by 12 university bilingual teacher credential candidates under the supervision of project staff and implemented in public school classrooms where over 500 children are enrolled in bilingual classes in Hupa/English, Yurok/English, Karuk/English and Tolowa/English. University and public school staff will work closely with tribal bilingual teachers in the pre- and posttesting of elementary school students.

Active dissemination through a national communication network will make bilingual teaching methods, tutorial diskettes, and computer curriculum guides available to teachers and other personnel in educational communities. Diskettes will include a dictionary of terms for animals, plants and environments utilizing the unique graphic capabilities of the Macintosh.

Contact Dr. Ruth Bennett, Bilingual Education, Humboldt State University, Arcata, CA 95521 for more information.

## Preschool computer program in an American Indian community

The rural Indian reservation is characterized by a distinct and geographically isolated cultural community. Major factors include the differences found in language and world view concepts. Ordinarily, Indian children are first exposed to outside concepts and values when they enter school. The

continued . . .

goal of this project is to adapt the preschool educational environment of American Indian (Pueblo) children to their cultural background.

The key results expected through this project are the translation of abstract concepts using microcomputers for American Indian preschoolers in the classroom through the development of locally relevant educational materials. The main focus is to employ microcomputer technology as a bridge between the cultural education of preschool American Indian children and the nontraditional education of the Anglo-dominated American society.

Contact: Edwina Abeita, Native American Studies, University of New Mexico, 1812 Las Lomas Drive, NE, Albuquerque, NM 87131.

## English fluency via computers

This project uses computer-assisted writing to help a rural, multicultural student population improve English writing skills. The writing and information environment of microcomputers offers a promising new learning approach to Native American high school students and beginning college students who struggle with nonstandard usage and grammar. These students use computer-assisted writing to improve English skills and the development, elaboration and sequencing of written ideas. Two key themes which underlie this project are reducing students' fears of failure and encouraging elaboration of writing.

According to the anecdotal report of one teacher, the writing of those students who made use of the computer grew much more than those who were relying on handwriting and typing. Not only did the computers provide a tool that made good writing easier (due to the ease of revision), but it also helped the students become more aware of the interrelationship/interapplicability of subject areas.

Another teacher theorized that the fact that word processing made it mechanically easier for the students to write has had a positive therapeutic effect in that they are able to more easily express their feelings about themselves and others.

To gain more information about this project with the Yakima Tribal School/Zillah High School/Heritage College Microcomputer, contact Diane Fairbanks, Heritage College, Fort Road at McKinley, Toppenish, WA 98948; (502) 865-2244.

## Computerized marine ecology in the Florida Keys

The foundation of this project is the creation of a Marine Ecology Data Base which will provide the framework for active participation in field experiences merged with the application of computer technology. Data collected and entered in the data base will be synthesized using data base, word processing and spreadsheet applications to express the outcomes of research and experiments. From the results, the teachers will develop curriculum materials for use in 4th to 6th grade classes.

For more information contact Chris Yahn, Project Coordinator, Stanley Switlik Elementary School, 3400 Overseas Hwy., Marathon, FL 33050.

## Intercultural network for learning

This project has established an international network of computer mediated communication among junior high and university undergraduate students from different cultures. Students interact via microcomputers and telephone lines and participate in an international news network and socio-cultural surveys. The focus is on cooperative learning across linguistic and cultural boundaries. Problem solving tasks and more extensive socio-cultural surveys will be posed to network paricipants in order to invesitgate the problems of communication and mutual understanding across cultural and linguistic boundaries.

This network connected the University of California, San Diego with schools in Escondido, California; Tijuana, Mexico; Jerusalem, Israel; Tokyo, Japan and Juneau, Alaska. Many exchanges focused on gathering opinions from other sites about one's own cultural impact on the other culture.

The electronic mail system using microcomputers offers an unlimited amount of time for receiving and creating messages off line, while, once the message has been prepared, the transmission itself can take place almost instantaneously. It currently costs about one-third of the equivalent telephone communication.

Further information on the Intercultural Network can be obtained by contacting Dr. Margaret Riel, Interactive Technology Lab., University of California, San Diego, La Jolla, CA 92903; (619) 452-2957.

## Developing data base inquiry skills: an interdistrict project

To promote higher level thinking and reasoning skills, this project used computers as an inquiry tool in an interdistrict team project to construct a regional history data base with regular grade seven social studies students. This process-oriented project also included intensive monthly teacher inservicing and an on-line bulletin board for sharing resources and materials.

The telecommunications aspect enables students and teachers of these small, rural, geographically dispersed schools to work together. For more information on this project, contact Janet Parker, Early and Middle Childhood Education, University of Louisville, School of Education, Louisville, KY 40292. RSEQ

## READING-FREE Vocational Interest Inventory (R-FVII)



REVISED EDITION

*For more information, write to:*

EP **ELBERN PUBLICATIONS**
Order Services Center
P. O. Box 09497
Columbus, Ohio 43209

A picture interest inventory that does not discriminate against persons with reading problems. Developed for use with mentally retarded and learning disabled persons from age 13 to adult.

The Inventory measures vocational preference in 11 interest clusters using 165 artist-drawn pictures of occupational significance. Each subject's vocational preferences are recorded on an Individual Profile Sheet (IPS) showing high, average, and low interest on each cluster — Automotive, Building Trades, Clerical, Animal Care, Food Service, Patient Care, Horticulture, Housekeeping, Personal Service, Laundry and Materials Handling.

Ten separate normed distributions by type of handicap, age, IQ, and sex. Norms for EMR, LD, and TMR individuals are reported in the Manual. Easy to administer & score.

Plus the *New* **Occupational Title Lists** (OTL) which aids vocational evaluators in selecting practical jobs for clients based on their R-FVII scores. A total of 698 job titles are listed in the OTL using information from the *Dictionary of Occupational Titles.*


## SpecialNet

A resource that has gained continued popularity in the special education field is SpecialNet. SpecialNet is a Bulletin Board System which, through computer modem-telephone connection, exchanges information with its users. Particularly noteworthy is the bulletin board called RURAL, which deals specifically with rural issues and information. The boon to the rural special educator is that specific, up-to-date information is no longer miles or days away, but is instantly available literally at the press of keyboard buttons. Not only can information be retrieved through this system, but it can also be sought; the user may leave a message or request for information for specific users or users across the continent. The time 'on line' takes less time than a phone call, and is therefore less expensive. SpecialNet provides a manual for its use with various software packages. More specific information on setting up your organization for SpecialNet and other information networks is found elsewhere in this edition. For more information, contact: SpecialNet, National Systems Management, Inc., 2021 K Street, N.W., Suite 315, Washington, D.C. 20006; (202) 296-1800.

## Job placement assistance

A data base has been developed by the Job Accommodation Network (JAN). This is a national information network and consulting service for employers who want to hire or retain qualified workers. It brings together information from many sources about practical ways of making accommodations for employees and applicants with disabilities.

When you are considering accommodating an individual with a disability, call 1-800-JAN-PCEH. A Human Factors Consultant will discuss your concerns. The computer will then be searched for information based on these facts: the functional requirements of the specific job, the functional limitations of the worker, environmental factors, and other pertinent information.

For more information about JAN, Phone 1 (800) JAN-PCEH (526-7234) outside West Virginia or 1 (800) JAN-INWV (526-4698) inside West Virginia. Source: SpecialNet.

# Events

## Exposition '86: Innovative Programs, Research and Technologies in Rural Education

October 7-10, 1986
Bellingham, Washington
(please see inside back cover)

## Perspectives on bilingualism: 1986

June 9, 1986
New York

The Bilingual Developmental Psychology Ph.D. Program, Ferkauf Graduate School of Psychology, Yeshiva University, and the New York Bilingual Education Multifunctional Support Center (Hunter College, CUNY, and Teachers College, Columbia University) will sponsor their fifth annual one-day invitational conference on June 9, 1986, under the general title "Perspectives on Bilingualism". This year's conference will be devoted to the topic "International and Cross-Cultural Perspectives". The program is now being planned and will consist of invited papers only. For information concerning participation and attendance, please contact: Professor Joshua A. Fishman; Ferkauf Graduate School of Psychology; Yeshiva University; 1165 Morris Park Avenue; Bronx, NY 10461; (212) 430-2370 or (212) 430-4201.

## Issues concerning mental retardation

October 23-25, 1986
Omaha, Nebraska

The Association for Retarded Citizens of the United States, the nation's largest volunteer organization devoted to issues concerning mental retardation, will have its 37th annual national convention in Omaha, Nebraska, Oct. 23-25, 1986. The 1986 convention will be sponsored by ARC-Greater Omaha and will be convened at the Holiday Inn Central in Omaha. The ARC has more than 160,000 members represented by 1,300 state and local chapters across the country. For more information about the 1986 national convention, contact: Jim McKenna, ARC of the United States: 2501 Avenue J; Arlington, TX 76006; (817) 640-0204.

## New technologies for the hearing impaired

June 27-July 1, 1986
Chicago, Illinois

Contact: Dr. Donna Dickman at the Bell Association, 3417 Volta Place NW, Washington, DC 20007-2778; (202) 337-3220 (voice/TDD).

## Paraprofessional training and employment

May 1-3, 1986
Colorado Springs, Colorado

The fifth national conference on the training and employment of paraprofessionals in special education, vocational and rehabilitation service programs for children and adults with disabilities will be held in Colorado Springs, Colorado, May 1 - 3, 1986.

Especially in rural areas where professional special educators are difficult to obtain and retain, policy makers have turned to paraprofessional workers as a method to supplement programmatic and administrative functions of teachers. Training and supervision have not kept pace with the demand for paraprofessionals. This conference will bring together administrators, directors of staff development, college representatives, and others concerned with the training of paraprofessionals to share information and expertise. For more information please contact Anna Lou Pickett, Director, National Resource Center of Paraprofessionals in Special Education, CASE/CUNY Graduate Center, 33 West 42nd Street, New York, NY 10036; (212) 840-1278.

## Closing the Gap

October 22-26, 1986
Minneapolis, Minnesota

The fourth annual Computer Technology for the Handicapped international conference will bring together handicapped individuals, their families and friends, producers of technology and special education, rehabilitation and medical professionals from around the world. More than 120 presentations examining ways in which technology can help fulfill the promise of independence will be offered to registered participants. Additional information regarding the conference and the Closing The Gap summer series can be obtained from: Closing the Gap, P.O. Box 68, Henderson, MN 56044; (612) 248-3294.

## Erratum

Please note an inadvertent error on the part of the editorial staff regarding the article entitled "Problems facing the Indian child in rural settings: a case for Indian advocacy", pages 22-23, volume 6, number 2. This article was coauthored by U.Steucher, Department of Psychology and Mental Health; W. Baeumler and N. Hakala, Department of Sociology and Anthropology, all from the University of Minnesota, Duluth, Minnesota.

PLAN NOW TO ATTEND . . .

# Exposition '86: Innovative Programs, Research and Technologies in Rural Education

**Bellingham, Washington • October 7-10, 1986**

*Hosted by: National Rural Teacher Education Consortium and the National Rural and Small Schools Consortium, Western Washington University, Bellingham, Washington*

This conference will explore innovative programs, research, and technologies in rural education. Rural preservice and inservice strategies will constitute major conference strands. Participants will include rural public school professionals, university deans and faculty, school board members, parents, and other individuals from agencies and organizations related to rural education.

Networking will be facilitated through job-alike sharing sessions, expansion of the National Rural and Small Schools Consortium, the National Rural Teacher Education Consortium, the National Rural Education Research Consortium, and the exploration of partnerships with such groups as county extension agencies and volunteer rural service organizations.

This conference is being sponsored by

- the National Rural Development Institute,
- the American Association of Colleges for Teacher Education,
- the National Education Association,
- the American Occupational Therapy Association, Inc.,
- the National Association of School Psychologists,
- the National Association of Secondary School Principals,
- the National Association of Elementary School Principals,
- and the American Association of State Colleges and Universities.

Exposition '86 will be keynoted by a representative of the Secretary's Office of the U.S. Department of Education and representatives of the U.S. House and Senate. Presentations will be accepted for a variety of formats including general and small group sessions, individualized learning centers, product demonstrations, and roundtable discussion groups.

Papers are solicited in the following areas until June 15, 1986:

- Inservice training models
- Preservice preparation models
- Rural school curricula
- International and comparative perspectives
- Teacher induction programs
- Accreditation/certification: issues and strategies
- Practicum and internship strategies for quality personnel preparation
- Collaborative partnerships
- Technologies: processes and products
- Nontraditional adult learner programs and activities
- Cross-cultural educational services
- Ensuring quality personnel: from recruitment to retention
- Research and evaluation
- Administrative issues
- Recreation and leisure
- Abuse, neglect, crisis and suicide intervention
- Vocational/technical education
- Resources and funding
- Legal and ethical issues
- School board practices

For further information, contact the National Rural Development Institute, Miller Hall 359, Western Washington University, Bellingham, WA 98225: (206) 676-3576.

RURAL SPECIAL EDUCATION QUARTERLY
National Rural Development Institute
Western Washington University
Bellingham, WA 98225

Non-Profit Org.
U.S. Postage PAID
Bellingham, WA 98225
Permit No. 186

Contents:
Check One

FIRST CLASS ☐

AIRMAIL ☐

THIRD CLASS
(Printed Matter) ☐

BOOKS ☐

PRINTED MATTER--
LETTER ENCLOSED ☐

From _____

Dept. _____

**WESTERN WASHINGTON UNIVERSITY**
BELLINGHAM, WASHINGTON 98225

Return Requested

To:

Dr. Lex Friedan
Natl Cncl Hndcpd-#814
800 Indepen Ave, NW
Washington, DC 20591