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[HRC Daily File] September 20, 1994 [1]

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sb430

RESTRICTION CODES

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- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Disc. School (ccent)

PA issues

- PLO.
- Crime health

Need
→ Charts

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9/20/94

Tom/Path 9
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Mary

9/20/94

PHOTOCOPY
PRESERVATION

NATIONAL CENTER FOR LEARNING DISABILITIES

**381 PARK AVENUE SOUTH, SUITE 1420
NEW YORK, NEW YORK 10016
TELEPHONE #: 212-545-7510
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TO: Liz Bowyer office of The First Lady.

FAX #: 202 456 2239

FROM: Shirley Cramer.

DATE: Sept 16.

TOTAL PAGES: 25
(including this page)

FOR QUESTIONS CONCERNING THIS TRANSMISSION

PLEASE CALL: _____

PHONE #: _____

NATIONAL CENTER FOR LEARNING DISABILITIES**A SUMMIT*****LEARNING DISABILITIES: A NATIONAL RESPONSIBILITY***

Dirksen Senate Office Building - Auditorium
September 20 and 21, 1994

PROGRAM**Tuesday, September 20, 1994****8:00 A.M.****Registration****8:30 A.M.**

9.12

Center for Learning**an, Subcommittee on
olism, United States****8:40 A.M. - 9:15 A.M.****Reid Lyon, Ph.D.****Director for Extramural Research Programs on Learning
Disabilities, National Institute of Child Health and Human
Development. Summit Program Co-Chair****Tom Hehir, Ph.D.****Director, Office of Special Education Programs, US
Department of Education. Summit Program Co-Chair****PANEL I - EDUCATION****9:15 A.M. - 9:25 A.M.****Introduction****Judith E. Heumann, Assistant Secretary, Office of Special
Education and Rehabilitative Services, US Dept. of
Education****Hon. Richard W. Riley, Secretary of Education**

Panel Moderator Stevan J. Kukic, Ph.D. Director of At Risk and Special Education Services, Utah State Office of Education

9:25 A.M. - 9:45 A.M.

panelists on RESEARCH:

Benita A. Blachman Ph.D., Associate Professor and Chair, Graduate Program in Learning Disabilities, Syracuse University

Jack M. Fletcher, Ph.D., Professor of Pediatrics, University of Texas Medical School at Houston

9:45 A.M. - 10:15 A.M.

panelists on PUBLIC POLICY AND LEGISLATION:

Edwin W. Martin, Ph.D., President and Chief Executive Officer, National Center for Disability Services

Barbara K. Keogh, Ph.D., Professor Emerita, Graduate School of Education. Senior Research Psychologist, Dept. of Psychiatry, UCLA

10:15 A.M. - 10:35 A.M.

BREAK

10:35 A.M. - 10:55 A.M.

panelists on GOOD PRACTICES:

Louisa Cook Moats, Ed.D., Director of Teacher Training and Clinical Services, The Greenwood School, Vermont
Waldemar Rojas, MA, Superintendent, San Francisco Unified School District

10:55 A.M. - 11:15 A.M.

panelists on CONSUMER INTEREST:

Pasquale Accardo, M.D., Professor of Pediatrics, St. Louis University School of Medicine

Patricia Glatz, M.Ed. Illinois State President, Learning Disabilities Association of America

11:15 A.M. - 11:20 A.M.

Senator James Jeffords (R. VT)

11:20 A.M. - 11:30 A.M.

REACTORS:

Joseph P. Shapiro, Senior Editor, US News and World Report. Author of *NO PITY: People with Disabilities Forging a New Civil Rights Movement*

11:30 A.M. - 11:40 A.M.

Introduction of First Lady - Senator Christopher Dodd.

Hillary Rodham Clinton

11:40 A.M. - 11:50 A.M.

Doug Carnine Ph.D., Director, National Center to Improve the Tools of Educators, University of Oregon

11:50 A.M. - 12:10 P.M.

General Panel Discussion and Question and Answer with the Audience
Stevan J. Kukic

12:10 P.M. - 12:20 P.M.

Education Panel Summary
Reid Lyon
Tom Hehr

12:20 P.M. - 1:20 P.M.

LUNCH

1:30 P.M. - 1:40 P.M.

Hon. Robert Reich, Secretary of Labor

PANEL II - LABOR

1:40 P.M. - 1:50 P.M.

Program Overview

Andrew Hartman, Director, National Institute for Literacy, Summit Program Co-Chair
Ann Kornblat, President, Learning Disabilities Association of America, Summit Program Co-Chair

1:50 P.M. - 1:55 P.M.

Introduction
Panel Moderator Carol Jenkins, News Anchor, WNBC, New York

1:55 P.M. - 2:20 P.M.

panelists on RESEARCH:

Noel Gregg, Ph.D., Director, Learning Disabilities Research and Training Center, University of Georgia
Susan A. Vogel, Ph.D., Professor of Special Education, Northern Illinois University. Board member, National Institute for Literacy

2:20 P.M. - 2:30 P.M.

Hon. Donna E. Shalala, Ph.D., Secretary of Health and Human Services

Wednesday, September 21, 1994

PANEL III - JUSTICE

9:00 A.M. - 9:10 A.M.

Program Overview

Andrew Hartman, Summit Program Co-Chair

Ann Kornblet, Summit Program Co-Chair

9:10 A.M. - 9:15 A.M.

Introduction

**Hon. Janet Reno, Attorney General of the United States
(Invited)**

**Panel Moderator Judy Woodruff, Anchor and Senior
Correspondent, CNN**

9:15 A.M. - 9:45 A.M.

panelists on RESEARCH:

**Dorothy Crawford M.Ed., Executive Administrator, Life
Development Institute, Phoenix, Arizona**

**Eugene Maguin, Ph.D., Research Analyst, Social
Development research Group, University of Washington**

9:45 A.M. - 10:15 A.M.

panelists on PUBLIC POLICY AND LEGISLATION:

**John L. Wodatch, Chief, Public Access Division, Civil
Rights Division, US Department of Justice**

**Judith Heumann, Assistant Secretary for Special
Education and Rehabilitative Services, US Dept. of
Education**

10:15 A.M. - 10:35 A.M.

BREAK

10:35 A.M. - 10:55 A.M.

panelists on GOOD PRACTICES:

**Carolyn R. Eggleston, Ph.D., Director of the Center for
the Study of Correctional Education, California State
University, San Bernadino**

**Thomas P. McGee, JD., Presiding Judge, Juvenile Court,
Parish of Jefferson, Louisiana**

1:45 P.M. - 2:15 P.M.

panelists on **RESEARCH:**

Sally E. Shaywitz, M.D., Professor of Pediatrics, Co-Director, Yale Center for Learning and Attention, Yale University School of Medicine

Duane Alexander, M.D., Director, National Institute of Child Health and Human Development

2:15 P.M. - 2:45 P.M.

panelists on Public Policy and Legislation:

Bobby Silverstein, Staff Director and Chief Counsel, Subcommittee on Disability Policy, Senate Labor and Human Resources Committee

Rhoda Schulzinger, Director, Children's SSI Campaign

2:45 P.M. - 3:05 P.M.

BREAK

3:05 P.M. - 3:25 P.M.

panelists on **GOOD PRACTICES:**

Helen Taylor, Assistant Commissioner for Head Start

Bob Williams, Commissioner of the Administration on Developmental Disabilities

3:25 P.M. - 3:45 P.M.

panelists on **CONSUMER INTEREST:**

Glenn Young, MPA, Program Specialist, Administration for Children, Region X

Shelley Mosley Stanzel, Board member, NCLD, and Advocate

3:45 P.M. - 4:15 P.M.

REACTORS:

Hon. Hugh L. Carey, Director, Government Relations Division, Executive Vice President, W.R. Grace & Co., Washington D.C.

Melinda Parrill, Ph.D., Director, Child and Family Institute, Atlanta, GA

4:15 P.M. - 4:35 P.M.

General Panel Discussion and Question and Answer with the Audience

Drake D. Duane

10:55 A.M. - 11:15 A.M.

panelists on CONSUMER INTEREST:

G. Emerson Dickman, Attorney at Law. Special Education Advocate

Philip T. Purpura, Certified Financial Planner

11:15 A.M. - 11:45 A.M.

REACTORS:

Dennis Kelly, Education Editor, USA Today

Mark J. Griffin, Ph.D., Headmaster, Eagle Hill School, Connecticut. Chairman, Professional Advisory Board, NCLD

Congresswoman Margolis-Mevinsky (D. PA)

11:45 A.M. - 12:05 P.M.

General Panel Discussion and Question and Answer with the Audience

Judy Woodruff

12:05 P.M. - 12:15 P.M.

Panel Summary

Reid Lyon

Tom Hehir

12:15 P.M. - 1:30 P.M.

LUNCH

PANEL IV - HEALTH AND HUMAN SERVICES

1:30 P.M. - 1:40 P.M.

Program Overview

Andrew Hartman, Summit Program Co-Chair

Ann Kornblet, Summit Program Co-Chair

1:40 P.M. - 1:45 P.M.

Introduction

Panel Moderator **Drake D. Duane, M.D.**, Director, Institute for Developmental Behavioral Neurology. Professor of Speech and Hearing Sciences, Arizona State University

NATIONAL CENTER FOR LEARNING DISABILITIES

The National Center for Learning Disabilities is one of the foremost national not-for-profit organizations committed to improving the lives of those affected by learning disabilities.

NCLD's Mission is to promote public awareness and understanding of, and provide national leadership on behalf of, children with learning disabilities, so they may achieve their potential and enjoy full participation in our society.

Established in 1977 by Carrie Rozelle, NCLD is now under the committed leadership of Anne Ford, Chairman of the Board, and is located in New York City.

PRIMARY PROGRAM AREAS

- **NATIONAL INFORMATION & REFERRAL SERVICE**

NCLD provides the latest information on learning disabilities and the resources available to parents, educators and other professionals dealing with children with learning disabilities. Thousands of requests are handled each month. NCLD's I & R Service is the nation's only central, computerized resource clearinghouse committed solely to LD, and is an important source of information in the learning disabilities field on developing trends and unmet areas of need.

- **PUBLIC OUTREACH, COMMUNICATIONS & ADVOCACY**

NCLD conducts one of the nation's broadest public awareness programs about learning disabilities and their serious impact on society. Through media outreach and tools such as an annual publication, Newsletters, an educational video with study guide, and public service announcements, NCLD promotes and expands public understanding of LD. NCLD's active presence in Washington, D.C. provides ongoing awareness of, and education on, the need for more effective public policies and legislation to help individuals with learning disabilities.

- **EDUCATIONAL PROGRAMS**

NCLD develops and supports innovative programs assisting those with learning disabilities, and those who can help them, through seminars, workshops, conferences, collaborative projects with other national service organizations, and the national replication of successful model programs.



National Center for Learning Disabilities, Inc.

381 Park Avenue South, Suite 1420 New York, NY 10016 (212) 545-7510

WASHINGTON DC SUMMIT

ATTENDING PRESS

(As of September 15, 1994)

U.S. News and World Report

USA Today

Education Daily

Channel 7 - ABC Affiliate

Education Week

St. Louis/Post Dispatch

Washington Times

Washington Post

Exceptional Parent

Also...Senator Dodd/Anne Ford interview with Fox Morning News

CHRISTOPHER J. DODD
CONNECTICUT

COMMITTEE
LABOR AND HUMAN RESOURCES
CHAIRMAN, CHILDREN, FAMILY, DRUGS, AND
ALTERNATIVE DISCOMMITTEE

FOREIGN RELATIONS
CHAIRMAN, WESTERN HEMISPHERE DISCOMMITTEE

BANKING, HOUSING, AND URBAN AFFAIRS
CHAIRMAN, DISCOMMITTEE

SUBJECT

RULES AND ADMINISTRATION

United States Senate

WASHINGTON, DC 20510-0702

September 14, 1994

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TDD (202) 224-6494

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WETHERSFIELD, CT 06109
(203) 240-3470
TDD (203) 828-7499

Dear Colleague:

Although we have made a great deal of progress in recent years to assist persons with learning disabilities, much work remains to be done.

That unfinished agenda will be the focus of a conference I will be co-chairing next week. As a member of the board of the National Center for Learning Disabilities (NCLD), I strongly encourage you to participate in the Summit on Learning Disabilities to be held on Tuesday, September 20th, and Wednesday, September 21st, from 9:00 am to 5:00 pm in the Senate Dirksen Auditorium, SDG50.

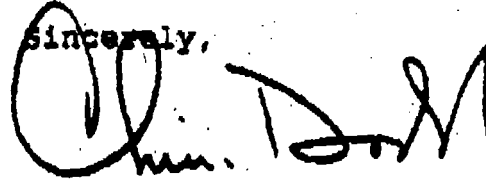
This is a timely event, given our current debates over the related issues of crime prevention, unemployment, education, welfare, health reform, and special education reauthorization. Our two-day Summit will bring together specialists in education, labor, justice, and health and human services to survey the status of those with learning disabilities and determine what we can do to improve that status. Each of the four panels will feature experts on research, treatment, public policy and consumer interest.

The Summit will encourage government agencies to work with public and private organizations to develop a coordinated National Agenda on Learning Disabilities. This process would involve examining current research, public policy and practice as well as the views of the learning disabled of all ages. The National Agenda Report that will emerge from the Summit will provide us with a blue print for the future.

This event is a follow-up to the National Conference on Learning Disabilities held in 1987. As mandated by Congress under the Health Research Extension Act of 1985, the National Institutes of Health established an Interagency Committee on Learning Disabilities to review and assess Federal research priorities, activities, and findings regarding learning disabilities. We now need to take these findings and look towards the future.

I am enclosing a summary of the program. If you cannot personally attend this Summit, I hope you will send your education, health, employment, and/or judiciary staff members. I think that your time will be well spent.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris. J. Dodd", written over the word "Sincerely,".

CHRISTOPHER J. DODD
United States Senator

**BRIEFING SUMMARY FOR THE
NATIONAL CENTER FOR LEARNING DISABILITIES'
WASHINGTON DC SUMMIT
September 20/21, 1994**

This paper briefly describes the rationale for the Summit and recent NICHD research discoveries which have important implications for teaching children with learning disabilities.

The Summit entitled *Learning Disabilities: A National Responsibility* will examine the issue in a comprehensive fashion. The Summit will bring together researchers, practitioners, academics, educators, members of Congress and the staffs, key government officials and leaders of national not-for-profit organizations. The Summit will stress the importance of early intervention and the need for better teacher preparation.

The last national Summit in 1987 resulted in a Report to Congress, which in turn resulted in NICHD funding significant research in learning disabilities. Future policy direction now need to be examined in the light of research discoveries.

is to provide a context for scientists, teachers, parents, legislators and other policy makers to discuss what we have learned during the past ten years about learning disabilities and disorders of attention and to determine how best we can apply

these findings to improve the lives of children and adults whose learning disabilities put them at risk for frustration and failure throughout their lives.

Another purpose is to identify the gaps that continue to exist in our knowledge and understanding of how best to diagnose, treat, and teach youngsters and adults with learning disabilities and disorders of attention. You can be sure that there exists many questions we have not yet answered and challenges we have not yet met.

As such, a third major purpose of the Summit will be to identify the components of a research and policy agenda that unite our unsolved research questions with the most valid and powerful solutions that our coordinated and collaborative efforts can achieve. Thus, we hope to leave this Summit with a thematic map that clearly depicts what we know about learning disabilities, what we do not know, and how we can best close the discontinuities in our knowledge and understanding of learning.

disabilities to allow youngsters and adults to reach their full potential.

In the next 10 minutes I would like to provide you with a brief overview of some of the elements within the coordinate space of this thematic map. As mentioned, these elements consist of some of the things we now know about LD, some of the things we need to know, and some of the strategies that will be necessary to alleviate the gaps in our knowledge.

2. WHAT WE KNOW ABOUT LEARNING DISABILITIES

- A. We know that learning disabilities include a wide range of disorders in listening skills, speaking abilities, reading and writing skills, and mathematics skills that place several million children and adults at substantial risk for failure in the classroom, in the family, and in the work place;
- B. We know that most individuals with learning disabilities will continue to have them their entire life, although our intervention studies show that we can help children and adults

compensate for the learning differences to a great degree if intervention is provided early enough;

C. We know that the majority of people diagnosed as learning disabilities have primary difficulties in learning to read. As Drs. Blachman, Moats, Alexander, and Shaywitz will report, approximately 85% of LD youngsters have a terrible time learning to read and spell, and if you apply this prevalence estimate to the general population it means that about 1 child in 5 will have a tough time deciphering the letters and words that appear in the books and materials their classmates are reading easily. In our world today this is tantamount to attempting to negotiate life with a blindfold on.

Consider being the very young seven-year-old child in elementary school who can not do what everyone else seems to do effortlessly? Consider how that youngster feels when called upon to read aloud in class. Can you imagine how embarrassing and humiliating that can be? Think ahead to the fourth grade and beyond where the ability to learn about history, the English

language, mathematics, current events, and the wonderful world of literature is obviated since all of this learning requires the ability to read rapidly, fluently, and accurately.

D. Thank goodness we now have a pretty good idea of the language skills that are necessary for children and adults to learn to read. Drs. Blachman, Moats, and Shaywitz will explain what these specific linguistic skills are, how they are identified, and how children and adults who DO NOT HAVE these skills can be taught effectively. Dr. Moats will also report to you that although we now have a good understanding of what causes poor reading and a good understanding of the skills teachers need to have to teach children with reading disorders, very few special educators and even fewer regular educators have been provided this information in their preparation and training. This, in a sense constitutes a form of psychological and educational malpractice given that diagnostic methods and teaching procedures known to have beneficial effects on reading deficits are neither understood nor used by the majority of our psychologists and teachers. By the

way, this is not the fault of these professionals, we clearly know from our studies that teachers long for better preparation from their colleges of education - My studies, Dr. Moats studies, and the recent survey conducted by the NCLD leave no doubt that teachers are not receiving adequate preparation. What is equally discouraging is that we know that all children, not just children with learning disabilities, will benefit from these discoveries related to language and reading.

E. This lack of preparation takes on ominous importance when one considers that we now know that if learning disabled children with difficulties in reading are not identified early (by the third grade) and provided informed instruction, at least 75% of them will continue to have difficulties throughout school. Dr. Shaywitz will discuss this substantial educational and public health concern in some detail.

F. As Dr. Hahir and Dr. Fletcher will address, we also know that current regulations that employ IQ-Achievement discrepancy definitions of LD make it impossible for young children with

learning disabilities in the first and second grades to be identified as eligible for special education services. As mentioned earlier, without early identification and early intervention, we are literally sentencing millions of children to that "Great Black Hole of Frustration and Misery" that accompanies illiteracy.

In a sense, in this epoch where most information is transferred to and from people through print, we are figuratively killing children's opportunities for a full and successful life by not taking advantage of what we know, and conducting better research to understand what we do not know.

G. Within this context, we also know that children and adults with learning Disabilities suffer from a number of additional hardships because of their difficulties learning. We know that a kid or adult with learning disabilities is much more likely than his or her non-disabled peers to have difficulties forming and maintaining healthy social relationships. We know that LD children are dropping out of school at much greater rates than

the average population. Specifically, we know that more than 50% of the LD population will leave school before graduation, compared to a national dropout rate of 27%. This leads to an obvious secondary consequence. That is, the employment rates for the learning disabled are significantly lower than for the general population.

F. As Dr. Shaywitz will report, just as many females have difficulties learning to read as males. We used to believe that approximately four boys to one girl manifested dyslexia. Imagine how all of those women feel today given that they were not identified as dyslexic during their school years and provided with some form of instructional support.

G. We also are learning a great deal about how the genetic structure and the brain influence the probability that someone will have learning disabilities. Obviously this information will be invaluable in our early intervention efforts and will teach us a great deal about how complex behaviors develop and are used to in to learn complex skills like reading in school.

3. WHAT WE NEED TO KNOW ABOUT LEARNING DISABILITIES

A. We need to understand the best ways to insure that teachers have the critical information they need to effectively teach reading, writing, mathematics, and oral language skills to individuals with learning disabilities. This is a complex issue because it portends a critical need for change in the way teachers are prepared. Clearly, information that we have now that could benefit children and adults is not being provided to teachers and psychologists in training. How can this serious issue be addressed given the current structure and mission of training programs in education and educational and school psychology?

B. We need to better understand how learning disabilities affect adult life, particularly with respect to occupational success, mental health, family life, employability skills, social skills, and career development. Drs. Alexander, Hartman, Gregg, and Vogel will address these issues in some detail.

C. We must understand whether the diagnostic and treatment methodologies that we have developed for children are equally efficacious and relevant for adults and we must continue our work in understanding which treatment and teaching methods are best for children and adults with particular deficits, at particular developmental periods, and in particular settings.

E. While we have learned a great deal about HOW genetics and brain development influence learning and attention, our work in this complex domain must be continued. These basic research efforts will ultimately tell us a great deal about the nature, developmental course, and academic and social needs of learning disabled children and adults.

F. Early identification of learning disabilities is critical to helping LD youngsters compensate for their difficulties.

Likewise, methods for early intervention, informed by early identification, must be studied to understand which procedures are most effective for which children at which developmental levels.

4. HOW DO WE CLOSE THE GAP BETWEEN WHAT WE KNOW AND WHAT WE NEED TO KNOW

A. We must continue to develop relationships among Branches, Agencies, Departments, Institutes, and parent and professional organizations and advocacy groups. It is obviously by design that this Summit is organized around the sharing of information from Education, Labor, Health and Human Services, and Justice. Why, because the complexity of the problems that face us with respect to early identification, early intervention, diagnostic criteria, teaching methodologies, the adult with learning disabilities, and teacher preparation will clearly require strong and systematic collaboration among government organizations, universities, parents, advocacy groups, and scientists. Clearly, the National Institute for Literacy, under the direction of Dr. Andy Hartman, is a good example of such collaboration since this Institute sits at the core of a van diagram composed of the Departments of Education, Labor, and HHS.

Likewise, the Human Learning and Behavior Branch Learning Disabilities program within the NICHD that I am responsible for, and the Office of Special Education Programs, under the leadership of Dr. Tom Bahir, have been working on multiple joint initiatives related to the definition of LD, teacher preparation, and research goals. Likewise, Dr. Ellen Schiller from the Department of Special Education is involved in a joint research program with the NIMH that seeks to identify optimal treatments for children with ADHD. Further, a number of legislators have initiated proposals that will require the collaboration of the Congress, the Department of Defense, and communities around the country. For example, Congresswoman Margolis-Masvinsky has a legislative proposal that would utilize Department of Defense telecommunications resources to develop a program to teach teachers how to identify children with learning disabilities at an early age and how to teach these children. This program will help train individuals leaving the military to become specialized teachers in the area of learning disabilities.

2. From a research perspective, we must continue to fund and conduct developmental, longitudinal research. If there is anything we have learned over the past 10 years, it is that we do not get our monies worth from studies that sample a limited number of kids and then investigate their lives for a short period of time. We now know that if we wish to understand how children, adolescents, and adults end up with respect to their learning and behavior, we must identify them early and follow them over time. Development is a moving target, and can only be understood through vigilant longitudinal work.

I am looking forward to a very productive and informative exchange of ideas and information at this Summit, and again thank all of the organizations and individuals who have made this most compelling event possible.

- Our reauthorization of the IDEA during the upcoming year will seek to assure that students with disabilities benefit from school reform as we seek to make a good law perform better for its beneficiaries.

- The National Institutes of Health of the Department of Health and Human Resources in collaboration with Department of Education will continue to promote a comprehensive research agenda. The co-chairs of this event, Dr. Reid Lyon from NIH (career) and Dr. Tom Hehir (Hair) Director of the Office of Special Education (political) have developed a strong working relationship where previously none existed.

- The Department of Justice, the Center for Mental Health Services of HHS, and the Office of Special Education and Rehabilitative Services of the Department of Education are developing joint initiatives to improve the availability of mental health services to children and youth in our schools.

- Health Security has been and continues to be a major concern of this administration. Studies of unemployment among disabled adults continue to show that fears of losing health coverage is a major contributor to disabled people not entering the work force.

Closing

We view this summit as an important opportunity for you to inform us on how we can do our work better for children, youth, and adults with disabilities.

**U.S. DEPARTMENT OF EDUCATION INITIATIVES
ON THE EDUCATION OF CHILDREN WITH LEARNING DISABILITIES**

RESEARCH

The Department has launched a program of research to improve programs and practices for students with learning disabilities. These programs are expanding our knowledge about how to help children with learning disabilities achieve the goals set forth in GOALS 2000.

Some of the research initiatives include:

Effective teaching and planning approaches that meet the diverse needs of children with learning disabilities in the regular classroom and enhance the success of students with learning disabilities in school.

Interventions at the middle school level for students with learning disabilities who are at Risk for School Dropout;

Some examples of what we are learning from these initiatives are:

When adolescents with learning disabilities are taught learning strategies, they perform as well in content areas as their peers;

When teachers use class-wide peer tutoring for elementary-aged students, reading and math scores improve to levels comparable to their class age peers;

When teachers make learning clear, provide guidance and support, encourage and correct, weave new information with information already learned, and review information regularly, students with learning disabilities do learn.

DEMONSTRATION PROJECTS

Since current data indicate that a high percentage of youth with learning disabilities drop out of school, and that youth with learning disabilities who are involved in vocational education are more successful than those who aren't the Department is supporting projects:

To develop alternative educational programs for youth who have dropped out or are at-risk of dropping out of school

To facilitate the inclusion of youth with disabilities in the range of School-To-Work programs, including vocational education.

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

of pages = 2

To LIZ BOWYER	From P. ADELSSTEIN
Dept./Agency	Phone #
Fax # 456-2131	Fax # 5709
NSN 7540-01-317-7368	5099-101 GENERAL SERVICES ADMINISTRATION

And for those who want to attend college:

The Department is supporting model demonstration projects which focus on helping faculty accommodate students with diverse learning styles.

FEDERAL COLLABORATIVE EFFORTS AND OUTREACH

HHS, through NIH and the Department of Education are working collaboratively to sponsor major research on reading and learning disabilities.

Dr. G. Reid Lyon of the National Institutes of Health has addressed Department officials as well as parents, teachers, advocates and special education directors on the focus of his research which includes:

Major new findings related to the identification of reading disabilities in school-age children; implications for diagnosis; restructuring teaching interventions; and new data from longitudinal reading intervention studies.

participation is significantly lower than their non-disabled peers. (14 percent disabled as compared to 53 percent of non-disabled).

- ° The combined effects of higher drop out rates and lower post secondary participation rates result in a relatively high per percentage of adults with LD in low-paying, low-benefit jobs.
- ° When we compare LD students who have done well with those who have done poorly several factors emerge that have a direct bearing on policy. For many students who have done poorly in school, their problems began in the primary grades when they first experienced difficulty in learning how to read. For too many of these children, school systems did not offer help until they were in the fourth or fifth grade. The research which will be presented at this conference will forcefully challenge this practice. Children should be given help in reading when they are experiencing their initial difficulties not two or three years later. We also know that students with learning disabilities at the high school level who do poorly often do not have the type of support within regular education classes they and their teachers need in order for them to be successful. LD students who are successful are more likely to have had support services and are more likely to have had a vocationally oriented (school-to-work) program.

What the Clinton Administration is Doing

- ° We recognize that in order for citizens with LD (or other disabilities) to be successful, fully-participating members of our communities, government must work together across agencies to assure the availability of coordinated services. We are doing much to promote this vision.
 - Improving educational opportunity is critically important. GOALS 2000 seeks an educational system which is based on high standards for all students, and the legislation explicitly includes students with disabilities as part for its vision. **All means All to this administration!**
 - Our Elementary and Secondary Education proposal seeks to provide increased opportunities for schools to restructure to serve a greater diversity of needs.
 - The Department of Labor has joined with the Department of Education in implementing our School-to-Work Opportunities Act which seeks to prepare students for high quality jobs of the 21st century. Again, this legislation is inclusive of all students with disabilities.

OPTIONAL FORM 99 (7-90)

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From P. Adekstein

Phone #

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

of pages 3

To LIZ

From P. Adektem

Dept./Agency

Phone #

Fax #

456-2239

Fax #

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5009-101

GENERAL SERVICES ADMINISTRATION

To Liz

From: Tom Hehir

Briefing on LD

Current Status of Children and Youth with LD

- The estimates of school aged children with LD vary widely (from as low as 3 percent of school aged children to 10 percent) due to definitional and contextual variables. The actual number of students identified as LD by states is 2,248,995 or approximately 5 percent of the school aged population and 50 percent of the school aged population with disabilities.
- LD definitional problems stem from a lack of professional agreement over how to define LD. The easiest way to simplify the concept is to think of LD as unexpected under-achievement; that is, students who should be able to be learning at a normal rate but who are experiencing a marked difficulty in doing so. Most students with LD (best estimates are 80 percent) have as their major problem learning to read, write, and spell. Contextual variables that influence the rate at which children are identified as LD include (1) the level of support the school system provides to children who experience difficulty, (2) desires on the part of the community not to label students as disabled, and (3) resource availability.
- Students with LD have received increased access to education and special education support since the federal special education act (PL 94-142, now referred to as the Individuals with Disabilities Education Act or IDEA) was passed twenty years ago. More than twice as many students with LD are being served by the act than were served prior to its passage. Former students are increasingly being successful in employment and post-secondary education. Employment rates of those who complete high school are approaching the level of non-disabled graduates.

Problems which Bring about the Need for the Summit

has been made in the ld field

- Though we have made progress, we have significant problems we must address across government. Though employment rates are improving for youth who complete high school, youth with learning disabilities drop out at twice the rate of their non-disabled peers (30 percent drop out as compared to 15 percent). And, dropping out is associated with lower employment rates and higher rates of adjudication (The arrest rate for students with disabilities who dropped of school is 56 percent as compared to 16 percent of those who graduated). Further, although students with LD are increasingly accessing higher education their rate of



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

FAX MESSAGE

9/16/94

TO: LIZ

FAX: 202/456-2239

FR: Susan Murray
U.S. Department of Education
Phone: 202/205-8723
FAX: 202/205-9252

2 pages follow

=====

Liz: Please call if you have questions. Also, Tom Hehir (205-5507) is a good resource, as he is co-chairing the program.

Hope this information is helpful in preparing the First Lady's remarks.

Susan

NY & 14th st
1401 NY AVE

entrance 13
on 14th

9th floor

↓ front desk

Learning Disabilities: A National Responsibility
September 20, 1994

① ♦ President Clinton has pledged to work for "inclusion not exclusion, independence not dependence, and empowerment not paternalism" on behalf of disabled people. For children, youth, and adults with learning disabilities, this means opportunities to gain the knowledge and skills necessary to achieve the goals they set for themselves.

=====
Administration Initiatives

♦ I am pleased and proud to note the participation of people across federal agencies at this conference. The fact that Secretary Riley, Secretary Reich, and Secretary Shalala are all here is evidence of this Administration's commitment to meet the life-long needs of individuals with disabilities. (NOTE: The Attorney General's participation is not confirmed at this time).

♦ All of these agencies, and others, will be spearheading initiatives to help learning disabled individuals be full participants in all aspects of school and community life, and to experience better outcomes.

① ♦ For example, in education we are working toward the reauthorization of the Individuals with Disabilities Education Act; improving the quality of education for all students; and looking at ways to help teachers and schools intervene earlier when children experience reading or other problems. To be effective, the help must begin in the primary grades and we are committed to finding ways to help that happen. And, of course, Goals 2000 will help us create a system of education that helps all children, including those with learning disabilities, learn to higher standards.

③ ♦ In health and human services, we are sponsoring major research on reading and learning disabilities through the National Institutes of Health, and coordinating it with our education research.

⑤ ♦ Early in this administration we recognized the need for education and labor to work together to improve access to high quality jobs for all our young people. The new School to Work Opportunities Act includes strong provisions to help insure that people with disabilities are included in this effort. Currently, too many of our learning disabled youth end up being unemployed or underemployed, often in part-time or low-wage jobs without benefits. This Administration is working in brand new ways to improve both academic and employment outcomes.

♦ Through discretionary programs in juvenile justice we are working to improve crime prevention programs for students having problems in school, many of whom have learning disabilities. These young people are at high risk for being in trouble with the law later in life, and the Attorney General is working to improve those outcomes, and also to find better ways of serving people with learning disabilities who are in correctional settings so that they can break the patterns that put them there.

♦ The fact that the people responsible for putting together the program for this summit are from two different federal agencies encourages me, too. Just as we are all benefitting from the NIH research perspective of Reid Lyon and from the education perspective of Tom Hehir, I am hopeful that children and youth with learning disabilities will benefit from our resolve and commitment to work together in new ways.

Some items specific to learning disabilities:

Source: National Longitudinal Transition Study of Special Education Students, U.S. Department of Education

♦ 2.4 million students in our schools are identified as having specific learning disabilities. 29% of high school students with learning disabilities drop out.

♦ For those who drop out, the results are unemployment or underemployment; part-time jobs; jobs without benefits such as health insurance; and dead-ending: never getting past the entry-level jobs.

We must do things differently to improve outcomes:

♦ Improve the capacity of our teachers and classrooms to educate children with learning disabilities. Find out what works, and do it early in the child's school life.

♦ Increase the services and supports available to learning disabled students, in the classroom and in the community.

♦ Increase the range of alternatives and options available. For example, we know that vocational education is positively related to school completion and better post-school outcomes. We don't want to "track" learning disabled students or any others into vocational programs, but that option must be available.

♦ Building on Secretary Riley's initiative, we must promote the development of family-school-community partnerships to increase family involvement in their children's schooling.

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2ND STORY of Level 2 printed in FULL format.

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The Houston Chronicle

September 19, 1993, Sunday, 2 STAR Edition

SECTION: A; Pg. 8

LENGTH: 788 words

HEADLINE: College offers help for students coping with learning disabilities

BYLINE: New York Times

DATELINE: PUTNEY, Vt.

BODY:

PUTNEY, Vt. -- Like their colleagues across the country this fall, the new students at Landmark College greeted their classmates, listened to a convocation address and stood in line to register for classes.

But here, engaging in such rites represented something of an achievement for the students. Many of them had to struggle through their studies at other schools and colleges, where they were misunderstood because of their learning disabilities.

Landmark College is the only college in the country exclusively for students with learning disabilities, such as dyslexia -- a difficulty in learning to read despite adequate intelligence and conventional instruction.

At the convocation ceremony here Sept. 2, Kathryn O'Hare, the mayor of West Warwick, R.I., who is dyslexic, told the 204 students, "'You are fortunate because I remember attempting to go to college when there was no such college. '"

She recalled an adviser in high school who told her parents: "'Don't waste your money on your daughter. She is not capable of handling college work. '" But O'Hare said that with her parents' support, she went on to receive a doctorate in English.

About 6 percent of the population has a learning disability, said Dr. G. Reid Lyon, a neuropsychologist at the National Institute of Child Health and Human Development. One difficulty in determining the exact number is the lack of standard definitions.

"'You can be learning disabled in Virginia and not be in Maryland, because the criteria differ,'" Lyon said.

Recent studies, which have found that people with dyslexia have identifiable neurological differences from people who do not, could help scientists form a clearer definition.

At Landmark, students can take classes for credit and receive an associate degree in general studies after two years, or take

The Houston Chronicle, September 19, 1993

noncredit courses to improve their skills so that they can continue at other colleges. Landmark, which opened in 1985, was accredited two years ago.

Many programs for dyslexic students use books on tape or excuse students from writing assignments, but Landmark uses traditional techniques for improving reading and writing.

"Landmark says that here in college we're not going to bypass the skills; we're going to teach them," said Carolyn Olivier, the director of admissions.

Marlon Harmon, 22, from Kenosha, Wis., was a junior at Morehouse College in Atlanta when his condition was diagnosed as dyslexia after he had seen a guidance counselor about poor grades.

He came to Landmark for a summer session and is staying on this fall. "With the tutors and the small classes I'm finally able to zoom in on the things I did not get when I was going through the system," he said. "I really had anxiety about writing, but I feel that it has receded."

Instead of requiring its applicants to take the Scholastic Aptitude Test, Landmark College asks them for their scores on the Wechsler Adult Intelligence Scale, a series of oral examinations that assesses students' strengths and weaknesses and measures their potential.

The average class at Landmark has six or seven students, and each student meets with a tutor for four and a half hours a week.

Students are required to live in dormitories, where quiet hours and curfews are strictly enforced. For example, doors are locked at 11 p. . on weeknights.

"It's very structured, and that's difficult sometimes," Harmon said. "But it's good because if you ever see yourself falling you know you're in a perimeter and someone else is watching you. They won't let you fall."

Harmon received a scholarship that enabled him to go to Landmark. Tuition is \$ 22,400 this year, and room and board cost \$ 5,200.

Chad Wilson, 23, was a philosophy major at the New School in Manhattan when he decided that he needed help for his attention-deficit disorder. "I led discussions but couldn't produce on paper," he said. "I'd have a simple five-page essay assigned, and I'd come in with 75 pages that I could not organize and pull together."

Wilson said that at Landmark he is not only learning to focus his thoughts and organize his time but also finding out more about learning disabilities. He said he may pursue a career in educational psychology.

The Houston Chronicle, September 19, 1993

Landmark has had a busy first decade. It bought the campus -- a dozen buildings on 125 green acres here in the Connecticut River Valley -- for \$ 600,000 in 1984. The campus previously belonged to Windham College, which closed in 1978.

Gene S. Cesari, the current president, said: "We know our mission. There are 3,500 colleges and universities in the United States, and very few of them can make that statement. "

LANGUAGE: ENGLISH

LOAD-DATE-MDC: September 21, 1993

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3RD STORY of Level 2 printed in FULL format.

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May 30, 1993, Sunday, Late Edition - Final

SECTION: Section 13CN; Page 3; Column 1; Connecticut Weekly Desk

LENGTH: 1536 words

HEADLINE: Connecticut Q&A: Beryl Kaufman;
What 'Learning Disability' Means

BYLINE: By ABBY MARGOLIS NEWMAN

BODY:

LEARNING disability is often termed "the hidden handicap" because it is as frustrating for those who suffer from it as it is difficult for others to discern. "You can look at a person and have no idea they have a learning disability, which is what separates it from other types of handicaps," said Beryl Kaufman of the Connecticut Association for Children with Learning Disabilities.

A native of Bridgeport, Ms. Kaufman has served for the last 16 years as director of the Norwalk-based association, which is celebrating its 30th anniversary this year. During her tenure, membership has more than doubled and sources of financial support have increased measurably.

One of her proudest accomplishments at the association, she said, is the development of the Learning Disabilities-Attention Deficit Disorder Resource Center, which has grown in the last several years into an extensive reference library and bookstore for parents, students and educators and other professionals. The center is the only one of its kind in Connecticut. Ms. Kaufman said she had received requests for materials from as far away as Japan and Israel.

Ms. Kaufman recently discussed the educational and practical role the association played in attempting to combat learning disabilities. Here are some excerpts from that conversation.

Q. How do you define a learning disability?

A. According to the National Center on Learning Disability, an estimated 10 to 15 percent of the United States population has some form of learning disability. Learning disability is the term used to describe a variety of difficulties that interfere with a person's ability to store, process and produce information. They are neurological in origin and they affect both children and adults. They can be quite subtle or mild, and have very little impact on a person's ability to function, or they can be quite severe.

Learning disabilities have nothing to do with intelligence; to be identified as a learning-disabled person you must have average or above average intelligence. Many people who are very gifted and talented have learning disabilities including celebrities like Cher, Tom Cruise, Robin Williams and Magic Johnson.

Q. What are the most common types of learning disabilities?

A. The ones that we hear about most are dyslexia, which is difficulty with reading; dysgraphia, which is difficulty with handwriting, and dyscalculia, which is difficulty with math. There is an increasing amount of interest in and concern about the nonverbal learning disabilities which involve an individual who may be very bright, who may not have a problem with reading, writing, spelling but the disability impacts on his organizational skills, his interpersonal relations and his ability to get along with others.

Q. What effect do learning disabilities have on daily life?

A. No two people manifest learning disabilities in the same way, which makes them difficult for teachers and diagnosticians to identify. They create a gap between a person's potential and his or her day-to-day performance, and that is what causes so much of the confusion. It's confusing and frustrating for the child who can't learn as quickly or in the same way that his peers or siblings are learning; it's confusing for the parents because it is so complicated, and it's confusing for the professionals who are working with the child.

Learning disabilities can affect writing, speaking, spelling, memory, listening, math, thinking, directionality, perceptions, motor coordination and social skills.

Q. What is attention-deficit disorder?

A. Attention-deficit disorder is a neurobiological disorder caused by the underproduction of at least one type of brain chemical. It causes short attention span, easy distractibility, impulsive behavior, disorganization and, frequently, hyperactivity. Although everyone with a learning disability doesn't have A.D.D., about 40 percent of those who have it also have a specific learning disability.

Q. Is there any way to cure a learning disability?

A. There are no easy answers, no quick fixes, no overnight miracles. It takes time and patience. The most important things are early identification and appropriate intervention. Sometimes some very simple changes can make a world of difference for a child. If it's a mild disability, a simple thing like having the child sit in the front row so he can focus on the teacher can make all the difference in the world. Or, using a tape recorder, so the child can focus on what the teacher is saying.

Q. Do learning-disabled children grow out of their disabilities? Do they necessarily become learning-disabled adults?

The New York Times, May 30, 1993

A. Learning disabilities are always there. But many people learn to compensate for the learning disability. If they've had early intervention and good help along the way, many of them do just fine and turn out to be very successful people. Many of them learn to avoid their area of weakness and to tailor careers toward their strengths instead. For some, it can be devastating and have a major impact throughout their lives; for others, it can be very minimal and never really impede their progress. There is so much more now known about learning disabilities, there is a lot more hope than when I started in this field.

Q. How do you identify a learning-disabled child, and how early is this possible?

A. Learning disabilities can be identified as early as preschool age. Most of the calls we get are from parents of school-age children, because that's when it becomes apparent, when academic demands are made of them and they can't meet the demands. Some of the indicators are reversals in writing or reading, poor visual-motor coordination, slowness in completing work, poor organizational skills, being easily confused by instructions, difficulty with problemsolving, poor memory, poor social judgment, and lags in developmental milestones like motor or language skills. School systems are reluctant to identify children too early, because sometimes it might be a developmental issue, they may later gain the skills they need, so it may not be a learning disability.

Q. How can parents best help their learning-disabled children?

A. When we ask learning-disabled adults to tell us some of the things that helped them along the way, most of them talk about very supportive parents who understood that they were struggling. You have to keep reminding them that they are not dumb -- that they are intelligent, that they can learn, but it's going to take them longer and they'll have to work harder. I always tell parents that the most important thing they can do to help their child is to become as informed as possible about their child's disability.

Q. How do learning disabilities restrict people in different phases of life -- as children, teen-agers and adults?

A. You can't generalize, it depends on the person. If a child has academic problems, he may have problems all throughout school. If his social skills are affected, that can be very difficult for him. He can be very lonely, isolated, never invited to birthday parties or whatever; and it's difficult for the child and for the parents seeing their child being rejected. The association was instrumental in opening the college doors in Connecticut to the learning disabled. Any college that gets Federal funds must accommodate handicapped students, and learning disabilities are considered a handicap. Whereas for a physically disabled student, special accommodations may mean a handicapped ramp; for the learning-disabled student this may mean extended time for exams, taking an oral exam rather than written, or allowing a tape recorder in class.

The New York Times, May 30, 1993

In professional life, it depends on what is required in a particular job. One area of concern is the whole workplace literacy issue. There are many adults in the workplace who have this problem, it's never been identified, they've never gotten any help, and it's held them back. We hear from adults often that they are unemployed or underemployed; these are bright people but may not be able to do one aspect of a job and their employer may not understand.

Q. What are the biggest hurdles learning-disabled children and adults face?

A. So many unthinking, uneducated adults say and do things that are so hurtful to children along the way. They say, "You could do it if you tried -- try harder." But they can't, and it's awful for a kid to feel that they're doing the best they can do, and have adults in their lives tell them they're not working hard enough. That can be very damaging; it plays into their loss of self-esteem, and stays with them throughout life.

The thing to remember about children and adults is that they can't help this. I don't think that any of us who don't have a learning disability can understand the pain, the shame that's involved. They bring a lot of emotional baggage to their lives as adults because they have had a lot of negative experiences in growing up. I remember a teacher once said to me, "These kids work twice as hard and can only accomplish half as much." Learning-disabled adults deserve our admiration for what they have been through to get where they are as adults.

GRAPHIC: Photo: Beryl Kaufman, of the Connecticut Association for Children With Learning Disabilities. (Carl David LaBianca for The New York Times)

LANGUAGE: ENGLISH

LOAD-DATE-MDC: May 30, 1993

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July 27, 1994

SECTION: NATIONAL DESK

LENGTH: 3867 words

HEADLINE: Remarks by President at Celebration of Americans with Disabilities Act Fourth Anniversary

CONTACT: White House Office of the Press Secretary, 202-456-2100

DATELINE: WASHINGTON, July 27

BODY:

Following is a transcript of remarks by President Clinton at the celebration of the fourth anniversary of the Americans with Disabilities Act

The South Lawn 11:08 A.M. EDT

THE PRESIDENT: Thank you very much. It is wonderful to see this sea of Americans here at the White House today. Senator Harkin and I were back there talking, and he was beaming because he had so much to do with the ADA. And I was listening to the First Lady and to Tipper and to the Vice President give their fine speeches and they were all so good, I was wishing I could just sit there and not have to say anything -- (laughter) -- enjoy the day and welcome you here.

I thank especially the members of Congress who are here -- Congressman Hoyer, Congressman Fish, Congressman Major Owens and Congressman Goodling. (Applause.) Thank you for being here, sirs. Two who are not here because they're on the Hill working, I want to mention -- Senator Kennedy and Congressman Jack Brooks who worked so hard on this. (Applause.)

I thank former Congressman Tony Coelho who's done a magnificent job as Chair of the President's Committee on Employment of People with Disability. (Applause.)

I thank all the people who are here on this stage. And I want to say something today about the spirit of bipartisanship. I will say more later, but I would remind you that it would be wrong for the day to go by without pointing out that this Bill was signed into law by my Republican predecessor, President Bush, and I thank him for doing that. (Applause.)

I'd also like to introduce three young people from Gallaudet University who are here who are part of one of our administration's most important initiatives and an illustration of why we have to keep working to open the doors of opportunity to all Americans. They are Jennifer Nasukowitz (phonetic), Amy Hopkins and Madeleine Frederickson (phonetic). I would ask them to stand. (Applause.)

They are completing their training to be participants in the firstclass of our national service program, Americorps. (Applause.) Beginning this September, they will be part of 20,000 young Americans who will be working to help to reclaim our sense of national community. They'll be working to help reclaim the natural beauty of the Chesapeake Bay. And

together, they'll be working to revolutionize our sense of what we can do together. And in return, they'll get a little bit of help to continue their education.

You know, as the Vice President said, when we went across thiscountry and sought the opportunity to serve here, our slogan was, putting people first. What that meant to me was pretty simple as we hurtle toward the next century, as we come to the end of the Cold War, we owe it to our people to do some basic things. First of all, to try to create a world of greater peace and prosperity -- that's what we've been about here the last two days with the King of Jordan and the Prime Minister of Israel -- (applause); second, to restore the American economy; third, to rebuild our American community with stronger community, stronger families; fourth, to empower all Americans to live to the fullest of their God-given abilities and to expect them to assume the responsibility to do so. (Applause.)

We are at a moment in history when our values -- what we believe ismorally right -- and our interests -- what is clearly good for us in a tangible material way -- are one. We do not have a person to waste -- (applause) -- and that is why we are here today to rededicate our selves to an America where every man, woman and child can reach the fullest of their God-given potential.

Like every civil rights law in our history, the Americans withDisabilities Act is just that. It's about potential; it is not a handout. It stands for what's best in our heritage -- empowering Americans to build better lives for themselves. And that tradition, I pledge as your President, to see that this Act is fully implemented and aggressively enforced in our schools, our workplaces, in government and in public places for the benefit of all persons with disabilities -- the blind and visually impaired, the deaf and hard of hearing, persons with mental retardation, persons with mental illness, persons who are mobility impaired -- all people who have problems that can be overcome; that's what this Act is about. (Applause.)

We must move from exclusion to inclusion, from dependence toindependence, from paternalism to empowerment. (Applause.) Your future and the future of those whom you represent is at the heart of my vision for America. In every aspect, consider this: if our goals here at home are to restore our economy, to rebuild our American communities and to empower individuals, how can we achieve them unless you are part of all of them? Look at the progress which has been made and look at where we have to go.

In the last 18 months, we have passed a bill cutting the deficit byrecord amounts, reducing the federal government to its smallest point since John Kennedy was President, having three years of deficit reduction for the first time since Harry Truman was President; and it's produced 3.8 million jobs and a 1.5 percent drop in

the unemployment rate. But we've got a long way to go. (Applause.)

We've got a long way to go because millions of Americans with disabilities could be working and contributing if this society opened it to them. (Applause.) We are working up here to strengthen our American community. Congressman Brooks, today, is back in the Congress working on the crime bill, which will put more police officers on our street and ban assault weapons and toughen sentences, but also give our children something to say yes to. There are billions of dollars there to invest in programs to get kids out of trouble before they are too far gone. It will rebuild our American community.

But how can we be a community if millions of you are isolated from our common life and our common purposes? We can never be an American

community. (Applause.)

The Secretary of Education is working to implement the most important empowerment agenda of all. Along with the Department of Health and Human Services and others, we are trying to implement a lifetime education system starting with Head Start for all children who need it and going through lifetime learning for people when they change jobs in the workplace. But how can this work unless you are part of the empowerment agenda of America, we will never be fully empowered. (Applause.)

So, I say to you, if our job is to put people first, to rebuild the economy, to strengthen our communities, to empower our people, we cannot do that job unless you walk every step or ride every step or get there however you can. We need you. And without you we cannot do it. (Applause.)

In this global economy, as the Secretary of Labor never tires of telling me, the only thing we have that nobody can take away from us is the mind and the heart and spirit of our people. (Applause.) That's good news. It means the mind of our people and the spirit of our people can be used sometimes without lifting large weights or doing great physical labor. It means we can open the possibility of employment to more people. But it also means if we really want to win for all Americans, we must believe and act on the premise that we do not have a person to waste. (Applause.)

When I was first elected governor — it seems like 100 years ago now — but back in the late '70s before the Americans with Disabilities Act came along — of the 50 or so people that worked in my office, three were blind. I got to the point where I didn't notice because they were just great employees. It struck me as crazy for them not to be part of a workforce they could contribute to. Today I have had the honor of appointing 44 outstanding people with disabilities to important jobs in our government — (applause) — including Judy Human who's here with me today, the Assistant Secretary for the Office of Special Education. (Applause.)

She had to fight for her first job as a teacher. She's fought for disability rights for her entire life. Now she's fighting for the future of every child in America. I say that to make this point. We have not appointed a single, solitary person because of their disability. They have all been appointed because of their ability to serve the American people. (Applause.)

Why is this health care issue so important to this agenda. There are many reasons.

We're the only country in the world that's going backwards in health care coverage with an advanced economy. A few years ago, 88 percent of our people were covered, now we're down to 83 percent. In the last five years alone, over five million Americans have lost their health insurance coverage. That is very troubling. We're spending too much money to get too little -- throwing billions of dollars away on paperwork and bureaucracy every year so that we don't have the money we need. Look at this Cabinet behind me -- to fight drugs, to take care of veterans health care needs, to build a transportation network for the 21st century, to spend on education and training programs, to spend on the needs of the poor and to fight crime. That's just the Cabinet members behind me. Why? Because we are holding all spending flat while health care spending explodes -- not for new health care, more money for the same health care.

But most of all, it is a human problem. The other day in Western Pennsylvania, I was introduced by two women; one, a mother of five children who had become ill and she and her husband lost their health insurance and

all their children; the other, a 62 year- old woman who had been a dairy farmer all of her life -- seven-day-a- week work, no slacking in that business. And she finally had lost her health insurance, at the time in her life when she needed it most. And if you look out at this sea of people and all those whom you represent, the fact that the health insurance system of America discriminates against millions of people because of their disabilities, or because they have had serious illnesses, or because they are too old, when they switch jobs or when their employer gets in trouble; and the fact that it is wildly discriminatory against small business, which is creating most of the new jobs in this country, but paying 30 or 40 percent more for health insurance than those of us in government or working for big businesses do -- all these things are keeping us from putting every person's talents to use; and especially, especially, the disabled Americans who could be in the workforce if their employers could afford to provide them health insurance. (Applause.)

The people who fought for the Americans with Disabilities Act understood that. They originally had health care reform in the Act, and it had to be dropped, because they knew that this bill would be delayed for years if it had to deal with the difficult and complicated and politically explosive issue of health care reform. But I tell you, my fellow Americans, now is the time to act and to go forward and to finish the work that was done in the beginning six years ago. (Applause.)

AUDIENCE: Now! Now! Now!

THE PRESIDENT: Now is the time.

AUDIENCE: Now! Now!

THE PRESIDENT: There are those who say, well, we can just reform the insurance laws and say everybody's entitled to insurance and everybody's entitled to take it from job to job and subsidize the poor more.

Let me tell you, we do that, we will cut Medicare for the elderly; we'll do a little more for the poor in the short run; we'll do nothing to help people be part of the working middle class, because what will happen is insurance premiums will go up, coverage will go down, small businesses on the margin will stop covering, and people who wish to be part of the working middle class will have fewer, not more, opportunities to work and live to the fullest of their capacities.

We do not want to create a system where the only way you can have health care is if you are poor and go on welfare, if you go to jail, if you go to work for a big employer or the government, or you are wealthy. We want a system that covers everybody so you can be what you want to be. (Applause.)

Let me tell you that for over a year – and in my case, as a citizen of this country and when I was a governor for now more than four years – we have pursued every avenue, we have examined all evidence, we have solicited every suggestion for how to provide this kind of opportunity and security for all Americans. I have seen no one yet who has come up with a better idea than shared responsibility between employers and employees for private health insurance in our private health care system. (Applause.) It already works for most families; that's the way most families are covered. And in the state of Hawaii, it works for all families. In Hawaii, for 20 years, there's been a requirement for shared responsibility for private insurance between employers and employees.

And whenever I bring this up, people say, well, yes Mr. President, but in Hawaii, everybody goes there because they want a vacation. It's sunny and people are healthier there. Everything is more expensive there,

so what difference does it make if health insurance is more expensive – everything costs more. Look at the facts.

First of all, 20 percent of the people in the health system in Hawaii are poor native islanders. Secondly, health insurance is the only thing in Hawaii that is not more expensive than anywhere else in America – it's 30 percent cheaper for small businesses than the average cost of health insurance in America because everybody pays and no one avoids their responsibility. And the people are healthier because they have primary and preventive care like the First Lady was talking about. (Applause.)

As has been pointed out, somewhat embarrassingly to them, there are many American companies now in the forefront of the fight against universal coverage who provide coverage to all their employees when they open businesses in other countries and they do just fine. And they can do just fine here, too.

What is different about this moment in history? Well, I'll tell you what's different – for the first time ever, you have the American Medical Association –

THE AUDIENCE: You're here. (Applause.)

THE PRESIDENT: Thank you. Thank you. Somebody was whispering, what's different at this moment in history is the President's crazy enough to take on this

fight. (Laughter.)

No, what is different? This time the American Medical Association, the American Association of Family Practice, the pediatricians, the American Nurses Association, the medical schools of the United States, the American Association of Retired People, the AFL-CIO and an association literally, literally, of hundreds of thousands of small businesses and many of the biggest businesses in the country, as well as a majority of the American people all have agreed that the best way to do this is to have employers and employees share the responsibility for buying private insurance.

Now, how are we going to do it? Let me say that I desperately want a bipartisan bill. I have reached out to members of the other party. This bill passed with a bipartisan majority. At one point, two dozen Republican senators supported Senator Chafee's bill for universal coverage. But every time I have reached out, they have moved further away. I feel like I keep reaching out. I wish we were in a car and they would eventually run up against the door and have to come back to my way – (laughter) – because I keep reaching out.

Let me say that 22 years ago – 22 years ago – a Republican President, Richard Nixon, and one of the incumbent Republican Senators from Oregon, Robert Packwood, offered a bill to require employers and employees to share the responsibility for private health insurance. If it was a good idea 22 years ago, it is a better idea today when things have gotten more difficult in terms of cost and coverage, and we ought to do it. (Applause.)

Now, let me say – you heard the Vice President with that quote from the Republican consultants – let's send them home empty-handed. We've done that a lot, you know. We've done that a lot. It took five years to pass the ADA. When I showed up in town here, it had taken seven years until we could finally pass the Brady Bill last year – seven years. (Applause.) Seven years. Seven years until we could finally pass the Family and Medical Leave Law last year – very important to you. (Applause.)

Seven years until we could finally get the worldwide trade agreement that will add a half a million jobs in America between now and

the end of the decade. (Applause.) A lot of times, if you want bipartisan consensus on a tough issue, it takes forever. But I tell you, we dare not wait longer. For 60 years, Presidents of both parties have known we should cover all Americans. We now see health care costs going up, and the only government spending going up is in health care while we are desperately trying to bring this deficit down and invest in our future. And we know that in only five years, 5 million Americans have lost their coverage.

We are at an historic moment. For the first time ever, there are bills on the floor of both houses of the Congress that will give Americans health care. We must say we don't care about politics. There are Democrats and Republicans and Independents in this audience. There are people here today who voted for all three people who ran for President last time. I do not give a rip what your politics are, but I do want you

to have health care so you can contribute to America's future. (Applause.)

AUDIENCE: Health care now! Health care now! Health care now!

THE PRESIDENT: That's right. Let me say this. I love these chants, but this is what often happens in our society -- we're all here preaching to the saved. (Laughter.) And I ask you -- I ask you to go to the Congress with a simple message, and to go back home to your communities with a simple message -- let us discard politics, let us put people first, and let our focus be simply this: what will work?

I have no pride of authorship. Nothing would please me more than if somebody else's name, 100 names, 400 names, 500 names in both houses of Congress would be on a health care bill, but we dare not do something which holds out false hopes. Let's do what works, let's complete the work of the Americans With Disabilities Act. Let's say to the whole world, this is one country that knows we don't have a person to waste, and we're going into the next century with all of our people, arm in arm.

God bless you. Thank you very much. (Applause.)

END 11:31 A.M. EDT

LANGUAGE: ENGLISH

LOAD-DATE-MDC: July 27, 1994

1ST STORY of Level 1 printed in FULL format.

Copyright 1994 Denver Publishing Company
Rocky Mountain News

September 15, 1994, Thursday

SECTION: SPECIAL PULLOUT; Ed. F; Pg. 5L

LENGTH: 814 words

HEADLINE: Spotting the signs of learning disabilities

BODY:

Up to 10% of the population is learning disabled to some degree, says Mark Griffin, chairman of the Professional Advisory Board for the National Center for Learning Disabilities. Yet students with learning disabilities make up well over 40% of all youngsters in special education.

Learning disabilities are often called "hidden handicaps," because there may be no outward sign of a disability. People with learning disabilities are usually intelligent with some impairment in their ability to understand, remember, retrieve or express information. These individuals have a unique set of learning difficulties that will always be present in their lives. Fortunately, they can learn to cope with the problem.

Unfortunately, people with learning disabilities are often wrongly accused of being lazy, irresponsible and unmotivated. Often a person with a learning disability demonstrates high aptitude and achievement in one area, but performs poorly in another. Characteristics of learning disabilities

There are behaviors that may indicate the presence of a learning disability. However, these characteristics can be misleading. Only an expert can determine if a learning disability exists. Hyperactivity

Moves continually / restless

Talks a lot, frequently with incomplete thoughts

Appears to be unable to relax

Displays poor motor coordination

Appears to be moody Hypoactivity

Reacts slowly

Works slowly, sometimes sits and does nothing

Does not look people in the eye

Seems unemotional

Stays with a task, even when finished Attention problems

Daydreams

Rocky Mountain News, September 15, 1994

Seems confused

Has difficulty concentrating

Seems bored / uninterested

Fails to finish lessons / projects

Makes careless mistakes

Uses poor work habits

Is disorganized

Is easily distracted by others, by noise or by any activity Impulsiveness

Acts without thinking and is unconcerned about consequences

Speaks at inappropriate times

Says one thing and means another

Does not work well independently

Does not stay with a task General

Does not interpret correctly what others say

Is clumsy

Misunderstands social cues and nonverbal communication (stands too close to people during conversation, does not know when or how to end a conversation, etc.)

Exhibits memory problems

Displays poor decision-making skills

Displays poor fine motor skills (handwriting, needlework)

Uses poor social skills

May confuse left / right, up / down, east / west

Has difficulty being on time for work or appointments

Procrastinates

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LANGUAGE: English

LOAD-DATE-MDC: September 16, 1994

11TH STORY of Level 1 printed in FULL format.

Copyright 1992 Times Newspapers Limited
The Times

October 26, 1992, Monday

SECTION: Home news

LENGTH: 208 words

HEADLINE: Rix relaunches Mencap to conquer prejudices

BYLINE: By Ruth Gledhill

BODY:

SOCIETY is still ill-informed in its perception of the needs of mentally handicapped people and their families, according to Lord Rix of Whitehall, chairman of Mencap.

Lord Rix, writing in mencap news, published today, says that in nearly 50 years Mencap has notched up some remarkable achievements, but recent research by the charity shows society has remained prejudiced. He predicts an "uphill battle" to bring the rights of people with learning disabilities to the forefront.

Mencap the Royal Society for Mentally Handicapped Children and Adults is today relaunching itself in an attempt to regain its campaigning image and improve the status of mentally handicapped people in society. Mencap is concerned that, while attitudes to women, race and minority groups have changed, the public still holds fast to old prejudices about people with learning difficulties. The charity is consigning its former logo of "little Stephen" to history.

The weepy-looking little boy is universally despised by people with learning difficulties and has perpetuated the pathetic "begging bowl" image to the detriment of the charity, according to mencap news. The new logos have photographs of mentally handicapped people looking positive.

LANGUAGE: ENGLISH

LOAD-DATE-MDC: October 27, 1992

DATE: SEPTEMBER 16, 1994

CLIENT:
LIBRARY: NEWS
FILE: CURNWS

YOUR SEARCH REQUEST IS:
CHILDREN WITH LEARNING DISABILITIES
AND ACHIEVEMENTS
AND ATLEAST3 (DISABLED CHILDREN)

NUMBER OF STORIES FOUND WITH YOUR REQUEST THROUGH:

LEVEL 1...	437	LEVEL 2...	47	LEVEL 3...	6
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4TH STORY of Level 3 printed in FULL format.

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Journal of School Health

March, 1993

SECTION: Vol. 63 ; No. 3 ; Pg. 158; ISSN: 0022-4391

LENGTH: 2084 words

HEADLINE: Using a student-constructed baby model to teach health subjects to learning disabled children; Health Service Applications

BYLINE: Martinez, Melissa ; Girardi, Nona ; Seeger, Kerrie

BODY:

Learning disabled children in economically disadvantaged, inner city elementary schools face enormous challenges. First, children of low socioeconomic status encounter challenges such as poor health, violence, and social stress.¹ These problems are compounded by living with a learning disability which often leads to secondary emotional and behavior problems.^{2,3} For example, Meklekian² contends socioeconomic status can influence development and aggravation of dyslexia in predisposed children. Children with learning disabilities also have lower self-esteem, poorer social skills, and higher rates of behavior problems than nonlearning disabled peers.³

Education is critical for helping these students overcome these challenges. To assist in educating a class of moderately learning disabled fifth grade students, a teaching technique involving construction of a "baby model" was developed. The models, constructed by students, were well-received by student and provided an effective catalyst for teaching a variety of health subjects. The models also helped the children identify and vent emotional and psychological problems.

East San Jose Elementary School is located in a predominately Hispanic, economically disadvantaged neighborhood of Albuquerque, N.M. Students are 90% Hispanic, 3.6% Anglo, and 4.5% Black.⁴ In 1985, the average family income was at the poverty line of \$ 12,800.⁵ Thirteen percent of students attended fulltime special education classes.⁴ The school and the neighborhood have many inner city problems including high rates of substance abuse, violence, child abuse, and latchkey children.

Because of the University of New Mexico's emphasis on Community Oriented Primary Care, medical students and residents work one-half day a week in a community outside of University Hospital. They assess community needs and work with the community to improve the quality of life through community organization, research, and teaching as well as direct patient care. As part of the community outreach program, a group of Family Practice faculty, residents, and medical students from the University of New Mexico visited the school one-half day each week. At the teacher's request, they taught health-related subjects in a moderately learning disabled fifth grade class.

Students in the class had diverse backgrounds and problems, but all demonstrated a significant disorder in the essential learning process. Some students had difficulty with reading, writing, spelling, or math. Most

students had difficulty in more than one area. All were thought to possess at least average intelligence. The National Advisory Committee on Handicapped Children excludes children with environmental disadvantage from its definition of learning disabled.⁶ However, in this class it was difficult to determine if learning difficulties were due to social and environmental influences, a central nervous system dysfunction, or both.

During the initial session, four problems were noted. 1) Students had difficulty communicating. Their reading, writing, and in some cases, listening skills were not adequate to enable them to learn from conventional teaching techniques. 2) Students were deficient in several areas of practical knowledge important to survival in their rough environment. For example, they did not know how to call 911 for emergency help or how to plan and prepare even simple meals. 3) Seventy-five percent of students were "latchkey kids" at home alone for various amounts of time, and many baby-sat younger siblings. 4) All the students expressed interest in babies. They asked questions related to babies no matter what topics were being discussed. For example, if the topic involved drugs, questions like "What will happen to the baby if the mother takes drugs?" were asked.

Because of the interest in babies, a curriculum based on use of baby models was developed. The baby models, which were constructed by the students, served as a catalyst for teaching several topics. A curriculum covering basic anatomy and physiology, safety, hygiene, diet, and care of babies and small children was developed. The curriculum was used each Monday morning for 16 consecutive sessions for one to two hours. Students constructed the models from colored butcher paper shells that were stapled and filled with newspaper. Two-dimensional representations of internal organs were put inside the models in correct locations. Basic anatomy and physiology were taught as part of the construction process. Subsequent sessions served as teaching sessions with the models as catalysts. For example, diet was introduced by asking students to think of foods that would be good and bad for their babies. Care was taken to always call the baby models "baby models" and not "dolls" to avoid offending male students. Most teaching sessions included an introduction, small group sessions, individual student presentations, and homework assignments. Sessions were flexible and varied with student interest.

RESULTS FROM THE PROJECT

The baby models were well-received by both male and female students. Though objective studies were not carried out, parents and teachers reported students gained knowledge. Students were consistent in answering correctly review questions involving previously presented topics. In addition, the number and nature of questions asked by students suggested an understanding of the subject matter. At year's end when students were asked to name subjects they felt they knew well enough to present to next year's class, 90% chose subjects that had been taught as part of the baby model teaching sessions.

In addition to providing a teaching tool, the baby model proved useful in unexpected areas: models helped identify troubled students, models allowed students to express feelings they otherwise could not express, and models helped students and medical students understand the problems faced by the students.

Students determined the age, gender, and persona of their model. Appearance and persona was highly individual. One model resembled a "ninja turtle" with

green skin and a bandanna over its eyes. Many models were assigned ages close to that of the student who constructed them. A model, made by a student whose father was in prison, had tears on its face to signify the family's suffering. One model stood out. It was highly deformed with one lower and one upper extremity missing and a very sad face. The appearance of this model prompted an investigation into the psychosocial aspects of this child's life. Investigation revealed it was made by a sexually and physically abused student.

The baby models provided a nonthreatening outlet for students to express their feelings. During one session, a student was asked, "What can you do to protect your baby?" This student, who had been physically and emotionally abused, answered, "Kill it so that he doesn't have to suffer."

IMPLICATIONS OF THE PROJECT

The models were fragile. The butcher paper often fell apart or tore requiring taping and restapling. Many students joked that by the end of their sessions, the models resembled mummies. Two models made of cloth and one made from grocery bag material were more durable. Another potential problem included the possibility that anatomically correct models would offend adults. In this class, students did not choose to give their models genitals. Questions regarding anatomy or reproduction were answered honestly and in a straightforward manner. However, the models could be used to teach human sexuality education to students.

Despite some problems, the technique of using student-constructed baby models was well received by students. The technique caught the students' attention and helped overcome some communication difficulties. The teacher, parents, and even the students felt they were able to learn from this approach. A similar approach, using anatomical dolls to teach students about their internal bodies, has been reported. Vessey⁷ found the anatomically correct model superior to two-dimensional drawings in teaching internal human anatomy. Both the students' baby models and Vessey's anatomically correct doll allowed a hands-on direct visualization of the basic principles of anatomy. Such direct, hands-on experience allowed students in the learning disabled class to overcome their communication difficulties.

The baby models also had the advantage of providing a less judgmental forum for discussing sensitive issues. For example, it was much less threatening to talk about how the baby models need to have their hair brushed and avoid drugs and junk food than to talk directly to students about these issues. One important area for this application involves child sexual abuse. Studies show elementary school children how they can learn child abuse prevention concepts.⁸ The models could serve as an indirect nonthreatening catalyst to teach these concepts.

Another element in the success of the baby models involved use of a subject of interest to students (babies) as a catalyst to teach other subjects. The exact reason for the students' heightened interest in babies is not clear. Most students had been exposed to babies. Some had younger siblings or a few had teen siblings with young babies. Perhaps the curiosity was an outgrowth of this exposure. The curiosity also may have been an expression of an early interest in human reproduction.

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March 10, 1994, Thursday

SECTION: CAPITOL HILL HEARING TESTIMONY

LENGTH: 10289 words

HEADLINE: TESTIMONY MARCH 10, 1994 DIANA AUTIN MANAGING ATTORNEY ADVOCATES FOR CHILDREN OF NEW YORK INC. HOUSE EDUCATION/SELECT EDUCATION AND CIVIL RIGHTS REAUTHORIZATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

BODY:

TESTIMONY

ON THE

REAUTHORIZATION OF THE

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

PRESENTED TO THE

U.S. HOUSE OF REPRESENTATIVES

COMMITTEE ON EDUCATION AND LABOR

SUBCOMMITTEE ON SELECT EDUCATION AND CIVIL RIGHTS

BY

DIANA MTK AUTIN, ESQ.

MANAGING ATTORNEY

ADVOCATES FOR CHILDREN OF NEW YORK, INC.

MARCH 10, 1994

TESTIMONY

Advocates for Children of New York, Inc. is pleased to have this opportunity to present testimony addressing the questions about special education raised in this public hearing before the U.S. House of Representatives Committee on Education and Labor Subcommittee on Select Education and Civil Rights.

For twenty-three years, Advocates for Children has assisted parents and children to obtain appropriate educational services in New York City public schools. We represent 2,500 clients and train 4,000 parents and professionals each year to advocate on behalf of their own children. We also identify systemic problems; research the causes of those problems; and engage in public policy negotiations to overcome them. AFC has consistently urged the school system to better address the needs of children in general education, avoid inappropriate placements in special education, and provide high quality

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special services for children who need them. Our most recent report, *Segregated and Second-Rate: 'Special' Education in New York*, is based on our significant experience representing parents and children in individual special education cases, as well as our status as co-counsel for plaintiffs in the *Jose P. v. School* class action litigation. The report identifies the extent, causes, and devastating impacts of segregation in second-rate special education programs in New York and explains the rationale for inclusion. It also describes effective strategies for change, and presents specific recommendations to move toward a more inclusive, successful special education system. My testimony briefly summarizes the report's findings and recommendations.

In 1991, almost 2.2 billion dollars was spent to maintain New York City's special education system. Sadly, many of the over 130,000 students in need of special education services received a second-rate education that failed to prepare them for future life.

Segregated Settings

Despite federal and state legislation requiring that students with educationally disabling conditions be educated in the least restrictive environment (LRE) appropriate to their needs, New York City and State trail the nation in the provision of services in mainstream settings. Over 13% of all New York City students receive special education services as compared to 10% nationwide. 65% of these students are placed in segregated settings. The United States Department of Education has found New York State out of compliance with the LRE requirement, a status potentially jeopardizing receipt of federal aid.

In educating disabled students, New York City and State have failed to preserve the basic principle that all children have the right to learn together. All too often, disabled children end up in separate buildings and/or classrooms because schools lack more integrated programs, the schools provide intensive services only in restrictive settings, or administrators simply find segregated placement convenient.

P.S. 721 in New York City, visited by Department of Education monitors in 1989, exemplifies the failure of public schools throughout New York to provide social and academic interaction between disabled and non-disabled students.

Although P.S. 721 stands only blocks away from a general education school building, it furnishes no opportunities for the students in its Specialized Instructional Environment V (SIE V) program to interact with nondisabled peers.

This special education service category is designed to prepare students for semicompetitive employment. In explaining the lack of social integration and, thus, the school's reasons for ignoring the federal mandate set forth in Section 300.227, teachers responded that disabled students would not be accepted by nondisabled students, don't have good verbal skills, are easily frustrated, would need the assistance of paraprofessionals, and would "just be isolated." These statements were made freely, in apparent disregard of the fact that they revealed noncompliance.

This and other information contained in *Segregated and Second-Rate* indicates that New York City over-refers and over-recommends children to a segregated special education system that fails to provide adequate academic instruction to enable children to return to less restrictive settings, be

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Social Gains

These academic gains, while impressive, are only part of the picture. Research investigating the social development of children with disabilities clearly establishes that inclusion in general education stimulates social development, while segregation retards it. Numerous studies of students ranging from moderately to profoundly disabled have found positive gains in self-esteem, behavior, emotional adjustment, and ability to cope with negative social circumstances. Integrated children also improved in their ability to accept help from others.

Just as importantly, the integration of students with disabling conditions cultivates social awareness and sensitivity in mainstream general education students at the same time that it increases the social competence of disabled students. In creating classrooms which realistically reflect the world outside the school walls, integrated programs better prepare all students for life in a diverse society.

Further, upon entering the world beyond school, students with disabilities benefit tremendously from the social competence and knowledge acquired in integrated programs information and skills that are essential for productive employment.

Administrative Gains

Effective inclusion promises other constructive changes in education systems.

* General and special educators could share their expertise, collaborate on strategy, and design and implement comprehensive learning strategies for students with and without disabilities, including students at-risk of academic failure.

*Special educators and clinicians could spend less time determining classification and eligibility of students for special education programs and more time actually instructing them. * Funds could be utilized more efficiently. If schools fully include students with disabling conditions in general education classrooms, they can better utilize resources and programs which they often duplicate in special and general education classrooms.

Administrative Obstacles to Quality. Supported Inclusive Education

Despite these benefits, there are many systemic barriers to quality, supported inclusive education in New York and across the country.

New York State Barriers

New York State statutes and regulations contribute to schools' and districts' oversegregation of disabled children into failing special education programs.

One major barrier is the State's special education funding formula which offers low reimbursement rates for integrated placements, a narrow continuum of services for special education within the general education classroom. and too few program options between levels of service. In presenting districts with

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few viable options for including students with disabling conditions, New York's reimbursement formula in effect promotes their segregation.

The formula fails to take into account the actual costs of placements. While "push-in" services in mainstream classes may cost as much as a more segregated program, the reimbursement is significantly less. Thus, school districts have little incentive to devise and implement integrated programs.

No federal statute or regulation necessitates New York's limited funding for ula; on the other hand, neither is such a formula prohibited. Perhaps it should be.

Another major State barrier is the unwillingness or inability of the State Education Department to take forceful corrective action when "technical assistance" fails to overcome deficiencies.

New York City Board of Education Barriers

New York City Board of Education policies and procedures likewise thwart efforts to develop innovative inclusive programs. For example, the Chancellor's mainstreaming circular makes the mainstreaming of special education students unnecessarily burdensome, provides insufficient consultation time, and severely restricts these opportunities on the basis of factors other than a consideration of whether the child can benefit from mainstreaming.

In fact, the percentage of mildly and moderately disabled students in self-contained classes who were mainstreamed for academic subjects actually decreased last year.

The continuing failure of New York City public schools to implement consultant teacher services throughout the city further frustrates integration. This is the only State continuum service designed to maintain a child in the regular classroom fulltime, yet only a handful of students - all represented by Advocates for Children - receive this service.

District and School Barriers

Based on our experience, there are several district and/or school-based fundamental barriers to appropriate special education referral, evaluation and services in New York City public schools.

Pre-Referral

There are insufficient preventive and remedial services for at-risk children learning in deteriorating buildings in devastated communities. School buildings are in catastrophic shape; children are "taught" in classes of 38 or more per teacher; up-to-date instructional materials and equipment are in short supply; Chapter 1 remedial services are not available for all eligible children; and the least experienced, untrained teachers are concentrated in the neediest schools. Even well-meaning teachers throw up their hands in despair and refer non-disabled children to special education to make them eligible for support services. In addition, school staff rarely engage in any comprehensive attempt to provide remediation or pre-referral services to children. We seldom see evidence in children's records of informal reviews of classwork; results of interviews with students and/or parents; structured observations of students

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in the classroom; or any concerted attempts to assist children prior to referral.

Referral

The student population in New York City public schools is 80% African-American, Latino or Asian, and 15% limited English proficient. The teaching staff is 75% white. Unfortunately, many of these teachers and other staff have not received sufficient training and ongoing professional development in culturally-sensitive evaluation and teaching techniques. Many of the criteria commonly used by teachers to identify children with "learning disabilities" are symptomatic of children learning a second language or undergoing cultural transformation. Thus, it's not surprising that teachers cannot eliminate racial, cultural, and linguistic differences as factors in a child's poor performance in school but instead disproportionately refer children of color for evaluation as educationally disabled.

Evaluation

There is no quality control on the evaluation process. 90% of all referred children are evaluated; 85% of all referred children in New York City are determined to be educationally disabled. Once children are referred, most are disabled.

Just as disturbingly, the labels placed on these children fall in very suspicious categories. African-American children are far more likely to be classified as "emotionally disturbed" or "mentally retarded." Limited English proficient children, on the other hand, are far more likely to be classified as "learning disabled" or "speech impaired."

The anecdotal experience of our advocates suggests several contributing factors. School principals and teachers appear to unduly influence the School-Based Support Teams (SBST's) which evaluate and assess children referred for special education. Since each SBST's psychologist, social worker, and education evaluator have close working relationships with teachers and principals, they heavily weigh the comments and informal (and often uninformed) assessments of these school staff in their evaluations.

In fact, we have had conversations with clinicians who admit that they classify African-American children with behavior problems as "emotionally disturbed" simply to get them out of the general education classroom.

This undue influence, combined with the use of inappropriate assessment instruments and techniques, results in too many children not receiving fair, impartial evaluations. Standardized tests, which have been determined to have an adverse impact on children of color, play too great a role in the assessment process. The use of standardized tests that have not been translated or normed for language minority populations, and the cultural/racial/linguistic mismatch between evaluators and the children they evaluate, result in a disturbingly high proportion of limited English proficient students being recommended for very restrictive settings immediately upon entry into the special education system. Insufficient bilingual services in general education often lead clinicians to classify limited English proficient children as "learning disabled" because that is the only way to get them bilinigual instruction in their school or district.

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In general, the unfamiliarity of teachers and clinicians with the cultural aviors and norms of immigrant children and children from varied ethnic, racial, cultural, and linguistic backgrounds can have an inappropriate effect on evaluation and assessment results.

Recommendations

The recommendations made pursuant to evaluations are insufficient to address children's needs. Committees on Special Education and SBSTs often fail to take responsibility for developing and ensuring the implementation of comprehensive, yet flexible, IEP goals. In establishing students' IEP goals, CSEs fail to adequately consider the results of assessments. Frequently, CSEs set forth vague and narrowly-focused goals, rarely including decertification or inclusion.

Furthermore, when parents request changes or improvements in their child's placement or services, the CSE which designed the child's IEP often claims that it lacks the authority to change the IEP without the school's approval. When parents approach the school, the school refers them back to the CSE. This refusal to accept accountability deprives children of appropriate services.

The short-term objectives set forth in IEPs often bear little relationship to the longrange goals. In addition, in many instances, children would be able to master the short-term objectives and never reach the long-range goals. Far too often, annual reviews result in the adoption of the same goals and objectives that were not accomplished the previous year.

Finally, clinicians on IEP teams are often unaware that they have a legal obligation to recommend the least restrictive appropriate environment for children. Instead they believe that they cannot order inclusive placements because the services do not exist.

Ineffective Instruction

Our review of thousands of student records reveals a startling fact: many students actually regress academically after placement in special education classes. This is sometimes due to a "dumbing down" of the curriculum into meaningless bite-sized pieces, and in other instances to an almost total lack of academic instruction (particularly for children with emotional disabilities or ntal retardation).

Other contributing factors include a lack of substantive expectations by teachers; outdated, inappropriate instructional materials; poor quality IEPs that fail to provide teachers with appropriate instructional strategies to utilize a child's strengths to overcome the effects of her/his disability; and inexperienced teachers ill-prepared to deal with the wide range of cultural, linguistic, racial/ethnic, and socioeconomic backgrounds, or the varying learning styles, of the children in their classrooms.

Teachers' abilities to respond effectively to the academic and social needs of their students, and particularly their students with disabilities, are strongly influenced by the quality of their training and the range of their experience before and after entering the profession. Many teachers - especially those who teach students from different language and cultural backgrounds - find their training has left them ill-equipped for urban classrooms.

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Teachers tend to teach as they were taught. Teachers from one generation to the next continue to believe that "teaching is telling." Teacher behavior is characterized by teacher-dominated instruction, low-level questioning, limited teacher/student and student/student interaction, and an emphasis on the acquisition of basic skills. Teachers seldom challenge their students, especially their disabled students, by demanding that they defend their ideas, justify their answers, and explain their reasons. Yet these are the methods that develop the higher-order skills our society requires.

The shortage of appropriately licensed teachers exacerbates the situation. Thousands of children in New York City are taught by teachers who are not properly credentialed, i.e., who have never taken any education courses or had any teaching experience. These unqualified teachers are concentrated in the "least attractive" schools serving the children most in need of effective teachers. Teachers, administrators, clinicians, and related service providers of color, and/or with bilingual expertise, are in extremely short supply. This reality points to a critical need to increase the attractiveness of education as a career; to improve our recruitment efforts for bilingual professionals and professionals of color, including expansion of paraprofessional career ladder programs; and to prepare all new educators, regardless of color, to meet the challenges of diverse classrooms. Equally important, staff development programs must address the issues and concerns teachers and others face in diverse classrooms, including cultural sensitivity and prejudice reduction training.

Appropriately prepared, committed teachers, and appropriate supports in the classroom, are essential for quality education.

Disregard for the Role and Rights of Parents

Far too often, we speak with parents who are unaware that they have consented to their child's evaluation and/or placement in special education. It is obvious that they have not given "informed" consent. Rather, they have been asked to "sign this and we can figure out how to help your child," or "sign this and we can get your child help in a small class with lots of services."

Other parents have signed under the threat of being charged with educational neglect. One principal proudly told a reporter recently that she never had to request an impartial hearing to get a child evaluated. Instead, she used other means at her disposal, including threats of referral to the Child Welfare Administration.

Another critical area of widespread noncompliance concerns the development of IEPs. Under federal law, parents are entitled to participate actively as partners in this process. But in New York City, parents arrive at meetings to find IEPs already written not in draft, but in final typed form! They are afforded little, if any, opportunity to influence the established goals and objectives. Often, it is only with the threat of impartial hearings and possible attorneys' fees that parental rights to full participation in the process are respected. Yet for far too many parents with limited financial resources, even this is not a viable option.

Recommendations for Improvement

Although federal special education law and regulations are essentially sound, the law must be implemented more effectively. Administrators,

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educators, and parents must all work to support children in general education classrooms. To ensure that schools meet the needs of all children in the inclusive classroom, we must improve the quality of classroom teaching, increase the availability and quality of preventive and related services and instructional materials, and expand the continuum of special education services.

Laying the Foundation

In order to accomplish these objectives, AFC urges adoption of the ten entitlements proposed in the National Coalition of Advocates for Students' The Good Common School: Making the Vision Work for All Children. Children are entitled to:

- (1) "have parents, advocates, and concerned educators involved in all decisions affecting their education;"
- (2) "learn in an integrated, heterogeneous setting responsive to different learning styles and abilities;"
- (3) "comprehensible, culturally supportive, and developmentally appropriate curriculum and teaching strategies-,"
- (4) "access to a common body of knowledge and the opportunity to acquire higher-order skills;"
- (5) "a broadly-based assessment of their academic progress and grading structures that enhance individual strengths and potential;"
- (6) "a broad range of support services that address individual needs;"
- (7) "attend schools that are safe, attractive, and free from prejudice;"
- (8) "attend school unless they pose a danger to other children or school staff;"
- (9) "instruction by teachers who hold high expectations for all students and who are fully prepared to meet the challenges of diverse classrooms;" and
- (10) "an equal educational opportunity supported by the provision of greater resources to schools serving students most vulnerable to school failure."

U.S. Department of Education

As advocates, we note with dismay that, four years after the Department of Education's 1989 monitoring visit, New York State and City have failed to implement mandated corrective actions.

It is even more discouraging that the U.S. Department of Education has not acted to enforce the corrective action plan. Now, a new monitoring visit has revealed many of the deficiencies identified in 1989, particularly with regard to restrictive placements. What does it take for the Department of Education to implement strong enforcement actions?

AFC has on numerous occasions communicated with U.S. Department of Education staff regarding follow-up to the Office of Special Education Program's 1989

Monitoring Report. We see every day the appalling impact that the current system has on children, and question why no substantive reform has occurred despite so many clear violations and apparent agreement on the steps that must be taken to remedy the noncompliance. We are deeply disturbed by OSEP's failure to enforce compliance with its own mandated corrective action plan. Do the federal, state and city bureaucracies lack the political will necessary to change New York's segregated and second-rate special education system? Must we watch another generation of vulnerable children endure diminished self-esteem and compromised academic achievement?

In Segregated and Second-Rate, we stated the obvious - we presented information well known to people in the system. We were amazed by the number of parents, teachers, and City and State education and public administrators who agreed with our findings and recommendations. And yet today, a year and four months after the release of our report, no meaningful change has occurred. We are experiencing a crisis of leadership.

To those of us working every day with parents and children, the fact that only 6.8% of all special needs children in New York are placed full-time in general education classrooms is appalling. It is even more horrifying when one considers the devastating impacts this segregation has on the academic and social education of children with disabilities. The Department of Education must take swift action to ensure that New York City and State provide every disabled child special education services in the least restrictive appropriate environment. Immediate action is needed to implement nationally recognized methods and techniques such as using general and special education teacher teams, consultants, and itinerant teachers to serve special needs students in general education classrooms.

Toward that end, the U.S. Department of Education must provide technical assistance and enforcement actions to ensure that New York City and State - and other states across the country - take prompt action to implement the following recommendations. Further, review of the extent of compliance with these recommendations should be a central aspect of future OSEP monitoring visits.

State Legislatures

State legislatures should:

- * Revise special education reimbursement formulae to remove barriers to supported inclusive programs, broaden continual of special education services offered in the general education classroom, and expand program options between levels of service.

- * Establish new continual of intermediate, preventive services which provide students with individualized support services prior to special education referral.

State Education Departments

State education departments should:

- * Promulgate and widely circulate policy statements which underscore their commitment to ensuring the availability of an inclusive education option for all children with disabilities.

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* Compile, assess, and document available data on current inclusive models and distribute the data to all local educational agencies.

* Convene task forces of educators, advocates, and other professionals to study the inclusive programs of other states and to recommend those programs particularly suited for implementation in their state.

* Provide school districts with informational conferences, forums, videos, and other materials regarding inclusion.

* Provide technical assistance to school districts across their states to enable schools to:

- fully comprehend the federal and State requirements pertaining to the LRE and assessment and evaluation procedures;

- fully comprehend special education reimbursement formulae and methods to secure funding to support more inclusive placements;

- implement the innovative, inclusive programs which other districts and States have successfully adopted-, and

- implement state of the art inclusive models.

* Ensure, as required by federal law, that school districts comply with federal standards pertaining to the evaluation and assessment of children for special education.

* Ensure that all teachers receive more comprehensive training in the education of children with disabling conditions, in conjunction with local school districts, colleges, and universities. Revise the courses of study offered in teacher training institutions to focus on teaching strategies that we know work well for all children, including children with disabilities, such as team teaching, cooperative learning, and peer tutoring, rather than lecture for ats.

* Revise teacher certification tests/assessment methods to reduce adverse impact on applicants of color and to include issues related to cultural/linguistic/racial knowledge and sensitivity, ability to adapt instructional strategies to meet diverse needs, and understanding the importance of parental involvement.

* Foster culturally-sensitive attitudes in administrators and teachers, in conjunction with local school districts, colleges, and universities. Ensure ongoing professional development opportunities for teachers and administrators so that they can improve their professional skills, increase their knowledge and understanding of education, and become familiar with new ideas and strategies they can use in their own classrooms and schools.

* Scrutinize and monitor the appropriateness of instruments currently used to evaluate and assess children of color for special education.

* Issue regulations which require evaluation teams, in responding to referrals, to fully disclose school officials' informal assessments of students, to better document evaluation and assessment results, including children's

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strengths as well as weaknesses; to demonstrate point by point that their recommendations correspond to assessment results; to justify any decision to remove children from mainstream settings; and to establish goals of de-certification and inclusion.

* Promulgate regulations which establish high standards for Individualized Education Programs (IEPs) and set forth procedures for review of substandard IEPs.

* Thoroughly investigate the failure to include special education students in general education classrooms.

* Thoroughly investigate the over-representation of children of color in special education placements, especially their over-representation in the more restrictive settings.

* Convene task forces of racially and culturally diverse representatives from education agencies, nonprofit organizations, and professional associations to study and recommend revised evaluation and assessment procedures and materials for children of diverse cultural and racial backgrounds.

* Encourage school districts to limit the number of students in classrooms and provide financial assistance to build more classrooms.

Local School Districts

Local school districts should:

* Specifically formulate policy statements that promote full inclusion of disabled children in general education classrooms and remove any existing current regulations which impede the implementation of inclusive programs.

* Provide "push-in" academic and support services in every school to special education students and at-risk Chapter I students in general education classrooms.

* Devise local initiatives to:

- create support and informational networks for teachers to share strategies for and experiences in educating disabled children within the general education classroom;

- develop consultant-teacher and team-teaching strategies and adopt inclusive models;

- foster "natural supports," i.e., students and adults, who can provide disabled children with informal assistance or simple special education services in the general education classroom;

- strive towards school-based management with significant parent participation and create other programs through which parents can take an active role in the education of their children and community members can contribute their time and resources;

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- convene committees of community leaders, professionals, parents, and teachers to establish high standards for curriculum to interest and challenge students and to establish high standards of student performance; and

- design and implement programs which frequently assess students' progress and provide remediation as necessary.

- * Actively recruit teachers who represent different racial, ethnic, cultural, and linguistic backgrounds.

- * Strive to match children with evaluators who are familiar with their cultural, racial and linguistic backgrounds and who can sensitively interpret all assessments, especially un-normed tests.

Federal Government

Advocates for Children opposes the proposals by teachers' unions and some administrators to eliminate pendency placement rights for children. We also oppose any attempts to weaken the protections set out in the U.S. Supreme Court's Honig v. Doe decision, which we believe properly balanced the rights of children with disabilities and the needs of schools. Given our first-hand experience with recalcitrant districts who refuse to implement the law until parents request an impartial hearing, we strenuously oppose any suggestion to weaken the right of parents to obtain attorneys' fees for successful outcomes of impartial hearings. Most of the parents we represent have limited financial resources; the attorneys' fee provision is essential to ensure that at least some parents are able to obtain representation in special education cases. Finally, we urge Congress to closely oversee the monitoring and enforcement activities of the U.S. Department of Education, which is the last bastion of hope for parents against noncompliant school districts.

Conclusion

It is critical to the future of our nation that we reverse the trend toward isolating children from their peers - children with educationally disabling conditions, medical needs, behavioral concerns, need for academic remediation, or immigrant status. Our experience and education research indicate that isolation and segregation rarely constitute effective educational strategies. Rather than improve these children's chance of academic success, such programs often increase the likelihood of educational failure.

We deeply believe that the promise of the Individuals with Disabilities Act is unmatched in the history of federal education legislation: a free, appropriate, public education in the least restrictive environment, with the full participation of parents. Sadly, that promise is too often broken by local school districts and state agencies.

As advocates for children in both general and special education, we are in the unique position of experiencing and valuing both. Based on our years of experience with IDEA, we are committed to the belief that the protections embodied in that law are critical to assuring the right of all children to learn. We oppose school reformers who suggest the elimination of the protections and services mandated for children with disabilities. Instead, we urge that the basic tenets of IDEA be viewed as a role model for the education of all children, and that IDEA, Chapter 1, Head Start, and all federal

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education programs be fully funded. It is only in this way that the full promise of IDEA will be realized.

LANGUAGE: ENGLISH

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National Center
for Learning Disabilities

Summit on Learning Disabilities

A National Responsibility

PHOTOCOPY
PRESERVATION

PHOTOCOPY
PRESERVATION

Since 1977, the **National Center for Learning Disabilities** has become a leading not-for-profit organization dedicated to improving the lives of millions of Americans affected by learning disabilities. Services for children and adults include national information and referral, educational programs, raising public awareness and understanding, and legislative advocacy. NCLD works cooperatively with the other major learning disabilities and educational organizations to bring the best resources to the greatest number of affected individuals across America.

WHO'S WHO AT THE SUMMIT

- **ANNE FORD**

Anne Ford became Chairman of the Board of Directors of the National Center for Learning Disabilities (NCLD) in 1989. As with many parents, her interest in the subject was greatly heightened when her daughter was diagnosed with a learning disability. During her term as Chair, Mrs. Ford, daughter of Henry Ford II, has overseen a reorganization of NCLD, including the development of an office in Washington DC, has brought Summits on learning disabilities to several regions of the United States, and has reached out to groups outside of the learning disabilities field. She has the distinction of being one of a very select group of individuals to successfully raise over \$1,000,000 at a single benefit evening. She serves on the Board of Directors of the National Board of Big Brothers, Big Sisters of America as well as several special schools on the east coast and is known to be a tireless volunteer for the causes she is committed to.

- **SENATOR CHRISTOPHER J. DODD**

A member of NCLD's Board of Directors, Senator Dodd was first elected to the US Senate in 1980 having served three terms as Congressman from Connecticut's Second District. He is a member of the Senate Labor and Human Resources Committee where he is Chairman of the Senate Subcommittee on Children, Families, Drugs, and Alcoholism and a member of the Senate Foreign Relations Committee. A fluent speaker of Spanish, he is a recognized expert on United States - Latin American relations. Senator Dodd has been especially interested in and supportive of efforts on behalf of children. In 1983 he founded the Senate Children's Caucus and was the leader in achieving passage of the Act for Better Child Care. In 1990 Senator Dodd convinced Congress to pass his comprehensive measure to allow every eligible child to participate in the Head Start program by 1994. For his efforts, Senator Dodd was named Head Start Senator of the Decade. He is especially proud of his role in the enactment of the Family and Medical Leave Act of 1993.

- **REID LYON, Ph.D.**

Dr. Lyon is the Director for Extramural Research Programs on Learning Disabilities at the National Institute of Child Health and Human Development. He is responsible for the development and management of research programs in learning disabilities, language development and disorders, and disorders of attention in children. Dr. Lyon's background is in developmental neuropsychology and special education, and he has served as a classroom teacher, special education teacher, research neuropsychologist, school psychologist, and university professor prior to joining the NIH. His current research interests include biobehavioral mechanisms related to language and learning and intervention practices with children with learning and language disorders.

- **TOM HEHIR, Ed.D.**

Dr. Hehir currently serves as Director of the Office of Special Education Programs at the US Department of Education. Starting out as a special needs resource teacher in Framingham, Massachusetts, he was, from 1983 - 1987 manager of the Department of Student Support Services in the Boston Public Schools system. He has been a consultant to a variety of associations, agencies, universities, parent groups and firms including the National Association of State Directors of Special education, the Washington, D.C. public schools and the Massachusetts Urban Project. In 1990 Dr. Hehir became Associate Superintendent for the Chicago Public Schools, responsible for special education services and student support services. Prior to his current appointment he served as Senior Researcher for the Education Development Center, Inc. where he provided leadership on 2 national projects: Atlas, one of 11 nationwide projects originally funded by the New American School Development Corporation, and the National Center to Improve Practice for Students with Disabilities through Technology, Media and Materials.

- **ANDREW J. HARTMAN, Ph.D**

Literacy issues have been a major focus of Dr. Hartman's work as have child development issues in general. He was appointed Executive Director of the National Institute for Literacy in December 1993 after serving for nine years with the Committee on Education and Labor where he was responsible for the development and administration of the Committee's annual budget. He took the lead in negotiations with the White House, professional organizations, House leadership and Senate on all education legislation. Early in his career he developed legislation on reducing school dropouts and the use of technology in literacy programs. In 1992, Andy, as he prefers to be called, was the recipient of the Advancement of Literacy Award by the National Coalition for Literacy.

- **ANN KORNBLLET**

Ann Kornblet is the current President of the Learning Disabilities Association of America (LDA), "a national, not for profit, volunteer organization including individuals with learning disabilities, their families, and professionals. It is dedicated to enhancing the quality of life for all individuals with learning disabilities and their families, to alleviating the restricting effects of learning disabilities, and to supporting endeavors to determine the causes of learning disabilities. LDA seeks to accomplish this through advocacy, education, research, and service, and through collaborative efforts."

Married and the mother of three children, Mrs. Kornblet has been active for fifteen years with LDA in a variety of capacities both at the local as well as the national levels. She currently serves on the Special Education Advisory Panel for the State of Missouri. She became active in the field because of the impact of learning disabilities on one of her sons and has moved several times seeking appropriate services for her child who has been placed in private, parochial, and public schools at different times over the past fifteen years.

EDUCATION

- **JUDITH E. HEUMANN**

Judith Heumann was sworn in as Assistant Secretary for Special Education and Rehabilitative Services, US Department of Education, in June 1993. A victim of polio at eighteen months, she is the co-founder of the World Institute on Disability in 1983, and served as its vice president for ten years. WID is the world's first independent living center and the world's first disability think tank. Ms. Heumann has served as special assistant to the executive director of the California State Department of Rehabilitation, a position to which she was appointed by former Governor Jerry Brown. Personal experience led her to recognize that discrimination against disabled people was a civil rights issue and she has championed the cause for equality for disabled people around the nation and the world. She participated in the development of The Education for All Handicapped Children Act (PL 94-142) and worked on the regulations for Section 504 of the Rehabilitation Act.

- **STEVAN J. KUKIC, Ph.D.**

Currently the Director of At Risk and Special Education Services for the Utah State Office of Education, Dr. Kukic oversees an annual budget of \$150 million. He coordinates services for students at risk including Special Education, Chapter 1, Migrant Education, Youth in Custody, Homeless, Drug and Alcohol, and Vocational Special Needs. He is Clinical Assistant Professor of Special education and Adjunct Assistant Professor of Special Education at the University of Utah Graduate School of Education. He serves as a member of NCLD's Professional Advisory Board and is a member of the Executive Board of the National Information Center for Children and Youth with Disabilities (NICHCY), and the Professional Advisory board of the Learning Disabilities Association of America. He recently completed his term as President of the National Association of State Directors of Special Education (NASDSE).

- **BENITA A. BLACHMAN, Ph.D.**

Dr. Blachman is Associate Professor and Chair of the Graduate Program in Learning Disabilities at Syracuse University. She has been particularly interested in the reading process in young children and the role of phonemic awareness in that process. Widely sought as a speaker at major conferences, Dr. Blachman's approaches to the teaching of reading based upon the practical experience of an alternative classroom reading program she established a few years ago are well received by classroom teachers. A member of NCLD's Professional Advisory Board, Benita Blachman is on the Editorial Board of several professional journals including the widely respected *Journal of Learning Disabilities*.

- **JACK M. FLETCHER, Ph.D.**

Dr. Fletcher is Professor of Pediatrics at the University of Texas Medical School at Houston. He is a researcher and has focused on the classification of reading disabilities and on the development of children with different types of brain injuries. He has authored innumerable papers and chapters demonstrating his widespread interest in children's learning issues including the effects on childhood learning of cancer treatments. He is a proponent of early intervention in learning disabilities and is a major contributor to the continuing discussion of reliable assessment tools. Dr. Fletcher is a member of the Editorial Boards of several professional journals including the *Journal of Learning Disabilities*.

- **EDWIN W. MARTIN, Ph.D.**

Dr. Martin is the President and Chief Executive Officer of the National Center for Disability Services in Albertson, New York. The Center provides a wide range of services to children and adults with disabilities and is a consultant to over 175 of the nation's largest companies and labor organizations. Dr. Martin served under four presidents both as the Director of the US Bureau of Education of the Handicapped and as the nation's first Assistant Secretary of Education and Rehabilitative Services. A former member of NCLD's Professional Advisory Board Dr. Martin has written widely and is Professor of Education (Adjunct) at Teacher's College, Columbia University and has been a Lecturer in Education at the Harvard Graduate School of Education.

- **BARBARA K. KEOGH, Ph.D.**

Dr. Keogh is Professor Emerita of Educational Psychology, the Graduate School of Education, University of California. Her research activities include the study of developmental problems in young children, temperament, and learning disabilities. She has written widely innumerable articles and chapters and has edited or co-authored nine books. Dr. Keogh serves on the Advisory Boards of a number of national organizations and has held consultancies at the Federal and State level. She has been particularly concerned with bridging the gaps between policy and practice.

- **LOUISA C. MOATS, Ed.D.**

Director of Clinical Services and Teacher Training at the newly created Greenwood Institute, Dr. Moats has a long standing commitment to teacher education. In addition to holding several teaching posts at the University of Vermont and Dartmouth College, she is involved in diagnosis of individuals with learning disabilities and is a counselor to individuals and families as well as a consultant to many school districts and other agencies. She recently co-authored, with Reid Lyon, a much acclaimed article, "Learning Disabilities in the United States: Advocacy, Science, and the Future of the Field," published in the *Journal of Learning Disabilities*, May 1993.

- **WALDEMAR ROJAS, M.A.**

Waldemar Rojas is the Superintendent of the San Francisco Unified School District, a diverse urban school district serving 63,000 students. Prior to his appointment in San Francisco he served as the Executive Director of Special Education for the New York City public school system and worked in various capacities within the New York City system. As Superintendent of Citywide Programs, he supervised 53 schools in over 243 sites serving severely disabled students. A strategic plan was developed with initiatives focused upon the integration of services, technological improvements, language acquisition, augmentative communication and multicultural infusions. He has been a teacher, assistant principal and high school principal and his experiences with the private sector have resulted in positive school-corporate linkages.

- **PASQUALE ACCARDO, M.D.**

Professor of Pediatrics at St. Louis University School of Medicine, Dr. Accardo has a distinguished record of accomplishment in support of children and adults with special needs, including learning disabilities, attention deficit disorders, mental retardation, cerebral palsy and substance abuse. He has written and lectured widely and serves as Editor of several professional journals and is on the Editorial Board of the *Journal of Pediatrics*. Dr. Accardo is well known in his community for the personal interest he takes in the school based problems of his patients.

- **PATRICIA GLATZ, M.Ed.**

Patricia Glatz is the President of the Learning Disabilities Association of Illinois. She has served on its Board of Directors in various capacities since 1987. She has also served as the President of her local chapter and continues to be actively involved as the school liaison and treasurer. She is a special education teacher for the Chicago Board of Education and has facilitated an inclusion program since 1987. She serves on an advisory council at the Cook County Juvenile Detention Center School. She recently completed required course work and applied for an administrative certificate with a supervisory endorsement in special education.

- **JOSEPH P. SHAPIRO**

A Senior Editor of *US News & World Report*, Joseph Shapiro has covered social policy issues for the magazine since 1987. He is the author of the award-winning "NO PITY: People with Disabilities Forging a New Civil Rights Movement" (Times Books/Random House, 1993), the first popular history of the disability rights movement. He joined the magazine in 1982, has served as Rome bureau chief, White House correspondent and congressional reporter. He has written on a wide variety of topics including a widely discussed recent article on special education. He has contributed chapters to four books on disabilities and is a frequent speaker on the subject.

- **DOUG CARNINE, Ph.D.**

Doug Carnine is the Director of the National Center to Improve the Tools of Educators (NCITE) which was established by a grant from the US Department of Education to "improve the quality of instructional technology, media, and materials for students with diverse learning needs." Doug Carnine has participated in the development of Connecting Math Concepts basal series, Corrective Math, a computer networking system, nine CAI programs, and six video disc programs. He has served as consulting editor or editorial board member for eight journals and has over 100 scholarly publications, including six books.

LABOR

- **CAROL JENKINS**

Carol Jenkins is the Emmy award-winning co-anchor and correspondent for WNBC "News 4 New York." She has anchored news reports for NBC's "Today" show. She has covered many national and international events for "News 4 New York," including election night from Little Rock, the inauguration of President Clinton, and the release of Nelson Mandela. Ms. Jenkins was the only correspondent from a New York station to file live reports from South Africa, and the culmination of the reports was a one hour, primetime special entitled, "South Africa: Steps Toward Freedom." Ms. Jenkins is the recipient of a number of awards, including the New York Association of Black Journalists Lifetime Achievement Award and the "Mother of the Year" Award from the National Mother's Day Association.

- **NOEL GREGG, Ph.D.**

Professor of Special Education and Director of the Learning Disabilities Center at the University of Georgia, Dr. Gregg is also the Director of the recently established Learning Disability Research and Training Center funded by the National Institute for Disability Research and Rehabilitation (NIDRR). The Center will serve as a national clearinghouse of research and training information for adults with specific learning disabilities, will generate avenues of research, provide training activities and products pertaining to adults with learning disabilities, will provide for frequent dissemination of research data, training manuals and teleconferencing on adults with LD. Dr. Gregg has written and presented widely on topics related to adults with learning disabilities, particularly in the area of non-verbal learning disabilities and women's issues.

- **SUSAN A. VOGEL, Ph.D.**

Dr. Vogel is Professor and Chair, Department of Educational Psychology, Counseling, and Special Education, Northern Illinois University, DeKalb, Illinois. She has written extensively on the issues of adults with learning disabilities including the assessment of adults, factors contributing to their success, and the development of postsecondary programs for students with learning disabilities. She serves or has served on the Boards

of many national organizations in the field of learning disabilities and currently sits on the Advisory Board of the National Institute for Literacy in Washington, DC.

- **MARCIA B. REBACK**

President of the Rhode Island Federation of Teachers, Marcia Reback is the current Chair of the American Federation of Teachers' Task Force on Special Education. She has served and serves currently on a number of Boards and Commissions both nationally and for the State of Rhode Island related to issues as diverse as Property Tax, Public Libraries, Drug Abuse, and Leadership. She is a former elementary school teacher specializing in Reading, Science and Social Studies.

- **AUGUSTA SOUZA KAPPNER**

The former Acting President of the City College of New York (CUNY), Dr. Kappner was sworn in on June 28, 1993, to serve as Assistant Secretary of Vocational and Adult Education. She has been an active proponent of the need for advancing the cause of literacy and during her tenure in the CUNY system was responsible for expanding GED programs, adult literacy programs and basic skills and college preparatory courses to city youth. She has served on dozens of boards and commissions relating to education and other community programs and has received numerous honors and community service awards.

- **GARY BEASLEY, Ph.D.**

Dr. Beasley is the Training Manager for Georgia-Pacific. He was formerly a management consultant and training manager for Weyerhaeuser and a member of the faculty of Mississippi State University. He is a member of several professional organizations and has written numerous articles related to vocational and career education.

- **NEIL STUROMSKI**

Mr. Sturomski is the Director of the National Adult Literacy and Learning Disabilities Center, a Center established by the National Institute for Literacy. In this role he brings considerable experience related to individuals with learning disabilities in a variety of capacities, including direct service, diagnostics, administration, curriculum design, research, information management, and graduate level teaching. From 1987 to 1993 he served as the Director of the Night School program at the Lab School of Washington, the only comprehensive community-based adult education program serving the needs of adults with learning disabilities in the nation. Under his leadership the program has grown to serve 250 LD adults each year and has received wide acclaim both nationally and internationally. He has served as a consultant to several agencies, including the State of Maryland, the US Department of Education, and the Central Intelligence Agency. He has written and presented widely and has recently contributed a chapter on learning disabilities and literacy for a book entitled Adults with Learning Disabilities. He is a member of several Boards and Advisory Boards.

- **DELOS R. SMITH**

Delos R. Smith is The Conference Board's Senior Business Analyst. The former Chairman of the New York Downtown Economists, Smith directs The Conference Board's widely watched Business and Financial Outlook Conferences, which are held annually in New York City. Smith is a specialist in fiscal policy, taxation, the Federal budget process and leading economic indicators. He appears regularly on the CNBC television network and is an advisor to CBS-TV. He addresses a wide variety of business audiences throughout the United States and abroad. His commentaries are also frequently heard on several radio networks including the BBC, Business Radio Network, CBS Radio, The Wall Street Journal Radio Network and others.

- **RICHARD C. STRAUSS**

Richard C. Strauss is Chairman and Chief Executive Officer of RCS Investments in Dallas, Texas. RCS Investments and its affiliates have been active in real estate development and management throughout the U.S. Mr. Strauss, additionally, serves on innumerable boards and is the founder of a number of banks in the Dallas-Ft. Worth area. He was appointed by Governor Mark White Chairman of the State Purchasing and General Services Commission. He served on the Commission from 1984 - 1987. He was also a member of the Board of Directors and Executive Committee of the Capitol Committee Inc., established to renovate the Capitol Building and Grounds in Austin, Texas. He is a recipient of the "Outstanding Learning Disabled Achiever Award" from the Lab School of Washington, D.C. where he serves as a member of the Board of Directors.

- **PAUL J. GERBER, Ph.D.**

Dr. Gerber holds a dual appointment as Professor of Special Education at the Virginia Commonwealth University and in the Department of Psychiatry at VCU's Medical College of Virginia. He has written extensively in the area of Learning Disabilities, particularly on adults with learning disabilities and employment issues, and serves on several editorial boards, including the *Journal of Learning Disabilities*. In 1990 he served as the Chairperson of the "Pathways to Employment" Consensus Conference for the Employment of People with Learning Disabilities sponsored by the President's Committee for the Employment of People with Disabilities. He serves on several national boards and recently completed four years as Vice President of the International Academy for Research in Learning Disabilities.

- **SALLY SMITH**

The Founder/Director of the Lab School of Washington, Professor Smith has a long and distinguished history of substantive and creative activity in all phases of the learning disabilities experience. Tenured at American University, Professor Smith has been in the forefront of efforts to bring about a larger public awareness of learning disabilities through audio and video tapes, presentations, TV shows and print media. Her books, NO EASY ANSWERS: The Learning Disabled Child at Home and at School, and SUCCEEDING AGAINST THE ODDS: Strategies and Insights from the Learning

Disabled, particularly have received wide acclaim and provide a broad base of accessible information for parents and individuals with learning disabilities. She is a much sought after lecturer throughout the United States and other countries around the world.

JUSTICE

- **JUDY WOODRUFF**

Judy Woodruff, a veteran of more than 20 years in broadcast journalism, is CNN's Prime Anchor and Senior Correspondent. She joined CNN in 1993 and co-anchors "Inside Politics" and "The World Today," both with Bernard Shaw. For ten years prior to joining CNN she was the chief Washington correspondent for the "MacNeil/Lehrer NewsHour." She moderated the 1988 Vice-Presidential Debate, was moderator for the recent "Global Forum with President Clinton," served as chief Washington Correspondent for the "Today Show" (NBC), and hosted a weekly PBS series, "Frontline with Judy Woodruff." She is a published author, and has received innumerable awards for her work in television journalism. She is a founding co-chair of the International Women's Media Foundation, an organization dedicated to promoting and encouraging women in the communications industries worldwide. A graduate of Duke University, she now serves on the University's Board of Trustees.

- **DOROTHY CRAWFORD, M.Ed.**

Mrs. Crawford, a past president of the Association for Children and Adults with Learning Disabilities (now LDA), was the National Project Director, ACLD-Research and Development Project, funded by the National Institute for Juvenile Justice and Delinquency Prevention, Department of Justice. This five year study investigated the link between learning disabilities and juvenile delinquency. She is currently the President of the Life Development Institute in Phoenix, Arizona with particular oversight of the Independent Residential and Living Center/Program. She consults widely, is active in a number of organizations and sororities, and has received a substantial number of awards. She has written and presented widely on a variety of topics related to learning disabilities.

- **EUGENE MAGUIN, Ph.D.**

Dr. Maguin is the Research Analyst for the Social Development Research Group, the Department of Social Work, University of Washington. The author of a wide variety of articles and technical reports, he has been interested in a number of social, mental health and health issues including delinquency, alcohol use and driving, school performance as a predictor of the onset of delinquency, temperament and anti-social behavior, family violence, and the impact of Huntington's Disease. Dr. Maguin has held a number of consultancies and research positions.

- **JOHN L. WODATCH**

John L. Wodatch is a civil rights attorney with over 24 years experience with the Federal government, specializing in the rights of persons with disabilities. He is the Chief of the Public Access Section in the Civil Rights Division of the US Department of Justice, responsible for enforcement of Titles II and III of the Americans with Disabilities Act. He plays a key role in developing Administration policy on the Americans with Disabilities Act and is the chief author of the Department of Justice's ADA regulations and of the Federal regulations implementing section 504 of the Rehabilitation Act of 1973.

- **CAROLYN R. EGGLESTON, Ph.D.**

Carolyn Eggleston is Assistant Professor in the Department of Advanced Studies at California State University, San Bernadino. She is the Director of the Center for the Study of Correctional Education. In her current work she is developing a master's degree program which will train educators to teach in prisons, juvenile facilities, and alternative schools. She is also teaching an undergraduate course for the prison education program at several local prisons. She has been closely involved in the development of special education services for the incarcerated disabled population. She is spearheading an effort to develop a correctional/special education network within the Correctional Education Association (CEA). She has authored several articles on correctional education and formerly edited the *Journal of Correctional Education*.

- **THOMAS P. MCGEE, J.D.**

Judge McGee is the Presiding Judge of the Juvenile Court in Jefferson Parish, Louisiana. He has been particularly active in bringing uptodate information about learning disabilities to family court judges in presentations around the country and as a lecturer at the National Colleges of Juvenile and Family Court Judges, Reno, Nevada. Known for the personal interest which he takes in the young people he encounters, Judge McGee devotes time to preventive approaches, including mentoring programs, scuba diving, and pottery. He is a member of NCLD's Professional Advisory Board and serves on innumerable boards in his State of Louisiana and beyond.

- **G. EMERSON DICKMAN**

Emerson Dickman is an attorney who, for fifteen years, has specialized in the representation of children with disabilities and their families, including advocacy and special needs planning. Among the cases he has handled are New Jersey's leading precedent protecting the due process rights of pupils in special education in 1989, and the leading precedent declaring and protecting the constitutional rights of adults with developmental disabilities in 1993. He is a member of the national Board of Directors of the Orton Dyslexia Society, the Government Affairs Committee Chairman of the New Jersey Arc, and a Board member of the NJP&A, Inc., recently designated by Governor Whitman as the protection and advocacy system for the State of New Jersey. He has authored a number of articles and has been the recipient of several awards for his work in the disabilities field.

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001. list	Who's Who at the Summitt [partial] (2 pages)	n.d.	b(6)

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First Lady's Office
Liz Bowyer
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FOLDER TITLE:

[HRC Daily File] September 20, 1994 [1]

2014-0483-S

sb430

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

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P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

- **PHILIP PURPURA**

001

(b)(6) Philip Purpura has held management positions, owned and operated retail businesses. For the last ten years, he has worked as a Certified Financial Planner helping individuals in the process of determining their life and retirement goals through proper management of their financial resources. He has a Bachelor of Science degree and is a member of the International Board of Standards and Practices and the International Association of Financial planners.

- **DENNIS KELLY**

Dennis Kelly is Education Editor at *USA TODAY*. He has held that position since he arrived at the paper in 1989. Prior to that, Mr. Kelly worked at the *San Bernardino County Sun* in Southern California where he held various reporting and editing positions. He left there as Assistant Features Editor. He is a 1972 graduate of the University of Redlands, in Redlands, CA. He earned a B.A. in political science. Dennis Kelly is married and has two school-age boys, 9 and 12.

- **MARK J. GRIFFIN, Ph.D.**

Mark Griffin is the founding Headmaster of Eagle Hill School in Greenwich, Connecticut. Eagle Hill serves the population of children with learning disabilities. Dr. Griffin is the current Chair of the Professional Advisory Board of the National Center for Learning Disabilities. He has a private practice in psychology and focuses on psychotherapeutic intervention for children and adolescents. Active in many professional and community based organizations, he is the Program Chairman for the International Conference on Learning Disabilities (LDA) to be held in Orlando, FL in March 1995. He has presented widely on a variety of issues pertaining to children and adults with learning disabilities.

HEALTH AND HUMAN SERVICES

- **DRAKE D. DUANE, M.D.**

For nineteen years a consultant in neurology at the Mayo Clinic in Rochester, Minnesota, and, for part of that time, associate Professor of Neurology at the Mayo Medical School. Dr. Duane is currently the Director of the Institute for Developmental Behavioral Neurology in Scottsdale, Arizona, and Professor of Speech and Hearing Sciences at Arizona State University. The author of several books, innumerable chapters and articles, Dr. Duane is a popular presenter at many conferences in the various fields in which he has taken an interest. Currently the President of the International Academy for Research in Learning Disabilities he serves or has served on many boards including the National Joint Committee on Learning Disabilities, the Orton Dyslexia Society (of which he is a former President), and the Professional Advisory Board of the National Center for Learning Disabilities.

- **SALLY E. SHAYWITZ, M.D.**

Dr. Sally Shaywitz is the Founder and Co-Director, with her husband Dr. Bennett A. Shaywitz, of the Yale Center for Learning and Attention at the Yale University School of Medicine. She is particularly interested in utilizing epidemiological and biological strategies to more clearly elucidate the nature of learning and attention disorders. She has addressed issues relating to gender, measurement, and conceptual models for, and the emergence of learning and attention disorders, over time. A member of NCLD's Professional Advisory Board, Dr. Shaywitz has contributed innumerable articles and chapters to the literature, serves on the Editorial Advisory Board of the *Journal on Learning Disabilities* and as Editorial Consultant to the National Institute of Child Health and Human Development and the Department of Education.

- **DUANE ALEXANDER, M.D.**

Dr. Duane Alexander is Director of the National Institute for Child Health and Human Development at the National Institutes for Health in Bethesda, MD. He oversees programs relating to the reproductive, developmental, rehabilitative, and behavioral processes that determine the health of children, adults, families, and populations. Dr. Alexander is listed in *Who's Who In America* and is the recipient of numerous awards and honors including the Public Health Service Commendation Award and the Surgeon General's Exemplary Service Medal. He is a diplomate of the American Board of Pediatrics (1973), and an Assistant Surgeon General (Rear Admiral) in the US Public Health Service. He is a member of the American Academy of Pediatrics, the Society for Developmental Pediatrics, the Association for Retarded Citizens, and the American Pediatric Society.

- **BOBBY SILVERSTEIN**

Bobby Silverstein is the Staff Director and Chief Counsel for the US Senate Subcommittee on Disability Policy of the Committee on Labor and Human Resources. He has been the staff person responsible for the enactment of 13 bills, including the Americans with Disabilities Act. He also has provided staff support for the disability components of other legislation such as the Civil Rights Restoration Act, the Fair Housing Amendments Act of 1988, and the Civil Rights Act of 1991. As Counsel to the Sub-Committee on Select Education of the Committee on Education and Labor in the House of Representatives he was the chief staff person responsible for the enactment of 5 bills including PL 99-457 establishing a new program of early intervention for infants and toddlers with disabilities. Formerly in private practice, Mr. Silverstein was particularly focused on education reform for educationally disadvantaged children and youth, school finance reform, and civil rights for persons with disabilities.

- **RHODA SCHULZINGER**

Rhoda Schulzinger is an attorney at the Bazelon Center for mental health law in Washington D.C. Ms. Schulzinger works on issues related to children's mental health and also the Supplemental Security Income (SSI) program, particularly for children. She directs the Children's SSI Campaign, a national public information and outreach

campaign to increase the enrollment of children in the SSI program and also serves as co-chair of the Social Security Task Force of the Consortium for Citizens with Disabilities. A 1980 graduate of Antioch School of Law, Ms. Schulzinger has worked throughout her legal career to improve services and benefits for low income children and families.

- **HELEN TAYLOR**

Sworn in as the Associate Commissioner of the Head Start Bureau on March 14, Helen Hollingshed Taylor was formerly the Executive Director of the National Child Day Care Association in Washington, D.C. She is known nationally for her work in early childhood education having worked for over twenty five years in designing, implementing, and managing effective early childhood education programs. She serves on a number of Commissions and boards, including Secretary Shalala's Advisory Committee on Head Start Quality and Expansion, and the National Academy of Early Childhood Education. She is active locally as a member of the Washington Child Development Council, and of the Bright Beginning Program for Homeless Children. She is the recipient of many awards and honors.

- **BOB WILLIAMS**

Appointed Commissioner of the Administration on Developmental Disabilities, the US Department of Health and Human Services. Born with cerebral palsy he has been a leader in the disability rights movement. He has been the co-chair of the Consortium for Citizens with Disabilities' Rights and Personal Assistance Services Task Forces and also a policy associate with the United Cerebral Palsy Associations, Inc. Prior to his service with UCPA, where he spearheaded the organization's efforts on behalf of the Americans with Disabilities Act, he was Deputy Director of the Pratt Monitoring Program of the D.C. Association for Retarded Citizens. He has been president of Hear Our Voices, an organization for people who rely on augmentive communication devices.

- **GLENN YOUNG, M.P.A.**

Glenn Young is a program specialist for the US Health and Human Services/Administration for Children and Families, Region X office. From 1991 - 1993 he was a Presidential Management Intern with the same department. He is directly involved in the incorporation of disabilities policies into service delivery programs; development of regional policy and programs on Learning Disabilities' impact on employment and training programs. Among many achievements, he provided lead staff support to the National Institute on Literacy in the creation of the National Adult Literacy and Learning Disabilities Center. He was diagnosed as learning disabled only when he was in his thirties, when he was finally taught how to read. His story, "The Passage of a Tough Man," appears in the '94 issue of NCLD's magazine, THEIR WORLD.

(b)(6)

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• **HON. HUGH L. CAREY**

A native New Yorker, Governor Hugh L. Carey received his degree of Juris Doctor from St. John's University Law School. He was first elected to the House of Representatives in 1960 from the 12th Congressional District of New York, and served seven terms. He was a member of the House Ways and Means Committee and was directly involved in the passing of the Elementary and Secondary Act of 1965. He was elected 51st Governor of the State of New York in 1974 and served two terms during which time he reduced the State's income taxes and restored the State's credit. Since 1983 he has served as Executive Vice President of W.R. Grace & Co. where he now serves as Director of Government Relations in Washington D.C.

• **MELINDA PARRILL, Ph.D.**

Dr. Parrill is Director of the Institute for Child and Family Development and Research, Atlanta, Georgia. Additionally, she has a clinical appointment in the Department of Psychiatry in the Emory University School of Medicine. She has been particularly interested in assessment issues both for learning disabilities and attention deficit disorders. She has been an active participant in innumerable professional meetings and symposia as well as a member of a number of professional organizations including the Learning Disabilities Association of America and the Division of Learning Disabilities of the Council for Exceptional Children.

CONFERENCE COORDINATORS

- **Shirley C. Cramer**

Shirley Cramer was appointed Executive Director of the National Center for Learning Disabilities in 1992. Formerly the Executive Director of the Heart Research Foundation of New York, she grew up in the United Kingdom where she trained as a social worker. She was appointed Director of Fundraising for the Muscular Dystrophy Group of Great Britain in 1987. Co-founder and former Chair of Women in Fundraising Development in London, Ms. Cramer consulted in fundraising for a number of national groups in the UK. She has organized special events, and, among other interests has been an active supporter of the American Field Service youth exchange program, in which she personally participated in her high school years. She currently serves on the Board of the Lennox Hill Neighborhood House. During her tenure at NCLD she has solidified a number of NCLD's initiatives and has been instrumental in establishing a number of Summits in various parts of the country.

- **Bill Ellis**

Bill Ellis joined the staff of NCLD in 1990 in the position of Director of Professional Services. A teacher in general education, he became interested in learning disabilities because of experiences in the late 60's with students who were clearly very able but did not perform in school at anticipated levels. Nothing in his training had prepared him to respond to such occurrences. He became an active member of the Orton Dyslexia Society and was its national President from 1980 - 84. He maintained a participatory interest in learning disabilities as he became an administrator in independent schools. He has advocated the need for services for the learning disabled in the independent schools and has written widely on the topic in journals and magazines and has made presentations at the conferences of many organizations both in the learning disabilities field and beyond. Known for his efforts to forge coalitions he has spearheaded a national effort to enhance understanding of effective teaching for individuals with learning disabilities, and has served several times on the National Joint Committee on Learning Disabilities. Among his duties at NCLD he is Executive Editor of THEIR WORLD, NCLD's annual publication.

- **Christine Lord**

Chris Lord is NCLD's Director of Government Relations and Public Affairs. She served for 10 years on the Senate Labor and Human Resources Committee as Director of Disability and Aging Policy for Senator Orrin G. Hatch. Her interest in learning disabilities was enhanced by her work on the Americans with Disabilities Act, the Handicapped Children's Protection Act, and the Assistive Technology Act, as well as the reauthorization of existing legislation such as the Rehabilitation Act, the Individuals with Disabilities Education Act, the Developmental Disabilities Act and the Older Americans Act. She brings her experience to bear on current issues in learning disabilities policy and disseminates information widely to members of Congress, the Administration, state and federal agencies. She represents NCLD on the Consortium for Citizens with

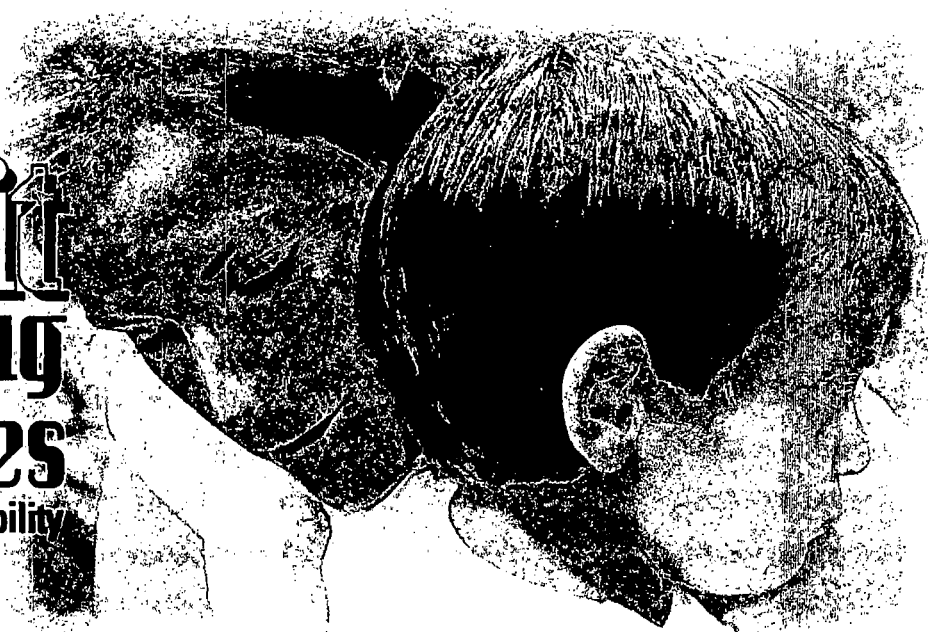
Disabilities and oversees NCLD's Washington office. Ms. Lord participates actively in several advocacy groups as well as the school affairs of Fairfax County, Virginia.

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National Center
for Learning Disabilities

Summit on Learning Disabilities

A National Responsibility





UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

FAX MESSAGE

9/16/94

TO: LIZ

FAX: 202/456-2239

FR: Susan Murray
U.S. Department of Education
Phone: 202/205-8723
FAX: 202/205-9252

2 pages follow

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Liz: Please call if you have questions. Also, Tom Hehir (205-5507) is a good resource, as he is co-chairing the program.

Hope this information is helpful in preparing the First Lady's remarks.

Susan

LEARNING DISABILITIES



A REPORT TO
THE U.S. CONGRESS

EXECUTIVE SUMMARY

The Interagency Committee on Learning Disabilities (ICLD) was mandated by the Health Research Extension Act of 1985 (P.L. 99-158), and its establishment was announced in the Federal Register on March 11, 1986, by the Director, National Institutes of Health (NIH). Activities of the Committee are summarized in Chapter I. Highlights of these activities included a Public Hearing on October 15, 1986, and sponsorship, jointly with the Foundation for Children With Learning Disabilities, of a National Conference on Learning Disabilities on January 12-13, 1987.

For the Public Hearing, the ICLD invited all professional and volunteer organizations, associations, and non-Federal agencies known to have an interest in or concern for learning disabilities (LD) to make presentations. The purpose of the meeting was to gather data and hear the views of individuals and organizations, including recommendations, as they related to the mandate given the Committee by Congress. In the course of the proceedings, 23 persons made presentations, of which 17 were in behalf of associations, organizations, and non-Federal agencies. Testimony covered a broad range of interests and concerns, ranging from findings and needs in basic and clinical research, to accounts of experiences in clinical practice, rehabilitation, and remediation, including problems of families of affected individuals. The testimony is summarized in Chapter II.

P.L. 99-158 required the Committee "to review and assess Federal research priorities, activities, and findings regarding learning disabilities (including central nervous system dysfunction in children)."

To meet this need, the member agencies of the Committee surveyed their programs and achievements in learning disabilities, including opportunities and needs, for inclusion in this Report. Results of these surveys appear in Chapter III.

P.L. 99-158 also required the Committee to include in its Report an assessment of the number and characteristics of persons affected by learning disabilities. A review of the epidemiologic and survey literature on this topic was prepared by the staff of the Centers for Disease Control for consideration by the Committee; a summary of this review and the Committee's conclusions appear in Chapter IV. In the absence of good prevalence data, the Committee believes that 5 percent to 10 percent is a reasonable estimate of the proportion of the U.S. population affected by learning disabilities. It is clear that prevalence is somewhat higher among socioeconomically disadvantaged populations, and higher in males than in females. Further study is necessary to provide an accurate estimate of the prevalence of learning disabilities in this country. Such an endeavor should be preceded by the development of a consensus on the definition of learning disabilities, with inclusionary and exclusionary diagnostic criteria.

The January 1987 National Conference on Learning Disabilities focused on current research findings in five areas: Neurobiology of Learning and Memory; Specific Developmental Disabilities of Reading, Writing, and Mathematics; Developmental Language Disorders; Social Skills Deficits; and Hyperactivity/Attention Deficit Disorder. For each topic, an expert consultant commissioned by the Committee presented a review and description of recent research in that field related to the cause, diagnosis, treatment, and prevention of learning disabilities; identified gaps in

knowledge; and made recommendations for future research. Each presentation was critiqued by expert discussants, and followed by discussions with the ICLD and with members of the audience. Summaries of the literature reviews and discussions of these five topics appear in Chapter V. The full texts of the literature reviews of recent research findings are contained in the Appendix volume of this report (printed separately).

Chapter VI of this report contains the Committee's recommendations to Congress, as mandated in P.L. 99-158. The recommendations are the results of the Committee's review and assessment of the testimony at the Public Hearing, of the commissioned literature reviews and proceedings of the National Conference, and of the surveys of Federal agency activities. As an initial step, the Committee (with the exception of the Department of Education representative) believes that the time has come to revise the legislative definition of learning disabilities in accord with what has been learned in the last two decades of research, and proposes such a revised definition. A discussion of the problems of definition and the Committee's proposed revised definition are in Chapter VI.

The Committee is pleased to report to Congress that the literature on learning disabilities, which is still somewhat fragmented and in the past has been dominated by competition between different theories and approaches, now contains a sufficiently large information base for interdisciplinary teams of investigators to devise broad and longitudinal multidisciplinary approaches that integrate and capitalize on what is now known. Large program projects and the creation of centers of research would provide opportunities to bring neuroscientists, biologists, geneticists, epidemiologists, anatomists, psychologists, physicians, educators, and others together for intensive multidimensional studies of

various populations of learning disabled persons and of carefully selected subsets, as individuals as well as groups, along with normal control groups. The scientific community now knows enough to bring these various parts together through multidisciplinary collaborative efforts, which should include long-term studies of prevalence and treatment outcomes. A major goal of this research should be the development of a classification system that more clearly defines and diagnoses learning disabilities, conduct disorders, and attention deficit disorders, and their interrelationships. Such information is prerequisite to the delineation of homogeneous subgroups and the development of more precise and reliable strategies for treatment, remediation, and prevention.

This approach will improve the dissemination of research findings and remedy a generally perceived problem of information sharing. It will reduce cross-disciplinary gaps in communicating research findings and facilitate the transfer of information to practicing clinicians. It will also provide a resource for hospital-based, school-based, and community-based counselling and education of families affected by learning disabilities. To further remedy problems of information sharing, a formal system of information dissemination through a central clearinghouse should be implemented. Such a clearinghouse would facilitate communicating information to target populations in need of it, such as practicing pediatricians, parent groups, and trainers of teachers. A further means of both developing and disseminating information is through demonstrations of service delivery through regional, family-centered, community-based systems of care. The focus should be on development and dissemination of new techniques of serving LD children and adults and the integration of efforts to meet health, educational, and psychosocial needs.

The causes of most learning disabilities remain unknown. It is essential to understand the environmental and genetic factors that cause these disabilities, because true, primary prevention cannot occur until the causes are known. Since the majority of etiologic associations have derived from in-depth clinical, laboratory, and epidemiologic studies of patients affected with a disease, it is very important that such etiologic studies be made of persons with LD and appropriately selected control groups.

It is important to understand the mechanism by which environmental and genetic factors cause LD because a better understanding of the mechanisms will provide information that will be helpful in primary, secondary, and tertiary prevention. Substantial research into mechanisms should be in the basic sciences, especially the neurosciences. In order to identify and elucidate the mechanisms of learning disabilities, better knowledge is needed of how the brain develops and functions. Early brain development, for example, is a period of special vulnerability. Although neurotoxicity produced experimentally by exposure to chemicals is associated with learning and memory deficits, it is not known to what extent these exposures contribute to the human condition of learning disabilities. Research is needed, therefore, to determine when and how during ontogeny the cognitive processes, including learning and memory, are vulnerable to toxic insult, and what specific toxic substances, if any, are involved.

As a high priority, cognizant Federal agencies should bring investigators in LD together with specialists in measurement and test construction to develop diagnostic criteria and strategies, including assessments and provisions for periodic updating and revisions. The

results should help close the gap between research, diagnosis, and remediation, and enable early identification of at-risk subtypes.

Preventing learning disabilities depends on discovering their cause, for primary prevention, and on improving capability for diagnosis and treatment, for secondary prevention. With these research activities still in an early stage of development, the most effective prevention research strategy at present is implementation of the recommendations on cause, diagnosis, and treatment.



Contact:
Shirley Cramer or
Janet Weinstein
(212) 545-7510

FOR RELEASE 9 A.M. TUESDAY, SEPTEMBER 20, 1994

**NATIONAL SURVEY SHOWS WIDESPREAD LACK OF CONFIDENCE IN
TRAINING OF TEACHERS FOR CHILDREN WITH LEARNING DISABILITIES**

Washington, D.C. -- Parents of the learning disabled are convinced that regular classroom teachers aren't adequately trained to teach their children -- and almost half the teachers agree, according to a recent survey conducted for the National Center for Learning Disabilities (NCLD).

This situation poses a serious threat to the education of the 1 in 10 American children with a learning disability. The survey of classroom teachers, special educators and parents of children with learning disabilities suggests a critical need for changes in teacher preparation practices.

Only 53% of regular classroom teachers feel adequately trained to teach youngsters with LD compared to 89% of special educators. However, 98% of parents of children with learning disabilities are convinced that general educators are not trained to teach children with LD. Both regular and special educators overwhelmingly expressed a desire to reverse this negative trend, with 80% wishing to learn more about special techniques for teaching learning disabled children.

- more -

A significant gap exists between promising research discoveries and their implementation in the classroom. Only 50% of all teachers, including special educators, were aware of the research discoveries on reading disabilities that could positively influence their teaching practices.

"This alarming disparity strongly indicates that teacher training is behind the times," according to Dr. Tom Hehir, Director of Special Education Programs at the U.S. Department of Education. "This is unfortunate, since approximately 75% of all learning disabled children identified have difficulties learning to read."

Children with learning disabilities comprise 51% of children with disabilities in the American public school system. "Clearly, the improved ability of our teachers to teach reading would have significant effects on literacy levels overall," stated Dr. Reid Lyon of the National Institute of Child Health and Human Development.

These findings were obtained for the National Center for Learning Disabilities (NCLD) by NFO Research, Inc. of Greenwich, Connecticut. The survey was conducted among parents and teachers who were members of NCLD and the Learning Disabilities Association of America (LDA); more than 1,500 of the original sampling of 5,000 responded.

This survey was released during Learning Disabilities: A National Responsibility, a two-day summit sponsored by the National Center for Learning Disabilities in Washington, D.C. September 20-21, 1994.

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**NATIONAL
CENTER FOR
LEARNING
DISABILITIES**

381 Park Avenue South
Suite 1420
New York, NY 10016
(212) 545-7510

**PHOTOCOPY
PRESERVATION**



NATIONAL INSTITUTE FOR LITERACY

NATIONAL INSTITUTE FOR LITERACY

Background: The National Literacy Act of 1991, the first piece of legislation to focus solely on literacy, called for the creation of the National Institute for Literacy (NIFL). NIFL is an independent federal agency governed by an Interagency Group made up of the Secretaries of Education, Labor, and Health and Human Services. It also has a Presidentially-appointed, ten-member advisory board. NIFL is managed by an Executive Director, with a current staff of twelve and an appropriation of nearly \$5 million in fiscal year 1994.

Purpose: The purpose of NIFL is to enhance the national effort to reach the sixth National Education Goal — that all Americans will be literate by the year 2000 — through the coordination of efforts for literacy across federal agencies, support for the creation and dissemination of information to improve literacy practice and policy, and technical assistance to literacy providers.

In advancing this broad purpose, NIFL is authorized to pursue many different specific activities. They include: funding research and development, creating a database of current information on policy and practice, providing technical assistance, funding fellowships, and supporting a national literacy hotline. An overarching principle is that NIFL will carry out its activities through collaborating with and building on existing public and private efforts.

Activities: NIFL is just completing its second program year. In 1992, a competition was held to fund projects that dealt with a broad range of literacy-related issues. The 36 funded projects carried out a wide array of activities including syntheses of existing data and information on assessment, practitioner-based research, and innovative staff development activities. The reports from these projects are now available from NIFL.

In 1993 NIFL launched several new initiatives:

- o The National Adult Literacy and Learning Disabilities Center, a three to five year effort in behalf of adults with learning disabilities.
- o Capacity-building grants to 14 states to design and implement interagency systems for either staff development or outcome-based performance management.
- o The development of an electronic Internet-based literacy information and communication system, which is currently available as a prototype.

Please contact the National Institute for Literacy for more information on any of these initiatives.

EVALUATION FORM

LEARNING DISABILITIES SUMMIT - WASHINGTON D.C.
SEPTEMBER 20-21, 1994

NATIONAL CENTER FOR LEARNING DISABILITIES

*Thank you for taking a few moments to respond to the questions and to share your comments and suggestions. Your input is welcomed and valued. * Please leave at registration table on your way out, or mail to NCLD, 381 Park Avenue South, Suite 1420, New York, NY 10016.*

1. Was the Summit helpful and informative? YES ____ NO ____
2. Would you attend a similar Summit in the future? (With different information) YES ____ NO ____
3. What key issues were either not addressed at all, or should have been addressed in more detail?

SESSIONS

Which session(s) did you attend? Education Labor Justice Health & Human Services ALL

Please give us any general or specific comments, or suggestions you think will help us develop future Summits.

THANK YOU!



NATIONAL CENTER FOR LEARNING DISABILITIES

DC SUMMIT INFORMATION SHEET

Event Dates: September 20/21, 1994

☐ Refreshments:

Due to logistical constraints, NCLD is unable to provide refreshments at the beginning of the day and at the breaks. However, refreshments can be purchased from the Senate Cafeteria or Senate Chef.

- **SENATE CAFETERIA** is located on the lower level, which can be reached from the Lobby on the Ground floor. Make a right turn as you enter the Dirksen building Lobby, then to your left, you will see a stairwell leading to the cafeteria or you can use the elevators located just around the corner on your left.
- The cafeteria is open between the hours of 7:30 am to 3:00 pm for breakfast. It is **CLOSED TO THE PUBLIC FROM 12:30 NOON - 1:30 P.M.**
- **SENATE CHEF** is also located on the Ground floor. Follow the directions to the Senate Cafeteria until you get to the elevators, then walk to the end of the hallway and make a left --- and along that hallway you will see the Senate Chef on your right.

☐ Restrooms:

Restrooms are located to the left of the Auditorium entrance door (Ground Floor). Additional restrooms are located on the upper floors in approximately the same location.

☐ Box lunches:

Lunch will be provided for the attendees who have paid in advance. **LUNCHES WILL NOT BE SOLD ON THE DAY OF THE SUMMIT.** The box lunch consists of a tuna or chicken sandwich, pasta salad, a fruit and a soft drink.

You are free to enjoy your lunch in the Summit Room or if you wish, in the park across the street from the Senate Dirksen Building. **There are also restaurants in walking distance of the Summit.**

■ NCLD Staff:

The NCLD staff will be wearing red ribbons on their name tags. If you have any questions or need assistance, we will do our best to assist you.

If you are attending the Summit for both days, **PLEASE REMEMBER TO BRING YOUR FOLDER, NAME TAG, AND ESPECIALLY YOUR LUNCH TICKET.** There is also an evaluation form, which should be turned in at the Registration desk at the end of the day, or may be given to any member of the staff.

■ Question/Answer period:

Each person in the audience is invited to participate in the general discussion period at the conclusion of the panel presentations. To make it possible to have an orderly process and to accommodate as many participants as possible we are asking you to follow these guidelines:

- You will find several 3" X 5" cards in your folder. These should be used to write your question or briefly state your comment.
- Please write your name on the card. (If you are representing a particular organization it will help us if you would include that information.)
- Please keep a copy of your question or comment for your use.
- Pass the card(s) to the center aisle at the conclusion of the segment on **Public Policy** and **Consumer** and they will be collected by NCLD staff member, David Fleishman.
- At the commencement of the Q and A period, please come to the rear of the room, center aisle. Bill Ellis and David Fleishman will indicate the order and Bill will escort you to the microphone and introduce you. Please state your question or comment quickly and concisely so that as many people as possible can participate.
- It is our hope that individuals will not use this time to tell their personal story. There is no way for the individuals in the room to deal with this issue at this moment, and the purpose of the Summit is to create a comprehensive and generalized agenda.
- We will do our best to include everyone, but time is limited and the Moderator may have to cut off the session before everyone has had the opportunity to question or comment. Again, the briefer you can be, the more people can participate.

Thank you for your cooperation.

* Dirksen
Senate
Building

THE LEARNING DISABILITIES ASSOCIATION OF AMERICA (LDA)



WHAT IS LDA?

LDA is the largest non-profit volunteer organization advocating for individuals with learning disabilities. LDA has over 60,000 members in 50 states, Washington, DC and Puerto Rico. The membership, composed of individuals with learning disabilities, family members and concerned professionals, advocates for the over two million students of school age with learning disabilities and for adults affected with learning disabilities. The over 600 state and local chapters, through their affiliation with the National LDA, work continuously for individuals with learning disabilities, their parents and the professionals who serve them.

WHAT ARE LDA'S GOALS?

- LDA seeks to educate individuals with learning disabilities and their parents about the nature of the disability and inform them of their rights.
- LDA encourages research in neuro-physiological and psychological aspects of learning disabilities.
- LDA strives to create a climate of public awareness and acceptance.
- LDA works to improve regular and special education, through advocacy with the U.S. Department of Education and the State Departments of Education in each state.
- LDA develops and promotes legislative assistance.
- LDA disseminates information widely.
- LDA provides advocacy information and training.
- LDA works to establish career opportunities.
- LDA promotes education and training on learning disabilities for special and regular education teachers.

LDA accomplishes its goals and objectives through its national committees on advocacy, adult issues, education, legislation, early childhood, mental health, membership, research, communication/outreach. The board and committees are composed primarily of volunteer parents and individuals with learning disabilities, but its strength also springs from its close affiliation with professionals in the field, including the Professional Advisory Board, which offers counsel on professional and technical areas.

WHAT SERVICES DOES LDA OFFER?

LDA AND LEGISLATION

LDA representatives testify at the request of Congress on matters relating to special education. LDA holds and participates in numerous forums on legal rights of individual students with learning disabilities. LDA provides information and recommends action on pending legislation which may affect individuals with learning disabilities and/or their families.

LDA INFORMATION AND REFERRAL NETWORK

LDA's unique information and referral system is the only one of its kind in the country serving individuals with learning disabilities. Other organizations and agencies such as the National Center for Learning Disabilities, the Orton Dyslexia Society, state parent training centers refer inquiries to the LDA nationwide network for indepth education and support.

Annually through the International Conference and the state chapter conferences and local chapter workshops LDA provides a forum for questions on learning disabilities and new technology and approaches for teaching individuals with learning disabilities. Attendance at the conferences, workshops, symposiums and support groups reaches 75,000 participants yearly. Parents, teachers and other professionals and individuals with learning disabilities are the participants that gather for education, networking and advocacy.

LDA AND SCHOOL PROGRAM DEVELOPMENT

LDA and its state chapter are available to work directly with school systems in planning and implementing programs for better services for students with learning disabilities. LDA offers scholarships annually to school principals for attendance to the International Conference. This service has provided some 300 principals with an ongoing network of information and support. In its national headquarters LDA maintains an extensive inventory of books and materials covering every aspect of learning disabilities. These materials are ordered by hundreds of schools, libraries, and thousands of individuals interested in learning disabilities. LDA publishes a journal, *LEARNING DISABILITIES: A MULTIDISCIPLINARY JOURNAL* twice a year.

MEMBERSHIP IN LDA

Members receive the national newsletter, *NEWSBRIEFS*, six times a year, along with state and local chapter newsletters. Parents learn how to advocate for their child and have access to support groups and educational meetings. Parents learn about federal and state laws that affect their child. They meet and share a common bond with other parents and professionals who have similar concerns. Professionals have access to the latest information relating to learning disabilities. Individuals with learning disabilities learn to understand the disability and advocate for themselves through support groups and conferences.

Annual membership in the Learning Disabilities Association of America is \$25.00. Please contact:

LDA
4156 Library Rd.
Pittsburgh, PA 15234
(412)341-1515
(412)344-0224 - FAX

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You can help him
raise his grades



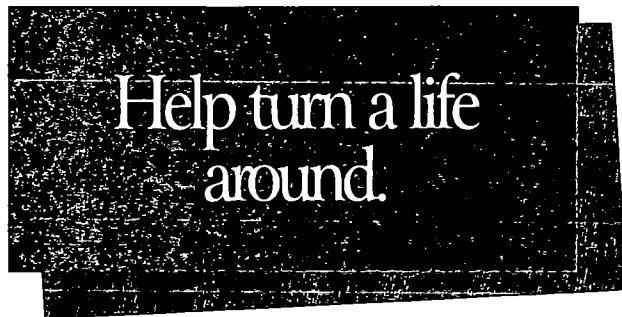
and his self-esteem.



**NATIONAL
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LEARNING
DISABILITIES**

381 Park Avenue South
Suite 1420
New York, NY 10016
Phone: (212) 545-7510

1401 New York Avenue
Suite 900
Washington, D.C. 20005



Some of today's brightest students have difficulty reading, following directions, or doing simple math problems. Are they just lazy? Absolutely not.

They're learning disabled. And they need our help.

Someone you know has a learning disability.

A recent report to Congress estimated that 1 in 10 people in this country has some form of learning disability. Surely, someone you know.

If this surprises you, it's no wonder. Because LD is often a "hidden handicap" — one that's not easily recognized or understood.

LD creates a "gap" between a person's true capacity and day-to-day performance. So even someone with average or above-average intelligence may have difficulty reading, writing, speaking, or computing math.

Fortunately, when a learning disability is identified early, and given proper attention and treatment, it makes all the difference in the world. It really *can* turn a life around.

Helping them reach their full potential.

Although a learning disability cannot be outgrown, it can be compensated for with proper attention and treatment. That's why early identifica-



tion of a learning disability is so critical. And why the National Center for Learning Disabilities (NCLD) is so involved in educating parents, teachers, and other professionals who deal with learning disabled children.

NCLD is a catalyst in developing model programs to better identify and help the learning disabled; programs that can be replicated nationwide to help even more children in the future. And, virtually every week, NCLD sponsors or supports innovative seminars, workshops, and educational programs for a variety of interested audiences across the country.

What can the National Center for Learning Disabilities do for you?

Since 1977, the National Center for Learning Disabilities has been one of the foremost national not-for-profit organizations committed to improving the lives of those affected by learning disabilities.

In short, we're here to help you find whatever resources are necessary to provide learning disabled children and adults with the help they need.

One way we do this is through our newly expanded Information & Referral Service. Just give us a call, and we'll be happy to put together a free information packet, just for you.

We'll tap into our computer database to find the information you need — whether you're looking for a list of local resources, information on schools and colleges, or more information about special programs for individuals with learning disabilities.

We must speak out.

The National Center for Learning Disabilities is committed to spreading the word even further. How? To start, NCLD conducts nationwide public awareness programs about learning disabilities and their serious impact on society.

In addition, NCLD produces informative regular newsletters, and a comprehensive magazine, *Their World* — which is filled with up-to-date information



and true stories about families and individuals coping with learning disabilities.

But that's not all. NCLD also maintains an active presence in Washington, D.C. — to help convince the country's leaders of the need for more effective public policies and legislation to help individuals with learning disabilities.

Won't you please help us turn a life around? Simply use the attached coupon to request information...or to support our efforts with a membership or donation. Together, we really can make a difference.



NCLD's Mission Statement:

*To promote public awareness and understanding,
and provide national leadership
on behalf of children with learning disabilities,
so they may achieve their potential
and enjoy full participation in our society.*

Photographs: Claire K. Yaffa. Children whose photographs appear in this brochure are not necessarily learning disabled and are not directly associated with the written material.

HOW WE CAN HELP.

We'll be happy to send you information you may need to better understand and assist those with learning disabilities. Simply indicate below the topics that interest you:

- ☐ Learning Disabilities - General Information
- ☐ Adult Learning Disabilities
- ☐ Legal Rights of Children with Learning Disabilities
- ☐ Dyslexia
- ☐ Dyscalculia
- ☐ Dysgraphia
- ☐ Attention Deficit Disorder

Or call our Information & Referral Service at (212) 545-7510 to find out about resources available in your area.

HOW YOU CAN HELP.

Support the efforts of the National Center for Learning Disabilities by becoming a member or by sending a contribution:

☐ **Membership** - only \$35 for a full year - entitles you to regular newsletters, including our annual magazine, *Their World*. We'll also keep you informed of free summits and other events, new resource products and the latest research findings.

☐ **Contribution:**

☐ \$25 ☐ \$50 ☐ \$75 ☐ \$100 ☐ Other \$ _____

If your company has a matching gift program, please write the company name here: _____

Your Name _____

Address _____

City _____

State _____ Zip _____

Daytime Telephone _____

Please make your check or money order payable to NCLD, and mail it along with this form to the address listed below. Thank you for your support.

A copy of our annual report is filed with the NY State Department of State and is available by writing to us or to the NY State Department of State, Office of Charities Registration, 162 Washington Ave., Albany, NY 12231.



**NATIONAL
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