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I am submitting herewith a dissertation written by Johanna Chandler Humphrey entitled "The Implementation of Public Law 94-142 for Handicapped Children in the Diocesan Parochial Schools of Tennessee: School Year 1981-82." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Psychology and Guidance.

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THE IMPLEMENTATION OF PUBLIC LAW 94-142 FOR HANDICAPPED CHILDREN
IN THE DIOCESAN PAROCHIAL SCHOOLS OF TENNESSEE:
SCHOOL YEAR 1981-82

A Dissertation
Presented for the
Doctor of Education
Degree
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Johanna Chandler Humphrey

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ABSTRACT

The purposes of this study were to determine: (a) the parochial schools administrator's opinion regarding the implementation of PL 94-142: Part B in the Roman Catholic parochial schools of Tennessee, (b) the incidence of suspected handicapped children in the parochial schools of Tennessee, (c) the options for special education provided for the suspected handicapped parochial children by the public schools, (d) the related services made available by the public schools, and (e) the options for special education provided for the suspected handicapped students by the parochial schools of Tennessee.

The 41 diocesan parochial schools in Tennessee participated in the census. There were responses from 75% of the schools' administrators regarding the level of special education programs, and from 97.5% of the schools regarding the special education options afforded the suspected handicapped children in the parochial population.

Analysis of the chi square contingency table indicated that the geographic location of the parochial school was a significant factor in the screening and referral of the parochial handicapped student. The size of the local education agency (LEA) was a significant factor associated with the type and quality of special education programs which were made available to the parochial schools. The success of the screening, referral, and testing of suspected handicapped parochial students was also associated with the size of the LEA. The census data indicated that approximately 24% of the parochial administrators had some degree of cooperation with the LEA regarding the development of

special education programs. While 19.35% of the administrators gave written approval of the LEA special education programs, 12.9% signed written statements indicating they did not desire to participate in the public special education programs. The percentage of suspected handicapped students in the diocesan parochial schools was 5.3% of the total population. The LEAs provided screening and verification for fewer than 1% of those students. The parochial schools did not often provide separate special education programs by their own staffs for the handicapped parochial students. Most handicapped students were included in the regular classroom with some type of special attention by the regular classroom teacher.

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CHAPTER I

PURPOSE AND ORGANIZATION OF STUDY

Introduction

In 1975, Congress passed Public Law 94-142 (PL 94-142): The Education for All Handicapped Children Act. The purpose of the law was to assure appropriate public education for all handicapped children, ages 3 to 21 (Section 121a.601 of PL 94-142). Earlier, in 1972, the 87th General Assembly of Tennessee enacted legislation which provided for the mandatory education of handicapped children between ages 4 and 21. During the 1978 Session, this legislation was amended to include 3 year old deaf children. The legislation applied to all handicapped children regardless of the schools, institutions, or programs by which such children were served (Tennessee Code Annotated 49-2912-49-2959). In Section VI, paragraph G of Tennessee's State Plan, Fiscal Year, 1981-83, as amended by PL 94-142: Part B, it is stated:

If a handicapped child is enrolled in a parochial or other private school and receives special education or related services from a public agency, the public agency shall: (1) Initiate and conduct meetings to develop, review, and revise an individualized education program (IEP) for the child, in accordance with the requirements; and, (2) Insure that a representative of the parochial and other private school attends each meeting. If the representative cannot attend, the agency shall use other methods to insure participation by the private school, including individual or conference telephone calls. (State Plan, 1980, p. 24)

It was the intention of this study to demonstrate the extent to which the handicapped children in the parochial schools of Tennessee have been included in the federal and state legislated and funded programs for the handicapped.

Statement of Problem

There were five purposes for this study. Purpose 1 was to determine the extent of inclusion of the parochial school personnel in the planning and implementing of PL 94-142, Part B: Education of the Handicapped Act. Purpose 2 was to determine the incidence of suspected handicapped children in the diocesan parochial schools of Tennessee. Purpose 3 was to determine the options for special education which the verified handicapped children in the parochial schools of Tennessee were receiving through the agency of the local public schools, e.g., the extent to which individualized education programs (IEP) were created by the local public education agencies for the handicapped. Purpose 4 was to determine the extent to which the verified handicapped children were afforded related services by the local education agency (LEA), e.g., transportation; and Purpose 5 was to determine the options for special education that were being provided for the suspected handicapped children by the parochial schools in Tennessee.

Major questions to be answered by this study were related to the specific purposes named above. Purpose 1 had three questions: (a) Are non-public, parochial school representatives consulted at all stages of development and design of programs to benefit handicapped children? (b) Are "sign-offs" requested if the non-public parochial schools approve of the programs developed? (c) Are written statements given by the parochial school representatives which indicate that they do not wish to participate in such programs? Purpose 2 had two questions: (a) Is there a significant difference between the percentage of

handicapped parochial students screened by the parochial staff and those same students referred to the public schools for testing? (b) Is the percentage of screened handicapped parochial school children significantly different from the upper percentage limit of verified handicapped children used as the federal guideline (no more than 12% of the school age population--PL 94-142, Rules and Regulations, 121.a 702) (Federal Register, August 23, 1977, p. 42502)? Purpose 3 had three questions: (a) What is the percentage of handicapped parochial school students who have been verified by public school testing and the percentage of those same students who have had appropriate IEPs developed for them? (b) What is the percentage of verified handicapped parochial students who receive free appropriate special education opportunities on parochial school premises and the percentage of such students who do not receive free appropriate special educational services on parochial school premises? (c) What is the percentage of verified handicapped parochial students who receive special educational opportunities on public school premises? Purpose 4 had one question: What is the percentage of verified handicapped parochial students who receive related services, such as transportation, speech pathology, psychological services, etc. as defined in PL 94-142 (Paragraph 121(a) 13)? For purpose 5, the questions were: (a) Are the suspected (screened) handicapped students in the diocesan schools receiving special education of any kind? (b) If so, what kind?

Importance of the Study

Our society has recognized the importance of special education for all handicapped children and to that purpose a public law (PL 94-142)

was enacted by the Congress of the United States of America. The Tennessee Code Annotated, volume 9 chapter 29, stated the requirements for the local education agents (LEAs) for identifying and evaluating all students with handicaps, including non-public school students (State Plan, 1980, p. 2-3). This study described a group of non-public school students and the extent to which they were receiving the appropriate special education to meet their learning needs. The study also examined the response of the non-public schools to the needs of the children screened.

This study will: (a) direct the attention of parochial school administrators to the availability of public school services; (b) aid the teachers in the parochial schools in their effort to screen suspected handicapped children by use of a criteria checklist which was developed for this study; (c) ascertain a reasonable estimate of the number of handicapped students in the parochial schools of Tennessee, and; (d) establish a basis of information from which to develop a system-wide organization within the parochial schools of Tennessee to facilitate the availability of services to those handicapped students.

Definitions of Terms

Child-find. As defined in PL 94-142: Part B, Paragraph 121a.220:

. . . all children residing within the jurisdiction of the local educational agency who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are indentified, located, and evaluated, including a practical method of determining which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related

services. . . . The local educational agency is responsible for insuring that all handicapped children within its jurisdiction are identified, located, and evaluated, including children in all public and private agencies and institutions within that jurisdiction. (Federal Register, August 23, 1977, pp. 42185-42186)

Dual enrollment. An arrangement whereby a student attends two schools concurrently. Non-public school students are sent to the public school sites for classes.

Handicapped children. The Tennessee Code Annotated 49-2914 defines handicapped children as delineated in Rules and Regulations, and Minimum Standards of the State Board of Education. Handicapped children means those children 4 through 21 years of age and 3 year old deaf who have been certified under regulations of the State Board of Education by a specialist or specialists as being unsuited for enrollment in regular classes of the public schools or who are unable to be educated or trained adequately in such regular programs without the provisions of special classes, instruction, facilities, or related services, or a combination thereof. This term included the educable, trainable, and profoundly retarded; the speech and/or language impaired; the deaf and hearing impaired; the blind and visually limited; the physically handicapped and/or other health impairments; . . . the learning disabled; . . . the multiple handicapped; the intellectually gifted; and any other child whose needs and abilities cannot be served in a regular classroom setting (State Plan, 1980, p. 2). (Detailed definitions and criteria for the specific handicapping conditions screened for this study are in the text of Chapter III.)

Implementation. Identification, evaluation, related services, consultation, individualized education programs: all procedures necessary for the special education of a handicapped student.

LEAs. Local education agencies (public schools) which are directly responsible for the implementation of the law, both federal and state.

Non-public school. As used in this context, it means an elementary and/or secondary school which is, first, not under the jurisdiction of a public school board, second, in compliance with the antidiscrimination regulations of the federal government, and third, fulfills the attendance requirements of a state.

Related services. Transportation, speech/audiopathology, psychological services, physical and occupational therapy and early identification and assessment of handicapping conditions.

Screened. For purposes of this study, the term screened refers to those students in the Roman Catholic diocesan parochial schools of Tennessee who were selected by their teachers as suspected of having handicapping conditions.

Sign-off. An administrative procedure in most states that attempts to assure that non-public school students participate in federal education programs administered through the states. In the sign-off an individual representing a specific non-public school or one designated as the legitimate representative of a group of non-public schools signs a statement verifying that LEAs have met their responsibilities regarding participation of non-public school children in the design of a program that will benefit all eligible students.

Special education. Specially designed instruction, at no cost to parent or guardians, to meet the unique needs of a handicapped child including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

Limitations

The schools involved in the study were limited to those which met the following requirements: (a) the schools were Catholic, diocesan parochial schools as opposed to being private Catholic academies, (b) only Catholic parochial schools were studied as opposed to studying other religious denominational parochial schools, e.g., Luthern, etc., (c) only those schools were studied which complied with federal regulations for non-discrimination on the basis of race, color, place of national origin or sex (an exception was made for schools that were not co-educational).

Organization of the Study

Chapter I includes the statement of the problem, the questions to be answered, the importance of the study, and the definition of terms, and the limitations of this study. The review of related literature is presented in Chapter II. Chapter III describes the methods and procedures involved in collecting the data. The collected data is presented in Chapter IV. In Chapter V, the findings of the study, the conclusions, and the recommendations are presented.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Since the turn of the century, public education systems have become increasingly aware of the educational needs of handicapped students. The same needs have existed for the parochial school students of the nation, but the attempts to address these needs have been limited to the efforts of a few, in isolated circumstances. Through the insightful provisions of PL 94-142: Part B, there is now a means of providing a quality education for all handicapped children, regardless of the setting in which they are found.

The resources cited and summarized in this review are primarily the law regarding education of the handicapped in non-public settings and the reports of various governmental agencies regarding compliance with the law. The Chapter is divided into the following sections: Historical Background, Federal Regulations, Studies on Compliance with the Law, and Handicapped Classifications and Service Options.

Historical Background

In 1954, the Supreme Court of our land stated that ". . . Education where the state has undertaken to provide it, is a right which must be made available to all on equal terms" (Wald, 1973, p. 831). This decision was aimed at the integration of racial minorities into public education; however, since the decision, there have been and continue to

be other types of minorities which are being deprived of an education in our society. One of these minorities is the handicapped (Hall, 1979).

"Prior to the 1950's, society and educators were content for children with a variety of impairments to be educated as long as they were placed in separate facilities in the communities or in state residential schools" (Barraga, 1981, p. 6). After the 1954 decision, limited provisions were made for funding selected programs for groups of handicapped children who attended public schools. Generally speaking, however, only those children who could "keep up" with the other children were allowed into the regular educational programs.

Obviously, there was little required of the public schools in the way of accomodation or adaptation for these students except for the employment of a special teacher and the acquisition of a few different materials. Many of the students lost their identity as handicapped as long as they could do the academic work without requiring too much of the teacher's time or too many requests for exceptions from administrators. (Barraga, 1981, p. 7)

In the 1950's, parents of handicapped children began to organize into such groups as the National Association for Retarded Children. The advent of these nationally organized parent groups marked the beginning of national sensitization and openness to the realities and needs of handicapped children.

Until this time, parents struggled with their guilt feelings in private; public education excluded the educational deviants, a practice which was well in keeping with society's negative stance relative to such groups as ethnic minorities, women, and handicapped persons; and the legislatures set forth state compulsory education laws which, for the handicapped, became compulsory non-attendance laws. (Hall, 1979)

As parent groups gained in size and strength, they began to make a significant impact on public education and on state legislatures.

Compulsory non-attendance laws changed to an "equal access" concept in the early sixties, in keeping with the Warren Court's stress on equal protection under the Fourteenth Amendment. Society was being bombarded with the equal protection concept, especially in relation to the struggle for social justice. Equal access, however, only theoretically opened the doors for the handicapped. It did not ensure them equal opportunity for receiving an education (Hall, 1979).

Finally, in 1975, the Congress of the United States, responding to the public mood and the overwhelming demonstrations of concern for handicapped children, passed PL 94-142 by a vote of 404:7 in the House and 87:7 in the Senate. The passage of this law represented a strong statement on the part of our elected representatives that all children, regardless of abilities and disabilities, deserve equal protection of the law regarding educational opportunities. The law affirmed and supported parents of handicapped children in their struggle; it mandated American educators to program according to the intent of the equal access concept; and it demonstrated a commitment to the value of integration and interdependence among handicapped and non-handicapped children (Hall, 1979).

In keeping with the spirit of the federal legislation, the National Conference of Catholic Bishops published a statement in 1978 which reaffirmed the Catholic church's awareness of the needs of handicapped persons. The Pastoral Statement, as it was called, acknowledged ". . . that at times we have responded to the needs of some of our handicapped people only after circumstances or public opinion have compelled us to

do so" (National Conference of Catholic Bishops, 1978, p. 3). The Statement encouraged the collaboration and cooperation of diocesan educational offices and state and local offices of education in planning programs for the handicapped in the parochial school systems of the country.

In the effort to provide special education to children in non-public school settings, the Semi-annual Update on the Implementation of PL 94-142: Part B, August, 1979, cited the following about the 16 states which were studied for this update:

Information gathered during the Program Administrative Review (PAR) this year indicates that most states and local education agencies have in place policies and procedures consistent with federal regulations. Only four local school districts in two states were cited during this year's PAR visits for not making special education services available to private school handicapped children. (USOE, 1979, p. 33)

Although, as stated above, only four local school districts in two states were cited in 1979, there appeared to be some discrepancy between the availability of services for parochial school handicapped children and the actual provision of those services. The PARs report continued by acknowledging the following:

Although states do have adequate policies in place for assuring the availability of Part B services to private school children, there remains wide variability in the manner in which these policies are implemented. Private school officials at the national level, particularly the U.S. Catholic Conference, have stated that in many districts public schools are not providing needed services to private school students. It has been estimated that providing Part B services to all private school handicapped children will increase the number of children receiving services by as much as 200,000 over the next few years. Some states have constitutional restrictions on the types of services that public school staff can provide to private school students. (USOE, 1979, p. 33-34)

Also, in 1979, many states were awaiting the finalization of legislation at the federal level, which would clarify the states' obligation to serve the handicapped in the non-public schools.

Federal Regulations

In April, 1980, the Federal Government published regulations referred to as EDGAR (Educational Division General Administrative Regulations) which simplified and summarized the requirements that apply to all federal programs. The long awaited regulations reaffirmed the original statements regarding the participation of non-public schools in federally funded projects. The State of Tennessee regulations that were written as part of the annual program plan for Part B, Fiscal year 1981-83, after the EDGAR publication was promulgated, gave the following assurances:

Programs and projects assisted or carried out under Part B of the Act shall be designed to include, to the extent consistent with the number of eligible handicapped children enrolled in private preschool programs and private elementary and secondary schools in the geographical area served by the program or project, services which will aid in meeting the special educational and related needs of such children. These services shall be provided through such arrangements as dual enrollment, educational radio and television, and/or mobile education services and equipment. (State Plan, 1980, p. 65)

From the section of the State Annual Plan entitled "Benefits for Private School Students," the provisions for programming for handicapped students were summarized as follows:

1. The program benefits that local educational agencies provided for students enrolled in private schools must have been comparable in quality, scope, and opportunity for participation to the program

benefits that the local educational agency provided for students enrolled in public schools.

2. If a local educational agency used funds under Part B for public school students in a particular attendance area, or grade, or age level, the local educational agency shall have insured equitable opportunities for participation by students enrolled in private schools who:

- (a) had the same needs as public school students to be served; and
- (b) were in that group, attendance area, age, or grade level.

3. A local educational agency may have provided special education and related services to private school handicapped children which were different from the special education and related services it provided to public school children; if: (a) the differences were necessary to meet the special needs of the private school handicapped children; and (b) the special education and related services were comparable in quality, scope, and opportunity for participation to those provided to public school children with needs of equal importance (State Plan, 1980, p. 66).

It was also noted in the current state plan, that the Local Education Agencies (LEA) shall have spent the same average amount of program funds on a non-public school, Part B recipient as it spent on a public school recipient (State Plan, 1980, p. 66). For example, if there were 10 handicapped children in the private schools and 90 handicapped children in the public schools of a LEA and all 100 had similar needs, the LEA should have made available 10% of the Part B services to have met the needs of the children in the private schools (Martin, p. 3).

The LEA must have planned very carefully with private school officials in order to maximize the use of an equitable share of Part B funds that have been earmarked for private school handicapped children (i.e., to insure that the greatest number of such children will have received the special education and related services they required). In many instances, the services paid by Part B funds to meet the needs of private school handicapped children might have been different from the Part B services for public school handicapped children. For example, many of the private school children will have had speech impairments or specific learning disabilities and their "fair share" of Part B funds for these children might have been used to provide the services necessary to meet their specific needs. However, services to public school children with speech impairments and specific learning disabilities were frequently supported through state and local funds. Thus the Part B funds that were earmarked for public school handicapped children might have been used by an LEA to provide special education and related services to severely/profoundly handicapped students and/or to continue the agency's "child-find" efforts, etc. (Martin, p. 8).

The implementation of PL 94-142, as it specifically applied to the non-public population, could be summarized in the following manner: Formula grants were given to all State Education Agencies (SEAs) to expand and improve programs for pre-school, elementary, and secondary school students. Federal funding, therefore, was based on the number of children already served at the local level. The states were required to insure that all handicapped children in the state were identified,

located, and evaluated. This requirement applied whether the children were in public or non-public schools. LEAs must have developed procedures for identifying handicapped children, usually called "child-find." Once a non-public school child was identified and referred, the public agency must have insured that the child was evaluated in accordance with the regulations and that the evaluation must have been done without charge.

Each SEA must insure that provision is made for participation of non-public school children in the program, consistent with their numbers and location in the state. Each LEA must make available a portion of its funds to provide special education and related services designed to meet the needs of non-public school handicapped children residing within their geographic area. The law does not specify the location for delivering services to non-public school children.

The needs of non-public school handicapped children, who will participate in the program, and the types of education to be provided must be determined after consultation with persons knowledgeable of their needs (including parents), and on a basis comparable to that provided public school children. If a parent of a handicapped child chooses to send the child to a non-public school rather than take advantage of a free public education, the Act does not require the State or LEA to bear the cost of the non-public school. Sign-off is required and by-pass is available. (Manno, 1980, p. 18)

The State must demonstrate to the U.S. Commissioner of Education that it had established procedures to assure that, to the maximum extent appropriate, handicapped children including those in public or private institutions, were educated with children who were not handicapped. Furthermore, State plans must have described policies and procedures to assure that handicapped children in private elementary and secondary schools have received special education and related services (State Plan, 1980, p. 33).

Although the public education officials are legally responsible for notification of their intentions to plan and apply for Federal Education Program funds, and though the responsibility for the administration of those funds rests upon them, active involvement, and sometimes initiative on the part of the non-public school is required to assure beneficial and equitable services for non-public students, and good working relationships with public school officials. (Manno, 1980, p. 33)

Finally, after following certain administrative procedures, the U.S. Commissioner of Education decides

. . . whether a state or local jurisdiction has complied with requirements or not. He may then withhold further payments to state jurisdictions or may withhold all funds, or only those being paid to noncomplying local jurisdictions, if it is decided that non-compliance is the case. (Federal Register, August 23, 1977, p. 42500).

In determining the amount of grant ". . . the Commissioner may not count handicapped children in a State to the extent that the number of those children is greater than 12% of the number of all children aged 5 through 17 in the State" (Federal Register, August 23, 1977, p. 42502).

Studies on Compliance with the Law

In the Introduction to the "Fourth Annual Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act, 1982," it was noted that the "school year 1980-81 marks the fifth full year since the enactment of the law and the first full year in which implementation of all requirements became effective." However, the General Accounting Office reported, ". . . that all eligible children have not yet achieved the free appropriate public education called for in the Public Law 94-142" (Federal Register, August 23, 1977, p. 42502).

According to the Fourth Annual Report, the remaining problems that SEAs and LEAs were experiencing in fully implementing PL 94-142 appeared to be related to several specific issues. Among these issues was the availability of services for the handicapped children placed in private settings by their parents. The question arose as to whether or not states were "capable of effectively monitoring the availability of a free appropriate public education in all LEAs as well as in other public and private agencies" (USDE, 1982, pp. 15-16).

After Congress set into motion the law which changed the quality of special education in the United States, it also appropriated special monies for specific evaluation activities. Different organizations were awarded grants that supported research efforts on various topics. Among these organizations was the National Association of State Directors of Special Education (NASDSE) which conducted a project called the "'Forum Project' . . . with eighteen state education agencies and approximately 120 local education agencies as participants" (USDE, 1982, p. 92). For the years 1979-81, the Forum Project was awarded \$506,254.00 to provide avenues of communication between local, state, and federal levels. The SEAs and LEAs, which were participants in the Forum, were sampled to obtain information on emerging issues in special education and on the implementation of PL 94-142. The results of these surveys were used to report to Congress on the implementation of the law and were the source of the Fourth Annual Report's topic of "Private Schools."

The findings from NASDSE's 1981 survey of 15 LEAs across the country noted that evaluation was the primary service rendered to students placed in parochial or other private schools by their parents.

All of the LEAs reported having established provisions for accepting referrals from private schools and having notified private school administrators of available evaluation services, coordinated with local parochial school systems, issued public announcements, and distributed printed materials. (USDE, 1982, p. 60)

NASDSE also reported:

The United States Catholic Conference estimated that 6.5% to 7% of the parochial school population is mildly handicapped and that these students remained unidentified and unserved. Similar estimates were provided by the Illinois and Maryland SEAs who placed the incidence at between six and eight percent of the parochial school population, with fairly even geographic distribution. (USDE, 1982, p. 60)

LEA administrators who were interviewed by NASDSE gave various reasons for the difficulty found in identifying these students. They said that they were hampered by a "sparsity of responses . . . and difficulties in coordination among the parochial schools in some settings." In the majority of cases, the report continues, ". . . services to private schools technically stop at the point of identification because of policies requiring dual enrollment or because parents generally enroll their child in the public program if the child's needs are extensive" (USDE, 1982, p. 61).

The United States Catholic Conference reported to NASDSE that

. . . States have rewritten their laws to comply with PL 94-142, and State and Federal monies previously available to support on-site special education programs operated by the Catholic schools have been terminated. Most LEAs now say that handicapped students in private schools must enroll in the public schools to receive services. (USDE, 1982, p. 61)

The report concludes that the above stated policy of requiring dual enrollment before providing services to handicapped children who would otherwise be enrolled in parochial or other private settings "poses a

problem needing further attention. Currently, this policy appears to result in a lack of needed services for some handicapped children enrolled in private schools" (USDE, 1982, p. 61).

Handicapped Classifications and Service Options

For the past three years, the SEA of the State of Tennessee has filed performance reports for the implementation of PL 94-142. The reports were entitled "Service in Public/Private Settings and State Staff Costs." For the school year 1979-80, a total of 112,532 handicapped students was reported served, with 785 of them being in the private setting. None in the private setting were reported as needing, but not receiving, services (Performance Reports, 1979-1980). In 1980-81, the report was submitted which said that 112,232 handicapped students were served, (there were actually 112,252--an error was made in addition) with 824 in the private setting, and none in the private setting reported as needing, but not receiving, services (Performance Reports, 1980-1981). The data for 1981-82 showed a total of 102,459 students receiving services, with 749 in the private setting, and none in that setting reported as needing, but not receiving, services (Performance Reports, 1981-1982).

The frequencies and percentages of the handicapping conditions within Tennessee's school age handicapped population for the school years 1980-81 and 1981-82 are presented in Table 1.

Various options for special education settings and services were made available in the State of Tennessee during 1981-82. The State Census of the Handicapped Report, which was not published at this

Table 1

Frequencies and Percentages of Handicapping Conditions Reported
Served in Tennessee's Public Schools, Under PL 94-142: Part B

Handicapping Condition	1980-81		1981-82	
	f	%	f	%
Mentally Retarded	27,369	24.38	20,629	20.13
Hard of Hearing/Deaf	2,821	02.51	2,406	02.34
Speech Impaired	36,325	32.36	32,823	32.03
Visually Impaired	934	00.83	778	00.75
Health Impaired	3,862	03.44	2,227	02.17
Learning Disabled	36,077	32.14	39,410	38.46
Emotionally Disordered	3,064	02.73	2,623	02.50
Multihandicapped	1,785	01.59	1,554	01.50
Deaf/Blind	15	00.01	9	00.01
Totals	112,252	99.99	102,459	99.89

writing, was the source for the data about these options. The report was on file in the Office of Special Education, State Department of Education of Tennessee. (State Census, 1982). Table 2 presents a summary of options and their descriptions, as well as the number of students in Tennessee who were placed in each option during the school year 1981-82.

Within various dioceses in the country, the regular parochial school has been recognized as the least restrictive environment for the mildly handicapped children of the Catholic community. It was a pioneer effort, however, even in the areas where a large Catholic population existed. Collaboration with the public school systems has occurred in some of the larger cities by amendments to the state constitutions, ". . . the establishment of a special school district to provide

Table 2
Options, Descriptions and Placement School Age Handicapped
Tennessee--1981-82

Regular Education Program	Number	% of Handicapped
Option 1 - Supportive Services	1873	01.70
Option 2 - Consultation Services	5205	04.72
Option 3 - Special Education Teacher in the Regular Classroom	917	00.83
Option 4 - Speech and Language Services	31,578	28.62
Option 5 - Resource Services	54,482	49.37
Regular Program or Special Education		
Option 6 - Public or Private Supplementary Services	183	.17
Special Education in an Ungraded Class		
Option 7 - Comprehensive Developmental Class	10,525	09.53
Option 8 - Special Day Program	3,696	03.34
Option 9 - Special Residential Program	116	00.10
Option 10 - Home or Hospital Program	1,767	01.62
Totals	110,342	100.00

services to non-public handicapped children, dual enrollment, and mobile classrooms which provide services in the regular parish school" (Hall, 1981, p. 40). Several of the diocesan directors of special education also served on the State Plan for Special Education Committee in their respective states. "By virtue of this placement, they have access to their state's planning process and are kept apprised of service benefits available to the nonpublic sector" (Hall, 1981, p. 41).

In summary, the literature consisted primarily of the law itself, and of reports which described the implementation of the law, both at the national and state levels. The review cited varying degrees of involvement between the public and the parochial school systems. This has resulted in inconsistent provisions of services for the parochial handicapped children. In Tennessee, the State law reflects the Federal legislation; however, as pointed out in the State Annual Performance Reports, the full implementation of the law has yet to be realized. Since the laws now make possible a quality education for all handicapped children, the next step would seem to be to establish avenues of cooperation between the public and the private systems. This was a recommendation made by the United States Catholic Conference and submitted to Congress in the Fourth Annual Review of the Implementation of PL 94-142: Part B.

CHAPTER III

METHODOLOGY AND PROCEDURE

Introduction

There were five purposes for this study. Purpose 1 was to determine the parochial school administrator's opinion regarding the implementation of PL 94-142: Part B in the diocesan parochial schools of Tennessee. Purpose 2 was to determine the incidence of suspected handicapped children in the diocesan parochial schools. Purpose 3 was to identify the options for special education. Purpose 4 was to determine the extent to which related services were provided by the LEA for the verified handicapped parochial children. Purpose 5 was to determine the options for special education that were being provided by the Catholic parochial schools for their suspected handicapped children.

Method

A descriptive method was chosen for this study based on a review of the literature on research techniques. "Descriptive research is used to systematically describe the facts and characteristics of a given population or area of interest, factually and accurately" (Isaac, 1971, p. 18). In 1955, John W. Best stated that the descriptive method was concerned with conditions or relationships that exist. "It describes and interprets what is" (Best, 1955, p. 102).

This method, according to Van Dolen and Meyer (1966), is best used to collect detailed factual information that describes existing phenomena. Therefore, a census study was an appropriate method for:

(a) obtaining the informed opinion of the educators, (b) determining the extent of the handicapped population of the parochial schools, and (c) identifying the availability of special education and/or relevant related services to this population.

Since only 41 schools comprised the entire population for this study, it was feasible to conduct a census of the population of both administrators and students. In the event that the census could not be completed, the estimate of the population parameters would be made from the sample returns. To estimate the opinion of the administrators with a .05 sampling error, it would have been necessary for 36 of the total to reply (Payne, 1967, p. 608). The records of the entire student population of 12,236 students were accessible through the administrators and/or teachers. If at least 375 of the records were reviewed, the sampling error would have been at the .05 level (Payne, 1967, p. 608). It was anticipated that data returns far exceeding the minimum required could be expected, therefore the characteristics of these populations could be estimated within acceptable limits of error.

The census forms were planned: (a) to facilitate the completion of forms, (b) to collect precise data, and (c) to yield a unique classification process for screening handicapping conditions, as well as (d) to determine the specific options for services available to the suspected handicapped children in the diocesan parochial schools of Tennessee.

The following guidelines were used in developing the forms: (a) the length was limited so completion would require as little time as possible; (b) an unequivocal response was requested, e.g., "yes" or

"no"; (c) the range of responses were limited to "yes" or "no"; and (d) the directions were given in an easily interpreted manner, e.g., "Check the box." or "Copy data from the school records of standardized test forms" (Jessen, 1978).

The respondents were informed of the purpose of the research and of the use to be made of the data. Provisions were made for the institutions involved to learn about the results of the study (Fox, 1969).

Participants

There were two populations canvassed in this study. They were the diocesan parochial school administrators and the children in the diocesan parochial schools. (The schools will be described later for the sake of clarity.)

Administrators. The principals and/or guidance counselors from the 41 diocesan parochial schools were asked to participate in the part of the study that investigated the development of programs using PL 94-142 funds. Their answers provided the data that described the implementation of this law in Tennessee's parochial schools. The study surveyed the quality of the LEAs' consultations for planning special education programs with the parochial administrators during the 1981-82 school year. Other details regarding services were: (a) how students' needs were identified, (b) how provisions were made to meet identified needs, and (c) how the programs were evaluated. Information was requested about: (d) previous years' involvement in PL 94-142: Part B programs, as well as information about (e) the cooperation between parochial

staffs and the LEA in the development of programs for the 1981-82 school year. The census form asked (f) whether or not there had been an opportunity to give written approval of developed programs ("sign-off"), and (g) whether or not written statements were given by the parochial schools if they choose not to participate in LEA programs.

Children. The children included in the study were enrolled in one of the 41 diocesan parochial schools. The total number of diocesan parochial students for the 1981-82 school year was 12,236. The total elementary student population was 9,101; the high school population was 3,135. (Diocesan Censuses, 1981-82.) The suspected handicapped children included in the study were screened from this larger population of parochial school children.

Schools. The schools were scattered throughout the State, within thirteen different LEA areas. In the Nashville metropolitan area, the elementary schools (K or 1-8) were located geographically as follows: two inner city, two city, three suburb. One diocesan high school drew students from all local areas. There were three Chattanooga diocesan parochial elementary schools within the city LEA area: one school each in the inner city, city, and suburban areas. One high school drew students from all local areas. Memphis had three inner city elementary schools, five city elementary schools, and four suburban elementary schools. Three high schools drew students from all areas. Knoxville had two elementary schools which were located within the Knoxville city LEA area. One school had students from West Knoxville; the other school

had students from North, South, and East Knoxville. The high school had a population which came from all local areas. All three of the Knoxville schools had children from inner city, urban, and suburban areas.

The remaining schools were all-area elementary schools in the following LEA areas: Johnson City, Oak Ridge, Kingsport, Bartlett (Shelby County), Jackson (Madison County), Loretta (Lawrence County), Lawrenceburg (Lawrence County), Tullahoma (Coffey County), McEwen (Humphreys County), Madison (Davidson County), and Dechard (Franklin County). (For additional demographics, see Appendix A.)

The diocesan parochial schools were not private academies and did not screen for admittance. All children of the Catholic faith, who applied, were admitted. The severely handicapped Catholic children would probably not have applied to attend these schools at any level, as there were few special classes to meet their needs. The high schools' curricula allowed for little other than general education or college preparation. With very few exceptions, the elementary schools were State approved schools. The high schools were members of the Southern Association of Secondary Schools & Colleges. There were 492 members of the elementary teaching staff and 205 high school teaching staff members (Diocesan Censuses of both Nashville and Memphis, 1981-82). The diocesan parochial schools were homogeneous regarding their relationships with the respective LEAs in the implementation of PL 94-142: Part B.

Classification of Handicapping Conditions

This study investigated the extent of the handicapped population in the diocesan parochial schools of Tennessee. The specific handicapping conditions for which the census screened were: intellectually gifted, speech impaired, visually disordered, hearing impaired, behaviorally disordered, mentally retarded, and learning disabled. The teachers screened for these conditions, within each classroom setting, and thereby selected the suspected handicapped children. The teachers relied on objective test information and health records to substantiate their opinions, as well as a checklist provided by the investigator.

Gifted. The criteria for being included as intellectually gifted were having an IQ score of at least 130 and possessing at least three of the following characteristics: (a) the student exhibited capabilities that exceeded those of most students of the same chronological age range, (b) the student had an ability which was considered to be consistently remarkable, (c) the regular curriculum of the school was barely appropriate for the demands of either learning capacity or the anticipated social roles of a student with such ability, (d) the student had advanced interests and curiosities, (e) the student had advanced psychological maturity.

Speech impaired. The criteria for being included as speech impaired were having at least one of the following characteristics: (a) the student had a speech disorder which drew unfavorable attention to itself, (b) the student had a speech disorder which interfered with

communication, (c) the student had a speech disorder which caused the student to be socially maladjusted.

Visual disorders. The criteria for being included as visually impaired were having at least one of the following characteristics: (a) the student had a visual acuity of 20/30 or worse in both eyes, or 20/40 or worse in one eye; (b) the student had imperfect binocular vision; (c) the student had difficulty in accommodation; (d) the student had a restricted peripheral field of vision of less than 90 degrees; (e) the student had nystagmus.

Hearing impaired. The criteria for being included as hearing impaired were having at least one of the following characteristics: (a) the student did not understand conversational speech at a distance of three to five feet (face to face); (b) the student did not understand speech in a class discussion, if the voices were faint or not in unison; (c) the student had a limited vocabulary or speech anomalies; (d) the student often requested that verbal instructions be repeated; (e) the student did not follow verbal instructions without special attention being paid to him/her; (f) the student had been diagnosed by a hearing specialist as having a mild, marked, or severe hearing loss.

The conditions of speech, vision, or hearing impairment were further verified by noting the information from school health records in the space provided. The degree of visual acuity and any other professionally diagnosed information was recorded, as well as any description of speech and/or hearing problems that were noted on the health card by a professional.

Behaviorally disordered. The criteria for being included as behaviorally disordered were that the student have both of the following characteristics: (a) the student's disruptive behavior had persisted for more than two years, (b) the student's apparent inability to learn could not be explained by intellectual, sensory, or health factors.

Mentally retarded. The criteria for being included as mentally retarded were that the student have an IQ score below 70, as measured on a standardized test, as well as having at least one of the following characteristics: (a) the student have a deficiency in the basic skill area of language, (b) the student have a deficiency in the basic skill area of mathematics, (c) the student have a deficiency in the basic skill area of reading, and/or (d) the subaverage general intellectual functioning existed concurrently with deficits in adaptive behavior.

Learning disabled. The criteria for being included as learning disabled were that the student have an IQ above 70, as measured on a standardized test, as well as having at least one of the following characteristics: (a) the student have a deficiency in the basic skill area of language, (b) the student have a deficiency in the basic skill area of reading, and/or (c) the student have a deficiency in the basic skill area of mathematics. A student may not have been diagnosed as having a specific learning disability if the severe discrepancy between ability and achievement were primarily the result of a visual, hearing, or motor handicap; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.

Classification of Services

The Individual Student Assessment Form of this study was organized to group the suspected handicapped parochial children by the options for services to handicapped children in Tennessee. There were 10 options for handicapped services during the 1981-82 school year. The children may have had services through more than one option. In the year end report to the State Department of Education, the LEA counted the number of children by the primary option, i.e., the least restrictive environment, in which the children were placed. In this manner, mutually exclusive categories were established which allowed for an unduplicated count of handicapped children served by each option. (Student Evaluation Manual, 1982.) The options were as follows: (a) Option 1: The Regular Education Program with Supportive Services; (b) Option 2: The Regular Program with Consultative Services; (c) Option 3: Special Education Teacher in the Regular Classroom; (d) Option 4: Regular Program with Speech and/or Language Services; (e) Option 5: The Regular Program with Special Education Resource Activities; (f) Option 6: Public or Private Supplementary Services; (g) Option 7: Comprehensive Developmental Class; (h) Option 8: Special Day Program; (i) Option 9: Special Residential Program; and (j) Option 10: Home or Hospital Program.

Instrument Construction

A census form titled "Education of Handicapped-Parochial Schools" was designed to be completed by the parochial school principals and faculties. The census form had four sections. Section One: Parochial

School Administrator's Assessment of PL 94-192 was answered by the principals or guidance counselors. Section Two: Handicapped Screening Form, Section Three: Criteria for Determining Suspected Handicapping Conditions, and Section Four: Individual Student Assessment were completed by the teaching staffs.

Section one. Section one was designed to determine the school administrator's assessment of the extent to which parochial principals and/or other school personnel participated in the planning and implementation of PL 94-142, Part B: Education of the Handicapped Act. This section asked questions which were intended to assess the degree of involvement the non-public school had in federally funded programs which were present in the local public schools. The responses were answered "yes" or "no." (See Appendix B.)

Section two. Section two was designed for the teachers to collect demographic data regarding each screened handicapped child such as: birthdate, grade, race, and suspected handicapping condition. The teachers were also asked to record recent scores from various academic and intelligence tests. (See Appendix D.)

Section three. Section three was designed for the teacher to precisely indicate specific suspected handicapping conditions for child-find purposes. It contained a checklist for each of the suspected handicaps. The teachers completed the section which applied to the primary handicapping condition for the screened children. The screening questions were answered "yes" or "no." The teacher also included in

this section information from school health records which related to speech, vision, or hearing handicaps. (See Appendix D.)

Section four. Section four inquired about each level of service made available to the suspected handicapped student, both by the local education agency and within the parochial school. The teachers completed this section for each suspected handicapped child. This section had three purposes: (a) to determine exactly the extent to which the options for education of the handicapped were available for these children, through the agency of the local public schools; (b) to determine the extent to which the screened handicapped children were afforded related services, e.g., transportation, psycho-educational assessments, etc., through the agency of the local public schools; and (c) to determine whether the above children were afforded the options for education of the handicapped through the parochial schools, when local public school services were not available. (See Appendix D.)

Instrument Reliability and Validity

Since the census was developed for this study, reliability and validity of the instrument needed to be established. Test-retest reliability was determined in the following manner: (a) The principal of a diocesan parochial school was asked to complete the census form, Section One, on January 19, 1982. At the same time, nine teachers of the school were asked to complete the census forms, Sections Two through Four. (b) One week later, on January 26, 1982, the same persons were asked to complete the census forms again. (c) Since the samples were

small, the correlation of stability was estimated by using the Spearman's rank difference correlation method ($r_{\text{sub } \rho}$). The correlation coefficient was found to be .82. This rho coefficient was significant beyond the .05 level on a one-tail test. The high correlation indicated that the instrument measured the same functions before and after the interval of time (Guilford, 1978, p. 416). (See Appendix E.)

Face validity was established for Sections Two, Three, and Four of this instrument by the following method.

The Supervisor and the Assistant Supervisor of psychological services for the Knoxville City Schools and the principal of the Knoxville Adaptive Education Center were requested to and did verify the validity of the criteria checklist and of the special education services sections.

Section Two (the screening section) which sought demographic information, was unanimously agreed to be valid. On the whole, the three evaluators agreed that Section Three, the criteria checklist section, was valid. The areas of inaccuracies, which were noted by one of the evaluators, were in the criteria for intellectually gifted, behaviorally disordered, hearing impaired, and mentally retarded. Corrections were made before the Sections were distributed for the study. Section Four (the individual student assessment section--special education services received) was agreed to be valid by all three, with the criticism by one evaluator that the last question was too long. (See Appendix F.)

Method for Analyzing the Data

Characteristics of sociological factors. Analysis was made of certain sociological factors to determine whether they had any relationship with: (a) the response to the census, (b) the handicapped services received by the parochial school students, and (c) the cooperation which existed between the parochial schools and the LEAs. The factors which were analyzed were: (a) the geographic location of the parochial schools within certain LEA areas of the State, (b) the size of the LEA, and (c) the size of the parochial schools. The chi square statistic for contingencies was calculated and presented in tables.

Section one: the school administrator's assessment form. Proportions were calculated from the census data which related to the major questions of: (a) Who was included in the design and development of programs for handicapped children? (b) From whom were "sign-offs" requested? and (c) Who had signed written statements indicating they did not wish to participate in programs designed to benefit handicapped children?

In the event that a complete canvassing of the population did not occur, it was planned that binominal sampling distributions of the responses would be used.

Section two: the screening form. Demographic data from this form were used to estimate the relationship between the suspected handicapped students and certain sociological factors. The percentage of each suspected handicapping condition in the parochial school population was calculated and these data were also presented in tables.

Section three: criteria for determining suspected handicapping conditions form. This form was used as a checklist for screening suspected handicapping conditions. The responses were visually inspected by the investigator to determine whether there was consistency between the teacher's reason for referral of a student and the characteristics of the handicapping condition for which the student was referred. The checklist was included in the survey for the teachers' convenience and information only.

Section four: individual student assessment form. The data from this section were grouped by arranging the responses to each of the 25 questions into one of the options for service for the handicapped students. The options provided to the suspected handicapped student were those defined in the State of Tennessee Rules, Regulations, and Minimum Standards, 1980-1981. These options were arranged in hierarchical order of least restrictive to most restrictive environments. The children in the handicapped population were counted in the category of the least restrictive service they were receiving. In order to have an unduplicated count, the children receiving more than one service were counted in the least restrictive service for which they were eligible.

Categories of the services available to the handicapped parochial students, whether served in the public or parochial schools, were:

- (a) Regular education program, with special education materials, supplies, etc. (This is Option 1.)
- (b) Regular education program, with consultant. (This is Option 2.)

- (c) Regular education with a special education teacher on a regular basis. (This is Option 3.)
- (d) Regular education with speech/language teacher on regular basis. (This is Option 4.)
- (e) Regular education with resource activities outside class. (This is Option 5.)
- (f) Full time special education. (This is Option 7.)
- (g) Regular education; no special education, other types of assistance, e.g., tutor, grouping, etc. (This is not a special education option.)
- (h) No services made available whatsoever.

The proportions of the frequency of students in each category were calculated and presented in tables.

The chi-square method was used to determine whether there was a significant difference between the proportion of screened handicapped parochial school children and what the expected proportion would be if the 12% Federal guideline limit were used (Guilford, 1978, p. 207).

Frequencies and proportions were tallied and calculated for the following: (a) the suspected handicapped parochial students screened by the parochial staff, (b) the suspected handicapped parochial students referred to the public schools (LEA) for testing, (c) the suspected handicapped parochial students who were verified by the public school (LEA) testing, (d) the LEA verified parochial students for whom IEPs were developed, and (e) the verified handicapped parochial students who received free appropriate special education on public school premises and/or (f) on parochial school premises.

Frequencies and proportions were also tallied and calculated for the following: (a) verified handicapped parochial students who received LEA related services, such as transportation, speech pathology, psychological services, etc., (b) suspected handicapped parochial students who were receiving special education services in the parochial school setting only, without any public school involvement at all, and (c) suspected handicapped parochial students who were not receiving any special education in either the parochial or public settings.

Procedures for Collecting Data

Distribution of survey instrument. The diocesan school superintendents agreed that a complete canvassing of all diocesan schools was necessary, as the local education agents needed to be informed on a per school/per area basis. The cooperation and approval of both the Nashville and Memphis diocesan superintendents and parochial schools' principals were requested and granted. Letters were sent to the principals from the respective superintendents' offices. The letters requested cooperation in the present study which would specifically investigate program development for handicapped students. (See Appendix G.)

A meeting of all of the principals in the Memphis diocese was held on January 11, 1982, in Memphis, Tennessee. At this meeting, this investigator informed the administrators of the purposes of this study and gave detailed instruction as to the procedure for completing the census forms. During the meeting, there was sufficient time allotted for questions and for a sample completion of the census. Similiar

meetings for the same purpose were held in Nashville, Chattanooga, and Knoxville on February 10, 11 and 12, 1982, respectively.

The census forms were mailed by certified mail to all of the 41 diocesan schools on February 15, 1982. A return self-addressed and stamped envelope was included with this mail-out. Sections Two, Three, and Four were distributed to the teachers by the principals and a request was made to have them returned to the principal no later than February 22, 1982. The principals responded to Section One of the census, and the entire packet was to be mailed back no later than February 26, 1982. A follow-up phone call, on March 2, 1982, was made to those principals from whom no response was received. They were encouraged to complete and mail the census forms. On-site visits were planned for those schools whose administrators had neglected to respond by March 8, 1982.

Procedure for Completion of Census Form:
Administrator's Response

The school administrators and/or guidance counselors were requested to complete a section entitled Education of Handicapped-Parochial Schools, School Administrator's Assessment. (See Appendix B.) This form was Section One of the total census. There were four questions on this form which were related to the degree of involvement of the parochial schools in the development of programs for the handicapped. The administrators were instructed to provide "yes" or "no" answers for all questions.

Procedure for Completion of the Census Form:
Teacher's Response

Sections Two through Four of the study were designed to identify the number of handicapped children in the Catholic schools in the state of Tennessee K-12 during the 1981-1982 school year. Teachers were given instructions as to the procedure to be employed in the completion of the census forms. (See Appendix D.) The first step in this part of the study involved the teachers in completing the Education of the Handicapped Survey, Screening Form. (See Appendix D.) All students who were suspected as needing special help were to be listed on one of these forms.

There were three divisions of Section Two: The Screening Form to be completed by the teachers. The first division was completed by listing demographic information about the student, such as: name, date of birth, present grade, school, teacher, race and whether the student had been accelerated or retained and in which grade(s). The teachers completed the second division by checking only the characteristics in the area of the major handicapping condition. The specific handicapping conditions listed were intellectually gifted, speech impaired, behaviorally disordered, visually handicapped, hearing impaired, mentally retarded, both educable and trainable, and specific learning disabled in the areas of reading, language, and mathematics. (Detailed definitions of these conditions were listed on Section Three: The Criteria For Determining Suspected Handicapping Conditions checklist.) The use of information in the cumulative folder was required to complete the third division. The teachers were asked to record the latest achievement test

scores and intelligence test scores. The intelligence test name, date of administration, IQ score and percentile rating were requested. Also requested were the achievement test name and date of administration, as well as the percentile rankings and grade equivalents in reading, language, and math. For students who had no test scores, the teachers were instructed to estimate the scores and to mark "EST" next to the score.

To complete the second step, the teachers were asked to use Section Three: The Criteria for Determining Suspected Handicapping Conditions form. They were instructed to locate on the checklist the category of handicapping condition that had been previously noted in the first step, and to complete the questions about that child's primary handicapping condition only. (See Appendix D.)

The third step which involved the teachers' response was the completion of Section Four: The Individual Student Assessment Form. (See Appendix D.) The student's name, birthdate and grade were completed and the "yes" or "no" answers were checked for items which described options for special education and/or related services made available to the student. This census form had two divisions. The first nine questions comprised Part I: Services by Local Education Agencies, and Part II: Services by the Parochial Schools was the tenth question, which had 12 subparts.

Part I: Service by Local Education Agencies had nine questions. These investigated the referral to the LEA, the verification by the LEA, the availability of the 10 Options of Special Education, and the related services to be provided by the LEA at no expense to the parent.

Part II: Services by the Parochial Schools consisted of the tenth question in this part of the census. A range of services from full time parochial special education to no special education service of any kind was described. All responses were checked with "yes" or "no" answers.

In summary, the teacher was requested to make a list of suspected handicapped students and to complete checklists regarding the description of the handicapping condition and services made available for the education of that student, both in the public school and in the parochial school.

Procedure for Analyzing the Data

Data about sociological factors. The chi square statistic for contingencies was calculated to estimate the degree of relationship which might exist between certain sociological factors and the respondents to the census. These analyses were presented in tables.

Data from Section One: The School Administrator's Assessment Form were stored on magnetic disks for electronic data processing. Data files from Section One were verified to be free of clerical errors by proofreading the file listings. Clerical errors were corrected. "Yes" or "no" answers were the only valid responses to the questions in Section One. The sample size for each question was taken to be the number of valid responses to that question. Sample proportions were calculated, when appropriate, using the number of responses to the question as the base. Confidence intervals at the .05 level were calculated for the sample proportions using the binominal distribution

model. Results were reported in percentages. The findings were tabulated.

Data from Section Two: The Screening Form and Section Four: The Individual Student Assessment Form were stored on magnetic disk for electronic data processing. The data collected about each child in the study with Section Two and Section Four were assigned a unique serial identification number by the data processing routine that corresponded to the order of data encoding.

For Section Two: Screening Form, certain raw data were assigned codes and transforms to facilitate data processing. Identification code numbers were assigned to the following nominal variables: child's name, school's name, the name of the handicapping conditions, the names of the intelligence tests, and the names of the achievement tests.

Nominal data from Section Two were verified to be free of clerical error by proofreading the file listings. Clerical errors were corrected. The range of valid responses was limited to the values given on the screening form for race and handicapping conditions. A valid response for school was a number between 1 and 41. When data for a variable were unusual and/or outside the valid range and could not be corrected, they were deleted and the number of observations for that variable was reduced. Unusual values were edited and corrected if verifiable data could be obtained.

Such variables as the date of administration of the standardized tests, the scores and percentile rankings of these tests, and the age of the student and his/her grade placement were given decimal identification code numbers. The age was transformed from the birthdate and then

encoded as years in decimal fractions. A special code was created to indicate whether a student had been accelerated or retained. A plus or minus sign and the grade in which the acceleration occurred was the code used for this data. All other data were encoded to the magnetic disk in the form in which it was collected from the raw data. The ordinal variables such as age, IQ, etc., were plotted against the child identification serial number, so that unusual values could be identified by visual inspection of the plots. A valid response for age was an answer between 5.0 and 21.0. A valid response for grade was an answer between K and 12. If data to correct such errors as inverted dates, encoding errors and other clerical errors could be obtained, data for the variable were corrected. Gross errors were deleted unless the data could be verified. The data were presented in tables.

The data were summarized from Section Four: Individual Student Assessment Form. Frequencies and proportions were then calculated and tabulated. These findings were the basis for describing the kinds of service, if any, that were being afforded the handicapped children in the diocesan parochial schools. Flow charts were constructed to present the findings in a systematic manner.

CHAPTER IV

ANALYSIS OF DATA

The purposes of this study were to determine: (a) the parochial school administrator's opinion regarding the implementation of PL 94-142: Part B in the diocesan parochial schools of Tennessee, (b) the incidence of suspected handicapped children in the diocesan parochial schools of Tennessee, (c) the realized options for special education for the suspected handicapped parochial children, (d) the related services made available to the suspected handicapped parochial children, and (e) the options for special education that were being provided for the suspected handicapped students by the diocesan parochial schools of Tennessee.

The major questions to be answered as a result of this study were: (a) Were non-public, parochial school representatives consulted at all stages of development and design of programs to benefit handicapped children? (b) Were "sign-offs" requested, if the non-public parochial schools approved of the programs developed? (c) Were written statements given by the parochial school representatives which indicated that they did not wish to participate in such programs? These questions were answered from the responses to the School Administrators Census Form.

The responses to the Suspected Handicapped Screening Form provided the answer to the fourth major question: Was there a significant difference between the percentage of handicapped parochial students in Tennessee and the expected percentage of handicapped students in the

school age population of the United States? Other major questions were: (a) Were the suspected handicapped parochial students screened by the parochial staff? (b) Were the screened students referred to the LEA for testing? (c) Were the LEA tested parochial students verified as having handicapping conditions? (d) Did the verified handicapped parochial students have IEPs developed for them by the LEA? (e) Did the verified handicapped parochial students receive LEA special education services on the public school premises and/or parochial school premises? (f) Did parochial handicapped students receive related services, e.g., transportation? (g) Were the suspected handicapped students in the diocesan schools receiving special education in the parochial schools only? If so, what kind? These questions were answered from the responses to the Individual Student Assessment Form.

Method of Data Presentation and Analysis

The data presented and analyzed in this chapter were gathered through the use of a census form specifically designed for this study. Frequencies, proportions, and/or percentages were computed from the census data. The degree of association between certain sociological factors and the responses of the population were calculated using the chi square statistic in contingency tables. The data addressing the major questions were gathered and presented in tabular form. Other findings generated by the census, but not related to the major questions, were catalogued and summarized. These responses were comments and reactions from the parochial administrators and superintendents and also from the State Education Agency (SEA) supervisors.

Populations. The populations for this study were the administrators of the diocesan parochial schools of Tennessee and the students in these schools. Forty-one diocesan parochial schools participated in the study. These schools were located within 13 different LEA areas across the State. Census forms were distributed to the 41 administrators and to the 492 teachers and 4 guidance counselors of the 12,236 diocesan parochial students in Tennessee. Forty of the 41 schools completed and returned the Individual Student Assessment census forms. The census gathered data for 97.5% of the total student population. The teachers screened 649 students as being suspected of having one of the handicapping conditions that was listed on the Screening Checklist of the census form.

The administrators returned 33 (or 80%) of the forms that were addressed to them. Of the 33 responses, 31 responses were usable. Therefore, 75% of the administrator's population successfully responded to the census.

Characteristics of sociological factors. Before analyzing the administrators' responses, it seemed appropriate to make analyses of certain sociological factors which may have had bearing on: (a) whether the administrators responded to the census, (b) the type of responses given by the administrators, (c) the complement of services offered by the LEA to the parochial schools, and (d) whether the parochial administrators availed themselves of the LEA services.

The factors considered were: (a) the geographic location of the parochial schools within certain LEA areas of the State, (b) the size of the LEA, and (c) the size of the parochial school.

The diocesan parochial schools were located within 13 of the 146 different LEA areas across the State. The relationship, if any, which existed between the number and size of these schools and the size and location of the LEAs within the State's three geographic divisions was examined. Each of the three major geographic divisions had different concentrations of parochial schools. Whether the location of the parochial school within each of these divisions was a factor in cooperation between the LEAs and the parochial schools was also examined.

For purposes of this study, the LEA was classified as large if the handicapped population served by the LEA was greater than 3215. This number is the mean of the number of handicapped students served, in 1981-82, by the 13 LEAs which served diocesan parochial schools (Analysis of Funds, 1982). Only the four major metropolitan systems in the state were categorized as large by this criterion in this study. The size of the LEA, regardless of its location in the State, was examined to determine whether this was a factor in the cooperation which existed between the LEAs and the parochial schools.

In the study, the parochial school size was classified as large if the student population was greater than 375 (Supplement to Rules, Regulations, and Minimum Standards of Tennessee, 1980-81, p. 5). The size of the parochial school was examined to determine whether this was a factor in the cooperation which existed between the parochial schools and the LEAs.

Table 3 presents the chi square statistic for the contingency table analysis of the relationship between the geographic factor (West, Middle, or East) and the following variables: (a) the size of the LEA, (b) the parochial school size, (c) the types of responses given by the parochial administrators, (d) the quality of consultation services afforded the parochial school by the LEA, from 1975 to 1982, (e) the complement of services offered the parochial schools by the LEA, from 1975 to 1982, and (f) the complement of services offered by the LEA and accepted by the parochial school in the school year 1981-82.

Table 3

Chi Square Contingency Table for the Association
of Geographic Location with Census Responses

Factor	χ^2		Critical Value*
LEA Size / Geographic Area	0.48	<	5.991
P.S. Size / Geographic Area	2.08	<	5.991
Responses / Geo. Area	4.95	<	9.488
Consultation 1975-82/Geo. A.	0.87	<	5.991
Type of Services 1975-82/Geo. A.	9.33	<	12.592
Services Offered 1981-82/Geo. A.	6.30	<	9.488
Services Accepted 1981-2/Geo. A.	5.00	<	9.488
Services O. & A. 1981-2/Geo. A.	1.49	<	5.991

* $p < .05$

The data from Table 3 indicate that there is no statistically significant chi square value for the possible relationship between the variables of geography and the responses to the census.

Table 4 presents the chi square statistic for the contingency table analysis of the relationship between the size of the LEA factor and the following variables: (a) the size of the parochial schools, (b) the types of responses given by the parochial administrators, (c) the type of consultation given to the parochial schools from 1975 to 1982, (d) the type of services offered to the parochial schools from 1975 to 1982, and (e) the services offered and accepted by the parochial schools in 1981-82.

Table 4

Chi Square Contingency Table Values for the Association
of LEA Size with Census Responses

Factor	χ^2		Critical Value*
Size of P. S. Served / LEA Size	5.31*	>	3.841
Responses / LEA Size	5.37	>	4.605
Consultation 1975-82 / LEA Size	3.48	>	2.706
Services 1975-82 / LEA Size	8.89*	>	7.815
Services O. & A. 1981-2 / LEA Size	4.33*	>	3.841

* $p < .05$

The data from Table 4 indicate that there are statistically significant chi square values. These values indicate a correlation between: (a) the size of the LEA and the size of parochial school served, (b) the size of the LEA and the services offered between 1975 and 1982, and (c) the size of the LEA and the services offered and accepted in 1981-82 school year.

Table 5 presents the chi square statistic for the contingency table analysis of the relationship between the parochial school size factor and the following variables: (a) the size of the LEA, (b) the types of responses given by the parochial administrators, (c) the type of consultation afforded to the parochial schools by the LEAs from 1975 to 1982, (d) the type of services offered to the parochial schools from 1975 to 1982, and (e) the services offered by the LEA and accepted by the parochial schools in 1981-82.

Table 5

Chi Square Contingency Table Values for the Association
of Parochial School Size with Census Responses

Factor	χ^2		Critical Value*
Size of LEA/Par. S. Size	1.91	<	3.841
Type of Response/Par. S. Size	5.91	<	5.991
Consultation 1975-82/Par. S. Size	5.56*	>	3.841
Services Offered '75-82/Par.S. Size	6.00	<	7.815
Services O. & A. 1981-2/Par. S. Size	.11	<	3.841

* $p < .05$

The data from Table 5 indicate that the school size is significantly related, at the .05 level to the availability of consultation by the LEA. The size of the school was not significantly related to any other area of response.

Presentation of Data from School
Administrator's Assessment Form

School administrator's assessment form. This form was was designed to determine the parochial school administrator's opinion regarding the implementation of PL 94-142: Part B in the diocesan parochial schools of Tennessee. (See Appendix B.) The data gathered with this instrument are presented in Appendix C, Tables C-1 and C-2.

In Tables C-1 and C-2, the large parochial schools are designated by the letter (L); the small ones are designated by the letter (S). The same designations apply to the LEAs. The geographic divisions of the State (West, Middle, East) are listed for each school and LEA area in which the parochial schools are located. The school names are alphabetized and assigned code numbers 1 to 41. The data is arranged in the tables by school code. (See Appendix A for school code.) The letter (X) indicates a YES response; the letter (O) means that the response was NO. A hyphen (-) symbol means that no response was given to that question by that administrator.

Administrators' census data summary. The first question on the census form asked the administrators: Have you been consulted this school year, 1981-82, by the local education agency regarding: (a) Which children will receive benefits under PL 94-142, Education of the Handicapped Act? (b) How the children's needs will be identified? (c) What benefits will be provided? (d) How the benefits will be provided? (e) How the project will be evaluated? The responses are arranged by: (a) affirmative responses, (b) negative responses, and

(c) failure to respond. The responses are presented in Appendix C, Table C-2.

Table 6 summarizes the frequency of YES, NO and NR (no response) answers to the first question on the census form. The table also gives the upper and lower confidence limits, at the .05 level, for generalizing the YES answer to the population of administrators of all of the diocesan parochial schools of Tennessee. For example, if the data from question 1a of the census were generalized to the entire population of 41 administrators, 38.7% of the responses (16 YES responses) would be the best estimate for the number of YES answers to that question. At the 95% confidence level, as few as 12 or as many as 19 of the administrators could have been expected to respond YES.

Table 6

Question 1: Was Administration Consulted this School Year
by LEA Regarding Special Education Programs?

QUESTION PART	YES f	Confidence Limits		NO f	NR f
		LL	UL		
(a) Which children participate	12	12	19	19	0
(b) How needs are identified	8	7	14	23	0
(c) What benefits are provided	7	6	12	24	0
(d) How benefits are provided	7	6	12	24	0
(e) How project is evaluated	4	3	11	25	2

Note. N = 41; ($p < .05$); n = 31

Since only four administrators responded YES to having been consulted by the LEA on how the project was to be evaluated, there cannot have been more than four that had the complete range of services. Based on this census, the proportional number of the total administrators' population, who would have answered YES to having all five types of service, would be seven. However, at the .05 level, no number between 3 and 11 could be denied as the true value of the proportional number of administrators who received full services. Based on the census, it is estimated that 16 administrators would have received some services in 1981-82. However, no number between 12 and 19 could be denied as the true value of the proportional number of administrators who would respond that they had received some services in 1981-82 school year.

The second question from the administrator's form was: To your knowledge, was this school's administration consulted in previous years regarding the implementation of PL 94-142: Part B? It was suggested that the administrators consult their files for this answer. Table 7 summarizes the YES, NO and NR (no response) answers to each each part of the second question on the census form. The table also gives the upper and lower confidence limits, at the .05 level, for generalizing to the population of administrators of all of the 41 schools.

Since only five administrators responded YES to having been consulted by the LEA during the 1976-77 school year, there cannot have been more than five that had the complete range of services after the law was enacted. The proportional number of the total administrators'

.

Table 7

Question 2: Was Administration Consulted Regarding
Implementation of PL 94-142: Part B, 1975-1981?

QUESTION PART	YES	Confidence Limits		NO	NR
		LL	UL		
	f			f	f
(a) 1980-81	13	14	22	17	1
(b) 1979-80	11	12	20	17	3
(c) 1978-79	8	8	16	19	4
(d) 1977-78	6	5	14	19	6
(e) 1976-77	5	4	13	19	7
(f) 1975-76	6	6	16	18	7

Note. N = 41; ($p < .05$); n = 31

population who would have answered YES for services would be seven, based on this census. However, at the .05 level, no number between 4 and 13 could be denied as the true value of the proportional number of administrators who received services during the 1975-76 school year. The number of administrators who responded that they had received services from 1975 to 1981 increased annually. Based on the census, it is estimated that 17 administrators would have received some services in 1980-81. No number between 14 and 22 could be denied as the true value of the proportional number of administrators who would respond that they had received services in the 1980-81 school year.

The third question on the census form was: Did the parochial staff cooperate with the LEA in the development of programs for the handicapped students which are in attendance here? The administrators answered as follows: 3 answered YES, 25 answered NO, and 3 gave no

response. The lower limit for the 95% confidence intervals for YES responses over the population of administrators of the 41 schools was 2, the upper limit was 7. ($N = 41$; ($p < .05$); $n = 31$.)

The fourth census question had two sections. Part 4a asked: Did the school agree that the LEA had met its responsibility regarding the design of a program that will benefit all eligible parochial students by a written approval of such a program ("sign-off")? The administrators answered this question as follows: 6 answered YES, 20 answered NO, and 5 gave no response. The confidence limits for generalizing the YES responses to the population of administrators of the 41 schools are as follows: LL 5, UL 14. ($N = 41$; ($p < .05$); $n = 31$.)

Part 4b was phrased: Did the school agree that the LEA had met its responsibility regarding the design of a program that will benefit all eligible parochial students, but signed a written statement agreeing to not participate in such programs? The administrators answered this question as follows: 4 answered YES, 20 answered NO, and 7 gave no response. The confidence limits for generalizing the YES responses to the population of administrators of the 41 schools are as follows: LL 3; UL 11. ($N = 41$; ($p < .05$); $n = 31$.)

Summary of affirmative responses. Table 8 presents the data given by the administrators who answered YES to any question on the census form. The remaining 15 administrators who responded to the census answered either NO to every item of the census form, or answered NO to some items and did not respond to others.

Table 8
Responses to Administrator's Census

School Code	Size	LEA		Census Questions													
		Size	Area	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	3	4a	4b
COMPLETE COOPERATION																	
14	L	L	W	X	X	X	X	X	X	0	0	0	0	0	0	X	X
32	L	L	W	X	X	X	X	X	X	X	X	-	-	-	0	X	0
33	S	S	W	X	X	X	X	X	X	X	0	0	0	0	X	X	0
37	S	S	M	X	X	X	X	X	X	X	-	-	-	-	X	X	-
WORKING COOPERATION																	
19	S	S	M	X	X	X	X	-	X	X	X	X	X	X	0	-	-
24	S	S	E	X	X	X	X	0	-	-	-	-	-	-	0	0	0
35	S	S	E	X	X	X	X	-	0	0	0	0	0	X	0	0	0
34	S	S	E	X	X	0	0	0	X	X	X	X	X	X	-	-	X
INITIAL COOPERATION																	
3	L	L	W	X	0	0	0	0	X	X	X	X	X	X	0	X	0
9	L	L	M	X	0	0	0	0	X	X	X	X	X	X	0	X	X
15	L	L	E	X	0	0	0	0	X	X	X	0	0	0	0	0	0
16	S	L	E	X	0	0	0	0	X	X	X	X	-	-	0	-	-
NON-CURRENT COOPERATION																	
39	L	L	W	0	0	0	0	0	0	X	X	X	X	X	0	0	0
21	L	S	W	0	0	0	0	0	X	X	0	0	0	0	0	0	X
28	L	L	M	0	0	0	0	0	X	-	-	-	-	-	X	-	0
4	S	L	M	0	0	0	0	0	X	-	-	-	-	-	0	0	-
Total of X's				12	8	7	7	4	13	11	8	6	5	6	3	6	4

Note. (X) = YES response; (0) = NO response; (-) = did not respond to census.

Note. (L) = school population greater than 375 or LEA serves more than 3215; (S) = populations smaller than (L).

Note. (W) = West Tennessee; (M) = Middle Tennessee; (E) = East Tennessee.

The responses are grouped according the degree of involvement that appears to have occurred between the LEA and the parochial school staffs. The groups are designated: Complete Cooperation, Working Cooperation, Initial Cooperation, and Non-Current Cooperation.

Analysis of Table 8. All of the 16 administrators who responded YES to any part of the census form were consulted by the LEA at some time since 1975. As seen from the responses to questions 1a-1e, only one of these administrators was consulted for the first time in the 1981-82 school year. Four others were not consulted at all during the 1981-82 school year. However, the responses to questions 2a-2f indicate that these four had been consulted in previous years.

The responses in Table 8 were divided into four sections as follows:

Complete cooperation. The administrators reported that they had been consulted about the full range of program development, had been consulted in previous years, had given "sign-offs," and had been included in program developments for handicapped children in their schools. Three of the administrators in this group were participating in programs in their schools. The fourth administrator had given a written statement to the LEA indicating that the school did not wish to participate in LEA programs.

Working Cooperation. This group consisted of four administrators who reported that they had been consulted about the children to be included in the program and the benefits to be provided to these

children. However, they had not been consulted about the evaluation of the program. None of these administrators had given "sign-offs"; however, one administrator had given a written statement of non-participation. Another administrator had been consulted in preparing programs for the handicapped children in the parochial school.

Initial cooperation. This group had four administrators who reported that they had been consulted only about the presence of a handicapped population in their schools, during 1981-82. They had not been consulted about any other aspect of program development during the year. Two of this group had given "sign-offs"; two had not. One had signed a written agreement of non-participation; three had not. All of these administrators had been consulted in previous years.

Non-current cooperation. The administrators whose responses were in this category reported that they had not been consulted in the 1981-82 school year. All, however, had been consulted in previous years. One had prepared a program in cooperation with the LEA, but none of the four had "signed-off." One had signed a written agreement of non-participation at some time before 1981-82; the other three had not.

Table 9 presents the responses of those administrators who accepted LEA services in 1981-82.

The data from Table 9 indicate that the nine schools which accepted services from the LEA were in all areas of the State. Three of the ten large parochial schools in the State participated in programs of special services provided by the LEAs. All three of these schools were in large

Table 9
Respondents Participating in Services 1981-82

School Code	Size	LEA		Census Questions															
		Size	Area	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	3	4a	4b		
COMPLETE COOPERATION																			
32	L	L	W	X	X	X	X	X	X	X	X	-	-	-	0	X	0		
33	S	S	W	X	X	X	X	X	X	X	0	0	0	0	X	X	0		
37	S	S	M	X	X	X	X	X	X	X	-	-	-	-	X	X	-		
WORKING COOPERATION																			
19	S	S	M	X	X	X	X	-	X	X	X	X	X	X	0	-	-		
24	S	S	E	X	X	X	X	0	-	-	-	-	-	-	0	0	0		
35	S	S	E	X	X	X	X	-	0	0	0	0	0	X	0	0	0		
INITIAL COOPERATION																			
3	L	L	W	X	0	0	0	0	X	X	X	X	X	X	0	X	0		
15	L	L	E	X	0	0	0	0	X	X	X	0	0	0	0	0	0		
16	S	L	E	X	0	0	0	0	X	X	X	X	-	-	0	-	-		
Total of X's				9	6	6	6	3	7	7	5	3	2	3	2	4	0		

Note. (X) = YES response; (0) = NO response; (-) = did not respond to census.

Note. (L) = school population greater than 375 or LEA serves more than 3215; (S) = population less than (L).

Note. (W) = West Tennessee; (M) = Middle Tennessee; (E) = East Tennessee.

LEA areas. Small LEAs provided special education services in some degree for five of the 31 small parochial schools in the State. One small parochial school in a large LEA area had previous contact with the LEA and had participated to some degree in LEA special services.

Summary of Analyses of School
Administrator's Assessment

First purpose of study. The first purpose of the study was to determine whether the parochial school administrators had, in their opinion, been included in the planning of programs developed through PL 94-142. Table 10 presents the summary of the opinions of the administrators regarding the programs for the handicapped which have been presented to the parochial schools by the local education agencies. The table is arranged by geographic areas and sizes of the LEAs and the parochial schools. The percentages of responses in each category of cooperation are given for each geographic area.

The data from Table 10 indicate that the greatest percentage of answers of those who responded was in the category of "none" (no services). The West had the best percentage of complete cooperation with the LEA; the East has the least, although the East had a higher working cooperation than any other area.

Table 11 presents the percentage of responses in each category of cooperation, for the school year 1981-82. The table is arranged by the size of the LEA and the size of the parochial school within the LEA.

The large parochial schools within large LEA areas and the small parochial schools in small LEA areas had the best cooperation with the

Table 10
School Administrator's Assessment Summary of Services
1975-1982

LEA/Paro Size		Type of Cooperation					
Location	C	W	I	NC	N	NR	f
LEA lg; Paro lg	2	0	1	1	1	0	5
LEA lg; Paro sm	0	0	0	0	7	3	10
LEA sm; Paro lg	0	0	0	1	0	0	1
LEA sm; Paro sm	1	0	0	0	0	0	1
WEST: % OF 17	17.6%	0.0%	5.8%	11.6%	46.9%	17.6%	17
LEA lg; Paro lg	0	0	1	1	1	2	5
LEA lg; Paro sm	0	0	0	1	0	3	4
LEA sm; Paro lg	0	0	0	0	0	0	0
LEA sm; Paro sm	1	1	0	0	2	1	5
MIDDLE: % OF 14	7.0%	7.0%	7.0%	14.3%	21.4%	42.8%	14
LEA lg; Paro lg	0	0	1	0	0	0	3
LEA lg; Paro sm	0	0	1	0	4	1	4
LEA sm; Paro lg	0	0	0	0	0	0	0
LEA sm; Paro sm	0	3	0	0	0	0	3
EAST: % OF 10	0.0%	30%	20%	0.0%	40%	10%	10
Total of f =	4	4	4	4	15	10	41

Note. C = Complete; W = Working; I = Initial; NC = Non-current; N = None; NR = Did not respond to Census.

Note. N (None) = Sum of responses which: (a) answered NO, or (b) gave no response to that item.

Table 11

School Administrator's Assessment Summary of Services
1981-1982

Size of LEA / Paro Sch	Type of Cooperation					
	C	W	I	NC	N	
LEA lg; Paro lg	6.45%	0	9.7%	6.45%	3.2%	25.8%
LEA lg; Paro sm	0	0	3.2	3.2%	38.70	45.1%
LEA sm; Paro lg	0	0	0	3.2%	0	3.2%
LEA sm; Paro sm	6.45%	12.9%	0	0	6.5%	25.85%
	12.9%	12.9%	12.9%	12.85%	48.4%	99.95%

Note. C = Complete; W = Working; I = Initial; NC = Non-current.

Note. N (None) = Sum of responses which: (a) answered NO, or (b) gave no response to that item.

LEAs. The small parochial schools in large LEA areas reported the least cooperation with the LEA.

There were three major questions asked in relation to the first purpose of the study. The results from the census are presented in percentages in response to each of these major questions.

Major question one. Were non-public, parochial school representatives consulted at all stages of development and design of programs to benefit handicapped children? Of those who responded, an average of 24.9% agreed that some degree of cooperation had occurred since 1975.

Major question two. Were "sign-offs" requested, if the non-public parochial schools approved of the programs developed? Of those who responded, 19.5% agreed that "sign-offs" had been requested.

Major question three. Were written statements given by the parochial school representatives which indicated that they did not wish to participate in such programs? Of those who responded, 12.9% agreed that they had given written statements.

In summary, of the 31 parochial administrators who responded to the census, 51.6% agreed that some degree of cooperation existed between the parochial schools and their respective LEAs. They were evenly divided (12.9%) in their response to the degree of cooperation in each category. The respondents indicated that 38.7% had current cooperation with the LEA.

Presentation of Data from
Census Screening Form

Characteristics of suspected handicapped population. The Screening Form of the census was used by the teachers and guidance counselors of the parochial schools to determine the incidence of suspected handicapped children in those schools.

Table 12 presents the population of the suspected handicapped children in the parochial schools of Tennessee. The number, the percentage of the suspected handicapped population that number includes, and the percentage of the total respondent population are given.

Tables H-1, H-2, and H-3, Appendix H, present the suspected, referred and tested handicapped population of the parochial schools in Tennessee by geographic area, size of the LEA, and the size of the school. This ordering of students is done for the purpose of showing that there is an approximately even distribution of suspected handicapping conditions screened across the State, and throughout the LEA areas.

Table 12

Suspected Handicapped Population Diocesan Parochial Schools
1981-82

Handicapping Condition	N	% of Suspected Handicapped	% of Total Population
Intellectually Gifted	260	40.06	2.15
Learning Disabled	197	30.35	1.63
Behaviorally Disordered	100	15.40	.83
Speech Impaired	42	6.47	.35
Visually Impaired	22	3.39	.18
Hearing Impaired	14	2.16	.12
Speech/ Hearing Impaired	2	.30	.01
Mentally Retarded	7	1.08	.05
Physically Handicapped	5	.77	.04
Totals	649	99.98	5.36

Summary of Analysis of Census Screening Form

Second purpose of study. The second purpose was to determine the incidence of suspected handicapped children in the diocesan parochial schools of Tennessee. There were 649 children out of 12,236 (or 5.3% of the diocesan parochial school population) who, through screening, were suspected by their teachers or guidance counselors of being handicapped. (This includes intellectually gifted, but does not include severely mentally retarded.) This percentage is slightly less than the 6.5 to 7.0% estimated by the United States Catholic Conference as being the mildly handicapped who remain unserved in the nation. (See Chapter 2.) The census established a basis for comparison between the number of suspected handicapped parochial children in Tennessee and the expected percentage of handicapped children in the school age population of the

United States. The Bureau of Education for Handicapped (BEH) estimated in 1977 that approximately 12% of all school age children were handicapped (Heward, 1980, p. 4). Through various child-find procedures, the States had identified only 4,185,076 or 8.66% of the school age population by 1980-81 (Zettel, 1982, p. 29). (The BEH estimates do not include the intellectually gifted, but they do include severely mentally retarded.)

Table 13 presents the suspected parochial handicapped in Tennessee in 1981-82, the 1977 estimated percentages of the handicapped children in the United States, the percentages of identified handicapped in Tennessee in 1980-81, and the percentages of identified handicapped in the United States in 1980-81. The exceptionalities are intellectually gifted (IG), learning disabled (LD), behaviorally disordered (BD), speech impaired (SI), visually impaired (VI), hearing impaired (HI), speech/hearing impaired (S/HI), mentally retarded (MR), and physically handicapped (PH). They are ranked from highest to lowest by percentages of suspected handicapped in the parochial schools.

Presentation of Data from Individual Student Assessment Form

The Individual Student Assessment form was designed to determine the realized options for special education provided by the LEA to the handicapped parochial children of Tennessee. It was also designed to determine the availability of related services provided to these children by the LEA. A further purpose was to determine the kind of special education, if any, that was being provided by the parochial

Table 13
Comparative Percentages of Handicapped Children

HC	% Suspected HC Paro. 1981-82	% Estimated HC-US (BEH) 1977	% Identified HC-TN (BEH) 1980-81	% Identified HC-US (BEH) 1980-81
I.G.	40.06	-----	-----	-----
L.D.	30.35	24.9	32.85	34.7
B.D.	15.40	16.6	2.9	8.3
S.I.	6.62	29.0	33.9	28.1
V.I.	3.39	.83	0.7	0.8
HH/Deaf	2.31	4.78	2.3	1.8
M.R.	1.08	19.1	23.0	20.3
Physically HC	0.77	4.15	2.5	3.7
TOTALS	99.98%	99.36%	98.15%	97.7%

Note. Severely mentally retarded are not present in parochial schools.

Note. Intellectually gifted are not included in the BEH percentages.

schools. Figure 1 presents a flow chart which describes the sequence of events that the parochial schools followed to refer the suspected handicapped children in their schools. It also outlines the testing and verification procedures followed by the LEA, after referral was made. The number of students involved in each step is indicated at each level.

Figure 2 presents the flow chart which describes the options for special education services that were made available to the suspected handicapped children in the parochial schools during 1981-82.

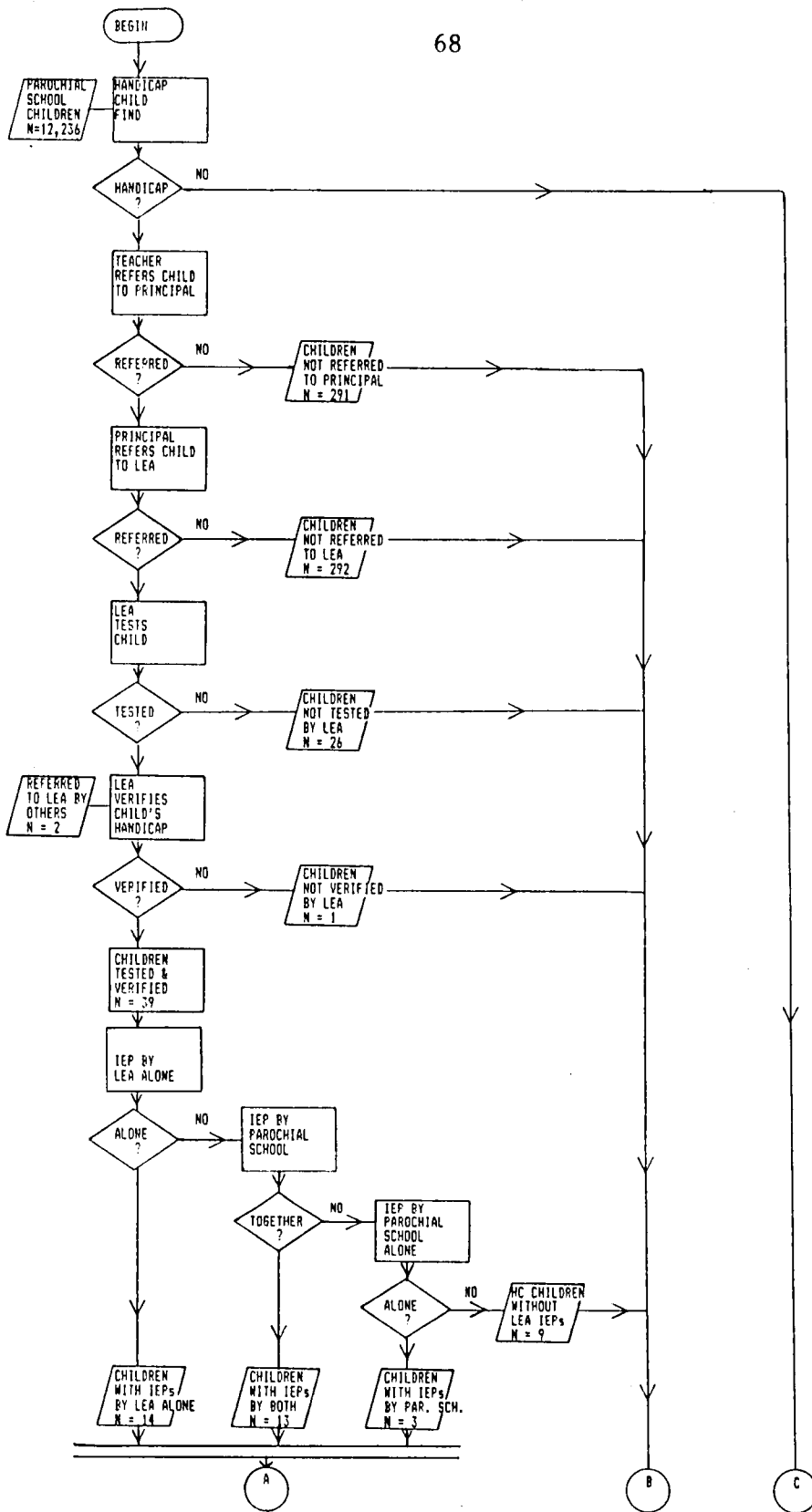


Figure 1. Suspected handicapped child-find and program development by LEA 1981-1982.

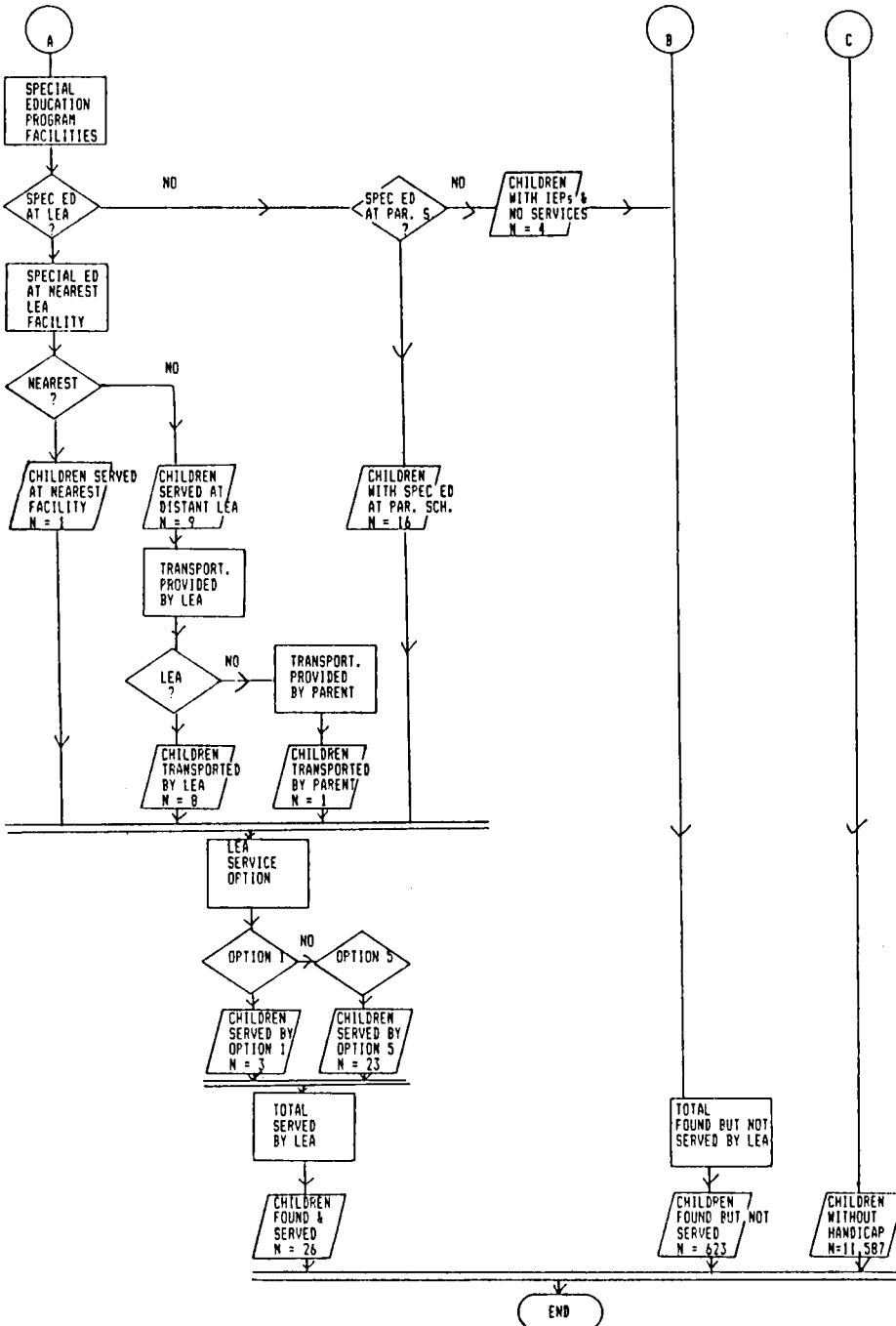


Figure 2. Services provided suspected handicapped, LEA involvement 1981-1982.

Figure 3 presents the flow chart of special education services which have been made available to the parochial school children in the parochial schools.

Figure 4 presents the flow chart of services for special education within the regular classroom of the parochial schools.

Summary of Data of Individual Student Assessment

Third purpose of study. The third purpose was to determine whether options for special education were made available by the LEA to the suspected handicapped parochial children. There were 27 students for whom IEPs were written with the cooperation of the LEA (4.2% of those screened). Three other students had IEPs written by the parochial school only; however, they were given special education options by the LEA. There were 26 parochial school students (4.0% of those screened) for whom special education services were provided by the LEA in either or both settings. (See Chapter I for the definition of screened as used in this paper.)

Fourth purpose of the study. The fourth purpose was to determine whether related services were made available to the suspected handicapped parochial children by the LEA. There were 39 parochial school students (6.0% of those screened) who were tested and/or verified by the LEA. Eight of the 27 students were transported to public school classes by the LEA (1.2% of those screened). One student had services at the nearest public school and transportation was not necessary. One student

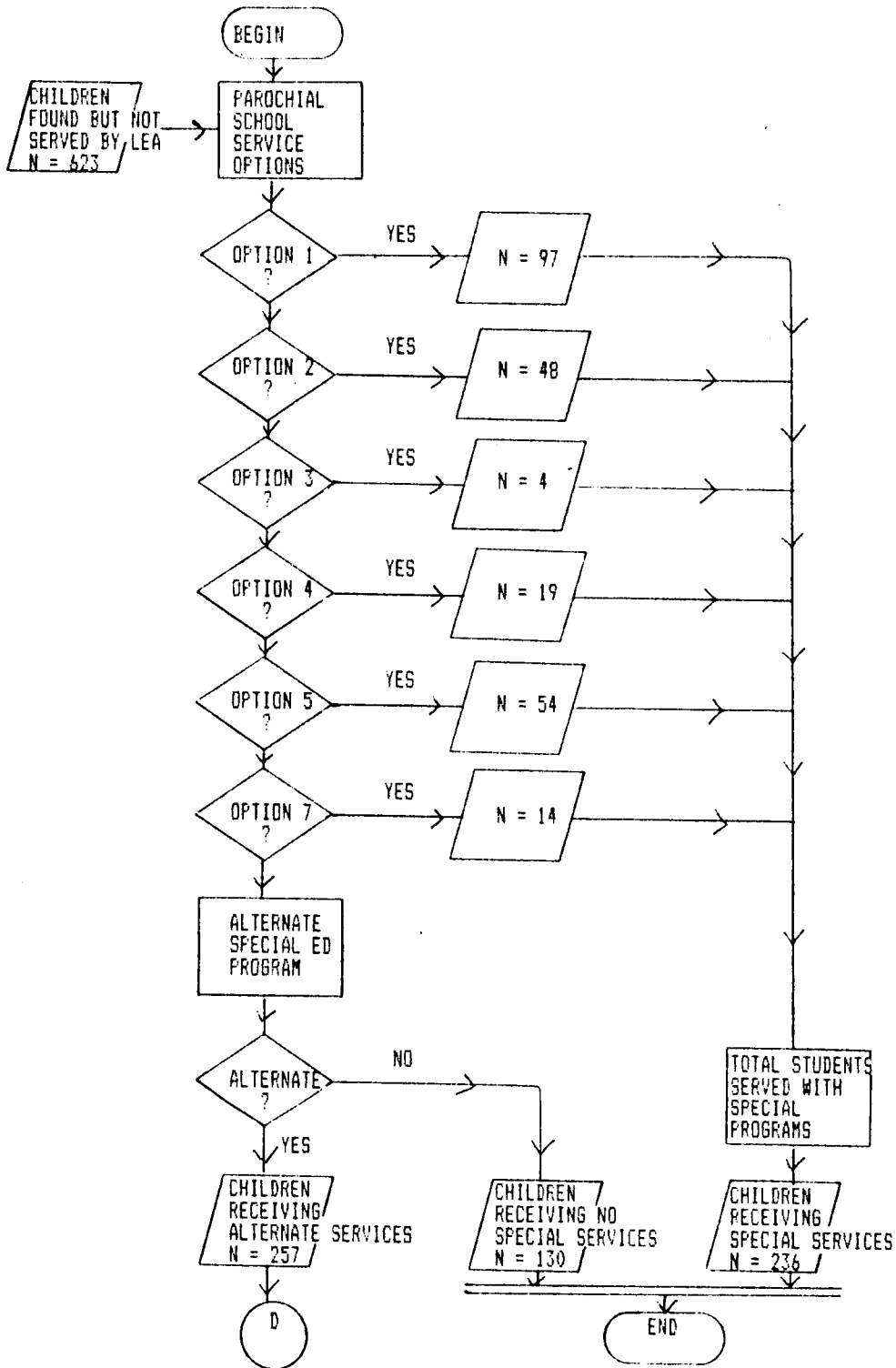


Figure 3. Services provided suspected handicapped, parochial school involvement 1981-1982.

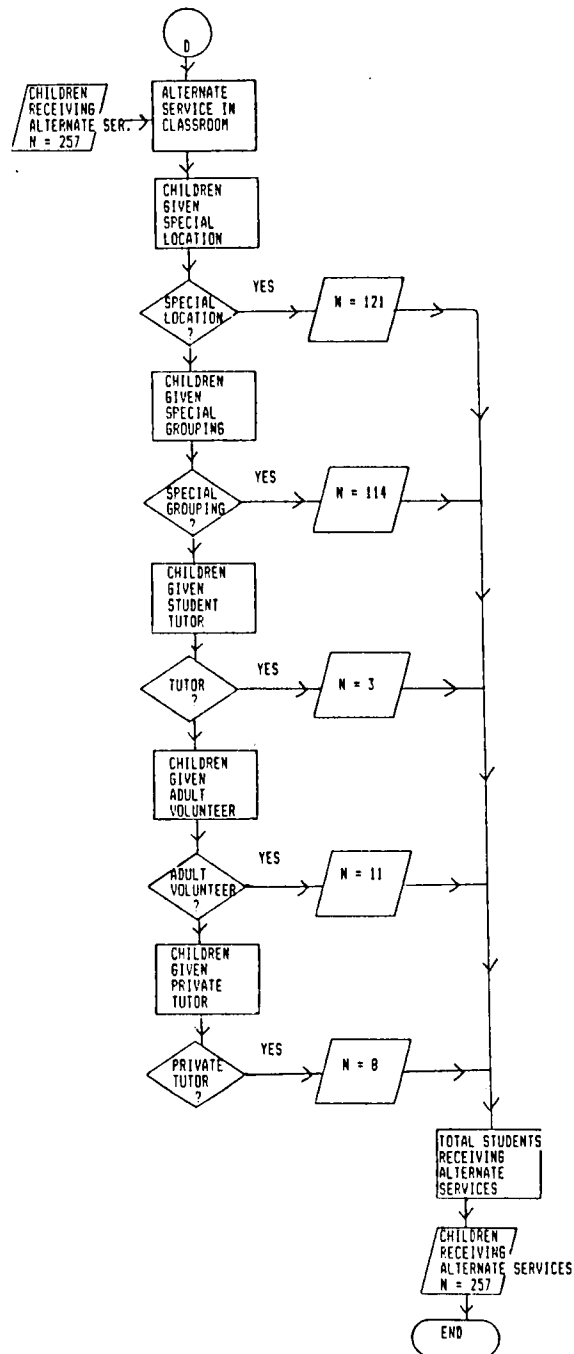


Figure 4. Provisions for special needs in regular classroom, parochial school involvement 1981-1982.

was transported by his parents. The remaining 16 had LEA services at the parochial school (2.46% of those screened).

Fifth purpose of the study. The fifth purpose was to determine what options for special education were provided for the suspected handicapped children of the diocesan parochial schools of Tennessee by either the LEA or by the parochial schools.

Figure 5 presents a summary flow chart of all options for special education which were available to the suspected handicapped parochial students during the school year 1981-82.

Analysis of Special Services, Handicapping Conditions, and Sociological Factors

Out of the 649 students who were screened, approximately 10% were referred to the LEA, and approximately 6% were tested and verified. It seemed appropriate to investigate the factors by which these students were selected. Table 14 presents the frequencies and percentages of screened children who were referred to the LEA, as well as tested and verified by the LEA. The frequencies and percentages are arranged by the specific handicapping conditions. The rate of verification for each handicapping condition is also presented.

The greatest percentages of handicapping conditions student referred to the LEA for testing were from the categories of speech impaired, learning disordered, and behaviorally disordered. From the data, it appears that the LEAs tested 57.6% (38/66) of those referred for testing only, and verified 59.1% (39/66) of those referred for

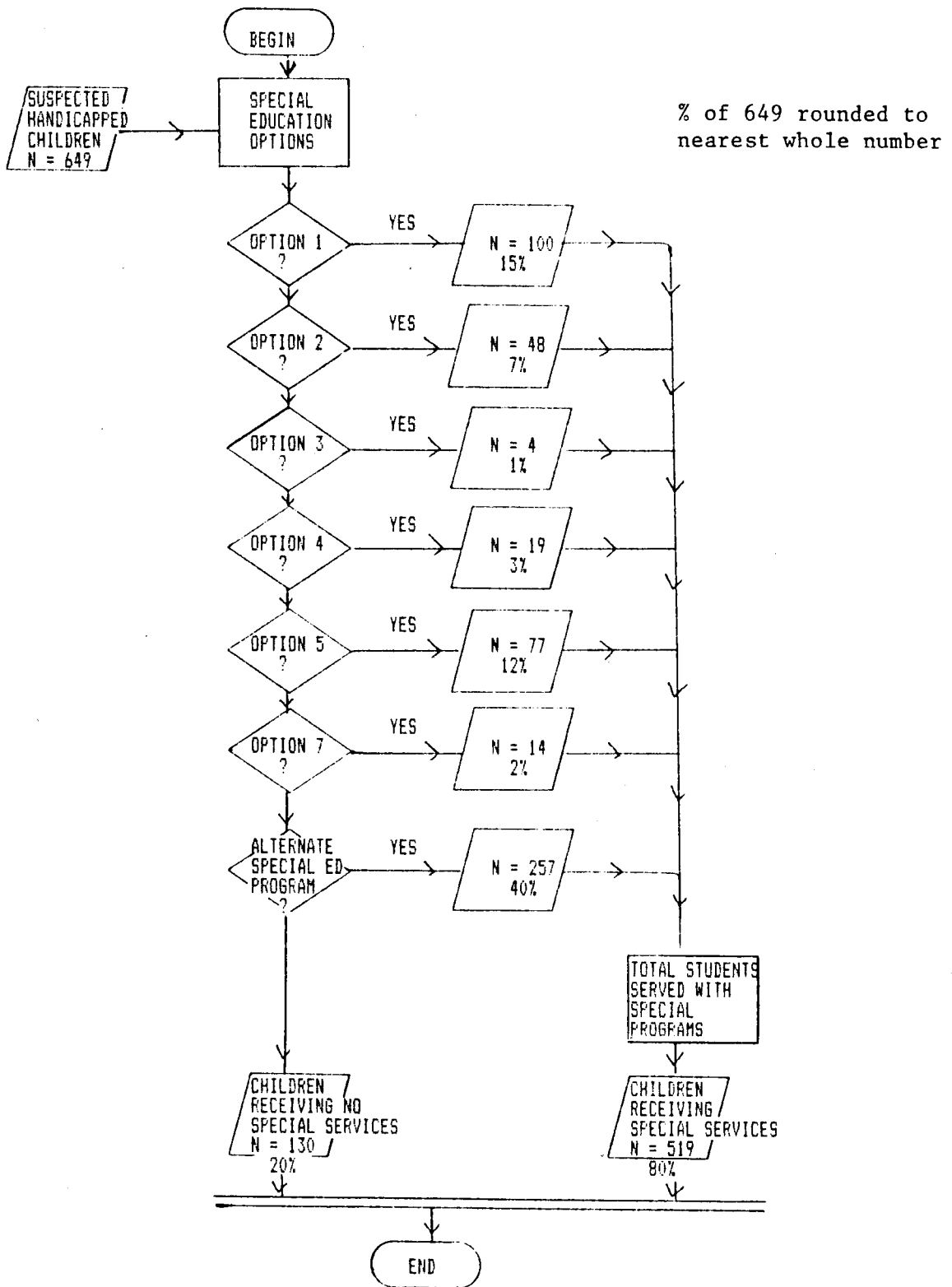


Figure 5. Summary of options for special education, LEA and parochial school involvement 1981-1982.

Table 14

Frequencies and Percentages of Screened, Referred, Tested,
and Verified Handicapping Conditions

HC Cond.	f and % Screened		f and % Screened & Referred		f and % Screened, Tested, & Verified		Rate of Verification
IG	260	40.06	10	1.54	7	1.07	70%
LD	197	30.35	18	2.77	14	2.15	78%
BD	100	15.40	19	2.92	4	.61	21%
SI	43	6.62	12	1.84	10	1.38	75%
VI	22	3.39	2	.30	2	.30	100%
HI	15	2.31	1	.15	1	.15	100%
MR	7	1.08	3	.46	1	.15	33%
PH	5	.77	1	.15	1	.15	100%
	649	99.98%	66	10.12%	39	5.96%	

testing and verification. There was a relatively homogeneous verification for all categories except mentally retarded and behaviorally disordered. These categories had a 21% and 33% rate of verification respectively in contrast to the 70% to 100% verification rate of all other categories.

The factors of geographic size, LEA size, and school size were analysed to determine what, if any, correlation existed between them and the students (a) who were referred to the LEAs, (b) who were tested by the LEAs, and (c) who were verified by the LEAs.

The chi square statistic for the contingency table analysis of the above factors were calculated. The correlations were calculated for: (a) handicaps screened and size of LEA, (b) handicaps screened and size of parochial school, (c) handicaps screened and area in State,

(d) handicaps referred and size of LEA, (e) handicaps referred and size of parochial school, (f) handicaps referred and area of State, (g) handicaps tested and verified and size of LEA, (h) handicaps tested and verified and size of parochial school, and (i) handicaps tested and verified and area of State. (See Tables H-1, H-2, H-3, Appendix H for data.)

All three factors of size (geographic, LEA, and school) were significantly correlated with the identification process at the .05 level except: (a) the size of the parochial school was not a factor associated with the number of students who were referred, and (b) the location of the parochial school in the State was not a factor associated with which handicapping condition were tested and verified.

An analysis of the data indicated that the small LEA had a significantly greater percentage of students referred, tested, and verified than did the larger LEAs.

The small parochial schools screened at least twice as many students as did the large parochial schools, but they did not refer a significantly greater number to the LEA. However, the small parochial schools had a significantly greater number of students verified.

The schools in the eastern area of the State screened a significantly greater number of students while the middle area referred a significantly greater number of students. However, there was no significant difference in the number tested and verified from any one of the three areas of the State.

Other Findings

In addition to completing the census forms, some of the administrators included comments to emphasise certain ideas. Three administrators praised the LEAs in their areas for improving communications, and for including the parochial schools in their inservice programs. Two commentators were distressed by the "... glaring lack of special education programs in the parochial school." One superintendent of parochial schools stated that the census indicated "a significant problem yet to be solved." One guidance counselor, commenting on handicapped students who attended a large parochial high school, noted that having an IQ score "... below 95, usually indicated the student would struggle endlessly here."

The teachers made written comments regarding special education services made available to the students by the LEA. They cited the use of private therapy or private tutors as often being the means the parents had used to meet their childrens needs, thereby bypassing the LEA services. In some instances, the comments indicated that a lack of cooperation on the parent's part reduced the school's effectiveness in solving the students learning problems. A few teachers noted that the test results were incomplete at the time of the census and therefore they could not respond to items about special services.

State education agency and local education agency personnel also wrote letters. Generally these letters commented on the use of the census as a screening mechanism for determining the incidence of handicapped children in the parochial schools. One LEA supervisor stated

that it seemed to be an appropriate means of screening for child-find, although the results should not be interpreted as determining a handicapped population. However, one SEA director expressed concern about the appropriateness of a screening process which did not have a systematic referral procedure to follow it.

CHAPTER V

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

There are millions of children with handicapping conditions who are receiving no services at all. And since we must have a place to start, it is appropriate that we give priority to those who are receiving no services at all first, and then try to reach those with the most severe handicaps who have traditionally received only minimal attention second. Congressional record--Senate, June 18, 1975, p. 10961. (Federal Register, August 23, 1977, p. 42507)

This statement from the Congressional record focused on the motivational attitude which brought about the passage of PL 94-142. A similar sense of urgency prompted this study.

Subpart D of the Rules and Regulations for implementing PL 94-142 specifically addresses the subject of handicapped children in private schools not placed or referred by public agencies. It states:

Each local educational agency shall provide special education and related services designed to meet the needs of private school handicapped children residing in the jurisdiction of the agency. Each local educational agency shall provide private school handicapped children with genuine opportunities to participate in special education and related services consistent with the number of those children and their needs. (Rules and Regulations, Paragraphs 121a 452-3, Federal Register, August 23, 1977, p. 42493)

The limited implementation of this law in the parochial schools of Tennessee was perceived as a problem which existed for both the LEAs and the parochial schools of the State. The subject of this investigation was to determine the extent to which the law was implemented, inclusive of the school year 1981-82.

The Problem

The purposes of this study were to determine: (a) the parochial school administrator's opinion regarding the implementation of PL 94-142: Part B in the diocesan parochial schools of Tennessee, (b) the incidence of suspected handicapped children in the diocesan parochial schools of Tennessee, (c) the realized options for special education for the suspected handicapped parochial children, (d) the related services made available to the suspected handicapped parochial children, and (e) the options for special education that were being provided for the suspected handicapped students by the diocesan parochial schools of Tennessee.

The major questions to be answered as a result of this study were: (a) Were non-public, parochial school representatives consulted at all stages of development and design of programs to benefit handicapped children? (b) Were "sign-offs" requested, if the non-public parochial schools approved of the programs developed? (c) Were written statements given by the parochial school representatives which indicated that they did not wish to participate in such programs? (d) Was there a significant difference between the percentage of handicapped parochial students in Tennessee and the expected percentage of handicapped students in the school age population of the United States? (e) Were the suspected handicapped parochial students screened by the parochial staff? (f) Were the screened students referred to the LEA for testing? (g) Were the LEA tested parochial students verified as having handicapping conditions? (h) Did the verified handicapped parochial students

have IEPs developed for them by the LEA? (i) Did the verified handicapped parochial students receive LEA special education services on the public school premises and/or parochial school premises? (j) Did parochial handicapped students receive related services, e.g., transportation? (k) Were the suspected handicapped students in the diocesan schools receiving special education in the parochial schools only? If so, what kind?

Procedures

In order to conduct this study, 41 parochial schools were requested to participate in a census which would include all suspected handicapped parochial children, their teachers and the administrative personnel. The census form was distributed to the parochial principals at meetings which were held in the four major cities of the State. The forms were later mailed by certified mail to each of the 41 diocesan parochial schools. The data gathered from the census were computed in frequencies and proportions and correlated where applicable to determine relationships.

Other findings were summarized from correspondence which was generated in response to the census.

Findings: Sociological Factors

Demographic and sociological factors were analyzed to make certain that the results of the census were representative of the entire state and were not the result of a bias. The geographic areas, the size of the LEA, and the size of the parochial school were the factors studied.

The location of the parochial school in a specific geographic area was not significantly correlated with services received from the LEA. The Memphis LEA had proportionally more schools which received complete cooperation in provision of LEA services; however, the difference was not significant at the .05 level (17.6% in the West vs. 7% in the Middle and 0% in the East).

There was, however, a significant relationship between the size of the LEA and the extent of services which were received by the parochial schools. Complete cooperation, as viewed by the parochial administrators, was evident between the large parochial schools in large LEA areas and small parochial schools in small LEA areas (12.9%). In general, 19.35% of the large parochial schools in large LEA areas, and 19.35% of the small parochial schools in small LEA areas had received some degree of cooperation since 1975. Only 9.67% of the small parochial schools in large LEA areas and 3.2% of the large parochial schools in small LEA areas had received such cooperation.

The responses indicated that 3.2% of the administrators of large parochial schools in large LEA areas and 6.5% of the administrators of small parochial schools in small LEA areas felt that there had been no cooperation between the parochial schools and the LEAs. However, 38.7% of the administrators of small parochial schools in large LEA areas indicated that there had been no cooperation.

The size of the parochial school was not a factor in the response to the census, the quality of the answers, or the acceptance of LEA services.

The geographic area was a significant factor in the screening and referral of the parochial handicapped student. The eastern parochial schools screened more students but they did not refer a significantly greater percentage of those students. However, the parochial schools in the middle area of the State did refer a significantly greater number of students to the LEA for testing. There was no significant difference by geographic area in the percent tested and then verified.

The data indicated that the size of the LEA had a significant effect on the referral, testing, and verification of parochial handicapped students. The size of the parochial schools had no significant effect on the number of students referred to the LEA for testing, but the small schools screened a significantly greater number of parochial students for handicapping conditions and also had a significantly greater number of them verified.

Table 15 summarizes these findings by grouping the sizes of the LEA and the parochial school. It presents a summary of percentages: (a) of administrators' reported cooperation/non-cooperation with the LEA, (b) of students who were screened, (c) of students who were referred to the LEA, and (d) of students who were verified by the LEA as having a handicapping condition.

The administrators of the large parochial schools in the large LEAs perceived themselves to be in a cooperative relationship with the LEA; however, they referred only 9% of their screened students to the LEA for testing and fewer than 1% of those students were verified as having handicapping conditions.

Table 15

Percentages of LEA Cooperation/Non-Cooperation,
Percentages of Available Services
for Screened Students

LEA	Size Sch	% of Coop		% HC Screened	% Screened & Referred	% Referred & Verified
		YES	NO			
L	L	19.35%	3.22%	28.50%	9.18%	.46%
L	S	9.67%	38.70%	53.46%	6.34%	2.00%
S	L	3.22%	0.00%	4.00%	26.92%	.92%
S	S	19.35%	6.45%	14.02%	21.97%	2.61%
		51.59%	48.37%	99.98%	64.41%	5.99%
		of 31 respondents		of 649 screened	of 649 screened	of 649 screened

The administrators of the small parochial schools in the small LEAs also perceived themselves to be in a cooperative relationship with the LEA. They referred approximately 22% of their suspected handicapped parochial students and the LEA verified 2.6% of those students as having a handicapping condition.

The administrators of the small parochial school in large LEAs and the administrators of large parochial schools in small LEAs perceived themselves as having a non-cooperative relationship with the LEA. The small number of students who received services seemed to verify that perception.

The data indicate that, in the final analysis, cooperative relationships did not often exist between the LEAs and the parochial schools regardless of the size of the school or the size of the LEA.

Findings: School Administrators' Opinions

First major question. The first major question of the study (Were non-public, parochial school representatives consulted at all stages of development and design of programs to benefit handicapped children?) was determined from the responses to the first three census questions. The average of the percentages of affirmative responses to these three questions was 24.19%, while 65.7% of the responding administrators were of the opinion that the non-public, parochial school representatives were not consulted at all stages of the development of programs for the handicapped. The average percentage of non-responses to these three census questions was 8.8%.

Second major question. The second major question (Were "sign-offs" requested, if the non-public parochial schools approved of the programs developed?) was answered by the responses to Question 4a of the census form. Of the responding administrators, 19.35% had approved of programs for the handicapped developed by the LEA and 64.5% had not been asked to give their approval by a "sign-off." The remaining 16.12% did not respond to this question.

Third major question. The third major question (Were written statements given by the parochial school representatives which indicated that they did not wish to participate in such programs?) was answered by responses to Question 4b of the census form. Of the responding administrators, 12.9% had written statements to the LEA indicating that they did not wish to participate in the programs for the handicapped which

had been developed by the LEA. Therefore, 87.1% had not indicated to the LEA, in writing, any wish to be excluded from programs developed by the LEA for the handicapped.

Findings: Screening for
Handicapping Conditions

Fourth major question. (Was there a significant difference between the percentage of handicapped parochial students in Tennessee and the expected percentage of handicapped students in the school age population of the United States?) The percentage of screened handicapped parochial students in Tennessee is not significantly different from the estimated percentage of the Catholic handicapped population in the United States (5.3% Tennessee Catholic; 6.5% U.S. Catholic). The 1980-81 handicapped census for the United States public schools identified approximately 8.6% of the school age population as being handicapped. This percentage is significantly different from the parochial schools of Tennessee screened percentage of 5.3%. The kinds of handicapping conditions for each of the populations (Tennessee parochial schools and Tennessee public schools) were different. The ranking of the percentages of each handicap showed the category of learning disabled to be second in both systems, however, there was no other similarity within the rankings. The parochial schools included gifted in the handicapped count but did not include severely mentally retarded. The public schools of Tennessee did not include gifted but did include the complete range of mental retardation in their handicap count.

Findings: Individual Student Assessments

The Individual Student Assessment census form was designed to answer the fifth through the eleventh major questions. The responses to these questions are as follows:

Fifth major question. (Were the suspected handicapped parochial students screened by the parochial staff?) The parochial staffs screened 649 students out of a population of 12,236 students (5.3%).

Sixth major question. (Were the screened students referred to the LEA for testing?) The parochial staffs referred 356 students (2.9% of the total parochial population) to the principals for testing; the principals, in turn, referred 64 of these students (.52% of the total parochial population) to the LEA. Two students were referred to the LEA by their parents.

Seventh major question. (Were the LEA tested parochial students verified as having handicapping conditions?) The LEAs tested 38 students (.31% of the total parochial population), approved the private testing of 2 students, and verified 39 students (.32% of the total parochial population).

Eighth major question. (Did the verified handicapped parochial students have IEPs developed for them by the LEA?) The LEAs wrote or assisted in the writing of IEPs for 27 students (.22% of the total parochial population).

Ninth major question. (Did the verified handicapped parochial students receive LEA special education services on the public school premises and/or parochial school premises?) The LEAs served 26 students (.21% of the total parochial population) through special education programs. The services were provided in either or both public and parochial settings.

Tenth major question. (Did parochial handicapped students receive related services, e.g., transportation?) There were eight parochial school students (.06% of the total parochial population) who were provided transportation by the LEA to the special education services in the public schools.

Table 16 presents the number and percentages of students who received special education services through the local education agencies. The percentages are arranged to show the relationships between the census questions, as well as the relationship between those who received services and the total population (N = 12,236).

Eleventh major question. (Were the suspected handicapped students in the diocesan schools receiving special education in the parochial schools only? If so, what kind?) Special education services were provided in some manner to 493 students (4.0 % of the total parochial population). There were 130 students (1.06% of the total parochial population) who were screened as suspected of having a handicapping condition, but who received no special services at all. The LEA served 26 (0.2% of the total parochial population) of the suspected handicapped in the parochial schools.

Table 16
Summary of Percentages for LEA Services Received
Arranged by Major Questions of Census

Major Question	f	% of N	% of Q 5	% of Q 6a	% of Q 6b	% of Q 7a	% of Q 7b	% of Q 8	% of Q 9
Q 5: Screened?	649	5.30	----	----	----	----	----	----	----
Q 6a: Referred to Principal?	356	2.90	54.8	----	----	----	----	----	----
Q 6b: Referred to LEA?	64	.52	9.86	17.9	----	----	----	----	----
Q 7a: Tested by LEA	38	.31	5.85	10.7	59.4	----	----	----	----
Q 7b: Verified?	39	.32	6.0	10.9	60.9	97.5	----	----	----
Q 8: IEP?	27	.22	4.2	7.6	42.2	67.5	69.2	----	----
Q 9: Sp Ed?	26	.21	4.0	7.3	40.6	65.0	66.6	96.2	----
Q 10: LEA Transported?	8	.06	1.2	2.24	12.5	20.0	20.5	29.6	30.8

Note. Private testing for two students; sum of tested = 40.

Other Findings

The letters and notes that were prompted by the census provided additional insights and/or validations of the problems. All who wrote letters agreed that a problem exists for the special education of parochial school students in Tennessee. Some indicated that improvements were being made in the cooperation between the LEAs and the parochial schools. The cooperation of the parents was also noted as being a factor in the school efficiency as a child-find agent.

Discussion

The parochial school administrators were not often included in the planning stages of the implementation of PL 94-142. In general, as the

public schools developed plans of implementation, those parochial schools which were too large to ignore were asked to give approval of the LEAs' plans. If the small schools were asked for approval, it was generally requested by small LEAs where the parochial students attended the public junior and senior high schools.

The communications between the LEAs and the parochial schools were not often successful. Frequently, communications did not occur for each parochial school but only for some schools in an area. Also some of the parochial schools denied the necessity for the special education programs provided by the LEA.

The parochial schools' child-find procedures were most often limited to the obvious physical handicaps, i.e., blind, deaf, etc. The special education services related to these handicaps could be provided by LEA specialists outside of the classroom and beyond the regular school day. Those students with handicaps relating to intellectual and/or academic achievement, i.e., intellectually gifted, learning disabled, etc., were not often referred to the LEAs. For these types of handicaps, the dual enrollment restriction for delivery of LEA-provided special education services did not allow for genuine opportunities of special education in the parochial schools' settings.

Special education programs provided by the LEAs were most often for the speech impaired. These students were served in a special education program which consisted of resource activities outside of the classroom. In Lawrence County, the LEA provided programs for the intellectually gifted of the parochial school, and provided transportation to the

classes in the public school. This was a unique departure from the usual opportunities available for the parochial schools.

The parochial schools provided various types of special education for their own students. Most often the regular classroom teacher made special provisions for the children's needs within the regular classroom. Many teachers commented about the frustration of this arrangement.

Conclusions

This study directed the attention of the parochial school administrators to the availability of public school special education services. Their responses indicated that frequently limited communication existed between the LEAs and the parochial schools. Complete cooperation seemed to exist where the large size of the parochial school made the school obvious to the LEA. In the case of the small schools within small LEA areas that received complete cooperation, the students in those elementary schools attended the public junior and senior high schools. In general, there were few services made available for the State's parochial handicapped population.

A reasonable estimate was obtained of the number of suspected handicapped children in the parochial schools of Tennessee. The number of suspected handicapped children approximated the estimate for handicapped children in parochial schools in the United States. The percentages of the suspected handicapped generally paralleled those found in the identified handicapped population of Tennessee and the United States.

Recommendations

The Fourth Annual Report to Congress stated that the services to private schools technically stop at the point of identification. It would seem, therefore, that in order to be of greater service to the handicapped parochial students, restrictions such as dual enrollment as the only method of providing special education services be re-evaluated, and on-site special education programs be established where needed. Other methods of providing services could be: (a) provide special education services by way of video, radio, or television, (b) mobile classrooms, and/or (c) a loan of federally funded materials and equipment. Transportation should be provided where dual enrollment is the only means of providing special education services for the parochial students. Within various dioceses in the country, the regular parochial school has been recognized as the least restrictive environment for the mildly handicapped children of the Catholic community.

The parochial schools should become more aware of their obligations to the handicapped students that they serve. A consistent and systematic means of communication should be established with the State and local education agencies regarding availability of services for the handicapped. A consistent and systematic screening mechanism should be developed within the schools.

Child-find procedures in parochial schools should be initiated by the LEAs in a manner consistent with the procedures used in the public schools. The law has made special education possible for all handicapped children. Genuine opportunities for participation should be made

possible by the administrators of both systems. It remains the problem of both the LEAs and the parochial schools of Tennessee to fully implement the law.

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LIST OF REFERENCES

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APPENDIXES

APPENDIX A

DEMOGRAPHICS OF DIOCESAN PAROCHIAL SCHOOLS
IN TENNESSEE

Table A-1
Demographics of Diocesan Parochial Schools in Tennessee

Name	School			LEA			Location in State
	Code	N	Size ^a	Code ^b	N	Size ^c	
All Saints	1	159	S	C/H	6674	L	E
Blessed Sacrament	2	122	S	Me	12252	L	W
Bishop Byrne H.S.	3	550	L	Me	12252	L	W
Christ the King	4	248	S	Da	8028	L	M
Father Bertrand	5	145	S	Me	12252	L	W
Father Ryan H.S.	6	988	L	Da	8028	L	M
Good Shepherd	7	105	S	Fr	886	S	M
Holy Rosary	8	517	L	Me	12252	L	W
Holy Rosary	9	420	L	Da	8028	L	M
I. C. Elem	10	207	S	Me	12252	L	W
I. C. H. S.	11	319	S	Me	12252	L	W
Knox Catholic H.S.	12	273	S	K/K	8135	L	E
Little Flower	13	179	S	Me	12252	L	W
Memphis Cath. H.S.	14	457	L	Me	12252	L	W
Notre Dame H.S.	15	598	L	C/H	6674	L	E
O.L.P.H.	16	355	S	C/H	6674	L	E
Our Lady of Sorrow	17	368	S	Me	12252	L	W
Sacred Heart	18	323	S	K/K	8135	L	E
Sacred Heart	19	78	S	La	1122	S	M
Sacred Heart	20	73	S	La	1122	S	M
St. Ann	21	539	L	Sh	3034	S	W
St. Anne	22	173	S	Me	12252	L	W
St. Ann's	23	226	S	Da	8028	L	M
St. Dominic	24	121	S	Ki	1182	S	E
St. Edward	25	371	S	Da	8028	L	M
St. Henry	26	588	L	Da	8028	L	M
St. Joseph	27	221	S	K/K	8135	L	E
St. Joseph	28	425	L	Da	8028	L	M
St. Joseph	29	160	S	Me	12252	L	W
St. John	30	158	S	Me	12252	L	W
St. Jude	31	358	S	C/H	6674	L	E
St. Louis	32	483	L	Me	12252	L	W
St. Mary's	33	168	S	Ja	570	S	W
St. Mary's	34	135	S	JC	934	S	E
St. Mary's	35	166	S	OR	1098	S	E
St. Michael	36	241	S	Me	12252	L	W
St. Patrick	37	92	S	Hu	350	S	M
St. Paul	38	114	S	Tu	746	S	M
St. Paul	39	477	L	Me	12252	L	W
St. Pius X	40	211	S	Da	8028	L	M
St. Vincent	41	325	S	Da	8028	L	M

^aParochial schools with more than 375 students = Large.

^bDa = Davidson-Metro; C/H = Chattanooga-Hamilton County, etc.

^cLEA Handicapped populations greater than 3215 = Large.

APPENDIX B

SCHOOL ADMINISTRATORS' CENSUS FORMS

CITIZENS' AID FOR EXCEPTIONAL CHILDREN

4418 ANDERSON ROAD, N.E. • P. O. Box 5545

KNOXVILLE, TENNESSEE 37918

TELEPHONE 615/687-5077

February, 1982

Dear Principals:

Thank you for your cooperation in this project. Perhaps we will be able to convince the State Department of Education that a real need exists in our parochial schools regarding handicapped students. The study made in May, 1981, revealed a sizeable population of handicapped students. We are now inquiring more specifically about the services available for those students.

This study is limited to the screening for certain handicapping conditions namely: intellectually gifted, speech impaired, behaviorally disordered, visually handicapped, hearing impaired, mentally retarded and specific learning disabled in areas of reading, language and mathematics. These handicapping conditions are to be screened by the teachers who will also respond to a checklist about services. Please read the "Instructions to the Teachers" for these details.

The EDUCATION OF HANDICAPPED - PAROCHIAL SCHOOLS, Form 4, SCHOOL ADMINISTRATORS ASSESSMENT (Blue Form), inquires about the development of programs for the handicapped, in accordance with Public Law 94-142, EDUCATION OF ALL HANDICAPPED ACT. TITLE I PROGRAMS ARE NOT INCLUDED IN THIS STUDY.

SPECIFIC INSTRUCTIONS:

Question 1: Answer yes or no as to whether or not you have been contacted THIS SCHOOL YEAR (1981-82) by the local education agency (LEA) regarding the inclusion of your school's handicapped children in the LEA's programs. Please respond to each part of the question.

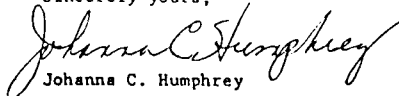
Question 2: The information requested here is in regard to programs to which you should have access. These programs have been developed through Public Law 94-142, which was initiated in 1975, and is fully funded as of this school year (1982). To your knowledge, has your school ever been consulted? When? (Check your files)

Question 3: Parochial and other private schools should have been included in the development of special programs for handicapped students. Were you included?

Question 4: You should have been requested to give written approval of programs for the handicapped, whether or not you participate. Were you? Also, you should have given a written statement to the LEA of your intentions NOT to participate in programs for the handicapped, if such was your choice. Did you?

Please return the total package: white, green, and yellow forms from each teacher, and the blue form from you, by February 26, 1982. Please contact me if you have any questions.

Sincerely yours,



Johanna C. Humphrey

EDUCATION OF HANDICAPPED-PAROCHIAL SCHOOLS
Form 4
SCHOOL ADMINISTRATORS ASSESSMENT

	YES	NO
1. Have you been consulted this school year, 1981-82, by the local education agency regarding:		
a) which children will receive benefits under P.L. 94-142 Education of the Handicapped Act?	_____	_____
b) How the children's needs will be identified?	_____	_____
c) What benefits will be provided?	_____	_____
d) How the benefits will be provided?	_____	_____
e) How the project will be evaluated?	_____	_____
2. To your knowledge, was this school's administration consulted in previous years regarding the above questions? (Please check your files)		
1980-1981	_____	_____
1979-1980	_____	_____
1978-1979	_____	_____
1977-1978	_____	_____
1976-1977	_____	_____
1975-1976	_____	_____
3. Did the parochial staff cooperate with the LEA in the development of programs for the handicapped students which are in attendance here?	_____	_____
4. Did the school agree that the LEA had met its responsibility regarding the design of a program that will benefit all eligible parochial students by:		
a) a written approval of such a program ("sign-off")	_____	_____
b) a written statement agreeing to not participate in such programs?	_____	_____

APPENDIX C

PRESENTATION OF RESPONSES TO ADMINISTRATOR'S CENSUS

Table C-1
Presentation of Responses to Administrator's Census

School Code	Size	LEA Size Area	Census Questions															
			1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	3	4a	4b		
1	S	L E	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	S	L W	0	0	0	0	0	0	0	0	-	-	-	-	-	-	-	-
3	L	L W	X	0	0	0	0	X	X	X	X	X	X	0	X	0	-	-
4	S	L M	0	0	0	0	0	X	-	-	-	-	-	0	0	-	-	-
5	S	L W	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	L	L M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	S	S M	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	L	L W	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9	L	L M	X	0	0	0	0	X	X	X	X	X	X	0	X	X	-	-
10	S	L W	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	S	L W	0	0	0	0	0	0	0	0	0	0	0	-	0	0	-	-
12	S	L E	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
13	S	L W	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	L	L W	X	X	X	X	X	X	0	0	0	0	0	0	X	X	-	-
15	L	L E	X	0	0	0	0	X	X	X	0	0	0	0	0	0	0	0
16	S	L E	X	0	0	0	0	X	X	X	X	-	-	0	-	-	-	-
17	S	L W	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18	L	L W	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	S	S M	X	X	X	X	-	X	X	X	X	X	X	0	-	-	-	-
20	S	S M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	L	S W	0	0	0	0	0	X	X	0	0	0	0	0	0	X	-	-
22	S	L W	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	S	L M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	S	S E	X	X	X	X	0	-	-	-	-	-	-	0	0	0	-	-
25	S	L M	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	L	L M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	S	L E	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	L	L M	0	0	0	0	0	X	-	-	-	-	-	X	-	0	-	-
29	S	L W	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-
30	S	L W	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31	S	L E	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32	L	L W	X	X	X	X	X	X	X	X	-	-	-	0	X	0	-	-
33	S	S W	X	X	X	X	X	X	X	0	0	0	0	X	X	0	-	-
34	S	S E	X	X	0	0	0	X	X	X	X	X	X	-	-	X	-	-
35	S	S E	X	X	X	X	-	0	0	0	0	0	X	0	0	0	-	-
36	S	L W	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37	S	S M	X	X	X	X	X	X	X	-	-	-	-	X	X	-	-	-
38	S	S M	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
39	L	L W	0	0	0	0	0	0	X	X	X	X	X	0	0	0	0	0
40	S	L M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
41	S	L M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total of X's			12	8	7	7	4	13	11	8	6	5	6	3	6	4		

Note. (X) = YES response; (0) = NO response; (-) = did not respond.

Note. (L) = school population greater than 375 or LEA serves more than 3215; (S) = populations fewer than (L).

Note. (W) = West Tennessee; (M) = Middle Tennessee; (E) = East Tennessee.

Table C-2

Administrator's Census Data Arranged by Type of Response

School Code	Size	LEA Size Area	Census Questions															
			1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	2f	3	4a	4b		
3	L	L	W	X	O	O	O	O	X	X	X	X	X	X	O	X	O	
14	L	L	W	X	X	X	X	X	X	O	O	O	O	O	O	X	X	
21	L	S	W	O	O	O	O	O	X	X	O	O	O	O	O	O	X	
32	L	L	W	X	X	X	X	X	X	X	X	-	-	-	O	X	O	
39	L	L	W	O	O	O	O	O	O	X	X	X	X	X	O	O	O	
33	S	S	W	X	X	X	X	X	X	X	O	O	O	O	X	X	O	
4	S	L	M	O	O	O	O	O	X	-	-	-	-	-	O	O	-	
9	L	L	M	X	O	O	O	O	X	X	X	X	X	X	O	X	X	
19	S	S	M	X	X	X	X	-	X	X	X	X	X	X	O	-	-	
28	L	L	M	O	O	O	O	O	X	-	-	-	-	-	X	-	O	
37	S	S	M	X	X	X	X	X	X	X	-	-	-	-	X	X	-	
15	S	L	E	X	O	O	O	O	X	X	X	O	O	O	O	O	O	
16	S	L	E	X	O	O	O	O	X	X	X	X	-	-	O	-	-	
24	S	S	E	X	X	X	X	O	-	-	-	-	-	-	O	O	O	
34	S	S	E	X	X	O	O	O	X	X	X	X	X	X	-	-	X	
35	S	S	E	X	X	X	X	-	O	O	O	O	O	X	O	O	O	
2	S	L	W	O	O	O	O	O	O	O	O	-	-	-	-	-	-	
8	L	L	W	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
10	S	L	W	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
11	S	L	W	O	O	O	O	O	O	O	O	O	O	O	-	O	O	
17	S	L	W	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
22	S	L	W	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
29	S	L	W	O	O	O	O	O	O	O	O	O	O	O	O	O	-	
36	S	L	W	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
7	S	S	M	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
25	S	L	M	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
38	S	S	M	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
12	S	L	E	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
18	S	L	E	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
27	S	L	E	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
31	S	L	E	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
5	S	L	W	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
13	S	L	W	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
30	S	L	W	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6	L	L	M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
20	S	S	M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23	S	L	M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
26	L	L	M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
40	S	L	M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
41	S	L	M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1	S	L	E	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total of X's				12	8	7	7	4	13	11	8	6	5	6	3	6	4	

Note. (X) = YES response; (O) = NO response; (-) = did not respond.

Note. (L) = school population greater than 375 or LEA serves more than 3215; (S) = populations fewer than (L).

Note. (W) = West Tennessee; (M) = Middle Tennessee; (E) = East Tennessee.

APPENDIX D

TEACHER CENSUS FORMS

CITIZENS' AID FOR EXCEPTIONAL CHILDREN

4418 ANDERSON ROAD, N.E. • P. O. Box 5545

KNOXVILLE, TENNESSEE 37918

TELEPHONE 615/687-5077

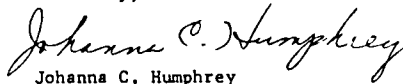
Dear Teachers:

In an effort to identify the presence and extent of the handicapped student in our schools, a complete census is of the greatest importance. Your cooperation is requested to identify children suspected of having any one of seven handicapping conditions (Intellectually Gifted, Speech Impaired, Behaviorally Disordered, Visually Handicapped, Hearing Impaired, Mentally Retarded, Learning Disabled). Please complete the three questionnaires on any child in your classroom whom you suspect as having one or more of these handicaps. The directions for the completion of this survey are as follows:

- STEP I:** Complete Form 1 (green form) on all students in your classes whom you suspect as being handicapped and who are in need of some special help, whether or not such help is available.
- List the child's name and other information at the top of the page and check one of the suspected handicapping conditions. (If the child has more than one handicap, check what you believe to be the major handicap.)
- List the most recent individual or group intelligence and achievement test scores on all students. Estimate this on those students who have no tests and indicate that it is an estimate by marking "EST" next to the score.
- STEP II:** Using Form 2 (white form) locate the handicapping condition that you checked on Form 1 and complete the questions on this handicap. For example, if you checked the child as having a suspected speech handicap on Form 1, you would locate the heading of Speech Impaired and answer the four questions. Use the health records or permanent records to assist in answering these questions when necessary.
- STEP III:** Complete Form 3 (yellow form) for each student that you identified as having a possible handicap. List the student's name at the top of the page. Complete page one if the child was ever referred to the local educational agency (LEA) as having a suspected handicapping condition. Page 2 should be completed on students who were referred to the school principal but not referred to the LEA. You will probably need assistance from the school principal in completing this form.
- STEP IV:** Return all forms to the school principal as soon as possible.

Thank you for your cooperation. The results of this survey should result in more effective procedures to serve handicapped children.

Sincerely,



Johanna C. Humphrey

Education of the Handicapped Survey

Form 1

SCREENING FORM

Name _____ Birthdate _____ Grade _____

School _____ Teacher _____

Race: American Indian _____ Asian/Pacific Island _____ White non-Hispanic _____

Black _____ Hispanic _____ Not known _____

If student has been retained ☐ / accelerated ☐ (check one); circle the grade(s):

Kgt 1 2 3 4 5 6 7 8 9 10 11 12

SUSPECTED HANDICAPPING CONDITION: CHECK MAJOR HANDICAPPING CONDITION (Check only one!)

Intellectually Gifted _____ Speech Impaired _____ Behavioral Disorder _____

Visually Handicapped _____ Hearing Impaired _____ Mentally Retarded _____

Learning Disabled _____

USE THIS SECTION FOR STANDARDIZED TEST SCORES

Last Intelligence Test _____
Test Name _____ Date _____ I.Q. _____ %ile _____Last Achievement Test _____
Test Name _____ Date _____

Percentile Grade Equivalent

Use Composite Scores in: Reading _____

Language _____

Math _____

Form 2
CRITERIA FOR DETERMINING SUSPECTED HANDICAPPING CONDITIONS

Student's Name _____ Birthdate _____ Grade _____
School _____ Referring Teacher _____

Choose the appropriate descriptors in the area of the PRIMARY suspected handicapping condition ONLY, and respond with Yes or No answers in the spaces provided.

	YES	NO
INTELLECTUALLY GIFTED: A student must have three or more of the following characteristics, <u>as well as</u> an IQ score of <u>130</u> , or above, as measured on a standardized intelligence test.		
1. Does the student exhibit capabilities that exceed those of most students of the same chronological age range?	_____	_____
2. Does the student have abilities considered <u>consistently</u> remarkable?	_____	_____
3. Is the regular school curriculum barely appropriate for the demands of either learning capacity or the anticipated social roles of a student with this ability?	_____	_____
4. Does the student have advanced interests and curiosities?	_____	_____
5. Does the student have advanced psychological maturity?	_____	_____

SPEECH IMPAIRED

1. Does the student have a speech disorder which draws unfavorable attention to itself?	_____	_____
2. Does the student have a speech disorder which interferes with communication?	_____	_____
3. Does the student have a speech disorder which causes the speaker to be socially maladjusted?	_____	_____
4. Comments from Health Card or teacher explanation.	_____	_____

BEHAVIORAL DISORDER: Behavior must adversely affect educational performance.

1. Does the student have a history of disruptive behavior which has persisted over at least a two year period of time (exception: Kindergarten and First Grade)?	_____	_____
2. Does the student exhibit an inability to learn which is persistent and which cannot be explained by intellectual, sensory or health factors?	_____	_____

VISUALLY HANDICAPPED

1. a) Does the student have a visual acuity of 20/30 or worse in <u>both eyes</u> , or 20/40, or worse, in one eye before correction?	_____	_____
b) After correction?	_____	_____
2. Does the student have imperfect binocular vision, that is, the eyes do not focus together?	_____	_____
3. Does the student have difficulty in accommodation, i.e., in shifting from near vision to far vision (or visa versa)?	_____	_____
4. Does the student have a restricted peripheral field of vision of less than 90 degrees (normal peripheral vision is 180 degrees)?	_____	_____
5. Does the student have nystagmus, a rapid, involuntary, rhythmic movement of the eyes that causes difficulty in reading or fixating on objects?	_____	_____
6. Has the student ever been diagnosed by a vision specialist as having:	_____	_____
a) myopia (nearsightedness)	_____	_____
b) hyperopia (farsightedness)	_____	_____
c) astigmatism (irregularly curved eye)	_____	_____
d) cataracts	_____	_____
e) glaucoma	_____	_____
f) diabetic retinopathy	_____	_____
g) retinitis pigmentosa	_____	_____
h) retrolental fibroplasia (RFL)	_____	_____
i) amblyopia (a loss in sharpness of vision)	_____	_____
j) strabismus - squint or cross eye	_____	_____

7. Vision Acuity:	Right Eye	Left Eye	Right Eye	Left Eye
	20/____	20/____	20/____	20/____
	Uncorrected	Uncorrected	Corrected	Corrected

8. Comments from Health Card or teacher explanation.

HEARING IMPAIRED

YES NO

1. Does the student understand conversational speech at a distance of 3 to 5 feet (face to face)? _____
 2. Does the student understand speech in a class discussion, if the voices are faint or not in unison? _____
 3. Does the student have a limited vocabulary or speech anomalies? _____
 4. Does the student often: a) request that verbal instructions be repeated or, _____
b) not follow verbal instructions, without special attention being paid to him/her? _____
 5. Has the student ever been diagnosed by a hearing specialist as having: _____
a) a mild hearing loss? _____
b) a marked hearing loss? _____
c) a severe hearing loss? _____
 6. Comments from Health Card or teacher explanation.
-
-

MENTALLY RETARDED

1. Does the student have an IQ score below 70 as measured on a standardized test? _____
2. Is the basic skill-area of deficiency one of language: _____
a) oral expression? _____
b) listening comprehension? _____
c) written expression? _____
3. Is the basic skill area of deficiency one of reading: _____
a) basic reading skill? _____
b) reading comprehension? _____
4. Is the basic skill area of deficiency one of mathematics: _____
a) mathematics calculation? _____
b) mathematics reasoning? _____

LEARNING DISABLED:

NOTE: A child may not be diagnosed as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of a visual, hearing or motor handicap, mental retardation, emotional disturbance or environmental, cultural or economic disadvantage.

1. Does the student have an IQ score above 70 as measured on a standardized test? _____
2. Is the basic skill-area of deficiency one of language: _____
a) oral expression? _____
b) listening comprehension? _____
c) written expression? _____
3. Is the basic skill area of deficiency one of reading: _____
a) basic reading skill? _____
b) reading comprehension? _____
4. Is the basic skill area of deficiency one of mathematics: _____
a) mathematics calculation? _____
b) mathematics reasoning? _____

EDUCATION OF HANDICAPPED-PAROCHIAL SCHOOLS
Form 3
INDIVIDUAL STUDENT ASSESSMENT

NAME _____ BIRTHDATE _____ GRADE _____

PART I: SERVICE BY LOCAL EDUCATION AGENCIES (LEA)

YES NO

1. Has this student been referred by the parochial school staff by any means, formal or informal, to the principal as having a suspected handicapping condition? _____
2. Has this student been referred by the parochial school staff to the local education agency for appropriate testing (psychoeducation, speech, etc.)? _____

IF THE ANSWER TO QUESTION 2 IS "YES", THEN CONTINUE WITH PART I;
IF "NO", GO TO PART II: SERVICE BY PAROCHIAL SCHOOL

3. Was the appropriate testing completed by the LEA? _____
4. Was the suspected handicapping condition verified by the local education agency (LEA)? _____
5. Was an individualized education program (IEP) developed for this student by the LEA and the parochial school staff? _____
If "No" then:
a) by LEA only _____
b) by parochial staff only _____
c) not developed at all _____
6. a) Has the LEA provided for this student a special education program, via direct teaching or therapy, on a regularly scheduled basis, and on the parochial school premises? _____
b) Has the LEA provided for this student any special education materials, e.g. special reading programs, on the parochial school premises? _____
7. a) Has the LEA provided any special educational services or therapy for this student, in the public school? _____
b) If "Yes", then has the service been at the nearest public school? _____
8. If special education services are provided for this student at the public school, is transportation made available through the LEA at no expense to parents? _____
9. Are other services made available to this student by the LEA at no expense to parents, such as: speech pathology, audiology, psychological services, physical/occupational therapy, early identification and assessment of disabilities; other services. _____
Specify other services: _____

PART II: SERVICE BY PAROCHIAL SCHOOL

YES NO

If the student was screened and referred to the principal, but was not referred to the local education agency (LEA) for testing, continue the survey with Question 10.

10. If the student has not been served by the local education agency in any way, are the special learning needs of this student being met by:

- | | | |
|---|-------|-------|
| a) regular education program, with parochial special educational materials, supplies, etc.? | _____ | _____ |
| b) regular education program with parochial specialists as consultant to regular teacher? | _____ | _____ |
| c) regular education program with parochial special education teacher in classroom on regular schedule? | _____ | _____ |
| d) regular education program with parochial speech/language teacher providing services on regular scheduled basis? | _____ | _____ |
| e) regular education program with parochial special education resource activities outside classroom? | _____ | _____ |
| f) full-time parochial special education program? | _____ | _____ |
| g) regular education programs; no special education, however: | | |
| 1) student is located in the classroom so as to accomodate a special learning need? | _____ | _____ |
| 2) student is included in a special grouping which occurs in the regular classroom? | _____ | _____ |
| 3) student has the regularly scheduled help of another student who acts as a tutor, within the classroom? | _____ | _____ |
| 4) parents, or other adult volunteers, assist the student within the regular classroom? | _____ | _____ |
| 5) privately hired tutors assist the student within the regular classroom? | _____ | _____ |
| h) regular education programs; no special programs of any kind?
(THIS ANSWER WILL BE "YES", ONLY IF ALL OF THE ABOVE QUESTIONS, 10a through 10g5, ARE ANSWERED "NO") | _____ | _____ |

APPENDIX E

SPEARMAN'S RANK-DIFFERENCE COEFFICIENT
OF CORRELATION

Table E-1

Spearman's Rank-Difference Coefficient of Correlation

1st Score	2nd Score	R_1	R_2	D	D^2
47	45	2.5	3	0.5	.25
43	40	4.5	4	0.5	.25
33	31	8	7	1	1
39	38	6	5	1	1
47	47	2.5	1	1.5	2.25
38	36	7	6	1	1
50	46	1	2	1	1
23	22	9	8.5	0.5	.25
43	22	4.5	8.5	4	16.0

$$\Sigma D^2 = 23.$$

$$r_p = 1 - \{ (6\Sigma D^2) / [N(N^2 - 1)] \}$$

$$= 1 - \{ 132 / [9(80)] \}$$

$$= 1 - (132/720)$$

$$= 1 - .183$$

$$= .817 > .600$$

APPENDIX F

VALIDITY VERIFICATION FOR CRITERIA CHECKLIST AND
SPECIAL EDUCATION SERVICES SECTION OF CENSUS

CITIZENS' AID FOR EXCEPTIONAL CHILDREN

4418 ANDERSON ROAD, N.E. • P. O. Box 5545

KNOXVILLE, TENNESSEE 37918

TELEPHONE 615/687-5077

January 12, 1982

I am requesting your cooperation in an effort to establish the validity of the enclosed survey forms. These surveys are part of the requirements for a doctoral dissertation entitled "The Implementation of Public Law 94-142 As It Applies to The Handicapped Children in The Non-Public Parochial Schools of The Dioceses of Nashville and Memphis, Tennessee".

The purposes of this study are to determine:

- Purpose 1: The extent of the presence of suspected handicapped children in the diocesan parochial schools of Tennessee.
- Purpose 2: The extent to which the identified children in the parochial schools of Tennessee are receiving the appropriate educational opportunities through the agency of the parochial schools, without referral to the local education agency.
- Purpose 3: The extent to which the identified handicapped children in the parochial schools of the state of Tennessee are receiving the appropriate educational opportunities through the agency of the local public schools, e. g. the extent to which individualized education programs are created by the local public education agencies for the handicapped children with the cooperation of the parochial school personnel.
- Purpose 4: The extent to which the identified handicapped children are afforded related services, e.g. transportation.

In your opinion, how well does the content of the survey forms sample the kinds of things about which conclusions are to be drawn?

Sincerely yours,

Johanna C. Humphrey

Please respond by rating the forms, using the following scale.

1. The form does not ask the right questions for the purpose intended.
2. The form asks the right questions, but the directions are ambiguous. (Cite ambiguities with an *).
3. The form has none of the above faults, but it contains inaccuracies. (Underline inaccuracies).
4. The form has none of the above faults, but it is too long.
5. The form is valid, with none of the above faults.

<u>Purpose 1:</u> Criteria Checklist (White Form)	1	2	3	4	5	✓✓
Intellectually Gifted section	1	2	3	4	5	✓✓
Speech Impaired section	1	2	3	4	5	✓✓
Behavioral Disorder	1	✓2	3	4	5	✓✓
Visually Handicapped	1	2	3	4	5	✓✓
Hearing Impaired	1	2	3	4	5	✓✓
Mentally Retarded	1	2	3	4	5	✓✓
Learning Disabled	1	2	3	4	5	✓✓
Screening Form (Green Form)	1	2	3	4	5	✓✓
Individual Student Assessment (ISA) (Yellow Form) Questions 1, 2 a & b, 3, and 4	1	2	3	4	5	✓✓
<u>Purpose 2:</u> ISA (Yellow Form) Question 10	1	2	3	4	5	✓✓
<u>Purpose 3:</u> ISA (Yellow Form) Questions 5, 6, and 7	1	2	3	4	5	✓✓
<u>Purpose 4:</u> ISA (Yellow Form) Questions 8 and 9	1	2	3	4	5	✓✓

1 0 3 1 31
Summary of validity ratings

Please respond by rating the forms, using the following scale.

1. The form does not ask the right questions for the purpose intended.
2. The form asks the right questions, but the directions are ambiguous.
(Cite ambiguities with an *).
3. The form has none of the above faults, but it contains inaccuracies.
(Underline inaccuracies).
4. The form has none of the above faults, but it is too long.
5. The form is valid, with none of the above faults.

Purpose 1: Criteria Checklist (White Form)

Intellectually Gifted section

Speech Impaired section

Behavioral Disorder

Visually Handicapped

Hearing Impaired

Mentally Retarded

Learning Disabled

Screening Form (Green Form)

Individual Student Assessment (ISA) (Yellow Form)
Questions 1, 2 a & b, 3, and 4

Purpose 2: ISA (Yellow Form) Question 10

Purpose 3: ISA (Yellow Form) Questions 5, 6, and 7

Purpose 4: ISA (Yellow Form) Questions 8 and 9

1 2 3 4 (5)
must have 3 for verification
* 1 2 (3) 4 5

1 2 3 4 5
must interfere with
1 2 3 4 5 functioning

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

Please respond by rating the forms, using the following scale.

1. The form does not ask the right questions for the purpose intended.
2. The form asks the right questions, but the directions are ambiguous. (Cite ambiguities with an *).
3. The form has none of the above faults, but it contains inaccuracies. (Underline inaccuracies).
4. The form has none of the above faults, but it is too long.
5. The form is valid, with none of the above faults.

<i>OK To use as screening information not valid as far as the state Guidelines regarding definitions, criteria, etc.</i>	Purpose 1: Criteria Checklist (White Form)	1	2	3	4	5
	2 Intellectually Gifted section	1	2	3	4	5
	3 Speech Impaired section <i>see notes on form</i>	1	2	3	4	5
	4 Behavioral Disorder <i>see notes " "</i>	1	2	3	4	5
	5 Visually Handicapped	1	2	3	4	5
	6 Hearing Impaired	1	2	3	4	5
	7 Mentally Retarded	1	2	3	4	5
	8 Learning Disabled	1	2	3	4	5
	9 Screening Form (Green Form) <i>see addition on form</i>	1	2	3	4	5
	10 Individual Student Assessment (ISA) (Yellow Form) Questions 1, 2 a & b, 3, and 4	1	2	3	4	5
Purpose 2:	ISA (Yellow Form) Question 10	1	2	3	4	5
Purpose 3:	ISA (Yellow Form) Questions 5, 6, and 7	1	2	3	4	5
Purpose 4:	ISA (Yellow Form) Questions 8 and 9	1	2	3	4	5

I question that teachers have enough accurate information to provide you accurate data; in turn you may draw conclusions based on opinion not facts.

Please respond by rating the forms, using the following scale.

1. The form does not ask the right questions for the purpose intended.
2. The form asks the right questions, but the directions are ambiguous.
(Cite ambiguities with an *).
3. The form has none of the above faults, but it contains inaccuracies.
(Underline inaccuracies).
4. The form has none of the above faults, but it is too long.
5. The form is valid, with none of the above faults.

<u>Purpose 1:</u> Criteria Checklist (White Form)	1	2	3	4	5
Intellectually Gifted section	1	2	3	4	5
Speech Impaired section	1	2	3	4	5
Behavioral Disorder	1	2	3	4	5
Visually Handicapped	1	2	3	4	5
Hearing Impaired	1	2	3	4	5
Mentally Retarded	1	2	3	4	5
Learning Disabled	1	2	3	4	5
Screening Form (Green Form)	1	2	3	4	5
Individual Student Assessment (ISA) (Yellow Form) Questions 1, 2 a & b, 3, and 4	1	2	3	4	5
<u>Purpose 2:</u> ISA (Yellow Form) Question 10	1	2	3	4	5
<u>Purpose 3:</u> ISA (Yellow Form) Questions 5, 6, and 7	1	2	3	4	5
<u>Purpose 4:</u> ISA (Yellow Form) Questions 8 and 9	1	2	3	4	5

APPENDIX G

SUPERINTENDENTS' CORRESPONDENCE

CITIZENS' AID FOR EXCEPTIONAL CHILDREN

4418 ANDERSON ROAD, N.E. • P. O. Box 5545

KNOXVILLE, TENNESSEE 37918

TELEPHONE 615/687-5077

JOHANNA C. HUMPHREY
*President*JOHN F. HUMPHREY, JR.
Treasurer

December 1981

C

Rev. Monsignor James R. Hitchcock
Diocese of Nashville
Catholic Center
2400 Twenty-first Avenue, South
Nashville, TN 37212

Dear Monsignor Hitchcock:

O

This past spring I solicited your cooperation in an effort to collect data regarding the extent of involvement of the diocesan parochial schools in receiving services for handicapped students from the local education agencies. The results of the survey were statistically inconclusive; however, a definite pattern of needs emerged from this pilot study.

P

In order to further investigate this topic, it will be necessary for a subsequent survey to be completed by each of the diocesan parochial schools in the diocese. I would like for the teachers to review the permanent records of the students in order to more effectively screen for handicapped students and then respond to the survey. The principal and/or guidance counselor will be asked to respond to questions regarding the special education services made available for the handicapped students in the schools, both parochial provisions and those through the agency of the local public schools.

Y

Your understanding and cooperation with this research is most appreciated. Perhaps the result of this project will be better cooperation with the local education agent in the development of special education programs for parochial students.

Please sign the "To All Principals" letter and return it to me by return mail. I will duplicate this letter and include it in the survey packet. The complete packet will be mailed to you in a separate mailing.

Sincerely,

Johanna C. Humphrey



Diocese of Nashville

CATHOLIC CENTER 2400 TWENTY-FIRST AVENUE, SOUTH
NASHVILLE, TENNESSEE 37212 • PHONE 615/383-6393

February, 1982

To All Principals

From Rev. Monsignor James R. Hitchcock

This letter is written to request your cooperation in a study which attempts to locate the students in your schools who may need special education services. The study also investigates the type of services which are currently being used for these students. Note: TITLE I SERVICES ARE NOT TO BE INCLUDED IN THIS SURVEY.

You are asked to read the enclosed information and to distribute the survey forms to your faculty. The white, green and yellow forms of the survey are to be completed by the teachers for each of the suspected handicapped students. As the principal, you are requested to complete the blue form, regarding services and programs which have been made available to your school from the local public schools (Title I is to be excluded from this survey).

If you would return all completed forms to Johanna C. Humphrey, address below, she will collate the responses and return the results to you. It is imperative that we have 100% cooperation, if we are ever to convince the State Department of Education of our needs in handicapped education.

We are requesting that the total package be returned no later than February 26, 1982. If you have any questions, call or write Johanna C. Humphrey at the address below.

Sincerely yours,

James R. Hitchcock
Rev. Monsignor James R. Hitchcock

Johanna C. Humphrey
P. O. Box 5545
Knoxville, TN 37918

Phone No. 615-687-5077

CITIZENS' AID FOR EXCEPTIONAL CHILDREN

4418 ANDERSON ROAD, N.E. * P. O. Box 5545

KNOXVILLE, TENNESSEE 37918

TELEPHONE 615/687-5077

JOHANNA C. HUMPHREY
PresidentJOHN F. HUMPHREY, JR.
Treasurer

December 1981

C
O
P
Y

Sister Mary Francis Regis Trojano, C.S.J.
Diocese of Memphis
1325 Jefferson Avenue
Memphis, TN 38104

Dear Sister Francis Regis:

This past spring I solicited your cooperation in an effort to collect data regarding the extent of involvement of the diocesan parochial schools in receiving services for handicapped students from the local education agencies. The results of the survey were statistically inconclusive; however, a definite pattern of needs emerged from this pilot study.

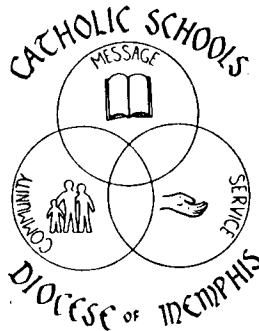
In order to further investigate this topic, it will be necessary for a subsequent survey to be completed by each of the diocesan parochial schools in the diocese. I would like for the teachers to review the permanent records of the students in order to more effectively screen for handicapped students and then respond to the survey. The principal and/or guidance counselor will be asked to respond to questions regarding the special education services made available for the handicapped students in the schools, both parochial provisions and those through the agency of the local public schools.

Your understanding and cooperation with this research is most appreciated. Perhaps the result of this project will be better cooperation with the local education agent in the development of special education programs for parochial students.

Please sign the "To All Principals" letter and return it to me by return mail. I will duplicate this letter and include it in the survey packet. The complete packet will be mailed to you in a separate mailing.

Sincerely,

Johanna C. Humphrey



February, 1982

38104
 MEMPHIS, TENNESSEE
 1325 JEFFERSON AVENUE

To: All Principals

From: Sister Mary Francis Regis, C.S.J.

This letter is written to request your cooperation in a study which attempts to locate the students in your schools who may need special education services. The study also investigates the type of services which are currently being used for these students. Note: TITLE I SERVICES ARE NOT TO BE INCLUDED IN THIS SURVEY.

You are asked to read the enclosed information and to distribute the survey forms to your faculty. The white, green and yellow forms of the survey are to be completed by the teachers for each of the suspected handicapped students. As the principal, you are requested to complete the blue form, regarding services and programs which have been made available to your school from the local public schools (Title I is to be excluded from this survey).

If you would return all completed forms to Johanna C. Humphrey, address below, she will collate the responses and return the results to you. It is imperative that we have 100% cooperation, if we are ever to convince the State Department of Education of our needs in handicapped education.

We are requesting that the total package be returned no later than February 26, 1982. If you have any questions, call or write Johanna C. Humphrey at the address below.

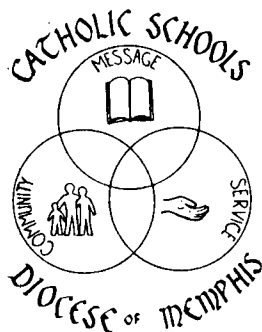
Sincerely yours,

Sister M. Francis Regis, C.S.J.
 Sister Mary Francis Regis, C.S.J.

Johanna C. Humphrey
 P. O. Box 5545
 Knoxville, TN 37918

Phone No. 615-687-5077

901-722-4700



DEC 6 1982

December 3, 1982

1325 JEFFERSON AVENUE
MEMPHIS, TENNESSEE 38104

Mrs. Johanna C. Humphrey
President
Citizens' Aid for Exceptional Children
4418 Anderson Road, N.E.
P. O. Box 5545
Knoxville, Tennessee 37918

Dear Johanna:

Thank you for the summary of statistics from the survey you made in the Spring of 1982. I certainly appreciate all your work and effort. Yes, I agree that the numerals tell us there are significant problems to be solved.

I shall share this documentation with Father Umphries, our Vicar of Education. At that time, I will discuss with him my suggestions for further investigation plus implementation. Then, I think, we will be asking you to come to Memphis for a Conference. Given, however, the fact that we have a new Bishop being installed on January 18, 1983, I know that our timing to meet with you may not be until February.

At the moment, however, I am asking you if there is any possibility of getting the statistics in school-by-school breakdown. I have a specific reason for requesting that information. If you can provide it or need further elucidation, please use the enclosed self-addressed stamped envelope.

In the meantime, know that I am profoundly grateful to you for providing this type of information and for the quality of scholarship and professionalism you have demonstrated in reaching this point of the study. Also, I pray that you and your family will truly experience the peace and joy of this Season of Anticipation!

Gratefully yours,

Sister Francis Regis
Sister M. Francis Regis Trojano, C.S.J.
Superintendent of Catholic Schools

SMFR/lfe

901-722-4700

CITIZENS' AID FOR EXCEPTIONAL CHILDREN

4418 ANDERSON ROAD, N.E. • P. O. Box 5545
KNOXVILLE, TENNESSEE 37918
TELEPHONE 615/687-5077

JOHANNA C. HUMPHREY
President

JOHN F. HUMPHREY, JR.
Treasurer

December 9, 1982

C
O
P
Y

Sister M. Francis Regis, CSJ
Superintendent of Schools
1325 Jefferson Avenue
P. O. Box 41679
Memphis, TN 38104-1679

Dear Sister Regis:

Thank you for your kind words of encouragement. I will be glad to meet with you in February. The Right to Education office for the State, Mr. Robert Tipps, has agreed to meet with the superintendents and principals of the major cities' parochial schools sometime in February to work out plans of implementation. We will at least discuss shared concerns.

Enclosed you will find the school-by-school statistics which you requested. I hasten to point out that the handicapping conditions named here are not verified but suspected. This distinction makes a great difference when discussing this matter with the State Department.

Keep in touch and have a Holy and Happy Christmas.

Sincerely yours,

Johanna C. Humphrey

APPENDIX H

DISTRIBUTION OF SUSPECTED, REFERRED AND TESTED HANDICAPPED
BY GEOGRAPHIC AREA, LEA SIZE AND SCHOOL SIZE

Table H-1

Distribution of Suspected Handicapped by Geographic
Area, LEA Size, School Size

Location LEA/PS size	Suspected Handicapping Condition									f
	IG	LD	BD	SI	VI	HI	S/HI	MR	PH	
LEA lg; PS lg	6	35	16	3	3	1	0	1	0	65
LEA lg; PS sm	47	42	10	11	3	2	2	2	0	119
LEA sm; PS lg	8	4	3	5	4	2	0	0	0	26
LEA sm; PS sm	0	1	0	0	0	0	0	0	0	1
WEST TOTALS	61	82	29	19	10	5	2	3	0	211
LEA lg; PS lg	9	30	18	4	2	3	0	0	5	71
LEA lg; PS sm	21	25	21	8	1	1	0	0	0	77
LEA sm; PS lg	0	0	0	0	0	0	0	0	0	0
LEA sm; PS lg	38	15	6	6	0	3	0	2	0	70
MIDDLE TOTALS	68	70	45	18	3	7	0	2	5	218
LEA lg; PS lg	49	0	0	0	0	0	0	0	0	49
LEA lg; PS sm	73	41	21	3	6	5	0	2	0	151
LEA sm; PS lg	0	0	0	0	0	0	0	0	0	0
LEA sm; PS sm	9	4	5	2	0	0	0	0	0	20
EAST TOTALS	131	45	26	5	6	5	0	2	0	220
TOTALS	260	197	100	42	19	17	2	7	5	649

Note. N = 649.

Table H-2

Distribution of Referred Handicapped to LEA by
Geographic Area, LEA Size, School Size

Location LEA/PS size	Suspected Handicapping Condition									f
	IG	LD	BD	SI	VI	HI	S/HI	MR	PH	
LEA lg; PS lg	1	2	0	1	0	0	0	1	0	5
LEA lg; PS sm	2	1	1	2	1	1	0	0	0	8
LEA sm; PS lg	0	2	1	3	1	0	0	0	0	7
LEA sm; PS sm	0	1	0	0	0	0	0	0	0	1
WEST TOTALS	3	6	2	6	2	1	0	1	0	21
LEA lg; PS lg	0	2	11	0	0	0	0	0	1	14
LEA lg; PS sm	0	1	0	0	0	0	0	0	0	1
LEA sm; PS lg	0	0	0	0	0	0	0	0	0	0
LEA sm; PS sm	7	4	0	5	0	0	0	1	0	17
MIDDLE TOTALS	7	7	11	5	0	0	0	1	1	32
LEA lg; PS lg	0	0	0	0	0	0	0	0	0	0
LEA lg; PS sm	0	4	6	0	0	0	0	1	0	11
LEA sm; PS lg	0	0	0	0	0	0	0	0	0	0
LEA sm; PS sm	0	1	0	1	0	0	0	0	0	2
EAST TOTALS	0	5	6	1	0	0	0	1	0	13
TOTALS	10	18	19	12	2	1	0	3	1	66

Note. N = 66.

Table H-3
Distribution of Tested Handicapped by Geographic
Area, LEA Size, School Size

Location LEA/PS size	Suspected Handicapping Condition									f
	IG	LD	BD	SI	VI	HI	S/HI	MR	PH	
LEA lg; PS lg	0	2	0	0	0	0	0	0	0	2
LEA lg; PS sm	0	1	1	1	1	1	0	0	0	5
LEA sm; PS lg	0	1	1	3	1	0	0	0	0	6
LEA sm; PS sm	0	1	0	0	0	0	0	0	0	1
WEST TOTALS	0	5	2	4	2	1	0	0	0	14
LEA lg; PS lg	0	0	0	0	0	0	0	0	1	1
LEA lg; PS sm	0	1	0	0	0	0	0	0	0	1
LEA sm; PS lg	0	0	0	0	0	0	0	0	0	0
LEA sm; PS sm	7	3	0	4	0	0	0	0	0	14
MIDDLE TOTALS	7	4	0	4	0	0	0	0	1	16
LEA lg; PS lg	0	0	0	0	0	0	0	0	0	0
LEA lg; PS sm	0	4	2	0	0	0	0	1	0	7
LEA sm; PS lg	0	0	0	0	0	0	0	0	0	0
LEA sm; PS sm	0	1	0	1	0	0	0	0	0	2
EAST TOTALS	0	5	2	1	0	0	0	1	0	9
TOTALS	7	14	4	9	2	1	0	1	1	39

Note. N = 39.

VITA

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