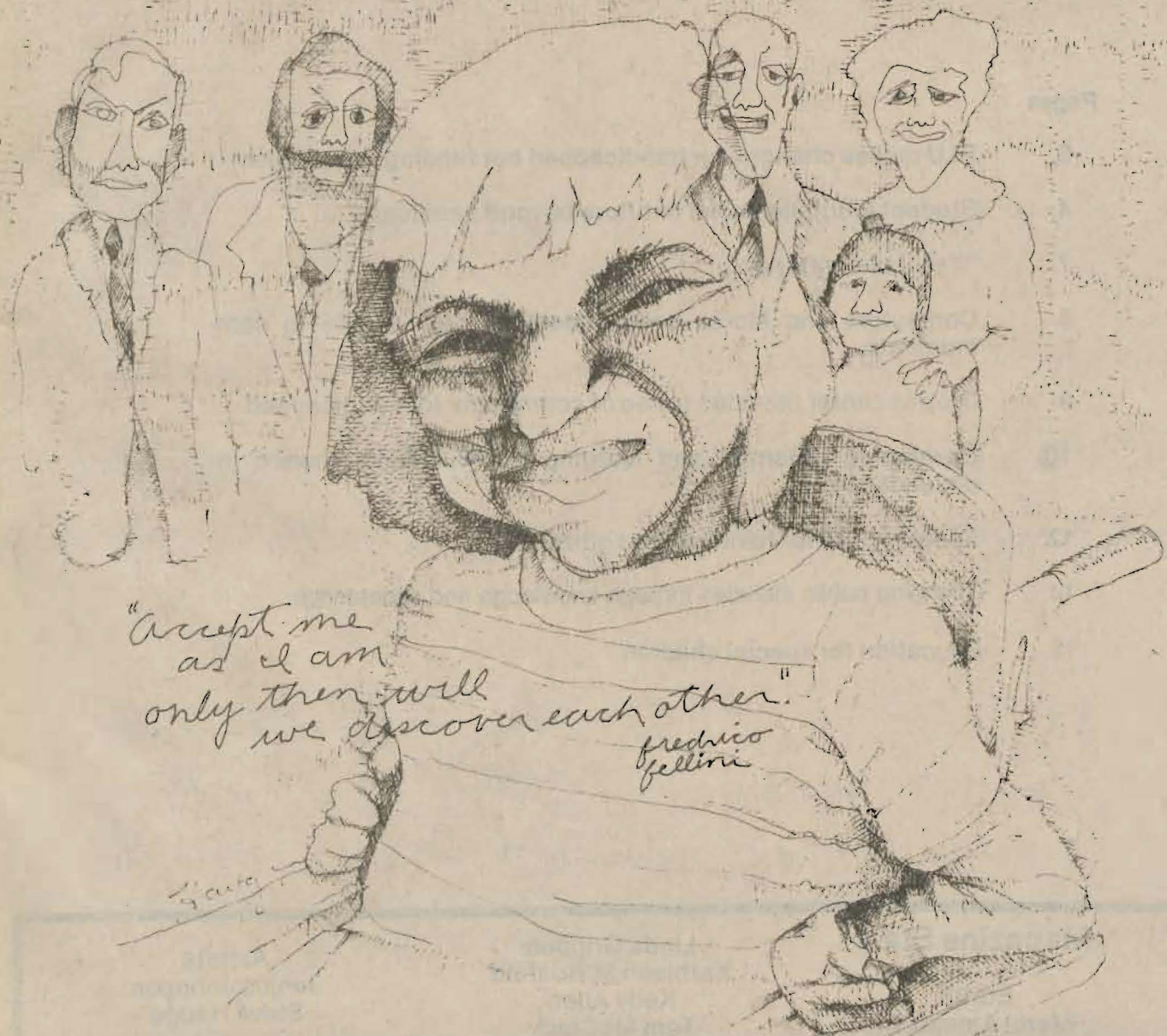




Magazine



*"Accept me
as I am
only then will
we discover each other."
Fredrico
Bellini*

The world of physically handicapped



Magazine

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The Magazine is a special in-depth section published monthly for the Mooring Mast and the students of Pacific Lutheran University.

PLU makes changes for handicapped but funding is a problem

By Kristin Kaden

Two restrooms on the second floor of the Administration Building are being modified to conform to the needs of the handicapped, said Jim Phillips, director of the physical plant at PLU.

In accordance with section 504 of the Rehabilitation Act of 1973, which states the methods by which colleges and universities could comply with the requirements of program accessibility, PLU is continuing to remodel existing structures so as to be accessible to handicapped persons, Phillips said.

Already completed projects include the elevator in the Administration Building, power assisted door closures, and a wheelchair ramp to the building on the south side. All remodeling in the building meets the Washington code, according to Phillips.

Other improvements falling under Section 504 include Harstad's entrance to the Campus Safety and Information Office, a flashing light alarm for a deaf student, wheelchair ramps for Foss and Stuen, the widening of the elevator doors in Xavier, shower grab bars in Kreidler and Foss for students on crutches, and special parking places with marked signs for handicapped persons. Public telephones in the library have amplified headsets for hearing impaired students.

Phillips also noted that many door closures have been lessened to eight pounds of pressure and that faucets have been changed to be more easily reached.

"Some schools are almost totally meeting the requirements for the handicapped," said Phillips. "PLU probably has done more than some schools but not as much as others in accommodating the handicapped. At some schools it may reflect the number of handicapped students enrolled in the

programs. But here as well as at other schools, it may boil down to a budget problem."

"Creating an Accessible Campus," a book published by the Association of Physical Plant Administrators of Universities and Colleges, noted that today there is greater public and professional awareness of the environmental needs of handicapped people, but there frequently remains the problem of a failure to recognize all the implications of those needs when planning a facility.

and Rescission Act of 1980, Congress rescinded \$15 million of the \$25 million appropriation for the removal of architectural barriers to the handicapped. The balance of \$10 million was deferred to 1981.

Phillips said that without special funding, it is difficult to come up with money for remodeling. He referred to the \$130,000 it cost to make the modifications in the Administration Building alone.

The National Center for Education Statistics (NCES) in-



Greg Lehman

Phillips referred to the lack of federal funding available for universities. In the November issue of the Association of Physical Plant Administrators (APPA) Newsletter, it was reported that "no funds were available under Title VII of the Higher Education Act." Through the enactment of the Supplemental Appropriation

indicates that the nation's colleges and universities must spend approximately \$561 million to make their facilities program accessible to the mobility impaired. This figure breaks down to almost \$245 million for the 1,620 private institutions. On the average, it is estimated that a private institution would spend \$151,000 for improvements.

Student journalist looks to future beyond handicaps

By Kathleen M. Hosfeld

Beep beep beep...beep beep...beep beep beep...

In order to communicate more than the words "yes" or "no," Dennis Robertson, a 25-year old PLU communication arts major gets hooked up to a hodgepodge collection of machinery made from a radio garage door opener, a Panasonic video monitor and an adapted newspaper teletype machine.

He sends a Morse code signal by pressing a plate linked to the door opener which sends the signal to a computer which translates the signals into letters. The letters appear on the video monitor or on the teletype machine as words and sentences.

Words don't come lightly and each sentence counts when the system is so tedious and time consuming. But the machine opened up Robertson's life three and a half years ago to the world of conversation and writing.

Robertson is the victim of cerebral palsy which resulted from a lack of oxygen to the brain during birth. He has muscle control only in his neck and head.

With the help of the technology that has produced his communication device and simpler machines like a motorized wheelchair, Robertson has been able to extend the perimeters of his physically limited world.

He owns two wheelchairs. One is for school use and has slots for books, a watch sewn to one arm rest and sports stickers on it. The other one is for home use and it is motorized to tilt back so he can shift his weight on to his back. Robertson says that continual sitting can be very tiring and painful.

His home wheel chair also has a remote control device that attaches



Greg Lehman

Morse code tapped into this lever is Dennis Robertson's means of "speech."

to Robertson's head so that he can direct it where ever he wants to go. Near his home in Lakewood, is a small dead-end road which he travels almost every day during the summer when the weather is good.

As he rides up and down on the short road with his dog, Ginger, running alongside, he thinks about his future.

Robertson has three more years before he completes his communication arts degree in journalism, but after graduation he sees

himself trying to live a comparatively normal life. He hopes to get a job as a sports writer and perhaps even get married.

"The chances of having a family are not too high, but I still have hope," he said.

Robertson, a sports writer for the *Mooring Mast*, is determined about a journalistic career. To establish himself in the field he plans to "show that I can write and try to put the rest in God's hands."

Even though a cartoon on Robertson's communication machinery at home reads "As soon as I get up in the morning I feel like I'm in over my head," his attitude is positive.

He attributes this to a faith in God. He believes in the power of prayer and depends on God for guidance and strength.

His parents' home, where he lives, contains pictures of Christ and other signs of religious commitment. He comes from a large family of three brothers and four sisters, not to mention various



Greg Lehman

An elaborate hodgepodge of equipment translates Morse Code signals received by the video monitor (left) and displays them as letters on the screen or prints them on the teletype machine (right).

miscellaneous aunts, uncles, cousins and brothers-in-law.

His father is a retired service man.

His parents reflect the same good humor that Robertson does in his easily induced laughter.

They recount the time last Christmas when "Denny" went out with his sister and brother-in-law to buy Christmas gifts for the family, but only returned with a

"Knowing [my family] really cares" encourages Robertson.

beautiful ginger-colored puppy.

Robertson's father kids him about past days of home haircuts which were less than desirable and in his opinion unattractive to say the least.

Robertson is dependant on his family for help to cope with the physical demands of life. His brothers and sisters take him places such as shopping, concerts or sporting events. His father and brothers help him take care of his bodily needs and his mother, who is herself disabled, helps him study.

The moral support of his family is also important to him. "Knowing that they really care" encourages him.

Robertson has an aide, Donna Apgar, who helps him with class work and often escorts him to extracurricular activities.

She meets him at his home before classes, they switch to the school chair and load him into his van and head down highway 512 to PLU.

Donna claims that Robertson often exclaims or is frightened by her driving, especially the way she takes corners, but so far the two have had no accidents.

Negotiating the obstacle course of a campus designed for people without physical disabilities is a challenge in and of itself. Most classrooms have become accessible but the University Center poses problems.

"Do you want to see us try to go down to the coffeeshop?" asks Donna. "That's quite an ordeal. We have to go through people's offices, through the kitchens...."



Greg Lehman

Robertson's father, Clarence Robertson kids him about less-than-becoming home-style haircuts.

Sure enough, the pathway to the University Center elevator is through Food Service Director Bob Torrens' office, through the commons kitchens and down a hallway cluttered with boxes of food supplies.

The elevator itself is often full of boxes according to Donna which must be removed in order to board the contraption.

The hallway leading from the elevator on the lower level of the University Center goes behind the coffeeshop kitchens and it too is often cluttered with racks of food and boxes.

With the installation of an elevator in the administration building, Robertson has not had too much trouble making it to his first two classes here.

Robertson will take two classes per semester for the next three years in order to graduate. His schedule is limited by the amount of time it takes him to do his homework with the time limitations of "The way I have to do it."

Donna takes notes for Robertson during lectures and tape records each lecture also. He replays the tape at home and goes over the notes with his mother. He often types out parts of the lectures



Greg Lehman

Esther Robertson, Robertson's mother helps him review his lecture notes and other homework.

(Continued on page 6)

(Continued from page 5)

that he especially wants to remember.

He has a special reading stand which he sets up to one side of his wheelchair. He usually reads in a reclined position and has to have the pages turned for him periodically. Ginger often "helps" by falling asleep on his lap.

Within several months Robertson will receive a portable version of his home communication system which will enable him to ask questions in class and enable him to ask for clarification of a word when he is reading. The system will also enable him to ask questions for interviewing for *Mast* articles.

The system he now employs is to have Donna ask the source being interviewed questions that he has prepared in advance. Each story takes about two or three hours to write. With the aid of the portable device he will be able to clarify information he is given and ask follow-up questions if they are necessary.

The portable machine will also alleviate some of Robertson's dependance on others. This dependancy makes it hard for him to find time alone especially during the winter months when he can't ride outside.

He maintains some financial independence through funding for his education from the Department of Vocational Rehabilitation and a small amount of income from Social Security.

"I can't go out and get a job on my own so that is my income for right now, but that will change," he said, indicating his hopes for his future journalism career.

Although Robertson maintains what he calls a "pretty good outlook on life" he is far from a Pollyanna. There are things that frustrate him about his disabilities. Not being able to go out with friends with ease or not being able to strike up conversations with pretty girls are common irritations.

Robertson does not have much trouble, however, with unfavorable responses from people to

his physical disabilities.

He reports that he has had little poor or condescending response from people but, although he is sensitive about his effect on people, he isn't too concerned with their attitudes.

"They can either like me or not like me. That's their decision," he said.

While watching his father lift him from one chair to another, one is caught with the realization that Robertson's barely 100 pound rag-doll like frame contains the vital spirit of a man who has won

a vocational education award, who feels that his greatest personal achievement was getting an education and graduating from Ft. Steillacoom Community College.

Robertson is emphatic about the fact that inside his very different seeming body, he is the same as other people. He likes to play chess. He is an avid sports fan and especially likes football. He has the same desires and same goals as other people.

And he wants to establish his individuality as himself instead of as a handicapped person.



Aide Donna Apgar raises Robertson's chair into his van for the journey home from school.

Being handicapped

“Yes
I
understand”

By Dennis Robertson

“Can he understand?” I have heard that question so many times, since my earliest childhood memories up to the present time, that I wish I could tell the world, “Yes I understand.”

I am one of the many members of society who carries the label of “handicapped.” I have cerebral palsy brought on by oxygen not getting to my brain quickly enough when I was born. The part of the brain effected dealt with muscle and speech control, therefore I cannot use any part of my body from the neck down. I do have an alert mind so I consider myself lucky.

How does it feel to be handicapped? Well, to me this way of life seems normal because I have been this way all my life, and I don't know if I would be any happier than I am now if I could talk and walk. This is partly due to my family. My parents treated me no different than the rest of their children. I was the sixth child of a family of eight. When I needed it I was slapped on the back end and sent to my room. My brothers and sisters played, joked, argued and fought with me like brothers and sisters do. Now that we have all grown up they include me in their outings. They take me to shows, sports events, out to dinner, swimming, picknicking, etc. Some are married but that has not changed anything because the in-laws have also accepted me. This means an awful lot to me because they could all ignore me because of my handicap.

There are times in my life when I feel frustrated and angry being trapped with a body that will not cooperate with me. Like when I have an itch and cannot scratch it, a hand or a leg going to sleep and I cannot move it, or a nice looking girl walking by and I cannot whistle at her. Many times I dream how nice it would be to jump in a car with friends and a girlfriend and go for a ride in the country, or out to dinner and a movie. Just because I am in a wheelchair does not mean I do not get these kinds of feelings, because I do.

I do have a great faith and firmly believe that God sees me through the difficult times, and by putting the problems in His hands and asking for His help I know I will be able to cope with the problems that are ahead of me. I have already seen this happen many times in my life. One of them being the communication system Al Ross developed, which has opened up a whole new life for me. By going through college I hope someday to be a sports writer and may even be able to write other articles or stories. There was a period in my life a few years back when I worried I might sit in this chair and do nothing for the rest of my life, but not any more. I am sure God has other plans for me and that does not including sitting around feeling sorry for myself. All I ask from society is to be considered a normal human being with the same wants, goals, and desires anyone has and not a unique person because of my disabilities.



Dennis Robertson and Ginger

Greg Lehman

Computers and Morse code:

Machines help people to communicate

By Ramin Firoozye

"At first it was weird," was fourteen-year-old Krystyn Rytter's response to using a computer to communicate for the first time.

Krystyn is a quadraplegic who contracted cerebral palsy at birth, and has never spoken a word in her life.

Now Krystyn and others like her will be able to use computer systems with cathode ray tube (CRT) screens to communicate.

Krystyn attends Montlake Terrace Junior High daily, with trips to Maplewood Hospital in North Seattle for therapy.

Krystyn is one of five quadraplegic cerebral palsy (quad Cp) children who were selected by the Child Development and Mental Retardation Center (CDMRC) of the University of Washington to receive a system which enables non-vocal handicapped persons to communicate.

With a two year federal grant from the Bureau of Education for the Handicapped, Al Ross, video producer for CDMRC, has been working on state-of-the-art computers adapted for communication purposes.

With a two year federal grant from the Bureau of Education for the Handicapped (BEH), Al Ross, video producer for CDMRC, has been working on state-of-the-art computers adapted for communication.

Ross first thought of the idea while taping for CDMRC at Foss High School in Tacoma in 1974. There he met Dennis Robertson, a student and quad CP who at the time was using a "wand" strapped to his head to strike electric typewriter keys at the rate of two words per minute, his only method of writing.

Dennis had a Morse code

which would emit dots and dashes as a means of communication. Dennis's enthusiasm to learn and the idea using Morse code inspired Ross to pursue the possibility.

At first Dennis learned that typing a simple "/" and "." would be as efficient as normal typing, since the wand would not have to move around the keyboard. Then a four button system was

developed, Washington, who had designed a generator for his personal use.

After applying for and receiving a grant from BEH, Ross and the CDMRC set out to screen potential clients for the use of the experimental systems with the help of hospitals, schools and institutions for the handicapped.

Those chosen to work with the



Krystyn Rytter operates her new communication system by sending Morse code with her head.

developed—still a typewriter with four large switches, representing dots, dashes and other functions, but increasing the rate only to 2.05 words per minute.

The idea of a Morse code generator coupled with a computer led Ross to contact Ray Petit, an

electronics expert from Oak Harbor. The system were required to be of normal or above normal intelligence, live at home in order to have parental support during the learning process, and have reading and writing skills of fourth grade level.

Krystyn Rytter was one of those

chosen. Use of the machine required to Krystyn to learn Morse code, a task accomplished diligently in four days.

Krystyn had previously mastered a different technique of communication: spelling out words by looking at specific objects which began with the letter desired.

The new mechanism consists of a pair of paddle switches covered with rubber foam, and resting on both sides of the head, one for dots, the other for dashes.

Morse code signals are converted to digital information by a translator and sent to the communicator, which sends messages to either one of its two digital displays, a TV screen, or a line printer. The two screens allow

discourse between two people in Morse code since the machine is also equipped with a hand-held Morse switch.

The system is designed to be portable and carried on a wheelchair. Its power source is a pair of light weight rechargeable batteries.

Messages with abbreviated call words, (preceded by the letter q), or "canned" messages as Ross refers to them, are programmed into the computer's memory. Krystyn can introduce herself with a simple "qme" or give her telephone number with a "qfo". Personalized messages used most frequently have also been programmed in order to help users communicate with minimal effort.

One of the biggest advantages of this machine lies in its text editor, said Ross. The user can erase and insert text using the television screen. Both character and line editing are possible.

Dennis had been using the prototype since 1976, and will be receiving the latest portable version like the one used by Krystyn. Currently a student at PLU, Dennis uses his system to write sports stories for *The Mooring Mast*.

Krystyn said that she has not taken the device to school yet, since it is still in its final stages.

The next stage in the process, as planned by Ross, is the inclusion of a voice synthesizer which will enable people like Krystyn to really "talk" with others.

Drop-in center provides sense of community for handicapped

By Marci Ameluxen

The smell of warm bread and a group of smiling faces greet all who come to The New House drop-in center handicapped people in downtown Tacoma.

Supported by the Allen African Methodist Episcopal (Allen AME) group and St. Leo's Catholic church the house and a workshop provide training in basic survival and social skills, for many of the physically and mentally handicapped people living in downtown Tacoma.

Jesuit priest Bill Bixel of Tacoma helped start the program in 1976, and says he feels there is a need for more programs for the handicapped.

"New House is a place where people from the community can get in touch with handicapped people, and where people who've been in institutions can find a sense of community."

"But there are never enough programs in Tacoma which can provide this sense of community."

Many people released from hospitals and institutions in the area settle in downtown Tacoma because of inexpensive housing and health care services which are cen-

tered there, said JoyceAnne Hagen, social director at St. Leo's, and they need a place to socialize and get together.

The workshop next door to New House employs 18 people

part-time in carpentry work, such as cabinet making and storm windows, and has contract jobs with hardware stores and the Sumner School district.

About 20 to 30 people a day
(Continued on page 16)



Brad Tilden

From left, Bill Bixel, Faye LaPointe, Jimmy Roberts and Mary Powers share the hospitality and warmth of the New House kitchen.

United Cerebral Palsy Center

Developing potential and learning

By Linda Grippin

Becoming contributing members of society and developing independence are the philosophies behind the United Cerebral Palsy Center of King-Snohomish Counties in Seattle.

As a place of residence for persons disabled with cerebral palsy (CP), the center encourages and guides individuals to maximum development of their capabilities through a "holistic" attitude.

Gregory Gaylord, director of staff development, says the center's approach works with the whole person: social, mental, emotional and spiritual, not just the physical aspect.

One of the problems encountered in 1977 when the program was getting started was that no one in the Western hemisphere had tried rehabilitation with persons with CP, Gaylord said. It was believed that if a person was non-verbal, as can be the case with persons with CP, he would not benefit from rehabilitation, and was probably mentally retarded, he said.

The center in Seattle was a pilot program for United Cerebral Palsy National, and five more such centers are being planned around the United States because of the success of the Seattle program.

"When we first opened up we began to discover the potential of the residents. We tried some experiments like teaching residents to tie their shoes and feed themselves—just everyday things. The residents responded and wanted more," said Gaylord.

Only about one-fourth of the residents could communicate when the center opened, said Gaylord, and now all of them have some form of communication. All that is needed for a person to communicate, he said, is one moving part of his body.

For Sharon Jodick, a bubbly



Greg Lehman

Above: Twelve residents share expenses and independence in this new condominium built by the United Cerebral Palsy Center in Seattle.

Right: Tim Purbough points to symbols on his communication board.

Opposite, top: Director Gregory Gaylord says the center uses a holistic view of the handicapped person and his needs.

Opposite, bottom: Sharon Jodick uses her "talking" machine in her job as a peer counselor at Shoreline Community College in Seattle.



Greg Lehman

woman with dark hair and sparkling eyes, communication is essential in her job as a peer counselor at Shoreline Community College.

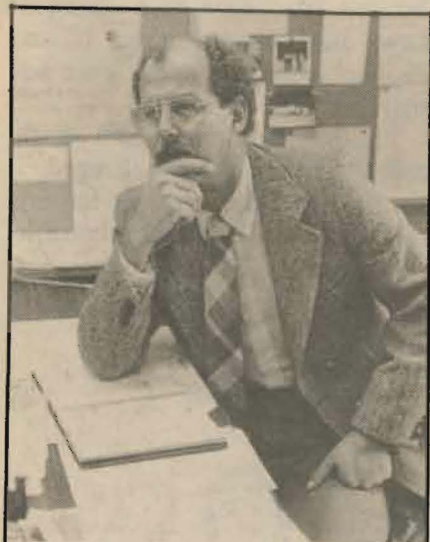
Sharon has a device resembling an adding machine into which she punches number codes which are

translated into monotone, verbalized words by the machine.

It only took her two weeks to learn all the number codes and their word equivalents, she said. "it's like a new world to me," said Sharon.

For Jeff Van Blick, a frail young

survival skills toward independence



Greg Lehman



Greg Lehman

man who sits in a padded wheelchair looking as though he is in deep concentration, communication is slow.

Jeff blinks his eyes to communicate. Someone will call out letters of the alphabet and he blinks when the right letter is called.

Due to his own ingenuity, Jeff will be getting a system consisting of a pair of glasses with a built-in laser beam that is interrupted when he blinks, and so he spells out words.

Though this form of communication is tedious, Jeff seems to

take it all in stride and is very willing to "talk" to anyone who has the time.

Gary Miller, a cheerful but shy young man, communicates with the help of a symbol board.

Gary points to a symbol on his board which will have an English

When opened in 1977, most of the center's residents came from Rainier and Fircrest, two state institutions for the mentally retarded.

In the past it was believed that as many as 80 percent of people with CP were profoundly retarded, said Gaylord, but as new tests were specially developed for non-verbal people it was discovered that there is no higher occurrence of profound retardation among persons with CP than there is in any regular community.

"The key is that you don't treat this population any different than any other population," said Gaylord.

Much of the center's program focuses on learning survival skills and developing independence.

Eighteen residents are currently attending Shoreline Community College, which is working with the center in building a curriculum for disabled persons.

Nine of those students were previously judged as profoundly retarded, said Gaylord. Their average g.p.a. at Shoreline is currently 3.4.

Residents share rooms, dining facilities, recreation and physical therapy rooms, and a day lounge.

A staff of 156 serve the 110 residents.

Attending sports events, camping, swimming, music concerts, plays, ice cream socials, and movies are just part of the recreational activities which fill the multi-colored calendar hung in the dining room.

Many of the activities have a

lesson or skill being learned at the same time, said recreational director Mary Ann Rhynard, such as shopping trips and money management skills.

The center is eclectic, says Gaylord, when it comes to therapy. "We try anything as long as it works. We're not locked into specific therapies but we do have goals on everything," he said. Where their therapies leave off, the residents' peer pressure comes in and usually resolves any behavior problems, Gaylord said.

The center is currently building five low-rent condominiums which will be available as cooperatives for residents who have gone through a two-year basic survival skills program developed by the center. One such condominium has been completed through funding by the federal Housing and Urban Development department.

Twelve people pool their money to make the monthly house and utility payments, as well as sharing the food bill and management responsibilities.

A serious problem arises when a resident does seek to become independent and goes job-hunting, said Gaylord. Those who find work must forfeit their Social Security Supplements and Medicaid.

A disabled person on their own must earn from \$18,000 to \$25,000 for all the expenses, and it is very difficult to find a job with starting pay at that level, said Gaylord.

But for the residents of the United Cerebral Palsy Center in Seattle, obstacles of the past are being overcome as attitudes and opportunities open up. As a poster on Sharon Jordack's door says: "Accept me as I am, only then will we discover each other."

Changing public attitudes through knowledge and acceptance

By Tom McCrady

It wasn't that many years ago that the physically disabled were shunned by the community and were forced to stay at home and rely on government checks for support.

However, because of the Rehabilitation Act of 1973, handicapped individuals are given more of a role in society and access around town was made easier.

The law has had a lot to do with the gradual change in attitude toward disabled people, according to Renee Dodds, program coordinator for the Kleiner Group Home in Tacoma.

"Anything that gets federal funding," Renee said, "must be accessible to the handicapped. The law also said that children will be educated in the public schools and must be offered education comparable to anyone else."

Dodds has been the program coordinator for the group home for one-and-a-half years. The purpose of the home is to give training in independent living skills for the handicapped.

People have, in some ways, become more accepting of the handicapped, Dodds said. "There's been enough education to make the public aware, to make the public more accepting, at least in having them (handicapped people) in close proximity with the public.

"Not necessarily that they will go out of their way to be close to the handicapped. We don't find as many people staring or making comments when we go out, or at least not very often. The public is more willing to help when we need it."

But Rosemary Aamot believes that more education is needed and it is up to handicapped people to be the educators.

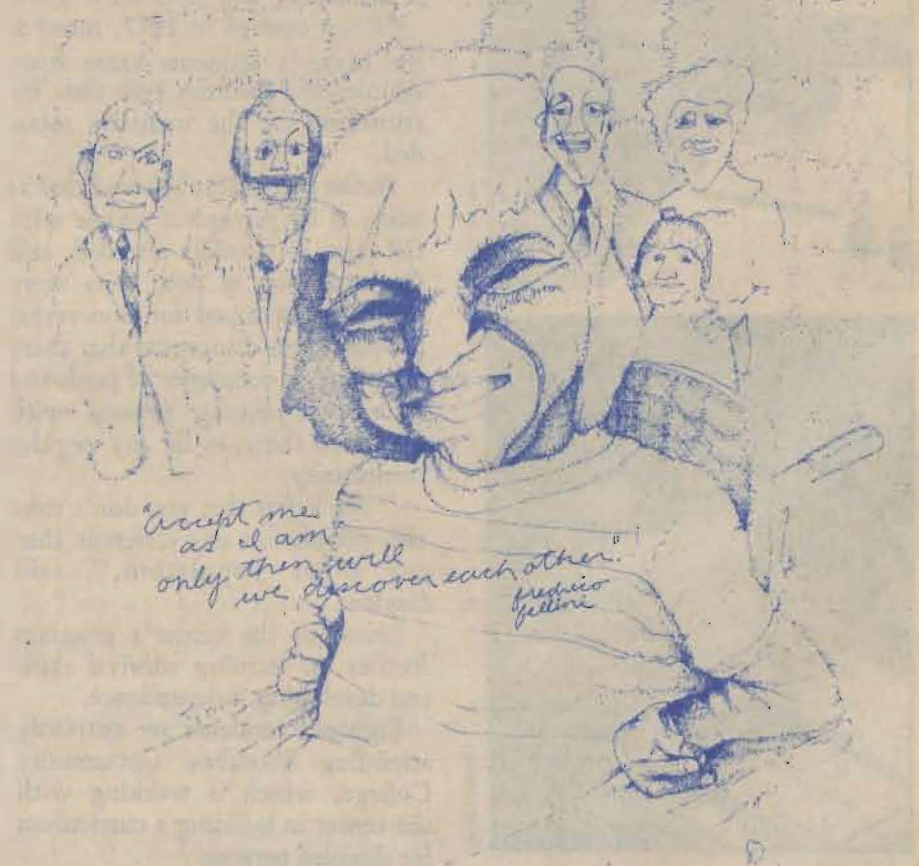
"The disabled always have to be in and educational role and educate

others," she said. Aamot has had cerebral palsy since birth.

"I think we should start early on in getting other kids in touch with the disabled," she said. "Give class presentations and orientations for both teacher and student on how a wheelchair operates, about communication boards and what a catheter is."

American attitude toward handicapped people has changed "a lot because laws have been changed. Laws have opened a lot to the disabled community that were not there before.

"I don't know how much people's attitudes have changed. I can go get hand controls for my car and find some accessible



Though the public accepts disabled people in restaurants and movies, said Dodds, they are more hesitant when it comes to acceptance in the neighborhood.

"The reason is the same they've been quoting for 20 years. They won't allow group homes in their neighborhood because the people feel that their children are in danger. The old myths really come out."

Della Shaffer, independent living specialist at Good Samaritan Hospital in Tacoma, says the

housing, but the people who put the hand controls in or who might rent the housing or get me a job, well, their attitude might still be the same.

"I had a woman who called me a couple of months ago," said Shaffer. "She wanted me to help find someone to live in her apartment which was part of her house. I asked if it was accessible for someone in a wheelchair and She said she didn't want any disabled person living in there. 'I

want someone who is going to pay the rent, and handicapped people can't work," she said. I told her that I'm in a wheelchair and that I work. She was very surprised and asked me how I get to work. I said I drive my car. That surprised her even more."

Public education and the media, including service groups such as the Muscular Dystrophy organization and United Cerebral Palsy have improved public attitude toward the disabled, said Dodds. "The handicapped are more visible. Because of education they are a little more understanding of the problem, of the person.

"Whenever you are around anything that is unknown to you, you will be uncomfortable with

titude."

Shaffer questions whether or not there are any differences between what shapes a disabled person's attitude and a non-disabled person's attitude. "It's how a person feels about himself. If I feel good about myself then I could give a rip about my disability. That feeling is going to come across to other people; it's going to break down barriers or stereotypes that they have about handicapped people."

Meanwhile, Shaffer said the typical reaction of an employer to a disabled applicant is uncertainty. "Because they see a wheelchair or crutches, or maybe a person speaks differently or can't hear, the employer isn't sure how to treat the person. Most of it is they don't

change.

"The ability to produce as a focus of our society is wrong, and "Categorizing a person on the basis of whether or not they can produce is wrong," she said. "People are their own gifts, and no one is here for nothing. People need to get in touch with people, not production lines."

Repeated failures can cause frustration and a bad attitude in a handicapped person. "Society stereotypes what a person is supposed to look like," said Dodds, "and when a handicapped individual finds that he doesn't meet that, well, that causes a lot of frustration, especially during the adolescent years.

*"Accept me
as I am
only then will
we discover each other."*

*Fredrico
Bellini*

it," Dodds said. "The law forced it on people, but they are becoming more comfortable with it because they see it more often and it's not so strange."

Dodds believed that if the law hadn't been made, the change of attitude wouldn't have occurred. "Now these places have to be made accessible. This enables the handicapped to get out into the community which helps us to tear down some of the barriers."

However, the disabled person also must deal with his or her handicap and the major help must come from the family, said Dodds. "The family and their reaction will set him up for how he is going to deal with it," she said. "Before his personality is set, any positive and negative things which happen to him will affect him. The environment is the biggest thing which determines the handicapped at-

know that you treat a disabled person like you do anyone else. You should have the same expectations of them that you would of anyone else."

However, Dodds said, the typical reaction to the handicapped person is distrust. "He looks different, and he doesn't look like he can do the job. It has to be proven that this person can do the job."

"It is changing because of the work that some of the service agencies are doing as far as promoting handicapped people and standing behind them so that they know they have something to back up on. If the person fails then the employer feels a little more comfortable having these agencies involved. Still, it very definitely is a feeling of distrust."

Rosemary Aamot also believes that attitudes about handicapped people and employment need to

"Handicapped people get bad attitudes when they experience failures getting to where they want to get, to having goals that seem to be impossible to meet. There are barriers all around them."

She defined a bad attitude in a handicapped individual as "not attempting to find the alternative methods of getting what you need—you place the responsibility on everyone else to find it for you, because everybody owes it to you because you are handicapped."

Non-handicapped people have bad attitudes toward the disabled because of fear of the unknown, Dodds said. "A person looks so different from you that you can't imagine that he's not harmful to you. He doesn't have enough knowledge to get around that fear."

Protecting rights

Speaking out for handicapped citizens

By Kelly Allen

Although laws have been passed to protect the interests of handicapped citizens, violations still exist. Handicapped citizens are often not able to take action against the violators and have to rely on those who can. There are organizations set up to speak out for the handicapped and make sure their rights are being protected.

Washington state is better than most states when it comes to protecting those rights, according to Jeff Larsen, Associate Director of Troubleshooters for the Handicapped.

"It's not because we are so enlightened," said Larsen. Instead he says it is due to the fact that the Department of Social and Health Services federal office for Region 10 is in Seattle and help is immediately available. Larsen also credits this area with "a competent school system."

Troubleshooters provides advocacy services for the handicapped to help them get through the bureaucratic and legal system to obtain benefits. Larsen said one example of the discrimination they run up against is printed letters being sent to the blind.

Larsen says many administrators "play politics" with equal protection policies.

"This year Frank Brouillett, the superintendent for public instruction, was running for re-election," Larsen recounted. "The schools were upset because advocates representing the handicapped were defeating the school boards in complaint hearings.

The schools wanted Brouillett to keep the advocates out of the meetings which is a clear violation of federal law, since many parents can't afford lawyers. Brouillett went ahead and did it. Of course the federal government mad them stop, but he could at least gain the



schools' support by saying, 'I tried.'"

Larsen said this is "an apple pie issue" and that everyone wants to help the handicapped. At the same time, he also recognizes a lot of discrimination.

"Some of the unions get upset, as well as assembly line workers, when they see a retarded person learning something they were trained in schools to do," he said.

Housing for the handicapped has been a major problem area in applying equal rights.

Troubleshooters is also trying to educate agencies about the need for greater use of Supplemental Security Income which would also help in cutting costs for state and federal governments.

Larsen said the only way for some to move out of places like the Rainier school is if they have someone to care for them.

CHORE services provides that kind of service for \$450 per month compared to the \$2000 to \$2500 per month required at institutions.

Barbara Allan of the Accessibilities Unit of the Easter Seals organization says a lot of the discrimination is due to lack of awareness.

"We educate a lot of people on what to look for in building codes when buildings are being constructed to make sure they will be accessible to the handicapped," she said.

"It's almost impossible to get decent housing since group homes are ostracized, said Larsen. "In Spokane, plans were drawn up to build a home and the location happened to be next to the home of a county planner. He changed the zoning in the area to keep the house out of the neighborhood."

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Education for special children

By Sharon Storey
and Phebe Ward

The brightly decorated classrooms in the special education wing of Seward Elementary school in Tacoma look much the same as any other classroom.

With the exception of some special equipment, a visitor can observe many familiar scenes of childhood: a little boy teasing his female classmate, children running and yelling in the hallway, or a small mob of students clamoring for the teacher's attention.

In spite of their handicaps, the children create as much noise and confusion as any average elementary student, according to Miss Humble, a special education teacher at Seward.

The classes are small, of only six to 12 students, which allows the teachers and their full-time assistants to spend time working with each student individually. Although the students must use specially adapted equipment, the curriculum is basically "reading, writing, and arithmetic."

Typewriters, communication boards and large print books assist the students with their lessons. Proven teaching techniques, like reading circles, are used alongside the adapted equipment. P.E., music, and swimming, as well as therapy sessions, augment the academic training of these handicapped children.

Seward's special education staff not only includes 10 teachers and their aides, but also three physical therapists, three occupational therapists, two speech therapists, a social worker and a psychologist. These specialists work individually with the children according to their special needs. The school has a large room for physical and occupational therapy, filled with step units, bars and adapted tricycles.

Seward is one of two elementary schools in the Tacoma School

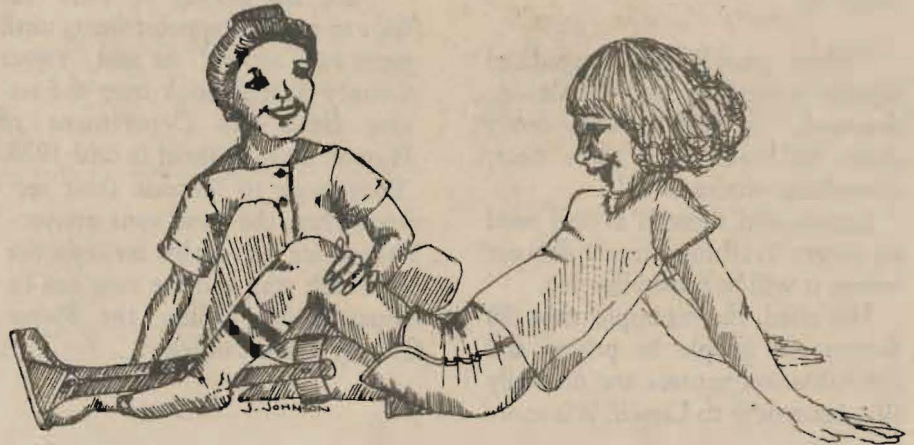
District to offer special education and therapy to physically handicapped children. The other is Skyline Elementary. Most schools in the Tacoma Public District are attended by some handicapped students.

Tacoma public schools have offered a special education program since the early part of this century, according to Ralph Baird, Administrative Assistant for Special Education of the Tacoma Public School District. Tacoma schools

students attend classes in the other wing; some students have disabled partners in P.E.

An Individual Education Program (IEP) report, required by federal law, is completed by the teacher and records the current level of performance and planned direction for further education of the handicapped child.

Though the teachers must be more specific when planning for handicapped children, Baird said that this type of planning should



have used a progressive inclusion program for the education of handicapped children for more than twenty years.

Progressive inclusion, according to Baird, is the education of handicapped children in regular schools. It allows these children to get as much of a general education as possible. Progressive inclusion integrates handicapped students with other students on various levels, from attending the same school, to mainstreaming, a part-time inclusion in regular classes.

This integration encourages both academic and social growth, said Baird. It gives students, handicapped and average, opportunities to learn about each other.

At Seward the two wings, one of average students, the other of handicapped, intermix in various ways. Many of the handicapped

be done for all students. The individual nature of this report allows for differences in the severity of the handicap.

Three classrooms at Seward Elementary provide for children classified as "severe profound handicapped." The objectives in these classrooms are to instill an awareness and response to their environment in the children, aged three to 12.

According to Michele Saelens, teacher of one of the classes, this entails improving functional skills, like grasping and holding, and teaching basics such as feeding and toilet training.

The Education for All Act requires that these children attend school. A clause in the Act mandates that a certified teacher instruct the classes. Kenni Hauptert, a teacher at Seward, feels that these

(Continued on page 16)

drop by the center, taking advantage of the large kitchen and comfortable living room with stuffed couches. Everybody's birthday is remembered with a party at New House, and all but one of the staff are volunteers, such as Mary Powers who taught cooking, crafts and reading skills.

Director Faye LaPointe says the center is supported through grants and contributions and provides basic skills training to 48 handicapped people in Pierce County besides those who go to New House.

Speaking out (Continued from page 14)

"Most people are prejudiced against something they don't understand," he said. "They don't want to look at, or live near, something unpleasant."

Larsen said there is a vital need to target available money for use where it will be most effective.

He cited the example that 20 percent of people in prison and rehabilitation centers are mentally ill. According to Larsen, it is more

Allan says a lot of the violations occur because many architects and builders think they know the rules and regulations but they don't.

"Most people are prejudiced against something they don't understand."

Transportation availability for the handicapped is improving, however, at least in Tacoma. Shuttle services are available for those who can't ride the bus and more vans are being ordered.

According to Pat Hewitt, data specialist, the response has been enormous.

"We are having to limit the trips to medical appointments until more vans arrive," he said. Pierce County Transit took over the service from the Department of Human Development in mid-1978.

They hope to increase their services when the new vans arrive. The service is available for only ten cents each way and the vans can be requested by calling the Pierce County Transit office.

Education (Continued from page 15)

teachers could be better used teaching the children with more potential, while someone with less training could work as well with the severe profound children. However, the kids are getting better care and more stimulation at Seward than they would in any in-

stitution, according to Hauptert.

Baird stated that having the severe profound handicapped children in school lessens the chances that any bright children will be overlooked. "We don't know what their potential is," he said. According to Baird, without education and special equipment many handicapped children would never learn to communicate. And no one has the right to shut them in a closet, he said.

For handicapped children diagnosed younger than age three, developmental therapy pre-schools are available. These pre-schools, funded federally by the Division of Developmental Disabilities (DDD), concentrate on working with children with early learning disabilities or handicaps. There are three such schools in Pierce County.

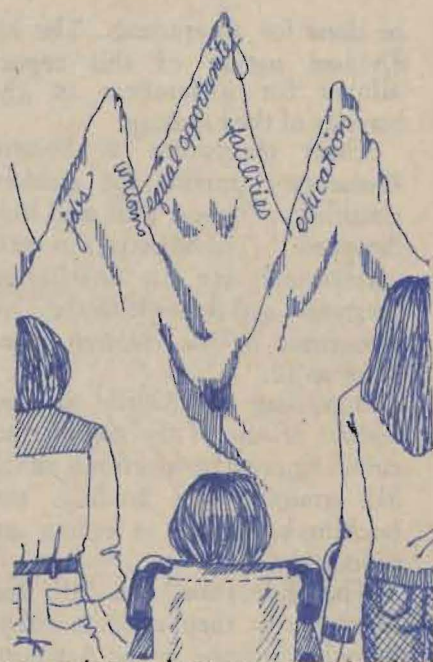
As in the public schools, parents are encouraged to come to the pre-schools and work with the teachers. According to Dave Langford, supervisor of the Children's Unit at DDD, the teachers and therapists will help

"Parents sometimes feel guilty for their child's handicap."

parents, showing them how to get the child's attention. Langford stated that the teachers also help the parents deal with their own concerns and possible guilt. "Parents sometimes feel guilty for their child's handicap," Langford said.

"The education aspect is very interesting because education programs either make it or break it for these kids," said Langford.

Public education of all physically handicapped children is mandated and funded by both federal and state governments, through bills like the Education for All Act. Both the teachers and administrators agree that the programs offered in Tacoma are working.



expensive to keep someone in the state prison system than in a hospital like Western State Hospital in Pierce County.

