

698 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

objectives of such a program are: (1) to reduce the extent of reading retardation of disadvantaged students, and (2) to gain further knowledge and skills for the effective operation of the Detroit Communication Skills Centers.

SPECIFIC OBJECTIVES

1. To provide diagnostic service and remedial instruction in reading and related skills for students in grades 3 through 12 of Detroit schools.
2. To provide psychological, medical (including psychiatric), and counseling services for pupils who require such assistance.
3. To help parents understand the learning problems of their children and to enlist their cooperation.
4. To gain additional knowledge about the effectiveness of various methods and materials for remediation of reading deficiencies.
5. To work cooperatively with participating schools to strengthen their reading programs through reports, workshops, seminars, and conferences.
6. To provide specialized personnel with the opportunity of developing new approaches to help pupils in understanding and overcoming their learning problems.
7. To increase the number of pupils who become effective learners and successful graduates.

COMPONENT DESCRIPTION

Five Communication Skills Centers are presently located in Regions 3, 8, and 9 of the Detroit School District. Each of the three elementary-junior high school centers utilizes four transportable units which are located at Berry, Campbell Annex, and Winterhalter Schools. One high school center is operating in four transportable units at Mackenzie High School, and another center is housed in Murray High School. Sub-centers operate in one high school and three elementary schools. The sixth center is scheduled to begin operation in two transportables at Southeastern High School in September, 1966.

Almost all elementary students attending a center ride project buses. Staff aides supervise students while traveling. Most high school students walk to their Communication Skills Center. On August 1, 1966, project buses replaced chartered buses in transporting students to Communication Skills Centers.

Arrangements have been made which allow non-public school children living within the regional areas of the centers to participate in project activities. The number of participating non-public school children is proportionate to that of the public schools.

Each center is staffed by the following personnel:

Junior administrative assistant.....	1
Reading diagnostician.....	1
Remedial reading teachers.....	6
Social therapist.....	1
Psychologist (2½ days per week).....	1
Clerk-typist	1
Lay aide.....	1

In addition, the following personnel are available to each center on a contracted basis:

- Psychiatrist.
- Neurologist.
- Audiologist.
- Pediatrician.
- Reading and Language Consultants.
- Medical Technicians.

LANGUAGE RETARDATION UNIT

Located near one of the centers is a special unit devoted to the study of language retardation. Language therapy includes both receptive and expressive forms of concrete language. This language training is based upon various forms of perceptual and perceptual-motor training emphasizing the visual, auditory, and kinesthetic modalities. Various language measures are administered to the children enrolled in order to gauge the quality and quantity of the improvement effected.