

R E C O M M E N D A T I O N S

On the basis of the input received from this study by the writer and his own subjective judgment, it is recommended that:

1. The present School for the Deaf should be divided and made into two schools: (1) The Utah Oral School for the Deaf and (2) The Total Communication School for the Deaf. Each School would have its own principal and staff. Emphasis would be changed from methods to that of meeting the needs of children. This recommendation has been made by proponents of both philosophies and, in my opinion, would be supported by both camps.
2. These two new Schools should be separated physically. One might remain at the present location in Ogden where the residential school is now located, and the other could be located in the Salt Lake area-- possibly in one of the schools in a district where available space exists. Each School could operate extension programs as needed.
3. An independent evaluation team should be established. This team would share no connection with either school. They would have two major duties: (1) To evaluate each student for proper placement and (2) to aid and educate parents in their decision regarding placement. The team would need to become very knowledgeable in this area so they could generate reliable estimates of a child's probability of success in either the oral or total communication program. Inherent in this proposal is the belief that there is no one way to educate

all deaf children. After evaluation, an individual projected program would be made on each child and, if a parent chose not to follow the recommendation of the team, he/she would have to sign that he/she had been apprised fully of the probable outcome of such choice and was willing to accept this responsibility.

Periodic evaluations of all students and recommendations for transfer would be made. A thorough study needs to be made of the basic subject matter--skill achievement of each student.

4. Curriculum improvement needs to be made and basic skills need upgrading. Vocational offerings should be such as to insure training so graduates would have the necessary skills to obtain worthwhile employment.
5. The hearing-impaired students in the districts should be included in the state evaluative process described in recommendation number three. The team would make recommendations, not only for placement in the two schools for the deaf, but also in districts. Periodic evaluations of these students is also essential. Districts should not be required to educate deaf children unless they can adequately serve them.
6. Each program should have a pre-school department so children can be involved as early as possible.
7. Teachers and parents should become involved with the deaf community. It is important that prospective deaf teachers have the right attitude toward the deaf.

8. Dormitory counselors and parents need additional skills.
9. Teachers need to have a thorough background in subject matter.
10. Staff working directly with students in the total communication school should be able to communicate with the students in the language of signs and fingerspelling.
11. The staff of the School needs to study the surveys and feelings gathered from this study and make the necessary changes that may be warranted from such study.
12. A feasibility study should be made to see if a foster home program on a limited basis is possible. A pilot program should be initiated.
13. The evaluation team needs the services of an applied statistician and researcher. The services and reports of such personnel should be available to the professional staff at the School as well as parents and students.
14. A review of related research should be reported at regular intervals to appropriate bodies.
15. Testing of students and record keeping procedures need to be evaluated and revised appropriately.
16. Educational research of the Utah Schools for the Deaf should be coordinated with research from other states.
17. The policies under which the School operates, should be reconsidered and rewritten, clarifying their intent and ensuring that they reflect a coherent and consistent policy.