

that they are putting in those programs fit the statutes. The committee amendment also picks up the federal language for specific learning disabilities and it maintains the limitation within that, that it is limited to school age children, which is one of the things that we had already done in the Nebraska law. The main change in the learning disabled category is that it makes it...it puts in some language that will make it more clear that people of environmental, cultural, or economic disadvantage problems will not be called special education, they will not be called learning disabled. Now, I need to clarify that because there are a lot of...quite a few young people who are put in special education classrooms when a lot of the problem is not that they are mentally incapable of doing the work, that they are not really mentally handicapped, but they do have some disadvantages because of their environment or because of their economic situations, and it is probably unfair to put them in that sort of a situation anyhow. But there is another program that I think we ought to remember is available to the school districts, and that is a federal program called Title I. Nebraska has not used that very well because, quite frankly, many of our students have been put in special education instead of being put in Title I programs. Title I programs are designed specifically for children who have the economic disadvantages, or the cultural or environmental disadvantages. So, therefore, the committee felt we should use these Title I programs rather than call them special education. It seems to me that would be a better place for those young people anyhow. The other change that we made on the...if I can find it...behavior impaired language, we again changed that to follow the federal statute, the federal guidelines. It will now be called the seriously emotionally disturbed. And probably one of the main changes there is that it is made clear that the conditions to define or to put an individual in that category have to adversely affect educational performance...

SENATOR CARSTEN: One minute.

SENATOR VICKERS: ...is this the ten minutes, Mr. President...the idea being that many of these young people perhaps are being put in because of some social problems, and if we tighten that up just a little bit, it will be more to the level of education. The thing that I...in the short period of time that I have left, I would like, and I'll put my light back on again, is that...because I know this is an area that is hard for people to really understand, it is hard to grasp exactly the changes, that is one of the reasons it has been so difficult for