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ABSTRACT

The liaison teacher counselor role as it functions in a reeducation school program for emotionally disturbed children is defined and described in some detail. The topic is approached from several vantage points: the relation of the liaison activities to the underlying philosophy of reeducation; the liaison functions as they implement the philosophy and ideas of the reeducation program; a case flow analysis of duties in order to establish the time sequence; requirements and characteristics needed to perform the liaison functions; and the application of liaison services to other community settings. (CD)

WORKING WITH THE ECOLOGY:

THE LIAISON TEACHER-COUNSELOR

IN THE RE-EDUCATION SCHOOL

RE-EDUCATION PROGRAM

State of Tennessee

Department of Mental Health

WORKING WITH THE ECOLOGY:

THE LIAISON TEACHER-COUNSELOR

IN THE RE-EDUCATION SCHOOL

Edited by

Steve Weinberg

A PROJECT OF:

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FOREWORD

The re-education program of the Tennessee Department of Mental Health is an outgrowth of a joint venture which began in 1961 by the Departments of Mental Health for Tennessee and North Carolina, and Peabody College. The original venture was financed primarily by the National Institute of Mental Health. The basic purpose of the program was to develop more effective and efficient ways of providing quality services for emotionally disturbed children and youth, their families and significant others in their lives.

The staff has developed and tested many new ideas and procedures concerning the treatment of the emotionally disturbed which also involves working with their families and communities toward successful return of the children to their home environments.

The ideas currently constituting the re-education model and the procedures incorporated in its program are still in the process of refinement. They are but some of the total stock of constructive alternative ways of thinking and acting which hopefully will one day enable us not only to treat inappropriate behavior but to prevent the development and maintenance of such inappropriate and incompetent ways of thinking, feeling, speaking and acting by children and youth.

During the past seven years there has been an increasing interest in both ideas and procedures being developed in the Tennessee Re-Education Program. Due to these interests, the National Institute of Mental Health awarded a grant (NIMH Grant No. MH 14645) for the purpose of disseminating information concerning this program. The grant called for two different types of dissemination activities: the development of materials for general public information, and a series of technical papers concerning the re-education process.

This publication is the first of a series of reports aimed at providing the interested professional with complete details concerning the philosophy, procedures and present use being made of the various aspects of the Tennessee re-education model.

The enclosed material is presented in the hope that it will stimulate interest in the development of an active process of dialogue and expanded use of these ideas and principles in programs and services in other states, counties, and communities, not only for the treatment of those who are disturbed but in prevention of such conditions in children and youth.

Charles W. McDonald, Director
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Steve Weinberg
Director
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INTRODUCTION

The purpose of this paper is to provide a comprehensive, technical definition and description of the liaison role as it functions in a Re-Education school. It is hoped that this paper will enable the reader to fully understand the liaison role and to replicate this role either in a Re-Ed setting or in some other type of community setting.

With this goal in mind the liaison role has been approached from several vantage points. The first is intended to answer the "why" of the liaison role. The liaison role exists in the Re-Ed program because it helps to implement the philosophy of the program and serves as a means to our goal -- to help emotionally disturbed children to function and cope with everyday problems. Since the liaison role is tied to the philosophy of the Re-Ed program, it is necessary to look first at this philosophy to discover why the liaison role exists and what purpose it serves. Section I, The Liaison Role and the Philosophy of Re-Education, discusses the relation of the liaison activities to several of the particular biases that underlie the philosophy of Re-Education.

The second vantage point is that of the functions or activities which the Liaison Teacher-Counselor (LTC) performs. Thus, we can say that the LTC is what he does. As part of the total effort of a Re-Ed school to help emotionally disturbed children, the LTC performs many functions which are dictated by the way we believe to be most effective in helping these children. Section II, A Functional Analysis of the Liaison Role, presents the liaison functions as they implement the philosophy and ideas of the Re-Ed program.

The third vantage point is that of time. In analyzing the functions of the liaison role, in looking at the individual activities which the LTC performs, we inevitably loose the perspective of time. Section III, A Case Flow Analysis, is intended to restore the time element by presenting a sequential listing of the activities which the LTC performs along with their purpose and procedure. The case flow analysis begins with the activities which the LTC performs for a child from the time he is referred to a Re-Ed school until the school no longer provides services for him.

At this point we should know what the LTC does, and why and when he does it. The fourth vantage point is that of the kind of person needed to fill the liaison role. One needs to know what skills, personal characteristics, experience and educational background characterize the individual who performs liaison activities. Section IV, The Requirements of a Liaison Teacher-Counselor, presents the ideal characteristics necessary for an individual to optimally perform the liaison functions.

By the end of Section IV one should have a comprehensive understanding of the liaison role. Section V, while not critical to this understanding, looks at the liaison role in relation to its generality, that is, its usefulness in settings other than a Re-Ed school. Section V, The Application of Liaison Services to Other Community Settings, describes how the liaison role has been applied in such settings as community mental health centers, pre-school programs, a child guidance center, and the public schools. It is hoped that this section will demonstrate the utility of the liaison role in helping to more effectively carry out the programs and goals of other types of community services.

Before beginning this paper, it might be helpful to "locate" the liaison Teacher-Counselor in the traditional Re-Ed setting. The LTC is one of three individuals who together comprise a team in a Re-Ed school. In addition to the LTC the team includes a Day Teacher-Counselor (DTC) and a Night Teacher-Counselor (NTC). These three individuals are also referred to as "front line" personnel since they deal directly either with a child or his family, school, and community.

Each team in a Re-Ed school is responsible for a group of approximately 8-14 children. These children are grouped on the basis of age and level of development. The team is responsible for the complete programming (academic and behavioral) for each child within its group. The LTC is thus intimately involved with the team and in interaction with the other team members. As we will discuss in Section II, many of the liaison functions can be grouped under what we call team functions.

Each team member is assisted by his supervisor. All DTCs are aided by the Curriculum Supervisor, all NTCs are aided by the Night Supervisor, and the LTCs are assisted by the Liaison Supervisor who is in charge of the Liaison Department. The terminology "aided by" rather than "responsible to" is used since this conveys the spirit of the administrative structure of a Re-Ed school. Thus, the Liaison Supervisor functions to assist the LTC to carry out his functions rather than directing his activities.

In a general sense, the LTC functions in a Re-Ed school as an "advocate" for the children he serves. He speaks for the child, protects his interests, and insures that all that needs to be done for him is actually being done. In this role of advocate the LTC does not interact directly with the child as does the DTC and NTC; rather, he works with the child's family, school, and community "in the interest of the child." This general definition will become clearer in the following four sections.

THE LIAISON ROLE AND THE PHILOSOPHY OF RE-EDUCATION

The Re-Ed philosophy consists of several particular "biases", or preferred ways of conceptualizing the world. For instance, Re-Ed uses an educational and behavioral model of emotional disturbance rather than the traditional psychoanalytic model. Neither model is either correct or incorrect, true or false; a model is simply a way of looking at the world from which we can derive techniques of dealing with it, manipulating it, or understanding it. The means by which Re-Ed chooses to look at a problem such as emotional disturbance is not the only means. It is rather a constructive alternative to the various programs which others have devised to help emotionally disturbed children.

Central to a discussion of the liaison role are two major biases in Re-Ed; the behavioral and the ecological biases. It is these two major biases which form a framework to guide the actions, the thinking, and the programs of Re-Ed. As these biases are involved in the total Re-Education effort, so too are they involved in the liaison role.

THE BEHAVIORAL MODEL IN RE-ED

Re-Ed views emotional disturbance as a behavioral problem. No one reacts to the emotions of an individual unless that individual is at the same time giving us some behavioral indications that he is "hurting", is angry, or is experiencing some other emotion. How do we describe an emotionally disturbed child? Is he one who is sad most of the time or afraid some of the time? What does "sad" or "afraid" mean? Or do we label a child "disturbed" if he is often in a corner alone -- speechless; or consistently throws temper tantrums, cries when the doorbell rings, kicks adults, drowns animals? It is to the behaviors that are inappropriate in a given situation, that are socially unacceptable, that we respond with the label "emotionally disturbed". It may be true that the child is, indeed, feeling some kind of emotional distress, that he is feeling things with which he cannot cope; but we can only deal directly with his overt behaviors, with what we actually see.

The liaison role is guided by Re-Ed's behavioral orientation to emotional disturbance. In that orientation the LTC deals with behaviors, not feelings or emotions. He is interested in feelings and emotions only insofar as they are expressed by the child's behaviors.

There are two evaluative dimensions of behavior which are helpful in understanding and dealing with a child's behaviors. The first is that of appropriateness-inappropriateness. The behaviors of a child can be described as appropriate or inappropriate depending upon whether that behavior is in accord with the socially defined code of conduct, whether it is "right". Appropriate behavior, therefore, is following rules, adhering to customs, obeying the law, not harming or disturbing others, and so forth. Inappropriate behavior, on the other hand, is, for example, stealing, lying, talking out of turn, fighting, and so forth.

As opposed to behaviors which may be considered right or wrong, appropriate or inappropriate, a second major behavioral dimension is whether the behavior is competent or incompetent. A child who does poorly in academic school work is not "wrong" -- his behavior is not inappropriate. Rather, the child is incompetent in performing the task; he is unable to respond at a given level of competence. Competent behavior is demonstrating one's skillfullness in doing something, in accomplishing a task such as tying a shoe, reading a newspaper, kicking a can, or engaging in a conversation.

Since the emotionally disturbed child is generally characterized by behaviors which are incompetent and inappropriate, the LTC is interested in helping the child develop behaviors which are competent and appropriate. This incompetence and inappropriateness is in turn directly related to three ecological factors: (1) expectations, (2) the nature and structure of tasks, and (3) the contingencies of reinforcement.

Expectations refer to the behaviors which other individuals anticipate or expect in a given situation. Throughout life, all individuals acquire behavioral expectations in regard to specific situations, and one comes to expect these behaviors in that situation. If the behavior conforms with the expectation, it is either appropriate or competent. A child who is called emotionally disturbed is one who consistently fails to meet the expectations of others. Parents and teachers expect a child to do well in school, to obey adults, to be patient, honest, polite, and so forth. When a child fails to fulfill many of the expectations of his family, his school, or the community, he is considered a community problem, a misfit, a deviant, in need of corrective measures to re-socialize him, to re-teach him the behaviors which will conform to the expectations of others. It is often arbitrary whether this child ends up in a special education class, in an institution for the mentally disturbed, or in a "reformatory" for juvenile delinquents.

It is against the backdrop of the expectations of others that a child's behaviors are evaluated. Until a specific behavior in a given situation is compared with the behavior which significant individuals expect in that situation, there is no basis for evaluation. Whether a behavior is competent or incompetent, appropriate or inappropriate is always relative to the expectations of the person labeling the behavior.

Re-Ed is committed to helping children and adolescents develop behaviors which are appropriate and competent, but it is equally concerned with the nature of the expectations of parents and teachers. Expectations frequently grow out of value systems that are alien to the young person. There are many instances in which the conflict between behavior and expectations can be resolved simply by changing the expectations of parents and teachers to the degree that they are more consistent with the behavior of the young person.

The nature and structure of the task to which a child is expected to respond is also directly related to his competence and appropriateness. A child may be incompetent or inappropriate when the nature of the task (what the task is) is beyond his present level of skillfullness. If parents expected a child to be patient in opening his presents on Christmas morning, he would surely prove to be inappropriate. If a P.E. instructor expected a 12 year-old boy to run a mile in less than four minutes, he would undoubtedly prove incompetent. In the first case the task is beyond the child's ability to perform it. In the second case the child has not developed the skills -- stamina, muscular development, breathing control -- to successfully perform the task.

The structure of a task refers to the conditions under which the task is to be performed (when, where, how, how well). A child who is able to perform a task competently or appropriately may not be able to do so when the task is structured in certain ways. For instance, an adolescent who can run a mile in less than six minutes under normal conditions may not be able to do so on a rainy day or after a night of little sleep. Or a child who behaves appropriately in the classroom when there are defined rules may have a hard time doing so with a teacher who does not impose well-defined limits on his behaviors. The manner in which a task is structured often predetermines success or failure (competence or incompetence). If the task were broken down into small, easily attainable steps, the child could find success in each step rather than failing because he could not immediately and successfully perform the one immense task. It is the responsibility of the parents and teachers to structure tasks to help a child succeed.

A final factor which is directly related to a child's competence and appropriateness is the <u>contingencies of reinforcement</u> in effect for his behaviors. That is, while one expects a child to perform a given behavior in a given situation, he is often rewarded for performing otherwise. If persons reward the child for a behavior which is incompetent or inappropriate, the child will begin to perform that behavior frequently, so long as the reward continues to follow the action. This statement may seem incongruous. Consider, for example, a temper tantrum. A fitful display of angry, screaming, stamping behavior is extremely inappropriate in most situations. Yet, teachers and as parents, often "bribe" children to stop their tantrum by giving them affection, candy, or a toy, when such outburst occurs. The expection is for the child to be quiet, to be patient, to be a "good" child, yet he is rewarded when he does the opposite. The child may be inappropriate, but he gets what he wants and the adult is left embarrassed. It is evident that an important factor related to a child's inappropriate or incompetent behavior is the response that significant individuals make to him following his behavior. If one rewards a behavior which is competent and appropriate, one can expect the child to continue to behave competently and appropriately; if one rewards incompetent and inappropriate behaviors, he can expect continued incompetence and inappropriateness.

While expectations are a yardstick for defining a behavior as competent/incompetent or appropriate/inappropriate, the nature and structure of the task and the contingencies of reinforcement have direct relevance to these two evaluative dimensions as explanatory factors. An examination of the nature and structure of the tasks expected of a child and the types of reinforcement he receives following his behaviors provides some clues as to why his behavior fulfills or does not fulfill our expectations or the expectations of others.

The LTC is interested in a child's behaviors from the standpoint of their being competent or incompetent, appropriate or inappropriate. In focusing on competence and appropriateness of his behaviors, the LTC is concerned with the expectations that are placed on the child, the nature and structure of the tasks which the child is expected to perform, and the kinds of "payoffs" the child is receiving for his behaviors.

THE ECOLOGICAL MODEL IN RE-ED

The bias in Re-Ed most relevant to the liaison role is the ecological model. The remainder of this section will be devoted to a discussion of ecology and the ecological orientation as it relates to the role of the LTC.

The term "ecology" was originally used in the field of biology a century ago to describe the interactions and interrelations of living organisms -- plants and animals -- with their specific environments. Over the years the fields of sociology and more recently psychology and public health have borrowed this term to describe aspects of human interactions and interrelations with the environment. In developing a conceptual language to describe and communicate the focus of the Re-Ed program, the term "ecology" has been very useful. However, the definition has been modified somewhat from that of previous definitions in order to convey the specific focus of the Re-Ed program.

A child's ecology is the sum total of all of his interactions with his environment. It is the real-life setting within which a child behaves. A child's ecology consists of the persons, places, and objects he interacts with and which comprise his experiences. Defined in this manner, ecology in Re-Ed is different from other definitions in that it focuses on an individual in terms of his experiential environment. The ecologies of any two children will never be the same since at the center of each ecology will be a unique child who has had a unique history of interacting with people, places, and objects in a unique context of time and space.

What constitutes a child's ecology? The child's family and school are usually the major components of his ecology since, both quantitatively and qualitatively, the most significant interactions take place within these two social systems. His ecology might also include a Boy Scout troop, a corner soda shop, a local gang, a church, classmates, friends, a trip to the fair, an old man down the street who hollers everytime someone passes, and a girlfriend.

It is possible to conceptually group into a social system all of the interactions an individual has with other individuals and objects that "come together" in time and space. The family, the school, and the church are all social systems. A child is a member of finite number of social systems, though occasionally we are unable to define exactly what these social systems are. All of these social systems, when taken together, constitute the basic components of the child's ecology.

Another approach to analyzing a child's ecology is to distinguish between the complex of interactions which have occurred and are presently occurring in a child's life and those interactions which have the potential to enter into a child's life. This distinction divides the ecology into two types: actual and potential.

The actual ecology is the child's present system of interactions with his environment. It includes, for example, the kinds of experiences that school provides for him; the carnival, the museums, and the football games he attends; his experiences with law enforcement agents, the barber, a fireman, the next door neighbor; the fights that his parents are having. The actual ecology consists of all the expectations that are made for the child, the nature and structure of the tasks he is required to perform, and the rewards and punishments he is receiving for his behaviors.

It is important to note that Re-Ed's interest in a child's actual ecology is mainly from the standpoint of the present rather than the past. While data may be helpful from the child's past experiences and interactions within his ecology, Re-Ed is much more interested in what is happening to the child now and what can be done in the future to change his interactions so that they are more successful and productive.

The potential ecology consists of all the resources in a child's environment which are or can be made available to him but which he is not currently utilizing. It includes, for example, the tutor who could be helping him with his school work, the children's museum that he has never visited, his parents' starting to get along and "no longer mad at each other all the time", a new home in a better part of town with new friends and a house with a big yard, a peer group to join and have fun with. The potential ecology is all of the interactions and experiences a child could be having, that are available in the community or can be created by the community.

Thus, the child's ecology, either actual or potential, consists of all the interactions he has or could have with his teachers, principal, parents, brothers and sisters, friends, neighbors, the local policeman, barber, store clerk -- all those individuals who respond to the child, who have expectations for him, who structure tasks for him, and who reward or punish his behaviors. Behaviors which a child performs in interaction with these individuals that are competent and appropriate are called productive behaviors; those behaviors which are incompetent and/or inappropriate are called nonproductive behaviors. Those interactions which result in or enable a child to behave in a productive manner are called productive interactions; those interactions which result in or encourage a child to behave nonproductively are called nonproductive interactions.

Any individual or group of individuals can be the source of both productive and nonproductive interactions. Even a gang, assuming it is part of a child's ecology, can be the source of productive as well as non-productive interactions, for through the interactions with the gang members the child may not only be expected to behave in accordance with group rules (a productive behavior) but may also be expected to steal, destroy property, or use violence against outgroups (nonproductive behaviors).

Interactions which serve to maintain behavior are said to support that behavior. Thus, parents, teachers, and other significant individuals in a child's ecology can and often do support nonproductive as well as productive behaviors.

In dealing with the individuals in a child's ecology, Re-Ed does not focus upon every interaction a child has or could have. Rather, the focus is upon "significant" interactions. Significant interactions are interactions with individuals which have great effectiveness in controlling a child's behavior, in setting examples for his behavior, in teaching him the new behaviors that he performs -- in supporting his behaviors. Those individuals who play a significant or dominant role in supporting both productive and nonproductive behaviors are called significant others or significant individuals. Often these significant others include at minimum the child's family, his school teachers, and his peers. In instances where a child has no natural family, his foster or adoptive parents may take the significant place of his natural parents. Or the grandmother may be a significant individual in one child's life but not in another child's life. Re-Ed is interested in knowing about and dealing with those individuals who play a significant part in a child's life with respect to his behaviors. These persons constitute a child's support system -- the many individuals whose interactions with the child serve to maintain and influence his behaviors.

For every child, tomorrow always holds the potential for new experiences, new interactions with his environment. For a child whose present interactions support inappropriate and incompetent behaviors, as is true of most children referred to a Re-Ed school, tomorrow's experiences may be very critical in his gaining more competent and appropriate behaviors. A prime goal of Re-Ed is to enhance the competence and appropriateness of a child's behaviors so that his interactions with significant individuals in his ecology are occurring and continue to occur in a productive manner. Re-Ed seeks to get a child's ecology to support productive behaviors not only during the child's enrollment in a Re-Ed school, but after he leaves, as he grows and matures in his natural ecology.

In focusing upon the interactions a child has with significant individuals in his ecology, the interest is not soley in what is "wrong" in a child's ecology, in the interactions which fail to meet with the expectations of significant others. A major part of Re-Ed's focus is upon the strengths of a child, upon his competent and appropriate behaviors and the aspects of his ecology which are highly productive. *It is upon the strengths and potential of a child and his ecology that the program to help him is built. The aim is to help establish more productive interactions in a child's ecology by using his strengths as a lever, by focusing upon his competent and appropriate behaviors and trying to make him <u>more competent and appropriate</u> rather than focusing upon his weaknesses or his problems and attempting to make him <u>less problematic</u>.*

In general, Re-Ed seeks to accomplish this goal through a two-fold effort: (1) to provide a temporary supportive ecology for the child by enrolling him in a Re-Ed school where he learns to behave competently and appropriately, and (2) to work with the significant individuals in the child's ecology so that they are supporting and continue to support productive behaviors. The latter effort is the prime responsibility of the Liaison Teacher-Counselor. How the LTC fulfills this responsibility will be dealt with in Section II.

A FUNCTIONAL ANALYSIS OF THE LIAISON ROLE

A good means of describing the liaison role is to look at the activities in which the LTC engages. In this section eighteen liaison functions have been defined. These functions are a part of the role of every LTC. Their implementation will vary from the LTC to another and from one Re-Ed school to another depending upon the unique situations in which the role is carried out. As Section V explains, the liaison role has applicability to a wide range of community settings, such as the public schools, community mental health centers, pre-school programs, and so forth. The liaison functions in each setting will be basically the same but may be modified in emphasis to suit the specific situations in which they are performed.

Some of the functions are more central to the liaison role; there is no way the role can be carried out without engaging in them. This is true, for example, of the communications, team, and program implementation functions. Others are more peripheral to the liaison role; there is a great deal of latitude in the extent to which they can be performed. This is true, for example, of the professional growth and prevention functions. Each of the functions plays an important part in providing needed services not only for a specific child enrolled in a Re-Ed school, but for his family and the total community as well. Unfortunately, some of these functions are more apt to be neglected than others, especially when time limits one's efforts. Yet all of these functions can be performed to some extent. The extent to which they are performed and the effectiveness which they will have depend in a large measure upon the kind of person chosen to fill the liaison role.

MAPPING THE ECOLOGY

In order to plan a re-education program to increase the competence and enhance the appropriateness of a child's behaviors, it is necessary to make a study of his ecology. It is necessary to study the interactions occurring within his ecology and to develop some understanding of the factors which may be contributing to both productive and nonproductive interactions. In addition, it is necessary to determine which interactions have the potential of occurring to develop and maintain competent and appropriate behaviors. One of the major liaison functions involves the gathering of pertinent ecological information. This process is called mapping the ecology since it is essentially identifying and locating the present and potential interactions for a given child.

In gaining a knowledge about the child's present interactions, the LTC gathers information about or maps the child's actual ecology. The LTC gathers this information through the following means; (1) information from the agency which referred the child to the Re-Ed school; (2) standardized questionnaires sent to the family and the referring agency; and, (3) visits to the child's home, school, and the referring agency.

Material from the referring agency includes the following information: (1) a current psychological evaluation; (2) a social history including pertinent medical information; (3) an estimate regarding the prognosis for change in the child's home situation and a plan for the agency's continued support of the family; (4) an application completed by the parents; and (5) a questionnaire completed by the child's teacher.

The standardized questionnaire sent to the child's mother by the LTC provides the following information: (1) the frequency of certain productive and nonproductive behaviors; (2) the parents' feelings toward the child's behaviors and the identification of the behaviors most disturbing to them; (3) the amount and nature of the child's interactions with his parents and other family members; (4) the nature of parental disciplining; (5) the nature of the mother's and father's interactions with each other and the changes they would like to see both in themselves and in each other; (6) the child's hobbies, interests, sports, and activities.

The school questionnaire provides the following information: (1) the nature of the classroom situation -- type of class and number of children in the class; (2) the teacher's estimation of the child's achievement in relation to his class and to his potential; (3) the child's major academic and social weaknesses and strengths; (4) the teacher's suggestions as to possible ways of providing positive interactions for the child; (5) the child's classroom behaviors; (6) the relationship of the child with other members in the class (the nature and type of interactions); (7) factors which might underlie the child's "problem" behaviors; (8) academic and social behaviors (for example, does he follow instructions, pay attention, cooperate, do his homework, complain often; is he willing to come to school, careless, lazy, neat?); (9) social history (grades skipped or repeated, age at starting school); (10) intelligence and achievement test data; (11) academic performance (grades in subjects); and (12) open-ended information about the child's interactions in school.

The standardized form completed by the referring agency provides information about the child's home situation, the public school's willingness to have the child admitted to Re-Ed, and an evaluation of the child's behaviors.

The LTC's visits to the child's home and school and to the referring agency fulfill several functions in addition to the mapping function. For instance, they provide opportunities to engage in initial planning for the child with significant individuals in his ecology. With respect to the mapping function, these visits provide the LTC with first-hand observational information. He observes the child in the classroom and in the home, and gathers information directly through interviews with his teacher, principal, parents, and the agency staff members who are serving the child and his family.

In looking toward the resources that are or can become available to the child to help him develop more competent and appropriate behaviors, the LTC maps the child's potential ecology. The LTC is interested in knowing who in the child's actual ecology has the potential to provide productive interactions, and what resources in the community that have never been a part of the child's ecology can become a part of it to help him meet the expectations of significant others.

In determining the potentially positive aspects of a child's ecology, the LTC is interested in identifying the significant individuals in the child's life. These individuals become the prime focus in helping the child. The LTC needs to determine how well these individuals can function as collaborators in the re-education process. Also, he must determine not only how willing these individuals are to cooperate with the Re-Ed school in the interest of the child, but how willing they are to follow through with the commitments they make to help him.

In most cases, these significant individuals consist of the child's family, his teacher(s), and the community agency which referred the child to Re-Ed and which, at the time of his referral, is serving the child and/or his family. In addition, the significant individuals may include the child's friend, a classmate, a relative, additional community agencies, or any other individual in the community with whom he interacts significantly.

Most of the information about the potentially positive aspects of a child's ecology is gained at the time the LTC maps the actual ecology, through the standardized forms and through interviews with the family, school, and agency. Additional information is gathered by the LTC through the interactions he has with these significant individuals during and after the child's enrollment. This last source of information indicates that the child's ecology is by no means static; changes can and do occur which may alter the supportive nature of the ecology. The parents may get a divorce, the child may change foster homes, the agency may no longer provide counseling for the parents; a Boy Scout troop may be organized, a playground may be built in the child's neighborhood, the father may find a job.

To determine what supportive resources are available in the community, the LTC maps the community. Mapping the community is developing a catalogue of the names, addresses, locations and any other pertinent information about the existing community resources. The catalogue includes the schools and their faculty, community agencies (mental health, public health, corrections, welfare, etc.) and their personnel, juvenile court judges, day-care centers, vocational rehabilitation facilities, doctors, dentists, clergymen, cultural centers, museums, recreational facilities, Boy and Girl Scout troops, police departments, boards of education, and any other existing resources. Extra-community resources include all those resources outside a given individual's community, which can, nevertheless, be made available to him. For example, Boys Town, summer camps, military schools, etc. are extra-community resources since they are utilized by children from many different communities.

Mapping the community can be done, in part, by persons other than the LTC, such as a secretary or an aide. Looking through the local telephone directory can provide the names and addresses of many of these resources. However, much information is obtained by the LTC during the course of his work, often in reference to a particular child and his family. By mapping the community, the LTC develops an easily accessible reference to the community which can yield important information immediately. In addition, it opens up vital resources for a child and his family.

PROGRAM DEVELOPMENT

Once a child is admitted to a Re-Ed school it is necessary to develop a program through which the Re-Ed staff will work both with the child and with significant others in his ecology. Mapping the ecology provides us with a great deal of information about a child and his ecology. Yet this is not the only information which is necessary to design a program tailored to the needs of a particular child and his family. Additional information is provided by the Diagnostician in a Re-Ed school who administers an extensive battery of educational tests to determine specific strengths and deficits the child has in academic skills, specific learning abilities, etc. With the information obtained from mapping the ecology and from the Diagnostician, the team (composed of the LTC, DTC, and NTC) meet to discuss the specific needs of the child and to develop a program designed to meet these needs.

There are three closely related and almost inseparable functions which the LTC performs (during regular team meetings) as part of the team effort to develop a program: assessing the ecology, goal setting, and program development. These functions, which are carried out jointly by the three team members, are called the <u>team functions</u>. In assessing the ecology, the team members sort out all of the information that it has about the child's ecology and evaluate it from the standpoint of the child's major strengths and weaknesses. In goal setting, the team establishes goals for both the child and significant individuals in his ecology. Once the team members decide what changes they hope to make in the child and his ecology, they develop a program or plan to bring about these changes.

The above is intended to be an introduction to the next three liaison functions. It is important to keep in mind that the LTC performs these functions as part of the team; the other team members are equally involved in the functions which culminate in a program to re-educate the child.

<u>ASSESSING THE ECOLOGY</u>

In mapping the child's ecology the LTC gathers a wealth of information about the child and significant individuals in his life. The next step is to go beyond the information amassed in order to evaluate or assess it, to pull together all that the parents, teachers, referring agency and others have said about the child's behaviors, the community, or about themselves. Assessing the ecology involves determining: (1) the child's major behavioral problems which significant individuals have identified as needing change, (2) the significant individuals who are supporting these behaviors, (3) the ways these individuals are supporting these behaviors, (4) the resources which can provide interactions to support productive behaviors instead of nonproductive behaviors, (5) the child's major strengths.

Thus, in assessing the ecology, the LTC tries to put together all the pieces of information he has about a child's interactions and to locate the major problem areas in his ecology. He tries to determine not only who is involved in supporting these incompetent and inappropriate behaviors, but who can become involved in helping to support productive behaviors. An extremely important aspect of assessing the ecology involves determining the major strengths of the child so that we may eventually build a program around these major productive behaviors.

It is also necessary to determine who the prime supporters of the problem behaviors are and in what ways they are supporting those behaviors. Once these interactions are identified it is possible to determine who needs to be involved in the re-education of the child. In accomplishing the goals of the Re-Ed Program it is necessary to help these individuals to interact with the child in a manner which no longer supports nonproductive behavior. However, it is not enough to know <u>who</u> supports these behaviors, but <u>how</u> these individuals are supporting them. Significant individuals may be supporting the child's major incompetent behaviors by making unrealistic expectations of him, by expecting him to perform tasks which are much too difficult for him or are poorly structured, and/or by rewarding him for performing these behaviors. Thus, it is necessary to evaluate the factors which may be contributing to these non-productive behaviors so we can focus on them in working with the significant individuals in a child's ecology.

When the major problem behaviors have been identified, it is necessary to evaluate which resources are the most viable not only in changing these behaviors but in maintaining productive behaviors in the future. Of course, it is hoped that the significant individuals who originally supported these problem behaviors will themselves be part of the effort to re-educate the child. However, this is not always possible.

A final aspect involved in assessing the ecology is evaluating the child's major strengths. The focus is not predominantly upon the child's major incompetent and inappropriate behaviors. There is an equal interest in assessing his major productive behaviors. Re-Ed's aim is to make a child more competent and appropriate rather than making him less problematic. Competent and appropriate behaviors develop out of what a child can do rather than out of what he cannot. Thus, in assessing the ecology the LTC is, indeed, very much oriented toward evaluating the child's major strengths.

GOAL SETTING

A second function which the LTC performs in conjunction with the team is goal setting. After the team evaluates the significant interactions that are occurring in a child's ecology and the potential interactions which can play an important part in the re-education of the child, it is possible to set attainable goals for both the child and significant individuals in his ecology. Goal setting involves taking into consideration the resources in a community and the degree of cooperation that can be expected from the child's family and school, the referring agency and other significant individuals, and establishing goals which reflect the needed changes.

The goals set for a child are always in line with getting him to function within his own ecology. Re-Ed's aim is to get him to interact successfully in the family to which he returns every weekend and to which he will eventually return on a full-time basis after he leaves Re-Ed, in the school to which he will return when he re-enters public school, and in the community in which he will live. The goals reflect efforts to prepare the child to adjust to his natural ecology rather than to the temporary, artificial ecology of a Re-Ed school.

It is possible to define many levels of goals for a child and his ecology. The major goal in Re-Ed is to bring about change for the purpose of enhancing a child's competent and appropriate behaviors. There are two major targets for change: the child and the significant individuals in his ecology who are supporting his nonproductive behaviors. Change for the child is teaching him productive behaviors in the area of academic, social, and physical skills. Change for the significant individuals who form part of the child's support system consists of helping them to provide interactions in which the child can behave more productively. Thus, the task of Re-Ed is to do whatever is necessary and feasible for a child to enable him to behave productively, and, in turn, to do whatever is necessary and feasible for the significant individuals in his life to help them support and maintain this change.

Since Re-Ed's major goal is to bring about change in a child's behaviors, its sub-goals can be stated in terms of the specific behaviors it seeks to change. In goal setting, the LTC, in conjunction with the team, outlines specific sub-goals necessary to accomplish the primary goal. The behaviors for change in the child fall into three categories: academic, social, and physical. It is fairly safe to say that the large majority of children referred to a Re-Ed school experience some difficulty in responding competently and appropriately in these three areas. The goals set for a child in the area of academics consist of remediating certain specific learning disabilities he may have, helping him to become more proficient in academic subjects in which he is experiencing difficulty, and preparing him to fit in with the academic curriculum in the school to which he will return. The goals set for a child in the area of social behaviors consist of helping him to establish better peer relations and better relations with adults. An attempt is made to teach the child how to interact successfully both with peers and adults so that he can meet the expectations they have for him. These expectations might consist of responsiveness to their needs, fair play, tolerating frustration, cooperation, being neat, being well-groomed, and so forth. The goals for a child's physical development are to help him successfully engage in physical activities and to perform physical tasks (for example, tying shoes, throwing a football, playing a musical instrument).

In addition to the goals set for the child, goals are set for the significant others in his ecology who can help support productive behaviors. The goals for these individuals also fall into three categories: (1) to change their expectations so that they are more in line with the child's abilities, (2) to change the nature and the types of rewards and punishments for the child's behaviors, (3) to help them to provide tasks structured in such a way that the child can learn to perform them competently and appropriately. Re-Ed's goals centering around the expectations of the significant others consist of helping them to evaluate more realistically the child's strengths and weaknesses and to have a better understanding of what he can and cannot do. In addition, goals for these individuals include teaching them the most effective ways of reinforcing the child for his productive behaviors. Furthermore, the goals reflect the need for having these individuals provide interactions which result in the child's learning to behave productively. The last set of goals includes providing the child with the interactions available through the resources in the community (Boy Scouts, tutors, Big Brothers, etc.) which will help to support productive behaviors.

Sometimes the most significant thing that can be done for a child is to change his support system. The child may evidence no learning disabilities, he may interact very successfully both with peers and adults at Re-Ed, and he may be very competent physically. However, his home situation may be so poorly structured and contain such high expectations that he consistently runs into conflict with other family members. In this case, the focus would be on the child's family. The child's enrollment in the Re-Ed school gives the parents a chance to work out their difficulties to stand back and take a better look at their child's behaviors and the type of interactions which they are providing, and enables the Re-Ed school to mobilize community resources to help them change the home situation. The main goals in this case would reflect the need to change the interactions of significant individuals in the child's ecology.

PROGRAM DEVELOPMENT

Program development is the last major team function. It is, therefore, a function which like assessing the ecology and goal setting is carried out jointly through the cooperation of the three teacher-counselors. The functions of mapping the ecology, assessing the ecology, and goal setting culminate in the development of a program to effect a significant, positive change in the child and his ecology. Each of the three preceding functions is a necessary pre-requisite to the program development function which marks the major first step in the effort to help a child enrolled in a Re-Ed school.

The LTC assists and is assisted by the other team members in developing a strategy to attain the goals that the team has determined to be not only necessary but attainable in the re-education effort. The LTC assists in developing a program to re-educate the child and to re-educate the interlocking support systems in the child's ecology.

Program development consists of developing strategies which will achieve the goals which have been set. To a great degree, only trial and error will tell which program best accomplishes which goal. This does not mean to say that the team blindly chooses a plan and hopes it will work. Instead, the team members utilize any information they have and consult any individuals whom they feel might suggest sensible directions in which to go in developing a plan. They develop the best strategy they can at the moment; if it doesn't work, they start again to develop new strategies in other team meetings.

This procedure is used not only in developing a program for the child but in establishing strategies for working with the child's support system. In working with the child's ecology, the LTC faces a very difficult and frustrating task since he has very little control over the multitude of individuals and organizations that make up and are involved in the ecology. Plans may be made for the mother of the child to receive individual therapy, but she may prove reluctant to go even though it may be very critical that she do so. The team may plan to have the child become a member of a Boy Scout troop; but, because several community mothers do not want their child associating with "that crazy kid from Re-Ed", the child may not be able to gain membership. Often the planned strategies fail and the team must devise new strategies.

PROGRAM IMPLEMENTATION

Up to this point the liaison functions have consisted of gathering information about a child's ecology and utilizing this information, as well as information provided by other Re-Ed staff members, to design a program to re-educate a child. This program consists of strategies of working with the child and with significant individuals in his ecology. Once the program is developed, it is necessary to put the plan into operation. The Day and Night Teacher-Counselors, with the assistance of the Arts and Crafts, Library, and Physical Education Teacher-Counselors, are responsible for carrying out the program developed to change the child's behaviors. On the other hand, it is the responsibility of the LTC to carry out the program developed to change the support systems in the child's ecology so that the ecology supports and continues to support the new behaviors which the child is learning through the efforts of the other Re-Ed staff members.

Program implementation involves the LTC in two major functions: mobilizing support and coordinating support. Mobilizing support consists of getting all the potential resources in the child's ecology and in the community actively involved in helping a child and his family. As is often the case, the LTC succeeds in getting the support of many individuals and organizations committed to help a child. As the name implies, coordinating support involves coordinating all of these individuals and organizations so their efforts are being utilized efficiently and effectively.

MOBILIZING SUPPORT

Upon examining any of the programs designed to achieve the goals for a given child enrolled in a Re-Ed school, it becomes apparent that the cooperation and assistance of many individuals and organizations is required. It is extremely important that the LTC obtain the support of the individuals who have been identified as significant sources of interaction for the child. It will also be necessary to involve many resources in the community to help these significant individuals provide productive and supportive interactions.

The community agency which referred the child to Re-Ed will be a very important resource which will be intimately involved in supporting and working with these significant individuals, especially the child's family, during and after a child's stay at Re-Ed. In addition, it may be necessary to get the cooperation of a community firm in finding the child's brother a job, a mental health agency in providing counseling for the mother, the state Employment Security Division in helping the father locate work, the public health agency in providing the grandmother with medicare benefits, the public schools in providing the sister with special education classes, or a summer camp in enrolling the child's younger brother. The LTC might even arrange for a family to get free passes to the State Fair so that the whole family might engage in a "fun" experience together.

The LTC will also need to provide the child with resources in the community which might help him to achieve his goals. This might involve getting him a scholarship to a military school, finding him a part-time job with a local veterinarian, enrolling him in the Cub Scouts, or finding him a tutor or a Big Brother.

The list of individuals and organizations who can play a role in helping the child is very long. The first requirement in carrying out the program developed by the team is to mobilize all the resources that have been outlined in the program and to get them to agree to become involved and to cooperate with the Re-Ed school in helping the child. More than just getting their commitment, it is necessary to help them to start the child's ecology "moving" in the direction of the goals that have been set.

There are two major periods in the Re-Education process when support is mobilized: during the child's enrollment in the Re-Ed school and after his graduation from the school. During a child's enrollment at Re-Ed, he is being supported through the curriculum and the efforts of the school staff. However, the child does return to his community and family on weekends, and it is very important that the child's developing competencies are maintained and encouraged through the proper supportive efforts of his parents, family, and the significant individuals he interacts with on the weekends. The cooperation of all these people and their commitment to help the child by carrying through with supportive efforts is very critical. In addition to the support of these individuals, it is helpful to have the child become involved in utilizing the resources of the community on weekends. Thus, the LTC may mobilize the support of a local YMCA, a music instructor, or try to arrange for the child to go to a dairy farm, a library, or an athletic event with his family.

Support also needs to be mobilized for the period following a child's graduation from the Re-Ed school. Productive interactions during this period are not only important in protecting and maintaining all that he has learned at the Re-Ed school, but they are equally important in continuing to teach the child new appropriate and competent behaviors. This last point stresses the orientation to get a child's ecology functioning at a level that will insure its continued functioning. Re-Ed's goal is to get a child's ecology functioning adequately -- not just temporarily, but permanently. The interactions that are occurring in the ecology must be sufficiently productive so that the chances of breakdown are minimal, and if breakdown should occur, the ecology can quickly re-adjust and restore smooth, productive interactions on its own.

To accomplish this, it is necessary to mobilize resources for the child so that they are present in his ecology after he leaves the Re-Ed school. Again, the parents are an important resource during this period. In addition, the child will be enrolled in the public schools, and the support of the teachers and principal is essential. Since the school plays a very important part in supporting a child after he leaves Re-Ed, the LTC is responsible for locating the most appropriate school, principal, and teacher and for gaining their cooperation. Additional support comes from such community resources as Big Brother organizations or the Scouting organization. Furthermore, the services of many other community agencies may be very important in insuring the smooth functioning of the child's ecology after he leaves Re-Ed.

Sometimes a child can utilize the services of an individual or organization that neither exists in the child's present ecology nor is part of the community. In helping the child, it may be necessary to provide services to the family or school which are non-existent in the community. In these cases the LTC mobilizes support by creating community resources. For instance, if it is important that the child's parents receive some training in behavior modification or child management, the LTC may consult with the public schools in an effort to have them establish such a course in Adult Education.

The LTC may also help to create resources in the interest of a community, as well as in the interest of a particular child enrolled in Re-Ed. He often assists the community by helping to set up services for children. These services may be related to the Re-Ed effort. However, the LTC is a person who is not only familiar with a given community, but is knowledgeable about the educational needs of a society's "special children". As such, he is a valuable resource person who can participate in a community's efforts to create resources for their children that may be very unrelated to the services provided by Re-Ed.

COORDINATE SUPPORT

Re-educating a child and changing his ecology so that he is interacting with significant individuals in a manner which meets their expectations is by no means an easy task or an individual effort. To accomplish this goal inevitably involves the cooperation and services of many individuals in the community and in the child's ecology. If the existing services in the community and the resources in the child's ecology are to be harnessed in the best interest of the child and in the most effective manner, someone has to assure that these services are tied together in such a way that maximum utilization of these resources occurs with a minimum of duplication. Thus, it is the function of the LTC to coordinate the efforts of all those involved in re-educating a child to insure that this maximum utilization of resources occurs.

Coordinating support is an aspect of the communications function. There are three types of communication which function to coordinate the efforts of all the individuals who are providing services for a child and his family. The first type of communication is intercommunication. In order to coordinate support, the LTC needs to provide information among the various supportive agents mobilized. The family, the agency, the school, the board of education, the juvenile court judge, for example, need to know what each is doing and what kind of information is passing from each to the other. In this way, there is a minimum of duplication of effort and of conflicting information from different sources.

A second type of information which serves to coordinate is feedback information. The LTC needs to let each supportive agent know how well his efforts are accomplishing the goals which Re-Ed has set for the child and his family. This feedback information enables each supportive agent to evaluate his efforts in view of their effectiveness.

A third type of information which needs to be communicated is change information. To coordinate support, it is necessary to keep all the agents involved fully aware of the changes that occur in the child, family, school, and community as soon as they occur.

These three types of communication are not necessarily discrete -- they are often interrelated. For instance, change information is often also feedback information which, in turn, may need to be communicated to all those providing services for a child and his family.

Since coordinating support is essentially an aspect of the communication function, it takes place through telephone contacts, personal visits and group meetings. The latter vehicle for coordinating support may be useful in bringing many, if not all, of the supportive agents together at once to discuss the child's situation. For instance, the LTC may set up a meeting between members of the Re-Ed staff, the child's public school principal and teacher(s), and the referring agency. This meeting may be necessary in order to discuss a problem that may have occurred, or to plan services for or provide information about a child and his family.

COMMUNICATIONS AND RECORDING

It may seem unnecessary to identify communication and recording as a liaison activity for all areas of liaison work involve some form of communication. However, a characteristic of the liaison role is the very strong emphasis on communication and recording skills.

Effective planning, teaching, and coordination in a Re-Ed setting is impossible without meaningful communication. If a coordinated program is to be provided for a child, his family, and significant others in his life, it is essential that all concerned be kept fully informed regarding what is happening and where the whole process is moving. It is the responsibility of the LTC to see that regular reports, both verbal and written, are given to each of the significant people involved, and also to see that regular progress reports from the significant others are provided to the Re-Ed staff.

There are several levels of communication within a Re-Ed system. Communication within the three-man team is the first stage to a total communication system. The focus of team communication is on decision-making, setting goals for the children, making progress reports, coordinating the program of experiences for the children and exchanging information with each other to insure ongoing coordination of planning with the child's family, school, and community. Regular team meetings provide the vehicle for team communication.

Communication within the Re-Ed Center is a prerequisite to total program coordination for each child. Supervisory personnel, arts and crafts, physical education, and special remediation teacher-counselors must be aware of each child's goals, the program planned by the team, the progress of the child, and projected planning for each child. This communication is accomplished through regular meetings with these personnel which are called specialty meetings. Communication of this type is also facilitated through written reports which come out of the team meetings. These written reports are a joint responsibility of the three team members.

Communication with personnel outside Re-Ed is the major responsibility of the LTC on the team. The significant individuals must be aware of the child's progress and must be part of the continued and projected planning for him. Information from team meetings is channeled to these individuals by the LTC through personal contacts, written reports, and telephone contacts.

Communication to persons outside the Re-Ed school is not only the most significant, most crucial, and most time consuming of the liaison activities, but is the function which most uniquely belongs to the LTC rather than to the other

Re-Ed school staff members. The LTC is the prime link in the communications network for all information processed between the Re-Ed school and the significant individuals in a child's ecology. It is through such communication that resources are created, mobilized and monitored, through which the efforts of everyone concerned in re-educating the child are coordinated.

The preferred manner of communication is always person to person contact. For the LTC to have true effectiveness, to have real "moving" power, to have real meaning and influence in the lives of others in the interest of the child, he must convey sincere interest, to make others feel that he is a representative of an organization that is actively concerned. The efficacy of face-to-face contacts is never underestimated by the LTC and when it is at all possible, every effort is made to see the significant people in the child's life in person.

CONSULTATION

Problems often arise in working with a child and his ecology which require specific and possibly immediate solutions. When the LTC is not sufficiently knowledgeable to solve these problems, he may consult with individuals who can give helpful suggestions or information. The problem may simply be that the child has an ear ache, in which case the LTC would need to consult with a physician. Or the problem may be somewhat more complex, such as whether the child's father can find suitable employment, in which case he may need to consult with the welfare agency, the state divisions of Vocational Rehabilitation and Employment Security, or the community mental health center where the father is receiving counseling.

Available to the Re-Ed staff for advice and information are part-time consultants. These consultants are a pediatrician, a psychologist, a social worker, and a psychiatrist. When a need arises to obtain help in identifying a problem in a child's ecology or, for example, in the prescription of medication, or in the understanding of the operation of a community organization, the LTC may consult with any or all of the four staff consultants.

By far the greatest part of the LTC's consulting function involves giving advice or information rather than soliciting such information. A basic conviction which Re-Ed has developed is that everything discovered which enhances the competence and appropriateness of a child and his general adjustment should be made available to the significant others. Responsible patterns which support appropriate and competent behavior need to be made known to these individuals. Teaching techniques which enhance the child's learning, as opposed to methods and procedures which cause failure and frustration, need to be communicated to all those committed to help him. Consultation services are thus made available for the family, school, and any other significant adults in the child's life so that the gains made are supported and enhanced both during and after his stay at Re-Ed.

Part of the LTC's consultation services involves teaching, demonstrating, suggesting or communicating to the supportive agents exactly what they can do in response to the child's behaviors and what kind of environment they can provide to help support appropriate and competent behaviors. Consultation in this case may include teaching the parents behavior modification techniques applied to specific problems which their child manifests, or providing information to the school teacher to give him a better understanding of learning disabilities and helping him to design a more effective curriculum. Or the LTC may visit the parents and the school teacher to show them how they can respond to the child's incompetent and inappropriate behaviors. Consultation may also consist of cueing in the Boy Scout leader or the local barber as to what to expect from the child and how they can respond to him. Thus, part of the consultation services consists of programming support for a child by communicating to all those involved in helping him, exactly what kind of interactions they need to provide.

While part of the consultation function involves giving information and advice about a Re-Ed child to the significant adults in his life, another aspect of consultation involves giving general information to the community at large and to parents whose children are not enrolled in Re-Ed. Occasionally, the LTC is asked to share experiences gained at his school in order to help agencies who are developing services to assist emotionally disturbed children. He might also help to solve problems that arise within agencies or with services already in progress. Since he has already gained a knowledge of most of the community resources available and is familiar with mobilizing community resources, he becomes a key resource person for agencies or individuals seeking information. Consultation services also extend to parents of children who are neither enrolled in Re-Ed nor who are graduates of a Re-Ed school. Often parents call the Re-Ed school seeking information or advice on how to handle their children, or where they might go to receive help. In these cases, the LTC attempts to give what information he can or to direct the parents to existing community facilities. Having mapped the community, he is able to inform the parents of the facilities that do exist in the community where they might go to seek more thorough or more appropriate information and assistance.

PARENT EDUCATION

A service which the LTC performs in conjunction with the other team members is parent education. Parent education is part of Re-Ed's orientation to work with significant individuals in a child's ecology. Since the parents are usually the most significant individuals in the child's ecology, that is, the individuals whose interactions greatly determine his behavior, we provide special services oriented toward their becoming more productive sources of interaction.

Parent education is conducted through group meetings. In these meetings the LTC and the other team members discuss behavior management techniques and answer questions the parents might have. The topics of these meetings are general and are intended to teach parents more effective and satisfying means of interacting with their children. It is through individual consultation rather than parent education that the LTC and the other team members advise parents on specific techniques of dealing with specific problem behaviors. Since the focus of these meetings is general, parent education contains preventative aspects; hopefully, the principles, techniques, and ideas taught in these meetings will carry over to the other children in the family. That is, parent education teaches the parents to respond more successfully to all of their children and not just to one child enrolled in Re-Ed.

An advantage of parent education being conducted through the Re-Ed facilities rather than through community facilities is the commonality of interest among parents in the group -- they all have children enrolled in Re-Ed. This factor helps to encourage the parents to interact with and to help each other solve the problems they share. These meetings give the LTC an opportunity to interact with the parents on a casual basis and helps him to establish better rapport with the parents. These meetings also help to keep the lines of communication open between the parents and Re-Ed, and gives the parents a chance to exchange feelings and information about their child and themselves.

PUBLIC EDUCATION

In describing the services that the LTC performs which serve to educate or instruct, a distinction has been made between parent and public education. The parent education function, as we have just discussed, is an integral part of the services which Re-Ed provides in the interest of a child enrolled in a Re-Ed school. Parent education is an effort to change, in part, one support system for a child and is thus an important part of the Re-Education Program.

On the other hand, public education is more in line with prevention than treatment since it involves teaching or disseminating information of a broad and general nature to the community consisting of parents, teachers, professionals, and other interested individuals or groups. Public education involves giving information about services for and techniques of dealing with children who have difficulty in interacting successfully with their ecology and in meeting the expectations of those around them. Public education may also include teaching these individuals how to identify children with behavioral problems, how to design curricula to meet their needs, the nature and types of learning disabilities, principals of behavior management, and so forth.

Public education is conducted through in-service training, workshops, lectures, conferences, discussion groups, or in an informal way. It is an important service provided by the Re-Ed school and the LTC because it is a preventative measure in line with developing mental health in the community. By educating the public and helping to make them aware of the facilities and techniques for helping children with behavior problems, it is possible to spot those children in need of help - before their behavior deteriorates - and to direct them to the proper community facilities with greater ease. Increased efficiency in detection of behaviorally disordered (emotionally disturbed) children makes intervention easier and in many cases makes it possible to help a child without institutionalization.

In addition, public education helps all the agents of mental health (parents, teachers, principals, policemen, welfare workers, corrections personnel, vocational rehabilitation counselors, juvenile court judges, public health officials, etc.) to deal more competently with the problems they face today. The information disseminated through public education hopefully serves to provide these individuals with methods, techniques, and constructive alternatives in interacting with all the individuals with whom they come in contact.

RE-ASSESSMENT

Many of the functions previously talked about can be viewed as information-getting or <u>input functions</u>. This would be true of mapping the ecology, communications, and several of the others yet to be mentioned. These input functions provide information which the LTC uses either to make decisions himself or to help others in the Re-Ed program to make decisions concerning a child and his ecology. In general terms, we may describe these evaluation or decision-making functions as process functions. Thus, assessing the ecology, goal-setting, and program development can be considered process functions since they all utilize information (input) to come to decisions concerning a child's ecology. That is, with the information gathered by mapping a child's ecology, the LTC, in conjunction with the other team members, decides what is in need of change, what can be changed, and how to go about making these changes.

The LTC then mobilizes and co-ordinates support for the child, plans for his transition, etc., while the Day Teacher-Counselor and Night Teacher-Counselor engage the child in the curriculum tailored to his academic, social, and physical needs. Together, the work of the Liaison, Day and Night Teacher-Counselors at this point constitute the major part of the implementation of the program. Thus, the LTC engages in functions that are essentially acting upon the decisions that were made. These liaison functions can be viewed as output functions.

So far, the Liaison functions can be viewed in a schema much like computer language or information theory; that is, in terms of input, process and output. In this manner, an extremely important liaison function -- re-assessment -- can be described.

Re-assessment can be viewed in the above schema as a feedback function. Information about our activities, about the things done for a child and his family, are fed back to the Re-Ed school by various means. This information serves to tell the team how effective its programs have been. For instance, say the team develops a program to stop a child's bed-wetting. After waiting a week to see if the strategy works, the team finds that the child is still wetting his bed. The fact that the program failed, while disappointing, is still useful information. It differs from the original information obtained in mapping the ecology since it reflects upon decisions the team made from an original input of information. It is useful since it must now be taken into consideration in developing a new program to change the child's bed-wetting.

Everything done for a child and his ecology is going to have some effect, and whatever the effect, it will be useful information in determining how sound the decisions have been. Since Re-Ed continually makes decisions and acts upon them, re-assessment is not done occasionally or once a week, but continually.

What happens as a result of Re-Ed's doing something is a fact, and as a fact it is information which can be, in turn, fed back into "the system." But in addition, there is information which is neither the result of the program nor originally available in mapping the ecology. This is the information which results from change. A child's ecology is constantly in a state of flux. Things are happening with the parents, in the child's school, in his community and with the child. There are changes that occur which are outside Re-Ed's realm of control or influence. The child may break an arm, the parents may get a divorce, the grandmother may die. Any one of an infinite number of changes may occur which bring about a new situation that must be taken into consideration in working with a child and his family. When new information comes in, it is the function of the LTC (with the other team members) to re-evaluate past decisions on the basis of this information. Again, this may result in the need for a revised program, or the need to get new information by re-mapping the child's ecology.

Another aspect of the re-assessment function involves actively checking up both on Re-Ed personnel and others. People and organizations have committed themselves to provide services. Re-Ed has also promised to give service to children and their families. It is important to review or re-evaluate the team's intentions and plans and the commitments of others to insure they are being fulfilled. For example, it is important to make sure that a child on the waiting list is not sitting unserved; that the parents are receiving the counseling that has been promised them; that the Boy Scout Troop has made plans to contact the child once he leaves Re-Ed; that the child is enrolled in the special education class in the public school when he returns to school as was promised. In this respect, the re-assessment function is intended to help all those working with a child and his family to keep things moving in the best possible way.

The re-assessment function involves active information-gathering. It is necessary to make internal checks to determine whether plans are effective, if promises are being met, and what changes are occurring in a child's ecology. An equally important facet of re-assessment involves information receiving. It is extremely important that the LTC make himself sensitive and receptive to new information. While this may seem a passively attained characteristic, it is, on the contrary, a characteristic which is quite actively acquired. The LTC must continually nurture his relationships with all the significant individuals in the child's ecology so that they feel free to express their feelings and inform the LTC of any changes that occur, changes that might not be conveyed to him if significant individuals felt it would fall on deaf or disinterested ears.

CRISIS INTERVENTION

Re-Ed believes that a child must at all times remain a part of his ecology and that corrective experiences must not sever the relationships a child has with the social systems that form a permanent part of that ecology. For this reason, every child enrolled in Re-Ed returns home to his family and community on weekends. Even though an attempt is made to program the interactions a child has on the weekends so that they are productive, occasionally his behavior becomes unmanageable or situations occur which severely disrupt smooth family functioning. In such instances, crises may arise which require immediate intervention in the form of consultation, advice, or any other service which will help to restore equilibrium in the child's ecology, which will help keep the ecology functioning reasonably well.

For instance, a child at home on the weekend may begin throwing temper tantrums. Unable to respond successfully to these behaviors, the parents may need advice on how to respond to the child in order to bring him under control, in order to restore productive interactions. In a case such as this, it is the function of the LTC to step in to help the child, to intervene in the crisis situation with any service necessary to get the ecology functioning again.

Crisis intervention is not limited to situations that occur on weekends or that directly involve the child. The LTC may provide services to the child's family during crisis situations which arise at any time. For instance, the father may suddenly lose his job, the mother may start to "drink" excessively, the sister may run away from home, the younger brother may be seriously injured in an accident. Any of a number of situations may occur to a child or a member of his family which severely threatens the functioning of the child's ecology. The LTC must be as interested in crises that occur within the family as he is with those that occur between a child and members of his family.

When crises do occur, they often provide valuable feedback information. In most cases, crisis situations indicate that something is not working, something has not been programmed properly or planned for at all. Crises indicate the need for re-programming in order to remove the causes of the situation and, hopefully, to prevent it from occurring again.

In addition to crisis situations arising during a child's stay at Re-Ed, there is often a need for crisis intervention for a child and his family after he leaves the Re-Ed school. Crises which arise during a child's enrollment threaten his successful adjustment less severely than those after his graduation from the Re-Ed school. The greater control that Re-Ed has over crisis situations that occur during enrollment make these crises less potent or harmful, i.e., less likely to destroy the behavioral gains made. On the other hand, crisis situations that occur after a child has left the Re-Ed school are potentially very harmful to the gains made there. The lines of communication are not as open after graduation as they are during enrollment, and often Re-Ed is not made aware of the situation until it is too late to effectively intervene. In addition, it is much harder to mobilize support during this period than it is during the child's enrollment. If crisis situations go unresolved or unaided during this period, they may result in the child's re-institutionalization or in a difficult to repair break-down in the child's ecology.

Crisis intervention that occurs after graduation is often initiated as a result of follow-up information. Solicited or unsolicited information may make the LTC aware of a crisis situation in which the child is involved and signal the need for intervention services. Intervention services may include any of the other functions that the LTC performs and in rare instances even involve making arrangements for the re-enrollment of the child in a Re-Ed school. However, the main purpose of crisis intervention is to avoid re-institutionalization and to prevent further deterioration of the child's interactions. Indeed, we have found that if an experienced LTC is available to the child, parents, public school, and community agents at the time of crisis, most crises can be quickly resolved, and the child not only maintained within his natural setting but able to continue to forge ahead in his behavioral, social, and academic adjustment.

It is Re-Ed's growing conviction that if such crisis intervention services were made available routinely through public schools, mental health clinics, children and family services, and the juvenile courts, many children currently referred to residential treatment programs could be more productively maintained and served within their local community.

TRANSITION PLANNING

Before a child ever enters a Re-Ed school, plans are being made for his return home, to school, and to his community. Everything possible is done during a child's stay at Re-Ed to keep him as a regular functioning member of the various social and socializing systems of his local home community. Re-Ed's prime goal is inherent in the function of transition planning. From the very moment a child is referred to Re-Ed until his subsequent discharge, planning is actively done not only to get him out of the Re-Ed school, but to change his ecology sufficiently so that he remains out of the Re-Ed program or similar programs. While plans must be made to receive the child into the Re-Ed program, the focus is upon his preparation for normal living.

Transition planning begins with the setting of a tentative discharge date. This date is set by the team members, usually on the basis of the information the team has at the time the child is enrolled. The date is revised over the course of the child's stay as his progress and the progress of his family indicates the need for an earlier or an extended date. When a final discharge date is set, the LTC functions to insure that significant individuals in the child's ecology are aware of this date and are sufficiently prepared to receive him.

Transition planning sometimes requires that the LTC arranges for extended trial placements in the home, in the public schools, or in other community programs to assure a smooth, predictable transition from a five-day a week Re-Ed school into independent productive functioning back home. In most cases, transition planning requires that the LTC visit the school and teacher(s) with the child in order to familiarize him with where he will be going when he graduates from the Re-Ed school. In addition, the LTC, in advance of the child's beginning regular school, obtains the child's texts and gets the child working in these so that he is up to date and easily fits into the class routine as soon as he begins school. In some cases, the transition may require a carefully programmed experience for the child, especially if his major behavior problems center around the classroom. In this case, transition could actually consist of a programmed desensitization. An example of a programmed experience to desensitize the child might be his spending his last two weeks prior to discharge attending half of each day in the public school and the other half in the Re-Ed school. Or it may be having the child spend three nights during the week at home and only two nights at the Re-Ed school. Another strategy might include having the child spend all of his days during the week at the Re-Ed school and his evenings at home. All of these measures aim at slowly easing the child into the environment in which he will eventually function as a full-time, permanent member.

The LTC is responsible for making the specific arrangements necessary in order to insure that the child's home, school, and community are fully ready to receive the child on a permanent basis, and that the child is ready and prepared to maintain himself in his natural ecology.

FOLLOW-UP

The sustaining of the effort toward re-educating the child and his ecology is one of the focal points in the Re-Ed concept. One of the distinguishing aspects of the Re-Ed program is that it continues to be involved and interested in the progress and development of a child and his family long after the child's enrollment. Indeed, if the Re-Ed concept is to prove effective, the LTC must follow the progress of a child and his family to insure that their progress is sustained. Thus, one very important function which the LTC performs during the post-enrollment period is that of checking the progress of a child, the success of his placement, the changes that have occurred in his ecology, and so forth. This function is called follow-up and involves receiving and soliciting information about a child and his family.

Often this information indicates that all is going smoothly in the child's ecology, that he is doing well in the home, in school, and in the community; that the family is able to maintain itself and interact in a productive and satisfying manner. However, there are some instances in which the information indicates that a family is experiencing great difficulties, that the child is not making progress, and that help is still needed. In these cases, there is a need for new services to be given to a child and his family to help restore productive family functioning. When follow-up information indicates the need for help, the LTC can re-activate any or all of the liaison functions. He may re-mobilize support, provide consultation, or assist in developing a new program for the child and his family.

One very important aspect of the follow-up function is that the LTC must continually convey his availability and Re-Ed's continuing investment in its children. It is a consistent objective of the total liaison service that the LTC makes himself so available that the total ecology can depend upon him and will keep in touch with him. As we will see, not all follow-up information is directly solicited, but is instead communicated to the LTC without his requesting it. It is just as important, if not more important, that individuals in a child's ecology feel free to communicate any changes when they occur. Without such communication, the LTC would be unable to provide the needed services in time to restore productive functioning in the ecology.

Depending upon the means by which follow-up information is obtained, we can identify three types of follow-up: systematic, other-initiated, and incidental.

SYSTEMATIC FOLLOW-UP

Planning for follow-up begins during early admission conferences and is reviewed while the child is enrolled; follow-up is performed during the post-enrollment period. Largely dependent upon the LTC's initial planning and his ability to communicate Re-Ed's continuing interest in the child through follow-up services, the pattern of systematic follow-up may include periodic phone calls, written communications, and/or personal visits to the child's family and school (teachers and principal) during the first two years after graduation from the Re-Ed school.

Since this follow-up of the child's progress and adjustment systematically occurs after his graduation from a Re-Ed school, it is obvious that each child and his family have some contact with the LTC following his discharge. These initially close contacts serve several purposes in line with the objectives of liaison services. One is that the contacts initiated by the Re-Ed school serve to sustain the child, school, and his parents during this critical period. Another purpose is that this follow-up affords feedback as to the appropriateness of Re-Ed's efforts and provides a means of spotting trouble early enough to prevent more serious problems. A final outcome of the follow-up at this time is that the availability of the LTC is communicated to significant individuals in the child's ecology.

In line with research objectives additional planned follow-up information is solicited at specific intervals (for example, at 6 and 18 months) through questionnaires sent to the child's family and school teachers. These follow-up contacts are not made for all children -- only those selected to participate in follow-up research.

OTHER-INITIATED FOLLOW-UP

Other-initiated follow-up is information which is passed on to the LTC and the Re-Ed school by significant individuals in the child's ecology. If Re-Ed's continuing interest has been communicated and good rapport established between Re-Ed and the child's ecology, there most likely results a free flow of information between the child's ecology and the Re-Ed school. Often parents provide information routinely to let Re-Ed know how well their child is progressing and what he is doing at home and in school. This is especially true if the parents honestly feel that Re-Ed is interested. Though not as likely, the child's school teachers and/or guidance counselors occasionally contact the Re-Ed personnel to let them know the child's progress. Contacts of this sort initiated by individuals in the child's ecology are essentially "progress reports." In some instances, contacts are initiated by significant individuals when problems start to develop in a child's or his family's adjustment. Often these contacts are made to solicit advice or additional help.

Other-initiated contacts differ from systematic follow-up in two respects. First, they are volunteered rather than solicited. Secondly, they can occur at any time during the post-enrollment period and are generally non-systematic kinds of contacts.

INCIDENTAL FOLLOW-UP

The follow-up which is incidental comes from contacts that are not specifically directed toward the Re-Ed school. For example, an LTC or some other member of the Re-Ed school faculty may pick up information about a child's progress at a meeting, a social gathering, or from a friend of the child's family. Follow-up information might be obtained when a family is contacted for reasons other than obtaining follow-up information such as to sign a release form or to sign a transfer of information permit. If at all possible, when incidental information is received, a contact is initiated by the LTC to check out the report. There have been some instances where no call has come from a teacher or from the parents in many months (supposedly indicating that the child is making satisfactory progress), but a chance remark or a passing comment from someone not directly involved has led to the discovery that the child has been having much difficulty since last heard from at Re-Ed and that those who have been trying to help him have also been experiencing difficulty.

PROFESSIONAL GROWTH

A Liaison Teacher-Counselor is continually committed to expand his knowledge in all areas relevant to the functions he performs. Whenever possible, it is the responsibility of the LTC to increase his knowledge so that he will be better able to carry out the functions that comprise his role. Thus, he seeks to continually increase his knowledge in the following subject areas: community services and community work, advances and techniques in instructional media, behavior modification techniques, public relations, parent education, emergent mental health problems, the organization and function of the public school, community mental health, special education for emotionally disturbed, learning disabilities, etc.

To obtain this knowledge, the LTC may engage in some or all of the following activities: reading periodicals, journal articles, and books; visiting school and community agencies; participating in in-service training, lectures, conferences, and seminars; formal university course work; informal exchange of ideas with other Re-Ed staff members; active participation in local and national professional organizations.

A very important means by which the LTC grows professionally is through the feedback provided by the Liaison Supervisor, staff consultants, and through his own observation of the success of his activities. Receptivity to feedback information is an important characteristic which enables the LTC to increase his knowledge by providing him with an evaluation of his actions.

PUBLIC RELATIONS

For any community oriented program to succeed, there must be a public acceptance of the goals, philosophy and methods of that program. It is necessary to develop and foster public confidence and faith in the program. For a program like Re-Ed that is so dependent for its success on the cooperation of a community, it is imperative that rapport is established and nurtured.

The LTC acts at all times, not only as a representative of the school with which he is affiliated, but as a representative of the entire Re-Ed program, of the "idea" of Re-Ed. As a member of the Re-Ed staff who so often functions in the public eye, the LTC must maintain the confidence, faith, acceptance of, and rapport with all of the many individuals, organizations, and groups with which he comes into contact. Public relations is thus an integral part of every activity in which the LTC engages, not only in his professional life but in his private life as well.

The public relations function involves explaining the philosophy and program of Re-Ed wherever the LTC goes, in every home, school, agency, recreation center, PTA, etc. The LTC is also a part of the team that gives visiting groups an orientation to the Re-Ed school, the Re-Ed system, and its facilities. He is called upon for speaking engagements, in-service programs, and workshops for various schools, agencies, or civic groups, and represents Re-Ed in professional meetings. Good public relations requires, above all, that the LTC communicate his availability for and receptivity to the needs of the total community. When he is able to communicate to the parents, the teachers, the community organizations and agencies that Re-Ed is always available to assist them in meeting their needs, then good public relations results. It is important to note that the effectiveness of Re-Ed in accomplishing its aims and goals is not only dependent upon good public relations, but, once obtained, good public relations are an extremely powerful factor in making the Re-Ed objectives more effective and easier to attain.

RESEARCH DATA COLLECTION

The LTC is the prime data gatherer who in the course of his work administers the many forms and questionnaires which constitute a large part of the data collected for research purposes. Much of the standardized information that the LTC gathers while mapping the child's ecology is also used as raw data for research purposes. Some research, however, requires the administration of questionnaires and the collection of data which are of no essential use to the LTC and Re-Ed school. Yet, the most efficient and effective means of obtaining this research information is for the LTC to administer the research forms since he has already had some familiarity and established some rapport with the individuals and agencies involved. In these cases, the LTC assists in the research data collection as an adjunct to the data collection which constitutes part of the mapping function.

PREVENTION

Broadly defined, two of the major problems in the mental health field have been those of prevention and treatment. A decade ago it was made clear that the supply of mental health professionals operating in traditional settings could neither meet the current demand for such services nor could ever hope to meet the future demand, no matter how much effort was made to increase the ranks of such professionals through college and university training. The needs of the large majority of our nation's "mentally disturbed" were destined to go unaided and unserved. Also, at this time, little attempt was being made to attack the complex problem of preventing individuals from becoming "disturbed". Mental Health facilities could neither effectively arrest the development of emotional disturbance in many individuals already disturbed, nor were the personnel sufficiently knowledgeable to "remove" the causes of emotional disturbance.

As a constructive alternative to the traditional treatment programs, the Re-Ed program hoped to attack the problem of treatment in the mental health field. Re-Ed aligned itself with the existing mental health services and sought to fill in the gaps in these services, to take up where others left off, or in the case of children, where few ever began. In addition, the Re-Ed effort has also been addressed to the problem of prevention. By focusing on children, and more recently on adolescents, Re-Ed has sought to arrest the development of mental illness in youths and prevent more serious forms of disturbance from developing in these individuals. Re-Ed is helping these youths to grow into adulthood in a more productive and successful manner; and, more important than this, enabling them to live productive, competent lives in their adult years.

In some measure, for each youth so helped, a vicious cycle is broken -- a cycle in which mental disturbance "feeds on itself". Every individual who is able to interact successfully, positively, and adaptively with other individuals in his ecology can be at the same time an agent of mental health for the individuals with whom he interacts. Disturbance tends to breed disturbance as children become adults, adults become parents, and parents create children "in their own image". For each individual that Re-Ed is able to help function in a healthy manner, the complex cycle is broken that helps to perpetuate mental disturbance.

In not so obvious a way, the LTC in the Re-Ed schools helps to prevent emotional disturbance in the community at large through the various functions he performs, such as parent and public education, creating and mobilizing community resources, and consultation. Many of the activities involved in the liaison role help to prevent children not enrolled in Re-Ed from needing the services of Re-Ed or any other re-education experience. Through consultation, public and parent education, the LTC educates the community of parents, teachers, judges, businessmen, educators, etc. Each interaction, each bit of information, in some measure, educates and helps to make these individuals aware not only of the problems of mental illness, but in some measure, the solutions which Re-Ed has found in working with children. The greater understanding and awareness that this total community has of mental health problems, and the more readily able it is to accept and to work with mental health agencies, the sooner emotional disturbance can be spotted and measures taken to correct or alleviate the problem before a child in the community becomes extremely disturbed. The more that community persons know about the causes of mental disturbance, the more they can remove themselves as contributors to mental disturbance, and the greater are the chances that they can interact with others in a manner more satisfying and adaptive both to themselves and to others.

CASE FLOW ANALYSIS

A case flow analysis presents the "flow" of activities in which the LTC engages over the course of his work for a specific child and his family. It begins at the time referral information is given to him from the referring agency and continues through the period during which follow-up activities are performed. A case flow analysis of the liaison activities enables us to look at the liaison role in the perspective of time.

It is possible to identify three general time periods involved in the services provided for a child and his family: pre-enrollment, enrollment, post-enrollment. While many of the eighteen functions cut across these time periods, it is possible to define specific activities which are engaged in during each time period. There are many activities, however, which may or may not be performed in any given time period; when these activities will be performed is entirely dependent upon the unique situation of a child and his family. For instance, it is impossible to say when, if ever, crisis intervention will occur. In addition, a case flow analysis does not specify when the LTC engages in, for example, prevention, professional growth or public education. Furthermore, functions such as communications and public relations are involved in nearly every activity in every time period. In spite of these limitations, a case flow analysis can be useful in giving a general time perspective of many of the liaison activities and functions.

The case flow analysis presented below is that of the LTC's activities as they are performed in a Re-Ed school serving adolescents. The term "student" is used in place of child since it is a more appropriate label in discussing individuals in this age group. It should be noted that in application to different settings, to different populations (children, adolescents), and to different schools serving the same type of population, the liaison activities will be performed in a slightly different sequence with different purposes and procedures. Nevertheless, a look at the case flow analysis of the liaison activities in an adolescent center should prove to be a valuable general time orientation to the liaison role.

PRE-ENROLLMENT

1. REVIEW OF AGENCY REFERRAL INFORMATION

   Purpose:

   To become familiar with the case history of the student prior to moving into the community to make the initial visits to the student's home, family, and the referring agency.

   Procedure:

   LTC reads all of the referral information in the case folder.

2. COMPOSITION OF THE ROUGH DRAFT OF THE SUMMARY SHEET

   Purpose:

   To make a summary of pertinent information available to Re-Ed staff members.

   Procedure:

   LTC composes salient points as found in referral material, following summary sheet outline.

3. CONTACT AGENCY CASEWORKER

   Purpose:

   a. To make appointment for visit with agency worker.
   b. To explore any changes in student or family situation.
   c. To clarify communication between agency and family regarding student's acceptance at Re-Ed school.
   d. To inquire about counseling plans for the family.

   Procedure:

   LTC calls agency worker and carries out the above purposes, particularly ascertaining whether parents have been informed of student's acceptance and, if not, requesting that the agency inform parents.

4. CONTACT PARENTS TO ARRANGE HOME VISIT

   Purpose:

   a. To introduce oneself as the teacher who will continue to work with the family and student.
   b. To arrange a time for meeting in the home with both parents (if possible) and the student.
   c. To communicate the purpose of the home visit.

   Procedure:

   a. LTC calls parents and provides specific alternative times for visit and convinces parents of the necessity for his meeting with both of them and the student.
   b. LTC finds out if the student has been informed by his parents of his acceptance to be enrolled in the Re-Ed school and, if not, makes sure they have discussed it with him prior to the home visit.

5. CONTACT WITH PRINCIPAL TO ARRANGE SCHOOL VISIT

Purpose:

a. To ascertain if the principal is aware that the student has been referred to and accepted at the Re-Ed school.
b. To introduce oneself as the Re-Ed teacher with whom he will be having continuing contact regarding the student.
c. To arrange to talk with the principal and also the teacher(s) and/or counselor most familiar with the student and his background.
d. To arrange for classroom observation of the student during the school visit (preferably in classes and/or activities where the student is having difficulty and in classes or activities where the student is doing well).

Procedure:

LTC telephones principal of the student's regular public school in order to accomplish above objectives.

6. SCHOOL VISIT

Purpose:

a. To briefly communicate the Re-Ed philosophy and program to the school personnel.
b. To familiarize oneself with the student's school experience thus far.
c. To explore the possible working relationship between the public school and the Re-Ed school.
d. To observe the child in the classroom.

Procedure:

a. LTC checks into the principal's office before meeting with other personnel.
b. In talking with school personnel, LTC ascertains the information outlined on the initial school visit guideline sheet and school course list.
c. LTC observes in the student's classroom(s).
d. Before leaving, LTC invites Principal and key staff members to visit the program at the Re-Ed school.

7. RECORDING OF SCHOOL VISIT

Purpose:

a. To communicate initial school visit information and LTC's impression of the school situation to the team, the referring agency and others.
b. To have a record of the visit on file.

Procedure:

a. LTC records information received from school visit (using school visit guideline sheet) and has the report placed in the student's permanent folder.
b. LTC sends copies of this information to agency workers who have indicated an interest in receiving this information.

8. HOME VISIT

Purpose:

a. To communicate the Re-Ed philosophy and program to the parents and the student.
b. To describe the Re-Ed school and answer questions the parents and student might have.
c. To secure the parent's signatures on the necessary forms.

d. To administer the questionnaires to the mother and the father (or legal guardians).
e. To familiarize oneself with the student's home situation along the lines of the home visit outline.
f. To arrange for a visit to the Re-Ed school by the student and his parents.
g. To familiarize parents with medical requirements for admission.
h. To prepare the parents for some of the things, both good and bad, that they can expect to occur during the student's enrollment.

Procedure:

LTC meets with the parents and the student in the home to get and give the above information and carry out the above purposes.

9. RECORDING THE HOME VISIT

Purpose:

a. To communicate initial home visit information and the LTC's impression of the situation to the team, the referring agency and others (if requested).
b. To have a record of the visit on file.

Procedure:

a. LTC records the information received on the home visit (uses home visit guideline) and has a copy of the report placed in the student's permanent folder.
b. LTC sends a copy of this report to agency workers who have expressed an interest in receiving it.
c. LTC has forms signed by parents placed in student's permanent folder.

10. AGENCY PLANNING VISIT

Purpose:

a. To plan for continuing contact between LTC and agency.
b. To explore the relationship between the agency and the family.
c. To determine what kind of change, if any, the agency feels is possible in the home situation.
d. To ascertain counseling, therapy or other service goals established by the agency.
e. To explore any recommendations for specific techniques for dealing effectively with the student and his family.
f. To ascertain if the student is on medication.
g. To explore other relevant aspects of the student's situation as may be found on the agency visit outline.

11. RECORDING OF AGENCY VISIT

Purpose:

a. To communicate to the team the information obtained from the visit with agency worker and the arrangements made.
b. To have a record of this information and the initial arrangements made with the agency and its perceptions of the student's situation.

Procedure:

LTC records the content of and the arrangements made during the agency visit and places a copy of this report in the student's folder.

12. FINAL DRAFT OF SUMMARY SHEET (done in some centers prior to home, family, and agency visits)

Purpose:

a. To incorporate into the rough draft of the summary sheet additional information learned from the agency, the school, and the home visit.

b. To familiarize the team with the salient aspects of the student and his situation.

Procedure:

LTC records the summary sheet in its final form, has a copy of the summary sheet placed in the student's permanent folder, and has copies distributed to the team (core and extended).

13. FAMILY VISIT TO RE-ED SCHOOL

Purpose:

a. For the family to become familiar with the school setting and to meet with the other Re-Ed school staff members.

b. To provide an opportunity for the LTC to meet with the student and family to discuss the student's program and family expectations.

Procedure:

a. LTC greets parents and shows them around the school.

b. LTC introduces parents and student to the team and other school staff members.

c. LTC meets with the parents and student to carry out the above.

14. PROGRAM DEVELOPMENT TEAM MEETING (done following enrollment at some Centers)

Purpose:

a. To develop the curriculum for the student and the program to provide support for him during and after his stay at Re-Ed.

b. To develop a program to work with significant individuals in the student's ecology.

c. To develop a program to help the family of the student.

Procedure:

a. LTC meets with the DTC and NTC.

b. LTC presents summary of referral information, summary of home, school and agency visit, and diagnostic testing report.

c. LTC in conjunction with the other team members evaluate this information and any other information which the other team members may bring to this meeting.

d. LTC in conjunction with other team members set goals for the student and significant individuals in his ecology on the basis of their evaluation of the above information.

e. LTC in conjunction with the other team members develops a program to attain the goals set for the child (includes, in part, the curriculum) and for the significant individuals in his ecology.

15. MOBILIZE SUPPORT AND COMMUNITY RESOURCES (done following enrollment in some Re-Ed schools)

Purpose:

a. To secure the support of the parents, school, and agency.

b. To secure the support of other significant individuals and community resources for the student and his family.

Procedure:

a. LTC sends out Memorandum of Agreement to the school, agency, and parents.

b. LTC contacts by phone or visits other individuals or organizations identified in the program development team meeting to solicit their support in carrying out the program.

16. COORDINATE SUPPORT (done following enrollment in some Re-Ed schools)

Purpose:

To insure maximum utilization of resources mobilized occurs without duplication of services.

Procedure:

a. LTC sets up meetings when necessary with the supportive agents (team, school, parents, agency and others) involved to provide inter-communication between them and the Re-Ed school.

b. LTC communicates, by phone or in person, changes in the student or home situation when they occur.

ENROLLMENT

17. ENROLLMENT DAY

Purpose:

a. To get student settled and make him feel comfortable.

b. To collect forms from the parents which had not been received.

c. To take photograph of the student to be placed in his permanent folder.

Procedure:

a. LTC introduces student to other students and the teacher-counselors who will be working with him at the Re-Ed school.

b. LTC carries out the above objectives.

18. TEAM MEETINGS (occurs regularly throughout enrollment)

Purpose:

a. To familiarize all team members with each student's progress.

b. To familiarize the team with family and community progress as related by agency worker to the LTC.

c. To review behavior diaries.

d. To discuss problems of the student and revise programs as necessary.

e. To meet with consultants when necessary.

Procedure:

a. The team meets at agreed upon times.

b. The LTC takes part in the team discussions to carry out the above purposes.

19. PARENT-TEAM MEETINGS (occur periodically throughout enrollment)

Purpose:

a. To meet with the parents to discuss student's social and academic progress.

b. To ascertain the nature of the student-family interactions on the weekends.

c. To discuss the parent's progress in line with the goals developed for them.

Procedure:

a. LTC arranges with parents and other team members a convenient meeting time.

b. LTC meets with other team members and parents to discuss the above.

20. PARENT-EDUCATION MEETINGS

Purpose:

a. To discuss general problems which parents of the students the team is working with are experiencing.

b. To discuss behavior management techniques on a general level.

Procedure:

a. LTC arranges with parents a convenient meeting time.

b. LTC and other team members meet with these parents to discuss the above.

21. REGULAR CALLS TO AGENCY AND SCHOOL

Purpose:

a. To share information about the student with agency worker who is working with the parents.

b. To learn about family progress and/or changes from agency worker.

c. To keep school informed about the student's progress.

d. To communicate to agency what has been said to parents in parent-team meetings.

Procedure:

a. LTC calls agency worker, preferably on the day the worker is to see the parents, and discusses the case with the worker.

b. LTC calls the school and talks with the school staff member with whom he has ongoing contact.

22. BASELINE OBSERVATIONS IN RE-ED CLASSROOM(not done in all Re-Ed schools; done by an aide in some schools with the assistance of Curriculum Supervisor)

Purpose:

To have information on which to base the design of a behavior checklist for each student which is used in order to report the student's behavior.

Procedure:

a. LTC observes the student for one-hour periods on at least three occasions.

b. LTC designs the checklist from information gathered during the observations.

c. LTC distributes to the team members the behavior checklist.

23. WEEKLY OBSERVATIONS IN THE CLASSROOM (not done at all centers; done by the Curriculum Supervisor in some Re-Ed schools)

Purpose:

a. To provide feedback to the Day Teacher-Counselor on the behaviors of individual students and the group in general.

b. To report the apparent value of particular teaching techniques or materials.

c. To better acquaint the LTC with the academic and behavior progress of the students.

Procedure:

a. LTC employs the behavior checklist designed for each specific student upon entering the group.

b. LTC pays particular attention to identifying the contingencies which seem to reinforce undesireable behavior, as well as identifying productive contingencies existing for each student.

c. From the LTC's observation, he makes recommendations to the other team members regarding programming.

24. MID-TERM EVALUATION AND RE-ASSESSMENT (re-assessment meetings occur periodically in some Re-Ed schools; time of meeting varies in different schools)

Purpose:

a. To review the student's progress and overall curriculum plan.

b. To revise and plan the overall curriculum for the remainder of the student's enrollment.

c. To review the parents progress and the program developed for them.

d. To review the dismissal date for the student and make tentative plans for his return to the home and community.

Procedure:

a. LTC meets with team members and reports progress made in the home and community and makes recommendations accordingly for the projected dismissal date.

b. LTC projects specific plans concerning the student's return to the home, school, and community.

c. LTC and other team members carry out the above objectives.

25. RECORDING OF MID-TERM EVALUATION

Purpose:

a. To provide a record of the summary of the mid-term evaluation.

b. To communicate to the school and agency this information.

Procedure:

a. LTC writes a summary report of the evaluation and has the report placed in the student's permanent folder.

b. LTC sends copies of this summary information to the school and agency.

26. SELECTION OF SCHOOL PLACEMENT (prior to discharge)

Purpose:

To provide for the student a school placement which will provide support for the maximum development of the student's potential.

Procedure:

LTC involves the parents, student, team members and school system in selecting the optimal school placement for the student. (takes into consideration the curriculum needs of the student, school's attitude toward him and vice-versa, the adult models available, peer groups, transfer procedures, the parent's desires and their financial situation, etc.)

27. MOBILIZATION OF COMMUNITY RESOURCES (YMCA, Boys Club, Girl Scouts, churches, etc.)

Purpose:

To provide the maximum support available to the student when he returns to his community on a full-time basis so that the contingencies are maintained.

Procedure:

LTC contacts the appropriate people and obtains their assistance in involving the student in constructive activities.

28. TRANSITION PLANNING (can be done as part of regular team meetings or during mid-term evaluation meeting)

Purpose:

a. To evaluate the projected discharge date and set a final one.
b. To provide an adequate transition from the Re-Ed school to the circumstances to be encountered by the student in his natural ecology.

Procedure:

a. LTC meets with the other team members and evaluates the student's progress in terms of terminal goals and sets a final discharge date.
b. LTC and other team members discuss the student, his family, and his school in relation to what is needed and can be done to insure that the student's transition from the Re-Ed school to his natural ecology will be smooth and made without undue stress.
c. LTC, in conjunction with the other team members, develops a plan to bring about such transition.

29. SCHOOL PLACEMENT CONTACT

Purpose:

a. To communicate to school the plan for transition and obtain their cooperation if they are involved in formal transition plans.
b. To prepare the school for the child's enrollment.
c. To obtain copies of the textbooks and materials the student will be using upon his return.
d. To familiarize the principal with Re-Ed in general and with the student's situation if an ongoing relationship had not been in existence.

Procedure:

LTC meets with school principal and carries out the above purposes.

30. PARENT CONTACT

Purpose:

To communicate the transition plan to the parents and get their cooperation.

Procedure:

LTC phones or visits parents to carry out the above objective.

31. ARRANGEMENT FOR POST-TESTING

Purpose:

a. To enable diagnostician to have time to perform post-testing prior to student's discharge.
b. To decide which battery of tests need to be given.

Procedure:

a. LTC arranges for the diagnostician to perform post-testing as soon as possible after the final discharge date is confirmed.
b. LTC meets with the team members to decide the tests to be given at post-testing.

32. REPORT OF POST-TESTING

Purpose:

a. To communicate the results of post-testing to the team and other Re-Ed staff members.
b. To have a record of post-testing results.

Procedure:

a. LTC receives report from diagnostician and places it in the student's permanent folder.
b. LTC communicates the test results to the team and other Re-Ed staff members.

33. FINAL EVALUATION MEETING

Purpose:

a. To review the student's progress along the lines of the existing terminal objectives.
b. To review the parents' and/or significant others' progress along the lines of the terminal objectives.
c. To review techniques and programming found effective and ineffective.
d. To make specific recommendations to those working with the student in the future.

Procedure:

LTC and other team members meet to accomplish the above.

34. RECORDING OF FINAL EVALUATION (done by Day Teacher-Counselors and Night Teacher-Counselors in some Re-Ed schools).

Purpose:

a. To have a record of the final evaluation.
b. To communicate to all those who will be working with the student and his family concrete recommendations.

Procedure:

a. LTC writes a report of the final evaluation and places it in the student's permanent folder.
b. LTC sends a copy of the report to the individuals who will be working with the child in the future.

35. SCHOOL PLACEMENT VISIT

Purpose:

a. To familiarize the principal and the student's future teacher(s) with the Re-Ed program in general and the specific needs and abilities of the student if not already done as part of transition planning contacts.
b. To communicate pertinent information such as found in the final evaluation about the student to the teacher(s).
c. To arrange for the student to visit the school prior to enrollment if this is possible.

Procedure:
a. LTC arranges for this visit with the principal of the school.
b. LTC makes class placement arrangements at this time and finalizes them if possible.
c. LTC communicates with the school's staff so as to accomplish the above purposes.

36. SCHOOL VISIT BY THE STUDENT

Purpose:

To acquaint the student with the teacher(s) and the general arrangement and atmosphere of the school.

Procedure:
a. LTC and student go to principal's office to make their presence known.
b. LTC and student secure appropriate literature (e.g., student handbook, school floor plan, etc.)
c. LTC introduces student to teacher(s) and perhaps guidance counselors with whom the student will be involved.

37. FINAL PARENT-STUDENT-TEAM CONFERENCE

Purpose:
a. To provide an opportunity for the student and his parents to set goals and plan for the future.
b. To explain follow-up procedures and obtain a commitment from parents to cooperate with this procedure.
c. To review the student's program at the Re-Ed school and the progress of the family during his stay.

Procedure:

LTC organizes and moderates conference involving parents, student, team members and, if possible, the agency worker. The latter is present to clearly define the support he will be providing in the future.

38. FINAL ENROLLMENT AGENCY CONTACT (may be accomplished at final parent-student-team conference)

Purpose:
a. To explain the relationship the LTC will maintain with the family, school and agency and other community resources.
b. To obtain agency discharge form.

Procedure:
a. LTC communicates to the agency his continuing interest, the follow-up plans that have been made, and his availability for assistance when needed.
b. LTC has agency fill out discharge form and places it in student's permanent folder.

39. FINALIZE STUDENT'S PERMANENT FOLDER

Purpose:

To make sure all the necessary information is contained in student's permanent folder and add any additional information necessary so that folder is ready to be transferred to follow-up file.

Procedure:
a. LTC reviews permanent folder.

b. LTC adds student's graduation photograph to folder.
c. LTC fills out Liaison Discharge Form and places it in folder.
d. LTC has completed folder transferred to follow-up file.

POST-ENROLLMENT

40. FOLLOW-UP (continues for 2 years or as long as necessary)

Purpose:

a. To provide information to help evaluate the effectiveness of the Re-Ed program.
b. To determine whether and what kinds of services are needed during the post-enrollment period.
c. To assure the student and family of Re-Ed's continued interest in them and their progress.

Procedure:

LTC systematically contacts student and his family either by phone or through personal visits to provide and carry out the above objectives.

41. FOLLOW-UP SERVICES

Purpose:

a. To assist parents and teachers in working with the student more effectively.
b. To maintain the gains made in the Re-Ed school.
c. To provide support for the student during difficult or crisis situations in the post-enrollment period.

Procedure:

LTC provides any and all services felt necessary as a result of follow-up information.

42. RESEARCH DATA COLLECTION

Purpose:

To determine the effectiveness of the Re-Ed program over time.

Procedure:

LTC administers to selected students and their family at predetermined intervals forms which solicit information needed for follow-up research purposes.

THE REQUIREMENTS OF A LIAISON TEACHER-COUNSELOR

"A teacher-counselor is a decent adult; educated, well trained; able to give and receive affection, to live relaxed and to be firm; a person with private resources for the nourishment and refreshment of his own life; not an itinerant worker but a professional through and through; a person with a significance of time, of the usefulness of today and the promise of tomorrow; a person of hope, quiet confidence, and joy; one who has committed himself to children and to the proposition that children who are emotionally disturbed can be helped by the process of Re-Education."

Nicholas Hobbs

The above quotation is a capsule definition and description of a teacher-counselor. In a general and ideal sense, it describes the kind of person Re-Ed looks for to fill the demanding role not only of Liaison Teacher-Counselor but of all the Re-Ed staff positions. To relate this definition in a manner which more specifically defines the requirements of the liaison role, it is necessary to look more closely at the type of person needed to fill it.

The preceding section has presented a comprehensive outline of the liaison activities. The LTC must perform many kinds of activities and be involved in many different capacities as an integral part of the total Re-Ed effort to help a child and his family. To perform these functions efficiently and effectively and in a manner which affords personal and professional satisfaction, the LTC needs a certain type of educational and experiential background and should possess certain abilities and personal qualities. What this background should be and what characteristics the LTC should have is the subject of this section.

The requirements presented below are those for the ideal LTC, those necessary to most efficiently and effectively carry out the liaison role. While it is recognized that no one individual will come to the liaison position with all of these requirements, it is possible to select a liaison staff on the basis of how close an individual approximates the ideal. Furthermore, it is not possible to specify exactly the type of person most suited for liaison work; many individuals with different backgrounds have performed the liaison role very successfully. The focus of this section will be on those characteristics and backgrounds felt to be most relevant to the liaison role.

The liaison requirements fall into the following four categories: (1) educational background which includes not only the type of degree the individual should have, but the type of courses taken for the degree and any other relevant training or educational experience which can contribute to the necessary learning input; (2) types of experience that an individual should have had to provide not only a practical application of these learning inputs, but first-hand direct familiarity with the types of situations he will face in the liaison role; (3) role-relevant skills and abilities; and (4) personal qualities and attributes.

EDUCATIONAL BACKGROUND

Throughout this section it will become apparent that an individual in the liaison role needs to be experienced in, oriented toward, and have a firm knowledge of the classroom and the public school system. Re-Ed is itself an educational institution, and the LTC not only must operate as a member of this institution, but a great deal of his role requires successful interaction with the public schools, from the child's teacher to the local board of education. Typically, successful performance in the liaison role requires that an individual have a degree in education. This degree can be either in elementary or secondary education depending upon the type of children served by the Re-Ed center in which the LTC works. In addition to or in lieu of a bachelor's degree in public education, a graduate level degree in special education is also an appropriate background for liaison work.

Few if any degree programs provide all of the learning input that would be helpful in carrying out the liaison role. There is a great deal of dissimilarity in the course content of degree programs in different universities. For example, a degree in primary education from one university may require a course in special education services in the public schools while another university may not require such a course as part of the degree program. In addition, some of the input which would be useful in the liaison role is not necessarily a part of any degree program in public or special education. This knowledge must instead come from other types of learning experiences such as discussion or lecture groups, seminars, in-service training, study in minor areas at the undergraduate level, self-study, graduate courses, sensitivity training, or practical experience. Since it does not suffice to say that an individual merely needs a degree in public or special education, it might prove helpful to define below some of the more important areas in which formal learning should have occurred or needs to occur. These areas are discussed below within the context of the functions which the LTC performs.

MAPPING THE ECOLOGY

Mapping the ecology is largely an information-getting function which is carried out in part through interviews with the child's family and school, the referring agency, and other significant individuals in the child's ecolog In addition, part of the consultation function involves information-getting f the purpose of problem-solving. This information is also gotten by means of the interview. Thus, it is very helpful that the LTC have a knowledge of the techniques of interviewing so that these personal contacts result in pertinen information.

ASSESSING THE ECOLOGY

Assessing the ecology is a liaison function which involves evaluating a gr deal of information for the purpose of determining "problem areas" in a child ecology. There are two basic areas in which such assessment occurs. In conjunction with the other team members, the LTC must assess the child, determin his weaknesses and strengths, his productive and non-productive behaviors. T LTC, in conjunction with the other team members, must also assess the support system for these behaviors. To assess these two basic areas, the LTC must be prepared with a certain educational background which includes study in behavioral and developmental psychology. Knowledge from these two areas is necessary not only in assessing the ecology, but in carrying out the program development and implementation functions. For now, however, let us discuss these areas in terms of how inputs from them help the LTC to assess (1) the child, and (2) his support system.

Assessing the Child

Developmental Psychology: To determine a child's productive and non-producti behaviors, some understanding is needed of what can be expected from the child on the basis of his present developmental stage or level. A knowledge of developmental psychology enables the LTC to compare the child's academic, social, and physical behaviors with other children of the same age. Such a comparison helps him to understand the areas in which the child is truly falli behind, or not meeting the level of behavior normally expected. In addition, a knowledge of developmental psychology helps the LTC to evaluate the developmental history of the child. Such an evaluation may help to provide clues as to factors related to the child's disabilities and strengths.

Learning Disabilities: The children referred to a Re-Ed school often have specific learning disabilities (such as poor hand-eye coordination, auditory-motor difficulty, fine or gross motor problems, dislexia, etc.). While a knowledge of developmental psychology can tell the LTC that the child may be behind in the normal development of these abilities, a deeper and more thorou knowledge of them is required to adequately assess the child's competencies and learning disabilities.

Behavior Disorders: The Re-Education program is oriented toward behaviors an treatment of children whose behaviors are not meeting the expectations of oth whether these behaviors are in the academic, social or physical areas. This bias requires that the LTC have a firm knowledge of behavior disorders, their development and treatment.

Tests and Measurements: Every child referred to a Re-Ed school undergoes an extensive battery of tests administered by the Educational Evaluator (diagnostician) for the purpose of assessing the child's abilities. While these tests provide valuable indicators and tools of assessment, their results need to be interpreted and understood by the LTC so that they may be assimilated into the total picture of the child. Thus, the LTC must have a minimal knowledge of tests and measurements: an understanding of testing procedures, testing situations, norms, standard deviations, validity, reliability, and so forth.

Assessing the Support System

Theories of Learning: Re-Ed has a learning bias. It believes that a large majority of both productive and non-productive behaviors are learned. When a child comes to us with problem behaviors, it is necessary to assess the ways in which these behaviors are learned and maintained. Thus, some knowledge of the theories and principles of learning (reinforcement principles, modeling, trial and error learning, etc.) is very helpful in assisting the LTC to carry out the assessment function.

General Psychology: To understand and assess the needs of the significant individuals in a child's ecology, it is helpful that the LTC have a background in psychology at least at the general level. Such a background helps to provide some understanding of the needs, aspirations, motivations, feelings, attitudes, and so forth, present in the child's home and family situation. It is these psychological factors which must be dealt with and in some measure satisfied by and through the services of the LTC.

Community Organization and Structure: The LTC is oriented toward working with a child's ecology. The community in which a child lives forms an important part of that ecology. In addition, the LTC works with the community in mobilizing its resources to help a child and his family. Thus, there is a need for an understanding of the interrelations of human beings within the environs of the community and the ways in which the community can and does meet the needs of its members. Every community contains many different sub-cultures which affect the lives of the individuals within these sub-cultures. As such, every child and his family are a product of some sub-culture and to understand them we must first understand it. Some of the things that may be important at this broad level of understanding are mobility within the community, extent of family dislocation, class structure and values, customs, and so forth.

Social Problems: "Emotional disturbance" is itself a social problem and an understanding of it requires a knowledge of its social relatedness. In addition, there are often other forms of "deviance" or deviant behaviors that need to be understood and dealt with in providing services for a child and his family. Such problems as delinquency, prostitution, alcoholism, mental illness, criminality, incestual relationships, and homosexuality are occasionally involved in the ecological situation of a child referred to a Re-Ed school. To adequately serve the child and his family, the LTC needs to have some understanding of such social problems.

PROGRAM DEVELOPMENT

Once the child and his support system have been assessed by the team members, a program is developed to enhance the child's productive behaviors. Actually, there are two plans or programs developed to reach the goals set for the child. The first is called the curriculum and consists of a plan to work directly with the child. The second is a plan to work with significant individuals in the child's ecology. As part of the team which designs the program for the child and his support system, the LTC needs a background in several specific areas. As in assessing the ecology, these educational areas can be discussed within the context of the two areas for which the LTC helps to design programs.

Developing the Program for the Child

Principles of Behavior Modification: Behavior modification techniques are the practical application of learning theory to specific learning situations. One prime purpose of a Re-Ed school is to effectively and efficiently modify a child's behavior such that he more adequately behaves in accordance with the expectations of others. The use of behavior modification techniques is a prime aspect of the program developed for the child. Because the LTC assists in developing this program, it is necessary that he have an understanding of these principles and techniques.

Curriculum: The total program for the child while he is at a Re-Ed school is called the curriculum. This curriculum is similar to normal public school curriculum in that it is a planned learning experience designed to teach the child productive academic, social, and physical behaviors. However, the notion of curricula is extended to include every waking minute during the child's stay at the Re-Ed school, and, as much as possible, on the weekends when he goes home. Every minute in a child's life, whether he is engaged in playing, studying, or eating, is part of his total learning experience. Thus, the curriculum at a Re-Ed school is a 24-hour planned learning experience. While the LTC does not need to be as knowledgeable as the DTC and NTC in curriculum design, content, methodology, and materials, he does need some background in this area. Usually, an education course in curriculum at the level of education of the children the LTC serves will provide sufficient knowledge.

Educational Procedures in Special Education: The classroom orientation in dealing with children with behavior disorders requires that the LTC have a general knowledge of how to effectively structure learning situations so that a child is helped to behave more appropriately and competently. Such a background helps the LTC to understand how curricula and classroom procedures can be modified to more effectively educate children with behavioral handicaps and learning disabilities.

Developmental Psychology: Again, a knowledge of developmental psychology helps the LTC design a program which takes into account the developmental level of the child and establishes certain expectations that can be made for his future development.

Group Dynamics: Since every child enrolled in a Re-Ed school is a member of a group, and his program is oriented toward developing successful group interactions, a knowledge of group dynamics is necessary in designing a program which makes effective use of group interactions to help the child attain his goals.

Developing the Program for the Support System

The LTC has the prime responsibility for designing a program to work with the significant individuals in the child's ecology. This is true because he will be the one who will carry out this program and work intimately with these individuals. To effectively design this program, the LTC must have some understanding of human psychological needs and how these needs are met within the community. While the educational input necessary for this understanding can come from study in many fields, a few specific areas can provide the necessary input. These areas are: basic psychology, basic sociology, marriage and the family, personality, social psychology, and human relations.

PROGRAM IMPLEMENTATION

Below is an outline of the various areas in which the LTC should be knowledgeable to help him carry out the program designed to work with the significant individuals.

Working with the Schools

Organization and Administration of the Public Schools: Since the public school plays a significant role in the life of a child, the LTC's efforts are heavily directed toward working with the public school personnel. In order to deal effectively with these individuals, the LTC needs to have a general understanding of how the schools are organized and administered.

Educational Sociology: It is important that the LTC understand the role which the public school plays in meeting the needs of the community. This is especially relevant when the schools are viewed as agents of mental health in the community. Some of the efforts at prevention involve working with public school personnel to teach them how to spot emotional disturbance and to help them become more effective in meeting the needs of their students, not only on the academic level but on the social-psychological level as well.

Working with the Parents and Family

Much of the same understanding that was necessary in assessing the child's support system and in developing a program to work with it is also required in dealing with the child's family. To be prepared to deal with the child's family effectively, the LTC needs a background in general psychology, community organization and structure, social problems, marriage and the family, personality, social psychology, human relations, and basic sociology.

Working with Community Agencies and Services

Community Agencies, Resources, and Personnel: Because the LTC deals so greatly with a child's community and must interact with many community individuals in providing resources for a child and his family, he needs to have a thorough knowledge of all the available resources and resource individuals within that community. He needs to know what community services are available, the economic and social structure of the community, the significant individuals in community agencies, the service individuals in the community (policemen, doctors, ministers, etc.) and so forth. In addition, some orientation is needed to social welfare services in general since these services are often a part of the child's ecology at the time of his referral and remain an active part of the services for the child and his family during and after his enrollment in a Re-Ed school.

Working with the Ecology in General

Group Dynamics, Social Psychology, Human Relations: A large part of the LTC's time is spent in direct interaction with individuals and groups. The individuals he interacts with are the family members (parents, siblings, relatives), school personnel, personnel from community agencies, neighbors of the child's family, and other Re-Ed staff members. In interaction with these individuals social processes are occurring which strongly affect the nature and effectiveness of these interactions. For instance, attitudes enter into the quality of the interactions and need to be dealt with to insure that these interactions are productive and satisfactory. In addition, a knowledge of group dynamics is helpful to the LTC in interacting in group meetings, such as the team and faculty meetings. So much of the smooth functioning of a Re-Ed school is dependent upon successful group interactions which are task-oriented and ones which maintain productive relationships among the group members.

CONSULTATION, EDUCATION, AND PUBLIC RELATIONS

Part of the liaison role requires that the LTC provide information to the community. This information may be in relation to the services he provides for a specific child enrolled in a Re-Ed school in which case it is called consultation. Or this information may be in relation either to the parent education classes he gives with the other team members or to the various types of formal educational experiences he provides for parents, teachers, liaison trainees, and other individuals in the community. This information is provided as part of the LTC's general education functions. In addition, some information can be classified as public relations since it serves to orient the public to the Re-Ed program and provide them with some familiarity, understanding, and acceptance of its work.

The information provided as part of either of the above three functions can be the same. Whether this information-giving activity is called one function or another will depend upon the situation in which it is given, the purpose the information serves, and to whom the information is directed. Thus, the LTC needs to be knowledgeable in the following areas relevant to the type of information he provides in carrying out the above three functions: behavior disorders, learning disabilities, behavior modification principles and techniques, curriculum, theories of learning, developmental psychology, and the Re-Ed program. We have discussed all but the last previously, so there is little need to discuss them further. The last area, the Re-Ed program, is a very important area in which the LTC must be thoroughly familiar, especially since he must so often describe the Re-Ed program's philosophy and biases, and the Re-Ed school's purpose, function, and operation to families, agencies, professionals, and other individuals in the community. The LTC needs to know what kind of services are provided through the Re-Ed facilities, how these services relate to other community services, how the Re-Ed school operates in providing these services and accomplishing its goals, what kind of child is appropriately served through the Re-Ed school, and so forth.

GENERAL

A knowledge of the philosophy and biases of the Re-Ed program is important not only in carrying out the information-giving functions, but in carrying out all of the liaison functions. The philosophy and biases of the Re-Ed program form the foundation for every Re-Ed school. This philosophy guides the operation and function of the Re-Ed school and forms the framework within which the LTC carries out his role. To carry out this role optimally and in accordance with this philosophy, the LTC must have a thorough knowledge of the "why" of a Re-Ed school, the principles upon which it operates, and the orientations which it has.

EXPERIENCE

A very important pre-requisite for an individual filling the liaison role is that he has had the opportunity to put into practical application the things he has learned as part of his formal learning experiences. Knowledge from the areas just described merely provide tools which an individual can use; it is through the practical application of this knowledge that he gradually becomes adept in using these tools to their fullest. Thus, experience is very important in helping an individual gain facility in using the things he has learned. In addition, experience is a valuable means of acquiring knowledge. The reality of the community, the classroom, the family, etc., can never be conveyed through course work alone; there is much that can be learned only by experience.

It is extremely helpful that the LTC has had experience in doing the kinds of activities that are a part of the liaison role. Thus, the LTC should have some experience in working in or with groups, a community, community agencies, public schools, and families. In addition, there are some types of needed experience which are not directly related to the services which the LTC performs, but do help to give him an understanding of the people with whom he works. Because the LTC must work so intimately with parents, it is helpful that he himself be a parent. It is often hard for parents to accept the advice of someone who does not himself have children. Being a parent helps a great deal in empathizing with the parents of a child enrolled in Re-Ed, in seeing things from their viewpoint. In addition, because his work is very much oriented toward the classroom setting, both within the Re-Ed school and with the child's regular public school, it is helpful that the LTC has had actual teaching experience with normal and/or special children. It is important too that this teaching experience has been both satisfying and productive. Should this have not been the case, it might strongly affect the way the LTC feels about the public school personnel and the way in which he interacts with them. Teaching experience provides not only an understanding of the child in the classroom but of the operation and administration of the public schools.

SKILLS AND ABILITIES

Specific experiences and formal education work together to help the LTC become proficient in the skills necessary to perform liaison work. Yet there are many skills which are not necessarily developed through formal learning experiences and/or through the specific types of experience discussed in the previous section. These skills and abilities are developed gradually over time as the result of many different experiences. They are the kinds of abilities which are an integral part of the individual, which are a part of his everyday living and not just a part of his role as LTC. These skills and abilities which are a necessary part of the liaison role compose four categories: communication, recording, social, and evaluative skills.

COMMUNICATION: The most significant aspect of the liaison role is communication. Much of this was discussed in Section II under the communications function. An LTC must, therefore, be extremely adept in communications skills. He must be a good talker, a good listener, and able to communicate clearly, precisely, and directly both over the telephone and in face-to-face interactions.

RECORDING: The recording activities of the LTC have been more implied than directly stated thus far. One reason is that they are so much a part of the liaison role and so involved in his everyday activities that this function does not clearly stand apart from the others. Recording is a large part of the communications function. Testing results, meetings, evaluations, information about a child and his family, etc. need to be communicated to other members of the Re-Ed staff, to the agency, to the school, and so forth. A great deal of the LTC's time is spent recording information and a great deal of the success of the Re-Ed program is dependent upon accurate, concise, clear, and thorough recording.

SOCIAL: The liaison role is in many respects a social role which is dependent for its successful functioning upon the individual's ability to work and interact successfully with many different types of individuals in many different situations. All of the social skills such as tactfulness, cooperation, courtesy, etc., are a necessary requirement in the liaison role. There is no need to belabor this point; in general, an LTC must be able to get along and enjoy interacting with people.

EVALUATION: Evaluation skills are those skills involving thinking, judgment, and making decisions. The LTC must be able to evaluate information objectively and to be able to sort out the relevant from the irrelevant. Since time is often too short to accomplish all that could be done, he must be able to accurately assess a child's situation and his ecology and to decide what information is important and what is not. Furthermore, he must be able to summarize a great deal of information which needs to be recorded and/or passed on to others. Because of the nature of the liaison role, an individual filling this role must be able to make such evaluations under pressure.

PERSONAL CHARACTERISTICS

Possibly the hardest of all liaison requirements to define are those relating to the personal qualities an individual must possess to optimally perform liaison work. Yet, these qualities are possibly the most important of all liaison requirements. Many characteristics come to mind in describing the ideal LTC. Warmth, genuineness, sincerity, sensitivity, perseverance, acceptance, creativity, resourcefulness are just few of the many personal qualities that are extremely important.

These qualities cannot be taught nor are they learned through specific experiences; neither are they developed as easily as skills are developed. They are the core characteristics of the individual -- the way he relates to adults, to friends, to children, and to the world. They are strongly intermeshed with his philosophy, his way of life.

The liaison individual must be a certain type of person; he must come to Re-Ed with certain personal qualities. This is the major reason why these personal requirements are the most important: they are the core of the individual and there is, therefore, little in the area of personal qualities that we can do to provide learning input, special training, or particular experiences to produce the kind of person needed to fill the liaison role.

We could list a large array of personal characteristics required for the liaison role. However, it might be more helpful to state in a general way the most important characteristics which, in turn, subsume many of the other characteristics. For an individual to optimally perform in the liaison role he must be sensitive and understanding, open and giving, creative, and optimistic.

SENSITIVITY AND UNDERSTANDING

The liaison role requires that an individual be sensitive to his own needs, to the needs of others, and to the needs of a given situation. Such sensitivity helps him to objectively understand himself, to empathize with the significant individuals in a child's ecology, and to determine what needs to be done in a given situation.

It is very important that a liaison individual be able to free himself from his own needs as he interacts with other people in providing services for a child and his family. Since he needs to become very intimately involved with the welfare of others, his role requires that he be able to divest himself of his own self-interest. Ideally, administering to the needs of others becomes the LTC's prime orientation, and successfully doing so becomes his prime need in the liaison role.

To provide appropriate and thorough services, the LTC must be able to "feel" the needs of others and to respect these needs as though they were his own. It is often hard for an individual to determine the needs of others without interpreting these needs in light of his own, yet this is a very important requirement if he is to effectively assess the kinds of services required to help a child's ecology to function more successfully.

Sensitivity to the needs of a given situation is also extremely important. Everyday and crisis situations arise in which many individuals are involved, each wanting to be understood and to have their needs attended to. These situations must be approached with an understanding of the needs of all these people so that solutions are found which give consideration to all the needs in any situation.

OPEN AND GIVING

A liaison individual needs to be "free." He must be free to receive information and to be open to the feelings and thoughts of others; he must be free to give of himself without reservation. To be open and giving implies having respect not only for others but for oneself as well. Respect for others leads to concern for their welfare; respect for oneself leads to the confidence that one can help others provide for their own welfare. Above all, being open and giving involves communicating to all the people he interacts with the feeling that they are unique individuals, that they are worthwhile human beings. It also involves helping to give these people the courage to fulfill their potential whether it be as parent, teacher, community agent, or child.

CREATIVITY

A liaison individual needs to be a poet for he deals with the essentials of life; he needs to be an architect for he helps to design and construct a better world. An LTC needs to be creative for he must help to fill the voids that exist in the lives of the children and families he serves, and he must find unique ways of helping these individuals fill their own voids. He must join with others to create an environment which draws these people to their full potential as human beings. This creative ability extends from the mundane to the sublime. He needs to create resources where resources do not exist, to create solutions out of desperation, harmony out of disharmony, joy out of sorrow.

OPTIMISM

The LTC must be able to feel that something can be done to help children and their families, that there are many people who are sincerely interested in their welfare and who can be called upon to assist in the effort to help them. He needs to believe that every problem has a solution, that goals can be reached, that life holds more for every individual than he presently has, and that the "promise of tomorrow" can and will be realized. It is this optimism which is necessary to give him the courage to persevere until that promise is fulfilled.

THE APPLICATION OF LIAISON SERVICES TO OTHER COMMUNITY SETTINGS

Liaison services are the functional outgrowth of our concern for total person and of our commitment that services for an individual must extend to those who strongly influence his life. These services have developed out of the recognition of man's social relatedness -- that man is rooted in his environment -- and that we cannot adequately help to foster his maximum development unless our programs deal with the individual's ecology as well as with the individual. To do otherwise is like treating an individual's burns and then placing him back into the burning house.

Liaison services can be a valuable extension of any program. They are not necessarily limited to a Re-Education program or, for that matter, to programs which seek to help the mentally, physically, and culturally handicapped, but can be just as potent in working to fulfill the potential of "normal" individuals.

The liaison role in Re-Ed is one application of the concept of liaison services. These services have been modified by the Re-Ed setting and defined by the needs and facilities of the Re-Ed program. Applied in other community programs, liaison services will differ; however, there are certain aspects which define these services regardless of the setting in which they are provided.

In defining the essence of liaison services, it is not necessary to view it in the context of a single role. It is not important whether liaison services are provided by one liaison individual -- as in the Re-Ed program -- or whether they are intermeshed with the total services of a program and are provided by many different people. What does matter is that these services are provided.

In essence, liaison services are those which seek to establish and maintain the active concern, interest and commitment of those persons in an individual's ecology who can help to foster his maximum development and the realization of his potential. Thus, the essence of liaison services is to insure ecological support.

To get this support, liaison services function as an advocate for the individual, presenting him to those in his ecology who can establish an environment in which he can grow and mature. To activate this support, liaison services function as a "catalytic" agent in the ecology to mobilize its resources. To maintain this support, liaison services facilitate communication by providing vehicles for the free flow of information between the program and significant individuals in the ecology.

It would be time consuming to theorize on how liaison services could be applied in such community settings as the public schools, mental institutions, community mental health centers, public welfare services, state employment security divisions, day-care centers, vocational rehabilitation programs, public health services, etc. It is possible, however, to describe programs which are currently utilizing liaison services and applying the concept of "liaison" to their own work. The following is a brief description of several programs in community settings which utilize liaison services. The programs described are not meant to be definitive but merely suggestive of the different ways in which the liaison concept is being interpreted by others.

ITINERANT LIAISON TEAM:

PINE BREEZE SCHOOL (Chattanooga, Tennessee)

The Itinerant Team is part of the faculty at the Pine Breeze School for Adolescents, a facility of the Tennessee Re-Education Program, Department of Mental Health. The team is composed of two educators who have training and experience in the area of special education. The goal of the Itinerant Team is to prevent chronic failure, expulsion, dropping out of school, and the need for residential treatment of school-aged adolescents. The team attempts to attain this goal while maintaining the student in his natural home/school environment.

The team becomes involved in the programming for a student only upon the request and cooperation of the classroom teacher(s), the parents, and the school principal. For the itinerant team to work with a particular student, it would not be necessary for all of the student's teachers to seek the Team's assistance.

Referral to the program comes initially from the student's teacher(s) and principal through the Supervisor of Psychological Services for the county school system who passes the request on to the liaison department at Pine Breeze School. The Itinerant Team then visits the principal who made the request to explain the program and referral forms. The student's family is informed of and vitally involved in the plans for the student. A family conference may be arranged by the principal or guidance counselor for this purpose. In addition to the questionnaires completed by the parents and the teacher(s), psychological test scores, a social history, or other information may be requested as part of the referral information.

The requirements for services by the Itinerant Team are that (1) the student's learning potential is felt to be average or above, (2) he is a behavior problem in the classroom, (3) he can function at his present grade level and (4) his parents, the referring teacher(s), and the principal ask for such assistance and are willing to work closely with the Itinerant Team.

Initially, the Team observes the student in the class(es) of the teacher(s) requesting Itinerant Team assistance. The Team then meets with the teacher(s) to discuss these observations. At this meeting, the Team and the teacher(s) formulate a program for changing the student's behaviors. The student is observed periodically by the Team in the classroom to evaluate the program's effectiveness. When necessary, the Team works with the parents to promote constructive change in the family. Appropriate community resources are mobilized to obtain support for the student. After approximately one month, the Team withdraws from the project. However, it does continue to provide consultation or support at the request of the teacher.

EXTENDED DAY TREATMENT PROGRAM:

HAMILTON COUNTY (TENNESSEE) COOPERATIVE PROGRAM

This program is a cooperative effort involving the Hamilton County Public School System, Tennessee State Vocational Rehabilitation, and Pine Breeze Re-Education Center (Department of Mental Health). Re-education procedures are utilized in working with students (ages 14-18) who have academic deficiencies which in some cases underlie behavioral problems. These students are referred to the program through the typical Re-Education Program referral procedures. The population served by this program is similar to the adolescent Re-Ed center population except that their problems are less severe and the degree of family integration and the home situation are generally better. Thus, it is felt that these students can profit more from a day program rather than from a residential-type treatment program.

There are four groups in the extended day program. Two groups are based at the Pine Breeze Re-Education Center, one group serving girls and the other group serving boys. The other two groups are housed at the Hamilton County Occupational Training Center, a joint facility of Vocational Rehabilitation and the county schools who use this center as a facility for mentally retarded individuals. One group serves boys; the other serves a mixed group of boys and girls.

Monday through Friday the students come to the program at 8:30 each morning and remain until 9:00 that evening. The program is the same as the Re-Education residential program except that the students go home each evening. The Day Teacher-Counselor is primarily responsible for academic programming, the Night Teacher-Counselor is primarily responsible for behavioral programming, and the LTC works with the student's ecology providing inter-communication, mobilization, coordination, consultation, parent and pbulic education, follow-up, and so forth.

DAY TREATMENT PROGRAM

COMMUNITY MENTAL HEALTH CENTER OF ESCAMBIA COUNTY (FLORIDA)

The day treatment program at the Escambia County Community Mental Health Center is unique from two standpoints. First, it is one of the first community mental health centers to provide a day treatment program for psychotic as well as neurotic patients. The program serves adolescents and adult psychiatric patients and is described as "an alternative to hospitalization." Second, it is one of the few programs which utilizes an ecological and behavioral treatment approach.

Patients are referred to the program and Center mostly through the State Division of Vocational Rehabilitation which is the prime source of funding for the program. Other referrals come from the outpatient clinics of the state hospitals, public health nurses, churches, schools, and from other community professionals. In addition, the program accepts "walk-in" clients.

The staff of the day treatment program consists of a director (clinical social worker), a psychiatric nurse, two public school teachers, an arts and crafts instructor, a home economist, and specially trained and supervised volunteers from the community. The staff receives training through weekly meetings during which example cases are discussed. All except the volunteers participate in these meetings. The volunteers provide instruction for the patients in art, ceramics, woodworking, sewing, dancing, and cooking. Once a week a beautician visits the Center to help the women with their hair and to demonstrate ways in which the women can maintain good appearance. Community people are brought in occasionally to discuss such topics as sex education, birth control and family planning, activities in the community, religious organization services, and so forth. A very recent addition to the staff has been a special education teacher who consults with the staff and works with the public schools and the community in a liaison capacity.

The day treatment program is a five-day-a-week program from 8:00 a.m. to 3:00 p.m. each day. Not all patients participate in the program every day or for a full day's schedule. The extent of participation depends upon the needs of the patient, his accessability to the clinic, and/or his involvement in other treatment programs or activities (work, vocational training, public school or college, etc.). In the majority of instances, the prime goal of the program is to bring the patient to a high enough level of functioning so that they may undergo pre-vocational evaluation and subsequently vocational training through the State Vocational Rehabilitation facilities. Though the orientation and goals are predominantly aimed at successful job placement, the program also stresses the management of the individuals ecology so that he can interact within the community in a more competent and appropriate manner.

The patients are divided into two groups, each led by a team composed of two staff members. Every morning there is a group meeting during which the two team members lead the group in discussions pertaining to the setting of goals for each group member, and reflect upon how well the group members have attained previous goals. The team members make use of group dynamics, group setting of individual goals, and group pressure to help the group members attain their goals. Most goals reflect the emphasis on establishing more competent and appropriate social behaviors -- good posture, neat appearance, refraining from using fowl language, engaging in appropriate social interaction, helping other group members, and so forth. Depending upon the needs of the patient, some goals reflect the emphasis on remedial reading, better mathematical skills, and other academic competencies.

The program utilizes structured reinforcement to help the patients attain their goals, applying rewards when they do so and withholding them when they do not. Examples of the types of reinforcement used are food, allowance, free cosmetics, the opportunity to have one's hair done, being taken out to lunch by a staff member.

Each team member engages in liaison activities in the afternoons involving work with the individual's ecology. Typically, the team members alternate in such work; one works in the community while the other works with the group at the Center. This procedure is not, however, routine. Whether one or the other team member works in the community on any day will depend upon the needs of the patients, the arrangements made, and so forth. As part of his liaison activities, each team member visits or contacts community resources to mobilize their support, to provide an understanding and familiarity with the program, and to establish open lines of communication between the program and the community on behalf of the patient.

Since most referrals are made through the Vocational Rehabilitation office, follow-up is performed mainly by the VR counselor serving the patient during and after his stay in the program. A plan for staff involvement in additional follow-up activities is currently being explored. Such involvement would insure continued interest and provides additional services when necessary.

Additional liaison functions carried out by the staff are those of parent and public education, consultation, and crises intervention. Parent (or relative) meetings are held once a week and significant relatives of the patient are encouraged to attend. At these meetings the relatives are oriented to the program and given some understanding of the program's goals. Also at this meeting, there is consultation with these individuals on the specific problems of their relatives, the goals that have been set, the ways these significant individuals can respond in order to maintain desired behaviors, and so forth. Education and consultation are given to local universities, nurses' groups, churches, psychology and social work students, volunteers, and nursing students.

CHILD DEVELOPMENT CONSULTANT:

GEORGE PEABODY COLLEGE FOR TEACHERS

The Child Development Consultant (CDC) is a new type of specialist which grew out of the awareness of the importance of early development in the future achievement and mental health of children. The prime function of the CDC is to facilitate normal growth and development for pre-school children and to help bring about optimal learning conditions for children in grades K-3. He accomplishes this by providing information concerning individual differences, through the early identification of incipient difficulties of particular children, by assisting teachers to understand both the ecology of the classroom and principles of behavior management and modification, by diagnosing and identifying learning disabilities, and by referring children to appropriate specialists.

The CDC is employed as a staff member of one specific elementary school or child development center and consults with administrators, teachers, teacher aides, and the parents of children in pre-school and/or primary grades. His primary function is to work closely with the teachers in that school on behalf of all the children in their classes. In addition to medical and school records, information about any given child might be obtained through observation in the classroom, through interactions (e.g. tutoring) with the child, and/or through interviews with the child's teachers, parents or the child himself. On the basis of this information, the CDC meets with the child's teacher to develop a program for the child to enhance his productive behaviors and to facilitate his interactions at home and in school. The CDC involves the parents and gains their cooperation in implementing this program.

An important facet of the CDC role is establishing open lines of communication and becoming familiar with community resources. This is important for several reasons. First, in assessing the child, the CDC may find that the child needs further educational, physical or psychological evaluation. He would then make the appropriate suggestion to the teachers and parents and encourage them to have the needed evaluations made. Second, there are undoubtedly many community resources which would be valuable in effecting productive change in the child. When resources are identified as being helpful to the normal development of a particular child and/or all the children in the community, yet do not exist in the community, the CDC may play a part in creating or establishing such resources.

In addition to his other responsibilities, the CDC may provide in-service training and demonstration for the faculty and staff of the school in which he works. Not all of his work is directly related to his position on the school staff. The CDC is a consultant for the total community served by the school in which he works, and, as such, he acts in the interest of the community, providing additional services (e.g. consultation to parents of pre-school children to help prepare both the parents and the child for the child's entry into school).

The two-year masters pilot training program for the CDC is in its second year at George Peabody College for Teachers. All first-year students take practicum training in the Metropolitan Nashville school system, and, in their second year, take internship placements in a public school or child care center which has the option to hire the CDC at the completion of his training. The CDC program has an agreement with the metropolitan public schools to hire six to eight graduates of the program within the next five years.

FULLTON COUNTY (GEORGIA) CHILD GUIDANCE CLINIC

Under the auspices of the county Department of Public Health, the Fullton County Guidance Clinic serves "problem" children to age sixteen. This service consists mostly of evaluation and short-term treatment. Referrals to the clinic must be made by a teacher, social worker, pediatrician, or other professional in the community. Sixty percent of all referrals come from approximately sixty schools in the county.

A few years ago the clinic recognized that some vehicle was needed for inter-communication and cooperation between the clinic staff and the public schools. This need was born out of the recognition that the school plays a significant role in the life of a child and provides needed support for the clinic's efforts through such resources as special education classes, remedial instruction and psychological services. To meet this need, the clinic requested that a teacher, paid by the school system, be placed on the staff of the clinic to act as a liaison between the clinic and the schools. In 1968, the position of Liaison Teacher was established.

At the clinic, the Liaison Teacher is part of a mental health team composed of a social worker, psychologist and psychiatrist. After a child is referred to the clinic, the team members evaluate the child and his home and school situation. The psychologist sees the child for psychological testing; the social worker may see the parents; and the psychiatrist may do a medical evaluation or diagnosis if appropriate. The Liaison Teacher is primarily involved in the child's case during the early stages in which evaluation is done. She observes the child in the classroom. If appropriate, she may assess the child's learning abilities and disabilities. In addition, she interviews school staff members familiar with the child (teachers, guidance counselor, principal, school psychologist and/or social worker) to obtain information about the child and his home situation. The information which she gathers at the outset is communicated to the other team members at a formal team meeting.

The initial team meeting is a routine procedure: all four team members meet to discuss each child's case. Each team member does not necessarily provide information at this meeting. Whether a team member is involved in gathering information will depend upon the needs of the child and his general problems as determined by an initial screening. Beyond this initial team meeting, the Liaison Teacher is involved in a child's case only if a need has been determined in working with the school and/or in doing an evaluation of learning problems. The team members bring to this meeting any information they have about the child or his home situation, discuss the child's needs, and establish program relevant recommendations. Occasionally, the child's teacher(s) and/or principal are brought into this meeting.

The school system has one special education class for emotionally disturbed children. All children in this class are served by the clinic as long as the parents maintain contact. The Liaison Teacher works through the special class teacher with each of the children enrolled in this class. Consultation may be provided to this teacher on learning disabilities, curriculum design and development, educational procedures, etc. When the child moves out of this special class and back into regular school classes, the Liaison Teacher prepares the child for his transition and helps make it as smooth as possible. If the child exhibits problem behaviors once returned to regular school classes, consultation by the Liaison Teacher is available to his teacher(s). The Liaison Teacher is occasionally present at parent-teacher conferences to provide coordinated information. Should crises arise at home or in school, the Liaison Teacher may work with the teacher and/or mother of the child to help resolve the crisis situation.

THE VERTICAL TEAM:

GEORGE PEABODY COLLEGE FOR TEACHERS

The Vertical Team is an experimental program of the Child Study Center at George Peabody College for Teachers which serves children ages 6-12 who have been referred to it by parents and schools in the local community. The purpose of the program is to help children who evidence behavioral problems -- academic and/or social. The services of the team are essentially: (1) designing a program appropriate to the needs of the child, (2) individual work with the child on his major problems, and (3) communication with the parents and school to describe the programming done and to obtain their support and cooperation.

The Team is staffed by 5-8 Masters candidates at Peabody, one team captain (Ph.D. candidate), and a professor in the department of Special Education. The professor and the team captain serve as back up individuals who provide consultation and advice to the team members and assist them in their cases.

The Team first reviews an intake case folder which includes pertinent information about the child, such as a psychological evaluation, his school record, and, occasionally, a learning disabilities evaluation. Additional information, if needed, is obtained through the administration of appropriate diagnostic instruments. In addition to this information, the team member assigned to a child's case interviews the child and his parents to determine the home situation, and observes the child in the public school classroom (occasionally interviewing his teachers). When all of the information has been obtained and recorded, the Team meets to discuss the case.

At the meetings the Team decides what is needed and determines what other kinds of evaluations the child should receive (neurological, opthomological, auditory, perceptual, etc.) to further pinpoint the child's problems. If all or part of his problem is behavioral which is not resulting from some underlying physical deficit, the Team establishes a program to remediate these behavioral deficiencies. If the problem would be more appropriately attacked through the services of medical professionals, a recommendation is made to the parents.

The program for the child is designed to make him more competent and appropriate in certain major behavioral areas. Once the team decides upon a suitable program, one or more team members are assigned to engage the child in weekly programmed interactions. These interactions utilize principles of behavior modification to change the child's behavior to a more productive level of functioning.

Expectations for the parent's cooperation and support are clearly defined by the Team. The child's parents are brought in to observe the weekly interactions, and through such observations are shown how the proper use of reinforcement principles can produce productive behaviors.

If the child is receiving other community services (e.g. enrolled in a special education class, attending a speech clinic), an effort is made to communicate the program goals and techniques to these individuals, especially if these services are school oriented. If additional resources are needed but not currently being utilized, the Team makes recommendations to the parents.

THE KENNEDY CENTER

The John F. Kennedy Center for Research on Education and Human Development is a major research instrument of George Peabody College for Teachers. Its mission is to conduct basic and applied research in a number of specific areas and to provide a setting for training of educators and research personnel. At the present time the program of the Center is most closely associated with training activities of the Division of Human Development; however, the Center is so organized that it could further the interests of any division or department of the college. The Center is composed of the following institutes and research groups: Institute on Mental Retardation and Intellectual Development (IMRID), Demonstration and Research Center for Early Education (DARCEE), Institute on School Learning and Individual Differences (ISLID), Center for Community Studies (CCS), and Research Group on Behavior Disorders in Children (RGBDC). Numerous programs and demonstration projects are in operation at the Center as part of the activities of the research groups and institutes.

For several reasons (some peculiar to the needs of the Center and others relevant to the needs of any institution of this sort) the Kennedy Center employs a Liaison Officer whose functions are similar to those of the LTC in Re-Ed. The main distinction between this role and that of the LTC is that the liaison functions are carried out mainly at the program level rather than the individual level. Instead of working directly on the behalf of a specific child, the Liaison Officer works indirectly for children through program interpretation, regular communications with community agencies -- especially educational agencies -- and dissemination of information.

A major function of the Liaison Officer is to plan and execute a program to introduce significant people in the community -- local, regional, and national -- to the work of the Kennedy Center. The Liaison Officer must become familiar in some depth with the various programs of the Center to provide a substantial interpretation of the program to such people as educators, psychologists, physicians, interested citizens, health agencies, university faculty members, school system personnel, board of education members, and other professionals who visit the Center. An orientation to the Kennedy Center programs includes observation of the programs in progress, and discussions with the Liaison Officer and other involved persons. When an agency or group is unable to visit the Center, the Liaison Officer visits them to present an interpretation of the works of the Center. Through these activities, the Liaison Officer seeks to mobilize the support of the community professionals and local citizens for the programs at the Center. A major aspect of the Liaison role is, therefore, to encourage dialogue and to facilitate communication among those professionals and community individuals who are in a position to (1) effect productive changes in the way they deal with the problems of education and re-education, and/or (2) incorporate techniques and methodologies which have been demonstrated to facilitate maximum development into their professional activities. While support is mobilized for the programs at the Center, it is indirectly obtained for the children which the program can serve, including all those children in the future who could be measureably helped to fulfill their potential should these programs gain the support of the community and be instituted as a working part of that community.

A major thrust of mobilization is to the schools on a school system level since many of the experimental programs are designed to be school-based. Additional mobilization and coordination of support comes from dialogue with many of the resource services and institutions available to children. These resources include Peabody College, local school systems, regional diagnostic laboratories, and other programs throughout the nation which seek to help children. Such dialogue provides an exchange of information through which the parties concerned can discover resources available to meet human needs and can find reciprocal relationships for establishing cooperative efforts in meeting these needs. This exchange also helps to avoid overlapping services and the pitfalls experienced by other programs.

In addition to the above functions, the Liaison Officer provides consultation services. At present there is one program within the Center which utilizes a liaison individual, and there are plans to establish other programs which use a similar staffing pattern. The Liaison Officer will be available to these liaison individuals on a consultation basis if needed. In addition, she will supervise practicum students in liaison activities and work toward developing a systematic program for training liaison personnel.

Follow-up services consist of continued correspondence and contact with interested agencies and individuals. These contacts may be made to exchange further information, provide consultation, arrange for a return visit, or re-direct someone to other individuals or services. Primarily, follow-up involves nurturing any interest shown by an individual, agency, or group.

REGIONAL INTERVENTION PROJECT:

GEORGE PEABODY COLLEGE FOR TEACHERS

The Regional Intervention Project (RIP) is a planning project at George Peabody College for Teachers. Funded under Public Law 90-538 and the Handicapped Children's Early Education Assistance Act, it serves severely behavior disordered pre-school children. RIP provides a coordinated, early educational intervention program for those children whose behavior and/or lack of behavior is sufficiently aversive to their families and to professionals to make them high risks for eventual institutionalization.

The purpose of this project is to demonstrate the feasibility and economy of early intervention procedures with children who have in common only the creation of severe stress in their environments.

To effect this purpose, four overlapping services are provided to the children. Each of these services functions primarily as a training and demonstration method for parents, who serve as their child's principal teacher. The services are as follows:

Individual tutoring: Following a decision to join the project, the parents are taught how to conduct speech training through observational learning. The purpose of this procedure is to teach the parents a learning theory conceptualization of intervention. Initially, the child is brought in to the project for about one hour five days per week for imitation training using reinforcement techniques. The child's mother observes all of his training sessions, with support as needed from other mothers and staff during the period of the child's adaptation to the tutorial situation. When the child's mother has a sufficient grasp of the procedures (usually within one week), she elects to begin tutoring him or another, more advanced child. Proficiency in the physical manipulations involved usually takes from 5 to 120 minutes of practice. As soon as she attains this competence, the mother begins to tutor the child at home in a daily session, as well as in the project, and the father begins observational learning by recording data for her. She then introduces him to the procedures, following which he in turn demonstrates his competence at the project.

Oppositional child training: This training procedure for mothers was introduced into project operations when mothers with severe "brats" were referred as emergencies because the children had brought the families near disintegration. In this procedure mother and child participate in a twenty minute structured play situation in which mother must succeed in having her negativistic child change toys every two minutes. The mother-child interaction is analyzed and mother is taught how to obtain cooperation.

Educational tutoring: Simple imitation training is inappropriate for higher functioning children. The project has introduced behavior control procedures into the teaching of cognitive tasks such as seriation, classification, temporal relations, and spatial relations in order to train the parents of such children, as well as to benefit the children directly.

Demonstration classes: The project conducts two, two hour demonstration classes, one for high and one for low functioning children. The classes overlap completely with the other lines of service because to be eligible for class participation parents must first control their children's behavior in the positive sense of themselves implementing a successful educational program. The child's classroom work is selected according to his demonstrated abilities, his developmental stage, staff and parents' day to day evaluation, and his self-selective behaviors. The class serves a demonstration function on two levels. First, it demonstrates pre-school techniques for handicapped children to both the community at large and the professional community. Second, it demonstrates home programming to the parents. The parents observe and participate in the classroom operations and are expected to draw from them the elements of continuing home programs in consultation with the educational staff.

The Regional Intervention Project is located in the Mental Retardation Laboratory and the Experimental School in the John F. Kennedy Center for Research on Education and Human Development on the George Peabody College campus.

The project operates on an eleven month basis, coordinating with the academic calendar of the college. Although the project operates on a 9:00 a.m. to 5:00 p.m. workday, 5 days a week, with specific activities allocated to set times (e.g. demonstration classes from 9:00 a.m. to 11:00 p.m. and from 1:00 p.m. to 3:00 p.m.), the function of RIP is to meet the children's developmental and educational needs during all their waking hours, 52 weeks per year. Therefore, the project staff is flexible in regards to meeting the emergencies that often arise outside, as well as inside, the standard working hours.