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ABSTRACT

The final report of a special study institute to develop guidelines for training special education teachers outlines 264 competency statements derived from two post institute evaluations by 90 California college and university instructors and selected student. Reviewed are the background, planning, and activities of the institute as well as recommendations made by participants concerning evaluation of teacher training programs. Appendixes contain a copy of the evaluation questionnaire, instructions for both the first and second evaluations, and a list of participating higher education institutions. (LH)

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GUIDELINES for the Training of Special Education Teachers

THE REPORT OF A SPECIAL STUDY INSTITUTE

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PREFACE

Guidelines for the Training of Special Education Teachers is the culminating product of nearly two years of effort to determine the requirements of successful special education teaching. The method by which the teaching competencies outlined in this publication were derived was the Delphi process, which amounted to a double review and evaluation of competency statements that were originated at a special study institute in February, 1972.

Contributors at the special study institute represented all leading higher education institutions in California that prepare teachers for instructing exceptional children. The institute participants, who were university and college instructors and a few selected special education students, met in task groups to formulate statements of teacher competencies. During these meetings, parents of exceptional children, Commission for Teacher Preparation and Licensing representatives, State Department of Education representatives, and representatives of professional organizations appeared to express their particular concerns.

The teacher competencies outlined in this publication have been derived by a thorough and systematic process. They should serve as an excellent guide for institutions that prepare teachers for special education. The California State Department of Education is grateful to the many individuals who contributed to the development of *Guidelines for the Training of Special Education Teachers*.

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Introduction

The following is a report of a special study institute, which was held February 21-24, 1972, in Santa Barbara, California, to determine what competencies should be required of persons completing teacher preparation programs in special education. The lists of competencies that follow reflect the thinking of the ninety teacher trainers and students who attended the institute.

Background

In 1970, the California State Legislature passed the Teacher Preparation and Licensing Law (Assembly Bill 122), which altered the criteria individuals must meet to obtain teaching credentials. The law created a commission to (1) develop standards and procedures for certification; (2) promulgate appropriate rules and regulations; and (3) issue credentials upon certification to the State Board of Education. Without elaboration on the characteristics of the types of credentials (teaching and services), it is enough to state that the requirements for the credential to teach in special education classes were not specified beyond the broadest of statements.

Those involved in the preparation of special education teachers noted that AB 122 provided an opportunity to explore emerging ideas relative to teacher training programs. Specifically, they envisioned the opportunity to develop preparation programs that are based on an individual's measurable competencies to work with exceptional children, rather than on the number of courses or units he completes. It was hoped that once formulated, the competencies would be reflected in certification requirements. As a first step toward this goal, the special study institute was held to formulate essential teacher competencies.

Institute Planning

The development of the special study institute from conception to fruition extended from May, 1971, to February, 1972. During

this period, planning meetings were held by the following individuals:

1. The original designers of the proposal requesting federal funds to conduct the institute (4 members)
2. Representatives from the larger California teacher training programs and the State Department of Education (10 members)
3. Additional special education teacher trainers to help plan and conduct the study groups within the institute (22 members)

Once the actual date, location, and program were decided, invitations were extended to all educators in special education at the college/university level and to selected students enrolled in training programs. Unfortunately, not all professors in special education were able to attend the institute because of teaching and administrative responsibilities. However, the majority of institutions conducting training programs were represented, and the schools that produced the largest number of special education teachers were represented in both planning and study groups.

The institute was designed to accomplish the following goals:

- To provide teacher educators with "input" information and opinions relative to the necessary competencies of special education teachers and to the implications of AB 122 concerning teacher training and certification. Input presentations are to be conducted by guests representing (1) parents of exceptional children; (2) appropriate professional organizations; (3) the Commission for Teacher Preparation and Licensing and its staff; and (4) the Division of Special Education of the State Department of Education. In addition, there will be presentations by a consultant to the California State Senate Committee on Education and by a Director of

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Special Education of a neighboring state in which competency based credentials have already been established.

- *To use work groups to formulate statements of measurable competencies applicable to all special education teachers, as well as to teachers who work with children with specific kinds of disabilities. The work groups are to focus on those competencies that can be developed during a teacher training program,*

as differentiated from those necessary to enter the training program and those that can be developed after leaving the program.

- *To provide critical analysis of the proposed document The Master Plan for Special Education in California prepared by the State Department of Education Task Team for Manpower Development in Special Education*

Institute Activities

At the special study institute, ten task groups were organized to develop statements of desired teacher competencies. Each group included representatives from various teaching specialties and training institutions. Also, at least one student was assigned to each group. Input sessions were held during the first two days, with work sessions scheduled around the input sessions. As the institute progressed, the frequency and amount of time devoted in the work sessions to developing competency statements increased.

The original design specified that separate lists of competency statements would be developed by each of the ten task groups. However, during the course of the institute, it was found expedient for certain groups to combine their efforts and final products.

The Delphi Evaluation

After the Santa Barbara meeting had adjourned, the competency statements generated at the institute were collated by the institute directors and sent to all participants for review and evaluation. Participants then rated each competency as being (1) either essential, desired, or not desired for teaching exceptional children; and (2) either generic to teaching in all special education programs or specific to particular types of programs.

The results of the first postinstitute evaluation were also compiled and sent to the participants for review and evaluation. The competency statement evaluations of this second review were subsequently tabulated and the consensus ratings thereby derived.

The two postinstitute evaluations were necessary to (1) acquaint all participants with the competency statements formulated by the institute task groups; and (2) present the participants with a compilation of the group opinions concerning each competency, leading toward further refinement of the consensus. (The second survey contained the ratings relative to each competency's importance, to

generic-specific position, and to the significant number of rejections by the respondents.)

By using a double-survey evaluation (a Delphi process), a thorough and objective consensus of the participants' judgment was established.¹ The surveys, which constituted questionnaires, did not require the respondents to include their identity, thereby providing opportunity to modify responses.

Instructional Categories

Each postinstitute Delphi evaluation questionnaire included 264 competency statements to be rated. To provide a meaningful structure, the institute directors classified the competency statements in terms of their functional relationship to the instructional process. The following are the categories that were used:

1. Acquainted with factual material about exceptional children
2. Student counseling
3. Managing the classroom and program administration
4. Communicating with parents
5. Communicating with other professionals
6. Developing and planning instructional programs
7. Evaluating the instructional process
8. Describing and assessing student behavior
9. Implementing instructional programs
10. Defining instructional goals and objectives

Areas of Competency Application

The institute directors were aware that any competency considered essential to one or two areas of exceptionality could also be considered as useful to all areas. However, the focus of the process was on those competencies that were to be included in the initial training program. Thus, the directors had to

¹For a discussion of the Delphi evaluation method, see John Pfeiffer, *New Look at Education: Systems Analysis in Our Schools and Colleges*. New York: Western Publishing Co., Inc., 1968, pp. 152-7.

set an arbitrary point at which to divide what was to be considered generic from what was to be considered specific. The following are the questionnaire responses that were made with respect to areas of application:

- Generic* A competency important to teaching in four or more areas of exceptionality
- Specific* A competency important to teaching in three or fewer areas of exceptionality

Competency Priority Levels

The following are the questionnaire responses that were made with respect to levels of priority, along with explanations of how the final responses were tabulated:

- Essential* A competency that was viewed by two-thirds of the respondents as being absolutely necessary was coded at the "2" level
- Desired* A desired competency that was not classified as essential but was not rejected was coded at the "1" level
- Rejected* A competency that was rejected by 20 percent or more of the respondents

Final Evaluation Categories

As a result of applying the Delphi questionnaire criteria, each of the 264 competency statements was tabulated in one of the following categories:

- Generic-essential*
- Generic-desired*
- Specific-essential*
- Specific-desired*
- Rejected*

Final Ratings of Teacher Competencies

The following are the final results of the evaluation of the competency statements that were generated at the special study institute.² The order in which the competencies are listed does not reflect a sequence of importance, as the statements appear at random within instructional categories. Of the total 264 competency statements, 14 are rated in both generic and specific categories; each of these 14 statements therefore appears twice in the lists.

Generic Competencies Considered Essential

Acquainted with Factual Material About Exceptional Children

- Recognizes special instructional problems associated with different rates of development
- Identifies current issues and trends with respect to developing and implementing instructional programs for exceptional children
- Translates statements describing physical limitations into statements about instructional limitations
- Translates the characteristics of a handicap into behavior limitations
- Identifies psychosocial effects of being handicapped
- Translates statements describing sensory limitations into statements about instructional limitations

Counseling Students

- Aids student in defining goals and objectives that are achievable in terms of his limitations
- Listens to student efforts to communicate
- Encourages students to express ideas and opinions
- Assists student to express his feelings

²During the evaluation process, numerous suggestions were made for improving the competency statements, but for consistency no changes were made. Therefore, the finalized lists of competencies presented in this publication should not

be considered as the absolute consensus of the institute participants. Furthermore, some of the statements in the lists of this publication have been slightly changed by the editor. For comparison, the original questionnaire statements are presented in Appendix A.

Assists student to interpret his own behavior
Aids student in accepting his handicap

Managing the Classroom and Program Administration

Adapts instructional environment for specific children in the light of information gained from physicians and other noninstructional consultants
Arranges classroom so that students have optimal visibility
Maintains required records on children in class
Prepares and submits reports as required by local and state codes

Communicating with Parents

Describes purposes, programs, and goals of special education to parents
Communicates outcomes of the instructional process to the parents
Obtains through counseling with parents information necessary for program planning and implementation
Interprets information supplied by parents
Aids parents in defining realistic goals for their children
Involves parents in establishing physical, cognitive, and affective goals for their children
Plans periodic parent meetings to discuss objectives, goals, procedures, and forecasts

Communicating with Other Professionals

Uses information supplied by professional consultants in planning instructional programs
Interprets information supplied by physicians, psychologists, and other professionals
Consults with the regular class teacher in order to extend and implement the speech and language programs for individual children
Establishes and maintains communication channels with personnel in school and community agencies to extend individual pupil instructional programs
Seeks professional assistance in managing children when required
Observes accepted ethical practices in communicating to others about individual children
Works with professional consultants in developing programs for individual children
Communicates with regular class teacher regarding activities of exceptional children who are members of that teacher's class
Describes purposes, programs, and goals of special education to regular class teachers and administrators
Communicates with objectivity and specificity with other professionals
Can use information obtained from consultants when planning instructional activities

Developing and Planning Instructional Programs

Translates learning theories in terms of functional relations to instruction
Utilizes information obtained from related disciplines about the sensory, physical, emotional, social, and cognitive states of the child to plan remediation programs
Develops instructional materials to meet specific instructional needs
Organizes activities that are associated with developing independent behaviors
Translates diagnostic statements of physicians, physical therapists, occupational therapists, and other professionals into instructional activities
Sequences tasks to conform with learning styles, learning pace, and inferred learning potential of children

Generates instructional programs that are associated with the development of problem-solving behaviors

Plans an instructional unit to achieve a terminal objective, indicating procedures and materials in order of application

Develops objectives in terms of entering behaviors of student

Selects instructional materials and methods in terms of student performance level

In writing instructional objectives, uses information obtained from observing the child

Involves students in instructional planning

Updates program development and implementation in terms of current research

Uses outcomes of instruction as a basis for planning future instructional activities

Modifies the selection of instructional procedures in terms of instructional outcomes

When integrating an exceptional child into the regular classroom, describes essential instructional environment modifications

Modifies the selection of instructional materials in terms of instructional outcomes

Develops intervention procedures in order to achieve specific behavior objectives

Relates information about child development to the child's performance in school

Evaluating the Instructional Process

Evaluates pupil performance at each step and task level

Evaluates particular teaching processes and strategies as related to individual pupil performance

Analyzes and evaluates instructional procedures in the light of behavior outcomes achieved

Compares the behavior outcomes of instructional efforts with stated long-term and short-term goals

Applies evaluation techniques to measure student progress

Applies evaluation techniques to measure the effectiveness of materials and methods

Determines which environmental situations are reinforcing to individual children

Evaluates and modifies when appropriate his own teaching behavior

Evaluates the effectiveness of intervention strategy through observation of behavior outcomes

Objectively describes performance changes demonstrated by the child

Describing and Assessing Student Behavior

Uses assessment information as a basis for specifying behavior objectives

Observes and records behaviors elicited in assessment situations

Establishes situations that elicit specific responses for assessment purposes

When integrating an exceptional child into the regular classroom, describes for the teacher the child's entry behaviors

When integrating an exceptional child into the regular classroom, indicates instructional limitations

Tentatively identifies child's preferred learning style

Describes a child's interaction with peers, teachers, and parents

Records base-line performance data

Recognizes the unique behavior acquisition patterns of individual children

Implementing Instructional Programs

Reinforces exploratory responses and questions from students

Provides opportunities for independent study

Provides success-producing situations for individual pupils

Reinforces behaviors that enable the child to function as a member of the classroom group
Responds to inappropriate behaviors consistently and in a manner to reduce the probability of their occurrence
Varies and paces instructional activities to maintain high student interest
Establishes classroom environment that permits children to behave as members of a group
Provides the child with appropriate feedback for his behavior
Modifies the application of instructional procedures in terms of instructional outcomes
When integrating a child in the regular classroom, assists regular teacher in program development and modification
Modifies instructional materials in terms of the individual child's performance
Encourages behaviors that reflect problem-solving cognitive activity in the child

Defining Instructional Goals and Objectives

Describes instructional goals in performance terms
Identifies educational and behavioral goals in terms of child's handicapping condition
Arranges educational objectives in priority order
Breaks down long-range educational goals into sequences of immediate goals
Uses information obtained from assessment activities, cumulative folders, and special reports to develop long-range educational objectives
When integrating an exceptional child into the regular classroom, describes criteria for evaluating placement

Generic Competencies Considered Desired

Acquainted with Factual Material About Exceptional Children

Relates specific speech deficiencies to remedial procedures
Deduces from behavior the qualitative differences in levels of cognitive functioning
Recognizes the relationship between the effects on physical impairment and on psychosocial development
Recognizes in growth and development the discrepancies related to mental retardation
Describes and evaluates the several theoretical instructional systems that are used to design programs for exceptional children
Distinguishes between the several psychoeducational measuring instruments with respect to describing and predicting performance in school
Extrapolates formal test performance to performance in school
Identifies formal test limitations when describing the behaviors of exceptional children
Recognizes relationships between language disorders and other handicapping conditions in multiply handicapped children
Recognizes relationships between speech disorders and other handicapping conditions in multiply handicapped children
Interprets standardized measures of perceptual motor functioning
Relates cognitive deficit to social and cultural conditions
Describes commercial instructional materials available for working with exceptional children

Counseling Students

Communicates program purposes and parameters to student in counseling situations

Managing the Classroom and Program Administration

- Plans teaching strategies that maximize utilization of visual modality
- Arranges classroom for maximum visual efficiency
- Uses aide's services to maximize individual contact with pupils
- Operates special class in conformance with district policy and state law
- Selects for purchase instructional materials and equipment
- Plans and adheres to the instructional budget for operating in special education class
- Establishes and equips interest and learning centers in the classroom
- Establishes and maintains clearly defined guidelines for pupil classroom behavior
- Arranges classroom furniture to maximize instructional flexibility
- Maintains school records in objective fashion
- Arranges physical environment in order to achieve specific instructional goals
- Arranges physical conditions to facilitate the achievement of specific instructional goals
- Develops and maintains functional records system
- Maintains required records on individual children
- Executes emergency procedures in the event of seizure, fatigue, excessive emotional reaction, critical illness, or injury

Communicating with Parents

- Elicits parent support for the instructional program through counseling
- Elicits supportive behaviors from parents through parent counseling
- Elicits parent cooperation in developing educational programs for individual children
- Encourages parents to implement extensions of school programs in the home
- Communicates with parents objectively

Communicating with Other Professionals

- Prepares written reports for teachers, professional personnel outside the school, and outside agencies
- Participates as a member of interdisciplinary teams to assess the nature and severity of the child's handicapping conditions
- Selects appropriate consultants for obtaining information about handicapped children
- Selects appropriate professionals when professional assistance is required
- Supplies descriptive data to other professionals when required
- Can supply information to consultants in order to increase their consultative value
- Utilizes the services of appropriate community agencies

Developing and Planning Instructional Programs

- Organizes instructional environments that develop exploratory behaviors
- Determines if the several theoretical approaches to instruction have application to specific instructional problems
- Plans instructional programs that provide for the development of practical employment skills
- Compares motor performance of individual child with developmental norms and uses information for instructional planning
- Lists components of a problem-solving task
- Lists components of a verbal task
- Lists components of a motor task

Develops and maintains materials-and-methods file derived from professional and commercial sources

Plans teaching strategies that maximize utilization of the visual, sensory modality

Prepares instructional materials for auditory discrimination training

Prepares instructional materials for tactual discrimination training

Uses information gained in evaluating behavior changes related to visual input as a basis for instructional planning

Conducts a task analysis of an instructional activity

When integrating an exceptional child into the regular classroom, specifies the sequence of activities in which the child is to be integrated

Selects appropriate literature as a source for program planning information

Applies information about child development in planning the instructional inference

Applies information about home conditions in planning the instructional interface

Evaluating the Instructional Process

Involves pupils in the instructional evaluation process

Designs evaluation techniques to measure effectiveness of materials and methods

Designs evaluation techniques to determine long-term educational progress

Describes social conditions that are related to the child's performance in school

Objectively describes changes in performance rates demonstrated by the child

Describes factors in the school environment that are related to the performance of the child

Describing and Assessing Student Behavior

Modifies assessment activities in terms of instructional outcomes

Determines a child's hierarchy of reinforcers

Relates specific communicative disorders to social and cultural conditions

Assesses developmental performance level

Assesses the speech behavior of pupils

Establishes situations that elicit language behavior for assessment purposes

Describes the language competency of a child-syntax level

Implementing Instructional Programs

Adapts and devises equipment and physical situations to accommodate unique physical, sensory, and cognitive behavior styles

Elicits behaviors that reflect a realistic definition of occupational possibilities in terms of the child's handicap

Provides opportunities for students to discuss, examine, and support a position with respect to critical issues

Elicits exploratory responses and questions from students

Implements language development programs for specific children

Selects appropriate instructional techniques and procedures for each instructional session with child in terms of age, grade level, and nature of communication disorder

Utilizes the principles and procedures of group processes to remediate communication disorder

Selects and uses instructional materials related to vocational skills

Uses teacher aide to assist in maintaining instructional routine and in pacing instructional activities

Practices accepted group process procedures to achieve program goals

Controls classroom behavior by the application of behavior-shaping principles
 Assists student to modify his behavior in terms of its consequences
 Aids student in defining alternate behavior possibilities
 Utilizes teaching techniques that maximize utilization of the visual modality
 Adapts the basic public school curriculum to the limitations of the individual child
 Utilizes community resources that could be part of the instructional program
 Adapts materials and equipment in terms of specific instructional problems
 Encourages behaviors that reflect divergent cognitive activity in the child

Defining Instructional Goals and Objectives

Defines probable postschool vocational activities when developing long-range curricular objectives
 Identifies probable postschool vocational activities for individual children

Specific Competencies Considered Essential

Acquainted with Factual Material About Exceptional Children

Relates specific speech deficiencies to remedial procedures (*speech handicapped*)
 Recognizes in growth and development the discrepancies related to mental retardation (*educable mentally retarded, trainable mentally retarded*)
 Recognizes relationships between hearing disorders and other handicapping conditions in multiply handicapped children (*multihandicapped, deaf and hard-of-hearing*)
 Recognizes the several degrees of limitation in function implied in different definitions of mental retardation (*educable mentally retarded, trainable mentally retarded*)
 Recognizes the assumptions underlying the application of the label "mental retardation" (*educable mentally retarded, trainable mentally retarded*)
 Recognizes relationships between language disorders and other handicapping conditions in multiply handicapped children (*multihandicapped*)
 Recognizes relationships between speech disorders and other handicapping conditions in multiply handicapped children (*multihandicapped, speech handicapped*)

Managing the Classroom and Program Administration

Arranges classroom environment to accommodate children in wheelchairs or wearing appliances and prosthetic devices (*multihandicapped, orthopedic handicapped*)
 Organizes and administers speech and hearing programs for speech, language, and auditorially handicapped children (*deaf and hard-of-hearing*)

Communicating with Other Professionals

Relates information obtained from physicians and orthopedic appliance manufacturers to the development of instructional activities (*multihandicapped, orthopedic handicapped*)
 Relates statements from ophthalmologists to the development of instructional activities (*orthopedic handicapped, visually handicapped*)

Developing and Planning Instructional Programs

Organizes a speech-reading training program for specific children (*deaf and hard-of-hearing*)
 Formulates instructional program to remediate fluency deficiencies (*speech handicapped*)

- Designs a program within an educational setting for children with auditory deficits (*deaf and hard-of-hearing*)
- Plans instructional programs that provide for the development of practical employment skills (*educable mentally retarded, trainable mentally retarded*)
- Formulates instructional programs to remediate voice quality deficiencies (*speech handicapped, deaf and hard-of-hearing*)
- Formulates instructional programs to remediate articulation deficiencies (*speech handicapped, deaf and hard-of-hearing*)
- Designs a program of auditory training for individual children based on the child's measured speech perceptions (*speech handicapped, deaf and hard-of-hearing*)
- Designs a speech training program within an educational setting (*speech handicapped, deaf and hard-of-hearing*)
- Applies the results of audiometric testing to planning instructional programs (*speech handicapped, deaf and hard-of-hearing*)
- Uses standardized and informal test results to individualize instructional programs for children with speech and language disorders (*speech handicapped, deaf and hard-of-hearing*)
- Identifies the instructional needs of pupils with communicative disorders (*speech handicapped, deaf and hard-of-hearing*)
- Develops curriculum materials for deaf and hard-of-hearing pupils (*deaf and hard-of-hearing*)
- In the development of instructional materials, applies information about auditory deficit (*educationally handicapped*)
- Plans teaching strategies that maximize utilization of the visual, sensory modality (*educationally handicapped*)
- Plans mobility training programs (*visually handicapped*)
- Prepares instructional materials for auditory discrimination training (*deaf and hard-of-hearing*)
- Uses mechanical braille to prepare instructional materials (*visually handicapped*)
- Prepares instructional materials for tactual discrimination training (*visually handicapped*)
- Uses information gained in evaluating behavior changes related to visual input as a basis for instructional planning (*visually handicapped*)
- Prepares instructional materials for partially seeing pupils (*multihandicapped, visually handicapped*)
- Modifies speech and language training outcomes in terms of evaluation activities (*speech handicapped*)

Evaluating the Instructional Process

- Applies criteria for evaluating mobility training programs (*visually handicapped*)
- Develops criteria for evaluating the outcomes of mobility training programs (*visually handicapped*)
- Evaluates behavior in response to changes in visual input as a basis for instructional planning (*visually handicapped*)

Describing and Assessing Student Behavior

- Observes responses to visual stimuli in the partially sighted (*visually handicapped*)
- Relates specific communicative disorders of pupils to anatomical and physiological conditions (*speech handicapped*)
- Classifies observed communicative disorders with respect to characteristics, etiology, and manifestation (*speech handicapped*)

- Relates observed visual deficiencies to physical, genetic, and structural conditions (*visually handicapped*)
- Assesses the speech behavior of pupils (*speech handicapped*)
- Establishes situations that elicit language behavior for assessment purposes (*speech handicapped*)
- After screening children with suspected speech and language handicaps, selects specific cases for special instruction (*speech handicapped*)
- Identifies and evaluates speech and language handicapped children in the educational setting (*speech handicapped*)
- Conducts pure-tone audiometric tests AC, BC, and IA (*speech handicapped*)
- Interprets outcomes of audiometric testing with respect to extent and type of hearing handicap (*speech handicapped, deaf and hard-of-hearing*)
- Performs speech audiometry and evaluates the outcomes (*speech handicapped, deaf and hard-of-hearing*)
- Assesses articulation patterns (*speech handicapped, deaf and hard-of-hearing*)
- Assesses voice qualities (*speech handicapped, deaf and hard-of-hearing*)
- Evaluates speech-reading skills of individual children (*deaf and hard-of-hearing*)
- Evaluates the language competency of a child-syntax level (*speech handicapped, deaf and hard-of-hearing*)
- Describes the language competency of a child-lexicon level (*speech handicapped*)

Implementing Instructional Programs

- Uses in the classroom special equipment designed for the physically handicapped (*orthopedic handicapped*)
- Implements speech-reading program (*deaf and hard-of-hearing*)
- Demonstrates to the child proper use of a hearing aid (*deaf and hard-of-hearing*)
- Selects appropriate instructional techniques and procedures for each instructional session with child in terms of age, grade level, and nature of communication disorder (*speech handicapped, deaf and hard-of-hearing*)
- Utilizes the principles and procedures of group processes to remediate communication disorders (*speech handicapped*)
- Selects and uses instructional materials related to vocational skills (*educable mentally retarded, trainable mentally retarded*)
- Adapts audiovisual equipment and media for use with severely auditorially handicapped children (*deaf and hard-of-hearing*)
- Utilizes teaching techniques that maximize utilization of the visual modality (*visually handicapped*)
- Develops oral language behavior in deaf children (*deaf and hard-of-hearing*)
- Develops manual communication skills (*deaf and hard-of-hearing*)
- Utilizes strategies to increase use of residual hearing (*deaf and hard-of-hearing*)
- Sight-reads braille (grades one and two) (*visually handicapped*)
- Sight-reads braille (music code) (*visually handicapped*)
- Sight-reads braille (Nemuth code) (*visually handicapped*)
- Implements mobility training program (*visually handicapped*)
- Modifies environmental conditions in order to deal with blindisms and other side effects of being severely visually impaired (*visually handicapped*)
- Initiates oral language behavior in deaf children (*deaf and hard-of-hearing*)
- Demonstrates fitting procedures for children with different physiological handicaps (*orthopedic handicapped*)

Defining Instructional Goals and Objectives

Defines long-range therapeutic goals for correcting speech behavior for a particular child (*speech handicapped, deaf and hard-of-hearing*)

Defines short-term therapeutic goals for correcting speech behavior for a particular child (*speech handicapped, deaf and hard-of-hearing*)

Specific Competencies Considered Desired**Acquainted with Factual Material About Exceptional Children**

Demonstrates knowledge of hearing aids and molds and can specify desirable electroacoustic characteristics of child-type hearing aids (*deaf and hard-of-hearing*)

Demonstrates knowledge of electroacoustic amplifying systems with respect to frequency, range, and maximal power output (*deaf and hard-of-hearing*)

Relates auditory deficiencies to physical, genetic, and structural conditions (*deaf and hard-of-hearing*)

Defining Instructional Goals and Objectives

Initiates manual communication behavior (*deaf and hard-of-hearing*)

Rejected Statements**Acquainted with Factual Material About Exceptional Children**

Identifies antecedent conditions associated with limited acquisition of comprehensive skills

Can specify the characteristics of an ear mold for an individual child

Relates cognitive deficits to genetic, physiological, and structural conditions

Relates cognitive deficits of pupils to cultural and social conditions

Managing the Classroom and Program Administration

Uses parents as volunteer aides in the classroom

Uses a routinized daily schedule

Communicating with Parents

Modifies parent-child relations through parent counseling

Encourages parents to express and evaluate their feelings about having an exceptional child

Communicates with parents affectively

Listens to parents with nonjudgmental responses

Developing and Planning Instructional Programs

Develops an instructional environment that provides opportunities to research controversial issues

Provides for student involvement in social concerns of the community

Organizes instructional environments that develop skills of inferring relations

Organizes classroom activities in order to develop skills in receiving and responding to the communications of fellow students, teachers, and resource persons

Sequences performance objectives in terms of stated performance objectives
Utilizes empirically derived information when selecting or designing intervention procedures

Describing and Assessing Student Behavior

Establishes situations that elicit behaviors that permit inference the child is thinking critically
Evaluates the language competency of a child-lexicon level

Implementing Instructional Programs

Applies operant conditioning principles to training programs
Provides a consistent pattern of activities to structure the instructional environment
Utilizes empirically derived information when selecting and designing instructional materials
Initiates writing behavior
Develops writing behavior

Conclusions

The general opinion of the institute participants was that programs for training teachers of exceptional children should have a strong emphasis on generic preparation. This, of course, does not mean that all activities designed to prepare teachers to work with specific disabilities should be eliminated; but in the opinion of the majority of the evaluation respondents, the competencies required of teachers of the mentally retarded, the educationally handicapped, and the gifted are similar. Regarding competencies of teachers of the multiply and orthopedically handicapped, the opinion was divided. Some participants thought that the competencies to teach children with these exceptionalities were highly specific, while others thought they were generic.

In addition to teacher competency statements, institute participants prepared recommendations concerning how teacher training programs should be evaluated. A summary of the responses of the institute task groups follows.

The Evaluation Team

The following are the recommendations made by the institute task groups concerning the characteristics and composition of the team that will evaluate teacher preparation programs:

1. Members of the team should possess experience in teaching in special education programs in the California public schools.
2. Members of the team should possess knowledge and understanding of current national and local special education goals, issues, and needs.
3. The composition of the evaluation team should include teachers and teacher educators in special education.

Program Elements

The following are the recommendations made by the institute task groups regarding desirable elements for teacher preparation programs:

1. Special-education teacher preparation programs should be developed in cooperation with the school districts and community agencies that utilize the services of those trained in the program.
2. The program should include evidence that appropriate administrative authorities support the program, including staff and funding support, to ensure that the objectives of the program will be fulfilled.
3. The program should include adequate practicums supervised by the training institution in which observation, individual work, and group work precede student teaching.
4. The program should include provisions for cooperation with other departments within the college.
5. The program should include a design for continuous evaluation of the training procedures, objectives, and results.
6. The program's faculty members should possess appropriate credentials, certification, and experience in classroom and clinical activity.
7. The program should include provisions for the utilization of information obtained from the consumer (school districts and private installations), as well as from the products (students).
8. The program should include adequate support services for student preparation, i.e., cooperation with the curric-

ulum library, instructional materials center, and audiovisual center.

9. The program should include a stated progression of activities that lead from the initial selection (or acceptance) of the student through the sequence of academic course and field experiences that result in appropriate accreditation.
10. The program should include stated provisions by which the intended special teacher competencies (program objectives) will be measured.

Major Concern

Complete evaluation of training programs requires a follow-up of first-year teachers.

Assessment of their strengths and weaknesses provides feedback, which can be used as a basis for improving the training programs. Since provisions for such evaluation have not been made in any previous state requirements, neither staff nor staff time is available within schools of education for systematic assessment of first-year teachers.

The special study institute has recommended that the Commission for Teacher Preparation and Licensing (1) determine whether teacher-preparation institutions or other agencies should undertake the evaluation of first-year teachers; and (2) urge legislation to provide the necessary personnel to accomplish the evaluation of first-year teachers.

APPENDIX A

**Instructions and Questionnaire
for First Delphi Evaluation**

I N S T R U C T I O N S

Dear Colleague:

Enclosed is the first mailing in the Delphi process of the list of competencies developed by the several work-groups at the recent Special Study Institute in Santa Barbara.

Carefully read the following instructions in order to provide us with your correct indication as to the appropriateness of each item. Return your completed form by April 3, 1972, to Dr. Calvin C. Nelson, chairman, Department of Behavioral Sciences in Education, California State College, Fullerton, 800 N. State College Blvd., Fullerton, California 92631.

- A. As you examine each competency, ask yourself whether it is necessary to the execution of an instructional program for handicapped children.

If not--write REJECT as your response and proceed to the next item.

If yes--GO TO LETTER B.

- B. Ask yourself whether the competency is GENERIC to all programs for handicapped children or SPECIFIC TO PARTICULAR PROGRAMS.

If GENERIC--prepare to place your rating in the Generic Box only and GO TO LETTER C.

If SPECIFIC--prepare to place your rating in one or more categories (if you think a competency is important to four (4) or more categories, prepare to place your rating in the GENERIC AREA and GO TO LETTER C).

- C. Rate each competency as follows:

1 = enhances instruction but its absence would not detract from instructor effectiveness.

2 = absolutely necessary for instructor effectiveness.

IMPORTANT

A rating of 2 on any competency should be interpreted to mean that you would be willing to accept it as a basis for evaluating your college training program.

DELPHI RESPONSE FORM FOR SPECIFYING SPECIAL TEACHER COMPETENCIES

The following are symbols used to designate special programs on the response grid:

G = Generic

EH = Educationally Handicapped
(emotionally disturbed &
Learning Disabilities)

D/H = Deaf
Hear

EMR = Educable Mentally
Retarded

MG = Mentally

TMR = Trainable Mentally Re-
tarded

MH = Multi-Handicapped

OH = Orthopedic
Hear

SH = Speech Handicapped

VH = Visually Handicapped

	G	EH	D/H	EMR	TMR	MG	MH
B-24-1							
B-24-2							
B-24-3							
B-24-4							
B-24-5							
B-24-6							

DELPHI RESPONSE FORM FOR SPECIFYING SPECIAL TEACHER COMPETENCIES

Symbols used to designate special programs on the response grid:

- | | | |
|-----------------------------------|---|---|
| G = Generic | EH = Educationally Handicapped
(emotionally disturbed & Learning Disabilities) | D/H = Deaf & Hard of Hearing |
| EMR = Educable Mentally Retarded | | MG = Mentally Gifted |
| TMR = Trainable Mentally Retarded | MH = Multi-Handicapped | OH = Orthopedic & other Health Impaired |
| SH = Speech Handicapped | VH = Visually Handicapped | |

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
specific speech de- s to remedial pro-										
qualitative differ- levels of cognitive ng from behavior										
es the relationship he effects on impairment and ocial development										
es special instruc- blems associated erent rates of nt										
es discrepancies in development related retardation										
es antecedent con- associated with limit- tion of comprehen- ls										

	G	EH	D/H	EMR	TMR	MG	MH
B-24-7							
B-24-8							
B-24-9							
B-24-10							
B-24-11							
B-24-12							
B-24-13							
B-24-14							
B-24-15							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
by the characteristics of the mold for an individual										
has knowledge of hearing aids and can specify characteristics of child-type aids.										
has knowledge of electro-amplifying systems with frequency, range, and power output										
relationships between hearing disorders and other handicaps in multiply handicapped children										
current issues and trends related to developing and implementing instructional programs for hearing impaired children										
the several degrees of hearing impairment implied by different definitions of mental retardation										
the assumptions underlying the application of the label of retardation										
statements describing hearing impairments into state-educational instructional limitations										
and evaluates the several instructional systems used to design programs for exceptional children										

		G	EH	D/H	EMR	TMR	MG	MH
B-24-16	Translates the characteristics of a handicap into behavior limitations							
B-24-17	Discriminates between the several psycho-educational measuring instruments with respect to describing and predicting performance in school							
B-24-18	Extrapolates formal test performance to performance in school							
B-24-19	Identifies formal test limitations when describing the behaviors of exceptional children							
B-24-20	Identifies psycho-social effects of being handicapped							
B-24-21	Recognizes relationships between language disorders and other handicapping conditions in multiply handicapped children							
B-24-22	Recognizes relationships between speech disorders and other handicapping conditions in multiply handicapped children.							
B-24-197	Relates cognitive deficits to genetic, physiological, and structural conditions							
B-24-198	Relates cognitive deficit to social and cultural conditions							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
s the characteristics icap into behavior ns										
shes between the psycho educational instruments with o describing and g performance in										
tes formal test ce to performance										
s formal test ns when describ- aviors of excep- ildren										
s psycho-social f being handicapped										
s relationships be- guage disorders and dicapping conditions y handicapped children										
s relationships be- ech disorders and dicapping conditions y handicapped chil-										
ognitive deficits to hysiological, and conditions										
ognitive deficit to cultural conditions										

		IG	ER	D/H	EMR	TMR	MG	MH
B-24-199	Relates cognitive deficits of pupils to cultural and social conditions							
B-24-200	Relates auditory deficiencies to physical, genetic, and structural conditions							
B-24-196	Interprets standardized measures of perceptual motor functioning							
B-24-249	Translates statements describing sensory limitations into statements about instructional limitations							
B-24-250	Describes commercial instructional materials available for working with exceptional children.							
B-25-23	Communicates program purposes & parameters to student in counseling situations							
B-25-24	Aids student in defining goals and objectives which are achievable in terms of his limitations							
B-25-25	Listens to student efforts to communicate							
B-25-26	Encourages students to express ideas and opinions							
B-25-27	Assists student to express his feelings.							
B-25-28	Assists student to interpret his own behavior							
B-25-29	Aids student in accenting his handicap							

	IG	EH	D/H	EMR	THR	MG	MH	OH	SH	VH
gnitive deficits of cultural and social										
itory deficiencies , genetic, and struc- tions										
standardized measures al motor functioning										
statements describ- y limitations into about instructional										
commercial instruc- erials available for h exceptional chil-										
es program purposes & to student in counsel- ions										
nt in defining goals and which are achievable his limitations										
student efforts to										
students to express ideas ns										
udent to express his										
udent to interpret his or										
nt in accenting his handi-										

	G	EH	D/H	EMR	TMR	MG	MH
B-26-30	Arranges classroom environment to accommodate children in wheel-chairs or wearing appliances and prosthetic devices						
B-26-31	Adapts instructional environment for specific children in the light of information gained from physicians and other non-instructional consultants						
B-26-32	Arrange classroom so that students have optimal visibility						
B-26-33	Plan teaching strategies which maximize utilization of visual modality						
B-26-34	Arrange classroom for maximum visual efficiency						
B-26-35	Uses parents as volunteer aides in the classroom						
B-26-36	Uses aide's services to maximize individual contact with pupils						
B-26-37	Maintains required records on children in class						
B-26-38	Operates special class in conformance with district policy and state law						
B-26-39	Selects for purchase instructional materials and equipment						
B-26-40	Plans and adheres to the instructional budget for operating in special class						

	G	EH	D/H	EHR	TMR	MG	MH	OH	SH	VH
es classroom environment ommodate children in wheel- or wearing appliances osthetic devices										
instructional environ- or specific children in ght of information gain- m physicians and other structural consultants										
e classroom so that ts have optimal visi-										
eaching strategies which ze utilization of visual ty										
e classroom for maximum efficiency										
arents as volunteer aides classroom										
ide's services to maximize dual contact with pupils										
ins required records on en in class										
es special class in confor- with district policy and law										
s for purchase instructional als and equipment										
and adheres to the instruc- budget for operating in class										

	G	EH	D/H	EMR	TMR	MG	MH
B-26-41							
B-26-42							
B-26-43							
B-26-44							
B-26-45							
B-26-46							
B-26-47							
B-26-48							
B-26-49							
B-26-50							
B-26-51							
B-26-52							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
routinized daily schedule										
ishes and equips interest arning centers in the oom										
ishes and maintains clear- ined guidelines for pupil oom behavior										
es classroom furniture to ze instructional flexibility										
ns school records in ob- e fashion										
e physical environment in to achieve specific instruc- goals										
es and submits reports as ed by local and state code										
zes and administers speech ring programs for speech e, and auditorially apped children										
es physical conditions to ate the achievement of c instructional goals										
ps and maintains functional s systems										
ns required records on lual children										
es emergency procedures in ent of seizures, fatigue, ve emotional reaction, al illness or injury										

		G	EH	D/H	EMR	TMR	MG	MH
B-27-53	Describes purposes, programs and goals of special education to parents							
B-27-54	Elicits parent support for the instructional program through counseling							
B-27-55	Communicates outcomes of the instructional process to the parents							
B-27-56	Obtains information necessary for program planning and implementation through counseling with parents							
B-27-57	Interprets information supplied by parents							
B-27-58	Elicits supportive behaviors from parents through parent counseling							
B-27-59	Aids parents in defining realistic goals, for their children							
B-27-60	Involves parents in establishing physical, cognitive, and affective goals for their children							
B-27-61	Elicits parent cooperation in developing educational programs for individual children							
B-27-62	Encourages parents to implement extensions of school programs in the home							
B-27-63	Modifies parent-child relations through parent counseling							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
purposes, programs of special education										
parent support for the special program through										
describes outcomes of the special process to the										
information necessary for program planning and im- plementation through counseling interventions										
describes information supplied										
describes supportive behaviors interventions through parent involvement										
describes interventions in defining realistic goals for their children										
describes interventions for parents in establishing positive cognitive, and affective relationships with their children										
describes parent cooperation in special educational programs for individual children										
describes interventions to help parents to implement special services of school programs in the home										
describes interventions to improve parent-child relations through parent counseling										

	G	EH	D/h	EMR	TMR	MG	MH
B-27-64							
Encourages parents to express and evaluate their feelings about having an exceptional child							
B-27-65							
Communicates with parents affectively							
B-27-66							
Communicates with parents objectively							
B-27-67							
Listens to parents with non-judgmental responses							
B-27-68							
Plans periodic parent meetings to discuss objectives, goals, procedures, and forecasts							
B-28-69							
Uses information supplied by professional consultants in planning instructional programs							
B-28-70							
Interprets information supplied by physicians, psychologists, and other professionals							
B-28-71							
Prepares written reports for teachers, professional personnel outside the school, and outside agencies							
B-28-72							
Consults with the regular class teacher in order to extend and implement the speech and language programs for individual children							
B-28-73							
Establishes & maintains communication channels with personnel in school and community agencies to extend individual pupil instructional programs							

	G	EH	D/h	EMR	TMR	MG	MH	OH	SH	VH
parents to express te their feelings ng an exceptional										
es with parents y										
es with parents y										
parents with ntal responses										
odic parent meetings bjectives, goals, , and forecasts										
mation supplied by al consultants in nstructional programs										
information supplied ans, psychologists, professionals										
ritten reports for professional personnel e school, and outside										
ith the regular class order to extend and the speech and language or individual children										
s & maintains communica- els with personnel in community agencies to ividual pupil instruc- grams										

	G	EH	D/H	EMR	TMR	MG	M.
B-28-74							
B-28-75							
B-28-76							
B-28-77							
B-28-78							
B-28-79							
B-28-80							
B-28-81							
B-28-82							
B-28-83							

	G	EH	D/H	EMR	TMR	MG	M	OH	SH	VH
tes as a member of interary teams assess the severity of the child's ing conditions										
professional assistance in children when required										
accepted ethical practices ating to others about children										
h professional consultants pping programs for individren										
appropriate consultants for g information about handchildren										
appropriate professionals professional assistance is										
ates with regular class regarding activities of al children who are memthat teacher's class										
s purposes, programs, and special education to class teachers and admin-										
descriptive data to other onal when required										
y-information to consulorder to increase their tive value										

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	G	EH	D/H	EMR	TMR	MG	MH
B-28-84							
B-28-85							
B-28-86							
B-28-251							
B-28-252							
B-29-87							
B-29-88							
B-29-89							
B-29-90							
B-29-91							
B-29-92							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
es with other pro- with objectivity icity										
formation obtained tants when planning nal activities										
he services of e community agencies										
formation obtained cians and orthopedic manufacturers to t.e t of instructional										
statements from ogists to the develop- nstructional activities										
an instruction environ- h provides opportunities ch controversial issues										
for student involvement concerns of the										
s learning theories in functional relations to on										
a speech reading train- am for specific children										
s instructional program ate fluency deficiencies										
program for children with deficits within an educa- tting										

		G	EH	D/H	EMR	TMR	MG	MH
B-29-93	Organizes instruction environments which develop skills of inferring relations							
B-29-94	Utilizes information obtained from related disciplines about the sensory, physical, emotional, social, and cognitive states of the child to plan remediation programs							
B-29-95	Organizes instructional environments which develop exploratory behaviors							
B-29-96	Determines if the several theoretical approaches to instruction have application to specific instructional problems							
B-29-97	Develops instructional materials to meet specific instructional needs							
B-29-98	Plans instructional programs which provide for the development of practical employment skills							
B-29-99	Organizes activities which are associated with developing independent behaviors							
B-29-100	Translates diagnostic statements of physicians, physical therapists, occupational therapists, and other professionals into instructional activities							
13-29-101	Sequences tasks to conform with learning styles, pace, and inferred learning potential of children							
B-29-102	Organizes classroom activities in order to develop skills in receiving and responding to the communications							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
Instruction environ- develop skills of relations										
Information obtained disciplines about physical, emotional, cognitive states of to plan remediation										
Instructional environ- develop exploratory										
Of the several theo- roaches to instruction ation to specific al problems										
Instructional materials specific instructional										
Instructional programs de for the development employment skills										
Activities which are with developing in- behaviors										
Diagnostic statements as, physical therapists, therapists, and other s into instructional										
asks to conform with les, pace, and inferred ential of children										
Classroom activities in ve...lls in receiving n ERIC e communications										

	G	EH	D/H	EMR	TMR	MG	MH
B-29-103							
B-29-104							
B-29-105							
B-29-106							
B-29-107							
B-29-108							
B-29-109							
B-29-110							
B-29-111							
B-29-112							

of fellow students, teachers,
and resource persons

Generates instructional programs
which are associated with the
development of problem solving
behaviors

Formulates instructional programs
to remediate voice quality de-
ficiencies

Formulates instructional programs
to remediate articulation de-
ficiencies

Designs a program of auditory
training for individual chil-
dren based on the child's measured
speech perceptions

Applies the results of audiometric
testing to planning instructional
programs

Designs a speech training program
within an educational setting

Uses standardized and informal
test results to individualize
instructional programs for chil-
dren with speech and language
disorders

Identifies the instructional needs
of pupils with communicative dis-
orders

Develops curriculum materials for
deaf and hard of hearing pupils

Plans an instructional unit in-
dicating procedures and materials
in order of application to achieve a terminal objective

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
students, teachers, other persons										
instructional programs associated with the concept of problem solving										
such instructional programs that evaluate voice quality de-										
such instructional programs that evaluate articulation de-										
program of auditory training for individual chil- dren based on the child's measured receptions										
the results of audiometric tests to planning instructional										
speech training program in an educational setting										
standardized and informal tests to individualize instructional programs for chil- dren with speech and language										
such instructional needs of children with communicative dis-										
curriculum materials for children hard of hearing pupils										
instructional unit in- cluding procedures and materials of instruction to achieve a terminal objective										

	G	EH	D/H	EMR	TMR	MG	MH
B-29-113							
B-29-114							
B-29-115							
B-29-116							
B-29-117							
B-29-118							
B-29-119							
B-29-120							
B-29-121							
B-29-122							
B-29-123							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
motor performance of child with developmental disabilities and uses information for instructional planning										
performance objectives in terms of stated performance objectives										
performance objectives in terms of specific behaviors of										
components of a problem-solving task										
components of a verbal task										
components of a motor task										
instructional materials in terms of student's cognitive level										
information obtained from the child in writing individual objectives										
students in instructional planning										
program development & evaluation in terms of research										
and maintains a manual and methods file developed from professional & research sources										

	G	EH	D/H	EMR	TMR	MG	MH
B-29-124							
B-29-125							
B-29-126							
B-29-127							
B-29-128							
B-29-129							
B-29-130							
B-29-131							
B-29-132							
B-29-133							
B-29-134							
B-29-135							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
mes of instruction for planning future nal activities										
information about deficit in the develop- instructional materials										
ching strategies which utilization of the nsory modality										
lity training programs										
instructional materials ry discrimination										
anical braille to pre- ructional materials.										
instructional materials al discrimination train-										
mation gained in evalu- vior changes related to out as a basis for in- l planning										
instructional materials lly seeing pupils										
task analysis of an nal activity										
mpirically derived in- when selecting or design- ention procedures										
he selection of instruc- cedures in terms of in- l outcomes										

	G	EH	D/H	EMR	TMR	MG	MH
B-29-136							
When integrating an exceptional child into the regular classroom, specifies the sequence of activities in which the child is to be integrated							
B-29-137							
When integrating an exceptional child into the regular classroom describes essential instructional environment modifications							
B-29-138							
Selects appropriate literature as a source for program planning information							
B-29-139							
Applies information about child development in planning the instructional inference.							
B-29-140							
Modifies the selection of instructional materials in terms of instructional outcomes							
B-29-141							
Develops intervention procedures in order to achieve specific behavior objectives							
B-29-142							
Applies information about home conditions in planning the instructional interface							
B-29-143							
Relates information about child development to the child's performance in school							
B-30-144							
Involves pupils in the instructional evaluation process							
B-30-145							
Evaluates pupil performance at each step and task level							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
rating an exceptional the regular class- ifies the sequence of in which the child is egrated										
rating an exceptional the regular class- cribes essential in- l environment modifica-										
ppropriate literature as for program planning in-										
information about child at in planning the in- al inference.										
the selection of instruc- terials in terms of in- al outcomes .										
intervention procedures to achieve specific objectives										
information about home s in planning the in- al interface										
information about child nt to the child's per- n school										
pupils in the instruc- luation process										
pupil performance at and task level										

	G	EM	D/H	EMR	TMR	MS	MH
B-30-146							
Evaluates particular teaching processes and strategies as related to individual pupil performance							
B-30-147							
Modifies speech and language training outcomes in terms of evaluation activities							
B-30-148							
Analyzes and evaluates instructional procedures in the light of behavior outcomes achieved.							
B-30-149							
Compares the behavior outcomes of instructional efforts with stated long term and short term goals							
B-30-150							
Applies evaluation techniques to measure student progress							
B-30-151							
Applies evaluation techniques to measure the effectiveness of materials and methods							
B-30-152							
Designs evaluation techniques to measure effectiveness of materials and methods							
B-30-153							
Designs evaluation techniques to determine long term educational progress							
B-30-154							
Determines which environmental situations are reinforcing to individual children							
B-30-155							
Evaluates & modifies when appropriate his own teaching behavior							

	G	EH	D/H	EMR	TMR	MG	MH	DH	SH	VH
particular teaching and strategies as individual pupil										
peech and language outcomes in terms of activities										
nd evaluates instructional procedures in terms of behavior outcomes.										
ne behavior outcomes instructional efforts and long term and goals										
valuation techniques student progress										
valuation techniques the effectiveness of methods										
valuation techniques effectiveness of methods										
valuation techniques the long term educational progress										
which environmental factors are forcing to change										
modifies when his own teaching										

	G	EII	D/H	EMR	TMR	MG	MH
B-30-156							
B-30-157							
B-30-158							
B-30-159							
B-30-160							
B-30-161							
B-30-162							
B-30-163							
B-31-195							
B-31-194							
B-31-193							

	G	EII	D/H	EMR	TMR	MG	MH	OH	SH	VH
Criteria for evaluating training programs										
Criteria for evaluating types of mobility trainings										
Behavior in response to visual input as a instructional planning										
Social conditions related to the child's life in school										
How describes changes in performance rates demonstrated by the child										
Factors in the environment which are related to the performance of the child										
How the effectiveness of an intervention strategy is a function of the observation of outcomes										
How describes the changes demonstrated by the child										
How the unique behavioral acquisition patterns of individual children										
How the language comprehension of a child-syntax										
How the language comprehension of a child-lexicon										

		G	EH	D/H	EMR	TMR	MG	MH
B-31-192	Evaluates the language competency of a child-syntax level							
B-31-191	Evaluates speech reading skills of individual children							
B-31-190	Evaluates the language competency of a child-lexicon level							
B-31-189	Assesses voice qualities							
B-31-188	Assesses articulation patterns							
B-31-187	Performs speech audiometry & evaluates the outcomes							
B-31-186	Interprets outcomes of audiometric testing with respect to extent and type of hearing handicap							
B-31-185	Conducts pure tone audiometric tests, AC, BC, and MA							
B-31-184	Identifies & evaluates speech & language handicapped children in the educational setting							
B-31-183	After screening children with suspected speech and language handicaps, selects specific cases for special instruction							
B-31-182	Establishes situations which elicit language behavior for assessment purposes							
B-31-181	Assesses developmental performance level							
B-31-180	Assesses the speech behavior of pupils							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
the language com- a child-syntax										
speech reading skills ual children										
the language com- a child-lexicon										
oice qualities										
articulation patterns										
peech audiometry & the outcomes										
outcomes of audio- ting with respect to type of hearing										
re tone audiometric BC, and MA										
& evaluates speech & ndicapped children ational setting										
ning children with peech and language selects specific cases instruction										
situations which elicit havior for assessment										
velopmental performance										
he speech behavior of										

		H	EH	D/H	EMR	TMR	MG	MI
B-31-179	Relates observed visual deficiencies to physical, genetic, and structural conditions							
B-31-178	Classifies observed communicative disorders with respect to characteristics, etiology, and manifestation							
B-31-177	Relates specific communicative disorders to social and cultural conditions							
B-31-176	Relates specific communicative disorders of pupils to anatomical and physiological conditions							
B-31-175	Records base-line performance data							
B-31-174	Determines a child's hierarchy of reinforcers							
B-31-173	Describes a child's interaction with peers, teachers, and parents							
B-31-172	Tentatively identifies child's preferred learning style							
B-31-171	Observes responses to visual stimuli in the partially sighted							
B-31-170	When integrating an exceptional child into the regular classroom describes for the teacher that child's entry behaviors							
B-31-169	When integrating an exceptional child into the regular classroom indicates instructional limitations							

	M	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
erved visual de- to physical, ge- structural conditions										
observed communica- lers with respect to tics, etiology, and ion										
pecific communicative to social and cultural										
pecific communicative of pupils to anatomi- ysiological conditions										
se-line performance										
a child's hierarchy cers										
a child's interaction teachers, and										
y identifies child's learning style										
esponses to visual the partially										
rating an exceptional the regular class- bes for the teacher s entry behaviors										
rating an exceptional the regular class- tes instructional										

		G	EH	D/H	EMR	TMR	MG	MH
B-31-168	Establishes situations which elicit behaviors which permit inference that the child is thinking critically							
B-31-167	Establishes situations which elicit specific responses for assessment purposes							
B-31-166	Observes and records behaviors elicited in assessment situations							
B-31-165	Uses assessment information as a basis for specifying behavior objectives							
B-31-164	Modifies assessment activities in terms of instructional outcomes							
B-32-201	Uses special equipment designed for the physically handicapped in the classroom							
B-32-202	Applies operant conditioning principles to training programs							
B-32-203	Adapts & devises equipment and physical situations to accommodate unique physical, sensory, and cognitive behavior styles							
B-32-204	Elicits behaviors which reflect a realistic definition of occupational possibilities in terms of the child's handicap							
B-32-205	Reinforces exploratory responses and questions from students							
B-32-206	Provides opportunities for students to discuss, examine, and support							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
s situations which aviors which permit that the child is critically										
s situations which specific responses for purposes										
nd records behaviors n assessment situa-										
ssment information as or specifying behavior										
assessment activities of instructional out-										
ial equipment designed hysically handicapped assroom										
perant conditioning s to training programs										
devises equipment and situations to date unique physical, nd cognitive behavior										
ehaviors which reflect ic definition of nal possibilities in the child's handicap										
s exploratory responses ions from students										
opportunities for students s, examine, and support										

	G	EH	D/H	EMR	TMR	MG	MH
B-32-207							
B-32-208							
B-32-209							
B-32-210							
B-32-211							
B-32-212							
B-32-213							
B-32-214							
B-32-215							
B-32-216							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
with respect to ues										
opportunities for study										
laboratory responses s from students										
speech reading pro-										
language develop- ms for specific										
s to the child proper aring aid.										
ropriate instruc- niques & procedures structional session in terms of age, , and nature of tion disorder										
e principles & of group processes e communication dis-										
consistent pattern es to structure tional environment										
ses instructional elated to vocational										
behaviors which enable p function as a member sroom group										

		G	EH	D/H	EMR	TMR	MG	MH
R-32-217	Responds to inappropriate behaviors consistently & in such a manner as to reduce the probability of their occurrence							
B-32-218	Uses teacher-aide to assist in maintaining instructional routine & in pacing instructional activities							
B-32-219	Varies & paces instructional activities to maintain high student interest							
B-32-220	Practices accepted group process procedures to achieve program goals							
B-32-221	Establishes classroom environment which permits children to behave as members of a group							
B-32-222	Controls classroom behavior by the application of behavior shaping principles							
B-32-223	Assists student to modify his behavior in terms of its consequences							
B-32-224	Provides the child with appropriate feed-back for his behavior							
B-32-225	Aids student in defining alternate behavior possibilities							
B-32-226	Provides success producing situations for individual pupils							
B-32-264	Adapts audio-visual equipment & media for use with severely auditorially handicapped children							

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EH

D/H

EMR

TMR

MG

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OH

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VH

inappropriate be-
sistently & in such
to reduce the proba-
r occurrence

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instructional
pacing instruc-
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classroom environ-
permits children to
members of a group

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feed-back for his

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behavior possibili-

ccess producing
for individual

o-visual equip-
a for use with
di handi-
dr

	G	FH	D/H	EMR	TMR	MG	MH
B-32-227							
B-32-228							
B-32-229							
B-32-230							
B-32-231							
B-32-232							
B-32-233							
B-32-234							
B-32-235							
B-32-236							
B-32-237							
B-32-263							
B-32-238							
B-32-239							

	G	FH	D/H	EMR	TMR	MG	MH	OH	SH	VH
teaching techniques optimize utilization of modality										
oral language be- havior of deaf children										
manual communication										
manual communication										
strategies to increase individual hearing										
Braille (Grades 1 & 2)										
Braille (music code)										
Braille (Nemuth code)										
mobility training pro- grams										
environmental conditions to deal with blindness and effects of being visually impaired										
empirically derived in- formation when selecting and de- structural materials										
lifting procedures for people with different physio- logical handicaps										
oral language behavior of deaf children										
writing behavior										

		G	EH	D/H	EMR	TMR	MG	MH
B-32-240	Develop writing behavior							
B-32-241	Modify the application of instructional procedures in terms of instructional outcomes							
B-32-242	When integrating a child in the regular classroom assists regular teacher in program development and modification							
B-32-243	Modifies instructional materials in terms of the individual child's performance							
B-32-244	Adapts the basic public school curriculum to the limitations of the individual child							
B-32-245	Utilizes community resources which could be part of the instructional program							
B-32-246	Adapts materials and equipment in terms of specific instructional problems							
B-32-247	Encourages behaviors which reflect divergent cognitive activity in the child							
B-32-248	Encourages behaviors which reflect problem-solving cognitive activity in the child							
B-33-253	Describes instructional goals in performance terms							
B-33-254	Identifies educational and behavioral goals in terms of child's handicapping condition							
B-33-255	Arranges educational objectives in priority order							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
iting behavior										
application of in- i procedures in terms tional outcomes										
rating a child in the assroom assists regu- r in program develop- modification										
instructional materials, of the individual child's e										
basic public school to the limitations individual child										
community resources d be part of the nal program										
materials and equipment f specific instruc- blems										
behaviors which re- rgent cognitive activ- child										
behaviors which re- lem-solving cognitive n the child										
instructional goals ance terms										
educational and be- pals in terms of ndicapping condition										
educational objectives y order										

		G	EH	D/H	EMR	TMR	MG	MH
B-33-256	Breaks down long-range educational goals into sequences of immediate goals							
B-33-257	Uses information obtained from assessment activities, cumulative folders, and special reports to develop long-range educational objectives							
B-33-258	Defines probable post-school vocational activities when developing long-range curricular objectives							
B-33-259	Identifies probable post-school vocational activities for individual children							
B-33-260	Defines long range therapeutic goals for correcting speech behavior for a particular child							
B-33-261	Defines short-term therapeutic goals for correcting speech behavior for a particular child							
B-33-262	When integrating an exceptional child into the regular classroom describes criteria for evaluating placement							

	G	EH	D/H	EMR	TMR	MG	MH	OH	SH	VH
long-range educational sequences into sequences of goals										
Information obtained from activities, cumulative records, and special reports on long-range educational										
probable post-school activities when long-range curricular										
probable post-school activities for in-children										
long range therapeutic correcting speech for a particular child										
short-term therapeutic correcting speech for a particular child										
defining an exceptional the regular class-ifies criteria for placement										

APPENDIX B

**Instructions for Second
Delphi Evaluation**

INSTRUCTIONS

Dear Colleague:

Enclosed is the second mailing in the Delphi process of the list of competencies developed by the several work groups at the Special Study Institute in Santa Barbara and rated by the conference participants.

Carefully read the following instructions in order to provide us with your correct indication as to the appropriateness of each item. Return your completed form by June 5, 1972, to Dr. Calvin C. Nelson, Chairman, Department of Behavioral Sciences in Education, California State College, Fullerton, 800 N. State College Blvd., Fullerton, California 92631.

1. The items appear exactly as they did on the original survey, in order to maintain consistency in the process. Suggested editorial changes have not been introduced at this time. The suggestions will be taken into account in the final report.

2. The numbers which appear in each competency area reflect consensus ratings from the first survey. Whenever a 1 appears, the consensus was that the competency listed is "desired" but not essential for a teacher working in that designated area of exceptionality. Whenever a 2 appears, the consensus was that the competency listed is "essential" for a teacher working in that designated handicap area.

Each item which was rejected by 20% or more of the raters is designated by the word "reject." This is followed by the number of persons rejecting the item.

3. Now that you know what the consensus is regarding each teaching competency, you have the opportunity to re-evaluate the importance of each teaching competency for each area of exceptionality in light of your colleagues' responses.

IT IS IMPORTANT that you indicate once again your rating for each competency. DO NOT LEAVE A COMPETENCY UN-RATED. The numbers indicate a consensus

response to the first survey. YOU MUST RECORD YOUR RATINGS AGAIN FOR THE SECOND SURVEY. Record your second responses according to the following instructions.

- A. As you examine each competency, ask yourself whether it is necessary to the execution of an instructional program for handicapped children.

If not--write REJECT as your response and proceed to the next item.
(If item has been rejected in first survey and you wish to reject it again, write reject)

If yes--GO TO LETTER B.

- B. Ask yourself whether the competency is GENERIC to all programs for handicapped children or SPECIFIC TO PARTICULAR PROGRAMS.

If GENERIC--prepare to place your rating in the Generic Box only and GO TO LETTER C.

If SPECIFIC--prepare to place your rating in one or more categories.
(if you think a competency is important to four (4) or more categories, prepare to place your rating in the GENERIC AREA and GO TO LETTER C).

- C. Rate each competency as follows:

1 = enhances instruction but its absence would not detract from instructor effectiveness.

2 = absolutely necessary for instructor effectiveness.

IMPORTANT

A rating of 2 on any competency should be interpreted to mean that you would be willing to accept it as a basis for evaluating your college training program.

APPENDIX C

Institutions Participating in the Special Education Teacher Competency Evaluation

Biola College	California State University, San Diego
California Baptist College	California State University, San Francisco
California Lutheran College	California State University, San Jose
California Polytechnic State University	Chapman College
California School for the Deaf, Berkeley	Dominican College of San Rafael
California School for the Deaf, Riverside	Holy Names College
California State College, Bakersfield	La Verne College
California State College, Dominguez Hills	Loma Linda University
California State College, San Bernardino	Mount St. Mary's College
California State College, Sonoma	Pacific Union College
California State College, Stanislaus	Pasadena College
California State Polytechnic University	Pepperdine University
California State University, Chico	Southern California College
California State University, Fresno	United States International University
California State University, Fullerton	University of California, Davis
California State University, Hayward	University of California, Los Angeles
California State University, Humboldt	University of California, Riverside
California State University, Long Beach	University of Redlands
California State University, Los Angeles	University of San Diego
California State University, Northridge	University of Southern California
California State University, Sacramento	University of the Pacific

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