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## ABSTRACT

An inservice program was designed to train regular classroom and resource teachers to use appropriate intervention and instructional strategies. Objectives for the two-semester, participation-based training program included increasing teachers' competence in the administration of a Resource Room Program, which would provide direct services to children with learning problems. To ensure that knowledge and competencies acquired during the inservice program would be properly and continuously applied, attention was given to strategies and techniques for changing the attitudes of regular and resource teachers. Topics covered in the training modules developed for the program included: (1) humanizing the teaching process; (2) inservice training: the personalized approach to instruction; (3) strategies for changing teacher attitudes; (4) the role and function of the resource teacher; (5) assessment and skill training of inservice teachers; (6) selection and evaluation of materials for a resource room; (7) individual education plans; (8) teaching styles and the learning process; (9) teaching values clarification; (10) utilizing paraprofessionals to enhance learning; (11) instructional procedures and classroom management; (12) involving parents in the learning process; and (13) enhancing cognitive skills through effective communication. In this report, program objectives and competencies to be acquired by participants are listed. Information is supplied on the program's impact, facilities for the inservice, cooperating agencies and personnel, and selection of participants. A schedule of training sessions, a list of participants, and profiles of project staff are also provided. The appendix presents module outlines that include statements of learning objectives, descriptions of activities, and references. (JD)

ED222469

INSERVICE TRAINING PROGRAM  
FOR  
REGULAR AND RESOURCE TEACHERS

FACULTY

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Education Department

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Coordinator  
Learning Center

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Research Assistant

Sponsored By:

North Carolina Central University

and

Grant No. HEW-OE G008000396

Office of Special Education

Department of Education

Washington, D.C.

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#### ACKNOWLEDGEMENT

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## FOREWORD

The recent interest in education for the handicapped has created an increasing demand for inservice training programs. Coupled with this interest is a major new role emerging for regular and resource teachers.

This work is a report of an Inservice Training Program for Regular and Resource Teachers conducted at North Carolina Central University with financial assistance from a grant awarded by the Department of Education, Office of Special Education.

The modular approach to training was utilized because it permitted the selection of topics which were most appropriate for the personnel being trained. Each module focused on a topic judged to be appropriate for assisting regular and resource teachers to plan for the social, emotional and educational needs of handicapped children.

The program was composed of ten modules with selected activities, each keyed to one or more of the specified curriculum objectives. Included in each module is a goal, learning objectives, learning activities, evaluation component, resources, bibliography, and pretest.

The format for the modules was adapted from The Preparation of Regular Classroom Teachers to Work With Students With Special Learning Problems: A Preservice Training Project. Project Director, Clifford D. Baker, Ed.D. University of Northern Colorado.

I acknowledge with appreciation the contributions of my colleagues at North Carolina Central University: Dr. Norman C. Johnson, Chairman, Department of Education, Miss Angelia Davis, Coordinator of the Education

Learning Center, Mrs. Fifi R. Wright, Research Assistant, Mrs. Virginia D. Borders, Secretary, Mrs. Lucille Cole who designed the cover, and all of the participants and visiting lecturers who contributed their time and expertise to ensure the success of the program.

Octavia B. Knight, Ph.D.  
Project Director

## INSERVICE PROGRAM FOR REGULAR AND RESOURCE TEACHERS

### Rationale

The basic assumption underlying the philosophy of the training program was that handicapped children can be most effectively helped to reach their potential by regular and special teachers and other personnel who have acquired the basic attitudes, knowledge, skills, techniques and methodology for teaching these children.

The primary goal is the continued development of a program which will produce adequately trained professionals who will provide quality instruction for handicapped children. North Carolina Central University ascribes to the concept of placing exceptional children in the least restrictive educational environment and supports the Resource Room as a viable alternative. With the rapidly expanding trend in redirection of program emphasis, there is a need to strengthen inservice education for teachers.

Inservice training is gaining importance because "the idea that a person can learn enough through initial education to cope successfully with his chosen career throughout his working life is no longer tenable."<sup>1</sup>

Regular teachers are often uncertain as to whether they possess the information, techniques and competencies necessary to deal with exceptional children in the regular classroom setting. There is also an increasing realization that lack of adequate knowledge impairs the capacity of regular teachers to deal effectively with the learning problems of children with special needs. This theoretical position was addressed in the sessions and

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<sup>1</sup>Sir Walter Perry, "Locked Into an Outdated Philosophy of Learning," The Chronicle of Higher Education, Volume XVII, Number 13, November 27, 1978, p. 72.

is the major focus of the training program. Thus, a training model will insure that these teachers will receive more aid than was previously available to them. Rude points out that "the trend toward new types of trainers, delivery modes and training resources should enhance the effectiveness of training."<sup>2</sup>

A pervasive and persistent problem is teacher attitudes. This program was also designed to effect some change in the attitude of regular teachers toward the field of special education and more importantly, toward the special students. This thrust will help insure that knowledge and competencies acquired in the program will be properly and continuously applied.

Attention focused on strategies and techniques for changing the attitudes of regular and resource teachers. Inservice teachers examined their own feelings and prejudices toward handicapped children. Through role playing, dialogue sessions, small group discussions and other activities, participants obtained knowledge of handicapping conditions and the effects of negative attitudes on the learning process.

The major objective of this project was to provide a training program for regular and special teachers to enable them to utilize appropriate intervention and instructional strategies. Inservice training is a practicable means of providing knowledge for regular and resource teachers to ensure successful mainstreaming of handicapped children.

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<sup>2</sup>Carolyn R. Rude, "Trends and Priorities in Inservice Training," Exceptional Children, Volume 45, Number 3, November, 1978, pp. 172-176.

## VERIFIED NEEDS OF PERSONNEL PREPARATION PROGRAM

The General Assembly of North Carolina created a Commission to study Children with Special Needs. The Commission found that a very large percentage of children with special needs were not being served by the educational or human resources agencies of state and local government. The Commission stressed the educational and cost-saving values of the least restrictive alternative and argued that the state's goal should be "normalized" education for the handicapped. An inservice training program for regular and resource teachers is judged to be a positive approach in the attainment of this goal.

It is projected that changes in programs will reflect services to unserved children. State priorities are expected to follow a pattern of resource teachers serving mildly handicapped, educable mentally retarded, learning disabled and emotionally disturbed children. Also emphasized will be educable mentally retarded high school resource programs and learning disabled elementary resource programs.

Personnel needs are based on pupil/teacher ratio and the projections of local, regional, state and national needs.

Recent data obtained from the Summary of Personnel Needed in North Carolina indicate that the training needs are pervasive in all geographic and program areas.

## PROGRAM OBJECTIVES

This program was designed to enable trainees selected to participate in inservice activities to gain competence in the area of administering a Resource Room Program and providing direct services to children with learning problems. Generally this means enabling the inservice teacher to gain additional knowledge and skills to augment experiences; and the administrator or coordinator of Special Education to strengthen his/her proficiency in the area of Resource Room Programs. For the regular classroom teacher the main purpose was to introduce the concept of Resource Room Programs and suggest ways such programs can benefit normal and exceptional children who remain in regular classes.

The resource teacher in cooperation with the regular teacher will develop instructional objectives with the regular class teacher and identify or develop materials and activities appropriate for each student's individual education program.

This program was a two semester, participation-based project which recognized the particular needs of minority groups and other persons who come from low socio-economic backgrounds and may require individual attention.

There is an increasing trend in North Carolina toward the Resource Room concept as a means of providing the least restrictive alternative to special class placement. Generally, the students are integrated into regular classes based on their needs as indicated by the individual education plan.

The passage of Public Law 94-142 has created a demand for resource teachers to assist the regular teachers in providing the appropriate education as mandated in the law.

Principal Objectives:

To train resource teachers as instructional and supportive persons for regular teachers.

Subordinate Objectives:

To provide maximum assistance to the regular teachers.

To assist regular teachers in procedures and techniques for meeting individual student needs.

To familiarize inservice trainees with the concept, organization, and materials associated with the Resource Room.

To develop among teachers more positive attitudes toward their role in the education of children with special needs.

To minimize or eliminate the communication gap between the special education resource teacher and the regular class teacher.

To effect change in regular teachers attitudes toward exceptional children.

To ensure the competencies of professional school personnel in special education State standards and guidelines have been adopted. The Competency-Based program provides for colleges and universities an alternate or experimental approach to the preparation of teachers.

For guidance and direction in developing and implementing the Inservice Training Program for Regular and Resource Teachers, selected competencies were included in the program component. The Competency descriptions are presently being revised by the Quality Assurance Task Force. However, the existing competencies are included in this report.

## COMPETENCIES TO BE ACQUIRED BY PROGRAM TRAINEES<sup>1</sup>

Ability to identify the various needs of all children and youth.

Understanding of and ability to utilize, in planning a meaningful educational program, information regarding chronological age, mental age, growth and development, and interests of normal and exceptional children and youth.

Ability to assess research and learning theories and apply relevant aspects to educational situations.

Ability to convey to school staff and to parents the characteristics, needs and abilities to exceptional children and youth.

Ability to communicate effectively with exceptional children and youth, their parents, and their community.

Ability to observe critically the behavior of exceptional children and youth.

Ability to plan, implement, and evaluate the effectiveness of instruction in terms of stated behavior objectives.

Ability to implement appropriate organizational plans and to use a variety of classroom techniques for the effective instruction of children and youth in a variety of situations.

Ability to develop and utilize a variety of appropriate methods and materials for the instruction of exceptional children and youth.

In terms of specific competencies the Resource Room trainees need the following:

Understanding of the individual and social problems and needs of the children and youth concerned.

Ability to use informal and formal diagnostic and prognostic skills.

Ability to use appropriate strategies, methods, and techniques.

Ability to use effectively appropriate equipment, materials and media.

Ability to design, implement, and evaluate learning programs for individuals and groups.

Ability to write individual education plans.

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<sup>1</sup>Division of Teacher Education. North Carolina Department of Public Instruction. Standards & Guidelines for Approval of Institutions & Programs for Teacher Education. Competency-Based Program, Revised, May 1977, pp. 68-71.

## PROGRAM DESCRIPTION

The formal Inservice Training Program began in September and continued through June. Regular teachers and resource teachers from Durham City, Durham County, Person County, Franklinton, Vance County, Wake County, Warren County, Lee County, Chatham County, and Chapel Hill-Carrboro comprised the training group.

The monthly sessions provided a forum for communication and interchange of ideas between the participants and the visiting lecturers and consultants. The sessions were enhanced by illustrated lectures, media presentations, small group sessions and other innovative techniques and strategies.

The program combined classwork and seminars with practical experience to provide participants with skills that were productive and realistic in terms of changing trends in educating handicapped children. To fully utilize the knowledge obtained, participants were encouraged to implement a plan for increasing awareness of children with special needs.

To provide a frame work for the inservice training program ten carefully planned modules were devised. This method was utilized to emphasize the key areas in the training program. Included with each module is a test to assess the participants prior knowledge of the topic, and a post test to determine the extent of knowledge gained during the training session. The modules, distributed to the participants were contained in a loose leaf binder to facilitate the updating of materials. These are transportable and may be replicated with a minimum of faculty time and financial cost.

## PROGRAM IMPACT

This program has the potential for a significant impact on regular education programs. It has served to prepare resource teachers to assist regular class teachers in providing the least restrictive environment for the mentally retarded, emotionally disturbed, gifted, and children with other handicapping conditions. To develop the necessary skills needed to instruct children with learning problems, participants learned how to specify effective methods and techniques for remediating learning problems. In addition, they gained greater understanding of how to utilize the available alternatives for achieving expected successful outcomes.

The Inservice Teacher Training Program implies that a program for remediating student's learning problems should be based on individual evaluations conducted by the Resource Teacher. From the results of individual evaluations, teachers became more aware of the students's area of strengths and weaknesses, and of the learning needs of each student. Varying abilities were identified and tasks prescribed to facilitate remediation of problems in learning. It was also envisioned that through well prepared and effective resource teachers and regular teachers the project would be of assistance to all children encountering transient problems.

The regular and resource teachers were encouraged to deemphasize the I.Q. and focus on the present skills that students possess and additional skills needed to survive in this competitive society.

## FACILITIES

The physical facilities at the University are adequate to accomplish the purposes of the inservice program. Rooms for seminars and classes are conveniently located. Adequate office space is available for staff members employed in the program. Adjunct services include an expanding library, which has an ample collection of materials pertinent to the area, a media center and curriculum laboratory for elementary and secondary teachers, learning laboratory consisting of eighteen lighted carrels and five individual study rooms.

The Model Resource Laboratory is housed in the Taylor Education Building. The laboratory functions as a study room, a teaching center and a point of contact between faculty, trainees, graduate assistants and project personnel. The facility has a dual purpose. It serves as a learning resource center for inservice trainees and an instructional materials center for faculty and staff.

The major training activities are field based and implemented in the classrooms with close contact between the regular and resource teacher. To achieve the desired results, only minimal modification of the school's physical environment was necessary.

A center for Inservice Education is designated in the Taylor Education Building for small group discussions, dialogue sessions and construction of learning activities.

## COOPERATING AGENCIES AND PERSONNEL

This project was designed to enable the inservice trainees to gain competence in providing educational programs for exceptional children in the least restrictive environment. It also served to complement the existing teacher training programs at North Carolina Central University.

University faculty members, administrators, school personnel and cooperating teachers were involved in the project and served in a consultative, advisory, and evaluative capacity.

The State Department of Public Instruction, the Durham City and Durham County school systems, and other agencies and facilities currently supporting the training programs pledge their cooperation in assisting with project implementation.

The North Carolina Division for Exceptional Children supports a comprehensive system of personnel development. Information sharing and planning meetings are sponsored annually by the Division for College and University personnel and other appropriate agencies.

Important to the program also is the efforts of The Cooperative Planning Consortium of the University of North Carolina to foster a close interrelationship and to coordinate a plan for the expansion of training resources through public and private institutions of higher education.

## PARTICIPANTS

### Selection of Participants

The participants in the inservice training phase of the project were selected on the basis of the following criteria:

1. Possession of an "A" or "G" level certification from the State of North Carolina.
2. Regular teachers who serve exceptional children.
3. Current employment as a resource teacher.
4. Principal's endorsement of applicant to participate in the program.
5. An autobiographical sketch.
6. A personal interview to explore the applicant's interest and motivation in this area.
7. A statement of basic educational philosophy.

The participants were expected to have demonstrated a commitment to the profession. The specified criteria enabled the project director to make decisions regarding the potential capability of the trainees to profit from the inservice program.

Each participant signed a written agreement to attend all sessions during the training period, to complete the requirements of each module, and other assigned tasks. (See appendix)

INSERVICE TRAINING PROGRAM PARTICIPANTS  
1978-79

Resource Teachers

Mrs. Karen Belury  
W.G. Pearson School  
Durham, North Carolina

Mrs. Barbara Newton  
Holton Junior High School  
Durham, North Carolina

Mrs. Barbara Parker  
L.B. Yancey Elementary School  
Henderson, North Carolina

Mrs. Marva B. Thorpe  
Southern High School  
Durham, North Carolina

Mrs. Cassandra Umstead  
E.K. Powe School  
Durham, North Carolina

Mrs. Jacqueline D. Williams  
Oak Lane Elementary School  
Roxboro, North Carolina

Regular Teachers

Mrs. Winnie P. Leathers  
Morehead Elementary School  
Durham, North Carolina

Mrs. Brenda McKinnon  
Durham High School  
Durham, North Carolina

Mrs. Gladys Mainor  
Holt Elementary School  
Durham, North Carolina

Mrs. Cassandra Smith  
Holt Elementary School  
Durham, North Carolina

Mrs. Ruth H. Thomas  
E.K. Powe School  
Durham, North Carolina

Mrs. Eliza J. Tolbert  
Durham High School  
Durham, North Carolina

INSERVICE TRAINING PROGRAM PARTICIPANTS  
1979-80

Resource Teachers

Mrs. Amy M. Becton  
Fayetteville Street School  
Durham, North Carolina

Mrs. Alma J. Coleman  
Durham High School  
Durham, North Carolina

Ms. Tamara D. Little  
Fayetteville Street School  
Durham, North Carolina

Ms. Gerald Logan  
Carrington Junior High School  
Durham, North Carolina

Mr. Tony Lee Mitchell  
Carnage Middle School  
Raleigh, North Carolina

Mrs. Shirley Faye Neal  
Holt Elementary School  
Durham, North Carolina

Ms. Phyllis M. Reid  
Carnage Middle School  
Raleigh, North Carolina

Ms. Brenda B. Skinner  
Brogden Junior High School  
Durham, North Carolina

Ms. Francella Trueblood  
E.K. Powe School  
Durham, North Carolina

Regular Teachers

Mrs. Lois Batts  
Lakewood Elementary School  
Durham, North Carolina

Mrs. Hazel P. Blount  
Y.E. Smith Elementary School  
Durham, North Carolina

Mrs. Marva T. Dixon  
Parkwood Elementary School  
Durham, North Carolina

Ms. Jacquelyn Durham  
Culbert Junior High School  
Chapel Hill, North Carolina

Mrs. Marie F. Kearney  
Y.E. Smith Elementary School  
Durham, North Carolina

Mr. David S. Lyons  
Eno Valley Elementary School  
Durham, North Carolina

Mrs. Constance B. Scott  
Eno Valley Elementary School  
Durham, North Carolina

Ms. Deborah A. Taylor  
Aycock School  
Henderson, North Carolina

Ms. Dorothy Wiggins  
Phillips Junior High School  
Chapel Hill, North Carolina

INSERVICE TRAINING PROGRAM PARTICIPANTS  
1980-81

Resource Teachers

Ms. Carlotta B. Armstrong  
Phillips Junior High School  
Chapel Hill, North Carolina

Ms. Laurinda L. Bryant  
East Lee Junior High School  
Sanford, North Carolina

Mr. Colen A. Cline  
Sara Barker Center  
Durham, North Carolina

Ms. Dianne Evans  
North Warren Middle School  
Warrenton, North Carolina

Mr. Charles E. Hess  
Rolesville Middle School  
Wake Forest, North Carolina

Mrs. Nancy M. Hoskins  
Sara Barker Center  
Durham, North Carolina

Mrs. Priscilla Malloy  
Vocational Rehabilitation  
Murdoch Center  
Butner, North Carolina

Mrs. Bettye A. Murchison  
Rolesville Middle School  
Wake Forest, North Carolina

Ms. Clementine F. Self  
Carrboro Elementary School  
Carrboro, North Carolina

Mrs. Ella A. Williams  
Apex Elementary School  
Apex, North Carolina

Regular Teachers

Mrs. Judy H. Alford  
Morehead Elementary School  
Durham, North Carolina

Ms. Anne K. Gregory  
Parkwood Elementary School  
Curham, North Carolina

Ms. Almeta I. Howard  
East Lee Junior High School  
Sanford, North Carolina

Ms. LaHarve Johnson  
Durham High School  
Durham, North Carolina

Mr. James E. Newton, Sr.  
Franklinton Elementary School  
Franklinton, North Carolina

Ms. Cecilia E. Rawlins  
Rolesville Middle School  
Wake Forest, North Carolina

Ms. Shyvonne Steed  
Eno Valley Elementary School  
Durham, North Carolina

Mrs. Brenda M. Watson  
B.W. Wicker School  
Sanford, North Carolina

Mrs. Claudia M. Woods  
Eno Valley Elementary School  
Durham, North Carolina

1978-79

INSERVICE TRAINING PROGRAM  
SCHEDULE OF TRAINING SESSIONS

Session I	Orientation Session - Pretest, Administration of Minnesota Teacher Attitude Inventory  Dr. Octavia B. Knight, Project Director Miss Angelia Davis, Research Assistant Mrs. Cecelia S. Jones, Coordinator, Learning Center	September 23, 1978
Session II	Humanizing the Teaching Process Dr. Norman C. Johnson, Consultant	October 14, 1978
Session III	Inservice Training: The Personalized Approach to Instruction Dr. Ronald M. Lazar, Consultant	November 11, 1978
Session IV	Role and Function of the Resource Teacher Dr. David Sabatino, Consultant	December 9, 1978
Session V	Assessment and Skill Training of Inservice Teachers Dr. Raymond N. Elliott, Jr., Consultant	January 20, 1979
Session VI	Curriculum Design: Selection and Evaluation of Materials for a Resource Center Dr. Willia C. Bryant, Consultant	February 17, 1979
Session VII	Individual Education Plans: Content and Accountability Ms. Genevieve Ortman, Consultant	March 17, 1979
Session VIII	Strategies for Changing the Attitudes of Regular Class Teachers Dr. Norman C. Johnson, Consultant	April 21, 1979
Session IX	Strategies for Manipulating the Learning Environment Dr. LaDelle Olion, Consultant	May 5, 1979

Session X

Assessment of the Effectiveness,  
Efficiency and Impact of the  
Resource Room  
Dr. Octavia B. Knight, Consultant

June 9, 1979

Follow-Up Session

Awarding Certificates

1979-80  
INSERVICE TRAINING PROGRAM  
SCHEDULE OF TRAINING SESSIONS

Session I	Orientation Session Administration of Minnesota Teacher Attitude Inventory	September 22, 1979
Session II	Humanizing the Teaching Process Dr. Norman C. Johnson, Consultant Chairman, Department of Education	October 20, 1979
Session III	Enhancing Cognitive Skills Through Effective Communication Mrs. Ann Henderson Barrick, Consultant	November 17, 1979
Session IV	Assessment of the Effectiveness of the Resource Room Dr. David Sabatino, Consultant	December 8, 1979
Session V	Utilizing Paraprofessionals to Enhance Learning Mrs. Cecelia S. Jones, Consultant	January 12, 1980
Session VI	Involving Parents in the Learning Process Dr. LaDelle Olion, Consultant	February 16, 1980
Session VII	Individual Education Plans Ms. Genevieve Ortman, Consultant	March 8, 1980
Session VIII	Teaching Styles and the Learning Environment Dr. Willa C. Bryant, Consultant	April 19, 1980
Session IX	Strategies for Changing Teachers Attitudes Dr. John L. Johnson, Consultant	May 10, 1980
Session X	Teaching Values Clarification Dr. Offa L. Jenkins, Consultant  Follow-Up Session  Awarding Certificates	June 7, 1980

1980-81  
INSERVICE TRAINING PROGRAM  
SCHEDULE OF TRAINING SESSIONS

Session I	Orientation Session Humanizing the Teaching Process Dr. Norman C. Johnson, Consultant	September 20, 1980
Session II	Individual Education Plans Miss Genevieve Ortman, Consultant	October 11, 1980
Session III	Instructional Procedures and Classroom Management Dr. Barbara H. Ellis, Consultant	November 15, 1980
Session IV	Role and Function of the Resource Teacher Dr. David Sabatino, Consultant	December 6, 1980
Session V	Utilizing Paraprofessionals to Enhance Learning Mrs. Cecelia S. Jones, Consultant	January 17, 1981
Session VI	Involving Parents in the Learning Process Dr. Earl L. Hill, Consultant	February 7, 1981
Session VII	Enhancing Cognitive Skills Through Effective Communication Mrs. Ann Henderson Barrick, Consultant	March 7, 1981
Session VIII	Teaching Styles and the Learning Process Dr. Leola G. Hayes, Consultant	April 11, 1981
Session IX	Teaching Values Clarification Dr. Offa Lou Jenkins, Consultant	May 9, 1981
Session X	Strategies for Changing Teacher Attitudes Dr. Leonard D. Fitts, Consultant	June 6, 1981
	Follow-Up Session	
	Awarding Certificates	

## PROJECT STAFF

The project director coordinated all functions concerning administrative and fiscal matters related to the inservice component as well as general program maintenance.

The major responsibility for inservice training activities, module development and implementation, visits to the practica sites, and other duties were assumed by the program director, research assistant, and faculty members assigned to the project.

The University staff was supported by consultants and lecturers with expertise in the topical areas specified in the Program Activities. Graduate students assisted with the technical aspects of module implementation.

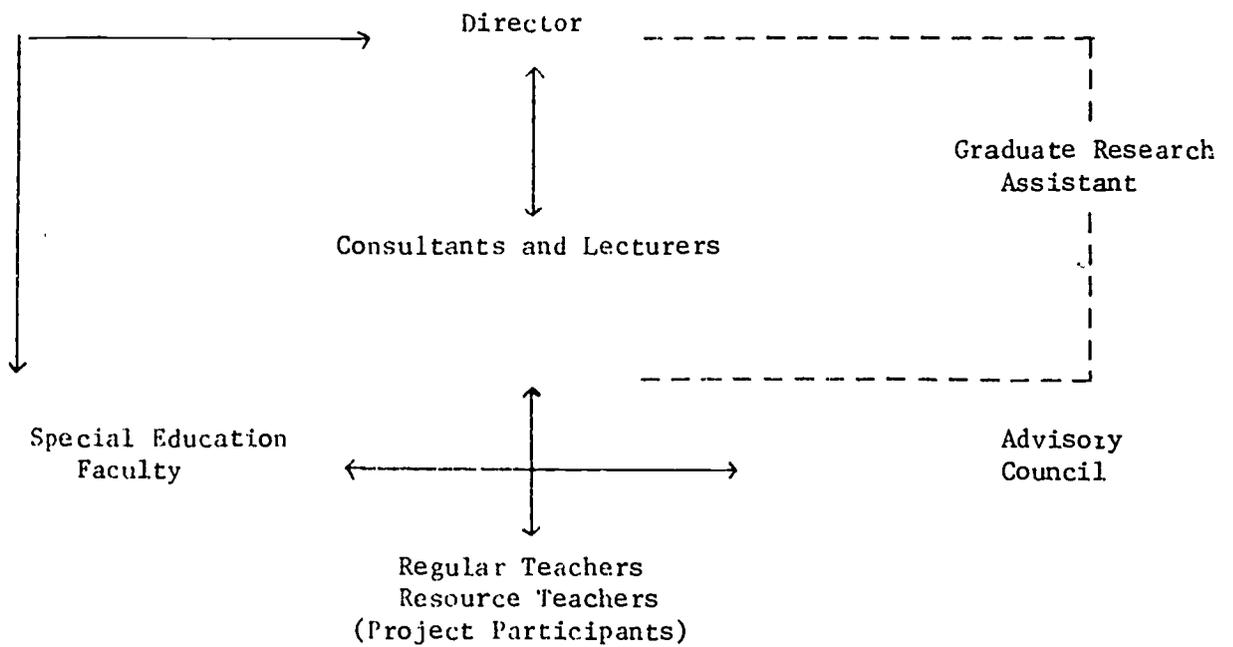
Because of the structure of the program and the variety of topics covered, it was determined that utilizing consultants with expertise in the topical areas was a more feasible arrangement than employing a full-time program coordinator to provide the formal instruction to supplement the self-instructional modules.

To insure the efficient operation of the program, on campus faculty assisted the project director with the training sessions. All duties were performed on Saturdays and at times other than during regularly scheduled courses and other assignments.

A staffing pattern and profiles of university staff and visiting lecturers are included in this section of the report.

## STAFFING PATTERN

The diagram below illustrates the staffing pattern for the training program.



## INSERVICE TRAINING FACULTY

*OCTAVIA BOWERS KNIGHT* is Professor of Education and Director of Special Education at North Carolina Central University in Durham. She pursued her early education in the public schools of Virginia, received the Bachelor of Arts Degree from Virginia State College; Master of Arts, Hampton Institute, and in 1967 received the Doctor of Philosophy from the University of North Carolina - Chapel Hill. She is also a licensed Psychological Examiner and a Fellow in the American Association on Mental Deficiency. Her academic areas of concentration are special education, guidance, educational psychology and psychology. She taught two years in the public schools of Virginia as a Teacher-Principal prior to accepting a position as instructor and supervisor of education at Virginia State School, a special school, in Hampton, Virginia. Her college and university experience includes teaching positions at Virginia State College, University of Wisconsin-Milwaukee and the University of North Carolina-Chapel Hill. For three years she served as chief consultant for a Comprehensive School Improvement Project devoted to innovations in education under the sponsorship of the Ford Foundation. During the 1971-73 academic years she served as Project Director for Staff Development and Curriculum Improvement at Cameron Morrison Youth Development Center, and devised an Individualized Education Program for students in transitional settings. Out of her training and experience in Special Education and Psychology have come over twenty monographs and research articles which have appeared in scholarly publications. She has conducted workshops, inservice programs and lectured extensively in her areas of specialization. She holds membership in a number of professional organizations. She has been cited for her competence in teaching graduate and undergraduate college and university courses. Her creative teaching skill, research involvement, leadership, administrative ability, and scholarship were recognized by her selection as a Wisconsin Fellow for the academic years, 1965-66 and 1966-67, under the sponsorship of the Carnegie Foundation. In 1969 she was selected as the distinguished Alumni and awarded the Certificate of Merit for outstanding service in Special Education by Virginia State College, Petersburg, Virginia. In April, 1977 she was awarded the Phi Delta Kappa Award for Outstanding Leadership by the Carolina Chapter of the professional education fraternity. She has conducted numerous inservice training programs for colleges, universities and public school systems.

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Institute at Teaching Research Division of the Oregon State System of Higher Education; participant in a Technifax Seminar on Visual Communication; Consultant for the North Carolina Comprehensive School Improvement Program; Studied Objective Analysis and Test Construction at the Teaching Research Division, Oregon College of Education; Member of the Media Committee working with the Learning Institute of North Carolina for the establishment of a federally supported Regional Educational Laboratory; Former Member and Past Chairman of the North Carolina Advisory Council for Teacher Education; Currently a member of the North Carolina University System Teacher Education Council; Frequent participant in inservice training programs, especially with Competency Based Program Development. He holds membership in a number of professional organizations including Phi Delta Kappa Honorary Society in Education, National Education Association, and North Carolina Psychological Association. He has published several articles which have appeared in scholarly publications and listed in Who's Who in Education.

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*FIFI R. WRIGHT, B.S.*, is presently serving as Research Assistant in Special Education at North Carolina Central University for the Inservice Training Project. She received the Bachelor of Science degree from Winston-Salem State University in 1974. Her professional experience includes teaching in the Alamance County School System in Graham, North Carolina, and Chapel Hill-Carrboro School System in Chapel Hill, North Carolina. Mrs. Wright is currently a candidate for the Master of Education degree in Special Education at North Carolina Central University. She holds membership in the Council for Exceptional Children, and North Carolina Association of Educators, and has attended several state and national conferences dealing with exceptional children.

## PROFILE OF VISITING LECTURERS

LADELIA OLSON, Ph.D., is Associate Professor and Chairman of the Department of Special Education and Psychology at the University of Arkansas at Pine Bluff. He received the B.S. degree and the Master of Science degree in Special Education from Southern Illinois University, and the Ph.D. degree in Educational Psychology from the University of Connecticut. His college and university experience includes: Director of Inservice Training Project, Southeastern Arkansas; Coordinator of Mainstreaming Project, Dean's Grant; Special Education Instructor, Central State University; Handicapped Consultant (Trainer of teachers and paraprofessionals in the special education areas), Columbus, Ohio; and Director of Early Childhood Education and Developmental Disabilities, Region 5, Ohio State University.

DAVID A. SABATINO, Ph.D., is Professor and Chairperson of the Department of Special Education at Southern Illinois University - Carbondale. He received the B.S., M.A., and Ph.D., degrees from Ohio State University. His professional experience includes: Professor and Chairperson, Northern Illinois University; Principal Investigator, Illinois Regional Resource Center, Northern Illinois University; Research and Training Consultant, Winnebago Plan for Mainstreaming, Title IV Project; and Visiting Professor, University of Nevada, Department of Special Education. He is also a licensed Psychological Examiner. He holds membership in several professional associations and has received several teaching awards and honors. He has published several books and his articles have appeared in numerous scholarly publications.

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*BARBARA ELLIS, Ph.D.*, is currently a special education teacher at Durham High School. She received the B.S. degree and the M.Ed. degree from NCCU, and the Ph.D. degree from the University of North Carolina at Chapel Hill. Her professional experience includes: Health Educator for Burton and Pearson Elementary Schools; special education teacher at Burton Elementary School; Biology and Science teacher at Mary Potter High School; and Biology, Science and Math teacher at A.G. Richardson High School. She holds membership in several organizations, including: the Council for Exceptional Children; Phi Delta Kappa, Association for Retarded Citizens; the Women in Action, Incorporated, and Alpha Kappa Alpha Sorority.

LEOLA G. HAYES, Ph.D., is currently Professor of Special Education at William Paterson College, Wayne, New Jersey. She received the B.S. degree in Elementary Education from Winston-Salem State University, the M.A. degree in Elementary Education from New York University, the M.A. degree in Special Education from The City University of New York, and the Ph.D. degree in Counseling and Rehabilitation from New York University. Her professional experience includes: Chairperson of Special Education, William Paterson College; Supervisor of Special Education, Fair Lawn, New Jersey; Teacher of Retarded Blind Children, New York Institute for the Blind; and Consultant for the Blind, Chicago, Illinois. She holds membership in numerous organizations including AAMD, CEC, NEA, and ACLD, and has published several articles which have appeared in numerous scholarly publications.

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JOHN L. JOHNSON, Ed.D., is currently Professor of Education at The University of the District of Columbia, Washington, D.C., and former Director, Education for the Handicapped Program, Robert R. Morton Memorial Institute in Washington, D.C. He received the B. S. degree in Special Education at Wayne State University, Detroit, Michigan, the M.Ed. degree in Educational Psychology from Wayne University, and the Ed.D. degree in Special Education and Psychology from Michigan State University. His professional experience includes: Professor and Chairman Department of Special Education, Federal City College in Washington, D.C.; Acting Director, Hillcrest Children's Center in Washington, D.C.; Associate Superintendent for Special Educational Programming, Public Schools of the District of Columbia, Washington, D. C.; Principal, Dr. Martin Luther King On-Campus School, Syracuse, New York; and Assistant and Associate Professor of Special Education, Syracuse University, Syracuse, New York. Dr. Johnson holds membership in several professional organizations and has received numerous honors and awards including the NDEA Doctoral Fellowship; Citation, 4th Edition, Leaders in Education, 1971; and Citation, Who's Who in the East, 1971, 1972, 1973. He has published several articles which have appeared in numerous scholarly publications.

## EVALUATION

Since evaluation is judged to be qualitative as well as quantitative, the evaluation of activities was continuous based on the effectiveness in meeting the objectives. To appraise the effectiveness of the program, data were obtained from the Minnesota Teacher Attitude Inventory, pre and post module tests, and a specially designed survey.

Several questions comprised the basis for the evaluation plan. These were: (1) To what extent did the training modules increase participants knowledge? (2) To what extent did participants acquire skills and competencies in the program? (3) To what extent did the objectives of the program correspond with the actual and expressed problems encountered by the regular teachers? (4) To what extent have the teachers attitudes changed as reflected in their behavior toward the children.

To assess the extent to which the training modules increased participants knowledge, a pretest consisting of ten multiple choice items was administered to the twelve resource and regular teachers prior to the lecture and at the conclusion of each module. Each participant received materials to supplement the activities contained in the module. After a four-week interval the post-test was administered to measure participants' acquisition of new knowledge, skills and competencies. The pre and post-test scores were tabulated for each of the modules. The most significant gains were made by the participants on the module entitled, "Individual Education Plans." The results are shown in Table I and Table II.

TABLE I  
Pre and Post Test Results of Training Modules

Teacher	Humanizing the Teaching Process		The Personalized Approach to Instruction		Role and Function of the Resource Teacher	
	Pretest	Post-test	Pretest	Post-test	Pretest	Post-test
1 (Resource)	50	70	60	80	60	90
2 (Resource)	40	70	70	90	90	90
3 (Resource)	40	40	80	80	60	90
4 (Resource)	50	80	90	90	60	70
5 (Resource)	60	70	80	80	80	90
6 (Resource)	40	70	60	80	80	100
7 (Regular)	30	80	60	60	70	60
8 (Regular)	50	60	80	70	90	90
9 (Regular)	70	70	80	80	70	70
10 (Regular)	50	80	70	90	60	90
11 (Regular)	30	60	80	80	60	90
12 (Regular)	50	70	60	60	70	80

TABLE I  
(Continued)

Teacher	Assessment and Skill Training		Selection of Materials For Resource Room		Individual Education Plans	
	Pretest	Post-test	Pretest	Post-test	Pretest	Post-test
1 (Resource)	60	70	60	80	70	100
2 (Resource)	70	70	70	80	70	90
3 (Resource)	70	60	40	40	60	90
4 (Resource)	50	60	50	60	70	90
5 (Resource)	90	90	70	70	50	80
6 (Resource)	70	80	60	60	60	90
7 (Regular)	70	70	60	60	70	100
8 (Regular)	90	60	60	70	70	70
9 (Regular)	60	40	70	70	80	80
10 (Regular)	80	70	80	90	60	80
11 (Regular)	60	60	50	70	70	90
12 (Regular)	70	50	40	70	60	100

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TABLE I  
(Continued)

Teacher	Attitude of Regular Teachers Toward Exceptional Children		Strategies for Changing The Environment	
	Pretest	Post-test	Pretest	Post-test
1 (Resource)	70	80	60	80
2 (Resource)	70	80	70	80
3 (Resource)	70	90	60	90
4 (Resource)	70	70	40	70
5 (Resource)	70	70	70	70
6 (Resource)	70	90	50	70
7 (Regular)	70	80	60	90
8 (Regular)	70	70	60	80
9 (Regular)	80	80	40	70
10 (Regular)	70	80	70	90
11 (Regular)	70	80	50	70
12 (Regular)	90	80	50	80

TABLE II  
Pre and Post Test Results of Training Modules

Teacher	Humanizing the Teaching Process			Enhancing Cognitive Skills Through Effective Communication		
	Pretest	Post-test	Gain	Pretest	Post-test	Gain
1 (Resource)	30	60	+30	40	90	+50
2 (Resource)	40	60	+20	50	70	+20
3 (Resource)	40	70	+30	70	90	+20
4 (Resource)	60	60	0	60	70	+10
5 (Resource)	50	60	+10	70	70	0
6 (Resource)	50	70	+20	70	70	0
7 (Resource)	60	70	+10	90	90	0
8 (Resource)	50	70	+20	70	70	0
9 (Resource)	60	80	+20	50	70	+20
10 (Regular)	50	70	+20	60	40	-20
11 (Regular)	50	70	+20	70	80	+10
12 (Regular)	50	70	+20	60	80	+20
13 (Regular)	50	30	-20	70	100	+30
14 (Regular)	40	70	+30	70	80	+10
15 (Regular)	60	70	+10	70	80	+10
16 (Regular)	60	70	+10	90	70	-20
17 (Regular)	50	70	+20	70	80	+10
18 (Regular)	60	40	-20	60	70	+10

TABLE II  
(Continued)

Assessment of the Effectiveness  
of the Resource Room

Utilizing Paraprofessionals to  
Enhance the Learning Environment

	Pretest	Post-test	Gain	Pretest	Post-test	Gain
1 (Resource)	50	80	+30	60	70	+10
2 (Resource)	30	50	+20	70	80	+10
3 (Resource)	80	80	0	60	80	+20
4 (Resource)	80	80	0	60	70	+10
5 (Resource)	60	50	-10	60	70	+10
6 (Resource)	100	70	-30	80	90	+10
7 (Resource)	60	60	0	70	80	+10
8 (Resource)	70	70	0	50	70	+20
9 (Resource)	60	50	-10	50	70	+20
10 (Regular)	40	40	0	80	80	0
11 (Regular)	50	70	+20	90	100	+10
12 (Regular)	70	90	+20	60	80	+20
13 (Regular)	40	40	0	60	70	+10
14 (Regular)	50	90	+40	50	70	+20
15 (Regular)	60	70	+10	80	100	+20
16 (Regular)	70	70	0	90	90	0
17 (Regular)	90	70	-20	70	80	+10
18 (Regular)	60	50	-10	80	40	-40

TABLE II  
(Continued)

	Involving Parents in the Learning Process			Individualized Education Plan		
	Pretest	Post-test	Gain	Pretest	Post-test	Gain
1 (Resource)	70	70	0	90	70	-20
2 (Resource)	60	60	0	90	80	-10
3 (Resource)	70	60	-10	100	100	0
4 (Resource)	70	70	0	90	70	-20
5 (Resource)	70	70	0	90	80	-10
6 (Resource)	70	70	0	90	90	0
7 (Resource)	60	60	0	80	80	0
8 (Resource)	50	70	+20	70	70	0
9 (Resource)	50	70	+20	80	70	-10
10 (Regular)	60	70	+10	20	70	+50
11 (Regular)	50	80	+30	70	90	+20
12 (Regular)	70	70	0	70	70	0
13 (Regular)	30	60	+30	50	70	+20
14 (Regular)	70	70	0	70	70	0
15 (Regular)	60	80	+20	70	90	+20
16 (Regular)	70	70	0	70	80	+10
17 (Regular)	70	80	+10	80	90	+10
18 (Regular)	40	60	+20	70	80	+10

TABLE II  
(Continued)

	Teaching Styles and the Learning Environment			Strategies for Changing Teachers' Attitudes		
	Pretest	Post-test	Gain	Pretest	Post-test	Gain
1 (Resource)	50	60	+10	60	70	+10
2 (Resource)	60	70	+10	40	60	+20
3 (Resource)	80	70	-10	100	90	-10
4 (Resource)	50	70	+20	50	60	+10
5 (Resource)	70	60	-10	80	80	0
6 (Resource)	70	80	+10	80	90	+10
7 (Resource)	80	70	-10	80	70	-10
8 (Resource)	70	60	-10	60	80	+20
9 (Resource)	70	80	+10	60	100	+40
10 (Regular)	60	70	+10	60	80	+20
11 (Regular)	70	70	0	60	80	+20
12 (Regular)	80	70	-10	60	60	0
13 (Regular)	80	70	-10	70	30	-40
14 (Regular)	80	80	0	60	100	+40
15 (Regular)	90	70	+20	80	70	-10
16 (Regular)	70	80	+10	80	80	0
17 (Regular)	70	70	0	60	100	+40
18 (Regular)	60	70	0	80	80	0

TABLE II  
(Continued)

Teaching Values Clarification				
	Pretest	Post-test	Gain	
1	(Resource)	80	90	+10
2	(Resource)	40	70	+30
3	(Resource)	80	90	+10
4	(Resource)	80	70	-10
5	(Resource)	70	90	+20
6	(Resource)	90	70	-20
7	(Resource)	70	30	-40
8	(Resource)	90	100	+10
9	(Resource)	80	80	0
10	(Regular)	30	50	+20
11	(Regular)	70	60	-10
12	(Regular)	90	90	0
13	(Regular)	70	90	+20
14	(Regular)	70	80	+10
15	(Regular)	70	70	0
16	(Regular)	80	100	+20
17	(Regular)	90	100	+10
18	(Regular)	80	90	+10

## MINNESOTA ATTITUDE INVENTORY RESULTS

### Data From 1978-1979 Inventory Administration

The Inventory was administered to the twelve resource and regular teachers during the orientation session and readministered after nine training sessions. This inventory was designed to measure those attitudes of a teacher which predict pupil-teacher interpersonal relationships, and indirectly the teachers' level of satisfaction with teaching as a profession.

It was assumed that a teacher ranking at the high end of the scale would be able to maintain harmonious relationships with the students characterized by mutual concern and sympathetic understanding.

An examination of Table III indicates that Subject 1 with a percentile rank of 68 and Subject 4 with a percentile of 70 would be able to establish rapport with the students, manage the class effectively to avoid situations which require disciplinary action, and enjoy teaching as a profession.

As noted in Table III, Subjects 8 and 9 scored in the 7th percentile rank which represents other extreme of the scale. From information contained in the rationale of the inventory, it may be assumed that these teachers are successful but domineering in the classroom. An atmosphere of fear, tension and submission is generally created, resulting in disruptive behaviors and a myriad of discipline problems. In the classroom there may be evidence of mutual distrust, ridicule, sarcasm and hostility. The teachers are concerned about status, but generally dislike teaching as a profession.

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Walter W. Cook, Carroll H. Leeds, and Robert Callis. Minnesota Teacher Attitude Inventory Manual (New York: The Psychological Corporation, 1951).

TABLE III  
 Pre and Post Test Results of  
 Minnesota Teacher Attitude Inventory  
 1978-79

PRETEST

POST-TEST

Teacher	Raw Score	Percentile Rank	Raw Score	Percentile Rank
1	76	68	49	40
2	49	55	63	70
3	63	53	57	48
4	79	70	52	42
5	36	25	34	24
6	35	25	37	26
7	17	45	11	38
8	3	7	-18	5
9	-2	7	11	22
10	46	38	-16	4
11	31	33	2	15
12	37	26	34	24

### Data From 1979-1980 Inventory Administration

Data from the pretest and posttest administration of the Inventory are contained in Table IV. As noted, the plus and minus signs are used to indicate changes in the percentile rank. The pairs of scores were considered separately for the eighteen participants. If the posttest score was greater than the pretest score a + sign was recorded. If the posttest was smaller than the pretest a - sign was recorded. And, if both scores remained the same, a 0 was entered. The two participants scoring 0 were eliminated. Thus,  $N = 18 - 2 = 16$ .

In describing data accumulated from the Inventory administered during the 1979 - 1980 project year, the major focus centered on the direction of the differences (plus or minus) rather than the magnitude of the differences. The data revealed that 61 percent of the participants indicated a positive difference, 28 percent showed a negative and 11 percent maintained the same relative position between pre and post test administration of the MTAI.

From the data it may be assumed that those participants revealing a positive difference would exhibit a more favorable attitude, relate better to the students and would be well satisfied with teaching as a profession.

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Albert E. Bartz. Basic Statistical Concepts in Education and the Behavioral Sciences (Minneapolis, Minnesota: Burgess Publishing Company, 1976), pp. 314-316.

TABLE IV  
Results of Minnesota Teacher Attitude Inventory  
1979-80

Teacher	PRETEST		POST-TEST		
	Raw Score	Percentile Rank	Raw Score	Percentile Rank	Gain/Loss
1	9	7	10	12	+
2	-35	7	-14	20	+
3	8	35	-26	10	-
4	12	12	25	20	+
5	-12	20	-13	20	0
6	3	6	0	6	0
7	65	79	26	51	-
8	25	20	-105	0	-
9	1	6	4	7	+
10	14	15	25	20	+
11	-14	5	2	5	+
12	3	6	-26	3	-
13	-5	5	9	10	+
14	-14	20	20	50	+
15	14	15	25	20	+
16	-33	2	-65	1	-
17	27	54	29	55	+
18	53	70	108	99	+

N = 16  
x = 5  
p = .105

+ = 61%  
- = 28%  
0 = 11%

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### Data From Survey

At the conclusion of the inservice training program a comprehensive survey was administered to the eighteen participants (See Appendix). To determine the extent to which the participants knowledge was increased, the responses to item one of the survey were analyzed and reported. Of the number responding, 16 teachers indicated strong agreement that knowledge had been increased, while only two teachers disagreed.

Several items on the survey pertained to the resource room. In response to item two of the survey, sixteen teachers strongly agreed that the module presented increased knowledge about the organization of the resource room, while two disagreed. All of the teachers agreed that the module presented the purpose of the resource room. Thirteen teachers agreed that the module prepared them for teaching in a resource center, while five indicated that the module was only somewhat helpful in preparing them. The module entitled Assessment of the Effectiveness of the Resource Room, was judged by the participants as being adequate in presenting specific activities and appropriate physical equipment needed in a resource environment.

Sixteen of the participants indicated that the module Individual Education Plan presented an overview of helpful information on how to synthesize data and write instructional objectives in behavioral terms in the development of an IEP, while two indicated that the module was somewhat helpful.

All eighteen participants indicated that the module Strategies for Changing Teacher Attitudes served as a valuable guide to participants in examining their own attitudes, motivations and prejudices toward exceptional children.

All participants indicated that the module, Teaching Styles and the Learning Environment suggested some alternative arrangements of value for improving the learning environment of pupils.

The participants were in 100 percent agreement that the module Enhancing Cognitive Skills Through Effective Communication provided valuable information on ways in which language can be used to facilitate cognition in handicapped children.

Fifteen teachers indicated that the module Utilizing Paraprofessionals to Enhance Learning examined appropriate strategies for utilizing paraprofessionals in learning activities for children with special needs, while three indicated that the module was somewhat helpful.

All participants indicated that the module Involving Parents in the Learning Process provided useful techniques for increasing parent involvement in the school.

Sixteen participants indicated that the module Values Clarification was extremely valuable in explaining the school's responsibility for the development of values, while only two teachers disagreed.

There was agreement among all eighteen participants that the staff was extremely prepared for the tasks it assumed at each session; the modules were well organized, and that each person had the opportunity to participate in the activities during the training sessions.

Fourteen of the eighteen participants indicated that they were better prepared to work in a resource room as a result of the training program, while four indicated that they would need more training and course work and active participation in a real setting to be adequately prepared for teaching in a resource room.

### Evaluative Comments

Informal evaluation consisted of post-training session reactions. This information was obtained from one item pertaining to personal adequacy, and an open-ended item on the specially designed survey. Some comments by the participants are the following:

"The training program provided a unique way of gaining information on various topics that were of interest to the resource and regular classroom teacher."

"I do feel I am better prepared to teach in a resource room now as a result of this inservice training program."

"The program was very informative and enjoyable. I feel each participant feels more secure and adequate in working with handicapped children as a result of the program."

"Thank you for helping me see my role as a teacher more clearly and for aiding me through my first year."

"To increase one's skills and techniques for working with handicapped children."

"The Inservice Training Program was very informative and I have learned many helpful things to use in the classroom."

"I really enjoyed it. Please try to continue. It will prove to be very rewarding."

"The purpose of the program was to acquaint and enrich regular classroom teachers with resource materials and the resource room."

"I feel that training of this nature is always valuable and needed throughout a teaching career."

"I perceive the purpose as that of helping me as an instructor to function more effectively in the classroom with greater yield."

"Very interesting program. Thoroughly enjoyed most of the lectures."

## SUMMARY

This inservice training program was designed to prepare regular and resource teachers who will be adequately trained to provide quality instruction for exceptional children in the least restrictive environment. This training is particularly critical for bringing together regular and special educators. Academic deficits can be remediated more easily if there is closer cooperation among the two groups.

The monthly seminars were scheduled one Saturday each month during the training period. Visiting lecturers with expertise in the topical areas conducted the training sessions assisted by the project staff. The training program was structured to ensure maximum participation involvement. Each topic was reinforced by a specially-designed module and relevant supplementary material. Each major concept was discussed by the participants and analyzed for possible usefulness in program improvement. Suggestions were offered for applying theories to practical situations.

The inservice component was essentially field based with the major portion of the training occurring in the classrooms. Close contact was maintained with the regular and resource teachers through personal consultations, telephone interviews and site visits by University personnel.

The secondary purpose was to generate a set of instructional modules that could be used effectively in inservice programs conducted by local education agencies and would be acceptable and useful for

resource as well as regular teachers. To determine the topical areas, content of the modules and instructional material used in the sessions, published information was reviewed. The modules were designed to provide teachers with content on a variety of topics as well as to emphasize basic information pertinent to specific topics.

Ten modules comprised the Inservice Training Program. It should be noted that the participants were in 100 percent agreement on the value and usefulness of information contained in nine of the modules included in the program. As noted in the results only four teachers indicated that the module concerned with Curriculum Design was extremely valuable. On the basis of this finding this module was critically examined and revised prior to inclusion in the subsequent training program.

A pervasive and persistent problem is teacher attitudes. This program was also designed to effect some change in the attitude of regular teachers toward the field of special education and more important, toward the special students.

Attention focused on strategies and techniques for changing the attitudes of regular and resource teachers. Inservice teachers examined their own feelings and prejudices toward handicapped children. Through role playing, dialogue sessions, small group discussions and other activities, participants obtained knowledge of handicapping conditions and the effects of negative attitudes on the learning process.

The extent to which the teachers attitudes changed as a result of the program is reflected in the data obtained from the administration of the Minnesota Teacher Attitude Inventory. Analysis of information

from the preceding training program indicated areas which needed further emphasis.

Post training session reactions were obtained from a specially designed survey. The information obtained from the assessment devices was utilized for future planning and improvement of the inservice training program for regular and resource teachers.

APPENDIX

MODULE: HUMANIZING THE TEACHING PROCESS

GOALS: To understand the human factors related to effective teaching.

To sensitize the teachers to the needs of children and assess their own attitudes, prejudices and motivations.

- LEARNING OBJECTIVES:
1. The participants will state the advantages of "humanistic education!"
  2. Orally describe modern teacher-training procedures.
  3. State curriculum concerns as related to humanistic education and apply related principles in planning and teaching.
  4. Describe techniques for assessing teacher effectiveness and evaluate each.
  5. Apply principles of humanizing education to maintenance of discipline.

Meets these Objectives	Learning Activities and Related Resources
#1 #3 #5	ACTIVITY 1:  Read and discuss Chapter 1, <u>Toward A Humanistic Curriculum</u> by <u>Duane Manning</u> . Harper & Row: New York, 1971.  This book was written in an attempt to "save our children" by constructing a curriculum geared to nurture their self-concept; and create an environment in which life is more human and authentic for everyone. Respond to the question, "How can the improvement of the self-concept of children provide for a more humanistic environment?"

fects these  
bjectives

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Learning Activities and Related Resources

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#1                   ACTIVITY 2:  
#2  
#3                   Define the term "humanistic education." Determine the differences and similarities  
#4                   of humanistic education and traditional education.  
#5

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#2                   ACTIVITY 3:  
#4                   Using Discovering Your Teaching Self: Humanistic Approaches to Effective Teaching by  
Richard L. Curwin and Barbara Schneider Fuhrmann, list ten activities that may be used  
to develop self-awareness and awareness of classroom climate by exploring teaching  
values, attitudes, beliefs and behavior.

This book reports information on a new approach to teaching, "humanistic education,"  
and how this approach allows for growth and expansion in becoming a more effective  
teacher.

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#2                   ACTIVITY 4:  
#4                   Read Teaching Reading: A Human Process by Ivan J. Quandt.  
  
This book provides the teacher with perspective on the significance of the movement  
toward "humanistic education," of the total educative process of which reading is a  
fundamental element. List five approaches to reading instruction and ways each approach  
may be used in a humanistic way.

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53

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Meets these  
Objectives

Learning Activities and Related Resources

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#1  
#3  
#4

ACTIVITY 5:

Define the two components of humanistic education: content and process. Keep in mind that without appropriate content and appropriate process, an educational program is not complete.

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#2  
#4

ACTIVITY 6:

Define the terms emotions, attitudes and values and what part they play in humanistic education. Remember that a primary goal of humanistic education is to help the individual learn to cope with others, himself, and his environment in ways that are self-satisfying.

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#1  
#2  
#4

ACTIVITY 7:

Read Chapter 2, Evaluating Educational Performance edited by Herbert J. Walberg.

List three methods of evaluating teacher effectiveness that have been used successfully in past years.

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#1  
#2  
#3  
#4  
#5

ACTIVITY 8:

Define the term "personalized instruction" and how it may be used as an effective method of teaching in the move toward a humanistic curriculum.

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Meets these  
Objectives

Learning Activities and Related Resources

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ACTIVITY 9:

Read Part II "Reading for Personal Needs" in Teaching Reading for Human Values in High School compiled by James Duggins.

Determine how reading brings about personal rewards in satisfying human needs.

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#2

ACTIVITY 10:

#4

List five concerns associated with increasing teacher effectiveness by taking a careful look at your personal attitudes, feelings, beliefs, goals, and past experiences.

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## EVALUATION

LEARNING OBJECTIVE 1: What are some advantages of a humanistic education?

- a. This movement will personalize the education process
- b. This movement will nurture creativity among teachers as well as students.
- c. This movement will allow for more flexibility in curriculum planning.
- d. This movement will create a more professional use of teaching time dispensing with an expanding list of "intraschool tasks."
- e. This movement will allow teachers to examine themselves in the promotion of teacher-effectiveness.
- f. This movement will allow for teachers to take an inward look at emotions, values, goals, attitudes, beliefs and past behaviors.

LEARNING OBJECTIVE 2: What should an ideal teacher-training program include?

An ideal teacher-training program should include:

- a. Knowledge of the subject matter
- b. Competencies in subject matter
- c. Practical experience
- d. Exposure to ideas for innovative curriculum planning.

LEARNING OBJECTIVE 3: What are some curricular concerns related to humanizing education?

- a. Methods of teaching should be carefully selected to allow for flexibility and individual growth
- b. Adequate facilities should be available.
- c. Organization of classes should be simple enough to administer and realistic enough to cope with the wide spectrum of differences children bring to school.
- d. A non-graded approach should be utilized.
- e. Optional areas of study should be incorporated in the curriculum that allows pupil-teacher planning.
- f. A curriculum should be organized around three designs: Subject designs, Activity designs and/or Core designs.

Subject designs - Curriculum organized into subjects, (geography, history, mathematics, etc.)

Activity designs - Curriculum organized into centers of interest selected by the students,  
(fireman, the circus, space travel, etc.)

Core designs - Curriculum should be organized around social problems or themes of social living.

LEARNING OBJECTIVE 4: What techniques are currently being utilized to evaluate teacher effectiveness?

- a. Standardized testing
- b. Controlled, simulated assessment of teachers' impact of pupil performance
- c. Observation and rating of teacher behavior and student's evaluation of teacher performance

LEARNING OBJECTIVE 5: What factors play a major role in discipline management?

- a. A teachable environment which should include (1) the production of a teaching-learning situation for students who are there to learn and (2) a plan of rehabilitation for those who need more help.
- b. A healthy approach to discipline will allow students considerable individual freedom.
- c. The humanistic school will use play therapy as an integral part of its total approach to discipline.
- d. The school will encourage the use of more creative approaches to individual problems of discipline
- e. A significant measure of a humane school is the reduction of the number of rules.

## DEFINITION OF TERMS

Humanistic Education - A way of managing instruction so that it integrates and deals with all of the needs of the learner. It is built on the assumption that the school can and should be instrumental in meeting the needs of the total child. The focus of humanistic teaching is not only skills and information, but also emotions, attitudes and values.<sup>1</sup>

Content - What is taught or what is learned in school.<sup>2</sup>

Process - How it is taught or learned.<sup>3</sup>

Emotions - An emotion is a psychological product of feeling such as anger, hate, sympathy or love.<sup>4</sup>

Attitude - An internal position that is taken against or for something or someone.<sup>5</sup>

Values - A personal judgement of the relative worth of something or someone.<sup>6</sup>

Personalized Instruction - The teaching of courses as if each student were in a class of one. This is accomplished through the use of self-instructional materials and a corps of student helpers.<sup>7</sup>

Self-awareness - This refers to understanding and awareness of the factors that screen responses: past experiences, feelings, values, beliefs, attitudes, perceptions of the teacher, goals, aspirations and outside influences, as they relate to your teaching.<sup>8</sup>

### Reference Section for Definition of Terms

<sup>1</sup>Ivan J. Quandt, Teaching Reading: A Human Process (Chicago: Rand McNally, 1977), p. 5.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid.

Reference section for Definition of Terms continued:

<sup>7</sup>Personalized System of Instruction Newsletter, Georgetown University, Washington, D.C., Vol 6, Issue No. 1, Spring 1978, p. 2.

<sup>8</sup>Richard L. Curwin and Barbara Schneider Fuhrmann, Discovering Your Teaching Self: Humanistic Approaches to Effective Teaching (Englewood Cliffs, New Jersey: Prentice Hall, 1971, 9. 8.

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MODULE: INSERVICE TRAINING: THE PERSONALIZED APPROACH

GOAL: To understand the goals and objectives of the individual student's learning situation through the personalized approach to instruction.

- LEARNING OBJECTIVES:
1. Assess the advantages of the personalized approach to instruction
  2. Discuss aims and objectives of the "personalistic philosophy of education."
  3. Examine materials and facilities needed to implement the personalized approach to instruction.
  4. Demonstrate skill in evaluating the student's progress.
  5. Discuss implications that the personalized system of instruction may have on programs for exceptional children.
  6. Explain key components of the personalized system of instruction.
  7. Examine ways in which the personalized approach to instruction may enhance a student's self-concept.

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Meets these Objectives	Learning Activities and Related Resources
#1	<p>ACTIVITY 1:</p> <p>Using the definitions included in the Evaluation section of this module, <u>compare</u> personalized instruction with group instruction. List advantages and disadvantages of each approach.</p>
#1 #3 #5	<p>ACTIVITY 2:</p> <p>Read Chapter II, "What's New in Education," in <u>Those Who Can, Teach</u> by Kevin Ryan and James M. Cooper. This chapter examines some innovations in education that are currently in use and seem to have promise: with individual instruction gaining increasing attention. <u>Define</u> and <u>compare</u> IPI (Individually Prescribed Instruction) and IGE (Individually Guided Education).</p>

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Meets these Objectives	Learning Activities and Related Resources
#6	<p>ACTIVITY 3:</p> <p>Based on your knowledge of the terms "self" and "pacing," "direction," and "evaluation" formulate a definition for the components of personalized instruction: self-pacing, self-direction and self-evaluation.</p> <hr/>
#2	<p>ACTIVITY 4:</p> <p>Read pages 475-477 in <u>The Foundations of Modern Education</u> by Elmer H. Wilds and Kenneth V. Lottoch. State the beliefs of Progressive educators toward the personalistic philosophy of education.</p> <hr/>
#1 #3 #4	<p>ACTIVITY 5:</p> <p>Using the appropriate form, <u>abstract</u> the article "Using the Personalized System of Instruction with Low-Reading Ability Middle School Students: Problems and Results," by Helen P. Reid, Margaret Archer, and Robert Friedman.</p> <hr/>
#4	<p>ACTIVITY 6:</p> <p>Read Chapter 6, "Diagnostic Prescriptive Teaching" in <u>Individualizing Instruction</u> by C. M. Charles.</p> <p>Diagnostic prescribing teaching has been the major format in the personalized system of instruction. <u>Explain</u> the terms "diagnosing" and "prescribing" as it relates to this method of instruction.</p>

Meets these Objectives	Learning Activities and Related Resources
#3	ACTIVITY 7:
#4	<p>Discuss the concept of Individual Education Program (IEP). Decide how this concept may play an important role in the implementation of a program using the personalized approach to instruction. (See sample IEP)</p> <hr/>
#5	<p>ACTIVITY 8:</p> <p>Examine the question "Who is the personalized system of instruction for?" Relate ways in which a slow learner as well as a fast learner can benefit from this approach to instruction.</p> <hr/>
#7	<p>ACTIVITY 9:</p> <p>Read Chapter III, "Enhancing the Self-Concept," in <u>Individualizing Instruction</u> by C. M. Charles. Explain how the self-concept of a child may be enhanced through the personalized approach to instruction. Include in your report the seven instructional approaches for enhancing the self-concepts of students. They include: communication, classroom meetings, facilitation, values development, creativity, behavior modification and mastery/competence/success.</p> <hr/>
#1	ACTIVITY 10:
#3	<p>Read Chapter 17, "Diagnostic Reading Instruction in the Individualized Program," in <u>Diagnostic Reading Instruction in the Elementary School</u> by Frank Guszak. Explain the organization of "Mrs. Jones' Class." Include materials used, time, group and space arrangements, teaching strategies and evaluation techniques.</p>

## EVALUATION

LEARNING OBJECTIVE 1: What are the advantages of the personalized approach to instruction?

- a. It allows children to progress at their own rate of learning
- b. It is structured according to individual needs
- c. Numerous methods and techniques are employed
- d. Creativity will be encouraged
- e. The self concept is enhanced

LEARNING OBJECTIVE 2: What are the beliefs of progressive educators toward personalized instruction?

- a. Education cannot be effective in the development of the individual and of society unless it facilitates growth in all phases of the pupil's lives.
- b. The emphasis is placed on the individual pupil's all-around development as a person, not just her/his intellectual training.
- c. The basic purpose of education is to assist individuals in achieving that whole personality which is within the range of complexities of modern industrial-social organization.
- d. The personal character that includes physical, emotional and social worth should be developed.

LEARNING OBJECTIVE 3: What materials or facilities are needed to implement the personalized system of instruction?

- a. Library
- b. Individual work space
- c. Audio-visual aids
- d. A variety of books and activities
- e. Learning Centers

LEARNING OBJECTIVE 4: What are some techniques that may be used to evaluate a student's progress?

- a. An inventory to determine instructional and capacity level
- b. Individual and group teacher made tests
- c. Criterion referenced tests
- d. Standardized tests
- e. Pupil-teacher conferences

LEARNING OBJECTIVE 5: How can exceptional children benefit from the personalized approach to instruction?

Slow learners:

- a. it builds self-confidence
- b. it allows a child to progress at his own rate without the fear of peer competition.
- c. short selections and projects are offered to correspond with a short attention span.
- d. no activity is too difficult for the child because activities are geared to his instructional level.

Fast learners:

- a. topics are pursued in depth
- b. students are not bored with drill and repetition
- c. creativity is enhanced
- d. assignments are more challenging

LEARNING OBJECTIVE 6: What are the key components of personalized instruction?

- a. self-pacing
- b. self-direction
- c. self-evaluation

LEARNING OBJECTIVE 7: What are some approaches that may enhance the self-concept?

- a. communication - a self-concept is shaped in part by what others say and do
- b. classroom meetings - classroom situations should be conducive to learning
- c. facilitation - it is important for teachers to help learners clarify what they want to learn, in arranging necessary activities, in finding the personal meaning of those learnings and in maintaining a psychological climate that nurtures, rather than represses the process of learning.
- d. values development - developing values helps us think things through, give us direction, give us foundations upon which to base our actions and help us to acquire an increased sense of self-ness.
- e. creativity - learning to be more creative builds self confidence.
- f. behavior modification - improved student's performance in learning tasks is noted by using principles of reinforcement.
- g. mastery/competence/success - the task is to help students increase their real competence through mastery learning and get them to feel successful at the same time.

Definition of Terms

Group Instruction - The act of attempting to teach a number of persons the same thing at the same time.<sup>1</sup> (p. 290).

Individualized (personalized) Instruction - The organization of instructional materials in a manner that will permit each student to progress in accord with his own abilities and interests; (2) the provision of instructional guidance and assistance to individual pupils in accord with their needs.<sup>2</sup> (p. 290)

Self-Concept - those parts of the phenomenal field which the individual has differentiated as relatively stable and definite parts or characteristics of himself.<sup>3</sup> (p. 493)

IEP (Individualized Education Program) - "The term IEP means a written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and whenever appropriate, such child, which statement shall include: a) a statement of the present levels of educational performance of such child, b) a statement of annual goals, including short-term instructional objectives, c) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, d) the projected date for initiation and anticipated duration of such services, and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved."<sup>4</sup>

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<sup>1</sup>Carter V. Good. Dictionary of Education. New York: McGraw Hill, 1959. p. 290.

<sup>2</sup>Ibid., p. 290.

<sup>3</sup>Ibid., p. 493.

<sup>4</sup>"Introducing P. L. 94-142" The Council for Exceptional Children, P. L. 94-142, Section 4 (a) No. 19.

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MODULE: STRATEGIES FOR CHANGING TEACHER ATTITUDES

GOALS: To promote acceptance of exceptional children within the regular classroom situation as a contributing member of a class.

To provide for regular education personnel understanding of a handicapping condition and how it affects learning.

To develop strategies for changing the attitudes of regular class teachers toward varied handicapping conditions.

- LEARNING OBJECTIVES:
1. Discuss the relationship between teacher attitudes toward the handicapped and academic success.
  2. Describe strategies for changing the attitude of regular class teachers toward the handicapped.
  3. Define the term "attitude."
  4. State goals of an ideal inservice training program designed to change teacher attitudes.
  5. Explore the literature to determine if attitudes toward certain exceptionalities vary.
  6. Define a handicapping condition.

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Meets these Objectives	Learning Activities and Related Resources
#2	<p>ACTIVITY 1:</p> <p>Read and react to Chapter 4, "Participation in In-Service Training," pages 116-126," in the book <u>Special Education in the Regular Classroom</u> by Ernest Siegel.</p> <p>In this chapter Siegel discusses the differences in attitude between regular and special class teachers and ways to shape teacher's attitude toward the handicapped.</p>

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Meets these Objectives	Learning Activities and Related Resources
#4	<p>ACTIVITY 2:</p> <p>Read the handout, "Suggested Roles and Responsibilities for Regular Classroom Teachers." Choose five of the suggestions and expound on them.</p> <hr/>
#4	<p>ACTIVITY 3:</p> <p>Read the article, "Modification of Teachers' Attitudes Toward Exceptional Children," by Benjamin L. Brooks and Louis Bransford. Identify the goals of an ideal inservice training program designed to modify teacher attitudes.</p> <hr/>
#1 #2 #3 #4 #5	<p>ACTIVITY 4:</p> <p>Using the enclosed form, abstract the article, "Positive Attitudes: A Must for Special Programs in Public Schools," by Mary Ann Byrnes. <u>Teaching Exceptional Children</u>, Winter 1978, pp. 82-84.</p> <hr/>
#1 #2 #3	<p>ACTIVITY 5:</p> <p>Read and discuss the article, "Mainstreaming: Will Handicapped Students be Liked, Rejected, or Ignored?" by David W. Johnson and Roger T. Johnson.</p> <p>This article investigates procedures regular classroom teachers can use to ensure that mainstreaming is a success.</p>

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Meets these  
Objectives

Learning Activities and Related Resources

#3

ACTIVITY 6:

Read Shirley Cohen's article, "Improving Attitudes Toward the Handicapped," in The Educational Forum and define the term "attitude."

#2

ACTIVITY 7:

Refer to the articles in the Reference section and discuss specific ways special educators can help regular educators modify their attitudes.

#2

ACTIVITY 8:

In Shirley Cohen's article, "Improving Attitudes Toward the Handicapped," she suggests several ways in which to modify the attitudes of teachers, administrators, and supervisors. Read pages 15-19 and determine the most effective way of fostering positive attitudes toward the handicapped.

#2

#3

#5

ACTIVITY 9:

From your readings answer the questions from the enclosed worksheet in your own words. (See Worksheet #1)

#1

ACTIVITY 10

#2

Read the article "Mainstreaming: Will Handicapped Students be Liked, Rejected, or Ignored?" by David W. Johnson and Roger T. Johnson. Discuss the effects mainstreaming has on regular and special educators.

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## EVALUATION

LEARNING OBJECTIVE 1: Discuss the relationship between teacher attitudes toward the handicapped and academic success.

The attitudes and understandings teachers have about handicapped children are influential in determining the intellectual, social, and emotional adjustment of exceptional children. (Byrnes, p. 82)

The teachers may react with anger and frustration at the hyperactive or perceptually impaired child, and may resent the additional time the child demands. As these negative feelings grow, the exceptional child's self-concept diminishes, as do his chances for school success. (Byrnes, p. 82)

LEARNING OBJECTIVE 2: Describe strategies for changing the attitude of regular class teachers toward the handicapped.

1. Personnel training (i.e., inservice training for teachers, administrators, and supervisors). This training can take the form of courses, conferences, workshops, and discussion groups.
2. Increased integration of disabled children into regular school programs will provide opportunities for the development of better understanding and acceptance.
3. Direct contact is of critical importance in improving attitudes between groups of people.
4. Provide for intensive communication and interaction among resource room and regular class teachers.

LEARNING OBJECTIVE 3: Define the term "attitude."

Most definitions of attitude include three aspects: (1) an affective aspect - how the person feels about something or someone; (2) a cognitive aspect - what the person believes about something or someone; and (3) a behavioral aspect - how the person will tend to act in relation to something or someone. (Cohens, p. 11)

LEARNING OBJECTIVE 4: State goals of an ideal inservice training program designed to change teachers attitude.

1. To provide for regular education personnel adequate training related to the individual needs of the handicapped child within the regular classroom.
2. To develop sensitivity and more positive attitudes toward handicapped children within the regular classroom.
3. To develop an understanding about how a handicapping condition affects learning.
4. To develop acceptance of handicapped children within the regular classroom structure as a contributing member of the class.
5. To develop an alternate approach to the education of mildly handicapped children so they may be maintained in the mainstream of the educational process.

LEARNING OBJECTIVE 5: Explore the literature to determine if attitudes toward certain exceptionalities vary.

Research has shown that teachers are generally more positive in their attitudes toward the mildly handicapped and more negative toward the severely and physically handicapped. (Kingsley, p. 427)

LEARNING OBJECTIVE 6: Define a "handicapping condition."

A handicapping condition is defined as any disadvantage that limits the child's achievement to such an extent that he requires a modification of school practices, or special educational services, in order to develop to his maximum capacity.

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MODULE: THE ROLE AND FUNCTION OF THE RESOURCE TEACHER

GOAL: To provide a conceptual role of the resource teacher in education.

- LEARNING OBJECTIVES:
1. Examine literature for the purpose of specifying the characteristics of effective resource teachers.
  2. Define the role of the resource teacher.
  3. List the personality factors that are common to resource teachers.
  4. Discuss the need for the resource teacher in education.
  5. Explain the function of the resource teacher in connection with mainstreaming.
  6. Identify the kinds of support that are needed by the resource teacher to be most effective in a mainstreamed setting.

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Meets these Objectives	Learning Activities and Related Resources
#1 #2 #3 #4 #5 #6	<p>ACTIVITY 1:</p> <p>Read and react to Chapter 5, "Support Strategies for Children and Teachers" in A. L. Pasanella and C. B. Volkmar's book, <u>Coming Back . . . Or Never Leaving</u>. 1977, 212-245.</p> <p>In this chapter the authors deal with various strategies and techniques that will precipitate and support the changes that are needed in providing the least restrictive environment for educating exceptional children.</p>

Meets these Objectives	Learning Activities and Related Resources
#2 #4 #5 #6	<p>ACTIVITY 2:</p> <p>View the filmstrip, "Resource Teacher Model" and complete the vic ing guide included in the Appendix.</p> <p>This filmstrip outlines one model for delivery of services to exceptional children in which the teacher works with individuals and small groups on a regularly scheduled basis in a resource classroom.</p> <hr/>
#3	<p>ACTIVITY 3:</p> <p>Read and compile a list of the most common personality factors associated with the resource teacher. Refer to Chapter 5, "Support Strategies for Children and Teachers" in A. L. Pasanell and C. B. Volkmor's book, <u>Coming Back . . . Or Never Leaving</u>. 1977, 215-216.</p> <p>Find personality factors from readings in other selected texts (listed in resource section) to add to the list.</p> <hr/>
#1 #2	<p>ACTIVITY 4:</p> <p>Explore the literature for the purpose of denoting the characteristics of the resource teacher. Make a listing of the characteristics that are mentioned. Share your list with other members of the seminar group.</p> <hr/>

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Meets these Objectives	Learning Activities and Related Resources
#1 #2 #3 #4 #5 #6	<p>ACTIVITY 5:</p> <p>Read and react to J. L. Wiederholt's article "Planning Resource Rooms for the Mildly Handicapped" in the book <u>Alternatives for Teaching Exceptional Children</u>, by Edward L. Meyen, et. al.</p> <p>In this article, the role of the resource teacher is examined. Several competencies or characteristics of resource teachers are presented.</p> <hr/>
#6	<p>ACTIVITY 6:</p> <p>Discuss the advantages and disadvantages of a resource teacher in education. Divide into two groups, pro and con. Have a debate on the efficacy of resource teachers in providing support for exceptional students in acquiring an education in the least restrictive environment. Read several articles and texts to obtain data to support your argument. (Refer to resource list.)</p> <hr/>
#2 #5	<p>ACTIVITY 7:</p> <p>Abstract six articles concerning the role and function of the resource teacher. Try to find 3 articles that do not appear in the list of resources. Refer to resource list for other three articles.</p> <hr/>

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Meets these Objectives	Learning Activities and Related Resources
#1 #2 #4 #7	<p>ACTIVITY 8:</p> <p>Write a three page paper summarizing the role of the resource teacher. Include in your paper:</p> <ul style="list-style-type: none"> <li>. what is perceived to be the characteristics of an effective resource teacher</li> <li>. the need for resource teachers</li> <li>. and the kind of support that is needed by the resource teacher</li> </ul>
#1 #2 #4 #5 #7	<p>ACTIVITY 9:</p> <p>Select students to dramatize a situation involving the resource teacher in one of the following roles:</p> <ul style="list-style-type: none"> <li>. The resource teacher has an appointment with a regular class teacher and a parent to discuss the services offered in a resource room. The parent is interested in making sure his/her child obtains a good education. The regular teacher now has the child in her class, but feels that she does not have sufficient skills, nor the time to work on an individual basis with the child. She has discussed with the parent, the possibility of placing the child in the resources program for more help. The regular class teacher is also interested in what services the resource teacher can provide for the child.</li> <li>. A principal wants to start a resource program at his school. He has invited a Special Education faculty member from the local University and a teacher whom he feels possesses the essential skills and can undertake this position. The teacher is willing to serve in this position and has already formulated how she plans to operate such a program. The three people sit down and discuss the program and outline a plan for implementing such a program.</li> </ul>

Meets these Objectives	Learning Activities and Related Resources
#1 #2 #3 #4 #5 #6	<p>ACTIVITY 10:</p> <p>Read Kenneth Blessing's book, <u>The Role of the Resource Consultant in Special Education</u>, 1968. Compare and contrast the difference between the resource consultant in various areas of special education.</p> <p>In this book, Mr. Blessing gives an overview of the resource consultant in special education. The resource consultant's role in different areas of special education (emotionally disturbed, mentally retarded, gifted, et. cetera) are also presented.</p>
#4	<p>ACTIVITY 11:</p> <p>Define the term "resource concept." The "resource concept" plays an important role in the resource room approach. Explain this statement in terms of resource-room teachers. Refer to David Sabatino's articles, "Revolution: Viva Resource Rooms!" and "Resource Rooms: The Resource Concept: Bigger Than A Room!"</p>
	<p>ACTIVITY 13:</p> <p>View the filmstrip, "Alternative Instructional Arrangements" and listen to the audio tape produced by Principles Training Program.</p> <p>This media package describes alternative instructional arrangements for exceptional children. Examples of instructional models are given along with characteristics and competencies of each. Instructional models presented are:</p> <ul style="list-style-type: none"> <li>. The Resource Teacher</li> <li>. The Consulting Teacher</li> <li>. The Diagnostic Teacher</li> </ul>

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## EVALUATION

Learning Objective 1: Examine literature for the purpose of specifying the characteristics of effective teachers.

The effective resource teacher:

- . must be able to work effectively with colleagues.
- . must be able to deal with specific requests from regular classroom teachers regarding the instruction of individual pupils.
- . must be highly skilled in public relations.
- . must be able to successfully develop and implement individualized programs.
- . must be able to work closely and harmoniously with teachers and other supportive staff.
- . must have expertise in informal assessment procedures and techniques including observation.
- . must have knowledge and understanding of the dynamics of learning and remediation of specific school problems.
- . must be acquainted with a wide variety of instructional materials.
- . must have knowledge of application of behavior management techniques.

Learning Objective 2: Define the role of the resource teacher.

The resource teacher has the responsibility of:

- . developing and coordinating an individual education program.
- . providing consultative services to regular teachers and parents.
- . conducting remedial instruction of handicapped children for regularly scheduled periods of time.
- . participating with the school-based assessment team to coordinate services to exceptional students.
- . providing assessment and instructional planning services to handicapped children in the regular classes.

Learning Objective 3: List the personality factors that are common to resource teachers.

- . accepts and values handicapped children as people
- . possesses the interpersonal skills which facilitate joint problem solving and stimulates sharing of skills and resources.
- . respects the confidentiality of records and uses good judgment in handling information related to individual child cases.
- . is amenable to change.
- . has a high energy level.
- . is able to face problems directly.
- . is politically sensitive and aware of formal and informal power structures
- . possesses a strong personal and professional commitment to the needs of children
- . has a self-directed attitude.
- . is proficient in record keeping and accountability requirements.
- . possesses and understanding of some basic techniques which can be used in successful inservice training.

Learning Objective 4: Discuss the need for the resource teacher in education.

- . to offer direct instructional services to handicapped children.
- . to offer direct curricula services to teachers of the handicapped.
- . to effect changes in the educational program through teachers and the local administrator.

Learning Objective 5: Explain the function of the resource teacher in connection with mainstreaming.

The resource teacher:

- . is responsible for a written evaluation of the children's progress in both the classroom and the resource room.
- . prepares stand-by resource lessons for classroom use when a child cannot function within the framework of the regular lesson.
- . confers jointly with parents and classroom teachers and initiates separate parent conferences, when indicated.
- . prepares in-service training materials as the need arises.
- . serves on the Special Learning Disabilities Committee.
- . is part of the screening team for special learning disabilities and is responsible for the final evaluation report of each referral.
- . meets weekly with the special-subject teachers, either as a consultant for lesson planning or in an advisory capacity.

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Learning Objective 6: Identify the kinds of support that is needed by the resource teacher to be most effective in a mainstreamed setting.

To effectively carry out her duties in a mainstreamed setting, the resource teacher needs the support and cooperation of the regular teacher, the principal, the parents, the counselor, and the school psychologist.

MODULE: ASSESSMENT AND SKILL TRAINING OF INSERVICE TEACHERS

GOAL: To provide knowledge in the development of effective inservice training of regular and resource personnel through a systematic process.

- LEARNING OBJECTIVES:
1. Define the term "inservice training."
  2. Describe strategies for delivering inservice training.
  3. Examine the necessary skills that should be included in an effective inservice training program.
  4. State some advantages of providing inservice training
  5. Identify the goals of an inservice training program.

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Meets these Objectives	Learning Activities and Related Resources
#1	<p>ACTIVITY 1:</p> <p>Read the chapter "Inservice Training" in <u>Developing and Implementing Individualized Education Programs</u> by Ann Turnbull, et. al.</p> <p>Define the term "inservice training" according to P.L. 94-142.</p>
#4	<p>ACTIVITY 2:</p> <p>Read various articles and texts from the resource list on inservice training. Discuss the advantages of an inservice training program.</p>

Meets these Objectives	Learning Activities and Related Resources
#2	<p>ACTIVITY 3:</p> <p>Identify five strategies for delivering inservice training. State advantages and disadvantages for each in accordance with your own preferences for learning new information.</p> <p>Refer to the chapter, "Inservice Training," in Ann Turnbull's book <u>Developing and Implementing Individualized Education Programs</u>.</p> <hr/>
#1 #2 #3 #4 #5	<p>ACTIVITY 4:</p> <p>Abstract one article concerning the inservice training. Refer to the articles enclosed.</p> <hr/>
#5	<p>ACTIVITY 5:</p> <p>Read Charles H. Flatter's article, "An Inservice Self-Study Program: The Forgotten Key to Educational Success," in <u>Journal of Teacher Education</u>, Summer 1976, for the purpose of denoting the goals of an inservice training program. List the goals that are mentioned.</p>

Meets these Objectives	Learning Activities and Related Resources
#2 #3	<p>ACTIVITY 6:</p> <p>Read and react to John N. Mangieri's article "Designing an Effective Inservice Program." <u>Journal of Teacher Education</u>, Summer 1976.</p> <p>Discuss the three underlying causes of failures in any inservice program.</p> <hr/>
#2 #3 #5	<p>ACTIVITY 7:</p> <p>Discuss some key elements for improving inservice. Refer to Wayne Winterton's article, "Let's Get Serious About Inservice."</p> <hr/>
#3 #5	<p>ACTIVITY 8:</p> <p>Read Roy A. Edelfelt's article, "The School of Education and Inservice Education." <u>Journal of Teacher Education</u>, March-April, 1977.</p> <p>Discuss the beliefs of the National Educational Association (NEA) towards inservice education.</p> <hr/>

## EVALUATION

LEARNING OBJECTIVE 1: Define the term "inservice training."

Public Law 94-142 defines inservice training as "any training other than that received by an individual in a full-time program which leads to a degree."

LEARNING OBJECTIVE 2: Describe strategies for delivering inservice training.

1. Small Group Problem Solving - This training strategy allows for a high level of participants interaction and can be tailored to the unique concerns of educators working together in the same building.
2. Simulation - Simulation can be an effective learning strategy because it allows participants to actually enact or experience various task.
3. Media - Films, filmstrips, slide-tape packages, and videotapes can be used as possible training strategies.
4. Show and Tell - The "show and tell" strategy for inservice training is particularly applicable to teaching competencies associated with the effective use of commercial and teacher-made instructional materials.
5. Self-instructional packages - The major advantage of self-instructional training package is that they can be used at the convenience of the person needing training and they are self-pacing.

LEARNING OBJECTIVE 3: Examine the necessary skills that should be included in an effective inservice training program.

The development of effective inservice training requires the establishment of a systematic process. Such a process includes:

1. Assessing needs - Inservice training should be established largely on the basis of teacher needs as identified by teachers.
2. Specifying goals and objectives - The goals and objectives for the inservice training can be specified after examining the needs assessment data. The purpose of stating goals and objectives is to move the participants systematically forward in higher levels of skill development.
3. Identifying training strategies - After the goals and objectives for training have been specified, strategies to be used in delivering the content should be decided on, i.e., media, "show and tell," etc.
4. Locating resources - Both human (special service faculty, state department consultants, private consultants) and financial resources ( local inservice funds, state or federal funds) must be considered.
5. Evaluation - Evaluation is essential to quality control of training as data are reviewed, analyzed, and used as guides in future planning and delivery.

LEARNING OBJECTIVE 4: State some advantages of providing inservice training.

- teachers will receive the knowledge, skills and competencies, and attitudes that are necessary in helping all children to reach their potential.
- enable teachers to obtain valuable insights and a grasp of the problems encountered in teaching.
- enable teachers to obtain the necessary skills to help students self-actualize and to prevent them from failing.
- teachers will have the opportunity to meet with colleagues in a safe and supportive environment to share the everyday challenges and problem.

LEARNING OBJECTIVE 5: Identify the goals of an inservice training program.

The inservice training program seeks to provide a learning experience in which teachers:

- Become aware of basic human needs and discover ways in which to fulfill these needs for themselves and others.
- Develop and reassess personal and professional values.
- Implement new strategies and plans for classroom and professional experiences.
- Develop and share the skills of speaking, listening, critical thinking, and problem solving.

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MODULE: CURRICULUM DESIGN - SELECTION AND EVALUATION OF MATERIALS FOR A RESOURCE CENTER

GOAL: To provide teacher trainees with the necessary skills for selecting appropriate instructional materials.

- LEARNING OBJECTIVES:
1. Define the term "individualization of instruction" and state its importance in selecting instructional materials.
  2. Explain the concept "selection system."
  3. Specify steps to be used in selecting materials for instructional purposes.
  4. Discuss some problems in selecting instructional materials for a resource room.
  5. Delineate five specific items needed in selecting appropriate materials of instruction.

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Meets these Objectives	Learning Activities and Related Resources
#3	ACTIVITY 1:
#4	<p>Read and discuss the guidelines for the design and production of instructional media to be used in teaching exceptional students, in William H. Allen and Kay E. Goldberg's document, "Designing Instructional Media for Educable Mentally Retarded Learners." No. 14 in the series, <u>Instructional Technology and the Education of All Handicapped Children</u>.</p> <p>This document identifies and describes media design based upon learning attributes of the exceptional child. Guidelines for the design and production of instructional media used in teaching exceptional students are presented.</p>

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Meets these Objectives	Learning Activities and Related Resources
#3 #4 #5	<p>ACTIVITY 2:</p> <p><u>Specify</u> the steps involved in selecting materials for use in the resource room. Refer to Diane Dormant's article, "Teacher Selection of Instructional Materials for Use With Handicapped Learners." No. 12 in the series, <u>Instructional Technology and the Education of all Handicapped Children</u>.</p> <p>This article addresses the problem of selecting instructional material for teaching the handicapped learner. The role of the teacher in selection, selection problems, selection systems, and a systematic selection procedure are some of the topics discussed.</p> <hr/>
68 #2 #3 #4	<p>ACTIVITY 3:</p> <p>Select six instructional items you would use in the resource room. Give pertinent data on its usage, age level, type of children to use item, cost and name of item.</p> <hr/>
#2	<p>ACTIVITY 4</p> <p>Define the concept "selection system." Give two examples of such systems. Refer to Diane Dormant's article, "Teacher Selection of Instructional Materials for Use with Handicapped Learners." No. 12 in the series, <u>Instructional Technology and the Education of all Handicapped Children</u>.</p>

Meets these Objectives	Learning Activities and Related Resources
#3 #5	<p>ACTIVITY 5:</p> <p>Read the article on "Evaluation of Materials" included in your enclosed articles.</p> <p>Teachers should develop a set of questions to be used in material evaluation and also a list of "watch-out-fors" when material shopping. Compile a basic question sheet for analyzing and comparing curriculum materials.</p> <hr/>
#5	<p>ACTIVITY 6:</p> <p>Prepare a weekly schedule for the Resource Room that will serve a child who is a year and a half behind in his reading skills. Include in your schedule instructional materials that you would use with this child. Refer to the planning schedule enclosed in this module.</p> <hr/>
#2 #3 #5	<p>ACTIVITY 7:</p> <p>Read Chapter VI, "Materials for the Resource Room," in <u>The Resource Room</u> by Margaret Hawisher and Mary Calhoun.</p> <p>Materials for special education via the vehicle of the resource room model are found in a variety of sources. <u>List</u> six sources for finding the appropriate materials.</p> <hr/>
#5	<p>ACTIVITY 8:</p> <p>Develop a "wish list" of \$500 worth of materials that you would like to have for your resource program. Include: name of item, age range or grade level, price, and type of student using item.</p>

## EVALUATION

LEARNING OBJECTIVE 1: Define the term "individualization of instruction."

The term individualization of instruction is defined by Graubard and Rosenberg as the establishment of programs to accommodate a wide range of differences in order for each child to learn at his or her own rate.

LEARNING OBJECTIVE 2: Explain the concept "selection system."

Systems designed to facilitate selection of instructional materials can be as informal as a teacher's looking through the catalogues of a resource room and jotting down information which seems relevant, or they can be as formal as a computer-based information system on instructional materials.

LEARNING OBJECTIVE 3: Specify steps to be used in selecting materials for a resource room.

1. Specify instructional needs. Identify the instructional need by making appropriate instructional analyses of the learner, the instructional task, and the environment in which the instruction will occur.
2. Collect information on materials. Information about existent materials can be obtained by word-of-mouth (professional peers, supervisor, etc.), by demonstration (professional conferences, inservice training sessions), and from print sources (catalogues, professional journals, etc.)
3. Matching materials to need. Examine and compare various materials for intended use and reject those materials that are not potential adaptable.

4. Expert Appraisal. Before trying out material on students, it should be submitted to the appraisal of experts if one is not thoroughly familiar with the content.
5. Student try-out. Material should be tried out on students to determine whether it is appropriate.

LEARNING OBJECTIVE 4: Discuss some problems in selecting materials for a resource room.

1. Finding out what's available. Finding the appropriate instructional material for a particular learning deficit.
2. Matching available materials to instructional needs. Knowing what the instructional needs are and knowing what materials are available to respond to those needs.
3. Evaluating the evaluation. The teachers need to make their own evaluation of the dependability and usefulness of information from commercial publishers and manufacturers, professional services, and information systems .
4. A shortage of time. A teacher can spend the better part of an entire weekend searching the library for materials which will be consumed by the student in 30 minutes).
5. Not finding anything suitable. Inability to find the appropriate instructional materials for a particular learning deficit.)

LEARNING OBJECTIVE 5: Delineate five specific items needed in selecting appropriate materials of instruction.

1. Educational level of material needed. The teacher must phrase the request carefully in order to get information about materials suitable to the functional as well as the chronological age of the student."
2. Curricular area of general content area (e.g., language arts).

3. Specific concepts or skills in that area (e.g., left-handed writing).
4. Format of materials needed. Type of material requested, e.g., tape recorder.
5. Disability or handicapping condition.

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MODULE: INDIVIDUAL EDUCATION PLAN: CONTENT AND ACCOUNTABILITY

GOAL: To acquaint teachers with techniques for developing and implementing the Individual Education Plan.

- LEARNING OBJECTIVES:
1. Define IEP as specified by Public Law 94-142.
  2. Develop an awareness of the necessary contents of an IEP.
  3. Assess the major purposes of the IEP.
  4. Examine procedures that would allow for nondiscriminatory evaluation.
  5. Participants will be aware of the individuals involved in designing an individual education plan
  6. List step by step procedures described for legal compliance in developing an IEP.

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Meets these Objectives	Learning Activities and Related Resources
#1	<p>ACTIVITY 1:</p> <p>View the filmstrip introducing P. L. 94-142.</p>
#2	
#3	<p>This information presents an overview of Public Law 94-142, and reflects a movement to develop programs designed to meet each handicapped child's unique educational needs at no additional cost to those involved. After <u>viewing</u> the film, <u>define</u> the IEP as specified by the law.</p>
#4	<p>ACTIVITY 2:</p> <p>Read Chapter 6 "Nondiscriminatory Evaluation" in <u>Developing and Implementing Individual Education Programs</u>, by Ann Turnbull, Bonnie Strickland and John Brantley.</p> <p>This book is designed to show educators the most effective way of carrying out responsibilities associated with the development and implementation of an IEP. <u>Define</u> nondiscriminatory and evaluation. <u>List</u> steps to follow that would allow for nondiscriminatory evaluation.</p>

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Meet these  
Objectives

Learning Activities and Related Resources

ACTIVITY 7:

- #1 Read Chapter 1, "Why Is There a Need for an Individualized Education Program?" cited in  
#3 Individualized Educational Programming (IEP). Respond to this question after reading  
Chapter 1.
- 

ACTIVITY 8:

- #1 Read the article "Individualized Education Programming at the Secondary Level," by  
Patricia Cegelka and Misha Phillips.
- #3 This article reviews the implications for secondary level students of legislative mandates  
requiring individualized education programming for handicapped children. List the five  
basic considerations for the development, implementation and monitoring of the IEP and  
define each.
- 

ACTIVITY 9:

- #5 Read pages 80 and 81 in Individualizing Educational Materials for Special Children in the  
Mainstream by Robert M. Anderson, John Greer and Sara Odle.
- According to Public Law 94-142, stipulations are made that specific individuals should be  
involved in designing the individual education program. Who are these individuals."
- 

ACTIVITY 10:

- #2 Read Chapter 14, "Monitoring the Individualized Education Program" in Developing and Imple-  
menting Individual Education Programs by Ann Turnbull, Bonnie Strickland and John Brantley.
- #6 List three ways to monitor a student's progress.

Meets these Objectives	Learning Activities and Related Resources
#3	<p>ACTIVITY 3:</p> <p>Refer to the article "Developing Individualized Education Progress for Young Handicapped Children" by Alice H. Hayden and Eugene Edgar.</p> <p>This article contains vital information on the importance of early intervention and the IEP as a safeguard to insure appropriate education. List 6 elements that <u>must</u> make up the contents of an IEP.</p> <hr/>
#6	<p>ACTIVITY 4:</p> <p>Read "The Individualized Education Program Part 1: Procedural Guidelines," by Ann Turnbull, Bonnie Strickland, and Susan Hammer.</p> <p>This article examines the procedural guidelines for developing and implementing individualized education programs. <u>List</u> the steps to be taken in compliance with Public Law 94-142 in developing and implementing the IEP.</p> <hr/>
#2	<p>ACTIVITY 5:</p> <p>For the sample IEP that is included in this module <u>review</u> it according to the required contents of the IEP as stated by Public Law 94-142. <u>Complete</u> it using a hypothetical situation.</p> <hr/>
#5	<p>ACTIVITY 6:</p> <p><u>Refer</u> to the handout enclosed "Responsibilities of the School Based Committee." <u>List</u> responsibilities of this committee in the development of the IEP.</p>

## EVALUATION

LEARNING OBJECTIVE 1: What is the definition of Individual Education Plan as specified by Public Law 94-142?

Individual Education Plan is defined by Public Law 94-142 as "a written statement for each handicapped child developed by any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and whenever appropriate, such child, which statement shall include (a) a statement of the present levels of educational performance of such child, (b) a statement of annual goals, including short-term instructional objectives, (c) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (d) the projected date for initiation and anticipated duration of such services, and appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

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LEARNING OBJECTIVE 2: What are the necessary contents of an IEP?

1. Child's present level of educational performance.
2. Statement of annual goals.
3. Short term instructional objectives.
4. Statement of specific educational and related services to be provided.
5. Extent of child's participation in the regular program.
6. Date for initiation and duration of service.
7. Appropriate evaluation criteria and procedure.
8. Schedule for determining if objectives have been achieved.

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LEARNING OBJECTIVE 3: What are the purposes of an IEP?

1. Provides direction for organizing curriculum content.
2. Assists in evaluating the instructional program.
3. Serves as a guide for monitoring students progress.
4. Serves as a guide for modifying instruction.
5. Aids communication between parents and professionals
6. Complies with Public Law 94-142.

LEARNING OBJECTIVE 4: What are the procedures that would allow for nondiscriminatory evaluation?

- 66
1. Tests and other evaluation materials: (a) are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; (b) have been validated for the specific purpose for which they are used; and (c) are administered by trained personnel in conformance with the instructions provided by their producer.
  2. Tests and other evaluation materials include those tailored to assess and specify areas of educational needs and not merely those which are designed to provide a single general intelligence quotient.
  3. Tests are selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test proposes to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors which the test purports to measure).
  4. No single procedure is used as the sole criterion for determining an appropriate educational program for a child.

LEARNING OBJECTIVE 4:

5. The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability.
6. The child is assessed in all areas related to suspected disability, including where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.  
(Federal Register, August 1977, p. 42496-42497.)

LEARNING OBJECTIVE 5: Who are the individuals involved in the committee meeting in planning an IEP?

1. A representative of the local educational agency, other than the child's teacher, who is qualified to provide, or supervise the provision of, special education.
2. The child's teacher or teachers, special or regular or both, who have a direct responsibility for implementing the child's individualized education program.
3. One or both of the child's parent or agency.
4. Other individuals, at the discretion of the parent or agency.
5. Where appropriate, the child.

LEARNING OBJECTIVE 6: What are the steps described for legal compliance in developing an IEP?

1. Referral of child
2. Informing parents
3. Evaluation
4. Compiling Evaluation Results
5. Contacting parents
6. Developing IEP

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MODULE: TEACHING STYLES AND THE LEARNING PROCESS

GOAL: To acquaint teachers with strategies on manipulating the learning environment.

To develop strategies that are in accord with the students preferred learning styles as well as with the instructional purpose of the activity.

- LEARNING OBJECTIVES:
1. Identify the various grouping strategies needed to enhance the learning of students.
  2. Define learning styles and teaching styles.
  3. Identify assessment techniques for determining students learning styles.
  4. Examine the effects classroom environment has on teaching/learning process.
  5. Describe the behaviors which appear to contribute to a teacher's individual instructional style.

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Meets these Objectives	Learning Activities and Related Resources
#3	<p>ACTIVITY 1:</p> <p>Read the article "Teaching Strategies and Learning Processes" by Russell L. French.</p> <p>In order to plan instruction, the teacher must have a personal answer to three crucial questions. List and explain these questions.</p>

Meets these Objectives	Learning Activities and Related Resources
#4	<p>ACTIVITY 2:</p> <p>The environment of the learner has many components that are important for learning. Most important among these are the communications that are included in the instructional situation.</p> <p>Read and discuss Chapter 12, "Communication in Instruction" in the book, <u>The Conditions of Learning</u> by Robert M. Gagne.</p> <hr/>
#1 #2	<p>ACTIVITY 3:</p> <p>Write your own definition of teaching style and learning style. Also write a brief description of the idea relationship between teaching and learning styles. Check your work against Worksheet #2 included in this module.</p> <hr/>
#2 #4 #5	<p>ACTIVITY 4:</p> <p>Read the article "Proximity" in the book <u>Learning Environment: Mainstreaming Handicapped Students in the Regular Classroom</u>.</p> <p>Discuss the implications of the concept of proximity for the way a teacher positions himself/herself in the classroom. When should you move close and when should you keep distance between yourself and a student.</p> <hr/>
	<p>ACTIVITY 5:</p> <p>Follow the directions on Worksheet #1, Instructional Strategies Inventory, and identify your particular teaching style.</p>

Meets these  
Objectives

Learning Activities and Related Resources

- #1           ACTIVITY 6:
- #2           Read the article "Teaching Styles and Instructional Strategies," by Russell L. French.
- #3           According to Dr. French every human being has his own personal learning style. Discuss these six styles with other participants.

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- #1           ACTIVITY 7:
- #3           Information about students learning styles can help teachers plan instruction that can best suit the needs of their students. Read the article, "Responding Strategically to Style" and discuss it with other group members.

- 
- #3           ACTIVITY 8:
- Read the article, "On Assessing Learning Styles," from Data Bank Guide Learning Styles: Mainstreaming Mildly Handicapped Students into the Regular Classroom.
- Identify and describe a variety of assessment techniques for determining student learning style.

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- #1           ACTIVITY 9:
- #2           Dr. Frank Hewett designed the engineered classroom for the purpose of changing the behavior of inattentive, failure-prone, hyperactive children who cannot be contained within the usual classroom structure.
- #4           Read "An Educational Solution: The Engineered Classroom" by Frank M. Hewett. Identify the advantages and disadvantages of this approach.

## EVALUATION

LEARNING OBJECTIVE #1: Identify the various grouping strategies needed to enhance the learning of students.

The grouping strategies are: (1) peer-pair work; (2) independent work; (3) small group work; and (4) large group work. The strategies will vary according to the students' preferred learning styles and to the instructional purposes of the activity.

LEARNING OBJECTIVE #2: Define learning styles and teaching styles.

The definition of teaching and learning styles should mention that:

- it means how people approach and do their task, the processes they use and the behaviors they exhibit.
- they are personally preferred ways of operating; they do not mean a person cannot operate in other ways.
- there are a variety of categories and structures for looking at teaching and learning styles.

LEARNING OBJECTIVE #3: Identify assessment techniques for determining students learning styles.

The assessment techniques for determining students learning styles are:

Observation - is a process of systematically looking at and recording behavior for the purpose of making instructional decisions.

Inventory - is an assessment of learning abilities, styles, and interests "on hand." It is a written form given to a student to respond to. It can take the form of a checklist, a rating scale, or a forced choice of preference.

Interview - a meeting of persons face to face, especially for the purpose of asking questions, instructing, counseling, directing, and chatting.

LEARNING OBJECTIVE #4 Examine the effects classroom environment has on teaching/learning process.

The learning environment consists of people, space, and resources present and the manner in which they interact. The way the room is arranged, and the position of the teacher in relation to the students affect the ways students and teachers behave and interact.

LEARNING OBJECTIVE #5 Describe the behaviors which appear to contribute to a teacher's individual instructional style.

1. Indirect, Facilitating, Pupil-Supportive (encourages pupils to talk, express opinions, articulate feelings in class and listens to and praise pupils).
2. Laissez-Faire, Loosely Structured, Informal ( plays the situation by ear.)
3. Personal, Close, Intimate, Involved (reacts personally to student efforts; actively praises or criticizes and elicits pupils point of view and feelings).
4. Direct, Dominating, Teacher-Centered (does a large proportion of the speaking in class; discourages irrelevant questions and ideas; sticks to the subject).
5. Businesslike, Tightly Structured, Formal (establishes and follows procedures systematically; establishes rules of behavior and sticks by them).
6. Impersonal, Distant, Disinterested, Uninvolved (concentrates on objectives rather than people; remains emotionally neutral).
7. Intense, Dramatic, Surgent, "Hot," ( dramatizes or acts out ideas, feelings, impressions; moves freely and actively).

8. Concrete, Experiential, Motor ( deals with specifics; utilizes the sensory and psychomotor approaches to learning).
9. Subdued, Quiet, Restrained, "Cool" (use low tone of voice; facilitates one-to-one dialogues).
10. Abstract, Symbolic, Verbal (utilizes the verbal and intellectual approaches to learning).\*

\* Data Bank Guide Learning Styles: Mainstreaming Mildly Handicapped Students into the Regular Classroom  
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MODULE: VALUES CLARIFICATION

GOALS: To focus attention on the need to help students clarify their values.

To understand values clarification techniques and strategies that can be useful to teachers in helping students to become more sensitive to value issues.

- LEARNING OBJECTIVES:
1. Define Values Clarification.
  2. List strategies for teaching values clarification.
  3. Discuss the components of values.
  4. Describe negative aspects of teaching values clarification.
  5. Explain value analysis as a method which helps students make national decisions about values issues and their own values conflicts.

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Meets these Objectives	Learning Activities and Related Resources
#1	ACTIVITY 1: <u>Define</u> values. Distinguish between values and a value system. (See definition section)
#1	ACTIVITY 2: <u>Read</u> the Section, "A Value Is a Belief," pages 6 and 7 in Milton Rokeach, <u>The Nature of Human Values</u> . <u>Define</u> the components of values.

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Meets these  
Objectives

Learning Activities and Related Resources

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ACTIVITY 3:

#1  
#2  
#5

Read the article, "Can Schools Teach Moral Values?" by Amitai Etzioni.,  
and respond to that question.

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ACTIVITY 4:

#1  
#2  
#3

From your readings and experiences, list at least ten values that you feel  
should be clarified in the public schools and rank them in order of importance.

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ACTIVITY 5:

#2  
#4  
#5

Read the article "Values," by Merrill Harmin and Sidney B. Simon. List and  
explain the six common approaches to transmitting values.

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ACTIVITY 6:

#1  
#2  
#3  
#4  
#5

Read the article, "Values Education At One Remove," by Christopher Hodgkinson.  
List the six components of the experimental course in Values Education described  
in this article.

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Meets these  
Objectives

Learning Activities and Related Resources

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ACTIVITY 7:

- #2                    Decide if values clarification is the Teacher's, Student's or Parent's  
#5                    responsibility. Identify at least five reasons to support your  
                         assumptions.

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ACTIVITY 8:

- #1                    Study the motto by Vince Lombardo, "Winning is not the most important thing, it  
#3                    is the only thing." Examine this statement as a barrier to values inculcation.  
#5

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ACTIVITY 9:

- #1                    Read the article, "Parents - Powerful and Necessary Allies," by Roger Kroth.  
#2                    List and explain three sources that teachers may turn to as aids in values  
#3                    clarification or assessment.

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ACTIVITY 10:

Read "The Effects of Values Clarification and Moral Development Curricula on School  
Age Subjects: A Critical Review of Recent Research" by Alan L. Lockwood.  
Discuss and debate the issues of two of the most widely used approaches to values  
education, Values Clarification and Moral Development.

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## EVALUATION

Learning Objective 1: What is values clarification?

Values clarification emphasizes affective learning and it's aim is to help people become more productive by sharpening their critical thinking.

Learning Objective 2: How can values clarification be taught?

Values clarification can be taught through discussions, role-playing, interviews, "value-voting" (openly voting on specific issues), and Rank (choosing alternatives and explaining their priorities.)

Learning Objective 3: What are the components of values?

The components of values are: cognitive, affective and behavioral.

Cognitive - A value is a cognition about the desirable - To say that a person has a value is to say that cognitively he knows the correct way to behave or the correct end-state to strive for.

Affective - A value is affective in the sense that he can feel emotional about it, be affectively for or against it, approve of those who exhibit positive instances and disapprove of those who exhibit negative instances of it.

Behavioral - A value has a behavioral component in the sense that it is an intervening variable that leads to action when activated.

Learning Objective 4: What do opponents of teaching values clarification believe?

Opponents of values clarification believe that it teaches ethical relativism to young people by presenting all values as equally valid. They also believe that values clarification treats emotional needs rather than value needs, and that the approach tends to violate the personal rights of young people, especially in some of the intimate questions asked of them.

Learning Objective 5: What is value analysis?

Value analysis helps students make rational decisions by first identifying a value, examining the facts about it and determining its applicability to real-life situations. It results in greater understanding by facilitating individual instruction and participation in group discussions.

### DEFINITIONS

Values - An enduring belief that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence.<sup>1</sup>

Value System - An enduring organization of beliefs concerning preferable modes of conduct or end states of existence along a continuum of relative importance.<sup>2</sup>

Attitude - Refers to an organization of several beliefs around a specific object or situation.<sup>3</sup>

Ethical Viewpoint - Defined as a "Willingness to curb one's impulses and, if necessary, to sacrifice one's self-interest or personal desires in order to do what is right - and, especially, to avoid achieving desired aims by means which are unfair, dishonest, or otherwise improper."<sup>4</sup>

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<sup>1</sup>Milton Fokeach, The Nature of Human Values, (New York: The Free Press, 1973), p. 5.

<sup>2</sup>Ibid., p. 5.

<sup>3</sup>Ibid., p. 6.

<sup>4</sup>Amitai Etzioni, "Can Schools Teach Kids Moral Values," New York University Quarterly, Fall, 1977, Vol. IX, No. 1, pp. 2-7.

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MODULE: UTILIZING PARAPROFESSIONALS TO ENHANCE LEARNING

Goals: To understand and evaluate the impact that paraprofessionals have on education and the learning environment.

To focus attention on methods for training paraprofessionals to work with handicapped children.

- Learning Objectives:
1. Define the term "paraprofessionals."
  2. Distinguish between a "teacher assistant" and "teacher aide."
  3. Examine the advantages of increased utilization of paraprofessionals.
  4. Describe general qualifications that are desirable in all paraprofessionals.
  5. Describe methods for training paraprofessionals.
  6. Describe federal legislation affecting careers of paraprofessionals.
  7. List problems that may be associated with the use of nonprofessionals.

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Meet these Objectives	Learning Activities and Related Resources
<p>#1 #3 #6</p>	<p>Activity 1:</p> <p>Read Chapter 2, "Historical and Legislative Background, " in New Careers and Urban Schools. Discuss and report in written form an outline of the forerunners of the teacher aide movement as well as federal legislation that supported the use of paraprofessionals.</p> <hr/> <hr/> <hr/> <hr/>

Meet these Objectives	Learning Activities and Related Resources
#2 #4 #5	<p>Activity 2:</p> <p>Read the handouts "Introduction to Pre-Service Training," taken from <u>Teacher Aide Handbook</u> by Brotherson and Johnson; and "Pre-Service Education Agenda," for a 5 day-workshop taken from "Utilizing Paraprofessionals and Volunteers in Special Education" by Greer. Compare a one week training course with a one year certification program for trainees listing advantages and disadvantages.</p> <hr/>
#1 #2 #4	<p>Activity 3:</p> <p>Refer to the handouts of the example job descriptions of the Teacher Aide and Teacher Assistant. List specific activities that may be performed by both. Include instructional as well as non-instructional activities.</p> <hr/>
#1 #3	<p>Activity 4:</p> <p>From your knowledge of P.L. 94-142, The Education for All Handicapped Children Act of 1975, write a short paper describing why the paraprofessional is becoming an integral part of the special education instructional team.</p> <hr/>

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Meet these  
Objective.

Learning Activities and Related Resources

Activity 5:

#3  
#5  
#6

Read and Abstract the article "A Survey of Special Educational Paraprofessional Training Programs, by Cobb, Reid and Whorton. Specifically point out the strengths and weaknesses of this particular survey which was designed to determine trends in the training of special education paraprofessionals at community colleges throughout the nation and the role of community colleges in the training effort.

Activity 6:

#1  
#3  
#4  
#5  
#7

Read Chapter 2, "Paraprofessionals in Education for Handicapped Children by Fafard, El-Mohammed, Gartner and Schacter which appears in Paraprofessionals Today-Volume I: Education. Discuss the implications paraprofessionals have on the education and training of handicapped individuals and the focus of future endeavors.

Activity 7:

#2  
#4

Refer to the handout "Suggested Roles and Responsibilities of the EMR Teacher Aide. Prepare a schedule for a typical school day for a teacher with a paraprofessional at two different levels of learning.

Activity 8:

#1  
#2  
#4  
#5

Pretend you were seeking a job as a teacher aide or teacher assistant. Prepare a written resume of your background and training and a statement of your educational philosophy. Refer to all handouts and the information in the Evaluation Section of this module for assistance.

Meet these  
Objectives

Learning Activities and Related Resources

Activity 9:

#1  
#2  
#4  
#5

Read the handout "Utilization and Certification of Teacher Aides in the United States."  
By completing a frequencies tabulation, determine differences and similarities of the  
States. Determine what national guidelines could be formed from this information.

Activity 10:

#2  
#3  
#4  
#7

From your knowledge and/or experiences, evaluate and discuss your personal reasons for  
wanting or not wanting a paraprofessional to work under your direct supervision.

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LEARNING OBJECTIVE 1: Define the term "paraprofessional."

The term paraprofessional is defined as a person who has less than the required or expected level of education or training but who is performing duties usually performed by the professional, under the supervision of the professional. A paraprofessional may be a paid or volunteer worker. He/she may be assigned to assist any certified staff member, e.g. a teacher, a counselor, librarian, or administrator (school-community agent). He/she may provide general school aid which cuts across rigid position descriptions. In short, a paraprofessional may work in the school or community on tasks usually performed by the professional or not performed at all (Reid and Johnston, 1978)

LEARNING OBJECTIVE 2: What is the major difference between a "teacher assistant" and a "teacher aide"?

The teacher assistant is usually responsible for direct support to the teacher and assumes any portion of the professional's responsibilities so designated under the teacher's supervision.

The teacher aide takes no independent action and has no decision-making authority. This person performs routine tasks assigned by teachers of other specific personnel.

LEARNING OBJECTIVE 3: What are the advantages of increased utilization of paraprofessionals?

1. Paraprofessionals can lead to greater individualization of instruction by providing teachers with more time and students more attention.
2. The use of paraprofessionals reduces the number of nonprofessional tasks required of teachers.
3. The implementation of instructional techniques such as ungraded classrooms, multi-media instruction and team teaching will be facilitated.
4. Students will be provided with additional appropriate adult models. (Anderson, et al., 1978)

LEARNING OBJECTIVE 4: Describe general qualifications that are desirable in all paraprofessionals.

1. Sufficient interpersonal competence and communication skills to interact effectively with a variety of individuals.
2. An understanding of the culture in which he will be working.

LEARNING OBJECTIVE 4: (Continued)

3. The ability to deal with ambiguity and stress to some extent.
4. The ability to understand and work within the agency's philosophy and organization.
5. A willingness to accept standards of ethical conduct such as the confidentiality of information.
6. The ability to organize his own daily life to a satisfactory extent. (Gartner, et al, 1977)

LEARNING OBJECTIVE 5: What is included in a paraprofessional training program?

Training programs may be initiated in one and two year curriculums at the junior college level, which may lead to a certificate or associate degree. Other programs will include pre-service and in-service workshops offered by the school district, in conjunction with an institution of higher learning and/or the state department of public instruction.

LEARNING OBJECTIVE 6: What federal legislation gave a strong boost to the use of non-professionals?

1. Title I of the Elementary and Secondary Education Act (1965) has paid for a large infusion of teacher aide assistance into low income area schools.
2. The Scheuer Amendment (1965) to the Economic Opportunity Act provided for demonstration programs in new careers. (upgrading of paraprofessionals)
3. The Education Professions Development Act (1967) has provided funds for training and for innovative programs using non-professionals. (Bennett and Falk, 1970)

LEARNING OBJECTIVE 7: List problems that may be associated with the use of nonprofessionals.

1. Training of the nonprofessional has been haphazard at its best and nonexistent in many cases.
2. Teachers who were assigned nonprofessionals as aides received no training and had no choice in the selection of aides.
3. Definition of the job of the nonprofessional is often not clear so that neither the aide nor the teacher knows what to expect.

4. Parents of the children served by the teacher aide have not been properly educated to appreciate the worth of such services.
5. The background of the person who would apply for the job of teacher aide would often bring unforeseen problems involving racial, cultural, and language differences to the staff. (Headstart Information Project)

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INSTRUCTIONAL PROCEDURES AND CLASSROOM MANAGEMENT

Goals: To acquaint teachers with instructional procedures that allow for effective classroom management.

To acquaint teachers with behaviorally based decision-making processes and intervention strategies.

- LEARNING OBJECTIVES:
1. Explain in general terms a "behavior analysis program".
  2. Describe necessary components included in behaviorally based-decision-making processes and intervention strategies.
  3. Explain why behavior modification techniques are used so extensively in managing classroom behaviors of exceptional children.
  4. Contrast individual-management techniques with group-management techniques for managing behavior.
  5. Explain how class structure can be used in increasing appropriate behavior.
  6. Evaluate curricula concerns as an antecedent event having a significant impact on classroom behavior.

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Meets these Objectives	LEARNING ACTIVITIES AND RELATED RESOURCES
#6	<p>Activity 1:</p> <p>Read Chapter 7, "Outside the Classroom" in <u>Managing Instructional Problems</u> by Worell and Nelson.</p> <p><u>Discuss</u> criteria for using outside agents in influencing and managing inappropriate behavior.</p>

Meets these Objectives	Learning Activities and Related Resources
#3	<p>Activity 2:</p> <p>Read "An Approach to Education of Young Children with Learning and Behavior Difficulties by Gardner."</p> <p>This article describes behavior modification as an approach, which focuses on the child's assets as he learns and behaves in his present social environment. <u>Explain</u> the steps that should be followed in developing a behavior modification program.</p>
125 #6	<p>Activity 3:</p> <p>From the lecture and readings you've done in the area of behavior management and curriculum planning, <u>explain</u> in detail, the meaning of the three considerations listed in the evaluative section under Learning Objective 6.</p>
#1	<p>Activity 4:</p> <p>Read "How can this child be helped?" by Hugh Carberry.</p> <p><u>List</u> the four types of troubled learners described in his article and <u>site</u> instructional procedures that may be used to help that child.</p>

Meets these Objectives	Learning Activities and Related Resources
<p>#1</p> <p>#2</p> <p>#6</p>	<p>Activity 5:</p> <p>Read the article "Behavioral Disorders: Teachers's Perception" by Kelly, Bullock and Dykes.</p> <p>This article reports the results of a survey conducted to determine how classroom teachers perceive the behaviors of their students. From the results and conclusion <u>site</u> implications for future inservice training programs.</p> <hr/> <p>Activity 6:</p> <p>According to Worell and Nelson, the single most powerful intervention strategy a teacher can employ is to follow each child's appropriate behavior with a consequence that is reinforcing to him.</p>
<p>#2</p>	<p>Read the article, "Problem-Solving Strategies: Increasing Appropriate Behavior" in the book <u>Managing Instructional Problems</u> by Worell &amp; Nelson. List the four basic rules about positive reinforcement that will help you increase your skills as a reinforcement dispenser and will cue you to watch for some pitfalls.</p> <hr/> <p>Activity 7:</p> <p>Read the article, "Specific Methods for Behavior Change," in the book <u>Children in Conflict</u> by Henry R. Reinert.</p> <p>Discuss the four basic behavioral types and determine some methods of dealing with the child's problem.</p>

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## EVALUATION

Learning Objective 1: What is a behavior analysis program?

A behavior analysis program is defined as any program designed and implemented to modify one's behavior.

Learning Objective 2: What components are necessary for behaviorally based decision-making processes and intervention strategies?

- a. educational assessment and diagnostic programming
- b. physical structuring
- c. changes in administrative arrangements
- d. developing home-school programs
- e. counseling
- f. behavior modification

Learning Objective 3: Why are behavior modification techniques used so extensively in managing classroom behavior of exceptional children?

Behavior modification are widely used because of the belief that social deviance and maladaptive behavior can be alleviated through the use of these techniques. Teachers are beginning to realize that a major factors that restricts effective teaching and learning is inappropriate behavior.

Learning Objective 4: Contrast individual-management techniques with group management techniques for managing behavior.

Individual management techniques are used if the distructive behavior is confined to a single subject subject while group-management techniques are used when 1) the same behavior is desired of all children in a class; 2) when a behavior problem is common to several class members or 3) when inappropriate behaviors are maintained by peer reinforcement.

Learning Objective 5: How can class structure be used in increasing appropriate behavior?

1. Arrangement of the classroom in terms of areas of activities may help turn the room into an organized, active-learning environment.
2. Seating arrangements can be altered to increase or decrease attention to teacher instruction response to peers, response to distracting stimuli, or immediate access to teacher monitoring.
3. Size of instructional groups can influence access to individual teacher instruction, attention to directions, amount of volunteering and opportunity to respond to questions, and access to peer interaction and reinforcement.
4. Length and ordering of activities can be an effective motivational assess for increasing attention.
5. Classroom rules can contribute verbal and written cues for guiding behavior. Define rules specifically and establish some consistent consequences for rule fulfillment or infraction.

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Learning Objective 6: What considerations should be made in planning a curriculum with managing behavior in mind?

1. Level of difficulty of the task, including length, complexity, and amount of prerequisite skills required.
2. Length and sequence of tasks
3. Type of materials

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MODULE: INVOLVING PARENTS IN THE LEARNING PROCESS

Goal: Participants will become familiar with the role of parents in enhancing the learning of children with special needs.

- LEARNING OBJECTIVES:
1. Describe parent rights in the educational process as mandated by PL 94-142.
  2. Identify some useful techniques for increasing parent involvement in the school program.
  3. Describe strategies for implementing a successful parent involvement program.
  4. Discuss various teaching techniques that parents can utilize at home.
  5. Discuss the importance of parental programs in the schools.

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Meet these Objectives

Learning Activities

#2

ACTIVITY 1:

Read the article by Roger Kroth and Geraldine Schohl entitled "PL 94-142," in the book Getting Schools Involved With Parents. PL 94-142 list several requirements related to parent involvement in the educational programs for handicapped children. List the requirements that are mentioned.

ACTIVITY 2:

Read and react to Annette Breiling's article "Using Parents as Teaching Partners," The Education Digest, February 1977. This article presents several ideas for parent involvement in the school setting that may be feasible in helping parents help their child read better.

#1  
#3  
#4  
#5

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Meet these  
Objectives

Learning Activities

ACTIVITY 3:

#1  
#2  
#4

Identify strategies for getting parents involved in the learning process. Refer to Merle B. Karnes' article "Flexibility in Getting Parents Involved in the School," Teaching Exceptional Children, Fall 1972.

ACTIVITY 4:

#1  
#4  
#5

In reference to the article in Teaching Exceptional Children, winter 1976, "Communicating with Parents: It begins with listening", by Paul Lichter there are basic attitudes which are required by the teacher to be effective in getting parents involved. The first step is to listen actively to the parents. Read the article and list four basic attitudes which must be present during conversation.

ACTIVITY 5:

#3

Read the article "Vignette 8-Parent Child Relationships" in the book, Getting Schools Involved with Parents by Kroth and Scholl. List some ways parents can help their child study at home and also improve their parent-child relationship.

ACTIVITY 6:

#1  
#4  
#5

Describe John M. Formy-Duval's "Project Outreach" and state how he reached his goal in the article, "Parents are a key to Success," from the Journal of Education, February, 1977.

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Meet these  
Objectives

Learning Activities

ACTIVITY 7:

#1  
#2  
#4  
#5

Briefly describe how the idea of partnership between home and school is strengthened in a practical and constructive way. Read the article "The Parent, Teacher and Child as Conference Partners," from Teaching Exceptional Children, Summer, 1973.

ACTIVITY 8:

#1  
#2  
#3  
#4  
#5

Using the enclosed form, abstract one article concerning parent involvement in the learning process. Refer to the reference section and the articles enclosed.

ACTIVITY 9:

4

Parental attitudes toward school vary considerably and unfortunately may be negative. Discuss ways teachers can help change the negative attitudes of parents. Refer to the article, "Needs, Attitudes and Values," in the book Getting Schools Involved with Parents by Roger Kroth and Geraldine Scholl.

ACTIVITY 10:

#1  
#2  
#4  
#5

In every program on parent involvement there will be some parents who are hard to reach. Discuss some reasons parents may be reluctant to participate; and identify ways a teacher can involve such parents more intensively. Refer to the articles enclosed and other resources on parent involvement.

## EVALUATION

LEARNING -1. Describe parents rights in the educational process as mandated by PL 94-142.  
OBJECTIVE

1. Parents must be included as members of advisory committees in making decisions about educational programs for handicapped children.
  2. Parents or guardians of the handicapped child and, when appropriate, the child participates in the meeting when the individualized education program statement is developed.
  3. Parents are guaranteed due process rights under PL 94-142.\*  
(See the handout on parent and child rights in PL 94-142 for additional rights)
- \* Kroth and Scholl, Getting Schooll, Getting Schools Involved with Parents p.7

LEARNING -2. Identify some useful techniques for increasing parent involvement in the school program.  
OBJECTIVE

1. Have parents present when completing the individualized education program for their child.
2. Schedule parent-teacher conferences and sometimes include the child.
3. Try as a teacher to understand the parents' feelings and the parents hours of availability.
4. Have conferences enjoyable as well as knowledgeable.

LEARNING -3. Describe strategies for implementing a successful parent involvement program:  
OBJECTIVE

1. Group programs (such as open house, etc.)
2. Individual conferences on discipline, progress reporting, etc.
3. Parent volunteers
4. PTA
5. Home visitation programs
6. Parent advisory groups

LEARNING -4. Discuss various teaching techniques that parents can give the child at home.

OBJECTIVE

1. Scan the television programs in advance. Tune in on educational programs; interviews with famous people; animals, historical dramas; and good music. Balance the family's entertainment diet.
2. Encourage reading by giving good books as gifts. They can also profit from the challenge of word-building games and blocks.
3. While dining, comment on community and world affairs, and ask their opinion.
4. Dictate grocery list for the child to write. Excellent exercise for spelling and penmanship.
5. The bedroom is an ideal place to complete homework. A desk-or-ample table with drawer and adequate lamp which preferable casts light over the left shoulder and a comfortable chair.

(See handout entitled "Parents Teach Also!" for other techniques.)

LEARNING -5. Discuss the need for parental involvement programs in the schools.

OBJECTIVES

1. Some parents will need to be involved because they need to learn new ways to teach their child in the intellectual or cognitive areas.
2. Other parents will need to learn how to foster their child's social and emotional development.
3. Some parents may need the emotional development.
4. Some parents may need the emotional support derived from the teacher and other parents of handicapped children.
5. Others may need to gain information as to where to seek answers to or help with problems such as legal rights of the handicapped, technical schools for training the handicapped, tax deductions specific to the handicapped.

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PARENT AND CHILD RIGHTS IN P.L. 94-142

As a parent of a child who has been identified as having special needs, the following rights are provided through federal legislation (P.L. 94-142):

1. A free appropriate public education with necessary related services to meet your child's needs (i.e., speech therapy, physical therapy, counseling, and transportation) must be provided by your local school system.
2. Your child must be placed in an educational program as close to children who have not been identified as having special needs, in consideration of the appropriateness of the program for your child. This means, for example, that your child may not be removed from his regular class placement to be put in a special class attended only by children with special needs unless you and the school personnel believe that the special class would be the best placement for him.
3. Your child may not receive an initial evaluation in order for placement in a special education program unless you are previously informed and voluntarily give your consent. If you make the decision to give your consent, you may withdraw it at any time.
4. You are entitled to receive an explanation of all evaluation results and explanation of any action proposed or rejected in regard to evaluation results.
5. You have the right to request an independent evaluation (conducted by someone outside of the school) and have the results considered in discussions regarding the school placement of your child.
6. You may inspect all educational records and request explanation of information contained in the record. You may also request that information be amended if you do not agree with it.
7. The privacy of all school records must be maintained. You may request copies of your child's records. Further, you may obtain information from the chairperson of the special services committee concerning the particular individuals who are allowed to see your child's records.
8. You have the right to request an objective hearing (due process hearing) at any time when you disagree with the proposed procedures for evaluation and/or placement of your child. At the hearing you may have counsel, present evidence, cross-examine witnesses, and obtain written findings of the proceedings. If you are deaf or normally communicate in a language other than English, the hearing must be conducted so that all communication is completely understandable to you.

From: Turnbull, Ann P., Strickland, Bonnie B., & Brantley, John C. Developing and implementing individualized educational programs. Columbus, Ohio: Charles E. Merrill Publishing Company, in press.

TEACHERS MIGHT GIVE PARENTS A LIST OF QUESTIONS TO BE THINKING ABOUT PRIOR TO THE CONFERENCE SUCH AS:

What skills would you most like your child to learn?

Are there concerns about your child's functioning at home that could be addressed by work at school?

What aspects of your child's behavior do you believe need to be improved?

What do you believe to be your child's strengths and weaknesses?

What methods have you found to be effective in rewarding and punishing your child?

To what extent does your child interact with children in the neighborhood?

What are your feelings about providing opportunities for your child to interact with non-handicapped children?

By providing a list of these questions ahead of time, parents will have an opportunity to think about the kind of comments they would like to make at the IEP conference. Teachers might also want to schedule the IEP conferences with individual parents at the group meeting and to assist in working out any logistical problems such as transportation.

From Turnbull Ann P. Parent-professional interactions. In Martha Snell (Ed.), Curriculum for the moderately and severely retarded. Columbus, Ohio: Charles E. Merrill Publishing Co., in press.

MODULE: ENHANCING COGNITIVE SKILLS THROUGH EFFECTIVE COMMUNICATION

GOAL: To acquaint teachers with various ways in which language can be used to facilitate cognition in exceptional children.

- LEARNING OBJECTIVES:
1. Discuss the basic principles which make up a constructive communication relationship.
  2. Examine the teacher's role in the process of language learning.
  3. Define "communication skills."
  4. Describe the role of regular and special educators in providing communication skills for the Black child.

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Meets these Objectives	Learning Activities
#2 #5	<p>ACTIVITY 1:</p> <p>Read the article, "The Teacher's Role in a Language Program," from <u>Learning Language Skills</u> by Louise B. Scott.</p> <p>The teacher assumes a major role in the continuous process of language learning. List and discuss the teachers role in the process of language learning.</p>
#3	<p>ACTIVITY 2:</p> <p>Before reading the attached articles, write one paragraph on the following words: "speech," "communication," and "listening." After reading the articles write your understanding of the three terms. Compare the two.</p>

Meets these  
Objectives

LEARNING ACTIVITIES

#1

ACTIVITY 3:

Read the chapter "Communication in the Classroom," in Personalizing Education in the Classroom, by Anne W. Carroll.

In this article Barnlund presents several principles which make up a constructive communication relationship. List and briefly explain these principles.

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ACTIVITY 4:

To identify effective and ineffective patterns of communication, view the filmstrip "Talking Isn't the Same As Listening." Discuss the filmstrip using the following questions to facilitate the discussion: (1) What is meant by "communication roadblocks? (2) What are some alternatives that enhance communication? Share some examples.

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ACTIVITY 5:

Read and discuss the article "Language and Social Class: Cognitive Disadvantage," from The Psychology of Language, Thought and Instruction by John DeCecco.

This article contains vital information on the effect of social class differences on language and thought.

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ACTIVITY 6:

Read the article "Communication: The Clarifying Response," from The Data Bank Guide. Define the term "clarifying response" and examine the list of clarifying responses given by Rath and Simon.

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Meets these  
Objectives

Learning Activities

ACTIVITY 7:

#4

Read R. L. Nash's article, "Toward a Philosophy of Speech Communication Education for the Black Child," in The Speech Teacher, March 1970.

This article is concerned with the speech-communications of the black adolescent and adult in relation to the greater society. Describe the role of special and regular personnel in the area of speech communication of the Black child.

#1

ACTIVITY 8:

#4

Read the article "The Effectiveness of Psycholinguistic Training" by Donald Hammill and Stephen Larsen. Discuss the meaning of the terms "decoding," "association," and "encoding."

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## EVALUATION

LEARNING OBJECTIVE 1: Discuss the basic principles which make up a constructive communication relationship. (Anne Carroll, Personalizing Education in the Classroom)

A constructive communicative relationship is likely when:

- a. There is willingness to become involved with the other person.
- b. When one or both persons convey positive regard for the other.
- c. When a permissive psychological climate develops (a climate in which the emphasis is on understanding rather than on judging the behaviors of others).
- d. When there is the desire and the capacity to listen.
- e. When empathetic understanding is communicated.
- f. When there is accurate reflection and clarification of feeling.
- g. When the communicators are genuine and congruent.

LEARNING OBJECTIVE 2: Examine the teachers' role in the process of language learning.\*

First, the teacher accepts the child as an individual. She must become aware of a child's culture and customs, in order to understand his expressions and behaviors.

Second, the teacher serves as a model to imitate. As that model, she uses and exhibits language behavior which children will enjoy imitating and will find rewarding.

Third, the teacher gives full attention to the child's needs and yet does not intervene during his moments of absorption.

Fourth, the teacher must recognize that language skills can be acquired through play as well as through a structured learning session.

\*Scott, L. B., Learning Language Skills

LEARNING OBJECTIVE 3: Define "communication skills."

Kelly and Vergason define communication skills as:

The many ways of transferring thought from one person to another through the commonly used media of speech, written words, or bodily gestures.

LEARNING OBJECTIVE 4: Describe the role of regular and special educators in providing communication skills for the Black child.

- a. First, emphasis must be placed on an interpersonal relationship with the child rather than on techniques of remediating the problem.
- b. The teachers and administrators must be sensitive to the needs of the Black child and his black experience.
- c. The compilation of materials which are educationally sound and which reflect the black experience: poems, stories, plays, films, etc.

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7. The module, Assessment and Skill Training of Inservice Teachers presented helpful information on effective evaluation methods and inservice training for regular and resource teachers in the education of exceptional children.

1 2 3 4 5  
not helpful extremely helpful

8. The module, The Role and Function of the Resource Teacher served as an adequate introduction to the Resource Room concept.

1 2 3 4 5  
inadequate extremely adequate

9. The module, Curriculum Design: Selection and Evaluation of Materials for a Resource Center was valuable in improving your ability to select adequate materials used in the Resource Center.

1 2 3 4 5  
not valuable extremely valuable

10. The module, Individual Education Plans: Content and Accountability presented an overview of helpful information on how to synthesize data and write instructional objectives in behavioral terms in the development of an IEP.

1 2 3 4 5  
not helpful extremely helpful

11. The module, Strategies for Changing the Attitudes of Regular Class Teachers served as a valuable guide to participants in examining their own attitudes, motivations and prejudices toward exceptional children.

1 2 3 4 5  
not valuable extremely valuable

12. The module, Strategies for Manipulating the Learning Environment suggested some alternative arrangements of value for improving the learning environment of pupils.

1 2 3 4 5  
not valuable extremely valuable

13. The staff was prepared for the tasks it assumed at each session.

1 2 3 4 5  
poorly prepared extremely prepared

14. In the module sessions, each person had the opportunity to participate.

Yes \_\_\_\_\_ No \_\_\_\_\_

15. Do you feel the modules were well organized? If no, why?

Yes \_\_\_\_\_ No \_\_\_\_\_

16. Indicate which project topics were appropriate for your needs and interests.

a. Humanizing the Teaching Process

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

b. Inservice Training: The Personalized Approach to Instruction

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

c. Role and Function of the Resource Teacher

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

d. Assessment and Skill Training of Inservice Teachers

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

e. Curriculum Design: Selection and Evaluation of Materials for a Resource Center

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

f. Individual Education Plans: Content and Accountability

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

g. Strategies for Changing the Attitudes of Regular Class Teachers

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

h. Strategies for Manipulating the Learning Environment

Yes \_\_\_\_\_ No \_\_\_\_\_

Comments:

17. What do you perceive to be the purposes of the Training Program?

18. Please use the space provided below to record your comments to the following?

a. What modules caused you difficulty? Why, if any?

b. Do you feel that you are adequately prepared for teaching in a Resource Room after completion of the Training Program? If not, give reasons why you do not feel you are prepared.

19. Additional comments on the Inservice Training Program:



Dear

During the 1980-81 academic year, North Carolina Central University in cooperation with the Department of Education, Office of Special Education, will sponsor an Inservice Training Program for Regular and Resource Teachers. This inservice training program is primarily designed to prepare regular teachers and resource teachers who will be adequately trained to provide quality instruction for exceptional children in the least restrictive environment. The basic assumption underlying the philosophy of the training program is that handicapped children can be most effectively helped to reach their potential by regular and special teachers who have acquired the basic attitudes, knowledge, skills, techniques and methodology for teaching these children. Thus, this training program will insure that these teachers will receive more aid than was previously available to them.

The program will consist of ten monthly training sessions conducted by consultants with expertise in the topic areas. The sessions will be held one Saturday each month and begin promptly at 9:00 a.m. and continue until 12:00 noon. Because of the unique methods employed in the seminars, we request that you arrive on time and plan to remain the full length of each training session. At the conclusion of the training program a Certificate of Achievement will be awarded to each participant.

For your participation in the project a stipend of \$15.00 will be offered for each session. The stipend will be payable in two installments, December and June.

Sincerely yours,

Octavia B. Knight, Ph.D.  
Project Director

OBK:ad



Number of handicapped children you have regular contact with \_\_\_\_\_

Approximate age range ( \_\_\_\_\_ ) and range of developmental  
levels ( \_\_\_\_\_ )

If accepted, do you agree to complete the eight modules and other  
requirements of the training program.

Signed \_\_\_\_\_

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Principal's Endorsement

I support this teacher's application to participate in this project.

Signed \_\_\_\_\_  
(Principal)

NORTH CAROLINA CENTRAL UNIVERSITY

INSERVICE TRAINING PROJECT

TRAINING AGREEMENT

I, \_\_\_\_\_ agree to participate in the Inservice Training Program conducted at North Carolina Central University. My participation will include attendance at the ten sessions, and completion of the eight modules and other assigned tasks.

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