This document is the first of a series of working papers of a project which conducted a cooperative study of existing student study team processes in nine California special education local plan areas. The working papers augment the final report by providing detailed descriptions of methods and preliminary findings. This paper reports on a content analysis of materials relating to existing student study team practices. Results are grouped into six areas: (1) purposes of student study teams; (2) seven stages of the study team process; (3) list of study team participants (i.e., principal, classroom teacher, specialists, and others); (4) list of student characteristics (e.g., demographic characteristics, academic problem areas, behavioral areas); (5) instructional modifications (e.g., environment, materials, assignments, teaching techniques, parent contact); and (6) list of resources (e.g., teacher time, teaching aids and materials, other participants' time, assessment/data collection materials). (DB)
PROJECT DIRECTOR'S FOREWARD

This document is one in a series of five working papers produced by staff members of a project established to conduct a cooperative evaluation study of existing student study team processes. The project was partially funded under a cooperative agreement between the Office of Special Education Programs of the U.S. Department of Education and the Program Evaluation and Research Division of the California State Department of Education. The Division assigned the responsibility for administering the project to the Special Studies and Evaluation Reports Unit. The study was conducted in close collaboration with a Project Advisory Committee and staff from 31 schools in 22 school districts in nine randomly selected Special Education Local Plan Areas in California. All local participating agencies and schools were volunteers and were operating some form of student study team process. The duration of the study was from October 1984 through June 1986.

The purpose of this series of working papers is to augment the final report of the study by providing detailed descriptions of (1) the methods developed and used in the study and (2) the preliminary findings which had been presented to local and state-level participants in the study for their review and comment. The title of the final report is "Existing Student Study Team Processes in Selected Volunteer Special Education Local Plan Areas, School Districts, and Schools in California: A Descriptive Evaluation Study." The report, like the working papers, has been submitted to ERIC for dissemination.

The working papers are listed below in the order in which they were completed in final form.


To the project staff's knowledge, this study is the first in the nation to yield information on the characteristics of students brought to the attention of student study team processes. There were no tested data collection instruments available for use or adaptation. Project staff, members of the Advisory Committee, and local staff worked cooperatively to develop, review, and complete the data collection forms; to review and critique the preliminary findings; and to review the draft of the final report. The analysis of the data was done by project staff. Analyzing survey data was fairly straightforward; analyzing the intensive student data was a task of another order of magnitude. Much credit is due to the project staff, who successfully carried on the simultaneous tasks of data analysis and flood control. It is common to safeguard one's data from ordinary mishaps such as misfiling or inadvertent discarding of subtotals. It is rare to safeguard one's data from the ever-rising waters of a river threatening to overflow the levee behind the building in which one is working.

In the spirit of shared scholarship the staff offers these working papers as a record of their thought and work and as an assist to scholars who may be examining similar topics in the future. In the spirit of giving credit where credit is due, I wish to acknowledge the creative and assiduous work of the members of the project staff, all of whom were graduate students at California State University, Sacramento, during their work in the project. In the order in which they began their work, they are Geoffrey Stockdale, Andrew Hickman, Kay Slavin Smith, and Roxanne Moger. Staff members Stockdale, Smith, and Moger are in the field of communication studies; Mr. Hickman's field is psychology.

As one of the first evaluation studies funded under the expanded evaluation authorization of Public Law 98-199, the information may be used at local, state, and federal levels. It must be noted that nothing in these working papers, or in the final report, is to be construed as an official policy or position of either the California State Department of Education or the U.S. Department of Education. Finally, the responsibility for omissions and inaccuracies must remain mine, as project director.

Margaret Merrick Scheffelin, Ph.D.
Consultant, Program Evaluation & Research Division
Sacramento, California.
June 1986.
PRELIMINARY DESCRIPTIONS OF SIX ASPECTS OF EXISTING STUDENT STUDY TEAM PROCESSES IN PARTICIPATING SCHOOLS, DISTRICTS AND SELPAS

PREFACE

I want to thank the people who have assisted and supported this effort. They include Margaret Scheffelin, our Project Director. She has given me sufficient time and encouragement to develop this working paper to its current, though still incomplete state. Additional thanks and recognition is due Sandra Higgins, our Project Assistant, who has been continually responsive to my need to constantly revise this work and has taken great care in introducing changes great and small into the most current version of this work. I also wish to thank the SELPA representatives who all sent in materials used in this initial taxonomic effort, along with the participants in the March 8, 1985 project workshop who provided helpful information.

Finally, any oversight present in the current document is wholly my own.

Geoffrey Stockdale, Research Associate
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<td>5</td>
</tr>
<tr>
<td>C. Specialists</td>
<td>5</td>
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<td>D. Others</td>
<td>5</td>
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</tbody>
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I. INTRODUCTION PRELIMINARY DESCRIPTIONS OF SIX ASPECTS OF EXISTING STUDENT STUDY TEAM PROCESSES IN PARTICIPATING SCHOOLS, DISTRICTS AND SELPAS

This working paper is the product of a content analysis of materials related to existing Student Study Team processes sent to our office by SELPA project participants and information provided at the March 8, 1985 Project Workshop. The intent of this analytic effort is to summarize our current understanding of the Student Study Team (SST) processes as they are represented in procedures, forms, documentation and participant commentary. As a working paper this effort is in no way a complete or comprehensive treatment of the complexity and diversity of the SST process. However, it will, we hope, stimulate a response from Project Participants at the SELPA, district and school site levels in an effort to round out the picture on these aspects as we continue development of the draft data collection forms for on-site use in the 1985 fall semester.

Method: The method used for developing this paper was content analysis. That is, the written materials were read and reviewed to obtain information on their content. Content analysis implies a rationale for development of categories within which to place bits of information gleaned from review of text. In this case, the categories were derived from the terms used in our evaluation questions for the study, as revised after the March 8, 1985 workshop. Various descriptors for six aspects of existing Student Study Team processes are found throughout the materials. Each aspect is treated in a separate section of this working paper. The correspondence between evaluation questions and the sections of this working paper is deliberately direct. The second and third level topical categories in certain sections were made to begin ordering findings in a way that both had logical integrity and was similar to the associations of ideas present in some of the forms and documents analyzed.

Purposes of the Working Paper: This paper is intended as a vehicle for feedback to SELPA, district and school site participants in the project and as an effort to further elicit detailed information on the range and diversity inherent in SSTs. It is intended that all project participants will have the opportunity and inclination to review the lists in this document and liberally add to them their own observations in an effort toward a comprehensive listing of aspects of SSTs. Additionally, if any categories or descriptive labels used seem in need of reconsideration, it is expected that project participants will offer such suggestions as are appropriate.
II. PURPOSES OF STUDENT STUDY TEAMS INDICATED IN DOCUMENTS AND WORKSHOP PARTICIPANTS' COMMENTS

<table>
<thead>
<tr>
<th>Purposes of Student Study Teams (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to provide secondary resource specialist program referrals'</td>
</tr>
<tr>
<td>to look at other alternatives before special education referral so that the resource caseload does not become overloaded with marginal cases</td>
</tr>
<tr>
<td>to eliminate unnecessary assessment and hold down the special education team paperwork</td>
</tr>
<tr>
<td>to provide good background on students to the psychologist or resource specialist in the event of special education assessment, and thus facilitate effective selection of assessment tools</td>
</tr>
<tr>
<td>to serve students who experience learning and behavioral problems in schools through the regular education program</td>
</tr>
<tr>
<td>to review individual student problems and plan alternative instructional strategies that can be tested in the regular classroom before a decision is made to refer the student to special education</td>
</tr>
<tr>
<td>to develop creative ways to deal with concerns about students through use of the good practices of group problem solving</td>
</tr>
<tr>
<td>to review individual student's strengths and weaknesses, identify the major problem(s), develop strategies, delineate responsibilities, and provide mutual support for implementation</td>
</tr>
<tr>
<td>to discuss problems of students rather than decisions as to eligibility of student (for special education programs)</td>
</tr>
<tr>
<td>to provide students who have learning, behavioral and/or emotional needs the opportunity to have their case reviewed</td>
</tr>
<tr>
<td>to make recommendations for students whose needs are not being adequately met under existing circumstances</td>
</tr>
<tr>
<td>to allow and encourage involved staff members and parents to add their knowledge and expertise in the planning for the student's educational needs</td>
</tr>
</tbody>
</table>

Purposes of Student Study Teams

- to develop planned interventions for students experiencing academic and/or behavioral problems in the regular programs
- to act as a resource when intervention is sought (by anyone having knowledge of their [a student's] functioning)
- to provide a source of intervention assistance (for classroom teachers)
- to consider regular program interventions and documents
- to provide assistance to another staff member who has requested help in effectively maintaining a pupil in the regular educational setting
- to discuss students who are presenting a concern
- to provide an immediate support system of help to classroom teachers and ensure appropriate referrals to special education
- to ensure the correct academic placement of students
- to look for appropriate interventions which enable students to function in a regular classroom
- to ensure the legal satisfaction of Education Codes 56302 and 56303 (which require documentation of the efforts to modify the regular class/program [prior to special education assessment])
- to discuss teacher/parent or agency concerns regarding a student and to make appropriate recommendations to resolve the student's difficulties
- to review records of students who demonstrate: a.) a lack of measurable growth in one or more academic areas within a semester or year's time; or, b.) a behavioral or learning pattern that prohibits progress in the cognitive, effective or sensory motor areas (PI 94-142)
Purposes of Student Study Teams (continued)

to serve, collectively, to assist the teacher and/or parent to help the student through suggestions for other ways of presenting information to the student.

to provide regular education teachers an opportunity to brainstorm ideas that can be used to prevent and remediate problems.

to assist regular education classroom teachers to meet the needs of students who have special difficulties not presently being met by any special education program or other support groups at site level.

to provide a vehicle for delivering appropriate services and interventions for students in a coordinated manner.

to provide a quick, professional approach to maximizing each student's education.

to provide a problem solving body of specialists to which the teachers, counselors and parents can turn for assistance with particular students.

to provide a process whereby a team approach is used to identify, clarify, and work on a problem that a student is experiencing in some aspect of his/her school life.

to help coordinate categorical programs.

to deal positively with the individual students whom teachers notice to have learning or behavior differences which the teacher cannot deal with alone, having tried everything he/she could in an "on your own" basis.

to summarize the areas where a student is experiencing difficulties.

to develop and monitor intervention strategies.

to refer the student to other programs if further assistance is needed.
III. TENTATIVE GENERAL OUTLINE OF STUDENT STUDY TEAM PROCESS
SUGGESTED BY DOCUMENTS AND WORKSHOP PARTICIPANTS' COMMENTS

A. Problem Identification

Poor academic performance
- "Lack of measurable growth in one or more academic areas within a semester years time."

Behavioral problems
- Demonstration of a behavioral pattern that prohibits progress in the cognitive, affective or sensory motor areas (PL 94-142).

Identification may be made by:
- Classroom teacher
- Other teaching staff
- Professional or Specialist Staff: Counselor, Nurse, Psychologist, Resource Specialist, etc.
- Administrative Staff: Principal, Assistant Principal, etc.
- Parent
- Professionals in other agencies

B. First Stage Data Gathering in Referral

a. Referral forms to Student Study Teams are used in many schools as a means of: 1. requesting assistance for a student and, 2. beginning collection of data on a student for use by the SST in its meetings and problem solving activities.

b. Referral forms are generally filled out by the person making the request for assistance, often the classroom teacher.

c. Referral forms vary in length and complexity but generally require basic description of the reason for referral, information on student characteristics and modifications already attempted. (See Section V. - Student Characteristics and Section VI. - Modifications.)

C. Review of Referral/Request for SST

a. A review of referral forms may be done by the school site administrator (principal or designee) or coordinator of the Student Study Team (often a member of the Special Education Department or Team). In some cases no pre-screening of referrals occurs.

b. Additional requests for information on the student may be made at this stage, before a SST meeting.
Cases are placed on the agenda or meetings are scheduled to address the concerns expressed in a referral. Some schools have regularly scheduled meetings: once a week, monthly, quarterly; others schedule meetings "as needed".

Notification of the meeting may include data on the student in question, generally a copy of the referral form. Optional or "as needed" members of the SST are notified. Where parents are a part of the team, they must be contacted. This is often done by the Chairperson or Coordinator staff person or the classroom teacher.

Sometimes outside professionals may be contacted and asked to attend meetings. "Action-teams" may be used to keep teachers apprised of the status of their referral.

Additional information may be sought while scheduling a SST meeting. Comments and observations may be done to extend the available information on the student problem situation.

E. The Student Study Team Meeting/Second Stage of Data Gathering

- A broad range of personnel may attend SST meetings (see Section III list of SST participants).
- The activities of an SST meeting may include:
  - Review of the referral information
  - Discussion directed at collection of new data
  - Discussion of possible solutions/problem solving
  - Clarification of the problem
  - Prioritization of one or two aspects of the student's needs to address in recommendations
- Functional roles of SST members may include:
  - Chairperson to run meeting
  - Facilitator to keep people on task
  - Coordinator to maintain flow of cases/workload
  - Mediator to resolve disputes
  - Liaison to interface with outside agencies/departments
  - Case carrier if Special Education assessment is needed
  - Recorder/Secretary to record the work process
  - Consultants of various types (Special Education, Classroom teachers, etc.)

F. Implementation of Modifications/Interventions

- A broad range of suggestions for interventions may come out of an SST meeting. Some are undertaken in the classroom by the regular teacher, some by others in the classroom, some outside the classroom by specialists; in some cases further assessments of the situation or student may be done (See: Modifications listings).
- Monitoring of intervention activities may be done either formally or informally.

G. Review of Case

- A review meeting may be held to determine the need for further modifications of regular education program, recommendations for Special Education Assessment, etc.
- If interventions have been successful the case may be closed.
- In some cases the problem may be resolved, the case closed, and a subsequent problem arise; in this event, students may be re-referred to their SST.
- The time between initial SST meeting and review varies.
IV. LIST OF STUDENT STUDY TEAM PARTICIPANTS DRAWN FROM DOCUMENTS AND WORKSHOP PARTICIPANTS' COMMENTS

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Teachers</th>
<th>Specialists</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Student's classroom teacher</td>
<td>Reading</td>
<td>Audiologist</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Student's previous teacher</td>
<td>Mathematics</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Vice-Principal</td>
<td>Teacher receiving student</td>
<td>Physical Education</td>
<td>Counselors</td>
</tr>
<tr>
<td>Principal's &quot;Designee&quot;</td>
<td>Student's core teacher</td>
<td>Resource</td>
<td>Guidance Consultant</td>
</tr>
<tr>
<td></td>
<td>Student's elective teacher</td>
<td>Speech</td>
<td>Nurse</td>
</tr>
<tr>
<td></td>
<td>Teacher-member of student study team</td>
<td>Bilingual Education</td>
<td>Home-School Coordinator</td>
</tr>
<tr>
<td></td>
<td>Other interested teacher</td>
<td>Migrant Education</td>
<td>Special Education Clerk</td>
</tr>
<tr>
<td></td>
<td>Miller-Unruh Project teacher</td>
<td>Gifted and Talented Education (GATE)</td>
<td>Administrative Secretary</td>
</tr>
<tr>
<td></td>
<td>Opportunity class teacher</td>
<td>Chapter 1</td>
<td>Interpreter</td>
</tr>
<tr>
<td></td>
<td>Resource teacher</td>
<td>School Improvement</td>
<td>Social Worker</td>
</tr>
<tr>
<td></td>
<td>Speech teacher</td>
<td></td>
<td>Physicians</td>
</tr>
<tr>
<td></td>
<td>Special day-class teacher</td>
<td></td>
<td>Probation Officers</td>
</tr>
<tr>
<td></td>
<td>English-as-a-Second-Language (ESL)</td>
<td></td>
<td>Parents</td>
</tr>
<tr>
<td></td>
<td>Remedial/supplemental teacher</td>
<td></td>
<td>Student</td>
</tr>
</tbody>
</table>
C. General Academic Performance

grade point average (GPA)
credits: behind, completed
performance in comparison to grade
low achievement versus "ability"
slow learning
few academic strengths
"appears to be very bright"
previous intervention/modification history
test results
does not exhibit reasoning
difficulty in learning & using concepts
forgets previously learned material
knowledge gaps (surprises with what does/doesn't know)
learns better at certain times
learns through some channels better than others
learns some skills (3r's) better than others

D. Academic Behavior

slow learner
under achiever
study habits
does not bring materials to class
does not use textbook effectively
does not follow directions, cannot follow directions
does not turn in homework
wastes class time
difficulty taking notes
gives up easily-low frustration threshold
acts helpless
has limited attention span (less than 10 mins.)
has difficulty understanding directions, questions and comments
cannot estimate classroom expectations without additional data

E. Behavioral Areas

a. Emotional Behavior

emotional cycle (good-days & bad-days)
cries easily
seems withdrawn
nervous
nailbiting
is often angry
inadequate self-concept
does not display emotion
often appears depressed
hyperactive
hypoactive
temperamental
does not adjust to changes in routine
often afraid

b. Social Behavior

loud and boisterous
frequently fights
destroys property
steals
lies
does not relate well to peers
is hostile toward other students
is argumentative
very social (has many friends)
seems threatened by other students
does not participate in games or sports activities

b. Social Behavior

does not participate actively in class activities
does not own actions-blames others for his actions
makes "excuses"
makes inappropriate noises
impulsive
difficulty working independently
completes little work
is inattentive
easily distracted
often daydreams
vacant expression
cheats on tests
resists

c. Classroom/Campus Behavior

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c. Classroom/Campus Behavior (continued)

out of seat often
cannot/will not work with others
does not follow rules - class or playground
in constant motion
is a passive resister
excessive absences - tardy
hostile toward adults
encourages peers to disrupt
will not follow direction
poor attitude towards adult authority
F. General Information

16 Motor Coordination

Fine handwriting
Cutting
Pastning
Printing
Drawing

Grows walking, running, jumping
Poor balance (i.e., locomotive)

Eye-hand coordination

Preschool self-feeding?
Uses spoon, fork, knife?

b. Perceptual Dysfunctions:

- reversals
- distortions
- difficulty in making designs
- visual decoding
- auditory

- memory problems
- visual input
- verbal input
- excessive physical symptoms (pairs)
- low vitality
- frequent illness
- headaches: frequent or severe
- dizzy spells
- visual problems
- wears glasses
- auditory problems
- takes medication
- known medical problems

- Nelson Reading-Vocabulary (comprehensions and combined scores)
- Stanford Diagnostic Reading Comprehension
- Districts tests: reading, math, writing
- "Psychometrics" "Psychological Testing"
- California Test of Basic Skills (CTBS): grade, reading comprehension, spelling, total language, math comprehension
- "Achievement Test": instrument name, reading, language, math
- "Available Test Results"
  - arithmetic/mathematics; comprehension, concepts, applications, total
  - vocabulary, reading comprehension, (four/level) total
  - language: mechanics, expression (EXPR), spelling, total
- "Screener" in relation to early child development - age normal development
- Peabody Individual Achievement Test
- Key Math Diagnostic Test
- Spache Diagnostic Reading Scales
- Developmental Scales
- Wide Range Achievement Test
- Brigance: reading, arithmetic, spelling
- Woodcock - Johnson Psycho Educational Battery
- Woodcock Reading Mastery Test
- Larson-Hammill Test of Written Spelling
- Larson-Hammill Test of Written Language
- Adaptive Behavior Scale
- Fairview Self-Help Scale
- Vineland Test of Social Maturity
- Pre-School Attainment Record
- Burke's Behavior Rating Scale
- Frosting Developmental Test of Visual Perception
- Bender-Gestalt Visual Motor Integration Test
- Developmental Scales
- Purdue Perceptual Motor Inventory
- Denver Developmental Screening Test
- Illinois Test of Psycholinguistic Ability
Tests Referred to in Relation to Possible Data Collection on Students (continued)

Peabody Picture Vocabulary Test
North-Western Syntax Screening Test
Language Samples
Fisher-Logemann Articulation Test
Language Development Scales
Boehm Test of Language Concepts
Assessment of Children's Language Comprehension
Woodcock-Johnson Psycho-Educational Battery
Clinical Evaluation of Language Functioning
Test of Adolescent Language
Fullerton: speech and language understanding
Cattell Intelligence Scale
Stanford-Binet Intelligence Scale
Wechsler Tests of Intelligence
Leiter International Performance Scale
Merrill-Palmer Scale
Slosson Intelligence Test
Columbia Mental Maturity Scale
Bayley Scales of Infant Development
System of Multi-Pluralistic Assessment: problem-solving
Air and Bone Conduction pure-tone Audiometry
Speech Awareness
Discrimination tests
Impedance audiology
Visual Inspection of the external ear
Receptive Expressive Observation
Woodcock-Johnson Psycho-Educational Battery
Detroit Tests of Learning Aptitude
Motor Free Visual Perception Test Visual-Aural Digit Span
San Diego Quick Assessment and Reading Continuum
VI. LIST OF MODIFICATIONS DRAWN FROM DOCUMENTS AND WORKSHOP PARTICIPANTS' COMMENTS

<table>
<thead>
<tr>
<th>A. Environment</th>
<th>B. Materials</th>
<th>C. Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>study carrels</td>
<td>use different materials:</td>
<td>simplify</td>
</tr>
<tr>
<td>change seating, preferential seating</td>
<td>-typewriters</td>
<td>shorten</td>
</tr>
<tr>
<td>reduce distractions where possible</td>
<td>-manipulatives</td>
<td>individual contracts</td>
</tr>
<tr>
<td>change to another class</td>
<td>-task cards</td>
<td>use buddy system/partners</td>
</tr>
<tr>
<td>change groups create more physical space for learner</td>
<td>-slates</td>
<td>use of notebooks for assignment</td>
</tr>
<tr>
<td>consider physical health problems</td>
<td>-&quot;math their way&quot;</td>
<td>use copying for visual/motor reinforcement</td>
</tr>
<tr>
<td>cross-age, cross-grade, peer or adult tutors special study area use small groups</td>
<td>-work job blocks</td>
<td>-alternative assignment structure</td>
</tr>
<tr>
<td></td>
<td>-filmstrips</td>
<td>-extend time to complete assignments</td>
</tr>
<tr>
<td></td>
<td>-overhead projectors</td>
<td>use boldface type</td>
</tr>
<tr>
<td></td>
<td>-records</td>
<td>use alternative assignments structure (i.e., offer a choice of three methods of reporting)</td>
</tr>
<tr>
<td></td>
<td>use typewriter</td>
<td>use specialized assignments to be done at home with assistance of their parents</td>
</tr>
<tr>
<td></td>
<td>use diagnostic materials</td>
<td>SSR &amp; SSW to generate fluency in reading/writing</td>
</tr>
<tr>
<td></td>
<td>use district continuums</td>
<td>-SSR=sustained silent reading</td>
</tr>
<tr>
<td></td>
<td>use computer</td>
<td>-SSW=sustained silent writing</td>
</tr>
<tr>
<td></td>
<td>remedial reading, math programs</td>
<td>assign specific tasks that might build self-esteem</td>
</tr>
<tr>
<td></td>
<td>Chapter I/School Improvement Program/</td>
<td>use high interest/low level materials</td>
</tr>
<tr>
<td></td>
<td>Miller-Unrth services</td>
<td>breakdown tasks into small steps</td>
</tr>
<tr>
<td></td>
<td>San Diego Quick Assessment &amp; Reading Continuum</td>
<td>give student permission to &quot;contract&quot; for reduced assignment</td>
</tr>
<tr>
<td></td>
<td>computer assisted instruction</td>
<td>form small work groups where all students are responsible for making sure that each member successfully completes assignments</td>
</tr>
<tr>
<td></td>
<td>use timer to direct &amp; stimulate attention</td>
<td>restructure priorities/assignments</td>
</tr>
<tr>
<td></td>
<td>directions or letter/number models on desk for easy reference &amp; self-correction</td>
<td></td>
</tr>
</tbody>
</table>

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E. Teaching Techniques

- Vary voice volume as required, vary pace (speak slowly)
- Use eye contact
- Use hand on shoulder contact
- Reduce situational amount/degree when appropriate
- Teacher circulates through room
- Repeat instruction/same way
- List assignments and/or instructions on board
- Use behavior modification
- Use visual aids in giving instructions (overhead/board)
- Don't grade during the learning phase - but do analyze and feed back to learner
- Use language master
- "Show me" cards or other whole class participation
- Use stopwatch/timer to motivate children to master combinations, etc.
- Build concepts by dramatization, movement, concrete materials
- An agreement to "back off" from the student to see if he or she responds to a type of "benign neglect"
- Reinforce correct responses promptly
- Use praise
- Reward for starting, continuing or completing tasks
- Clarify rules
- Use timer
- Provide routine schedule
- List & use students' interests
- Teach to students' strength areas
- Use modifications on whole class (rather than single-out students)
- Compare student to him/herself - not to others
- Grade student on progress from point A to point B

F. Learning Channel

- For auditory sequencing problems:
  - Limit number of oral instruction
  - Teach note taking skills
  - Use lessons on overhead/tape recorder
  - Auditory
  - Visual
  - Kinesthetic
- Review kindergarten inventory of development
- Give the Learning Methods Test and/or Learning Rate Test (from reading center)
- Neurological impress system
- Determine strongest sensory modality & structure assignments around it.

E. Teaching Techniques (continued)

Re-teaching (defined as presenting instructions with a different modality, techniques, or material)

- Have student rehearse expectations during the day
- Grade on quality of work
- With administration approval allow student to take course pass/fail
- Simplify communication, adapt style to learner
- Repeat directions slowly & have student repeat them
- Simplify oral directions to a maximum of three sequential actions
- Spend extra time reviewing what happened yesterday, what will happen today, and what will happen tomorrow
- Walk through or rehearse new classroom activities, routines, or habits
- Establish simplified, consistent routines & provide assistance/supervision during transition from activity to another
- Use visualization exercises
- Vary instructional materials/methods
- Emphasize auditory materials & methods such as rhymes, songs, records, tapes, etc.
Parent/teacher conferences
Parent/teacher/student conferences
Parent/teacher/student/principal/assistant
Principal/counselor conferences
Classroom intervention through phone calls to parent
Parent as volunteer classroom aide
Enlist parent in sequential work samples
Review cumulative folder
Develop special classes for study skills, homework (and other needs that arise for students unable to fit into the "special education" mold)

H. Parent Contact

Parent/teacher conferences
Parent/teacher/student conferences
Parent/teacher/student/principal/assistant
Principal/counselor conferences
Classroom intervention through phone calls to parent
Parent as volunteer classroom aide
Enlist parent in sequential work samples
Review cumulative folder
Develop special classes for study skills, homework (and other needs that arise for students unable to fit into the "special education" mold)

H. Parent Contact (continued)

- Use specific & concise statements of where "we are" & where "we want" to go, should be positive, a way of sharing, discussion of different ways to "get there"
- Be frank, but nonpunitive about possible negative consequences if behavior continues
- Setup timeline in near future to review effects of plan
- Focus on relative severity of problem, review effects of alternatives used already
- Encourage parent to express feelings about situation and/or to give additional background information
- Plan strategies & define solutions
- Be specific about what teacher, principal, & parent should/will do

Use active listening
Offer direction & specific assistance
Require parent to assume responsibility for same specific activity, do not hesitate to use such statements as: "I need you to...get back to me by Friday...", "It is absolutely necessary to..."
Put problem into broader perspective, e.g., "If we allow this to continue, down the road, Susie will..."
Be generous with "I care" messages & statements about what the child does do that is right & appropriate
In conferences with parent & pupil:
- State problem in terms of specific behavior, instead of "you are a bad kid" or "he/she" is a "bad kid" type messages
VII. LIST OF RESOURCES DRAWN FROM DOCUMENTS AND WORKSHOP PARTICIPANTS' COMMENTS

A. Resources Used in Modifications/Interventions:

Resources seem roughly broken into six categories:
Teacher Time
Teaching aids and materials
Other Participants' Time
Assessment/Data collection materials
Student Study Team process materials (forms, etc.)
Miscellaneous materials/resources

Activities that absorb teacher time in support of Student Study Team processes and modifications to regular classroom procedures may include:

| a. Teacher Time |
|---|---|
| - filling out forms |
| - consulting other teachers, staff |
| - review of cumulative files |
| - observation of student |
| - The SST meeting |
| - testing of student prior to SST meeting |
| - development of new teaching techniques |
| - meeting with Specialists |
| - Behavior Modification or shaping activities |
| - parent meetings |
| - before or after school contact time |

| b. Teaching Aids and Materials |
|---|---|
| a wide variety of materials may be used in modification of regular classroom instruction, a partial list includes: |
| - computers |
| - typewriters |
| - tape recorders and tapes |
| - phonographs and records |
| - slates |
| - flannel boards |
| - specialized flashcards |
| - work job blocks |
| - overhead projectors and graphics |
| - posters |
| - models |
| - manipulatives |
| - rewards for Behavior Modification Strategies |
| - room dividers for isolation/distraction reduction |
Other Participants Time

A large number of specialists, professionals, administrators, teaching staff and volunteers may be involved in testing, assessment, counseling, meetings, observations, tutoring and class coverage in support of SST processes and modifications, a partial list includes:

- parents
- tutors; peer, cross-age, adult
- substitutes for teacher out of class time
- professionals (Nurse, Psychologist, etc)
- specialists (Reading, Math, ESL, Special Education Speech and Hearing Specialists, etc.)

(For a more comprehensive listing see Section IV - Student Study Team Participants.)

d. Assessment/Data Collection Materials

The costs of data collection include both personnel time (in 1. Teacher time and 3. Other Participants Time above) and materials. Data collection materials include both standardized tests (see: Student Characteristics: Tests used for data collection) and consumable forms used in the referral/data collection process, a partial list includes:

- referral forms
- observation logs
- Behavior Modification reinforcement logs
- Group Memory Charts for consolidation of Student Study Team meeting activities

e. Student Study Team Process Materials

The Student Study Team process involves, in many districts, record keeping, written announcements, internal assessment and evaluation of the process, administrative and overhead costs. Some of the forms used in the Student Study Team process are:

- Actiongrams
- Meeting notification forms
- Student intervention logs
- Student Study Team calendars
- Student Study Team Case logs
- Parent notification forms

f. Miscellaneous Materials/Resources

Other costs may include:

- meeting space
- utilities (phone, lights, heat, etc.)
- transportation costs for off site participants (District personnel, County Personnel, parents, etc.)
- files, desks, typewriters, etc.
- duplication costs
- research costs
- staff development costs
- inservice training costs