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ABSTRACT
        The project manual was a product of the 3-year
project, "Functional Mainstreaming for Success," (FMS) designed to
develop a model for instructional mainstreaming of 162 handicapped
children (3-6 years old) in community settings. The major feature of
the project was development of a full reverse mainstreamed preschool
program, which included children with and without handicaps in the
same class in a 50:50 ratio. The manual's introduction examines the
project background, explains its service delivery philosophy,
provides a detailed definition of mainstreaming, offers an overview
of the FMS project, and describes the project's use of total and
partial reverse mainstreaming. The remainder of the document details
activities and materials involved in the completion of the ten
project planning tasks. These tasks concerned: (1) administrative
commitment and decision making, (2) staff preparation and awareness
activities, (3) modification of service delivery systems, (4) parent
preparation, (5) peer preparation, (6) child identification and
recruitment, (7) Individualized Education Program decision making
process, (8) implementation, (9) evaluation and transition, and (10)
consumer satisfaction. An appendix provides a listing of project
products or literature reviews. (DB)

Grouping Handicapped and Non-Handicapped Children In Mainstream Settings

The Functional Mainstreaming For Success (FMS) Project

Project Manual
Final Report-Part 2

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FORWARD

Preschool Education: The Challenge Before Us

The passage of Public Law 99-457 has legally mandated educators to provide preschool children with early intervention services that address individual needs. It would be simplest to take the easy route; that is, to place preschoolers into existing segregated special education programs rather than seek least restrictive options. However, a unique opportunity and obligation now exist for developing proactive, data-based, integrated preschool services. By providing instruction in least restrictive environments (LRE's) for preschool children (as well as for school-age students), not only should the longitudinal cost of services decrease, but the ultimate contribution of a student to society should increase.

The idea of serving preschoolers in mainstreamed settings is more than just a philosophical concept. Numerous integrated preschools abound and have proven to be a successful education option throughout the United States. However, the need for integrated preschool services is greater than the number of presently available options. This need will only become greater as P.L. 99-457 is implemented. In Utah, the Functional Mainstreaming for Success (FMS) project has developed a preschool model for mainstreaming which consists of two options. In the first option, Total Reverse Mainstreaming, normal children and children with mild to severe handicaps attend school for complete half-day sessions. These classes consist of sixteen children: eight children who have handicaps and eight children without handicaps. In another option for mainstreaming, Partial Reverse Mainstreaming, normal children are brought into the self-contained

classroom for specific activities such as art, language, and social times. The decision, in terms of which children are totally mainstreamed versus partially mainstreamed, is made by an IEP team based on individual child strengths and needs.

The results of progress evaluations conducted on children in total reverse mainstreamed versus partially mainstreamed classes indicate that children with mild to severe handicaps who were enrolled in FMS total mainstreamed classes achieve goals and objectives as well as, or better than comparable peers in partially mainstreamed classes. On standardized testing, totally mainstreamed children with handicaps show greater developmental gains than partially mainstreamed (PM) children. Children in totally mainstreamed (TM) classes also demonstrate higher levels of appropriate social and language interactions than their PM counterparts. Furthermore, they have opportunities to develop classroom behaviors (sitting in a group, waiting turn, working next to peers, etc.) and independence (asking for assistance when needed and being assertive) which are nonexistent in traditional self-contained classes. In light of these findings, it would appear that children with handicaps may receive a higher quality early experience if they are enrolled in totally mainstreamed programs. Even for children whose behaviors may be too extreme for full-session reverse mainstreaming (e.g., a child who aggresses toward others), partial mainstreaming for short periods with teacher supervision is a goal to designate, address, and implement.

Early childhood education is at a crossroads. Children can best be served by rising to the mandated challenge and by developing methods and procedures that maximize the impact of the short time that young children spend in classrooms. Since a primary goal of education is to help children develop into productive, well-adjusted, independent adults, we must show our commitment to this goal by starting the education of all children in an environment which is part of the mainstream, and which does not isolate children during the beginning of their educational experience.

INTRODUCTION

Why FMS was Developed

The integration of preschool children who have handicaps into community preschools has been a major focus of early intervention programs in recent years (Guralnick, 1983; Striefel & Killoran, 1984; Weisenstein & Pelz, 1986). Integration attempts have ranged from placing children in physical proximity with non-handicapped peers, to full-time placement of children with severe handicaps into normal day care (Rule, Killoran, Stowitschek, Innocenti, Striefel, & Boswell, 1985; Guralnick, 1983). The importance of providing early intervention in least restrictive settings for children who have handicaps was emphasized by the passage of PL 99-457, the downward extension of PL 94-142 to the age of three (Congressional Records, 1986) which mandates least restrictive services; and by the commitment demonstrated by the U.S. Office of Special Education and Rehabilitative Services in prioritizing early childhood intervention and least restrictive environments as their high priority goals (Bellamy, 1986). Frequently cited reasons for mainstreaming include:

1. Preparation for functioning in society requires exposure to normal environments.

2. Individual needs of children who have handicaps require a continuum of options.

3. Costs for some children are lower when mainstreamed.

4. Children who have handicaps benefit from mainstreaming opportunities.

5. Individuals who have handicaps have the same rights to life, liberty, and the pursuit of happiness as everyone else.

6. Society is directly affected by its treatment of those with handicaps, e.g., productive vs. nonproductive members of society.

7. Exposure to more advanced peers can result in imitation of language, social, and other skills.

8. Mainstreaming challenges students who have handicaps by creating a more complex and demanding environment.

9. Mainstreaming may create a more positive attitude toward persons who have handicaps.

10. Mainstreaming can result in increased self-esteem.

Integration can appear difficult to achieve because children who have handicaps often require a greater number of trials in order to learn a skill, smaller groups or individual attention during training, and procedures for specifically generalizing learned skills across different settings and trainers (Stokes & Baer, 1977; Brown, Nisbet, Ford, Sweet, Shiraga, York, and Loomis, 1983). Traditional teaching techniques used in normal preschool programs often lack the intensity and systematic components needed to teach a child .:ho has handicaps (Dewulf, Stowitschek & Biery, 1986). These components: assessment, individualization, and progress monitoring, have been demonstrated to increase the effectiveness of instruction (Peters & Hoyt, 1986). Teachers, themselves, report their perceived lack of preparation and training for teaching children with handicaps (Stainback & Stainback, 1983). An innovative alternate model of

service delivery is needed which accommodates training to meet an individual
child's needs, while still addressing the needs of the group.

Service Delivery Philosophy

The Functional Mainstreaming for Success (FMS) Project (Striefel &
Killoran, 1984) has developed a model for preschool mainstreaming which is
committed to the philosophy of providing services to preschoolers with
handicaps in totally integrated settings. This philosophy is based on the
premise that adults with handicaps who are expected to function within, and
contribute to, normal community settings must learn as children to function
within normal environments (Donder & York, 1986). However, exposure to a
normal environment alone will not guarantee successful interaction in that
environment (Brown, Bronston, Hamre-Nietupski, Johnson, Wilcox, & Grunewald,
1979; Gresham, 1981). Integration must go beyond physical integration, to
the incorporation of instructional and social integration as major goals of
a program (Nash & Boileau, 1980; Striefel & Killoran, 1984a; Striefel &
Killoran, 1984b, Zigmond & Sansone, 1981).

Mainstreaming Defined

A multitude of definitions for mainstreaming exist in the literature
and are in everyday use. Yet there remains a lack of consensus in terms of
what mainstreaming is, and is not. This has contributed to the confusion
and misperception which often surrounds the concept of mainstreaming. Thus,
for the purpose of this manual, the following definition of mainstreaming
(Striefel, Quintero, Killoran, & Adams, 1985) will be used:

Mainstreaming is the instructional and social integration of children who have handicaps into educational and community environments with children who do not have handicaps (Johnson & Johnson, 1981; Kaufman, Gottlieb, Agard, & Kuker, 1975; Nash & Boileau, 1980; Pasanella & Volkmor, 1981; Peterson, 1983; Reyolds & Birch, 1982; Stremel-Campbell, Moore, Johnson-Dorn, Clark & Toews, 1983; Turn.all & Schultz, 1977; Weisenstein & Pelz, 1986; Zigmond & Sansone, 1981). Successful mainstreaming must:

1. Be based on the decision of the IEP team that a child can potentially benefit from placement with children who are not handicapped (Brown, Falvey, Vincent, Kaye, Johnson, Ferrara-Parrish, & Gruenewald, 1980; Johnson & Johnson, 1981; Nash & Boileau, 1980; Weinstein & Pelz, 1986; Wilcox & Bellamy, 1982);

2. Provide a continuum of least restrictive placement options which range from brief periods of limited interactions, to full-time participation in regular classrooms (Deno, 1973; Price & Weinberg, 1982; Nash & Boileau, 1980; Reynolds and Birch, 1982; Thompson & Arkell, 1980; Weisenstein & Pelz, 1986);

3. Specify the responsibility of students, parents, regular and special education teachers, administrators, and support personnel (Cansler & Winton, 1983; Hughes & Hurth, 1984; Johnson & Johnson, 1986; Pasanella & Volkmor, 1982; Peterson, 1983; Powers, 1983; Taylor, 1982; Weisenstein & Pelz, 1986; Zigmond & Sansone, 1981);

4. Include pre-placement preparation, post-placement support, and continued training for students with and without handicaps, their parents, teachers, administrators, and support personnel (Cansler

& Winton, 1983; Donaldson, 1980; Guralnick, 1983; Hughes & Hurth,
1983; Larrivee, 1981; Peterson, 1983; Powers, 1983; Nash &
Boileau, 1980; Reynolds & Birch, 1982; Schwartz, 1984; Taylor,
1982; Thompson & Arkell, 1980; Zigmond & Sansone, 1981);

5. Maximize appropriate interactions between children with and
without handicaps through structured activities (such as peer
tutoring or buddy systems) and social skills training, as
appropriate to specific situations and abilities (Arick, Almond,
Young, & Krug, 1983; Gresham, 1981; Hughes & Hurth, 1984; Johnson
& Johnson, 1981; Madden & Slavin, 1983; Reynolds & Birch, 1982;
Schwartz, 1984; Stainback & Stainback, 1981; Stainback, Stainback,
& Jaben, 1981; Taylor, 1982; Voeltz, Keshi, Brown & Kube, 1980;
Walker, 1983; Weisenstein & Pelz, 1986);

6. Provide functional, age-appropriate activities that prepare the
child with handicaps to function in current and future community
environments (Brown, Nietupski, Hamre-Nietupski, 1976; Brown, et
al., 1980; Wilcox & Bellamy, 1982; Wilcox, McDonnell, Rose &
Bellamy, 1983); and

7. Occur without major long-term disruption of ongoing educational
activities or other detriments to children with and without
handicaps in the mainstream setting (Cooke, Ruskus, Appolonia &
Peck, 1981; Hamline, 1985; Price & Weinberg, 1982; Vergon & Ross,
1981).

Mainstreaming Is Not:

1. The wholesale return of all exceptional children from special education to regular classes.

2. The total elimination of self-contained special education classes.

3. Limited to the physical placement of exceptional children in the regular classroom.

4. Placing children with special needs in regular classes without the provision of essential support services.

5. Assuming that every child with handicaps placed in a regular class will remain in that setting for the entire day.

6. Giving total educational responsibility for students with handicaps to the regular educator.

7. Blindness to the reality that some children require more intensive and specialized services than can be provided in a regular classroom.

8. Always less costly than serving children in self-contained classrooms.

Overview of the FMS Demonstration Project

With the passage of PL 99-457, the potential utility of the FMS Model is enhanced greatly. The law requires services to preschool children who have handicaps in the least restrictive setting. Since services are not mandated for children who are not handicapped, it is likely that most programs in most states will initially be housed in self-contained classrooms or centers. The model of integrating children via reverse mainstreaming (total or partial, depending on child needs) should have

tremendous appeal, since the model was developed for precisely these types of settings. As an HCEEP model demonstration project (1984-87), the FMS Project focused on developing a model for providing preschool-age children who have handicaps with normal experiences and intervention services in environments with normal preschoolers. In order to accomplish the social and instructional integration of the two groups of preschoolers (those with and those without handicaps), the FMS Project outlined the following five goals:

Goal 1 - <u>To develop effective, replicable procedures for determining the type of integration activities appropriate for each child served and for selecting the most appropriate integration alternative from those available.</u>

Goal 2 - <u>To develop effective, replicable alternative activities for meaningful integration of children who have handicaps with non-handicapped peers.</u>

Goal 3 - <u>To develop effective, replicable procedures for generally preparing staff, normal children, and their parents for mainstreaming of children who have handicaps into a specific school or classroom.</u>

Goal 4 - <u>To develop effective, replicable procedures for preparing children who have handicaps and their families for integration of the child with non-handicapped peers.</u>

Goal 5 - <u>To develop replicable, effective procedures for determining</u> <u>and providing the support services needed by a regular teacher when children</u> <u>who have handicaps are integrated into regular classroom activities.</u>

In order to effectively replicate the FMS Project's five goals, the following eight predetermined factors must be considered:

1. The program is relatively well established and provides services to children who have handicaps in self-contained classrooms (in either a self-contained training center or elsewhere).

2. The costs for normal operation of the program are covered by the existing budget.

3. Staff include the specific disciplines needed to meet the individual needs of the children served.

4. Staff have minimal to moderate levels of knowledge about mainstreaming.

5. The program meets existing state and federal health and safety codes.

6. Some person with sufficient formal (administrator) or informal (board or staff member or parent) power is committed to mainstreaming children.

7. Funds are available from some source to cover both start-up and on-going implementation costs.

8. Children without handicaps, who are of preschool age, are readily available in the geographic area where the program is located.

Description of FMS Total and Partial Reverse Mainstreaming Approaches

The student in a special education self-contained classroom rarely has contact with non-handicapped peers. Yet, this same student rarely, if ever, needs to be in a self-contained classroom the entire day. In response to this situation, the FMS Total and Partial Reverse Mainstreaming approaches were developed. The FMS Total Reverse Mainstreaming model classrooms are non-categorical. That is, children with mild-to-severe handicaps and children without handicaps attend the same classes. In the mainstreamed classrooms, 8 of the children have handicaps and 8 of the children do not. Children are taught in large and small groups and service goals for children with handicaps are addressed within these groups, unless a child's progress indicates that one-to-one intervention is needed. One-to-one sessions are kept at a minimum, so that the child can still participate in other activities where language, social, and group attending skills can be developed and practiced. Within groups, FMS staff assist in training teaching personnel to use effective prompting and praising procedures, strategic grouping of children in the classroom for learning groups, and peer interaction systems to facilitate social interactions. Parents are encouraged to be active in the classrooms and to express their concerns about mainstreaming. Parents are provided written material to answer their questions about the mainstreaming process.

The total reverse mainstreaming classrooms are staffed by a teacher and two aides. Children who need one-to-one therapy may need a speech and language pathologist, a behavior specialist, and/or a motor specialist on a consultive basis. Individual programs vary according to each child's needs,

and are met through college students, parents, and volunteers who are
solicited to conduct programs under the supervision of specialists and/or
the classroom teacher. Hired aides can be used if volunteers are not
available. In a classroom where the handicapping conditions of the children
range from mild-to-moderate, few one-to-one sessions are needed and the need
for additional personnel is minimal. In the classrooms where 8 or more
children with moderate-to-severe handicapping conditions are being served,
an average of 5-6 adults may be needed in the classroom when one-to-one
sessions are being conducted.

Children who are not yet ready for total reverse mainstreaming are
involved in partial reverse mainstreaming, as appropriate to the needs of
the individual child, as determined by the child's IEP Team. Figure 1
illustrates the process of placing children into partial and/or total
reverse mainstreaming.

Figure 1 - Flowchart of Children's Placement into Total or Partial
        Mainstreaming

```
                    ( Start )
                        |
          Entry into Functional Mainstreaming Program
                        |
          Assessment of deficits and strengths
                        |
               Team Placement Decision
                   /            \
  Partial Reverse Mainstreaming    Total Reverse Mainstreaming
       Classroom                   Classroom Placement
                   \            /
                  Re-Evaluation
                        |
                  Transition
                  Elsewhere
                        |
                    ( Stop )
```
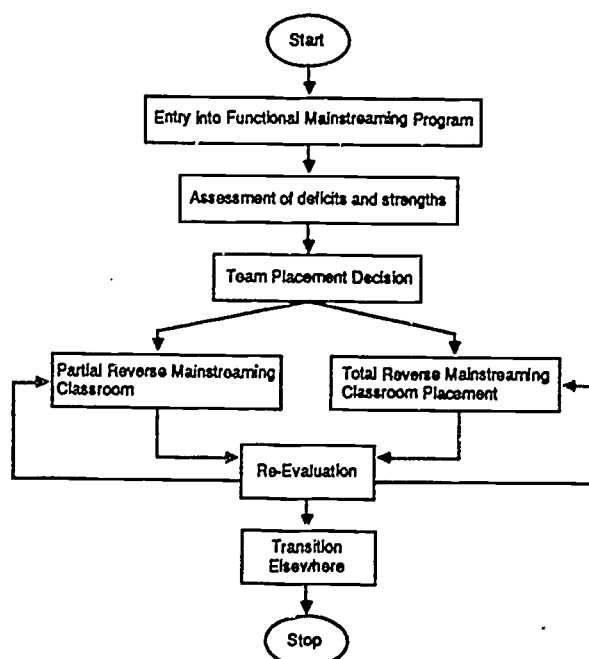
EFFECTIVENESS DATA

A complete summary and details of project effectiveness data can be found in the FMS Final Report (Striefel, Killoran, Quintero, 1987). A brief summary follows:

1. Both totally and partially mainstreamed children made gains in most areas measured.

2. Gains were generally larger for totally mainstreamed children.

3. The levels of social interaction were higher for TM versus PM children.

4. Parents and staff were very pleased with the mainstreaming program and the progress of the children served.

5. Normal children also made gains in most areas measured.

6. The children without handicaps generally enjoyed being in the program and did not discriminate against children on the basis of handicaps.

FMS MODEL DESCRIPTION

The intent of the model developed by the Functional Mainstreaming for Success Project was to desegregate existing self-contained special education preschool programs. That is, those programs that have traditionally taught children with handicaps in totally segregated settings. The model has been used by state educational agencies, state social service agencies, and private preschool programs providing services to children with handicaps. The model is comprised of ten tasks, beginning with the demonstration of administrative commitment to the philosophy of integrated service delivery

systems and ending with the transition of students from the preschool program to the public schools. Three major components addressed in the model are 1) total reverse mainstreaming, 2) partial reverse mainstreaming, 3) and transition. The ten tasks which represent the model follow. Tasks 1-5 are general planning tasks which occur prior to or at the initiation of integrated placements. Tasks 6-10 are child-specific tasks to be completed after the initiation of integrated placement. The following outline represents the ten tasks. The remaining sections of this manual will discuss tasks 1-10 in detail, as well as the products developed by the FMS staff for accomplishing each task.

General Planning Tasks 1-5

Task 1 – Administrative Commitment and Decision-Making

- Demonstration of Program Administrator's Commitment

- Administrative Decision-Making

Materials in Project Manual: Administrator Checklist;

Administrative Planning Forms; Terms Related to Mainstreaming

Task 2 – Staff Preparation and Awareness Activities

- Orientation

- Needs Assessment

- Training

- Technical Assistance and Follow-Up

Materials in Project Manual: Brochure: Questions Teachers Raise

on Mainstreaming; General Teachers Needs Assessments; Teacher

Expectations and Assistance for Mainstreaming - Preschool and

Kindergarten; Directory of Local Training Resources

Task 3 - Modification of Service Delivery System

- Curricula Change

- Theme Orientation Vs. Traditional Self-Contained Models

- Least Restrictive Instruction

- Non-Obtrusive Data Collection

- Least Restrictive Behavioral Programming

- Consultant Model

Materials in Project Manual: FMS Service Delivery Description;

Teacher Guidelines for Prompting and Praising

Task 4 - Parent Preparation

- Parents of Students With Handicaps

- Parents of Students Without Handicaps

- All Parents

Materials in Project Manual: Parent Mainstreaming Questionnaire;

Parent Brochures (2)

Task 5 - Peer Preparation

- General

- Child Specific

Materials in Project Manual: Peer Preparation of Preschoolers in

Mainstream Settings

CHILD SPECIFIC TASKS 6-10

Task 6 - Child Identification and Recruitment

- Identification of Students With Handicaps

- Recruitment of Students Without Handicaps

    Materials in Project Manual: Mainstreaming Expectations Skills

    Assessment - Preschool and Kindergarten

Task 7 - IEP Decision-Making Process

- Finalize Placement in Partial or Total Mainstreaming Class Based on

    Assessment of Child Strengths and Deficits and Eligibility Criteria

- Develop IEP

    Materials in Project Manual: Eligibility Criteria Checklist;

    Options for Mainstreaming; Guidelines for Considering Options; IEP

    Flowchart

Task 8 - Implementation

- Child Study Teams (CST) Develop Weekly Lesson Plan

- Child Study Teams (CST) Schedule Intervention

- Child Study Teams (CST) Develop Functional Group'ng for Instructional

    and Social Interventions

- Begin Interventions

    Materials in Project Manual: FMS Weekly Lesson Planning Forms;

    Functional Grouping Guidelines; Mainstreaming Teacher Guide for

    Peer Tutoring; Guidelines for a Successful Buddy System

Task 9 - Evaluation

   - Child Progress

   - Transition

   - Follow-Up

      Materials in Project Manual: Mainstreaming Expectations Skills

      Assessment - Preschool and Kindergarten; Classroom Environment

      Observation; Child Profile

Task 10 - Consumer Satisfaction

   - Parents

   - Staff

   - Non-Handicapped Peers

      Materials in Project Manual: Parent Satisfaction Questionnaire;

      Staff Satisfaction Questionnaire; Child Stress Checklist

GENERAL PLANNING TASKS 1-5

Task 1 - Administrative Commitment and Decision-Making:

The success of any program for an extended period of time depends on
the availability of the appropriate resources. Since program resources are
generally controlled by the administrator/administration, it is imperative
that this level of the organization be committed to mainstreaming. "Lip
service" is not sufficient for maintaining a successful mainstreaming
program.

In order to determine or develop administrative commitment, one must
begin by having a discussion with the appropriate administrator(s). The
focus of this discussion should be on assessing the administrator's level
of: a) knowledge about what mainstreaming is and is not, b) philosophical
and fiscal commitment to mainstreaming, and c) knowledge of the laws and
state guidelines. This discussion can be initiated by anyone who is
knowledgeable about mainstreaming, including a PTA member, a SEA member, a
parent, a staff member, etc. The discussion can be scheduled in the
administrator's office, at a staff inservice, at a state, regional or
national conference, or anywhere else deemed appropriate by the relevant
parties.

It is important that an administrator not be publicly embarrassed in
front of his/her staff or parents of children who attend his/her school.
The FMS project has found it useful to have administrators attend a
presentation on mainstreaming, at which the administrator can gain some

information, can hear questions and comments by others and where s/he can ask questions. A follow-up session can then be scheduled to determine and/or obtain administrative commitment. The administrator can be provided with the Self-Evaluation Checklist to complete, with a list of Terms Related to Mainstreaming, with the FMS Definition of Mainstreaming, with brochures that discuss common questions about mainstreaming, with a List of Goals and Activities that Demonstrate Commitment, or with other information that seems appropriate.

The List of Goals and Activities that Demonstrate Commitment provides a good outline for an administrator to follow in terms of activities to be initiated by the administrator to prepare staff, parents, peers and others for mainstreaming.

List of Goals and Activities That Demonstrate Commitment

Striefel, S., Allred, J., & Killoran, J.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
1.0 To obtain and maintain administrative commitment to implementing a successful mainstreaming program.	1.10 Administrator has scheduled inservice for staff on mainstreaming. 1.11 Administrator has requested additional resources to make mainstreaming work via memo, letter, etc. 1.12 Written documents (PL 94-142) explaining requirements for educating persons with handicaps are presented to administrators (i.e., principals, supervisors, superintendents, etc). 1.13 Mainstreaming plan with implementation guidelines has been designed, written, and made available for implementation in school/district. (Definition, rationale, etc.) 1.14 Training needs have been identified via formal written needs assessment for MS in school/district. 1.15 Inservice training has been implemented via workshops, classes, inservices, etc., for needs identified via formal written needs assessment.	General presentation to obtain Administrator Awareness and Commitment to mainstreaming 1.20 Assess administrator knowledge and commitment to MS via discussion, questionnaires, etc. 1.21 Brochures, questionnaires, abstracts, articles, and other relevant MS materials provided to administrator to discuss the points of MS s/he may have questions or concerns about. 1.22 Awareness activities via film, puppet show, panel discussions, etc, are presented. Specific presentation regarding tools and methods of mainstreaming 1.23 Visits made to administrators by informed, influential parents, state officials, etc. 1.24 Social activity(ies) for administrators, parents, children, staff, teachers, school board members, etc.	1.40 Lack of motivation (lack of commitment to spearhead activity, resistant to change, does not want to issue change that will elicit negative feedback, traditional attitudes and practices, fears due to lack of understanding, apathy, no desire to participate, etc.) 1.41 Lack of knowledge and understanding (i.e., of education associations, PTA, advocacy groups, philosophies of education, etc.) 1.42 Time conflicts (i.e., work schedule conflicts, time required to prepare and implement mainstreaming, etc.) 1.43 Money concerns (incentives reinforcement to teachers, carreer ladder costs, credit costs, hiring substitutes,	1.50 Teachers, parents, and influencial persons in community who have had success in mainstreaming to present their positive experiences and share testimonial of the need for effective mainstreaming to administrators. 1.51 Administrator commitment to breaks, credit, salary increases, lane changes, support, substitutes (aides), positive reinforcement, anonimity of surveys and/or questionnaires of staff and teachers, etc. 1.52 Demonstration of tools (i.e., MESA, TEAM, CEO, checklists, etc.) and use of professionals (i.e., VSSM, etc.) from university and other professional levels 1.53 Groups and parent organizations to provide positive pressure for MS at school,

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
1.0 To obtain and maintain administrative commitment to implementing a successful mainstreaming program.	1.16 Administrator has made a written amd/or verbal commitment of "Ownership" toward children with handicaps. 1.17 Administrator has assigned person(s) to coordinate mainstreaming activities via written confirmation and acceptance. 1.18 Administrator, in writing, has requested/ formed a mainstreaming task force. 1.19 Administrator has commited time and/or money (dollar amount, and percent/number of full time equivalents available in written form).	1.25 Locate and obtain written/verbal commitment from people in areas located in district/ school for mainstreaming activities. 1.26 Secure and obtain support materials from experts (i.e., VSSM project, etc.) to assist in mainstreaming effort. 1.27 Provide written handbook of guidelines and policies (regarding mainstreaming and education of children with handicaps in the least restrictive environment-LRE) to administrators, teachers, staff, parents, etc Maintaining Administrator Commitment via On Going Support 1.28 Surveys, checklists, MESA, TEAM, etc. provided to administrator to demonstrate and explain mainstreaming tools available. 1.29 Administrators participate in brainstorming session to discuss points in effective mainstreaming, answers questions, addresses concerns, etc. 1.30 Provide written definition and rational as part	(cont.) 1.43 ...costs of materials and/or equipment for MS, etc.).	(cont.) 1.53 ...district, and/or state levels. 1.54 Support from school board officials, state education officials, directors of education, etc. 1.55 Provision of systematic plan for MS (i.e., activities, assessment, needs aquisition schedules, etc.) which is presented in a thorough and organized manner at staff meetings, orientations, etc. 1.56 Workable MS model (materials and procedures) available. 1.57 Meet administrators on "Neutral Turf" (i.e., hotel conference room, restaurant, etc.) to discuss plans and present MS ideas.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
1.0 To obtain and maintain administrative commitment to implementing a successful mainstreaming program.		(cont.) 1.30 ... of mainstreaming plan. 1.31 Design tentitive model or classroom plan via written blueprint of plans and procedures. 1.32 Parent support and parent advocacy groups organized by parents of children with and without handicaps to provide support and put pressure upon the administrator and teachers 1.33 Administrative/Superintendent support of administrator and teachers in school/district via money, credits, lane changes, etc. 1.34 Staff in school support of administrator via memos, letters, verbal reports to keep administrator informed and aware of MS progress. Staff can also put pressure upon administrator to make changes (i.e., in-service needs, credits, money, etc.) 1.35 Task force arranges with media (TV, radio, newpaper releases, etc.) to disseminate progress of school/district and news of MS successes.		1.59 Allowance of time or arrangements for follow up visits with administrators to discuss questions, concerns, etc.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
2.0 To obtain and maintain teacher and staff commitment to implement a successful mainstreaming program.			2.43 Teacher apathy. 2.44 Writing and copy costs of paper, etc. to be given to teachers as prep material. 2.45 Lack of commitment from administration. 2.46 Teachers with traditional and or poor attitudes. An unwillingness to participate. 2.47 What inservice takes priority over other inservices ' :d scheduling times. 2.48 Teachers who do not feel they need to attend inservices or feel that said inservices is not for them.	2.62 Goals for specific completion dates. 2.63 Development of advisory committee to oversee teacher preparation and releave burden placed upon administrator to supervise. 2.64 Consistant and regular training inservices and workshops which are well planned and organized to meet teacher needs. 2.65 Someone assigned to relay messages to teachers regarding dates, times, and locations of meetings. 2.66 Use of parent groups to put pressures upon teachers and administrators to improve education for children with HC.

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Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
2.0 To obtain and maintain teacher and staff commitment to implement a successful mainstreaming program.	2.10 Staff have requested inservice/help/etc. to implement a successful MS program. 2.11 Staff have volunteered to talk to parents or other staff about mainstreaming. 2.12 Staff have volunteered to mainstream children in their classroom. 2.13 Administrator has obtained written and/or verbal commitment from staff to become involved in mainstreaming. 2.14 Staff have volunteered to train other teachers on how to mainstream. 2.15 Staff have volunteered to provide technical assistance to other teachers who are MS. 2.16 Staff have requested the formation of a MS task force and/or to be on the task force. 2.17 Staff have organized/requested regular meetings for purposes of planning, communication, resolving problems, etc. with staff who are involved in MS.	2.20 Staff are presented with a written list of needs and goals of children with handicaps to educate them to the needs of MS. 2.21 Barriers of fear and misunderstanding are removed via presentations, discussions, and inservices. 2.22 Staff are presented with a written form of PL 94-142 to aquaint them to federal laws governing the education of children with handicaps. 2.23 Staff are assessed using TEAM/MESA/PK/ 23 Competencies/etc. to determine skills and possible technical assistance needs. (Names of participants with their respective responses to skill levels and technical assistance needs must be safeguarded to maintain confidence and limit the linking of names to specific skill deficitis and needs) 2.24 Committee is organized to analize teachers' skills and technical assistance needs. 2.25 Technical assistance needs are prioritized in order of most critical to least critical to MS effectiveness for each teacher by MS committee.	2.30 Lack of teacher understanding of the long-range goals of the program, time, dedication, and understanding of mainstreaming. 2.31 Withholding true feelings with regard to MS. 2.32 Forms (MESA/TEAM etc.) which are invalid, incomplete, not turned in on time, etc. 2.33 Lack of time (due to commitments, outside activities, other needs which have higher priority, etc). 2.34 Lack of money (due to costs for aides, materials, incentive, credits, etc.). 2.35 Inability to solve concerns between teachers/ administrators, professional consultants, parents, etc.	2.50 Informal discussions with teachers. Playing "Devil's Advocate" to elicit honest responses. 2.51 Rewards for participation (i.e., carrier ladders, credit, salary increases, leave days, teacher trade off, etc.). 2.52 Write and obtain monies from the state and federal governments via grants ,etc. 2.53 Provision of specific ideas for teachers to study and think about in planning meetings. 2.54 Provision of specific inservice days with arrangements to have substitute coverage for classes. 2.55 Look for ideas and specialists within own school to provide experts at inservices and workshops for teachers.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
2.0 To obtain and maintain teacher and staff commitment to implement a successful mainstreaming program.	2.19 Staff/Task force have requested a systematic plan for the purposes of organizing the means for meeting teacher teacher needs identified by needs assessment (i.e., university courses, workshop schedules, regular staff inservices, etc.	2.26 Based upon assessment results, workshops, seminars, inservices, etc. are organized by committee to meet teacher's needs. Speakers, locations, and materials are prepared. Organization of training is designed to meet teacher needs and provide follow-up services where needed in areas noted by teachers on the TEAM/MESA/PK/ 23 Competencies. 2.27 School administrator schedules substitutes and makes necessary arrangements for class coverage during training time of teachers. 2.28 A long range plan is designed by principal and/or mainstreaming committee to assist teachers in skills acquisition over time. This plan may include inservices, college courses, workshops, listing of names of experts (in house and surrounding areas) who may help in training, monies earmarked for teacher materials, monies to pay for guest experts, teacher salaries, career ladders, etc.	2.36 Lack of anonimity with results of surveys (MESA/ TEAM/PK/23 Competencies, etc). 2.37 New teachers may not know needs and/or have concerns about skills, needs, etc. 2.38 Fears: (i.e., reprisal from administrator, admitting weaknesses in terms of skill levels, threatened by outside professionals, etc.) 2.39 Teachers who refuse to participate, attend meetings, complete paperwork, etc. 2.40 Teachers who dislike being observed and evaluated. 2.41 Lack of teacher validity on the team. 2.42 Too many goals to be a realistic plan to accomplish.	2.56 Use university and outside professional resources (i.e., VSSM projects, etc.) to assist teachers in gaining needed skills to MS. 2.57 At meetings, provide refreshments (i.e., juice, sweet rolls, coffee, etc.) 2.58 Obtain and use teacher input, suggestions for possible goals, and methods for meeting goals. 2.59 Locate individuals who are willing to serve, who are leaders, and let them set the example for others to follow. 2.60 Hold regular and consistant meeting to assist and update teachers 2.61 Assure that all surveys will be kept confidential (i.e., coded; Smith = 1, Jones = 2)

| Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
3.0 To make parent and community aware of mainstreaming program.	3.10 A school-wide awareness plan is available in written form. 3.11 A record of awareness activities completed is available in written form including number of brochures/pamphlets distributed, talks given, letters mailed, etc.	3.20 Administrator assigns person(s)/committee to coordinate parent awareness activities for mainstreaming. (Committee may consist of teachers, parents, community leaders, parents, PTA supervisors, etc.) 3.21 Committee writes goals and expectations for parent and community awareness. 3.22 Committee gains verbal/written monetary support from the community for awareness campaign via media, events, socials, PTA meetings, etc. 3.23 Committee conducts needs assessment of parents and general community to determine questions, concerns, etc. 3.24 Committee organizes inservices, socials, etc. to dispel misconceptions and concerns via films, discussions, guest lecturers, etc. 3.25 Posters and fliers are distributed by committee explaining MS activities. 3.26 Letters and memos are sent to parents and community leaders announcing meetings,	3.40 General public apathy towards mainstreaming. 3.41 Accountability of group for assignment, monthly reports, etc. 3.42 Misconceptions, fears, etc. 3.43 Lack of time (too many other commitments, etc.) 3.44 Parents of children without handicaps individual negative attitudes. 3.45 Lack of timelines for completion of newletters, meetings, etc. 3.46 Lack of administrator and teacher support. 3.47 Parents attempt to refuse participation by their children in MS activities.	3.60 Knowledgeable people on task force/committee to do informal educating of committee members, volunteers, etc. 3.61 Use of PTA meetings to disseminate information. 3.62 Support from district and state superintendents. 3.63 School administrator who is committed to parent groups (via monetary support, paper, photo-copy costs, etc). 3.64 Use of professional projects (i.e., university research, VSSM Project, etc.) to assist parent groups in community awareness activities, etc. 3.65 Well publicized meetings via posters, radio, news-paper ads, etc.

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Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
3.0 To make parent and community aware of mainstreaming program.		(cont) 3.26 ...Inservices, newsletters, etc. 3.27 A handbook of people's names (professionals, parents, community leaders, etc.) is designed to help organizers and committees select advocates for MS for Inservices, panal discussions, etc. to answer questions and concerns. 3.28 Committee contacts media (newspaper, television, radio, etc.) to make community aware of mainstreaming plans, goals, expectations, PL 94-142, feature stories,etc. 3.29 Committee organizes handicap awareness day/week/etc. in the community. 3.291 Activities may include: afterschool night, puppet shows, slide shows, assuming a handicapping condition (i.e., being confined to a wheelchair, cotten taped over eyes and/or ears, etc.). 3.30 Committee graually turns responsibility over to parent group for that school/district. Parent group answers to committee and continues to work with them as needs arise.	3.48 Newsletters not read by community. 3.49 Community backlash 3.50 Lack of money (for news-letters, fliers, posters, etc.)	3.66 Use of volunteers from the community. 3.67 Specific assignments to specific people with specific dates of completion. 3.68 Provide an open door for future questions or problems that may arise. 3.69 Person with specific responsibility to make contact with people via telephone, memos, letters, notes, etc.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
4.0 To prepare peers and environment for mainstreaming activities.		4.26 CEO review 4.27 Task force (administrator, teachers, parents, etc) to put pressure upon district for environmental changes (i.e., ramps, railings, larger lavatory facilities, etc.)	4.37 Lack of administrative support (prinicipal, district/ state superintendents, etc.) to make necessary changes in environment, allocate monies for changes.	4.45 See goals 1.55, 1.56, 1.57, 1.59

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
4.0 To prepare peers and environment for mainstreaming activities.	4.10 Students have participated in general preparation activities for his/her class. 4.11 Students have participated in organized activities for class preparation based upon class needs. 4.12 Students have participated in regular mainstreaming followup sessions with class. 4.13 Environment is prepared to receive students which are being mainstreamed. 4.14 Activities for ongoing preparation are designed by the teacher (i.e., tutoring buddies, grouping, etc.). 4.15 Peers are knowledgeable about HC conditions and comfortable in environment.	4.20 Teacher assesses class knowledge about mainstreaming and children with handicaps via questionnaires, interview, discussion, survey, etc. 4.21 Teacher provides a question and answer period for students to eliminate their concerns and answer their questions. 4.22 Teacher arranged for professional projects (i.e., VSSM, etc.) to present preparation activities (i.e., puppet shows, skits, role play situations, video programs, movies, etc.) 4.23 Teacher designed handicap awareness activities via simulation of handicapping conditions (i.e., wheel chair obstacle course crutch races, patched over eyes, cotton in ears, etc.). 4.24 Teacher allowed for children to interact with mainstreamed student(s) via buddy/ tutor activities on a scheduled basis. 4.25 Teacher provided regular and consistant sessions for followup and review of handicapping awareness (monthly, etc.)	4.30 Underestimating peer prep needs 4.31 Non cooperative regular education teachers. 4.32 Student prejudices fostered by parents. 4.33 Children who are absent when preparation activities take place. 4.34 Uncorrectable obstacles (i.e., concrete support barriers, etc.) 4.35 Lack of time (i.e. time to prepare peers, adapt environment, etc.). 4.36 Lack of money (i.e., money to purchase prep materials, make enviornmental adaptations, etc.).	4.40 Use of videoequipment to show educational films, slides, etc. 4.41 Peer prep activities (i.e., puppetshows, films, slides-sound presentations, discussions, role play, etc.) 4.42 Administrators who support peer and environmental preparation via monies, materials, equipment, etc. 4.43 Support groups (i.e., parent groups, teacher groups,etc. to put positive pressures upon district/school personnel to make changes as needed in environment. 4.44 Use of influential people to discuss positive MS experiences to committees and administrators in order to garner support for changes, etc.

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
5.0 To prepare a child, who is identified as a candidate to be mainstreamed, to function appropriately when placed in a mainstreaming environment.	5.10 Teacher expectations (i.e., academic, social, etc.) for any child entering teacher's class have been identified via assessment measure (not child specific). 5.11 Teacher expectations (i.e., academic, social, etc.) for a specific child entering teacher's class have been identified via assessment measure. 5.12 Child's skill levels (i.e., academic, social, etc.) have been identified to determine successes and deficits. 5.13 Child has been trained to meet mainstreaming teacher's expectations in deficit areas. 5.14 Child has been acquainted with his/her potential receiving environment (i.e., physical structure, pupils, aides, class rules, grading procedures, etc.).	General inventory given to all possible mainstreaming teachers in a school/district at beginning of year or when applicable. 5.20 Mainstream committee and/or principal assesses potential mainstream teacher's expectations and technical assistance needs via Teacher Expectations and Assistance for Mainstreaming (TEAM). 5.21 Mainstream committee reviews all TEAM evaluations to determine teacher expectations and technical assistance needs. Specific inventory given to possible mainstreaming teachers in school/district once a specific child has been identified as a candidate for mainstreaming. 5.22 Special educator completed child portion of the Mainstreaming Expectations and Skills Assessment (MESA) for a specific child identified for possible mainstreaming activities. 5.23 Potential receiving teacher(s) have completed teacher portion (expectations and technical assistance needs) of the MESA based upon a specific child's skill	5.40 Lack of time (to make observations, fill out MESA,TEAM, scheduling conflicts, etc.) 5.41 Lack of support from teachers, administrators, parents, etc. 5.42 Lack of motivation (teacher reluctance to participate, etc.). 5.43 Lack of money (i.e., funding for substitute to take class while teacher observes pupil, fills out forms, etc., provision of incentive pay, career ladder, credit, etc.). 5.44 Student who is not ready for mainstreaming. 5.45 Reluctance of special ed teacher to "Let go" of child. 5.46 Over or underestimating student competencies.	5.50 Administrator support via $$ for aides, substitutes, etc. to take class for teacher while forms are filled out, observations are made, etc. 5.51 Use of aides to manage classes while teachers fill out forms, make observations, etc. 5.52 Support of special educator via training time, equipment, and modification programs.

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Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
5.0 To prepare a child, who is identified as a candidate to be mainstreamed, to function appropriately when placed in a mainstreaming environment.		(cont.) 5.23 ... previously completed by special educator. 5.24 Special educator obtains completed MESA from potential mainstream teacher(s). 5.25 Special educator notes skills needed for the potential mainstream child entering the potential receiving teacher's classroom. 5.26 Special educator designs a systematic plan for training identified child in areas needed for meeting potential receiving teacher's expectations prior to MS. 5.27 Prior to mainstreaming, the identified child for mainstreaming is introduced to the potential receiving teacher. 5.28 Prior to mainstreaming, the identified child for mainstreaming is introduced to the potential receiving environment (i.e., physical structure; classroom, desks, storage facilities, lockers, etc.) via informal and casual walk- through of classroom.	5.47 Lack of validity of teacher's responses on TEAM, MESA. 5.48 Forms and papers which travel between teacher's and/or administrators. (paper shuffle)	

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Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
5.0 To prepare a child, who is identified as a candidate to be mainstreamed, to function appropriately when placed in a mainstreaming environment.		5.29 Prior to mainstreaming, the identified child for mainstreaming has been introduced to the potential receiving class (i.e., pupils, aides, tutors, buddies, etc.) via formal introduction and orientation. 5.2901 Prior to mainstreaming, the potential receiving teacher has discussed the program policies, goals, grading, seating, recess, rules, homework, attendance, etc. with the identified child. This process should not be an overwhelming procedure, rather, completed over a period of a few days with ample time to answer child's questions and concerns. 5.30 Prior to mainstreaming, the identified child will have observed the class for the specific time in which s/he may be participating. This observation should occur on a "regular" school day which would allow the child to see and feel the flow of the potential receiving environment in which s/he may be participating in.		

Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
6.0 To conduct Individualized Education Plan (IEP) meeting.	6.10 People involved in the decision making process for the IEP (i.e., administrator, teachers of special and regular education, psychologists, specialists, parents, child when appropriate, etc.) have been notified of date, time, and location of meeting. 6.11 People involved in the IEP decision making process have met at the appointed time and location. 6.12 Child's skill levels (i.e., academic, social, etc.) for a specific child have been identified via testing measures to determine successes and deficits. 6.13 Environmental adaptations have been planned for via written objectives and dates for completion. 6.14 Timelines have been set for peer prep, child prep, teacher training, parent involvement, re-evaluation times, etc. 6.15 Alternative strategies (i.e., the use of tutors, buddies, groupings, etc.) have been planned for possible mainstreamed child.	Pre-IEP 6.20 See goals 5.10 - 5.27 6.21 A written memo, letter, etc was sent to the IEP committee to notify them of the date, time, and location of the IEP meeting. 6.22 Followup and confirmation of IEP meeting date, time, and location was made via telephone, personal visit, etc. to all persons involved in the IEP process. 6.23 Placement options were finalized via written goals and objectives from the IEP committee members based upon goals 5.10 - 5.27 and 6.12. 6.24 Timelines were set for peer prep, child prep, teacher training, parent involvement, re-evaluation times etc. via written goals and objectives with dates for completion. (See goals 5.28 - 5.32) 6.25 Alternative strategies (i.e., tutoring, buddies groupings, etc.) were planned with dates for implementation.	6.30 Lack of time (to attend meeting, to fill out forms, to discuss mainstreaming objectives, to observe child, to busy to attend, other obligations, etc.). 6.31 Motivation (Incomplete paperwork from committee members, unwillingness to participate, lack of teacher/administrator commitment, too much paper work to complete, apathy, etc.). 6.32 Insufficient data to make decisions. 6.33 Incorrect data, observations recommendations, etc.	6.40 Teacher/administrator support. 6.41 Use of prior reminders (i.e., phone calls, memos, etc with advance planning). 6.42 Planning ahead of time to distribute and collect surveys, questionnaires, testing results, etc. 6.43 Maintain positive discussion during meetings. Keep all committee members involved via assignments, answering questions, etc. 6.44 Allow flexibility in scheduling with parents and other committee members. 6.45 Arrange for substitutes, aides, etc. to cover class while in meetings.

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Goal	Data/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles
6.0 To conduct Individualized Education Plan (IEP) meeting.	6.16 Placement(s)/options and programs have been finalized for child via written plan. 6.17 IEP forms have been dated and signed by persons involved in the IEP process.	6.26 Goals and objectives for assisting child to become proficient in deficit areas were written and dates for re-evaluation were scheduled. (see goal 5.27) 6.27 IEP forms were signed and dated by IEP committee members involved with the child's placement decisions.		6.46 Complete that paperwork which does not require committee members participation (i.e., names, dates, DOB, address, etc.) 6.47 Select one teacher to be a representative for a group of teachers in order to communicate effectively at the IEP.

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A Self-Evaluation Checklist for Administrators, Supervisors, and Principals

	Yes	No
The following questions are designed to help principals evaluate their school's philosophy and actions in mainstreaming:		
1. Have you made mainstreaming a part of each teacher and/ or other staff member's job description?		
2. A. Do you attend IEP meetings? B. If not, is a qualified person attending in your place?		
3. A. Are you avoiding overloading teachers who are willing to assist in implementing mainstreaming? B. Have you considered distributing the load equally?		
4. Does your school have collective bargaining and negotiations with teachers and others? B. If so, have you discussed the school's integration policy with them?		
5. Do the teachers and staff members have a clear understanding about how mairstreaming will be implemented?		
6. Have factual answers been prepared to respond to community, school board, parent, and teacher questions?		
7. Are you encouraging inservice training and continuing education for teachers?		
8. Are you making periodic needs assessments among regular and special educators to determine appropriate topics for workshops?		
9. Do you designate and implement educational programs for handicapped children in the school, in accordance with approved policies, procedures and guidelines of the LEA, State Dept. of Education, and PL 94-142?		
10. Do you participate in planning for specific education programs in the school and make budget recommendations to the superintendent?		
11. Do you participate in LEA planning for special education services?		
12. Do you know that students who have handicaps are entitled to a full day of instruction th's should be placed around the full school day rather than a shortened instructional day?		

	Yes	No

13. Do you plan transportation for children with and without handicaps so both groups ride on the same buses?

14. Do you provide substitute teachers and families moving into the school district a written rationale for integration?

15. Have you established policies and procedures for the selection, training and implementation of buddy systems, and peer tutoring programs?

16. Do you observe and work with children who have handicaps in the regular and special education teaching areas whenever feasible?

17. Do you promote and model positive attitudes for school personnel and parents to encourage acceptance and inclusion of children with handicaps in regular classes and in interaction with regular students?

18. Have you arranged for visual warnings about fire and other alarm systems where the welfare and safety of hearing impaired students is involved?

19. A. Do you coordinate and administer special education services in the school? B. If you do not coordinate and administer special education services in the school, have you assigned someone who does and is this person qualified and trained in the implementation of special education services?

20. Are you educating teachers, both regular and special, that their work is not the same but each should understand the others' work and recognize the balancing factors which make them relatively equivalent?

21. Do you supervise or arrange for a qualified administrator to supervise educational personnel providing mainstreaming to the children in the school?

22. Do you supervise or arrange for a qualified administrator to supervise appropriate assessment as a result of a screening procedure?

23. When a referral is received from teachers, parents, and others, do you assist in reviewing the progress of students suspected of having handicapping conditions?

24. Do you supervise the maintenance of child records at the school level and protect the confidentiality of these records?

	Yes	No
25. If teachers request assistance, do you provide or arrange for specialized assistance?		
* Note all the answers above should be "yes"		

Additional items involve distinct roles and responsibilities which a principal must be informed about and which many principals may want to become actively involved in promoting or changing:

26. Is the Board of Education committed to implementing the legal requirements of PL 94-142?		
27. Have costs been worked out with local school districts intermediate units, and the state so that no district will be disadvantaged by moving into an integrated program?		
28. Did you initiate mainstreaming in schools with a low annual teacher and pupil turnover rate?		
29. Was mainstreaming first initiated with principals, teachers, and staff who are supportive of mainstreaming children who have handicaps?		
30. Has a district or school-wide planning committee been organized to determine questions which will probably be raised in the community, by the school board, by parents, and by the regular and special educators?		

Validated Strategies for School-Age Mainstreaming (VSSM) Project

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Terms Related to Mainstreaming

FMS - Functional Mainstreaming for Success Research Project

VSSM - Validated Strategies for School-Age Mainstreaming
   Research Project

School-Age - ages 5-21

Reg Ed - Regular Education

Sp Ed - Special Education

MS - Mainstreaming

Self-contained Classroom - Program involving children with
   handicaps exclusively

Resource Room - Classroom in which students receive
   specific intensive training, typically
   involving part of a day

Integrated Classroom - Program involving children with and
   without handicaps, usually at a 50/50
   ratio

Reverse Mainstreaming - Placing children without handicaps
   into a classroom of children with
   handicaps

Traditional Mainstreaming - Placing children with handicaps
   into a classroom of children
   without handicaps

PL 94-142 - Education for All Handicapped Children's Act

PL 99-457 - 1987 Amendment to 94-142 (Preschool)

LEA - Local Education Agency

IEP - Individualized Educational Program

LRE - Least Restrictive Environment

MR - Mentally Retarded

EMR - Educable Mentally Retarded

TMR - Trainable Mentally Retarded

IH - Intellectually Handicapped

SIH - Severely Intellectually Handicapped

BD - Behavior Disordered

LD - Learning Disabled

Terms Related to Mainstreaming (Cont'd)

CD - Communication Disordered
SMH - Severely Multiply-Handicapped
OH - Orthopedically Handicapped
PT - Physical Therapist
OT - Occupational Therapist
BS - Behavior Specialist
Sp/L - Speech and Language Pathologist
Prep - Preparation
TA - Technical Assistance
DCHP - Developmental Center for Handicapped Persons (our
     training center)

The Administrative Planning Forms have been developed as action plans for items identified on the Self-Evaluation Checklist. Their major use is in the development of an agency's overall mainstreaming plan and in completing Tasks 1-10.

Figure 2 - Administrative Planning Form

Goal	Date/Method for determining progress toward goal (End Product)	Activities for achieving goal (Resources to Use)	Obstacles to overcome	Support to overcome obstacles	Timelines	Person responsible

Comprised of seven sections, the form is used to:

1. Establish mainstreaming goals,

2. List activities to accomplish the goals,

3. Identify obstacles which may need to be overcome in achieving the goal,

4. Identify support available to overcome identified obstacles,

5. Establish timelines,

6. Establish staff responsibilities, and

7. Identify methods for determining progress toward achieving the goals.

Summary

The process of obtaining and maintaining administrator commitment is complex and on-going. One can not assume that administrators are committed to mainstreaming just because it is mandated in the law. The steps outlined in the List of Goals and Activities that Demonstrate Commitment provide extensive guidance on how to obtain and monitor commitment and how to initiate the process of mainstreaming.

Task 2 – Staff Preparation and Awareness Activity:

Federal legislation mandating the education of children with handicaps in least restrictive educational settings (PL 94-142, The Education for All Handicapped Children Act) has created a need to prepare teachers for the arrival of these children into their classroom. This need stems from the knowledge that the success of the process called mainstreaming is critically dependent upon the attitudes and expectations which teachers have toward mainstreaming and toward children with handicaps (Pasanella & Volkmor, 1981; Gottlieb & Harper, 1967; Walker, 1983; Brophey & Everton, 1982; Schwartz, 1984; Thompson & Morgan, 1980). The interactions between a child's skills and the receiving teacher's attitudes and expectations can determine the success of mainstreaming for the student, teacher, non-handicapped peers, and parents.

Many teachers believe themselves to be poorly equipped for working with handicapped students. In one study, 85% of a group of teachers expressed that they lacked the necessary skills for teaching handicapped children (Crisci, 1981). Training needs for teachers include individualized instruction, interpretation of test results, remediation of instructional deficits, and classroom and behavior management. Inservice training in these areas is important if mainstreaming is to be successful. In a comprehensive review of teacher training literature, Adams, Quintero, Killoran, Striefel, & Frede (1986) identified 23 competencies for teachers which could facilitate the process of mainstreaming. These competencies serve as a basis for inservice teacher training in the FMS model.

The purpose of Task 2 is to orient and train agency staff in implementing the FMS mainstreaming model. Orientation includes introduction to the new administrative policies which have been developed and becoming aware of the level of administrative commitment to the integration process. During the orientation, written materials (Appendix B) defining what mainstreaming is, explaining integration, answering questions teachers most commonly ask (Figure 3) and discussing the timelines for implementation of the model are presented.

Figure 3 - Questions Teachers Often Ask About Mainstreaming
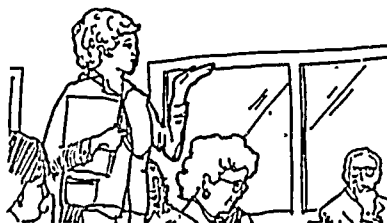
QUESTIONS TEACHERS

OFTEN RAISE

ABOUT

MAINSTREAMING

FMS

Needs assessments are also conducted with staff for identifying any existing training needs necessary for teaching students with and without handicaps within integrated programs. After completion of the needs assessment, a plan for providing training is identified and developed. Task 2 utilizes the General Teacher Needs Assessment: 23 Critical Skills for Mainstreaming, the Teacher Expectations and Assistance for Mainstreaming

Preschoolers and Kindergartners (TEAM-PK), as well as the Directory of Local

Training Resources which have been developed by the FMS project. Each of

these instruments and their instruction manuals are included herein. Also

in Task Two are the identification of technical assistance needs and their

availability, identifying whether the technical assistance can be provided

internally or externally, and arrangements for funding the technical

assistance needs which are required. Thus it is suggested that the

following outline be followed when conducting staff awareness and

preparation activities:

Step 1 - Orientation

Administrator a) discusses new policy and demonstrates commitment, b)

provides information via brochure: Questions Teachers Often Ask About

Mainstreaming, and c) conducts training needs assessment via TEAM P-K and 23

Competency Checklist.

Step 2 - Training

Administrator and staff a) establish training priorities, b) identify

trainers by completing the Directory of Local Trainer Resources, and c)

establish inservice schedule via the Administrator Planning Forms.

Step 3 - Implement Training Plan on an Ongoing Basis

The General Teacher Needs Assessment (Figure 4) consists of 23 skills

which have been identified as critical for successful mainstreaming. It is

used to identify skill areas which a teacher has the expertise to train

other teachers and will identify the areas in which a teacher desires to upgrade personal skills. The completed forms can be used by the supervisor to develop a training plan for the school or district. It should be completed by all program staff during the orientation activity.

Figure 4 – General Teacher Needs Assessment

The Teacher Expectations and Assistance for Mainstreaming for Preschool and Kindergarten (TEAM-PK) (Figure 5) identifies teachers' expectations of students in their classrooms and identifies areas in which teachers may need

technical assistance and support if children with handicaps are placed in their classrooms. The TEAM-PK is designed to provide individuals involved in mainstreaming preschool and kindergarten children who have handicaps into normalized settings with a means to identify areas in which the teacher may require assistance if mainstreaming is to be successful for everyone.

Figure 5 - TEAM-PK

Special Education Codes A = Acceptably Skilled L = Less than Acceptably Skilled CL = Considerably Less than Acceptably Skilled	Regular Education Codes C = Critical D = Desirable U = Unimportant	Expectations by Regular Teacher	Technical Assistance	Priorities by Child Study Team
Communication (Cont.)				
10 Protests appropriately.		C D U		
11. Requesting assistance from adult or peer, i.e., help in cafeteria, bathroom, mobility.		C D U		
12. Responds without excessive delay.		C D U		
13. Uses intentional communication (speech, sign, or gesture)		C D U		
Social Behaviors				
1. Uses social conventions, i.e., help in cafeteria, bathroom mobility.		C D U		
2. Complies to teacher commands.		C D U		
3 Takes direction from a variety of adults.		C D U		
4. Separates from parents and accepts school personnel.		C D U		
5. Follows specified rules of games and/or class activities.		C D U		
6. Makes choice between preferred items or activities		C D U		
7. Initiates interaction with peers and adults.		C D U		
8. Plays cooperatively.		C D U		
9. Respects others and their property.		C D U		
10. Defends self.		C D U		
11. Shows emotions and feelings appropriately.		C D U		
12. Responds positively to social recognition and reinforcement.		C D U		
13. Interacts appropriately at a snack or lunch table		C D U		
14. Expresses affection toward other children and adults in an appropriate manner, i.e., is not overly affectionate by hugging, kissing, and touching.		C D U		
15. Refrains from self abusive behavior, i.e., biting, cutting, or bruising self, head banging.		C D U		
16. Refrains from physically aggressive behavior toward others, i.e., hitting, biting, shoving.		C D U		
17. Does not use obscene language.		C D U		
18. Discriminates between edible and non-edible toys and objects.		C D U		
19. Uses play equipment in an age appropriate manner during unstructured activities with limited adult supervision.		C D U		

It is speculated that efforts to match teacher expectations with an incoming child's skills can facilitate the mainstreaming process by increasing the likelihood of mainstreaming a child whom a teacher is willing

and prepared to teach (Striefel & Killoran, 1984). Mainstreaming a child with handicaps into a classroom where a teacher is willing and prepared to teach that child increases the char~·; for successful mainstreaming. By identifying a teacher's expectations and technical assistance needs, s/he may be better prepared before and during the mainstreaming process.

The TEAM-PK is designed to facilitate mainstreaming for the preschool and kindergarten age child (3-6 years of age), who is mildly to severely handicapped by providing technical assistance and support to the mainstream teacher. The regular classroom teacher being considered as a potential mainstreaming teacher is asked to code his/her expectations of the target child who may participate in regular class activities for at least part of the day for three (3) classes of behaviors: self help, communication, and social behavior.

Also completed during the orientation, the info from the TEAM-PK is combined with that identified in the 23 competency needs assessment and is used to help prioritize training needs in the Directory of Local Training Resources and in completing the Administrator's Checklist.

The Directory of Local Training Resources is intended to provide teachers, teacher trainers, principals, and district administrative staff with a method for developing an organized, readily usable listing of local resources which will be useful when training teachers how to successfully mainstream students who have handicaps. Although focused on increasing successful mainstreaming, a casual glance will show that the resources

identified are useful for all teachers and all students. It is expected that a completed directory will help increase the cost-effective use of training time and money when responding to teacher training needs. The manual is cross referenced to the General Teacher Needs Assessment; thus it allows the supervisor to develop an inservice training plan for any identified deficits. It is comprised of three sections; Teacher Competencies, a Competency Trainer Grid which is used to list trainers (Figure 6), and a Directory of Resource Organizations.

Figure 6 - Directory of Local Training Resources: Competency Grid

If the Training Resource Directory is limited to resources within a single school, the supervisor and selected staff should complete the directory. If the directory is used to identify resources within a district, a group effort is appropriate. Such a group should include principals, teacher representatives, the district special education director, and district administrative cr training staff. The final copy is then sent to all interested parties.

The final phase of Task 2 is the development cf an inservice training plan (using the Administrative Planning Form) based on the TEAM-PK, General Teacher Needs Assessment, and Directory of Local Training Resources.

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Task 2 Materials

QUESTIONS TEACHERS OFTEN RAISE ABOUT MAINSTREAMING

GENERAL TEACHER NEEDS ASSESSMENT

TEAM-PK

DIRECTORY OF LOCAL RESOURCES

QUESTIONS TEACHERS

OFTEN RAISE

ABOUT

MAINSTREAMING

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This product was developed by the

Functional Mainstreaming for Success (FMS) Project

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QUESTIONS TEACHERS OFTEN RAISE ABOUT MAINSTREAMING

What is Mainstreaming?

Mainstreaming refers to the integration of children with handicaps into settings and activities with their nonhandicapped peers. This integration can be as comprehensive as full time placement in a regular program or as limited as eating snack or having play time together. Mainstreaming can be physical -- children attending the same program but in separate classrooms or in the same activities but with no interaction. Mainstreaming can be social -- children with handicaps interacting during playtime with their nonhandicapped peers. Mainstreaming can be instructional -- children with handicaps spending part or much of the day in learning centers. Ideally, mainstreaming is the combination of physical, social, and instructional integration which enhances the growth of children with handicaps to their fullest potential.

Why mainstream?

When well-planned and well-managed, mainstreaming is beneficial to all involved. Children with handicaps benefit because they learn to function in the "mainstream of society". Their independence, social skills, and overall learning increase. Mainstreaming may also decrease the amount of time children with handicaps spend on nonproductive tasks such as being transported to special schools.

Children without handicaps can learn to respect differences in other people and can learn to respect that everyone has varying strengths and weaknesses. They can also learn patience and better communicate skills under the guidance of the teacher.

Teachers can benefit by having their skills broadened and, consequently fine-tuned. Mainstreaming, when well-implemented, demands communication among teachers and specialists. Many programs have benefitted from mainstreaming by having more and better communication among staff, parents, and administrators.

Who decides which children are mainstreamed?

Programs for children with handicaps are determined by the child team which includes the parents, the teachers, specialists, administrators, others as needed, and the student, if appropriate. In setting early intervention objectives, the team considers the child's current abilities and the long term goals for the child, as well as the child's learning styles and needs. When the objectives planned for a child can be met in a more integrated setting, then it is this team's responsibility to arrange for the child to be mainstreamed and to provide the support that is needed.

What should I do when I see children with handicaps in the hallway, playground, etc?

The best general answer to this question is that adults should behave as they would with any child. If the child with handicaps is misbehaving, he or she should be disciplined. If not, then a normal greeting and

conversation would be appropriate and useful for helping the child practice social skills.

What should I tell children without handicaps about the children with handicaps?

Children are usually very interested in how people vary and how they are alike. Teasing often results from lack of knowledge and fear. Teachers can help children by having an open discussion with their class, by answering the children's questions simply and frankly, by pointing out that children with handicaps have more similarities to nonhandicapped peers than differences, and by helping the children in their class consider ways in which they can play with, help, be friends with, or work with children with handicaps.

How can I facilitate interaction between the children with and without handicaps?

One important step to helping children communicate with each other is for teachers to model the language and social skills they want children to exhibit - by initiating conversations with children with handicaps, by inviting them to join activities, and by making them feel that they are an important part of the group. In these activities the teacher must often arrange for the children to interact; for example, initiating art activities that are team-oriented but non-competitive, such as making a mural or papier-mache' sculpture.

Peer buddy systems are also useful by providing parameters and guidelines for interactions.

How do I meet the needs of children with handicaps, and am I qualified to fulfill them?

Providing services to children with handicaps can appear to be an overwhelming task, because these children have skill levels that are seemingly widely divergent from the rest of the group. However, an early intervention program is uniquely suited for addressing the needs of a very broad range of students. The variety of skills demonstrated by "normal" students allows for integrated groupings throughout the day, which combine children with similar strengths and deficits. This system is particularly effective in programs where children between 3 and 5 are grouped by skills and interests, not solely by age levels. A teacher who already approaches chidren as individuals should have little difficulty planning for the individual needs of the child with handicaps.

In specialty areas, (e.g., language, and physical therapy) teachers must always have access to professionals in these fields. It is the responsibility of a program administrator to facilitate this access, so that quality services can be maintained for all children. Finally, it is naive to assume that staffing patterns will not change; additional people are very likely to be needed. However, paid aides are only one option; many programs have succeeded with sibling, community group, and elderly volunteers; parent volunteers; and cooperative credit-earning practicum assignments for college or high school students.

Wouldn't this take time away from the other children in my program?

In order to ensure that the mainstreaming experience is successful for the child with handicaps, the other children, and the teacher, extra time may be needed initially from the teacher. However, this extra time should not be at the expense of the child's peers. Continuity of program for the mainstreamed child can be facilitated when the early intervention specialists, and previous service providers and parents have meetings to discuss the child's functioning before, during and after integration. When the planning which takes place in these meetings is detailed and flexible, the extra time will have been used before placement. The child should function appropriately in the new setting, and only occasional check-up meetings should be necessary.

Which of my class activities would interest the children with handicaps?

Just as nonhandicapped children have different needs and interests, so do children with handicaps. An important consideration in deciding which activities might be appropriate is whether the activity is beneficial to all involved. For example, an art activity can require cutting out and counting animal figures (for higher-skilled children), labelling animal names and body parts (for intermediate-skilled children) and color recognition (for low-skilled children). All of these objectives can be addressed at the same learning center.

My classroom is over-crowded, my materials are out of date, and there are a number of children in my classroom who need special attention. Why do children with handicaps get so much funding and extra assistance?

There are two basic answers to this question. One reflects a particular moral stance, the other a more practical one. In part, the moral argument is that children with handicaps are already burdened. They are children with the odds against them. Ethically, everything that can be done for them should be. On the practical side, the cost to society over the long run will be diminished if intensive, high-quality intervention is made early, and children with handicaps become productive members of the work-force. One study found that for every dollar spent on a high quality preschool program for children with intellectual handicaps, there was a $7 return to society over the lifetime of the child.

If I run into a problem, how do I get help?

This varies from agency to agency. The principal, parent, teacher or specialist may be the appropriate person to approach in many settings. Local universities and civic groups can offer technical assistance and personnel resources.

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General Teacher Needs Assessment

23 Critical Skills for Mainstreaming

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Validated Strategies for School Age Mainstreaming (VSSM) Project

General Teacher Needs Assessment

Purpose: Teachers and/or supervisors can assess teacher skills in 23 major
areas. This assessment will identify skill areas in which a teacher
has the expertise to train other teachers, and will identify the areas
in which a teacher desires to upgrade personal skills. The completed
forms can also be used by the supervisor to develop a training plan
for the school or district.

Instructions:

1.   Read the listing under each area (i.e., "Prepare class for mainstreaming")

2.   Rate skill level by thinking through the following questions:

-What has been my training, both formal and informal?

-How does my expertise compare with most of my professional peers?

-What are my strengths?

-What additional knowledge do I want to acquire?

-What skills would I like to acquire or upgrade?

-How might additional training increase my overall effectiveness
as a teacher?

3.   Use the following code, and circle for each item the number that best
describes skill level.

1 = Teacher has no skill in executing this activity. Would need training
and also in-class assistance to complete the activity.

2 = Teacher has partial skills to execute the activity, and could do so with
training and no in-class assistance (except perhaps a demonstration).

3 = Teacher has skill to execute the activity and could do so without
training or in-class assistance.

4 = Teacher is highly skilled in executing the activity and could train others
in that area.

CODE:	1 = No skills; training and in-class help would be required
	2 = Partial skills; training required, but in-class help is not needed
	3 = Good skills; no training or in-class help required
	4 = Excellent skill; can train colleagues in this activity

1. Prepare Class for Mainstreaming

a. Conduct puppet shows, discussions, and other class preparation activities.	1	2	3	4
b. Discuss difficulties specific to the student to be mainstreamed.	1	2	3	4
c. Conduct discussions on regognizing and accepting similarities and differences between people.	1	2	3	4

2. Assess Needs and Set Goals

a. Understand the tests commonly used in your school.	1	2	3	4
b. Know how they are administrered.	1	2	3	4
c. Interpret the results obtained.	1	2	3	4
d. Use the results to set goals for the student.	1	2	3	4

3. Evaluate Learning

a. Understand differences between criterion and norm-referenced tests.	1	2	3	4
b. Collect data on student progress to use for: measuring progress toward goals, feedback for the student, feedback for the parents.	1	2	3	4
c. Use data as a basis to change goals, as needed.	1	2	3	4

4. Curriculum

a. Have general knowledge of curricula used in your school.	1	2	3	4
b. Keep current on new curricula and materials appropriate for grade level(s) you teach.	1	2	3	4
c. Adapt existing curricula to meet the IEP goals of individual students.	1	2	3	4

5. Parent - Teacher Relationships

a. Understand the parent involvement mandated by PL 94-142.	1	2	3	4
b. Establish and maintain regular, positive communications with parents.	1	2	3	4
c. Involve parents in the classroom or program when appropriate.	1	2	3	4
d. Know referral procedures for other services family may need (e.g., therapy, welfare).	1	2	3	4

CODE:　　1 = No skills; training and in-class help would be required

2 = Partial skills; training required, but in-class help is not needed

3 = Good skills; no training or in-class help required

4 = Excellent skill; can train colleagues in this activity

6. Teaching Fundamental Skills

a. Know methods for training academic basics.	1	2	3	4
b. Know methods for teaching non-academics survival skills (e.g., health, safety, leisure time, problem-solving) appropriate to your grade level.	1	2	3	4
c. Understand the specific skills needed by a particular mainstreamed student, and how to teach those skills.	1	2	3	4

7. Exceptional Conditions

a. Develop basic understanding of handicapping conditions.	1	2	3	4
b. Understand the adaptations needed to work with students who are handicapped.	1	2	3	4
c. Acquire a thorough understanding of the handicapping conditions of any student in your class.	1	2	3	4

8. Professional Consultation

a. Know how to access specialists for consultation about students with handicaps.	1	2	3	4
b. Collect information to document concerns in special areas.	1	2	3	4
c. Accept and use constructive feedback from consultants.	1	2	3	4

9. Nature of Mainstreaming

a. Understand the district/school definition and rationale for mainstreaming.	1	2	3	4
b. Understand the educational guidelines mandated by PL 94-142.	1	2	3	4

10. Student - Student Relationships

a. Develop skill in structuring and teaching positive student - student interactions.	1	2	3	4
b. Use peer buddies and peer tutors.	1	2	3	4
c. Demonstrate equity when dealing with all students.	1	2	3	4
d. Group students in ways which promote social interactions.	1	2	3	4

11. Attitudes

a. Self: Recognize and overcome personal biases and stereotypic, preconceived ideas of students with handicaps and of mainstreaming. Demonstrate knowledge of how personal attitudes can affect teacher behavior and student learning.	1	2	3	4
b. Other Adults: Provide accurate information to help modify misconceptions held by other(parents, colleagues, etc.)	1	2	3	4
c. Students: Promote acceptance of the student with handicaps by : noting difficulties and modelling appropriate behaviors.	1	2	3	4

CODE: 1 = No skills; training and in-class help would be required

2 = Partial skills; training required, but in-class help is not needed

3 = Good skills; no training or in-class help required

4 = Excellent skill; can train colleagues in this activity

12. Resource and Support Systems				
a. Know how to access and use agencies, programs, and individuals in the school or district who can serve as resources.	1	2	3	4
13. Learning Environments				
a. Arrange a classroom or other setting so that students with handicaps can have both complete and safe access.		2	3	4
b. Establish a positive climate for learning by modelling acceptance of individual differences, and encouraging each student's best effort.	1	2	3	4
14. Interpersonal Communication				
a. Demonstrate competence in oral and written communication skills.	1	2	3	4
b. Know one's personal style of communication (e.g., personal responses to stress, feedback, compliments).	1	2	3	4
c. Know how to adapt information for different audiences (e.g., parents, teachers, general community).	1	2	3	4
15. Teaching Communication Skills				
a. Have sufficient knowledge of language skills at the age level which you teach to be able to note strengths and deficits in individual student's expressive and receptive communication.	1	2	3	4
b. Teach language skills in task - analyzed, generalizable steps.	1	2	3	4
16. Administration				
a. Function as a supervisior of aides and volunteers, as well as students.	1	2	3	4
b. Manage and coordinate schedules and programs of specialists and consultants.	1	2	3	4
c. Involve administrator by seeking feedback early, as well as by asking for resources when needed.	1	2	3	4
17. Individualized Teaching				
a. Show skill in assessing individual needs and in adapting instruction to the individual.	1	2	3	4
b. Show skill in collection of progress data.	1	2	3	4
c. Know methods for individualizing instruction within groups.	1	2	3	4

CODE:			
1 = No skills; training and in-class help would be required			
2 = Partial skills; training required, but in-class help is not needed			
3 = Good skills; no training or in-class help required			
4 = Excellent skill; can train colleagues in this activity			

18. Class Management

a. Organize and control classrooms to facilitate learning.	1	2	3	4
b. Demonstrate skill in group alerting, guiding transitions, arranging/organizing materials, crisis intervention, positive reinforcement of individuals and groups.	1	2	3	4

19. Teaching Techniques

a. Understand and use appropriate teaching techniques for group and individual instruction.	1	2	3	4
b. Show ability and willingness to be flexible and to change procedures to accommodate individual students.	1	2	3	4

20. Legal Issues

a. Understand the legal implications of PL 94-142 for educational services in public schools.	1	2	3	4
b. Know rights of persons with handicaps.	1	2	3	4
c. Understand school/district policies for mainstreaming.	1	2	3	4
d. Understand "due process".	1	2	3	4

21. Behavior Modification

a. Identify problem behaviors precisely.	1	2	3	4
b. Identify desirable behaviors.	1	2	3	4
c. Know how to identify and use effective reinforcers.	1	2	3	4
d. Monitor changes in behavior.	1	2	3	4

22. Task Analyze Skills

a. Understand the rationale for task analysis.	1	2	3	4
b. Demonstrate ability to task analyze a variety of necessary student skills.	1	2	3	4
c. Consolidate discrete tasks into total desired behavior.	1	2	3	4
d. Demonstrate ability to collect progress data..	1	2	3	4

23. Teaching Social Skills

a. Know the social skills expected of students at the grade level you teach.	1	2	3	4
b. Know how to identify strengths and deficits in social skills for students that you teach.	1	2	3	4
c. Know how to systematically train social skills using curricula and/or incidental opportunities.	1	2	3	4

Instruction Manual

TEAM-PK

Teacher Expectations and Assistance for Mainstreaming Preschool and Kindergarten

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Draft - Not for Dissemination

Introduction

The Teacher Expectations and Assistance for Mainstreaming for Preschool and Kindergarten (TEAM-PK) identifies teachers' expectations of students in their classrooms, and identifies areas in which teachers may need technical assistance and support if children with handicaps are placed in their classrooms.

The TEAM-PK is designed to provide individuals involved in mainstreaming preschool and kindergarten children who have handicaps into normalized settings with a means to identify areas in which the teacher may require assistance if mainstreaming is to be successful for everyone.

Rationale

It is speculated that efforts to match teacher expectations with an incoming child's skills can facilitate the mainstreaming process by increasing the likelihood of mainstreaming a child whom a teacher is willing or prepared to teach (Striefel & Killoran, 1984). Mainstreaming a child with handicaps into a classroom where a teacher is willing and prepared to teach that child increases the chances for successful mainstreaming. By identifying a teacher's expectations and technical assistance needs, s/he may be better prepared before and during the mainstreaming process.

Target Population

The TEAM-PK is designed to facilitate mainstreaming for the preschool and kindergarten age child (3-6 years of age), who is mildly to severely handicapped by providing technical assistance and support to the mainstream teacher

The regular classroom teacher being considered as a potential mainstreaming teacher is asked to code his/her expectations of the target child who may participate in regular class activities for at least part of the day.

Materials Needed

The TEAM-PK manual and protocol, and recent child assessment information.

Time for Administration

Expectations Profile - 10 minutes

General Description

The TEAM-PK contains five categories of items which describe child behaviors typically demonstrated in the school setting.

1.   Classroom Rules - i.e., replacing materials and cleaning work places.

2.   Work Skills - i.e., recognizing materials which are needed for tasks.

3.   Self Help - i.e., eating lunch with minimal assistance.

4.   Communication - i.e., following group directions, and

5.   Social Behaviors - i.e., social amenities.

Specific Instructions for the Regular Educator

This assessment should identify those behaviors which are important to you in your classroom and on which training can enhance your teaching of children who are handicapped. Circle the appropriate letter in the columns to the right of each item to indicate if the item demonstrated in your classroom is (C) Critical, (D) Desirable, or (U) Unimportant.

(C) **Critical** indicates that you will not accept the child in your classroom unless the child is acceptably skilled (the child demonstrates the behavior on 90% of opportunities to do so).

(D) **Desirable** means that you would like the student to demonstrate the behavior but you will accept a child who is less than acceptably skilled.

(U) **Unimportant** indicates that the behavior is unimportant for the student to demonstrate upon first entering your class.

Techical Assistance (TA) Requests

Techical assistance refers to training and materials which may be provided to you to address specific needs which arise when teaching children who are handicapped. Technical Assistance can include a) demonstration via modeling, b) discussion, c) feedback, d) reading materials, and e) provision of curricula. **Indicate by checking in the appropriate column, those behaviors which you would be willing to train in your classroom if TA were available to you.**

TEAM-PK

Teacher Expectations and Assistance for Mainstreaming In Preschool and Kindergarten

John Killoran, MEd
Sebastian Striefel, PhD
Maria Quintero

Name of Person Completing Form _____

Grade Taught _____

Date of Rating _____

Have you previously worked with students who are handicapped?

Yes _____   No _____

If yes, what handicapping conditions? _____

The TEAM-PK was adapted from the EnTrans Skills Assessment developed by Teaching Research Associates, Monmouth, Oregon.

The TEAM-PK is a product developed by the Functional Mainstreaming for Success (FMS) Project.

This product is for limited dissemination. Please do not reproduce without consent of the authors. For more information, contact:

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Special Education Codes A = Acceptably Skilled L = Less than Acceptably Skilled CL = Considerably Less than Acceptably Skilled	Regular Education Codes C = Critical D = Desirable U = Unimportant	Expectations by Regular Teacher	Technical Assistance	Priorities by Child Study Team
Self Help				
1. Monitors appearance, e.g., keeps nose clean, adjusts clothing, uses napkin.		C D U		
2. Locates and uses a public restroom with minimal assistance in the school.		C D U		
3. Puts on/takes off outer clothing within a reasonable amount of time.		C D U		
4. Eats lunch or snack with minimal assistance.		C D U		
5. Independently comes into the classroom or house from bus or car.		C D U		
6. Goes from classroom to bus or car independently.		C D U		
7. Knows way and can travel around school and playground.		C D U		
8. Responds to fire drills as trained or directed.		C D U		
9. Seeks out adult for aid if hurt on the playground or cannot handle a social situation, e.g., fighting.		C D U		
10. Follows school rules (outside classroom).		C D U		
11. Stays with a group according to established school rules, i.e., outdoors.		C D U		
12. Recognizes obvious dangers and avoids them.		C D U		
Communication (Includes gesture, sign, communication board, eye pointing, speech, and other augmented systems).				
1. Attends to adult when called.		C D U		
2. Listens to and follows group directions.		C D U		
3. Communicates own needs and preferences, i.e., food, drink, bathroom.		C D U		
4. Does not ask irrelevant questions which serve no functional purpose or are not task related.		C D U		
5. Stops an activity when given a direction by an adult to "stop".		C D U		
6. Attends to peers in large group.		C D U		
7. Responds to questions about self and family, i.e., personal information.		C D U		
8. Responds appropriately when comments/compliments are directed to him/her.		C D U		
9. Responds to questions about stories.		C D U		

Special Education Codes A = Acceptably Skilled L = Less than Acceptably Skilled CL = Considerably Less than Acceptably Skilled	Regular Education Codes C = Critical D = Desirable U = Unimportant	Expectations by Regular Teacher	Technical Assistance	Priorities by Child Study Team
Communication (Cont.)				
10. Protests appropriately.		C D U		
11. Requesting assistance from adult or peer, i.e., help in cafeteria, bathroom, mobility.		C D U		
12. Responds without excessive delay.		C D U		
13. Uses intentional communication (speech, sign, or gesture)		C D U		
Social Behaviors				
1. Uses social conventions, i.e., help in cafeteria, bathroom mobility.		C D U		
2. Complies to teacher commands.		C D U		
3. Takes direction from a variety of adults.		C D U		
4. Separates from parents and accepts school personnel.		C D U		
5. Follows specified rules of games and/or class activities.		C D U		
6. Makes choice between preferred items or activities.		C D U		
7. Initiates interaction with peers and adults.		C D U		
8. Plays cooperatively.		C D U		
9. Respects others and their property.		C D U		
10. Defends self.		C D U		
11. Shows emotions and feelings appropriately.		C D U		
12. Responds positively to social recognition and reinforcement.		C D U		
13. Interacts appropriately at a snack or lunch table.		C D U		
14. Expresses affection toward other children and adults in an appropriate manner, i.e., is not overly affectionate by hugging, kissing, and touching.		C D U		
15. Refrains from self-abusive behavior, i.e., biting, cutting, or bruising self, head banging.		C D U		
16. Refrains from physically aggressive behavior toward others, i.e., hitting, biting, shoving.		C D U		
17. Does not use obscene language.		C D U		
18. Discriminates between edible and non-edible toys and objects.		C D U		
19. Uses play equipment in an age appropriate manner during unstructured activities with limited adult supervision.		C D U		

Directory of Local Training Resources

Developed by the

Validated Strategies for School-Age Mainstreaming

and

Functional Mainstreaming for Success Projects

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Introduction

    This directory is intended to provide teachers, teacher trainers, principals, and district administrative staff with a method for developing an organized, readily usable listing of local resources which will assist when training teachers how to successfully mainstream students who are handicapped. Although focused on increasing successful mainstreaming, a casual glance will show that the resources identified are useful for <u>all</u> teachers and <u>all</u> students. It is expected that a completed directory will help increase the cost-effective use of training time and money when responding to teacher training needs.

Description

Section I - <u>Teacher Competencies</u>

    This section contains a listing and definition of 23 competencies synthesized from a literature review on the competencies essential for successful mainstreaming.

Section IIa - <u>Competency Trainer Grid</u>

    This section consists of a grid which lists, on a single page, all 23 teacher competencies, and the name of one or more trainers who could effectively train teachers in those competencies.

Section IIb - <u>Directory of Trainers</u>

    This section lists all of the trainers identified in section IIa, and includes the address, phone number, and name of school or agency for each trainer.

Section III - <u>Directory of Resource Organizations</u>

    This section identifies resource organizations that could provide training, technical assistance, and/or materials. It includes land-grant universities which offer extension courses, local college education

departments and special education departments, the Comprehensive System of
Personnel Development (CSPD) serving your state, Regional Resource Centers,
and model programs that may exist in the local area (i.e., any existing
project, program or classroom that will allow teachers to observe or be
trained to use competencies which are being modelled in real-life
contexts). Section Three concludes with an "other" category for
miscellaneous resources available locally.

Instructions

Who Should Complete the Directory?

If the Training Resources Directory is limited to resources within a
single school, the principal and selected teachers should complete the
directory. If the directory is used to identify res urces within a
district, a group effort might also be appropriate. Such a group could
include principals, teacher representatives, the district special education
director, and district administrative or training staff. The final copy
would then be sent to all interested parties.

Completing Sections I and IIa

Step 1-   Read the first competency (Prepare Class For Mainstreaming)
thoroughly and thoughtfully.

Step 2-   Consider the following questions:

   a.   Which people in our school or district have the most knowledge and
        practical experience in this competency area?

   b.   Of those people, who would be best able to train fellow-teachers?
        ("best" in terms of relevant expertise, training ability, and
        perceived credibility by their peers).

   c.   Does the person (or persons) identified have the time to do
        training; or, could time be made available by changing that

persons's responsibilities and schedule; or, could compensatory

pay or time-off be arranged? (If "no", repeat a and b. If yes,

proceed to d).

d. Is the person (or persons) identified willing to do the training?

(This step will require personal contact with the individual).

(If "no", repeat a, b and c. If "yes", proceed to step 3.)

Step 3- Write the name of the trainer in the grid in Section IIa. Then

mark an x under the trainer's name, in the space opposite the relevant

competency.

Note 1: more than one trainer might be available to train the same

competency area: if so, mark all such trainer names opposite that

competency.

Note 2: a single very experienced trainer may have expertise in

multiple areas; if so, mark each area in which this person is able and

willing to train.

Note 3: If no suitable trainer can be identified within the school or

the district, refer to the resource organizations in Section 3 for

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assistance.

Step 4 — Repeat steps 1 through 3 for each of the remaining competency

areas.

Step 5 — If teacher needs assessments have identified other competency

areas of high training interest, select the most urgent competencies and

list them in the blank spaces provided (i.e., #'s 24-26). Then repeat steps

1-3 for each of these competency areas.

Completing Section '   - Directory of Trainers'

List the names of all trainers identified in Section One. The address,

phone number, and name of the school or agency represented, should be

listed for each trainer. This section will not be necessary if all the
trainers are "in-house" at a single school.

<u>Completino Section III</u> - Directory of Resource Organizaticns

Write the names of resource organizations that could provide training,
technical assistance, or materials that will assist teachers in
mainstreaming. Be sure to include the name of at least one specific contact
person within each resource organization.

Section I. Teacher Competencies

1. **Prepare Class for Mainstreaming:** prepare members of regular class for entrance of student with handicaps: conduct pre-placement preparation and awareness activities on handicapping conditions in general (i.e., puppet shows, role plays; conduct preparation activities specific to student being placed (i.e., discussion of specific student behaviors, training on how to respond to inappropriate behaviors; identify commonalities as well as differences between students.

2. **Assess Needs and Set Goals:** master the basic diagnostic, measurement, and assessment skills necessary to determine each student's present level of functioning and educational needs; use that information to set realistic, measurable goals for each student; for the class as a whole, and for subtests within the class.

3. **Evaluate Learning:** understand difference in purpose and use of norm-referenced and criterion-referenced evaluation; collect and record student progress toward goal attainment; provide feedback to students and parents on goal attainment; and use evaluation data to as: .s goal attainment in order to measure terminal outcomes and set new gu_ls.

4. **Curriculum:** general knowledge of K-12 curricula; understanding of curriculum principles, and structures; understanding of the relationship to child development and schools as social institutions.

5. **Teacher-Parent Relationships:** fulfill all parent participation responsibilities as mandated by P.L. 94-142; develop and maintain advocacy, rather than adversarial role with parents; utilize parents in training roles where possible; refer parents to appropriate agencies as requested (i.e., parent training sessions, counseling, advocacy, etc.).

6. **Teaching Fundamental Skills:** functional skills: reading, writing, spelling, arithmetic, study, speaking; life maintenance skills: health, safety, law, consumerism; personal development skills: goal setting, decision making problem solving, career development, recreation.

7. **Exceptional Conditions:** rudimentary understanding of exceptional children, their special needs, and how to accommodate those needs; Knowledge of specialists & resources available to assist with particular educational needs of specific children.

8. **Professional Consultation:** Kn—ledge and practical skills required for effective consultation, (i.e., know who has expertise in particular areas and how that person can be contacted; identify specific questions or issues for consultant response; identify and collect essential information which the consultant will require; ability to negotiate objectively and equably; ability to solicit and effectively use constructive feedback on your own performance).

9. **The Nature of Mainstreaming:** understanding of definition, rationale, philosophy, legal issues involved and delivery system models.

10. **Student-Student Relationships:** demonstrate equity when dealing with students' group children to increase social interactions; use systematic teaching strategies to increase social interactions; use peer buddies and peer or cross-age tutor systems to increase social interactions as well as academic learning.

11. **Attitudes:** evaluate attitudes of handicapped and nonhandicapped students, parents, and school administrators through formal and informal evaluations; where neccessary, re-educate handicapped and nonhandicapped students, parents and school administrators; (e.g., provide factual information regarding handicapped persons; avoid referring to students by labels, classifications of handicaps, or stereotypes); demonstrate knowledge of how personal attitudes can affect teacher performance and student learning; strive for honest awareness of personal prejudices, stereotypes, and attitudes toward all students.

12. **Resource and Support Systems:** demonstrate knowledge of local agencies, programs, individuals, and audiovisual or curricular materials which can serve as resources in teaching; use available personnel, material and program resources effectively in teaching activities.

13. **Learning Environment:** arrange physical characteristics of a learning environment to facilitate ease of access by students with handicaps; establish a positive emotional/psychological climate conducive to learning (e.g., model the acceptance of all students in the class; encourage creativity, productivity, achievement of the highest quality of work each individual can accomplish; promote peer buddies, tutors, and group activities for learning tasks where appropriate).

14. **Interpersonal Communication:** demonstrate competence in oral and written communication skills; demonstrate skill in identifying one's own personal styles of communication (e.g., identify: how one responds to feedback; mannerisms and phrases common in one's own style, and how others may interpret them); use active communication skills appropriate to audience when dealing with parents, students, administrators, and professional colleagues.

15. <u>Teaching Communication Skills</u>: assess strengths and deficits in student's oral and written communication abilities, including both receptive and expressive skills; task analyze appropriate skills and teach in ways that maximize generalization; acquire student-specific skills in nonverbal communication (gestures, sign language, augmenative communication systems).

16. <u>Administration</u>: function as a supervisor (i.e., supervise aides and volunteers; coordinate services provided by other professionals such as speech and physical therapists); work effectively with administrators, especially school principals (i.e., advise administrator of needed equipment and materials; keep administrator informed of ongoing activities, including potential or actual problems; be able to solicit and accept constructive feedback from administrator regarding your own performance).

17. <u>Individualized Teaching</u>: competence in assessing individual educational needs and in adapting instruction to the individual; skill in keeping records of individual progress toward objectives; knowledge about diverse models for individualized instruction.

18. <u>Class Management</u>: ability to organize classrooms for instructional purposes and manage them effectively to meet the needs of students (skills include: group alerting, guiding transitions, arranging/organizing materials, crisis interventions, creating a positive affective climate, and reinforcing individuals within a group).

19. <u>Teaching Techniques</u>: demonstrate proper teaching techniques for group and individual instruction (e.g., correction procedures, prompts, modeling, commands, rates of reinforcement); demonstrate flexibility for modifying teaching strategies.

20. <u>Legal Issues</u>: understand legislative background of P.L. 94-142; knowledge of state law & Department of Education guidelines on mainstreaming; knowledge of due process; knowledge of school responsibilities to students with handicaps; knowledge of teacher, parent, and student rights.

21. <u>Behavior Modification</u>: demonstrate skill in identifying problem behaviors, identifying desirable behaviors, identifying effective reinforcers, differential reinforcement of desirable behaviors, decreasing incidence of problem behaviors, and measuring changes in behaviors.

22. <u>Task Analysis Skills</u>: identify skill areas necessary for specific students; analyze material into concepts or subskills; break down skills into measurable subskills; scope and sequence skills to be taught; measure progress of skill achievement; consolidate components into total desired behaviors.

23. <u>Teaching Social Skills</u>: use formal and informal assessments to identify student's social strengths and deficits; task analyze social skills to be trained; use systematic social skills training curricula and programs to increase student's social behavior; use informal teaching strategies to increase student's social behaviors; incorporate generalization strategies in social skills programing; monitor child's progress in social skills acquisition.

Section IIa

Competency/Trainer Grid

<u>NAMES OF TRAINERS</u>
<u>(see directory on p.   )</u>
. . . .

<u>TEACHER COMPETENCIES</u>

1. Prepare Class for Mainstreaming					
2. Assess Needs and Set Goals					
3.- Evaluate Learning					
4. Curriculum					
5.· Teacher-Parent Relationships					
6. Teaching Fundamental Skills					
7. Exceptional Conditions					
8. Professional Consultation					
9. The Nature of Mainstreaming					
10. Student-Student Relationships					
11. Attitudes					
12. Resources and Support Systems					
13. Learning Environment					
14. Interpersonal Communication					
15. Teaching Communication Skills					
16. Administration					
17. Individualized Teaching					
18. Class Management					
19. Teaching Techniques					
20. Legal Issues -					
21. Behavior Modification					
22. Task Analysis Skills					
23. Teaching Social Skills					
24.					
25.					
26.					

Section IIb.   <u>Directory of Trainers</u>   (name, agency represented, address, phone number)

Section III - <u>Resource Organizations</u> (include contact person, address, and phone number)

1. Colleges/Universities

   a. <u>Landgrant University</u> Providing <u>Extension Courses</u> in Your Area

   b

   b. <u>Education Department</u> (local college/university)

   c. <u>Special Education Department</u> (local college/university)

   d. <u>Other</u>

2. Comprehensive System of Personnel Development <u>(CSPD)</u> Serving Your Area

3. <u>Regional Resource Center</u> Serving Your Area

4. <u>Model Programs</u> (name of program, contact person, address, phone #)

5. <u>Other</u> (name of resource agency, contact person, address, phone #)

Task 3 - Modification of Service Delivery Systems

In Task 3, program staff must consider elements within the FMS service delivery system in reference to those existing in the program presently. The administrative planning forms are used to identify and plan any modifications which may be required to implement total mainstreaming. The FMS model was designed to incorporate the strengths of traditional group and individualized teaching methods. Group curricula is defined as a systematic arrangement of time, procedures, materials, and tasks (Findlay, Miller, Pegram, Richie, Sanford, & Schmran, 1976). In group curricula the arrangement is based on addressing the common characteristics and needs of more than one student at a time (Findlay, et al., 1976), and usually incorporates skills that are developmentally sequenced and are taught through exploration of the environment; however, children with handicaps are particularly slow at learning incidently and generalizing any such learning to other situations (Stokes and Bear, 1977). In a traditional preschool program, individualized instructional objectives are not established (O'Connel, 1986). Group curricula traditionally follows a unit or theme concept in which the units or themes are planned for a weekly, biweekly or monthly time period. Units are usually non-operationalized concepts, such as animals, holidays, or transportation. Child progress monitoring, when it occurs, is usually confined to pre-post testing, standardized norm reference assessments, and anecdotal recordings. Advantages of group instruction include the efficiency of teaching many children at once, and opportunities for children to learn in naturally occurring environments. Unfortunately, specific child deficits are rarely identified and remediated, and when identification does occur, it is usually in the area of behavioral deficits.

If developmental delays are significant and skill deficits are suspected or identified, the child is usually referred elsewhere for remediation, rather than receiving intervention in the regular preschool placement.

. In contrast, traditional individualized curricula, a common characteristic of special education programs, focuses on the needs of an individual child rather than on meeting needs of a group. Interventions are developed for a particular child and are implemented in small groups or one to one instruction, usually in self-contained segregated classrooms. An advantage of traditional individualized curricula is that it can accommodate behavioral teaching techniques which have been demonstrated to be effective for teaching children who have handicaps (Greer, Anderson, & Odell, 1984). These techniques include, but are not limited to: a) assessment, b) IEP development, c) one to one instruction, d) frequent progress monitoring of child skill acquisition, and e) revision of teaching programs based on child progress. Unfortunately, a traditional individualized curriculum may actually be self-defeating to the process of integration. The emphasis on one to one and small group instruction in the special setting of a self-contained class can hinder the student's generalization and transfer of skills to settings other than those in which they are trained (Brown, et al., 1983). Furthermore, the specificity of traditional instruction and discrete trial programming can train a child to respond appropriately to a limited number of stimuli with a limited number of responses that often do not occur in the natural environment. Traditional individualized instruction allows the student to be successful in the segregated special education setting. However, when a school setting is restricted to the

segregated self-contained classroom such instruction increases the child

dependency on special education, limits interaction in the community, and

prohibits social interaction between children with and without handicaps

(Widerstrom, 1986).

In order to optimize the acquisition of skills with students in

integrated settings the strengths of group and individualized curricula have

been merged by the FMS project. At first appearance it may seem that group

and individualized curricula are mutually exclusive within a single setting.

However with careful planning and individualization within group activities

this merger has been readily accomplished. This merger has been

accomplished by adopting the concepts of: a) least restrictive instructional

programming, b) non-obtrusive data collection, and c) the use of least

restrictive behavioral programming within the format of the FMS Lesson

Planning Forms. T, 's merger has also entailed the adoption of a consultant

model for the delivery of the majority of related services to students of

special needs. Implementing these concepts will be discussed in detail in

subsequent sections of this manual (specifically, Task 8).

Least restrictive instruction refers to the concept of starting all children

in individualized large group activities based on IEP goals and objectives.

Only when the child's data demonstrate that the child is not making adequate

progress within the large group is the child moved to a more intensive level

of small group instruction. If the child's progress monitoring still

indicates that skill acquisition is not occurring the student is then moved

into individualized microsession training. Microsessions refer to short 10

to 15 minute sessions designed to utilize traditional discrete trial,
behavioral special education. Microsessions entail the presentation of
specific stimuli, specific learner responses, and consequation procedures
consisting of either correction procedures and/or reinforcement. Incidental
teaching for our purposes refers to the identification of the time of day in
which a skill naturally occurs, and using graduated prompting and praising
or the other teaching techniques for training that skill. For example,
children are taught to put on and zip coats before going out for free play
or before going home for the day rather than being trained through direct
discrete trial training in a corner of the classroom at times that are not
related to going anywhere else. Materials which may be used to train staff
in the use of effective prompting and praising procedures are included.

Non—obtrusive data collection (Figure 7) refers to the collection of daily
progress data in natural rather than artificial ways. For children in large
group instruction this may be as simple as anecdotal recording or daily
probes. As a child moves into more intensive, or more restrictive
instruction, the intensity of data collection procedures used increases.
Thus data collection for children in large and small groups may be based on
anecdotal or probe recordings. In contrast, children in microsessions are
in discrete trial formats using both mass and distributed trials. The FMS
least restrictive instructional and data collection forms were developed for
non—obtrusive data collection. Data collection will be discussed further in
Task 8, Implementation.

Figure 7 - Non-Obtrusive Data Collection   91

Designing Nonobtrusive Data Collection Systems

Which would be the most appropriate method for data collection?

> Daily, continuous training response data
> collected for every student, every program,
> every day.

or

> Training response data collected on all programs every
> third day, for any one student (assuming three students
> in a group)
>
> or
>
> Training response data collected for all students, but on
> only one or two programs per day
>
> or
>
> Training response data collected for all students and all
> programs, but only last 3 to 5 trials recorded
>
> or
>
> Same as above, but record only FIRST 3 to 5 trials
>
> or
>
> Data not collected in daily training activities: But "Test"
> sessions scheduled at regular intervals and at any
> indication that student's level of performance has
> changed
>
> or
>
> Some combination of the above

Least Restrictive Behavioral Programming refers to the implementation of
positive behavior management techniques prior to the utilization of more
intensive techniques. A policy (Morgan & Striefel, 1987) developed by the
DCHP has been used for this purpose. The policy provides a hierarchy of
behavioral procedures to be used with all children beginning with
modification of antecedents, identification and use of functional
reinforcers, and progress through a hierarchy of less to more intensive
procedures with the application of aversive stimuli as the most restrictive

behavioral programming being conducted. Restrictive behavior programming also includes the review of aversive programming by a Human Rights Committee which serves as an advocate for the child. The policy used by FMS is available upon request.

Consultants are also relied upon heavily in the FMS service delivery model. In our consultant service delivery model (developed at the Developmental Center for Handicapped Persons), consultants such as speech and language therapists, behavior therapists, and occupational and/or physical therapists are responsible for:

a) Assessment of a child's strengths and deficits.

b) Development of components of the IEP.

c) Program development.

d) Training staff in implementation of the programs developed.

e) Monitoring of both the implementation of the program by the trained staff, as well as, monitoring of child progress data for use in programming.

Related services are also provided through direct service delivery when related service personnel feel it is a high priority skill for a child, and no other children in the classroom need instruction in the same or similar skills, or grouping is not effective.

Task 3 Materials

TEACHER GUIDELINES FOR PROMPTING & PRAISING

Quintero, M., Killoran, J., & Striefel, S.

Least Restrictive Treatment Policy:
A Five-Level System

Teacher Guidelines for Prompting and Praising

Preparation activities such as puppet shows and discussions are good
ways to introduce children to their peers with handicaps. However, they are
often insufficient for promoting child/child interactions. It is necessary
for the teacher to prompt positive interactions and to provide positive
feedback to children for engaging in appropriate behaviors. The following
guidelines should help teachers to identify those situations in which
prompting social interactions would be appropriate, and how that prompting
may be accomplished.

1. Who to prompt. Ideally, we would like all children in the regular
   class to interact with the child being mainstreamed. Realistically,
   children vary in their social skillfullness and their willingness to
   interact. When a child is first mainstreamed, prompts to engage in
   social interactions with the child who has the handicaps may be most
   profitably directed toward those children who a) tend to be high
   status, well liked children, b) compliant to teacher requests, and c)
   spontaneously interact with children who are handicapped.

2. When to prompt. Prompting a nonhandicapped child to initiate a social
   interaction such as playing with a child who has handicaps should occur
   when the child with handicaps is excluded from the activities of others
   in the class. However, a number of points should be kept in mind when
   prompting a child to join in play:

   a. The proposed play or social activity must be one in which it is
      appropriate to involve more than one child. Activities which are
      good for prompting social play include:

      1. Tag, and other outdoor gross-motor games,

      2. Imaginary and fantasy play,

3. Play with telephone,

4. Housekeeping and doll play, and

5. Block and car play.

b. If children do not comply with the prompt, they should be given
the opportunity to suggest an alternative to the prompted
activity. Sometimes, children may refuse requests. When this
occurs the child should be asked to identify another activity in
which the child with handicaps can participate. This is important
to keep in mind since forcing a child to engage in social behavior
will probably not result in interactions occurring spontaneously
and transfering to other settings.

3. How to prompt. It is better to state your prompt as a direction
rather than a request. It may seem more polite to ask rather than
to tell a child to do something, but requests as questions
increase the likelihood that they will be refused. The followign
are examples of ways in which teachers can prompt children to
engage in social play with the target child.

a. Johnny, Tommy is playing all by himself. Ask him if he would
like to play cars with you.

b. Susie, let's see if you can call Sara and talk to her on the
telephone.

c. Joey, go over and ask Jason to play on the slide with you.
If the child refuses to follow request, model the appropriate
response. Then rephrase your original request. Physically
prompting will not increase the likelihood of the behavior
occurring spontaneously or generalizing outside of the prompted
setting.

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4. <u>How to Praise</u>. When children enege in social interactions with the child being mainstreamed, regardless of whether or not these interactions were prompted by the teacher, positive feedback should be provided. However, the teacher must be careful to provide this feedback at a time when it will not interrupt the interaction which is occurring. It is better to praise children for interacting after the interaction or play time is over. The teacher must be careful to be very specific regarding behaviors which are being praised. The following examples praise children for engaging in socially appropriate interactions.

a. Johnny, I really liked the way that you and Tommy played together with the cars!

b. Susie, you did such a good job of calling Sara on the phone!

c. Joey, you were such a good friend to ask Jason to play on the slide with you!

Praise which is enthusiastic and descriptive of the desired behaviors increases the likelihood of the interaction occurring again.

Least Restrictive Treatment Policy: A Five-Level System

Level	Treatment Procedure	Review / Consent
1	Changing Antecedent Events Differential Reinforcement Procedures Planned Ignoring	Written program must be included in IEP. No special consent required.
2	Response Cost Nonexclusionary Timeout Contigent Observation	Written program must be included in IEP. No special consent required.

Level	Treatment Procedure	Review / Consent
3	Positive Practice or Restitutional Overcorrection Without physical guidence	Written program must be included in IEP. No special consent required.
4	Positive Practice or Restitutional Overcorrection With physical guidence Response Cost - Sensory Deprivation Exclusionary Timeout	Written program must be included in IEP. Informed consent required by parent and program director.
5	Response Prevention Seclusion Timeout Restraint with Apparatus Application of Discomforting Stimuli Application of Aversive Stimuli	Written program must be included in IEP. Approval by Human Rights Committee

Task 4 - **Parent Preparation:** The purpose of Task 4, parent preparation, is to inform parents, both those of children with handicaps and those of children without handicaps, of the purposes and philosophy of integration, changes in the present preschool program, to answer questions, and to give parents the opportunity to become more involved in their child's program. This is accomplished by contacting parents by phone or in person to plan meetings, meeting with parents to answer all questions, reviewing IEP's for children previously enrolled in self-contained programs if needed, and for conducting joint or integrated group parent meetings in terms of completing paperwork, answering further questions, providing parents with support groups and contacts, setting up car pools, and soliciting classroom volunteers. The following presents a model which may be used to accomplish Task 4.

The need for parent preparation before mainstreaming is evident by an examination of parent concerns. Major among these concerns include:

1. **Knowledge About Mainstreaming.** The mainstreaming concerns of parents of children with and without handicaps often stem from lack of knowledge about what is meant by mainstreaming (Edgar & Davidson, 1979; Turnbull, Winton, Blacher, & Walkind, 1983). Turnbull, et al. (1983) reported that 42% of the parents of children with handicaps in their study had not heard of mainstreaming prior to being contacted to be part of a research study, while only 33% of the parents of children without handicaps had received information on mainstreaming prior to their child's

participation in a mainstreaming program. Prior to mainstreaming, 76% of parents of non-handicapped children favored placing students with mental handicaps in special, rather than regular classes. However, with their children's participation as classmates in a successful mainstreaming program, parents of children without handicaps reportedly became supportive of integration.

2. **Quality of Education.** Parents of children with handicaps report that the teacher may be too busy to provide sufficient time and attention to their children (Bloom & Garfunkel, 1981; Mlynek, Demerest & Vuoulo; 1983). Similarly, parents of children without handicaps express concerns over the quality of education their children might receive because a teacher may devote more time to meet the more demanding needs of the child with handicaps (Bloom & Garfunkel, 1981; Demerest & Vuoulo, 1983; Karnes, 1980; Turnbull & Turnbull, 1982).

3. **Support Services.** Parents of children with handicaps also report concerns that special service programs (motor, language, etc.) for their child will be reduced or eliminated by mainstreaming (Bloom & Garfunkel, 1981; Demerest & Vuoulo, 1983; Pasanella & Volkmor, 1981; Schanzer, 1981).

4. **Social Isolation.** Prior to mainstreaming, parents of children with handicaps commonly express concerns that their children will be teased by others in the class, or will be ostracized during informal class activities (Bloom & Garfunkel, 1981; Demerest & Vuoulo, 1983; Mlynek, Hannah & Hamlin, 1982; Schanzer, 1981).

5. **Grading.** The possibility of unfair grading is another reported concern of parents of children with handicaps (Mlynek, Hannah & Hamlin, 1982). Additionally, increasing numbers of children with severe handicaps are being mainstreamed into activities where grades are not typically given (e.g., recess or lunch), (Zigmond & Sansone, 1981), but in which progress must be documented.

6. **Inappropriate Models.** Parents of children without handicaps report that their children may learn inappropriate behaviors from children who have handicaps (Gresham, 1982; Cansler & Winton, 1983; Price and Weinberg, 1982). However, observations of children in mainstreamed settings indicate that children without handicaps either do not imitate less mature behaviors, or if they do, they quickly extinguish these imitations when no rewards are given for behaving inappropriately (Cansler & Winton, 1983; Price & Weinberg, 1982). With exposure to a mainstreaming program, this concern of parents diminishes (Price & Weinberg, 1982; Quintero & Striefel, 1986).

Methods for Addressing Parent Concerns About Mainstreaming

One method for addressing concerns about mainstreaming is through a better exchange of information between parents and teachers. An ongoing exchange of information between parents and schools may best be established through regular contacts such as written notes concerning the child's progress; occasional telephone calls to parents; brief photocopied materials such as happy faces or symbols indicating good or bad days; and by providing more extensive materials such as handbooks, programs or articles on current

issues in special education which seem appropriate for parental reading. Turnbull et al. (1983) report that parents prefer printed material as long as the material wa.' relevant, readable, and understandable. A needs assessment conducted by the FMS Project confirmed this preference. In response to this preference, FMS has developed parent brochures answering questions which parents most commonly ask.

Parent involvement groups are another method for communication between the teacher and parents. Group work has the advantage of providing services to a number of people at the same time, and can be informational, educational, or therapeutic. The FMS Project has successfully conducted a number of group sessions with parents.

Discussion and Recommendations

The preparation, delineation of responsibilities, and post-placement support for parents in the process of mainstreaming is a form of parent involvement which has received limited attention. However, as mainstreaming becomes more commonplace in public schools, and as parents are expected by professionals to assume active roles in their children's educations, the need arises for a systematic method of effectively preparing parents to participate in the process of mainstreaming. The existing literature on parent involvement, and the FMS preliminary attempts to standardize parent training programs that involve mainstreaming provide a framework for establish a model for parent involvement in mainstreaming. Such a model should include:

1. A method of assessing parent interests and needs prior to mainstreaming so that specific concerns can be addressed.

2. A variety of options for parent involvement with specific activities listed for teachers to use as a guide for sharing with parents.

3. An inservice training program to acquaint teachers with p·rent involvement.

4. Mainstreaming, as an ongoing process, is one in which parents are to be prepared and have specific pre- and post-placement responsibilities.

5. Parent communication systems implemented on an ongoing basis.

The Administrative Planning forms should be used to plan Task 4 activities. Written brochures and opinionnaires developed for parent preparation activities follow.

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Task 4 Materials

Parent Brochures

Parent Mainstream Opinionnaire

FACTS

ABOUT

MAINSTREAMING

Answers for Parents

of Children Without Handicaps

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VSSM

FUNCTIONAL MAINSTREAMING FOR SUCCESS
FMS PROJECT

Developmental Center for Handicapped Persons
Utah State University
Logan, UT   84322-6800
(801) 750-1981

What is Mainstreaming?

Mainstreaming is the process of serving all children, with and without handicaps, in the same setting, to the maximum extent possible. A program for children with handicaps that is separate from programs for other children is a restrictive environment. Every child has the right co be in the least restrictive environment that still meets the child's needs. For some children, the least restrictive environment is a self-contained program; for others it is not.

Does this mean that special programs will be dissolved and all children with handicaps will return to regular programs?

No. For a child with handicaps, mainstreaming may be limited to short periods of integration at play times. The remainder of the time, that child may be in a self-contained program. The decision on how much mainstreaming a child should have must be based on the child's individual needs.

Who decides when and how to mainstream a child?

Every school-age child with handicaps and many preschool children with handicaps have a child study team made up of the child's parents, the child if appropriate, teachers, principal or agency director, and specialists (speech therapists, motor specialists, etc.) This team develops the child's goals and objectives and decides if mainstreaming is appropriate. Based upon the child's social, cognitive, self-help, motor, and preacademic skills, a decision is made on whether a child would benefit from receiving services in a program alongside classmates without handicaps. These decisions are made individually for each student with handicaps, and the child's progress is reviewed periodically.

Won't my child's education suffer if the teacher has to tend a child with extra needs?

A well-planned mainstreaming program actually results in more individualized attention for all students. A teacher who learns to spot "special" needs in one child also learns to spot "special" needs of other children. By grouping children and designing individualized lessons, teachers actually can do a better job of meeting the needs and interests of all children. This has been confirmed by parents of children with handicaps in several mainstream programs, such as those in Albuquerque, New Mexico, and Madison, Wisconsin.

But will my child be safe in the same program as these children?

The idea that persons who are intellectually handicapped, or retarded, are violent and aggressive is an incorrect and unfortunate myth. There are persons with handicaps who are aggressive, just as there have always been class "bullies"; however, a child who is physically aggressive and is a danger to himself or others, should not be mainstreamed until these behaviors are under control.

PARENT MAINSTREAM OPINIONAIRE*

The following statements reflect issues that sometimes arise with mainstreaming. For each item please circle or check your opinion

ITEM	Column 1 How much do you agree or, disagree with this statement?				Column 2 Do you feel that this is a good reason for <u>not</u> main-streaming handicapped students?	
1. There is not enough time in a regular teacher's day to deal appropriately with the needs of students with handicaps in a regular classroom.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes_____	No_____
2. Once put into a mainstreaming program, students with handicaps are often not able to use the special services which were available for them before.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes_____	No_____
3. Many students without handicaps tease and make fun of the student with handicaps.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes_____	No_____
4. Regular teachers and children without handicaps often give too much help to students with handicaps and may not give them a chance to learn by themselves.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes_____	No_____
5. Mainstreamed children with handicaps can not usually use the same grading system as used for the children without handicaps.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes_____	No_____
6. Children with handicaps are not likely to make friends with nonhandicapped children in a regular school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes_____	No_____
7. Parents of children without handicaps typically do not want children with handicaps being in the same school as their children	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes_____	No_____
8. A regular school does not typically have the necessary furniture, bathroom facilities, or adaptive equipment for a child with handicaps.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes_____	No_____
9. Children without handicaps do not get an appropriate education and enough attention because the teacher will be occupied with the special needs of the child with handicaps.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes_____	No_____
10. The children without handicaps learn poor behaviors from the children with handicaps.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes_____	No_____
11. Children with handicaps may be tricked by other children into doing harmful or inappropriate activities.	Strongly Agree	Agree	Disagree	Strongly Disagree	Yes_____	No_____

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*Adapted from Parent Mainstreaming Questionnaire, Functional Mainstreaming for Success Project at Developmental Center for Handicapp' Persons, Utah State University.

. Task 5 - Peer Preparation

Peer preparation involves general awareness activities as well as child specific preparation. These acti/ities may be conducted prior to integration when non-handicapped children are recruited from a single source but most often occur within the integrated classroom itself. General awareness activities are usually conducted as simple puppet shows and class discussions (See Peer Preparation of Preschoolers in Mainstream Settings in Task 5 materials). In contrast child specific preparation involves teaching the communication systems of peers who have handicaps, discussing inappropriate, self-injurious or aggressive behaviors with the non-handicapped peers, and teaching the non-handicapped peers methods for dealing with inappropriate behavior and for increasing interaction. The purpose of peer preparation is to gain the support of the non-handicapped children in the mainstream classroom. Their help is essential to make the classroom environment one of acceptance which is necessary for successful mainstreaming to occur.

The four steps in planning general peer preparation activities are:

1. Deciding on the objectives of your preparation program. We have found that there are at least three general areas which should be addressed in any preparation program.

    a. Providing information about handicapping conditions.

    b. Modeling accepting attitudes towards persons with handicaps.

    c. Teaching appropriate ways of interacting with children with handicaps.

2. Selecting activities to meet these objectives.

3. Evaluating the impact of your activities.

4. Encouraging others to become involved in preparation.

Ideally activities should begin before a child with handicaps is mainstreamed into the classroom, and should continue as an ongoing process through the year. However, most preparation activities take place after mainstreaming has begun. The Administrative Planning Forms should be used to plan peer preparation activities and timelines, and Task 5 materials specifically address the preparation of preschoolers in mainstream settings.

The classroom teacher usually coordinates the peer preparation program. However, all staff should be familiar with ways of prompting positive attitudes and behaviors with children in the mainstream classroom since s/he will be involved in the process (see Task 3, Teacher Guidelines for Prompting and Praising). Preparation activities are also a great way for other people to become involved. Parents of both children with and without handicaps could be used in this manner. So could other classroom volunteers or even older peers.

The following activities can be conducted for peer preparation:

1. Puppet shows are an effective way to introduce information on handicapping conditions and to demonstrate appropriate attitudes and behaviors toward children who are handicapped.

2. An individual differences class unit is a method which presents handicapping conditions as another way of being different; i.e., we all have our differences which make us all special.

3. Group discussions create a format which is useful when questions arise and when child-specific information needs explanation.

4. Children's books, chosen carefully, provide additional information on handicapping conditions and demonstrate appropriate behaviors for interacting with children who have handicaps. Many excellent books are available from libraries and other agencies (A brief list is included later in this section).

5. Roleplaying is an activity which teaches children specifically how to interact with a classmate who has handicaps.

6. Promoting and praising of interactions is an important method to increase and maintain social interaction between children with and without handicaps.

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Task 5 Materials

PEER PREPARATION ACTIVITIES

Peer Preparation of Preschoolers in

Mainstream Settings

Nelke, C., Quintero, M., Killoran, J.
Allred, J., & Striefel, S.

Peer Preparation of Preschoolers in

Mainstream Settings

Purpose: The purpose of peer preparation is to gain the support of
nonhandicapped children in the mainstream classrooms. Their help is
essential to make the classroom environment one of acceptance which is
necessary for successful mainstreaming to occur.

Goals: The goals of peer preparation are:

1. To provide general information about handicapping conditions.

2. To model positive attitudes and behaviors towards children with
handicaps.

3. To teach appropriate ways of interacting with children who are
handicapped.

When Should Peer Preparation Occur?

When a child is transitioning to a new classroom, preparation
activities should begin before the child with handicaps is mainstreamed into
the classroom, and should continue as an ongoing process throughout the
year. Most preparation activities take place after mainstreaming has begun.
In an integrated classroom, activities should begin as soon as children with
and without handicaps are placed together in the class. Activities should
continue as an on-going process throughout the year.

Who Should Conduct Peer Preparation?

The classroom teacher usually coordinates the peer preparation program.
However, all staff should be familiar with ways of promoting positive
attitudes and behaviors with children in the mainstream classroom since all
will be involved in the process. Preparation activities are also a great

way for other people to become involved. For example, parents of children both with and without handicaps, other classroom volunteers, and even older peers can be used to enhance peer preparation activities and peer interaction.

What Activities Can Be Conducted for Peer Preparation?

1. Puppet shows are an effective way to introduce information on handicapping conditions and to demonstrate appropriate attitudes and behaviors towards children who are handicapped. A sample skit developed by the FMS Project is included in this manual.

2. Individual differences class unit is a method which presents handicapping conditions as another way of being different; i.e., we all have our differences which make us all special. Examples of activities that can be part of such a unit are included in this manual.

3. Group discussions create a format which is useful when questions arise and when child-specific information needs explanation. A list of specific topics that may be discussed, and points to emphasize for each is provided in this manual.

4. Children's books, chosen carefully, provide additional information on handicapping conditions and demonstrate appropriate behaviors for interacting with children who have handicaps. Many excellent books are available from libraries and other agencies. A brief list of books which can help start a resource file is included in this manual.

5. Roleplaying is an activity which teaches children specifically how to interact with a classmate who has handicaps. Brief scenarios for learning specific behaviors are provided in this manual.

6. Prompting and praising of interactions is an important method to
increase and maintain social interaction between children with and
without handicaps. Different kinds of prompts and the methods of using
them are discussed in this manual.

How To Develop and Implement a Peer Preparation Program

There are six steps for developing and implementing a peer preparation
program.

1. Decide on the objectives of your preparation program. (For example,
providing information about handicapping conditions generally, or
providing information on a particular handicap; modeling accepting
behaviors towards persons with handicaps, etc.).

2. Select activities to meet these objectives.

3. Train people to carry out these activities and practice the
presentations.

4. Conduct activities on an on-going basis throughout the school year.

5. Evaluate the impact of your activities. (For example, observe the
number of social interactions between children with and without
handicaps, ask children about their reactions to the preparation
activities, and assess children's attitudes about handicapping
conditions).

6. Encourage others to become involved in the preparation program.

Instructions for Activity 1 - Puppet Shows

Nelke, C., Quintero, M., & Striefel, S.

Materials Needed: A puppet show script, table for the stage, required
number of puppets, adults to act as puppeteers.

Time for Administration:

Puppet show skit	10 minutes
Questions and discussion	10 minutes
Total:	20 minutes

Target Audience: At the preschool level, a puppet show presentation is more
effective with a smaller group of children.   An audience of less than 20
provides more opportunities for participation by all children by allowing
more discussion and individual questions. With young audiences it is
helpful to repeat the puppet show over several consecutive weeks to aid the
children's understanding of the concepts.

General Description: Puppet shows are an excellent method for presenting
basic introductory concepts about handicapping conditions, as shown in the
following script. A variety of scripts can be easily developed for
different and specific situations such as explaining the concept of
mainstreaming, demonstrating how to welcome a child with handicaps into the
classroom, and showing ways to play with a child who has handicaps.

    Another advantage of the puppet show is its easy administration. Set-
up simply includes a table as the stage with the puppeteers behind the table
an the puppets on the table facing the audience.

Sample Script:

                    About Handicaps: A Puppet Show
              Developed by the FMS Project for Peer Preparation
                          Ages 3 - 6 Years

Melody: Hi Boys and Girls! My name is Melody.   It sure is fun being here
          today!   I want you to meet my new friend, Mark.

Mark: (Waving) Hi Melody! Hi Boys and Girls!

Melody: As you can see, Mark looks kind of different.   That's because Mark
          has a handicap (stated matter-of-factly).

Mark: Having a handicap means that part of my body doesn't work right.
           (Turn towards audience) Boys and Girls, what is a handicap?

Melody: (With audience) A handicap is when part of the body doesn't work
           right.

Mark: The handicap I have makes me look a little different than other
           children.

Melody: Is yours the only kind of handicap?

Mark: No, there are many kinds of handicaps. Some children who have
           handicaps are not able to see.

Melody: You mean they can't see?

Mark: Yes, and some children can't walk.

Melody: You mean they use a wheelchair?

Mark: They might. Some other handicaps make it hard to hear or hard to
           do things fast.

Melody: Does that mean its hard to do things in school?

Mark: It might make school harder, but children who have handicaps can
           still go to school.

Melody: If children who have handicaps go to school, it must mean that
           having a handicap isn't like being sick.

Mark: Having a handicap isn't like being sick at all.

Melody: Really?

Mark: When a person is sick, they catch it, are sick for a while, then
           they get over it.

Melody: Right.

Mark: And when a person has a handicap, usually they are born with it,
           and they always have a handicap. Boys and girls, is a handicap
           like being sick?

Melody: (With audience) No! (alone) Then you can't catch a handicap!
           That's good to know. That means you and I can play! Would you
           like to play with me, Mark?

Mark: I sure would! Children who have handicaps like to play just like you do. I like to play with balls and puzzles, and I like to take walks and sing and build with blocks. We sure could have a lot of fun together.

Melody: We sure could!

Mark: Boys and Girls, can children who have handicaps and children like you have fun playing together?

Melody: (With audience) Yes! (alone) Mark, I have been asking you a lot of questions about handicaps, is that okay?

Mark: Sure it is, I like helping you learn about handicaps, Melody. (Turn to audience.) Boys and Girls, I want you to learn about handicaps too! Boys and Girls, if someone can't walk because of a handicap, can you catch that?

Melody: (With audience) No!

Mark: Boys and Girls, if someone is blind and can't see because of a handicap, can you catch that?

Melody: (With audience) No!

Mark: If someone can't talk very well because they have a handicap, can you catch that?

Melody: (With audience) No!

Mark: Boys and Girls, is it okay to ask someone about their handicap?

Melody: (With audience) Yes!

Mark: Can you play with someone who has a handicap?

Melody: (With audience) Yes!

Mark: Do children who have handicaps like to play some of the same things you do?

Melody: (With audience) Yes!

Mark: Can children who have handicaps be your friends?

Melody: Yes (Alone) Just like Mark and I are friends.

Mark: We are friends, Melody. (To audience) Boys and Girls, can you
          think of any questions about handicaps you would like to ask me?
          (Give children a chance to ask questions). If you have other
          questions, ask your teacher! Thanks for learning about handicaps,
          Boys and Girls.

Melody and Mark: Bye! Bye!

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Goal 3
FMS Peer Prep Manual
Appendix 4
Draft 1
February 4, 1987

Instructions for Activity 4:   Recommended Books

Materials Needed:

An appropriate book chosen from the following list or at the teacher's discretion.

Time allowance:

Story reading time – 10 minutes
Time alloted for discussion, if necessary – 10 minutes
Total: 20 minutes

General Description:

Books can provide useful information about children who have handicaps. Books can be easily implemented within the daily curriculum of the classroom, are typically a high-interest level activity and are instructional. Although there are a large number of books available which have characters who have handicaps, books must be carefully selected for their appropriateness. The following books have been reviewed by project staff and accurately present information about handicapping conditions.

Recommended Books:

Brightman, A. (1976). Like Me. The color photographs in this book realistically illustrate children who have mental retardation. The text deals with and defines the word retarded, and stresses the similarities between all children.

Fanshawe, E. (1977). Rachel. This book shows a day in the life of a young girl who uses a wheelchair. Rachel, though she has a handicap, goes through her day just like everyone else.

Fassler, J. (1975). Howie Helps Himself. The pictures in this book naturally depict a boy who uses a wheelchair. The book's theme is the importance of trying hard to do things for yourself.

Mack, N. (1976). Tracy. This simple book demonstrates how a young girl who has cerebral palsy gets around in her wheelchair.

Nadas, B. (1975). Danny's Song. The child in this story has an orthopedic impairment. The book illustrates that children who have handicaps have the same feelings that nonhandicapped children feel. Children with handicaps can have their feelings hurt, too, but they also can do a lot.

Simon, N. (1976). <u>Why Am I Different?</u> Although this book doesn't specifically deal with children who have handicaps, it is excellent in explaining individual differences. The story talks about how children are the same and how they are different, and how special our differences are.

Task 6 - Child Identification and Recruitment

Child identification and recruitment is a two part process which involves both the identification of students with handicaps for placement in integrated classrooms and the recruitment of students without handicaps. Identification of students with handicaps follows the traditional agency referral process, includes the identification of child deficits and strengths through assessment both formal and informal, and concludes with the determination of eligibility for acceptance into the program or for referral to other agencies programs as appropriate. Child identification of students with handicaps is conducted with all students enrolled in the program, as well as with new children referred for services.

The recruitment of students without handicaps is based on the program policy which has been determined in Task 1, administrative decision making. It includes methods of recruitment such as newspaper ads, radio announcements, word-of-mouth and flyers. It incorporates screening non-handicapped students for unidentified deficits (i.e., Brigance), selecting students who have been screened for immediate enrollment, and the establishment of waiting lists. As non-handicapped children are identified as being eligible for the program, parent preparation activities are also initiated. Task 6 activities also include the determination of tuition costs for children who are not handicapped, whether tuition costs will be based on sliding scales or set fees, the investigation of any available subsidies for children who are not handicapped, the establishment of fee payment schedules, and the development of action plans which will be

necessary in cases of non-payment of fees. Task 6 activities are
accomplished via the Administrative Planning Forms.

Task 7 - IEP Decision-Making Process: During the IEP decision making process it is decided whether or not children will be placed in a totally integrated (total reverse mainstreaming) classroom or in a class where partial mainstreaming activities are conducted. The IEP decision making process incorporates the traditional eligibility criteria of the program, is based on the identification of child strengths, deficits, and training needs through ongoing assessment, and evaluates the child's ability to follow one step commands and whether aggressive and self-injurious behaviors are under verbal stimulus control for total mainstreaming placement. Based on the Eligibility Criteria Checklist (Figure 8), decisions are made on whether a child is appropriate for placement in the totally mainstreamed class or if the children will participate in a partial mainstreaming class. Once the placement of a child has been determined the formal IEP is developed by the Child Study Team.

Figure 8 - Eligibility Criteria Checklist

Eligibility Criteria Checklist

The following criteria should be evaluated when considering whether a child should be placed in a total vs. partial mainstream placement. For any item which a child does not meet the criteria, the child study team must decide whether or not the lack of said criteria is sufficient to preclude a total mainstream placement. Criteria 3 through 6 are those which have been identified as most critical to be demonstrated by a child for total mainstream placement.

Criteria	YES	NO
1. Child is three years of age		
2. Child meets state/agency eligibility criteria:		
a. Assessment		
b. Funding		
3. Parents provide informed consent for mainstreaming		
4. Child follows one step commands (i.e., points, touches)		
5. Child is under verbal stimulus control for disruptive behavior		
6. Child is under verbal stimulus control for aggressive and/or self abusive behaviors		
7. Child attends to task for ten minutes in large group instruction		

The Child Study Team includes parents, the program administrator, teacher, and all related service personnel which will be providing or planning interventions for the child. Upon the development of goals and objectives, the training intensity for each goal and objective (i.e., large group, small group, microsessions) is determined. Peer interaction systems (whether informal or a systematic buddy system), are also determined during this step of the IEP process. For children whose placements have been determined to be most appropriate as partial mainstream placements, options for partial mainstreaming are determined for each goal which is established by using the FMS Options for Mainstreaming Guidelines (Figure 9). These options include mainstreaming into the integrated classroom for social and instructional activities, and the use of peer interaction systems (discussed in Task 8) such as buddy and/or tutoring programs for both instructional and social skill acquisition in the partial reverse mainstreaming class. The IEP decision-making process concludes with the identification of the responsibilities of each member of the child's study team, assurances that the IEP is in compliance with all IEP guidelines, and establishment of dates for the initiation of services. The IEP Decision-Making Flow Chart (Figures 10-13) is used in Task 7.

Figure 9 - Options for Mainstreaming

Options for Mainstreaming

Option 1: Reverse Mainstreaming

Option 2: Low Demand Activities

Option 3: Intermediate Demand Activities

Option 4: High Demand Activities

Figure 10
Flowchart 1

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Flowchart for Conduct of IEP Meeting

Greet and
introduce everyone

↓

State purpose
of meeting

↓

Briefly summarize
child's
current program

↓

Select one area:
behavior/social
self-help, communication
academics, motor

↓

Discuss child's
progress, test results, and   ····· MESA
program in that area   conducted by
                                   Special
                                   Educator

↓

Decide child's needs
in that area

↓

Go to
Flowchart 2
of I.E.P.
Meeting

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Figure 11
Flowchart 2

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Start 2
(I.E.P.)

Can needs be met in a less restrictive education placement setting

NO → Go to Flowchart 4 of I.E.P. Meeting

YES

Decide which of the potential settings are appropriate, (school, classroom, teacher)

Collect CEO, give potential receiving teachers the Child Profile and have them complete the MESA

Decide which teacher

Conduct teacher/peer preparation

Identify child skills for placement

Develop I.E.P. goals and objectives for mainstream setting

→ Go to Flowchart 3 of I.E.P Meeting

Figure 12
Flowchart 3

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Start 3
(I.E.P.)

Decide how monitered,
by whom, how frequently,
when it will be reviewed

Have all
deficit areas been
addressed — NO

YES

Do
goals include
skills needed for future
placement — NO → Do so

YES

Any
concerns
or questions by any
team member — YES → Go to
Flowchart 1,
"Discuss child's
progress, etc."

NO

NO — Any other
areas to be
discussed? — YES → Go to
Flowchart 1,
"Select next
area"

Finalize the
written I.E.P → Assure all members
know how to contact
each other → Close
Meeting

Figure 13
Flowchart 4

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Figure 13
Flowchart 4

Start 4 (I.E.P.)

Can the need be met using Option 4 in the current placement — YES
NO

Can the need be met using Option 3 in the current placement — YES
NO

Can the need be met using Option 2 in the current placement — YES
NO

Can the need be met using Option 1 in the current placement — YES
NO

Develop I.E.P. goal(s) for the specific need

Where

Go to Flowchart 3, "How program will be monitered"

Go to Flowchart 2, "Decide which teacher"

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TASK 7 MATERIALS

Options for Mainstreaming

Guidelines for Selecting Options

Eligibility Criteria Checklist

The following criteria should be evaluated when considering whether a child should be placed in a total vs. partial mainstream placement. For any item which a child does not meet the criteria, the child study team must decide whether or not the lack of said criteria is sufficient to preclude a total mainstream placement. Criteria 3 through 6 are those which have been identified as most critical to be demonstrated by a child for total mainstream placement.

Criteria	YES	NO
1. Child is three years of age		
2. Child meets state/agency eligibility criteria;		
a. Assessment		
b. Funding		
3. Parents provide informed consent for mainstreaming		
4. Child follows one step commands (i.e., points, touches)		
5. Child is under verbal stimulus control for disruptive behavior		
6. Child is under verbal stimulas control for aggressive and/or self abusive behaviors		
7. Child attends to task for ten minutes in large group instruction		

Options for Mainstreaming

Option 1: Reverse Mainstreaming

Option 2: Low Demand Activities

Option 3: Intermediate Demand Activities

Option 4: High Demand Activities

FMS/VSSM Projects
Utah State University

Guidesheet for Deciding on Options for Mainstreaming: Sample Points to Consider

Striefel, S., Quintero, M., Allred, J., & Killoran, J.

Option One: Reverse Mainstreaming Within Special Education Class

- Is target child responsive to others (e.g. smiles, eye contact, verbal, etc.?)

- Is target child under behavioral control (no aggression, self-stimulatory behavior, inappropriate touching, etc.?)

- Can buddies / tutors be avaiable on a regular basis?

Option Two: Low Structure Activities (e.g., hall transitions, bus, lunch)

-Does target child exhibit unacceptable behaviors for Level Two setting (e.g., unappetizing eating habits, aggression, running away?)

-Does target child have medical / physical limitations that preclude Level Two mainstreaming (e.g. fragile bone structure?)

- Is target child under adult verbal / gestural control?

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Option Three: Intermediate Structure Activities (e.g, music show-and-tell)

-Can target child exhibit task-related behavior during the activity (although child may not be as skilled as nonhandicapped peer)?

-Can target child remain nondisruptive for the required time (occasional verbal prompts may be neccessary)?

Option Four: High Structure Activities (e.g., Academics)

-Does target child perform within the range of skills demonstrated by same-age peers, on specific academic areas (e.g., math, spelling, or reading, etc.)?

-Can peer tutor/buddy be assigned to assist child if needed?

-Is target child sufficiently skilled in group attending to be nondisruptive during independent and group work, and at transition times?

The Mainstream IEP

Striefel, S., Quintero, M., Allred, J., & Killoran, J.

Question One: What option of mainstreaming is appropriate for the student?

Question Two: If the student is not deemed appropriate for full-time mainstreaming in a regular classroom, what must be done to place the student at the next least restrictive level?

Question Three: What is the purpose underlying each activity?

Question Four: What preparation is needed for integration at the option(s) identified?

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Task 8 - Implementation: The purpose of Task 8 is to implement the interventions which have been identified as appropriate for meeting each child's needs. There are five phases in Task 8. These phases are:

1. Planning

2. Functional Grouping of Students

3. Scheduling

4. Developing Peer Interaction Systems

5. Implementation

Phase One: Planning

The first phase in the implementation task is the selection of a core curriculum and development of weekly lesson plans by the child study team based on this curriculum.

Select or develop a core curriculum. This curriculum should be based on an age-appropriate sequence of developmental goals and be based on weekly themes. Many excellent program ideas are available commercially, and modifications to meet specific needs can be adapted for specific children.

Weekly lesson plans. Weekly lesson plans are based on these theme concepts. Weekly lesson plans are individualized by the child's study team in one of two ways. For children who are nonhandicapped it is individualized according to the curriculum based assessment which has been conducted on that child. For children with handicaps the weekly lesson plans are individualized to provide training and intervention in the IEP goals and objectives which have been established for that particular child.

The FMS Lesson Planning Forms are comprised of three components: the Weekly Lesson Summary, Individualization Summary, and the Small Group Language Motor Activity Sheet (examples and blank forms are included herein.

The **Weekly Lesson Summary** (Figure 14) is used to plan weekly theme activities for: a) opening circle and "table" activities, b) small group language activities, and c) learning centers. Learning centers incorporate instruction in social skills, daily living skills, fine and gross motor skills, and cognitive skills as well as additional language intervention. Learning centers use large and small group individualized instruction.

Figure 14 — The Weekly Lesson Summary

The **Individualization Summary** (Figure 15) allows the child study team
to prioritize IEP objectives as maintenance, current, or generalization
objectives; identify data collection methods and number of trials data will
be collected; and identify any curricula modification and materials needed
for each child in the class.

Figure 15 — Individualization Summary

Individualization Summary

| Classroom: | | Reporting Therapist: | | | |
| Date: ___ To ___ | | Receiving Teacher: | | | |

Child	Objective	Data Points	*M C G	#Trials/ Frequency	Available Materials
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

*M = Maintenance   C = Current Goal   G = Generalization

The **Small Group Language and Motor Activity Sheets** (Figure 16 a & b)
may be used by consultants to provide suggestions to classroom staff for
incidental training throughout the day.

Figure 16a

```
┌─────────────────────────────────────────┐
│       Suggested Goals for Small Group     │
│            Language Activities            │
└─────────────────────────────────────────┘
```

Classroom:_____ Reporting Therapist: _____

Date:_____ To_____ Receiving Teacher:_____

_____
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┌─────────────┐
│ Comments: │
└─────────────┘

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Figure 16b

The lesson planning forms (included in Task 8 materials with data sheets) are completed by the classroom team weekly, for implementation the following week. The planning process intails approximately one and a half hours per week and should be planned into, rather than added to, staff workloads. By maintaining a master file of lesson plans, planning activities are enhanced.

Phase Two: Functional Grouping of Students for Effective Instruction

The FMS model uses various groupings for training students who have handicaps within the integrated classroom described previously. Learning takes place in both large and small groups. General concepts and classwork organizational and social activities are usually presented in large groups. Small groups are used to facilitate specific skill development and acquisition. If a child does not progress adequately in a particular skill area in group instruction, the child is moved to one-to-one instruction in that one skill area, while remaining mainstreamed in other skill areas where progress is occurring. Basically four instructional groupings are used:

1. Large Group Instruction

2. Small Group Instruction

3. Microsessions

4. Incidental Teaching

Large group instruction. In large group instruction, all children work on similar activities using similar materials and methods within the group. Examples include opening circle when calendar, names, and other general concepts are taught. Children with handicaps may be taught incidentally and through direct instruction. However, instruction for children who have handicaps is individualized as needed within the large group. Data are collected through unobtrusive tests and probes, usually on a weekly basis. Large group instruction is usually used for opening circle, sharing, social time, snack and gross motor development.

Small group instruction. Children with handicaps are taught specific skills identified on their IEP in integrated individualized small groups of 2 to 6, in which nonhandicapped children also share learning experiences appropriate for their skill levels. Occasionally, limited discrete trial training is utilized for children with handicaps within the group. Data are collected on a regular basis, by rotating the children on whom data are collected from day to day. Fewer trials are sampled than during one-to-one instruction, but enough information is still provided to make decisions on child progress. Skills taught in small groups include cognitive, fine motor, receptive and expressive language, pre-academic, social, and self-help skills.

Microsessions or one-to-one instruction. Microsessions are used for children who make insufficient progress on IEP goals and objectives in large or small groups; when a child's skill deficit is so severe that there is no other child with whom he/she may be grouped; or when therapy may be embarrassing or intrusive if delivered in a group setting (e.g. toileting). During one-to-one instruction, programming usually follows a discrete trial training format utilizing specific stimuli, requiring specific child responses, consequating behaviors with reinforcement and correction procedures, and monitoring continuous child progress. Microsessions incorporate the behavioral teaching techniques which have been previously described under Task 2, Modification of Service Delivery Systems. Programs format sheets for developing microsessions and data collection can be found herein.

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Incidental teaching. Incidental teaching refers to the teaching of skills to the child during the times of the day when that skill naturally occurs. Since incidental teaching utilizes materials naturally occurring in the environment, and as much as possible relies upon naturally occurring reinforcement, it has been found highly successful to teach various skills to preschool children. Incidental teaching uses the prompting and praising techniques presented earlier.

Developing Effective Groups

The following five guidelines have been used successfully by the classrooms implementing the FMS model to develop effective functional grouping in integrated preschools.

1. Assess All Children
2. Review/Establish IEPs
3. Survey Skills of Non-handicapped Students
4. Plan Integrated Groups
5. Structure Microsessions

Assess all children. Children with handicaps usually have been assessed on developmental or psycho-educational batteries. If a child has not been assessed, it is recommended t at a criterion-referenced test, such as the Brigance Diagnostic Inventory of Early Development (Brigance, 1978) be used as a general skills assessment. Children without handicaps should be similarly assessed, particularly in programs in which the nonhandicapped students are widely diverse in ages and skill levels. This assessment information is then used for IEP development and program planning.

Review or establish existing individual education programs for students with handicaps. The individual objectives for each student should be listed and prioritized. It is critical to prioritize objectives to assure that a realistic number of skills can be addressed. The prioritized objectives for each child with handicaps must be coded as (L), able to be addressed in a large group (7-16) with incidental teaching and probe data; (S), not able to be addressed with sufficient intensity in a large group, but able to be addressed in small groups (2-6) and monitored with regular but flexible data collection; or (O), critical deficit area which demands one-to-one, discrete trial-training (microsessions). All objectives, whether coded large groups (L), small groups (S), or one-to-one (O), are individualized for student training. This coding is usually accomplished during IEP decision making.

Survey the skills of non-handicapped students. The skill needs of nonhandicapped students should be clustered by areas to allow effective grouping (i.e., alphabet, numbers, etc.). Individual need areas should also be identified for each child, so that the skill can be addressed within small groups. In the FMS classes, children without handicaps are not removed from groups for one-to-one sessions, since these sessions are reserved for children with severe learning deficits within groups. However, a program could and should do so, if funding permits.

Plan integrated groups. It is important that groups be composed of both children with and without handicaps. Children within a group need not all be at the same skill or need level for a group to be successful (Johnson & Johnson, 1981). A child who is matching alphabet letters can be grouped

with children who are learning to identify letters, and on that child's turn
he or she can be taught matching instead of letter recognition. Groups are
planned by grouping students whose IEP goals and objectives are similar with
the students who have been surveyed and grouped in Step 3.

Structure microsessions (one-to-one). Objectives marked "O" must be
addressed by individual trainers working with individual children. These
sessions, which are usually no longer than 10 minutes in length, should be
planned for times when the target child is not scheduled to participate in a
large or small group activity in which other priority objectives are being
addressed. Aides, volunteers, tutors, and/or parents will need to be
trained by the teacher or another specialist (consultant), to conduct these
sessions and collect data. Additionally, these sessions must be monitored
at least once per week by a qualified professional. The FMS model utilizes
a consultant-based system to provide related services to children who have
handicaps (Striefel & Cadez, 1983). In this consultant model, the therapist
(i.e., speech & language pathologist, physical therapist, occupational
therapist) assesses the child who has been referred, develops goals and
objectives for that child, provides the teacher with written programs and
activities to remediate the deficits, trains a teacher or paraprofessional
to implement that activity or program, and monitors the child's progress
periodically throughout training. Microsessions are developed on program
format sheets (included) and must include: a) specific stimuli, b)
specified child response, and c) reinforcement and correction procedures and
daily progress monitoring.

Phase Three: Scheduling

The third phase in implementation is the scheduling of interventions by the child study team. This includes who will be the implementor, and whether the intervention will be provided through a consultant model or through a direct service model. The frequency or how often interventions will be provided, as well as the intensity at which that intervention will be conducted are also planned on the Lesson Planning Forms.

Organizing the daily schedule. After identifying the general groups that are needed in order to address children's needs, the day's schedule should be planned to accommodate various learning centers. The FMS model includes at least two periods each day where 2 to 3 learning centers (small groups) are planned. Children rotate from one group to another at 15-minute intervals. Fifteen minutes was selected because that is often the optimum attention span for young children. The groups typically address different skills (e.g., one may be cognitive matching skills, another may be a fine motor art activity, and another may be role-playing social skills). Teachers report that the variety of groups allows them to address many different skill areas every day. Also, the make-up of the groups can be recombined for different activities. Scheduling is accomplished via the Lesson Planning Forms.

Phase Four: Peer Interaction Systems

A major premise for mainstreaming children who are handicapped into the regular school environment is to prepare them as much as possible for independent functioning; presently, as well as in the future (Striefel,

Killoran, & Quintero, 1984). Mainstreaming is an ongoing process that should prepare children, with and without handicaps, to interact to the maximum extent possible in normal settings. Mainstreaming should be the preparation phase for later transitioning from the school into the community for independent living and/or competitive employment (Adams, Striefel, Frede, Quintero, & Killoran, 1985). Since successful functioning in school and the community rely heavily on social interaction skills, mainstreaming must promote positive interactions between children. These interactions must be planned and systematic since spontaneous interactions that do occur between children who have handicaps and those that don't are generally infrequent and negative in nature (Gresham, 1981), and may actually foster negative attitudes towards individuals with moderate and severe handicaps (Mott, Striefel, & Quintero, 1986). Unfortunately, most mainstreaming efforts have fallen short in using planned systematic decision making during the mainstreaming process to enforce interaction (Taylor, 1982).

Peer interaction systems are promising methods for enhancing positive interactions since children with handicaps often have difficulty developing social relations with peers (Walker, 1983). With systematic planning and implementation, a peer interaction system may foster positive attitudes and develop friendships, increase academic skills in both students, and reduce the demands upon the teacher to provide one-to-one instruction (Striefel & Killoran, 1984a; 1984b).

The FMS project has relied on the use of two differing peer interaction systems in its model: buddies and tutors. Buddies refer to children who

are helpers and assist their peers who are handicapped. In contrast, tutors are used as instructional agents. We have found that buddies rather than tutors, are most often used in the preschool setting.

Peer tutoring. Simply stated, peer tutoring is the provision of instruction by a fellow student. To be effective, peer tutoring systems should: (1) be cost effective, ultimately saving time for the teacher and allowing the teacher to spend more time with individual or smaller groups of children, (2) increase the skills of both the tutor and the learner, and (3) enhance the social interactions of students. The FMS peer tutoring system is included in this section's materials and provides specific instructions for implementing a peer tutor system.

In this program, peer tutors assume the role of teacher or supervisor. The tutor's role is structured with specific skills being taught to the tutor in a directed manner. The system is designed to introduce effective strategies for designing and implementing a systematic peer tutoring system. The procedures are particularly suitable for use in mainstreaming activities and to increase social interaction between students. Whereas, most peer tutoring systems address training students with mild and moderate handicaps in academic skills such as reading or math, this is a generic system which may be used to tutor students with severe and multiple handicaps in a variety of self-help and basic skills.

Peer buddies. A buddy is a child who accompanies and/or guides another child (called a companion in this program), in nonacademic and unstructured

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activities. A buddy is an equal and a friend, but if a potentially harmful situation arises or if the companion assigned to the buddy engages in inappropriate behavior, a buddy must be able to exert authority or control of the situation, or access a readily available adult. Buddies can be used for any activity at any time if needed, when the product of that activity is not being used to evaluate a student's academic performance. Examples of possible activities to use buddies could include:

Lunch	Recess
Assembly	Putting on coats and shoes
Going to class, bus, etc.	Library time
Group art	Field trips
Music	

The decision to use buddies must be dictated by the need to do so. Merely having a child with handicaps integrated does not necessitate buddies. Also, the use of buddies does not eliminate the need for careful preparation for mainstreaming. Basically, buddies are used to increase the number and level of social interactions between handicapped and nonhandicapped children. Specific guildelines for implementing a buddy system appear in the materials that follow.

Phase Five: Implementating Intervention

The final phase under Task 8, Implementation, is the actual initiation of interventions. This refers to the implementation of instructional and social interventions, the recording of daily and weekly progress monitoring

data, and decisions to reprogram based on mastery of identified goals and

objectives or lack of progress in existing programs.

Task 8 Materials

Lesson Planning Forms

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Task 8 Materials

Program Format Sheets

Task 8 Materials

Peer Interaction Systems

| Classroom: | TMP III | | Date: | June 23 | To: | June 27 |
| Teacher: | B. Sexton | | Theme: | TRANSPORTATION | | |

Weekly Lesson Summary

Table Activity

		Time
M.	Learning games	
T.	books & puzzles	12:30
W.	daily living activitie:	
Th.	clay & chalkboard	
F.	fine motor games	

Opening Circle (lg. group)

		Time
M.	greeting - roll	
T.	class helpers	12:50
W.	calendar	
Th.	days of week	
F.	weather chart	

Small Language Group
(theme and Developmental Goals)

Group One

		Time
M.	transportation ID	
T.	categorize types	1:45
W.	field trip	
Th.	parts & whole	
F.	Who drives what?	

Group Two

		Time
M.	vacation - where &what?	
T.	DATA	1:45
W.	field trip	
Th.	DATA	
F.	environmental sounds	

Learning Centers

Social Skills

		Time
M.	Let's Be Friends	
T.	" " "	1:00
W.	—	
Th.	Game : Touch & Tell	
F.	" " "	

Daily Living

		Time
M.	—	
T.	—	1:00
W.	BZST data	
Th.	—	
F.	POURING/SPREADING WITH KNIFE	

Fine Motor (Theme) Small Group Data

Time 1:00

M. mosaic train
T. styrofoam boats
W. color & cut car
Th. airplane & parachute
F. space helmets/space paper

Dramatic Play

Time 1:00

M. ——
T. ——
W. ——
Th. ——
F. Dress-up space suits & helmets

Language (Small Group Data)

Time 1:00

M. Small Lang. Group II
T. data
W. ——
Th. data
F. ——

Cognitive (Small Group Data)

Time 1:00

M. DATA- colors, color train
T. WORKSHEET-Big Truck, Little Truck
W. DATA airplane count
Th. CHART ONE, TWO, THREE, FOUR WHEELS
F. MISC. DATA/Paint wagons and wheels

Gross Motor (Theme) Large Group PE

Time 2:00

M. gym   Stop & Go
T. playground - pools
W. no gym - field trip
Th. gym - parachute
F. playground - tricycle

Closing Circle (Large Group)

Time 2:40

M. Train ride   -chairs
T. share & tell
W. field trip
Th. story: "Septimus Bean..."
F. trip into Space

* singing time everyday

Individualization Summary

Classroom: _Mainstream P.Y_	Reporting Therapist: _Sue Olsen_
Date: _June 23_ To _June 27_	Receiving Teacher: _Sue Olsen_

Child	Objective	Data Point	M C G	# Trials/ Frequency	Available Materials
1. _John_	Colors (say)	_on own 4/1_ _5 ..._	m	x'	color trains
	Cutting	designs	c	x'	
2. _Amy_	Colors (say)	_all 4/ or_ _5/ or._	c	x1	color train
	Cutting	straight lines	C	x3	
3. _Sherry_	Number Id.	10-15 (easy)	c	x1	airplane count
	Obj. Count	1-15	m	x.	
	Cutting	figures	m	x'	
4. _Sean_	Number Id.	10-15 (easy)	c	x1	airplane coun-
	Obj. Counting	1-15	c	x1	"
	Rote Counting	1-20	c	x1	"
5. _Bret_	colors (point)	red blue gr- _purple_	c	x1	color train
	Cutting	hole cut, manipula- _paper_		x3	
6. _Marci_	Numbers Id	1-5 (easy)	c	x1	airplane coun- _"_
	Obj. count	1-5	c	x1	
	Cutting	shapes	c	x'	
	...	...	m	x'	
7.					
8.					

M = Maintenance   C = Current Goal   G = Generalization

Individualization Summary

Classroom: CHIPP (Mainstreaming)   Reporting Therapist: Anne Elsweiler

Date: 2/23/87   To 2/27/87   Receiving Teacher: Sue Olsen

Child	Objective	Data Point	*M C G	# Trials/ Frequency	Available Materials
1. John	Negatives embedded in a sent	See Data.	C	8-10 TTh	Noun- verb action pictures
2. Amy	Interrogative reversals of copula "is" verb	" "	C	8-10 TTh	Noun-verb action pictures
3. Sherry	Abstract functions	" "	C	8-10 TTh	Questions attached to data sheet
4. Seth	Abstract functions	" "	C	8-10 TTh	Questions attached to data sheet
5. Brett	Qualitative Concepts	" "	C	8-10 TTh	Opposite pictures
6. Marci	Artic /k,g/ (Microsession)	No language goals			
7. Marge	No language goals				
8.					

☀ = Maintenance   C = Current Goal   ᷉ = Generalization

Suggested Goals for Small Group Language Activities

Classroom: CHIPP (Mainstreaming)   Reporting Therapist: Anne Elsweiler

Date: 2/23/87   To 2/27/87   Receiving Teacher: _____

Theme: Transportation

① Parts To Whole: Let's have the children identify parts of the vehicles, i.e., steering wheel, tire, light, seats, door of car, etc. Use Peabody pictures from transportation section. Then using puzzles supplied, let children lift 1 piece of puzzle off — on puzzle board will be vehicle + under puzzle piece will be a part of that vehicle. Have them identify part of whole using complete sentence. Have them identify where the part goes on the vehicle + its function.

② Association: Again, use Peabody Transportation and Community Helper pictures. Talk about who drives/uses what vehicle, i.e. sailor/ship; milkman/milk truck; soldier/jeep; pilot + flight attendant/airplane; children/skates, bikes, sleds, school bus; baby/stroller; engineer, conductor/train; farmer/tractor; mailman/mail truck; policeman/police car; ambulance driver/ ambulance, etc. Then let children do 2 attached worksheets, drawing a line from person to what type transportation they use.

Comments:

③ Categorization: Use gameboard. Let children roll dice or spin number spinner + move to space. They need to identify the 3 types of transportation and how they travel (land, rail, water, air). Then they must identify which vehicle does not belong + why, i.e. car, skateboard, + helicopter. The car + skateboard move on land (the ground) — the helicopter doesn't belong because it moves in the air.

Transportation Functions:

④ Use Touch 'n Tell Transportation section. Identify sounds + functions of vehicles, i.e. firetruck puts out fires, has ladders, etc.

Field Trip to Airport.

Classroom: _____ Date: _____ To: _____

Teacher: _____ Theme: _____

Weekly Lesson Summary

Table Activity

Time

M. _____
T. _____
W. _____
Th. _____
F. _____

Opening Circle (lg. group)

M. _____
T. _____
W. _____
Th. _____
F. _____

Time

Small Language Group
(Theme and Developmental Goals)

Group One

Time

M. _____
T. _____
W. _____
Th. _____
F. _____

Group Two

M. _____
T. _____
W. _____
Th. _____
F. _____

Time

Learning Centers

Social Skills

Time

M. _____
T. _____
W. _____
Th. _____
F. _____

Daily Living

M. _____
T. _____
W. _____
Th. _____
F. _____

Time

Fine Motor (Theme)
Small Group Data

Time	M. _____
	T. _____
	W. _____
	Th. _____
	F. _____

Dramatic Play

M. _____	
T. _____	
W. _____	Time
Th. _____	
F. _____	

Language
(Small Group Data)

Time	M. _____
	T. _____
	W. _____
	Th. _____
	F. _____

Cognitive
(Small Group Data)

M. _____	
T. _____	
W. _____	Time
Th. _____	
F. _____	

Gross Motor(Theme)
Large Group PE

Time	M. _____
	T. _____
	W. _____
	Th. _____
	F. _____

Closing Circle
(Large Group)

M. _____	
T. _____	
W. _____	Time
Th. _____	
F. _____	

Individualization Summary

Classroom: _____ Reporting Therapist: _____

Date: _____ To _____ Receiving Teacher: _____

Child	Objective	Data Points	*M C G	#Trials/ Frequency	Available Materials
1. _____ ___	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
2. _____	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
3. _____	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
4. _____	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
5. _____	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
6. _____	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
7. _____	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
8. _____	_____	_____	___	_____	_____
	_____	_____	___	_____	_____
	_____	_____	___	_____	_____

*M = Maintenance   C = Current Goal   G = Generalization

Child	Objective	Data Points	*M C G	#Trials/ Frequency	Available Materials
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

*M = Maintenance   C = Current Goal   G = Generalization

Activities, Materials, and Comments

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Suggested Goals for Small Group Language Activities

Classroom: _____ Reporting Therapist: _____

Date: _____ To _____ Receiving Teacher: _____

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Comments:

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Suggested Goals for Small Group Motor Activities

Classroom:_____ Reporting Therapist: _____

Date:_____ To_____ Receiving Teacher:_____

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Comments:

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Sequenced Language Data

Student _____   Data Collector _____

Activity	Date	Present Level of Prompt Goal:				Present Level of Prompt Goal:				Present Level of Prompt Goal:			
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S
		NC	A/	M	S	NC	A/	M	S	NC	A/	M	S

NC = Noncompliant,   A/ = Assistance/(plus level 25% - 100%),   M = Modeled,   S = Spontaneous

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Incidental Data

Skill Area: _____

Student's Name			Present Level of Prompt	Student's Name			Present Level of Prompt	Student's Name			Present Level of Prompt
Objective/ Program				Objective/ Program				Objective/ Program			
Date	Activity	Facilitator	Level of Prompt (Circle) +++	Date	Activity	Facilitator	Level of Prompt (Circle) +++	Date	Activity	Facilitator	Level of Prompt (Circle) +++
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
			S P M PM CI				S P M PM CI				S P M PM CI
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			S P M PM CI				S P M PM CI				S P M PM CI
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			S P M PM CI				S P M PM CI				S P M PM CI

+++
S = Spontaneous   P = Prompted   M = Model   PM = Partial Model   CI = Chained Imitation

Allred

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Developed by Chipp/FMS/VSSM Staff at the Developmental Center for Handicapped Persons, Utah State University, Logan, Utah 84322-6840

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Motor and Self Help Data

Skill Area: _____

Student's Name				Student's Name				Student's Name			
Objective/ Program				Objective/ Program				Objective/ Program			
Date	Activity	Facilitator	Level of Prompt (Circle) ***	Date	Activity	Facilitator	Level of Prompt (Circle) ***	Date	Activity	Facilitator	Level of Prompt (Circle) ***
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
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			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC
			I PA AC ANC				I PA AC ANC				I PA AC ANC

***

I = Independent   PA = Partial Assist   AC = Partial Assist With Compliance   ANC = Partial Assist With No Compliance

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190   191

Learner _____	Program Name _____	Reinforcement
Date St. _____	Term.Obj. _____	
Date Mast. _____		
Supervisor _____		Correction
Implementor _____		

STEP	MATERIAL	WHAT YOU DO WITH THE MATERIAL	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	TRIALS	CRIT.

STEP	MATERIAL	WHAT YOU DO WITH MATERIAL	WHAT YOU DO AND SAY	WHAT LEARNER DOES	TRIALS	CRIT.

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195

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SETTING	TEACHER "SAYS"/DOES	CHILD "SAYS"/DOES

MATERIALS

Student: _____

Program: _____

Teacher: _____

Key: I = Independent
    V = Verbal Prompt
    P = Physical Prompt
    ___ =
    ___ =

Other: _____

MULTI PURPOSE PROGRAM/DATA SHEET

Social Integration Project

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	One Step	Two Step	Three Step
1			
2			
3			
4			
5			

STEPS/TRIALS	BASELINE	TREATMENTS	% age
			—100
			— 80
			— 60
			— 40
			— 20
Step			— 0
Date			

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SETTING/MATERIALS	TEACHER "SAYS"/DOES	CHILD "SAYS"/DOES

Student: _____

Program: _____

Teacher: _____

Key: I = Independent
      V = Verbal Prompt
      P = Physical Prompt

Other: _____

INCIDENTAL TEACHING
PROGRAM/DATA SHEET

Social Integration Project

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BEHAVIORS/STEPS	BASELINE	TREATMENT	% Age
			-100
			- 90
			- 80 %
			- 70
			- 60
			- 50
			- 40
			- 30
			- 20
			- 10
Step			
Date			

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Frequency Data Sheet

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Exceptional Child Center
UMC 68 Utah State University Logan Utah 84322

Student: _____

Data
Collector: _____

Program: _____

_____

Key:

+ : CORRECT
0 : INCORRECT

_____

_____

GRAPH
LEGEND: _____

_____

OTHER: _____

_____

_____

Trials	Conditions	Percentage
20		100%
19		
18		90%
17		
16		80%
15		70%
14		
13		
12		60%
11		
10		50%
9		40%
8		
7		30%
6		
5		20%
4		
3		
2		10%
1		
Objective Date Year		Objective Date
Percentage		Percentage
Comment		Comment

Graph: Percentage of trials

= no. correct ÷ total no. of trials x 100

Multi-Behavior/Step/Students Data Sheet

© Sobaslian Strlolol:

Exceptional Child Center
UMC 68 Utah State University, Logan, Utah 84322

Student: _____

Data Collector: _____

Program: _____

Key:

+ : CONNECT

O : INCONNECT

GRAPH LEGEND: _____

OTHER: _____

Behaviors/Steps Students	Conditions																		
																		— 100
																		— 90
																		— 80
																		— 70
																		— 60
																		— 50
																		— 40
																		— 30
																		— 20
																		— 10
Objective																		Obje
Date Year																		
Percentage																		Percen
Comment																		Com

% correct = no.
total no. of trials x100

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Guidelines for a Successful VSSM/FMS Buddy System

Developed by

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For

Functional Mainstreaming for Success (FMS) Project

and

Validated Systems for School-Age Mainstreaming (VSSM) Project

(

GUIDELINES FOR A SUCCESSFUL BUDDY SYSTEM

Introduction

A buddy is a child who accompanies and/or guides another child (called a _companion_ in this program), in nonacademic and unstructured activities. A buddy is an equal and a friend, but if a potentially harmful situation arises or if the companion assigned to the buddy engages in inappropriate behavior, a buddy must be able to exert authority or control of the situation, or access a readily available adult. Buddies can be used for any activity at any time _if needed_, when the product of that activity is not being used to evaluate a student's academic performance. Examples of possible activities to use buddies could include:

Lunch	Recess
Assembly	Putting on coats and shoes
Going to class, bus, etc.	Library time
Group art	Field trips
Music	

Why Use Buddies?

The decision to use buddies must be dictated by the need to do so. Merely having a handicapped child mainstreamed into a regular classroom does not necessitate buddies. Also, the use of buddies does not eliminate the need for careful preparation for mainstreaming. Basically, _buddies are used to increase the number and level of social interactions between handicapped and non-handicapped children._

Establishing A Buddy System

Step One: Identify a Companion

The first step in establishing a buddy program is to identify children
with handicaps who could benefit from having an assigned buddy, and to write
the specific purpose why each child is being paired with a buddy. The
purpose should state the skill(s) that the companion is to learn or practice
(e.g., Mary will initiate at least 2 positive interactions daily with the
buddy). The purpose should not address only placement (e.g., Mary will be
given opportunities to interact with normal peers) or address vague,
unmeasurable behavior (e.g., Mary will improve social interaction skills).

Theoretically, all children with handicaps could benefit from a buddy
system. However, some children may exhibit behaviors which must first be
controlled before a buddy can be used. These behaviors include:

        Aggression (physical or verbal)

        Noncompliance

        Running away

        Tantrums

        Inappropriate touching (of self or others)

Step Two: Identify a Pool of Buddies

The second step in establishing a buddy system is the identification of
a pool of potential buddies. This pool may be another class, a youth group,
or any group interested in working with children with handicaps.

Children in any prospective pool of buddies will react to the activity
in response to the demonstrated behaviors of adult leaders in the group
(e.g., teacher or group leader). Consequently, the adult leader must first

demonstrate support of the buddy system activity and exhibit a positive attitude toward students with handicaps.

Step Three: Prepare Potential Buddies

The third step in establishing a buddy system is the preparation of the pool of buddies. This preparation is best done through handicap awareness activities such as puppetry, role-playing and discussions.

Introducing the buddy concept to a class should begin with an explanation of why the children are going to be assigned such an important task.

A puppet show can be used to educate the class about handicapped children in a fun and non-threatening manner that they can understand. This same puppet show can explain and introduce the general use of buddies to the class by: (a) explaining that a buddy accompanies a handicapped child during recess, lunch, in the hall, or whenever the teacher might need some extra hands to help the child if he/she needs the help, (b) being a buddy means being a good, helpful friend to the child with handicaps and the teacher really likes and appreciates buddies who are good friends and helpers; and (c) stickers, specific praise, or special privileges are earned by being good buddies. Puppet show scripts are available through the FMS project.

Step Four: Assign Specific Buddies

After preparing the group, individual buddies should be identified. The following points should be kept in mind when buddies are selected.

1. Solicit Volunteers. While any child could potentially be a buddy, those who want to be a buddy are likely to try harder to do a good job. Volunteers should be solicited. No child should be coerced into being a buddy.

2. Observe for Children Who Are Positive Toward Peers with Handicaps. Children who demonstrate an interest in children with handicaps by asking questions about them, or attempting to interact with them, are likely to be good buddy candidates.

3. Select Outgoing, Verbal Buddies. A child who is verbal and outgoing is a good candidate for increasing the success of initial buddy pairings. Shy, quiet children have been successfully used as buddies to children with handicaps resulting in significant positive changes in the shy child. However the initial selectic.. of a child who is not viewed by peers as a "leader" can create a stigma for buddy programs, by presenting the program as an activity for children with difficulties.

4. Use Children Who Have Relatives or Friends With Handicaps. Relatives of a child with handicaps make excellent candidates for being buddies due to their experience with unconditional acceptance and recognition of the abilities of a child with handicaps. However, it is important to watch for the "burnout" from existing responsibility in the home or school. If this is noted, the child being considered as a buddy should not be expected to bear the added responsibility of being assigned to a child with handicaps.

5. <u>Check for Dependability and Good Attendance.</u> Any potential buddy must be reliable in completing assigned tasks and must have regular attendance.

6. <u>Select Buddies Who Exhibit the Behavior That the Child With Handicaps is to Learn.</u> A potential buddy must also possess at least age-level play skills, and display age-appropriate levels of social interaction with peers.

7. <u>Observe the Buddy's Ability to Command Attention and to Guide Peers.</u> Some potential buddies might be more natural and patient in demonstrating some tasks or in commanding attention as a result of previous experiences with sibling caretaking duties or other natural background. Although the presence or absence of this skill may not be a limiting factor in the selection of buddies, a child who demonstrates leadership skills would be easier to use as a buddy.

8. <u>Check for Sex Preferences.</u> If a child has a preference for a buddy or companion of the same sex, these preferences should be noted. Although research literature varies on the impact of buddies of same and opposite sex, it may prevent discomfort if a child's preference is met. If no preference exists, a buddy for the situation should be assigned based upon the goal of the buddy activity (e.g., assisting to and from the bathroom versus helping during art activities).

Step Five: Train Specific Buddies

Individual buddies must be trained in specific skills (drawing and maintaining a child's attention, using special communication techniques,

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etc.). Additionally, the buddy must know information specific to the

companion. This training may sound extensive, but in reality it can be

effectively introduced in 10 minutes, then shaped during actual

buddy/companion interactions.

Certain specific information is needed by all buddy candidates.

Buddies need to know the following about their companion with handicaps:

1. The name of their companion.

2. The handicapping condition and a brief background of why the child
   is handicapped. (For example, "Don has Down Syndrome, which is a
   condition he was born with.")

3. Awareness that the handicap is not contagious.

4. How to communicate with the companion (e.g., manual signs).

5. The companion's likes and dislikes.

6. Any unusual behavior the companion exhibits, and how to handle it.

7. Specific ways of interacting with the companion. (Role playing
   can be a big help.) For example: a) how to initiate and maintain
   interactions with children who are often unresponsive, or limited
   in their social interaction skills. Eye contact, voice inflection
   techniques, and physical prompting may need to be practiced,
   depending upon the buddy's skills and age; b) how to give praise
   and reinforcement for appropriate behavior and noncritical
   feedback and correction for inappropriate behaviors. Initially,
   adults will need to intervene and prompt these behaviors with
   statements such as, "John (buddy), let Mike know what a neat tower
   he's building with those blocks"; and c) what to do if a situation
   arises in which a buddy is not sure of what to do. Under these

circumstances, the buddy should always ask for help from the
teacher or another available adult. Clearly, buddies should
always operate in a supervised environment.

8. When a companion refuses the buddy's advances or behaves
inappropriately (tantrum, etc.), it (a) does not necessarily mean
that the companion dislikes the buddy; rather, it is likely that
the companion does not know how to play (paint, run, etc.)
correctly. A buddy must know what to do when rejected (e.g.,
persist, seek an adult, etc.).

Keeping this in mind, it is important to acknowledge that some children
with handicaps lack skills to reinforce a buddy for his/her efforts;
therefore, external, specific and potent reinforcers might be needed, such
as stickers, specific praise, or privileges. These items can help to make
being a buddy a desirable activity for the buddy and other class members who
may be future buddies.

Step Six: Implement and Evaluate the Buddy System

Direct observation, prompts and praises to the buddy and the companion,
and child feedback are used to make decisions about child progress and
satisfaction.

Eventually, a buddy program can be faded out; however, such a decision
must be based upon information gathered through observation and direct child
feedback.

The best way to evaluate the effectiveness of a buddy system is to see
if it is meeting the purposes it was designed to meet. The purpose(s)
outlined for each handicapped child should be reviewed periodically to
document changes in behavior. These changes may include an increase in the

number of positive interactions and a decrease in the number of negative interactions Also, one may examine if the handicapped child has developed more contacts with peers outside of school. This can be measured through parent and child feedback. A direct social interaction observation system has been developed by the FMS project. Other excellent systems are available which can guide in collecting information about child interaction. Additionally, the reactions of buddies can be recorded daily by asking if they had an "easy, so-so, or hard day" at the end of the session, and recording this information as well as the supervising adult's rating of the day's interaction. A method and evaluations is available through the VSSM project.

When a child with handicaps is initially assigned a buddy, the entire class may be somewhat overzealous and provide too much attention to the handicapped child. The system may appear to be confusing and unsuccessful, when, in fact, the children are attempting to be good buddies by bombarding the target child with help and attention. The child with handicaps may try to relieve this attention through aggression or running away from peers. At this point, the teacher may need to instruct all of the children to treat the companion a little more like they treat any other friend and not help the child unless it is needed.   Additionally, rotating buddies once a week or even daily, may lessen buddy "burnout" and also lessen the disruption of natural friendships and foster more friendships between the various buddies and the assigned child. The eventual goal of the program is to fade out the use of assigned buddies as the handicapped child is assimilated more and more into just being another member of the class.

How and When Should Buddy Systems Be Faded Out?

This process will be gradual. At some point, the use of daily assigned buddies may.not be needed. One way to test the existing neea for buddies is for the teacher to announce that buddies are not specifically being assigned for the day. The adults should observe the result of the withdrawal of specifically assigned buddies. If social interactions and play behaviors continue smoothly, the point has been reached where specific buddies can be faded out. If behavior problems result, buddies are still needed and can not be faded out yet.

Assuming the positive outcomes emerge, buddies can be assigned every other day, or be discontinued altogether. Careful behavioral observations will need to be conducted to ensure that desirable behavior levels are maintained as the buddies are gradually eliminated. A specific timetable to use in fading out buddies would be difficult to determine in advance. Each situation is unique and the fading will have to proceed as the situation allows.

THE MAINSTREAMING TEACHER'S GUIDE

FOR PEER TUTORING

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PEER TUTORING

This system is designed to introduce effective strategies for designing and implementing a systematic peer tutoring system. The procedures described are particularly suitable for use in mainstreaming activities and to increase social interaction between students. Whereas, most peer tutoring systems address training students with mild and moderate handicaps in academic skills such as reading or math, this is a generic system which may be used to tutor students with severe and multiple handicaps in a variety of self-help and basic skills.

Rationale

A major premise for mainstreaming children who are handicapped into the regular school environment is to prepare them as much as possible for independent functioning; presently, as well as in the future (Striefel, Killoran, & Quintero, 1984). Mainstreaming is an ongoing process that should prepare children, with and without handicaps, to interact to the maximum extent possible in normal settings. Mainstreaming should be the preparation phase for later transitioning from the school into the community for independent living and/or competitive employment (Adams, Striefel, Frede, Quintero, & Killoran, 1985). Since successful functioning in school and the community rely heavily on social interaction skills, mainstreaming must promote positive interactions between children. These interactions must be planned and systematic since spontaneous interactions that do occur between children who have handicaps and

those that don't are generally infrequent and negative in nature
(Gresham, 1981), and may actually foster negative attitudes towards
individuals with moderate and severe handicaps (Mott, Striefel, &
Quintero, 1986).   Unfortunately, most mainstreaming efforts have
fallen short in using planned systematic decision making during the
mainstreaming process to enforce interaction (Taylor, 1982).

Peer tutoring systems are promising methods for enhancing
positive interactions since children with handicaps often have
difficulty developing social relations with peers (Walker, 1983).
With systematic planning and implementation, a peer tutoring system
may foster positive attitudes and develop friendships, increase
academic skills in both students, and reduce the demands upon the
teacher to provide one-to-one instruction (Striefel & Killoran,
1984a; 1984b).

Peer Tutoring Defined

Simply stated, peer tutoring is the provision of instruction
by a fellow student. To be effective, peer tutoring systems should
be: (1) cost effective; ultimately saving time for the teacher and
allowing the teacher to spend more time with individual or smaller
groups of children; (2) should increase the skills of both the
tutor and the learner and (3) should enhance the social
interactions of students.

In this program, peer tutors assume the role of teacher or
supervisor. The tutor's role is structured with specific skills
being taught to the tutor in a directed manner. Tutors are

usually non-handicapped students although recent investigations using students with handicaps as tutors indicate that they can also be effective (Scruggs, Mastropieri, & Richter, 1984).

Tutors can volunteer, or they can be selected by the teacher. They can be of the same sex and age as the tutee, or can vary in sex or age from the student to be tutored (Scruggs, et al, 1984; Krouse, Gerber & Kauffman, 1981).

Target Audience

This tutoring system is intended for use by a variety of professionals including regular and special educators who are involved in the process of mainstreaming children who have handicaps into less restrictive settings. It is designed to be used to train tutors to teach and interact with children having mild to severe handicaps.

Location

The location where the tutoring will take place does not seem to be a critical factor in the success of the program. However, some issues should be kept in mind when determining the location. Peer tutors need supervision, especially when tutoring sessions first begin. If the regular classroom or special education teachers cannot provide the supervision needed, then either a paid aide or trained volunteer should be present for the first few sessions. One potential setting is in the special education classroom. An advantage of bringing tutors to the special education classroom is that it relieves the regular classroom

teacher of students, and since the classroom is relieved, an
exchange can take place to allow another child who is handicapped
to be mainstreamed during this time. One disadvantage of
conducting peer tutoring in a self-contained setting is that the
child who is handicapped does not have the opportunity to interact
with non-handicapped peers other than the tutor, nor to observe and
perhaps learn from the behaviors of children in a regular
classroom. In addition, the children in the regular classroom do
not have the opportunity to learn to interact with the child who
has handicaps. Ideally, peer tutoring should be conducted within
the regular class since the regular class represents most
children's least restrictive environment. However, a systematic
process of transfering training from the self-contained setting to
the regular classroom will be needed for more severely involved
students.

Peer-Tutoring Training Checklist

The key element in the training paradigm is the Peer Tutor
Training Checklist. This checklist outlines basic steps to
transfer the implementation of a program from the trainer (teacher)
to the tutor and allows for long-term supervision and monitoring of
the tutoring. As a task is completed, or the tutor masters the
behaviors under each step of the checklist, the trainer enters the
date and progresses to the next training step. The checklist is
presented in Figures 1 & 2.

Insert Figures 1 & 2 Here

Rate of Transfer. The rate at which the tutor will
demonstrate the behaviors operationalized under each step of the
checklist will be dependent upon several factors including the
severity of the handicap of the learner, the skill being trained,
and the skills of the tutor. As such, the number of sessions to be
conducted for each step cannot be predetermined. The tutor should
be trained on each step until he/she demonstrates each of its'
operationalized behaviors. At that time, the tutor progresses to
the next step in the training pardigm. It is important to be
patient during the initial training of a tutor since success will
enhance the skills and enthusiasm of the tutors. In contrast,
rushing through the initial program transfer may result in failure
and frustration for all involved. Approximately, three, thirty
minute training sessions have been found sufficient for tutors
seven years of age or older. Four to five sessions are recommended
for children under six.

Handshaping. A handshaping procedure is used to train the
tutor. This handshaping procedure, as well as the checklist, is an
adaptation of the Microsession Training and Transfer Procedure
(Stowitschek & Killoran, 1983) which contains teaching techniques
demonstrated as effective in mainstream classes (Rule, Killoran,
Stowitschek, Innocenti, Striefel & Boswell, 1985; Larivee, 1982).

Handshaping consists of: (a) demonstrating the program to the tutor, (b) graduated transfer of the program to the tutor using demonstration, shaping, and feedback, and (c) systematically faded supervision by the trainer. These procedures are sequentially applied within each of the four checklist steps the tutor is trained in. The training should be done with the child who is to be tutored rather than in a role play setting. In handshaping, the trainer:

1. Demonstrates the program to the tutor, emphasizing the steps being trained during that specific session.

2. Asks the tutor to explain the step being trained and answers all questions.

3. Again demonstrates the program and then has the tutor implement the step with the tutee.

4. If the tutor makes an error, the trainer physically guides the tutor to correct the error, concentrating on the step being trained and refining previous steps as needed, while providing descriptive feedback and praise.

5. Initials the peer tutoring checklist beside each of the operational behaviors mastered by the tutor during the training session. The date of mastery for each step should also be written.

The following section discusses the steps of the Peer Tutoring Checklist.

Step One: Choosing the Child to Be Tutored (Learner)

Theoretically, all children with handicaps can benefit from a peer tutoring system. However, some children may exhibit behaviors which must be first controlled before peer tutoring can be used. These behaviors include: aggression (physical or verbal), noncompliance, running away, tantrums, and inappropriate touching (self or others). If a child demonstrates these behaviors, it will prove beneficial to obtain verbal behavior control (responding to verbal cues and commands) over them before implementing the tutoring system. Behaviors which will enhance the success of a tutor program include:

1. Attending skills

   a. establishing and maintaining eye contact with trainer.

   b. establishing and maintaining eye contact with presented objects.

   c. sitting upon verbal/signed commands

   d. maintaining sitting position

2. Ability to follow simple verbal commands, i.e.:

   a. point to,

   b. touch the,

   c. pick up the object.

3. Ability to imitate simple motor tasks, i.e.: "Do this" (imitate modeled motor movements).

Step Two: Program Selection.   The first task in program selection

is to determine the tasks or activities for which the child with

handicaps will have a tutor. Children whose IEPs contain

objectives for attaining both social and academic or self-help

skills are good candidates for tutoring because tutoring is a

method that can foster the learning of social skills while

increasing skills in other areas.

Criteria for Program Selection. The following components

enhance a program or activity selected for tutoring:

a.   Behavioral objectives for the skill to be trained should

be stated and the behavior task analyzed into steps

appropriate for the target student.

b.   The program should outline systematic direct teaching

procedures including the presentation of a stimulus,

child responses, and appropriate consequenses; i.e.,

praise and reinforcement and correction procedures.

c.   The program should include methods for measuring the

child's acquisition, or mastery of the skill on a daily

or weekly basis.

d.   The skill must be simple enough to be taught by a peer

and task analyzed into small sequential steps.

e.   The program must be one in which the safety of the

students may not be jeopardized (for example, having a

peer run a motor program such as walking a balance beam

or a leisure program such as bike riding or swimming
compromises safety).

If when selecting a program one of the criteria are found
lacking, the program should be modified before training the tutor.
As a general rule, children with increasing severities of
handicaps will require programs with more systematic direct
teaching strategies. For example, an extremely individualized task
analyzed program with daily data collection may be needed for a
child with severe handicaps. In contrast, a published curriculum
with weekly probes may be used to teach the same skill to a child
who is moderately handicapped.

Step Three: Selecting the Tutors

The selection of a tutor should be made by the regular and
special educator in accordance with the needs of the children, both
those with and those without handicaps needs of the teacher, and
the demands of the activity. Generally, a tutor of the same age is
most appropriate. However, cross age tutoring has been
demonstrated to increase social contacts with elementary aged
students (Asper, 1972). Sex of the tutor does not seem to affect
the success of a program (Krause et al, 1981). In a structured and
supervised tutoring program, children learn regardless of whether
or not the learner has handicaps (Scruggs, et al, 1981). When
choosing the tutor, it is important to consider how the tutor will
benefit from the activity.

The following guidelines are important considerations for
selecting peer tutors:

1. The tutor should have a good attendance record.

2. The tutor should display positive, unprompted social
    initiations toward other children during free play.

3. The tutor must respond positively to social invitations
    from other children.

4. The tutor must reliably follow adult directions (Strain,
    Hoyson & Jamieson, 1985).

5. It has also been found during field testing of the
    checklist that the tutor should be able to physically
    prompt the learner through a task if required.

Communication with the parents of the tutors is also a factor
when selecting tutors. The regular classroom teacher should
contact the parents of the potential tutor and explain the purpose
of tutoring and the benefits the child is expected to gain.
Parents should be encouraged to visit the special education
classroom to observe a tutoring session with another child or a
training session with the teacher. Having the parents support at
home can help the tutors maintain positive attitudes about their
experiences. It is imperative that the regular classroom teacher
assure that the participation as a tutor does not disadvantage a
child by significantly decreasing his/her own instructional time
and parental informed consent should be obtained.

Orientation - Once peer tutors are selected and informed
consent is received, an orientation meeting is held. The
orientation meeting should be held informally and incorporate a
highly reinforcing activity (i.e., an ice cream social). The
following topics are discussed during the orientation:

1. The need and importance of peer tutoring.

2. The need for punctuality and high attendance.

3. The benefits received as a tutor.

4. The amount of available teacher support.

5. An overview or brief description of the children that
    will be tutored.

The orientation should close with a visit to the classroom in which
students will be tutoring. The purpose of the visit is to
introduce the children to one another and to familiarize the
children to the classroom in which they will be working.

Step Four: Study and Observe. In Step Four, the tutor studies the
program to be trained and observes the implementation of the
program as demonstrated by the trainer. The trainer explains the
program, emphasizing program preparation and set up, asks the tutor
to explain the program, and the tutor is verbally quizzed on
his/her knowledge of the program. The trainer should also provide
extensive verbal praise, feedback and redirection as needed.

Step Five: Progress Monitoring. Progress monitoring refers to the
method(s) used to record the learner's performance during a
tutoring session. This measurement may be as simple as anecdotal

reports or as complex as discrete trial response recording. In

Step Five, the trainer explains and demonstrates the program to the

tutor while the tutor collects and records progress data.

Throughout the session, the trainer provides feedback to the

student.

Step Six: Praise and Reinforcement. Reinforcement most often

consists of social verbal praise, coupled with a tangible or edible

item for severely involved children or others who do not respond to

praise alone.   All reinforcement should be individualized for the

learner. Praising, tangibles, and edibles, are used to reward the

learner for a correct response. Social verbal praise is an easy

and often effective form of reinforcement. When praising it is

important to remember to be: (1) specific in your praise, (2)

enthusiastic while delivering it, and (3) immediate. When

praising, the child should be told by the tutor exactly what s/he

is dong that is correct. "Good reading that sentence" is much more

effective than "good boy". The learner should be praised by the

tutor as soon as s/he completes a task. The tutor should be

enthusiastic and sincere when praising the learner. (Killoran,

Striefel, Stowitschek, Rule, Innocenti, & Boswell, 1983).

Verbal praise may be coupled with other social praise (that is

age appropriate) such as hugs, pats, and smiles from the tutor.

Initially, the learner should be praised each and every time he

responds correctly. Praise should also be provided to the tutor on

a regular basis for his/her work. As the skill becomes mastered

and part of the learner's repertoire, the tutor should systematically fade the rates of praise. The trainer will need to monitor the amount of praise and have the tutor fade or systematically decrease the amount of praise given when appropriate. The tutor and trainer should be generous in the use of praise; good attempts deserve as much praise as skilled responses. (Killoran, et al., 1983).

Step Seven: Correction. Correction refers to the procedures which the tutor will follow if the child responds incorrectly. An easy way to train and use correction procedure is graduated prompting. Graduated prompting is an intervention strategy which is designed to provide the child with the least amount of assistance needed to complete a skill (Killoran, et al., 1983). It refers to the level of guidance the tutor will give to the child. There are three levels of guidance used, verbal, visual, and physical. The essential point is to train the tutor to provide only the minimum amount of guidance needed to have the learner complete a task.

Initially, the tutor should prompt the learner with a verbal command. A verbal command is simply having the tutor tell the learner what to do. If the child does not respond or responds incorrectly to the verbal command, the tutor then demonstrates (visual prompt) the task to the learner while repeating the verbal command. Demonstrating is simply having the tutor show the student what to do. If demonstration is also unsuccessful, the tutor must then physically guide the student through the task.

Physical prompting can guide the learner through every part of the task or may be just touching the learner's arm to initiate movement. Again, the tutor must be trained to provide the least amount of help needed for the learner to complete the task. When using a physical prompt, the tutor must be trained to couple physical prompts with the original verbal command, then to repeat the verbal command while giving the child an opportunity to perform the skill alone.

Physical prompting has a major limitation in respect to verbal responding. That is, it is not possible to physically prompt speech. If a child does not respond to a verbal prompt on a skill which cannot be physically prompted, the tutor may be able to substitute and physically prompt a motor response (Killoran, et al., 1983).

The tutor must be trained in and be able to describe the graduated prompting procedures to be used in the tutoring session. The trainer conducts the entire program, while the tutor reinforces and corrects. Upon completion of the session the tutor is given feedback and the trainer initials all operationalized behaviors mastered.

Step Eight: Independent Direct Teaching. Direct teaching refers to the conduction of the program by the tutor. It includes program implementation, recording progress data, reinforcement and correction. Simply stated, this step is "running the program". When the behaviors within Step Eight are mastered, the tutor will

be able to independently run the tutoring session and should need only occasional supervision.

In Step Eight, the trainer demonstrates the entire program to the tutor, emphasizing the direct teaching aspects of the program, observes and handshapes the tutor's implementation of the program, and initials operational behaviors as appropriate. Step Eight is to be repeated until the tutor demonstrates all behaviors during two consecutive training sessions.

Step Nine: Reliability Checks, Supervision and Monitoring.
Supervision begins when the tutor begins the system and continues even after the tutor has mastered Step Eight and runs all aspects of the direct teaching procedures. Having someone available to observe sessions, forestall problems and unexpected situations; answer questions, and handle emergencies is important, especially during the first few tutoring sessions. It is suggested that daily supervision be gradually faded over four sessions.

Once the tutor is running the tutoring program independently, the trainer need only monitor the tutor and conduct reliability checks. Initially, weekly monitoring is suggested. Although the tutor is recording child progress during tutoring sessions, overall responsibility for progress monitoring and program changes is accorded to the trainer. Tutors should be encouraged to talk to the trainer as soon as any questions or problems occur.

Tutors as Trainers

One drawback to peer tutoring systems is the amount of time an adult must.spend in training and supervising the tutors. An alternative to this is to have experienced tutors train new tutors. This can be expediated by training tutors in the use of the checklist. Periodic supervision by teachers is still necessary, and young tutors are not always successful tutor trainers. However, it is a viable method for eliminating the need for some staff time. Rotating tutors every six weeks can also be beneficial in that the learner with handicaps establishes relationships with more peers and skills generalize more for both tutors and learners. In addition, more non-handicapped children may have planned systematic interactions with children with handicaps. One positive even if teacher time is not saved, is that children who have handicaps have regular systematic opportunities to interact with "normal" peers.

Summary

The use of peer tutoring has many valuable benefits. Among these benefits are increased ability to individualize instruction and increasing opportunities for social interaction. The system which has been described is not specific to a content area. Rather, it has proved useful in teaching a wide variety of skills to students who are severely and multiply handicapped, and has provided a variety of opportunities for social interaction which have been too often overlooked.

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should be inferred.

The Peer Tutoring and Training Checklist and accompanying

Teacher's Guide may be obtained by contacting the first author.

Peer Tutoring Checklist
Validated Strategies for School-Age Mainstreaming (VSSM) Project
Developmental Center for Handicapped Persons
Utah State University

Tutor _____ Program _____

Tutor's Teacher _____ Location _____

Learner _____ Date Began _____

Adult Trainer _____ Date Completed _____

Step One
Selection of Child to be Tutored (The Learner)
A. Under Verbal Stimulus Control for   A. _____
   Disruptive Behavior
B. Follows One Step Academic Commands   B. _____
C. Imitates Simple Motor Behaviors   C. _____

Step Two
Program Selection for the Learner
A. Task Analyzed Behavior Objective   A. _____
B. Systematic Direct Teaching Procedure   B. _____
C. Child Progress Measure   C. _____
D. Appropriate for Peer Instruction   D. _____
   1. Simplicity   1. _____
   2. Safety   2. _____
E. Parent Permission for Child to be Tutored E. _____

Step Three
Tutor Selection and Orientation
A. Completion of Tutor Job Description   A. _____
B. Tutor Criteria Checklist   B. _____
   1. High Attendance   1. _____
   2. Socially Initiates   2. _____
   3. Socially Reciprocates   3. _____
   4. Follows Adult Directions   4. _____
   5. Ability to Physically Prompt   5. _____
   6. Parent Permission to Tutor   6. _____
C. Tutor Orientation   C. _____
   1. General (i.e., Puppet Show, etc.)   1. _____
   2. Introduction to learner and Program   2. _____
   3. Child Specific Preparation   3. _____

Step Four
Study and Observe
A. Observe Program Implementation   A. _____
B. Describes Direct Teaching   B. _____
   1. Presentation   1. _____
   2. Child Response   2. _____
   3. Praise/Reinforcement   3. _____
   4. Correction Procedures   4. _____
C. Describes Child Progress Monitoring   C. _____
D. Describes Material and Setting   D. _____

Step Five
Progress Monitoring
A. Prepares Materials and Settings   A. _____
B. Observes Data Collection   B. _____
C. Collects   C. _____
D. Scores and Records Data with   D. _____
   90% Agreement with Trainer

Step Six
Praise and Reinforcement

A. Prepares Materials and Settings
B. Collects and Records Appropriate
   Child Progress Data
C. Praises Correct Responses Per   C. _____
   Identified Reinforcement Schedule
D. Pairs Praise with Identified Reinforcers   D. _____

Step Seven
Correction Procedures
A. Prepares Materials and Settings
B. Collects and Records Appropriate
   Child Progress Data
C. Praises and Reinforces as Trained
D. Recognizes/Intercepts Errors
   Independently   D. _____
E. Conducts Stated Correction
   Procedures   E. _____
F. Praises/Reinforces Correct Responses   F. _____

Step Eight
Independent Direct Teaching
A. Prepares Materials and Settings
B. Gains Child's Attention   B. _____
C. Presents Appropriate Command/   C. _____
   Request
D. Waits for Child Response   D. _____
E. Praises and Reinforces as Trained
F. Recognizes/Intercepts Errors
   Independently
G. Conducts Stated Correction Procedures
H. Records Appropriate Child Progress   H. _____
   Data
I. Maintains Attending Behavior   I. _____

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Step Nine
Trainer and Tutor Reliability Checks

Reliability Checks on Data Collection Between Tutor and Trainer

1. Date:_____ % Agreement: _____	9. Date:_____ % Agreement: _____
2. Date:_____ % Agreement: _____	10. Date:_____ % Agreement: _____
3. Date:_____ % Agreement: _____	11. Date:_____ % Agreement: _____
4. Date:_____ % Agreement: _____	12. Date:_____ % Agreement: _____
5. Date:_____ % Agreement: _____	13. Date:_____ % Agreement: _____
6. Date:_____ % Agreement: _____	14. Date:_____ % Agreement: _____
7. Date:_____ % Agreement: _____	15. Date:_____ % Agreement: _____
8. Date:_____ % Agreement: _____	16. Date:_____ % Agreement: _____

Step Ten
Comments

1. Date:_____
   Notes:_____
   _____
   _____

2. Date:_____
   Notes:_____
   _____
   _____

3. Date:_____
   Notes:_____
   _____
   _____

4. Date:_____
   Notes:_____
   _____
   _____

5. Date:_____
   Notes:_____
   _____
   _____

6. Date:_____
   Notes:_____
   _____
   _____

7. Date:_____
   Notes:_____
   _____
   _____

8. Date:_____
   Notes:_____
   _____

Task 9 - Evaluation and Transition: The purpose of Task 9, Evaluation and Transition, is to evaluate the impact of the program and to make adjustments and/or transition children as needed. Reprogramming interventions for students with handicaps is based on assessment, IEP progress, and data which has been collected for identified skill deficits. For children without handicaps child progress is monitored through curricula based assessment. Evaluation data for children with and without handicaps is utilized for two purposes. The first of those being for transitioning students to community programs and second to reprogram skills based on lack of skill acquisition.

Transition procedures are initiated when students with handicaps demonstrate the exit criteria which has been established on the IEP or when the student has reached public school age. The transition process includes identification of the receiving agency (whether that is the existing agency the child is enrolled in or movement into a community program), obtaining and providing transition information, through the MESA-PK, Classroom Environment Observation, and Child Profile, to the receiving agency. It concludes with meetings with the receiving agency to determine placement, communicate transition information, and to provide IEP recommendations.

Transitioning when students with handicaps have reached public school age is identical to that of when they have demonstrated exit criteria with the exception of the identification of the receiving school. In the latter case, the transition meeting concentrates on the determination on whether a child should be placed in a neighborhood school in their home community, or whether special class placement in an alternative neighborhood school or

within a segregated training center facility is more appropriate. Transition information and transition meetings are identical to the procedures previously described. Transition activities for students without handicaps includes the identification of the neighborhood kindergarten program which they will attend, the provision of transition information based upon the previously mentioned transition instruments, and communicating this information to the receiving school. Transition activities should begin in the spring preceding the transition to the public school setting and ideally be conducted as part of the IEP process. Transition in the FMS model intails the combined use of the Mainstreaming Expectations and Skills Assessment for Preschool and Kindergarten, the Classroom Environment Observation, and the Child Profile.

The Mainstreaming Expectations and Skills Assessment for Preschool and Kindergarten (MESA-PK, Figure 17) provides educators involved in mainstreaming with a global picture of a child's skill level, the regular classroom teacher's expectations of their students, and allows comparison of a child's skill levels and teacher expectations on each item. It can also be used as a guide for identifying and training those child skills which are critical for successful functioning in normalized environments and for identifying areas in which teachers need technical assistance and support.

The MESA-PK is designed to provide a child study team (composed of teachers, parents, administrators, and specialists) or other individuals involved in mainstreaming preschool and kindergarten children who have handicaps into normalized settings with the following information:

1. A description of behaviors characteristic of the child that needs
    to be remedied or trained if the child is to achieve success in
    the mainstream classroom.

2. Specific goals and objectives to train critical skills needed in
    normalized environments.

3. Areas in which the regular classroom teachers may require
    assistance if the mainstreaming experience is to be successful for
    everyone in his/her classroom.

4. Information to help an administrator determine which teachers are
    better suited for teaching a particular child 'ho is being
    mainstreamed and information on the numbers and types of
    mainstream settings needed.

5. Information about children's current level of functioning and the
    challenges that mainstreaming will provide for the children and
    parents.

Specific behaviors required for a successful mainstreaming experience
can be identified by a child study team. This team is responsible for
selecting the behaviors needed in various normalized environments, and for
training the child in those behaviors.

It is speculated that efforts to match teacher expectations with an
incoming child's skills can facilitate the mainstreaming process by
increasing the likelihood of mainstreaming a child whom a teacher is willing
or prepared to teach (Striefel & Killoran, 1984). If a teacher is not

willing, but has no choice because of administrative decisions, completing

the MESA-PK may provide information which will help the teacher know the

child's level of functioning, and identify the technical assistance and

support needed for increasing their effectiveness in teaching a mainstreamed

child. Mainstreaming a child with handicaps into a classroom where a

teacher is willing and prepared to teach that child increases the chances

for successful mainstreaming. By identifying a teacher's expectations and

technical assistance needs, as well as the target child's actual skill

level, both teacher and child may be prepared before and during the

mainstreaming process.

Figure 17 — Mainstreaming Expectations and Skills Assessment—Preschool and
    Kindergarten

Skill Level by Special Educator	Special Education Codes A = Acceptably Skilled L = Less than Acceptably Skilled CL = Considerably Less than Acceptably Skilled	Regular Education Codes C = Critical D = Desirable U = Unimportant	Expectations by Regular Teacher	Technical Assistance	Priorities by Child Study Team
	Self Help				
A L CL	1. Monitors appearance, e.g., keeps nose clean, adjusts clothing, uses napkin.		C D U		
A L CL	2. Locates and uses a public restroom with minimal assistance in the school.		C D U		
A L CL	3. Puts on/takes off outer clothing within a reasonable amount of time.		C D U		
A L CL	4. Eats lunch or snack with minimal assistance.		C D U		
A L CL	5. Independently comes into the classroom or house from bus or car.		C D U		
A L CL	6. Goes from classroom to bus or car independently.		C D U		
A L CL	7. Knows way and can travel around school and playground.		C D U		
A L CL	8. Responds to fire drills as trained or directed.		C D U		
A L CL	9. Seeks out adult for aid if hurt on the playground or cannot handle a social situation, e.g., fighting.		C D U		
A L CL	10. Follows school rules (outside classroom).		C D U		
A L CL	11. Stays with a group according to established school rules, i.e., outdoors.		C D U		
A L CL	12. Recognizes obvious dangers and avoids them.		C D U		
	Communication (Includes gesture, sign, communication board, eye pointing, speech, and other augmented systems).				
A L CL	1. Attends to adult when called.		C D U		
A L CL	2. Listens to and follows group directions.		C D U		
A L CL	3. Communicates own needs and preferences, i.e., food, drink, bathroom.		C D U		
A L CL	4. Does not ask irrelevant questions which serve no functional purpose or are not task related.		C D U		
A L CL	5. Stops an activity when given a direction by an adult to "stop".		C D U		
A L CL	6. Attends to peers in large group.		C D U		
A L CL	7. Responds to questions about self and family, i.e., personal information.		C D U		
A L CL	8. Responds appropriately when comments/compliments are directed to him/her.		C D U		
A L CL	9. Responds to questions about stories.		C D U		

Target Population

The MESA-PK is designed to facilitate mainstreaming for the preschool and kindergarten age child (3-6 years of age), who is mildly to severely handicapped and is currently being served in a special education class for all or part of the day. It may also be used to help determine initial placement for children who have not been previously served or who are being initially referred for services.

The special education teacher and/or child study team of the particular child are asked to assess the target child's skill level. It is suggested that the child study team review the child's most recent assessment information and observational data before completing the MESA-PK. If current information is not available, it is suggested that the MESA-PK not be completed until progress assessments are conducted. Current assessment information will increase the likelihood of successfully identifying student needs, teachers technical assistance and support needs, and provides the receiving teacher with more accurate information on what kinds of activities will be needed to teach the target child.

The regular classroom teacher being considered as a potential mainstreaming teacher is asked to code his or her expectations of the target child who may participate in regular class activities for part of the day.

The Classroom Environment Observation (CEO) System for Mainstreaming (Figure 18) is designed to be used by teachers and other members of a child's study team when they observe a potential receiving environment to

determine the appropriateness of that environment as a placement for a student who is to be mainstreamed. This information can be used to:

1. Modify the special education environment to more closely approximate the regular setting so that the child to be mainstreamed can adjust more easily to the transfer.

2. Identify potential areas of difficulty in the receiving environment (e.g., physical barriers) which can be addressed before the child's change in placement.

3. Identify skills a child needs in order to be successful in the observed environment, so those skills can be trained prior to placement.

It is acknowledged that the CEO is not all-inclusive; every setting poses unique problems and presents unique strengths which can be missed by an attempt to be all-encompassing. The CEO is best viewed as a list of reminders f an observer to assure that limited observation time is used efficiently to gather important relevant information. The CEO is composed of six sections:

Section 1 - Teacher Instructions or Cues: In this section an observer will check and list the types of directions, methods of presentation of materials, attention cues, and behavior management techniques typically used by the teacher in the observed setting.

Section 2 — Children's Skills: By observing the group attending skills of the classroom children, an observer will note how children in that setting respond to instructions from the teacher, and how they are expected to attend and interact in group and individual activities.

Section 3 — Peer Systems & Grouping Techniques: Since group activities are common in many settings, in this section, an observer will note the size of groups used in the observed setting, the nature (cooperative, competitive individualized, independent) of group activities, and the existing use of peers as facilitators of learning (e.g., as buddies or tutors).

Section 4 — Resources: The personnel and material resources in a setting can be critical factors to be considered in mainstreaming. Section 4 requests that an observer record the number of adults who work in the setting, the physical arrangement, and any potential structural limitations of the receiving environment.

Section 5 — Curriculum: When considering mainstreaming which involves academic activities, it is important to know if the target student can function within the curricula used in the receiving setting. On Section 5, an observer will note the curricula used in a number of academic areas, as well as teacher instructions which may be specific to the task. For example, the instruction, "Follow along with your eyes while Mary reads," can be very confusing to a student who has not previously participated with group reading activities. Prior training or alerting the teacher to a

child's limited understanding, can prevent confusion and.'or behavior problems.

Section 6 — Classroom Diagram: In this section, the observer will sketch the physical layout of the setting to note work areas, physical barriers, etc. Such a diagram would be particularly useful in mainstreaming students with motor or sensory disabilities, since these students may require more space or special seating arrangements in order to participate effectively.

Figure 18 — Classroom Environment Observation

The Child Profile (Figure 19) is completed by the special educator and
provided to the receiving teacher as a brief sketch of critical
characteristics of the child. The Child Profile augments the information on
the MESA-PK by providing critical details of the child's medical and
psychological functioning, specific language and motor strengths and
deficits, and a brief educational history. The child study team simply
completes the Child Profile and provides the information to the receiving
teacher or agency.

Figure 19 - Child Profile

As a result of the combined use of the MESA-PK, CEO, and Child Profile, the target child can be better prepared for a change of placement, and transition information is readily available to the receiving agency prior to the actual placement change of the student.

TASK 9 MATERIALS

Mainstreaming Expectations and Skills Assessment -
Preschool and Kindergarten

Classroom Environment Observation System for Mainstreaming

Child Profile

MESA-PK
Mainstreaming Expectations and Skills Assessment
Preschool and Kindergarten

John Killoran, MEJ
Sebastian Striefel, PhD
Maria Quintero
Trenly Yanito, MS

Target Child _____ Sex _____ Age _____

Present Placement _____ Date of Birth _____

Special Educator _____

Regular Educator _____ Class/Grade Taught _____

Date _____

Functional Mainstreaming for Success Project
(FMS Project)

The MESA-PK was adapted from the EnTrans Transition Skills Assessment developed by Teaching Research Associates, Monmouth. Oregon.

This Product was developed by the Functional Mainstreaming for Success (FMS) project.

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Skill Level by Special Educator	Special Education Codes A = Acceptably Skilled L = Less than Acceptably Skilled CL = Considerably Less than Acceptably Skilled	Regular Education Codes C = Critical D = Desirable U = Unimportant	Expectations by Regular Teacher	Technical Assistance	Priorities by Child Study Team
	Self Help				
A L CL	1. Monitors appearance, e.g., keeps nose clean, adjusts clothing, uses napkin.	C D U		
A L CL	2. Locates and uses a public restroom with minimal assistance in the school.	C D U		
A L CL	3. Puts on/takes off outer clothing within a reasonable amount of time.	C D U		
A L CL	4. Eats lunch or snack with minimal assistance.	C D U		
A L CL	5. Independently comes into the classroom or house from bus or car.	C D U		
A L CL	6. Goes from classroom to bus or car independently.	C D U		
A L CL	7. Knows way and can travel around school and playground.	C D U		
A L CL	8. Responds to fire drills as trained or directed.	C D U		
A L CL	9. Seeks out adult for aid if hurt on the playground or cannot handle a social situation, e.g., fighting.	C D U		
A L CL	10. Follows school rules (outside classroom).	C D U		
A L CL	11. Stays with a group according to established school rules, i.e., outdoors.	C D U		
A L CL	12. Recognizes obvious dangers and avoids them.	C D U		
	Communication (Includes gesture, sign, communication board, eye pointing, speech, and other augmented systems).				
A L CL	1. Attends to adult when called.	C D U		
A L CL	2. Listens to and follows group directions.	C D U		
A L CL	3. Communicates own needs and preferences, i.e., food, drink, bathroom.	C D U		
A L CL	4. Does not ask irrelevant questions which serve no functional purpose or are not task related.	C D U		
A L CL	5. Stops an activity when given a direction by an adult to "stop".	C D U		
A L CL	6. Attends to peers in large group.	C D U		
A L CL	7. Responds to questions about self and family, i.e., personal information.	C D U		
A L CL	8. Responds appropriately when comments/compliments are directed to him/her.	C D U		
A L CL	9. Responds to questions about stories.	C D U		

Skill Level by Special Educato	Special Education Codes A = Acceptably Skilled L = Less than Acceptably Skilled CL = Considerably Less than Acceptably Skilled	Regular Education Codes C = Critical D = Desirable U = Unimportant	Expectations by Regular Teacher	Technical Assistance	Priorities by Child Study Team
	Communication (Cont.)				
A L CL	10. Protests appropriately.	C D U			
A L CL	11. Requesting assistance from adult or peer, i.e., help in cafeteria, bathroom, mobility.	C D U			
A L CL	12. Responds without excessive delay.	C D U			
A L CL	13. Uses intentional communication (speech, sign, or gesture)	C D U			
	Social Behaviors				
A L CL	1. Uses social conventions, i.e., help in cafeteria, bathroom mobility.	C D U			
A L CL	2. Complies to teacher commands.	C D U			
A L CL	3. Takes direction from a variety of adults.	C D U			
A L CL	4. Separates from parents and accepts school personnel.	C D U			
A L CL	5. Follows specified rules of games and/or class activities.	C D U			
A L CL	6. Makes choice between preferred items or activities.	C D U			
A L CL	7. Initiates interaction with peers and adults.	C D U			
A L CL	8. Plays cooperatively.	C D U			
A L CL	9. Respects others and their property.	C D U			
A L CL	10. Defends self.	C D U			
A L CL	11. Shows emotions and feelings appropriately.	C D U			
A L CL	12. Responds positively to social recognition and reinforcement.	C D U			
A L CL	13. Interacts appropriately at a snack or lunch table.	C D U			
A L CL	14. Expresses affection toward other children and adults in an appropriate manner, i.e., is not overly affectionate by hugging, kissing, and touching.	C D U			
A L CL	15. Refrains from self-abusive behavior, i.e., biting, cutting, or bruising self, head banging.	C D U			
A L CL	16. Refrains from physically aggressive behavior toward others, i.e., hitting, biting, shoving.	C D U			
A L CL	17. Does not use obscene language.	C D U			
A L CL	18. Discriminates between edible and non-edible toys and objects.	C D U			
A L CL	19. Uses play equipment in an age appropriate manner during unstructured activities with limited adult supervision.	C D U			

Scoring the MESA-PK

A profile of a child's training needs and a teacher's TA needs can be generated by coding the "match" between child skill level and teacher expectation for each item. In the column marked, "Priorities by Child Study Team", using this coding system, child training need and teacher technical assistance needs can be identified. The following code is recommended:

I. Child Training Needs.

If child is rated:	And the potential receiving teacher marked:	Then score in the Child Study Team priority column is:
CL (Section 1) or H (Section 2)	C	1
L (Section 1) or M (Section 2)	C	2
CL (Section 1) or H (Section 2)	D	3

The Child Study Team (CST) should first address items scored "1", since these items are most likely to interfere with successful mainstreaming. Items scored "2", should be addressed secondarily, since the teacher considers these skills critical, and the child is not fully proficient on them. Items marked "3" merit consideration, but may not be considered urgent. A decision to withhold mainstreaming until the child exhibits desired behaviors must be considered carefully by the CST on an individual basis.

II. Teacher technical Assistance Needs

Review the form and note TA needs checked by the receiving teacher. These items should be discussed by the child study team to provide solutions. Any materials or training needs should be referred to the principal or agency director who can access such resources.

If the receiving teacher marked "TA" for any items scored "1", the child may be placed with TA provided for the skill/behavior. Regular monitoring and feedback are recommended under these circumstances.

Instruction Manual

MESA-PK

Mainstreaming Expectations and Skills Assessment for Preschool and Kindergarten

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The MESA-PK was adapted from the En1.:ans-Transition Skills Assessment developed by Teaching Research Associates, Monmouth, Oregon.

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Draft - Not for Dissemination

Introduction

The Mainstreaming Expectations and Skills Assessment for Preschool and Kindergarten (MESA-PK) provides educators involved in mainstreaming with a global picture of a child's skill level, the regular classroom teacher's expectations of their students, and allows comparison of a child's skill levels and teacher expecatations on each item. It can also be used as a guide for identifying and training those child skills which are critical for successful functioning in normalized environments and for identifying areas in which teachers need technical assistance and support.

The MESA-PK is designed to provide a child study team (composed of teachers, parents, administrators, and specialists) or other individuals involved in mainstreaming preschool and kindergarten children who have handicaps into normalized settings with the following information:

1. A description of behaviors characteristic of the child, that needs to be remedied or trained if the child is to achieve success in the mainstream classroom;

2. Specific goals and objectives to train critical skills needed in normalized environments;

3. Areas in which the regular classroom teachers may require assistance if the mainstreaming experience is to be successful for everyone in his/her classroom;

4. Information to help an administrator determine which teachers are better suited for teaching a particular child who is being mainstreamed and information on the numbers and types of mainstream settings needed;

5. Information about children's current level of functioning and the challenges that mainstreaming will provide for the children and parents;

Specific behaviors required for a successful mainstreaming experience can be identified by a child study team. This team is responsible for selecting the behaviors needed in various normalized environments, and for training the child in those behaviors.

Rationale

It is speculated that efforts to match teacher expectations with an incoming child's skills can facilitate the mainstreaming process by increasing the likelihood of mainstreaming a child whom a teacher is willing or prepared to teach (Striefel & Killoran, 1984). If a teacher is not willing, but has no choice because of administrative decisions, completing the MESA-PK may provide information which will help the regular teacher know the child's levels of functioning, and identify the technical assistance and support needed for increasing their effectiveness in teaching a mainstreamed child.

Mainstreaming a child with handicaps into a classroom where a teacher is willing and prepared to teach that child increases the chances for successful mainstreaming. By identifying a teachers expectations and technical assistance needs, as well as the

target child's actual skill level, both teacher and child may be prepared before and during the mainstreaming process.

Target Population

The MESA-PK is designed to facilitate mainstreaming for the preschool and kindergarten age child (3-6 years of age), who is mildly to severely handicapped and is currently being served in a special education class for all or part of the day. It may also be used to help determine initial placement for children who have not been previously served or who are being initially referred for services.

The special education teacher and/or child study team of the particular child are asked to assess the target child's skill level. It is suggested that the child study team review the child's most recent assessment information and observational data before completing the MESA-PK. If current information is not available, it is suggested that the MESA-PK not be completed until progress assessments are conducted. Current assessment information will increase the likelihood of successfully identifying student needs, teachers technical assistance and support needs, and provides the receiving teacher with more accurate information on what kinds of activities will be needed to teach the target child.

The regular classroom teacher being considered as a potential mainstreaming teacher is asked to code his or her expectations ப. the target child who may participate in regular class activities for part of the day.

Materials Needed

The MESA-PK manual and protocol, recent child assessment information, recent observational data, and IEP planning forms (when applicable).

Time for Administration

Special Educator - Skill Profile -   10 Minutes

Regular Educator - Expectations Profile -   10 Minutes

Total = 20 Minutes

General Description

The MESA-PK contains five categories of items which describe child behaviors typically demonstrated in the school setting.

1.   Classroom Rules - i.e., replacing materials and cleaning work places.

2.   Work Skills - i.e., recognizing materials which are needed for tasks.

3.   Self Help - i.e., eating lunch with minimal assistance.

4.   Communication - i.e., following group directions, and

5. Social Behaviors - i.e., social amenities.

Specific Instructions for the Special Educator

For each item, indicate the target child's skill level by circling the appropriate code - (A) Acceptably Skilled, (L) Less than Acceptably Skilled, or (CL) Considerably Less than Acceptably Skilled, in the column to the right of each item.

(A) Acceptably Skilled means that the child displays the skill at a level consistent with your standards, or for 90% or more of opportunites.

(L) Less than Acceptably Skilled means the child is deficient in the skill and demonstrates the skill from 50 to 89% of opportunities.

(CL) Considerably Less than Acceptably Skilled indicates that the child demonstrates the skill on less than 50% of opportunities to do so.

Specific Instructions for the Regular Educator

You have been presented with a behavior profile of a child with handicaps who is being considered for mainstreaming and may be placed in your classroom. This assessment should identify those behaviors which are important to you in your classroom and on which training can begin before and after the child's placement. As you circle each item, remember to keep in mind the activity for which the child's placement is being considered. Circle the appropriate letter in the columns to the left of each item to indicate if the item demonstrated in your classroom is (C) Critical, (D) Desireable, or (U) Unimportant.

(C) Critical indicates that you will not accept the child in your classroom unless the child is acceptably skilled (the child demonstrates the behavior on 90% of opportunities to do so).

(D) Desirable means that you would like the student to demonstrate the behavior but you will accept a child who is less than acceptably skilled.

(U) Unimportant indicates that the behavior is unimportant for the student to demonstrate upon first entering your class.

Technical Assistance (TA) Requests by Regular Educators

Technical assistance refers to training and materials which may be provided to teachers to address specific needs which arise when teaching children who are handicapped. Technical Assistance can include a) demonstration via modeling, b) discussion, c) feedback, d) reading materials, and e) provision of curricula. Indicate **by checking in the appropriate column, those behaviors which you would be willing to train in your classroom if TA were available to you.**

Scoring the MESA-PK

A profile of a child's training needs and a teacher's TA needs can be generated by coding the "match" between child skill level and teacher expectation for each item. In the column marked, "Priorities by Child Study Team", using this coding system, child training need and teacher technical assistance needs can be identified. The following code is recommended:

I. Child Training Needs.

If child is rated:	And the potential receiving teacher marked:	Then score in the Child Study Team priority column is:
CL (Section 1) or H (Section 2)	C	1
L (Section 1) or M (Section 2)	C	2
CL (Section 1) or H (Section 2)	D	3

The Child Study Team (CST) should first address items scored "1", since these items are most likely to interfere with successful mainstreaming. Items scored "2", should be addressed secondarily, since the teacher considers these skills critical, and the child is not fully proficient on them. Items marked "3" merit consideration, but may not.be considered urgent. A decision to withhold mainstreaming until the child exhibits desired behaviors must be considered carefully by the CST on an individual basis.

II. Teacher technical Assistance Needs

Review the form and note TA needs checked by the receiving teacher. These items should be discussed by the child study team to provide solutions. Any materials or training needs should be referred to the principal or agency director who can access such resources.

If the receiving teacher marked "TA" for any items scored "1", the child may be placed with TA provided for the skill/behavior. Regular monitoring and feedback are recommended under these circumstances.

Instruction Manual

CEO

Classroom Environment Observation System
for Mainstreaming (CEO)

Maria Quintero
Sebastian Striefel
John Killoran
Joel Allred

Functional Mainstreaming for Success Project (FMS)
Validated Strategies for School-Age Mainstreaming Project (VSSM)

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Classroom Environment Observation System
for Mainstreaming
FMS/VSSM

Purpose:

The Classroom Environment Observation (CEO) System for Mainstreaming is designed to be used by teachers and other members of a child's study team when they observe a potential receiving environment to determine the appropriateness of that environment as a placement for a student who is to be mainstreamed. This information can be used to:

1. Modify the special education environment to more closely approximate the regular setting so that the child to be mainstreamed can adjust more easily to the transfer.

2. Identify potential areas of difficulty in the receiving environment (e.g., physical barriers) which can be addressed before the child's change in placement.

3. Identify skills a child needs in order to be successful in the observed environment, so those skills can be trained prior to placement.

It is acknowledged that the CEO is not all-inclusive; every setting poses unique problems and presents unique strengths which can be missed by an attempt to be all-encompassing. The CEO is best viewed as a list of reminders for an observer to assure that limited observation time is used efficiently to gather important relevant information.

Description: The CEO is composed of six sections:

Section 1:
Teacher Instructions or Cues - In this section an observer will check and list the types of directions, methods of presentation of materials, attention cues, and behavior management techniques typically used by the teacher in the observed setting.

Section 2:
Children's skills - By observing the group attending skills of the classroom children, an observer will note how children in that setting respond to instructions from the teacher, and how they are expected to attend and interact in groups and individual activities.

Section 3:
Peer Systems & Grouping Techniques - Since group activities are common in many settings, in this section, an observer will note the size of groups used in the observed setting, the nature (cooperative, competitive, individualized, independent) of group activities, and the existing use of peers as facilitators of learning (e.g., as buddies or tutors).

Section 4:
Resources - The personnel and material resources in a setting can be critical factors to be considered in mainstreaming. Section 4 requests that an observer record the number of adults who work in the setting, the physical arrangement, and any potential structural limitations of the receiving environment.

Section 5:

Curriculum - When considering mainstreaming which involves academic activities, it is important to know if the target student can function within the curricula used in the receiving setting. On Section 5, an observer will note the curricula used in a number of academic areas, as well as teacher instructions which may be specific to the task. For example, the instruction, "Follow along with your eyes while Mary reads," can be very confusing to a student who has not previously participated in group reading activities. Prior training, or alerting the teacher to a child's limited understanding, can prevent confusion and/or behavior problems.

Section 6:

Classroom Diagram - In this section, the observer will sketch the physical layout of the setting to note work areas, physical barriers, etc. Such a diagram would be particularly useful in mainstreaming students with motor or sensory disabilities, since these students may require more space or special seating arrangements in order to participate effectively.

General Instructions:

An observer should use the CEO as a guide, or a set of reminders, for what to observe when visiting a potential receiving environment. Whenever possible, notes and examples should be used to supplement the checklist sections which are indicated on the CEO form. The checklist should be used during observations of the work times, transition periods, in-class leisure time, and non-academic school activities (lunch, recess, etc.) which are proposed for mainstreaming. A separate CEO should be used for academic and nonacademic activities to identify pertinent physical characteristics, staff/pupil ratios and resources in different situations. At first inspection, the observation of several environments may seem overwhelming; however, in reality, functional mainstreaming is rarely conducted as a total removal of a child from one setting to place him/her full-time in another setting. Gradual mainstreaming, which allows a student to adapt to increasing levels of integration, would require that observations be conducted only in those settings/activities being considered for the target child's immediate mainstreaming.

Specific Instruction: When observing a potential receiving site, an observer should:

1. Complete the relevant demographic and informational items on page 1 of the CEO.

2. Complete Section 1 through 3: (1)**Teacher Instructions or Cues**, (2)**Children's Skills**, and (3)**Peer Systems and Grouping Techniques**, by carefully observing the class and noting the items indicated on the CEO.

3. Observe the classroom and the school settings indicated in Sections 4 and 6, **Resources** and **Classroom Diagram,** to identify physical characteristics and people resources.

4. Interview the teacher to obtain information for completing Section 6, **Curriculum.**

CEO
Classroom Environment Observation

Maria Quintero
Sebastian Striefel
John Killoran
Joel Allred

Observer _____	Date _____	
Classroom _____	Teacher _____	
Activity/Setting _____		
Time Start _____	Time End _____	

**Functional Mainstreaming for Success (FMS) Project and
Validated Strategies for School Age Mainstreaming (VSSM) Project**

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This product was developed by the
Functional Mainstreaming for Success (FMS) Project
and the
Validated Strategies for School-Age Mainstreaming (VSSM) Project

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Section 1

Teacher Instructions or Cues
(Verbal or Nonverbal)

The teacher in this setting uses (check and give examples):

1- step directions _____ example:

_____

_____

2- step directions _____ example:

_____

_____

3- step or longer directions _____ example:

_____

_____

Materials are presented through (check all that apply)

Lecture _____ Direct Instruction _____
Discussion _____ Chalkboard _____
Demonstration _____ Reading _____
Film _____
Other Media _____ give examples:

The teacher gets children's attention by (check all that apply):

Nonverbal Signals _____, such as:

Repeated Phrases _____, such as:

Calling Children by Name _____

For inappropriate behaviors, the teacher uses: (check all that apply)

Reprimands _____
Ignoring _____
Removing Child _____
Other _____ give examples:

For appropriate behaviors, the teacher uses: (check all that apply)

Free Time _____
Praise _____
Edibles _____
Earned Privileges _____
Other _____ give examples:

Section 2

Children's Skills

For each item, check some, most, or all.

Some ___ Most ____ All ____ Children follow 1 step instructions
Some ___ Most ____ All ____ Children follow 2 step instructions
Some ___ Most ____ All ____ Children follow 3 step instructions

---

Child could follow directions simply by imitating others.   Yes ____ No ____

Children Participate in Discussions (check all that apply):

Raise hand and wait to be called on ___
Make eye contact with speaker _____
Answer simple, factual questions ____
Answer complex, conceptual or
   inferential questions _____
Attend to task with minimal teacher
   intervention for:
   10 - 15 minutes _____
   15 - 20 minutes _____
   20 - 30 minutes _____
   more than 30 minutes _____
Takes turn with materials _____
Initiate interactions with peers _____
Give examples of how children initiate
   interactions with peers:

Notes:

Section 3

Peer Systems and Grouping Techniques

Characteristics of groups in this setting are:

Number of groups used in class __ ___
Number of children per group _____
Competitive activity commonly
    used _____
Cooperative activities commonly
    used _____
Individualized activities commonly
    used _____
Independent work commonly
    used _____

Notes:

Classroom peers are used for (Check all
    that apply):

Informal academic assistance _____
Formal peer tutoring _____
Other _____

Notes:

Section 4

Resources

Personnel

How many adults work in the classroom? _____
How many children are in the classroom? _____
What ages are the children? _____

Physical Arrangement

Child sit:
    in circle on floor_____
    at tables _____
    at individual desks _____

For children in wheel chairs or with motor difficulties,
note limitations for going to, using, and returning from:

Bathroom (location, size of door, angle of entry way;
    size of stalls, etc.)

Cafeteria (location, width of ordering line, seating
    arrangements, etc.)

Library (location, height of shelves, accessible
    tables, etc.)

Gym/Playground (location, supervision, equipment,
    fencing, etc.)

Assembly/Auditorium (location, seating, etc.)

Fire Exits (location, accessiblity-ramps, etc.)

Section 5
Curriculum

Indicate (a) curriculum used in each subject area.
(b) teacher instructions commonly used in that subject area.
(c) time of day when subject is taught.

Reading

(a)

(b)

(c)

Math

(a)

(b)

(c)

Spelling

(a)

(b)

(c)

Social Studies

(a)

(b)

(c)

Science

(a)

(b)

(c)

Other

(a)

(b)

(c)

Additional Curriculum Notes:

Section 6
Draw Classroom Diagram

Note width of aisles, spaces between seats, lighting, and any potential barriers. Also note presence of wall rails, etc. to assist students in wheelchairs.

Child Profile
VSSM#1

Quintero, M., Killoran, J., & Striefel, S.

I. Child's Name:_____ Child's Nickname:_____

II. Age:_____ Date of Birth:_____

iii. Sex:_____

IV. Exceptionality (check one):

IH _____	Hearing Impaired-Deaf ____	Physically Handicapped ____
SIH _____	Hearing Impaired-Hard of Hearing	Communication Disordered ____
SMH _____	Visually Impaired-Blind ____	Behavior Disordered ____
SMH-Autistic _____	Visually Impaired-	Learning Disabled
SMH-Deaf/blind ____	Partially Sighted	Other (Specify) ____

_____

V. Educational History

	Self-Contained Full day	Self-Contained Part day	Resource Room Full day	Resource Room Part day	Regular class Full day	Regular class Part day	Other
Current Placement: (check all that apply)							
Placement during previous year: (check all that apply)							

VI. Academic Skills:

Reading: Grade equivalent from most recent testing _____

Program or curriculum presently used with child _____

_____

_____

Observations on child's current reading skills ._____

_____

_____

Math: Grade equivalent from most recent testing _____
         Program or curriculum presently used with child _____
         _____
         _____
         Observations on child's current math skills_____
         _____
         _____

Writing: Grade equivalent from most recent testing _____
         Program or curriculum presently used with child_____
         _____
         _____
         Observations on child's current writing skills_____
         _____
         _____

VII. Social Skills:

How does child initiate play with peers?   Check all that apply:
——— Gestures with objects (hands, objects, etc.)
——— Joins in ongoing play without prompting
——— Appropriately calls peers to join him/her without prompting
——— Child does not engage in appropriate play with peers
——— Other_____

In a group situation, the child mostly:
——— Participates in cooperative play with peers
——— Plays only alongside peers (parallel play)
——— Plays alone (isolate play)

How does child respond when another child initiates play or speaks to
him/her?
——— Responds appropriately by handing toy/sharing/engaging in verbal
    exchange (if child has verbal skills)
——— Ignores peers
——— Demonstrates physical/verbal aggression
——— Overtly refuses to interact (says "no', runs away, etc.)
——— Other; _____

VIII. Communication Skills:

How does child make needs/wants known? _____

_____

For communication, child uses (check all that apply:)

Manual sign language	_____	Single words only	_____
Communication board	_____	Short phrases	_____
Written communication	_____	Full sentences	_____
Other (specify) _____			

According to most recent testing, the child's language skills are:

Receptive language age equivalent _____ /

Expressive language age equivalent _____

IX. Motor Skills:

Child can (check all that apply:) _____ Walk with support

_____ Go up/down stairs alone

_____ Walk alone

Child uses hands for: _____ Coloring   _____ Cutting

_____ Feeding self   _____ Writing

_____ Picking up small objects

Child uses the following: _____ Wheelchair   _____ Walker

_____ Other (specify) _____

_____

(If applicable) Child can.

_____Propel wheelchair independently

_____Transfer own body independent from wheelchair to seats,etc.

Child can toilet self: _____ yes _____ no

Child can dress self: _____ yes _____ no

For what motor activities, if any, does the child need help?

_____

_____

_____

_____

X. <u>Medical Notes:</u>

Is child on medication? ____ yes ____ no

Is medication administered during school hours? ____ yes ____ no

If yes, indicate name of medicine _____

    Dosage _____

    Time of day when administered_____

    Physician's name _____

    Physician's telephone number _____

    Indicate side effects of medication (sleepiness, lack of appetite, etc.)

_____

_____

Does child have seizures? ____ yes ____ no

If yes, what does the child do during a seizure (e.g., fall to the floor,
    stare, etc.)?_____

_____

_____

_____

Indicate procedure to be followed when child has a seizure_____

_____

_____

_____

Does child have vision or hearing problems? ____ yes ____ no

If yes, indicate type of problem_____

_____ _____

Does child use a hearing aid? ____ yes ____ no

Does child wear glasses? ____ yes ____ no

Does the child currently have tubes in his/her ears?

                            ____yes ___right ___left ___no

Does the child need a catheter or colostomy bag? ____ yes ____ no

If yes, indicate procedure to be followed. _____

_____

_____

Does the child have food allergies or intolerances? _____ yes _____ no
If yes, please indicate. _____

Does the child have feeding problems? _____ yes _____ no
If yes, please indicate. _____

Does the child have cardiac problems? _____ yes _____ no
If yes, please indicate. _____

Does child have other medical difficulties? _____ yes _____ no
If yes, please indicate. _____

XI. Service Needs
Please complete each area:

Therapy	Goals of Therapy	Frequency/Duration of Therapy	Name of Therapist
Communication			
Occupational Therapy			
Physical Therapy			
Behavior Therapy			
Nutritional Programming			
Adaptive Physical Education			
Other			

XII. Behavior Management

Check reinforcers which are effective and describe conditions for which they are used regularly:

_____ edible; specify _____

_____ points/chips; specify _____

_____ stickers; specify _____

_____ free time; specify _____

_____ verbal praise; specify _____

_____ physical attention (hugs, etc.); specify _____

_____ other; specify _____

What procedures are effective? _____

_____

_____

When are they used? _____

_____

_____

For more information, contact:

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Task 10 - Consumer Satisfaction: The purpose of task 10 is to collect satisfaction data from parents, both those of children with and those of children with out handicaps, and from staff. Consumer satisfaction surveys were developed by the FMS Project for this purpose. Data is collected in terms of satisfaction with individual programs for children, staff interactions, and overall general quality and feedback on the program itself. The data is then used to revise and make adjustments in the program as indicated. Child stress data is also collected on non-handicapped peers through the Child Stress Checklist.

Parent and Staff Satisfaction Surveys are conducted on a quarterly basis. The feedback provided is then used to make program modifications as indicated and to address any problem areas which are identified.

The Child Stress Checklist is designed to help parents and teachers to determine if a child demonstrates signs of stress during the process of mainstreaming. The checklist is of particular utility if a baseline level of a child's behaviors is obtained before a child experiences a change in academic placement, and that baseline is then compared with changes in levels of behaviors after change in placement. All children will exhibit some of these behaviors on occasion without being under undue stress. Behaviors of concern are those which persist, or which demonstrate a sudden or sharp increase in frequency. If such behaviors are identified, a systematic program must be designed and implemented to deal with the problem.

TASK 10 MATERIALS

Parent Satisfaction Questionnaire

Staff Satisfaction Questionnaire

Child Stress Checklist

CHIPP-FMS
Parent Satisfaction Questionnaire

1   How would you rate the education that your child received at the CHIPP integrated preschool?

1	2	3	4	5
Excellent	Good	Average	Fair	Poor

2. How would you rate your interactions with CHIPP intetratged preschool staff? (Only integrated preschool staff, not other DCHP preschool staff.)

1	2	3	4	5
Excellent	Good	Average	Fair	Poor

3. Did your child like the program? Yes_____ No _____. If not, please indicate why.

4. Knowing what you now know about the Mainstream Preschool proc im, please circle one of the following:

1	2	3	4
Glad my child was in the integrated program	Wish my child had been in a non-integrated special education classroom	Wish my child had been in a preschool without children who have handicaps	Don't know or don't wish to answer

5. If you worked in the classroom, answer question 5; if not, go to question 6. What was your reaction to working in the classroom? Did you feel comfortable with your assigned responsibi: ties? Do you think you need more training?

6. What things did you like about the Mainstream Preschool program?

7. What things would you like to change about the Mainstream Preschool program?

8. What specific concerns, if any, did you have about mainstreaming before your child started in the program? Did these things happen?

9. Does your child have a handicapping condition? _____ yes _____ no

Thank you!   9/86

STAFF SATISFACTION FORM

Version I

Your feedback is critical to the success of future mainstreaming activities. Please take a moment to complete this form about the mainstreaming activity in which your student(s) participated. Please indicate your response to each item by circling one choice:

1. Generally, I feel positive about the mainstreaming activity in which we participated.

   Agree   Agree   Disagree   Disagree
   Strongly   Somewhat   Somewhat   Strongly

2. The children in my classroom/program reacted positively to the mainstreaming activity.

   Agree   Agree   Disagree   Disagree
   Strongly   Somewhat   Somewhat   Strongly

3. I understand the purpose(s) for the mainstreaming activity which took place.

   Agree   Agree   Disagree   Disagree
   Strongly   Somewhat   Somewhat   Strongly

4. I think the benefits significantly outweighed any inconveniences of this mainstreaming activity.

   Agree   Agree   Disagree   Disagree
   Strongly   Somewhat   Somewhat   Strongly

5. I was given the opportunity to be as involved as I wished to be, in planning and carrying out this mainstreaming.

   Agree   Agree   Disagree   Disagree
   Strongly   Somewhat   Somewhat   Strongly

6. I felt that the FMS project staff were supportive and helpful throughout this mainstreaming activity.

   Agree   Agree   Disagree   Disagree
   Strongly   Somewhat   Somewhat   Strongly

7. I feel that the interactions that resulted from this activity between children with and without handicaps, were positive and beneficial to all the children.

    Agree   Agree   Disagree   Disagree
    Strongly   Somewhat   Somewhat   Strongly

8. I feel competent to carry out a similar mainstreaming activity by myself, without FMS project staff involvement.

    Agree   Agree   Disagree   Disagree
    Strongly   Somewhat   Somewhat   Strongly

9. I estimate that approximately _____ % (insert a percentage number) of the children in my class/program are appropriate for participation in this type of mainstreaming activity. (If you feel that some children are not appropriate for this activity, please briefly indicate why).

10. I saw the following strengths in this activity:

11. I saw the following weaknesses in this activity:

12. In future activities of this type, I would change or recommend the following:

Any other comments are welcome. Thank you!

CHILD STRESS CHECKLIST
FMS/VSSM

PURPOSE:

This instrument is designed to help parents and teachers to determine if a child demonstrates signs of stress during the process of mainstreaming. The checklist is of particular utility if a baseline level of a child's behaviors is obtained before a child experiences a change in academic placement, and that baseline is then compared with changes in levels of behaviors after change in placement.

NOTE: All children will exhibit some of these behaviors on occasion without being under significant stress. Behaviors of concern are those which persist, or which demonstrate a sudden, sharp increase in frequency.

INSTRUCTIONS:

The parent or teacher completing the checklist is to circle the frequency with which a child exhibits difficulties in the area described. Examples are listed for each of the areas for the purpose of clarification; however, the examples do not represent all possible behaviors in an area, nor does a child have to demonstrate all of the examples listed in order to be rated. For instance, a child may hold his/her breath 3 to 4 times per week, but not demonstrate shallow or rapid breathing. On area 1, the scoring for this example should reflect:

AREA			TIMES PER WEEK	
Breathing irregularity (e.g. shallow, rapid; breath holding)	0	1-2	(3-4)	5+

Child Stress Checklist

Child's Name _____ Age ____ Date of Birth _____

Name of Person Completing Checklist _____

Relationship to Child _____ Date _____

AREA	TIMES PER WEEK			
Breathing irregularity (e.g., shallow, rapid; breath holding)	0	1-2	3-4	5+
Physical complaints (e.g., aches or pains, headaches, heart pounding; nausea	0	1-2	3-4	5+
Nervous behaviors (e.g., reports feeling scared without identifying source; easily startled; nervous laughter; tics, muscle spasms; twitches; thumb-sucking; hands shake, are cold or moist; stuttering; teeth clenching	0	1-2	3-4	5+
Overactivity, excessive tension, or alertness	0	1-2	3-4	5+
Compulsive behaviors (e.g., ear tugging, pulls own hair or eyebrows, excessive cleanliness, demands perfection; overeating)	0	1-2	3-4	5+
Poor concentration (e.g., confused, forgetful, daydreams, retreats from reality)	0	1-2	3-4	5+
Depression (e.g., downgrades self; explosive crying; poor sleeping, eating; loss of interest in activities usually approached with vigor; listless)	0	1-2	3-4	5+
Social difficulties (e.g., cannot get along with friends; unusual jealousy; withdrawal; unusual shyness; attention-seeking; boasts superiority)	0	1-2	3-4	5+
Sleep disorders (e.g., nightmares; night terrors; cannot fall asleep; difficulty waking up)	0	1-2	3-4	5+

Conduct disorders (e.g., defiance; cruelty toward people or pets; lying; stealing; use of alcohol, drugs, cigarettes)	0	1-2	3-4	5+
School difficulties (e.g., states dislike of school or teacher(s); decline in school achievement; refuses to go to school)	0	1-2	3-4	5+
Incontinence (e.g., frequent urination, diarrhea; soils/wets pants; bedwetting)	0	1-2	3-4	5+
Increased number of accidents, falls, minor spills	0	1-2	3-4	5+

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LIST OF FIGURES

APPENDIX

Product Listing

FUNCTIONAL MAINSTREAMING FOR SUCCESS

PRODUCTS AND ACTIVITIES

1986-87

Sebastian Striefel, Ph.D., Director

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The following is a list of products and activities developed or under development by the FMS project during the 1986-1987 year. Reviews of the literature are listed first, followed by products to be used for mainstreaming activities. Each product/activity is coded to indicate items that are currently available for dissemination, those that are available only for field testing, and those which are still in a stage of development or editorial revision. Items for dissemination are available for the cost of reproduction. Prices are indicated.

* Product development is on-going

** Product available for field test

*** Product available for dissemination

LITERATURE REVIEWS

A = Available in Research Literature

D = Review Being/or Has Been Developed by the Project

Review #	Review Title	Cost
R1(D)***	Yanito, T., Quintero, M., Killoran, J., & Striefel, S. Teacher Attitudes Toward Mainstreaming - A literature review summarizing the attitudes of regular education teachers toward children with handicaps and the concept of mainstreaming.	$ 3.05
R2(D)***	Mott, S., Striefel, S., & Quintero, M. Preparing Regular Classroom Students for Mainstreaming - A literature review of the literature summarizing research findings from different activities used to prepare peers for mainstreaming.	$ 1.80
R3(D)***	Quintero, M., Striefel, S., Killoran, J., & Ahooraiyan, A. A Critical Review of Parent Involvement in Mainstreaming - literature review summarizing parental concerns about mainstreaming and recommending methods for enhancing positive home/school communications.	$ 2.25
R4(D)**	Adams, P., Quintero, M., Killoran, J., Striefel, S. & Frede, E. A Literature Review and Synthesis of Teacher Competencies Necessary for Effective Teaching of Mainstreamed Students - A literature review of research and programs which have investigated the teacher competencies that apply to mainstreaming. A list of competencies for mainstreaming is proposed.	$ 2.65
R5(D)*	Adams, P., Killoran, J., Quintero, M., & Striefel, S. Mainstreaming and Teacher Competence: Some Concerns About the Adequacy of Teacher Training - A written discussion of the current status of preservice and inservice teacher training, and recommendations for systemic changes.	$ 2.55

LITERATURE REVIEWS (CONT.)

Review #	Review Title	Cost
R6(D)*	Long-term Needs of Students with Handicaps: Mainstreaming and Critical Competencies for Teachers - A written discussion of the teacher training needs which arise when a child with a moderate or severe handicapping condition is mainstreamed into a regular school.	Presently not available
R7(D)***	Adams, P., Striefel, S., Frede, E., Quintero, M., & Killoran, J. Successful Mainstreaming: The Elimin. tion of Common Barriers - A written discussion which presents a comprehensive, procedural approach to mainstreaming.	$ 2.10
R8(A)	Jenkins, J.R. & Jenkins, L.M. (1982) Peer and Cross Age Tutoring. University of Minnesota.	Available from Authors
R9(A)	Johnson, D.W. & Johnson, R.T. (1980) Promoting Constructive Student-Student Relationships Through Cooperative Learning University of Minnesota.	" "
R10(A)	Wang, M.C. (1983) Provision of Classroom Instruction That Is Adaptive to Student Differences. University of Minnesota.	" "
R11(A)	Allen, J., Clark, F., Gallagher, P., & Schofield, F. (1982). Classroom Strategies for Accommodating Exceptional Learners. University of Minnesota.	" "
R12(D)***	Quintero, M., Killoran, J., & Striefel, S. The Special Educator's Role in Mainstreaming discussion of preparation needs of special educators and issues that arise among teaching personnel when mainstreaming starts in a school.	$ 1.10

PRODUCT DEVELOPMENT

Product #	Product Title	Unit Cost
P1**	The Mainstream Expectations and Skills Assessment -Preschool & Kindergarten (MESA-PK) - A prototype system for helping IEP Teams in better determining goals to improve a child°s preparedness for mainstreaming into a particular setting. The system combines a teacher°s expectations with a child°s skills, so that critical skill deficits can be addressed prior to a mainstream placement.	$ 0.50
P2**	TEAM-PK - A modified MESA-PK, used by a child's team (T) to access general expectations. This information is used by administrators to identify the training neeas of a teaching staff.	$ 0.45
P3**	Classroom Environment Observation System for Mainstreaming (CEO) - A focused observation system for assessing the environmental demands of a setting prior to, or during, mainstreaming; designed primarily for use by the special education teacher but can be used by_an administrator, aide, parent, or other teacher.	$ 0.40
P4**	The Mainstreaming Teachers Guide to Designing, Conducting and Evaluating Peer Tutoring - A system designed for special education teachers to train nonhandicapped students to be tutors for special education students. Procedures are generic, so they can be adapted to a variety of discrete-trial programs.	$ 1.15
P5***	Facts About Mainstreaming: Answers for Parents of Children Without Handicaps - A brochure answering questions and concerns parents of children without handicaps often have regarding mainstreaming. The material can be used as a basis for parent group and PTA presentations.	$ 0.15
P6*	Peer Preparation User's Guide - Techniques for preparing children without handicaps for mainstreaming through group discussions, puppet shows, role plays, and other activities.	Presently not available

PRODUCT DEVELOPMENT

Product #	Product Title	Unit Cost
P7***	**Facts About Mainstreaming: Answers for Parents of Children with Handicaps** – A brochure answering questions and concerns parents of children with handicaps often have regarding mainstreaming. The material can be used as a basis for parent group discussions.	$ 0.20
P8***	**The Mainstreaming IEP** – A pamphlet for helping educators as they train parents to assume an active role in integrating their child at school and in the community.	$ 0.30
P9**	**Parent Mainstream Questionnaire** – A questionnaire for measuring parental attitudes and knowledge about mainstreaming.	$ 0.10
P10***	**Questions Teachers Often Raise About Mainstreaming** – A pamphlet designed to address the regular classroom teacher's concerns about mainstreaming.	$ 0.20
P11***	**Methods For Mainstreaming, or Managing the Mainstream Mandate** – A brief handout giving general suggestions on how to mainstream.	$ 0.10
P12**	**Teacher Needs Assessment** – A system for use by teachers and administrators for identifying teacher training needs, and accessing support and technical assistance to meet these needs.	$ 0.55
P13*	**Teacher Guidelines for Prompting and Praising**	Presently not available
P14**	**Child Profile** – A form for communicating critical child information to a receiving teacher.	$ 0.30
P15**	**Child Stress Checklist** – A checklist of behaviors commonly associated with child stress, to identify behavior changes that may signal when a mainstreamed child is under stress.	Presently not available

PRODUCT DEVELOPMENT

Product #	Product Title	Unit Cost
P16*	**Effective Grouping in the Mainstream -** A list of guidelines for grouping students ·of different ability levels in a mainstream classroom.	Presently not available
P17*	**VSSM Buddy System -** Rationale, guidelines, and step-by-step directions to implement a buddy system.	$ 0.50