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Jerry James Wellik

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AN EVALUATION OF THE "MAINSTREAM" CONNECTION:

SUPPORTING THE REGULAR TEACHER

by

Jerry James Wellik

Bachelor of Science, University of Iowa, 1967
Master of Science, St. Cloud State University, 1972

A Dissertation

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

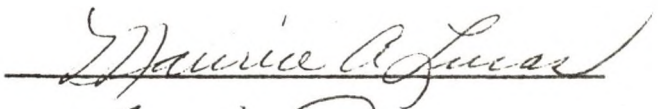

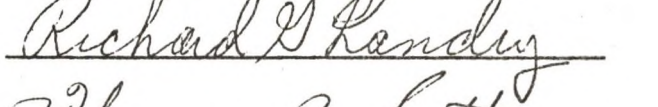
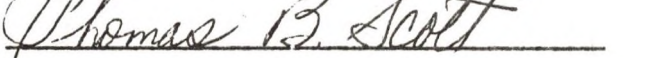
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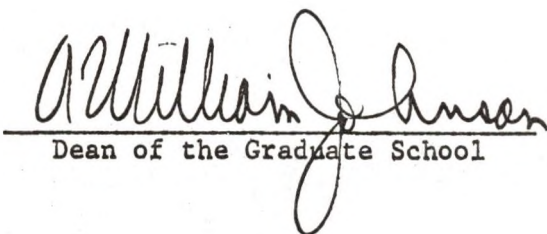
August
1979

This dissertation submitted by Jerry James Wellik in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.


(Chairman)

This dissertation meets the standards for appearance and conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.


Dean of the Graduate School

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AN EVALUATION OF THE "MAINSTREAM" CONNECTION:
Title SUPPORTING THE REGULAR TEACHER

Department Center for Teaching and Learning

Degree Doctor of Education

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ABSTRACT

Problem

The purposes of this study were to evaluate the effects of an inservice training program (the "Mainstream" Connection) for regular elementary and secondary teachers in the education of the mildly handicapped and to respond to conventional practices for meeting differences in our schools.

The "Mainstream" Connection Inservice Project focused upon increasing knowledge of needs and characteristics of the mildly handicapped, specifying methods of modifying materials and curriculum and accepting handicapped children.

Procedure

The research population for this study consisted of 438 regular elementary and secondary teachers in central Minnesota who participated in a project to provide training in the education of the mildly handicapped during the 1977-78 school year. All of the participants volunteered to participate in the training program. Progress was measured by a knowledge-based multiple choice test and the Educational Service Options Instrument on a pre and post-test basis. At the end of the project, an Evaluation Questionnaire was administered and an in-depth interview of thirty of the teacher participants was conducted to explore attitudes toward the concept of "mainstreaming." An analysis

of Instructional Logs that were kept by the teacher participants was also conducted.

Results

1. Participants in the project, as a whole, gained in knowledge of needs and characteristics of the mildly handicapped according to the knowledge based test.

2. Many participants felt that they learned new skills useful for regular class application according to participant self-ratings on both the Structured Interview Questionnaire and on the Project Evaluation Questionnaire and by analysis of their instructional logs.

3. According to the principal instrument used to analyze teachers' acceptance of the handicapped in the regular classroom, there were no significant attitude changes measurable for the participant population as a whole.

4. Chapter V of this study includes the author's personal response to the "Mainstream" Connection and, in a more general sense to conventional practices of our schools in meeting differences in children. The assumptions of the "Mainstream" Connection are questioned and suggestions are provided that future inservice programs might consider to get at underlying issues that were not dealt with in this inservice project.

CHAPTER I

INTRODUCTION

Background

Since the beginning of this century, when special classes were first established in the United States, segregated special classroom environments have been the most common means for educating mildly and moderately handicapped children (Kuik 1976). Beginning in the 1960's a sequence of events resulted in a movement away from this practice. Numerous articles directed toward the issues of labeling and segregation of the handicapped, particularly the educable mentally retarded and emotionally disturbed child (Dunn 1968) appeared, and were supported by research refuting the efficacy of special class placement (Kirk 1964; Rubin, Simson and Betwee 1966). In the 1970's momentum for integration increased as a result of court decisions (e.g., Diana vs. State Board of Education) mandating the return of certain handicapped children to regular education. Court decisions were followed by legislative enactments in some states providing for the return of handicapped learners to regular classrooms (MacMillan and Semmel 1977). The current educational direction is the provision of educational programs for all individuals with movement towards integration of mildly handicapped children in regular classrooms (Chaffin 1974; Hewitt and Forness 1976).

Soloway (1974) cited the work of Bertness (1971), Blatt (1971), and Birch (1971), in discussing problems arising with the integration of mildly and moderately handicapped children into the regular classroom.

Soloway (1974, p. 2) stated:

A major problem that has characterized "mainstreaming" handicapped children into regular education has been insufficient back up support and the return to failure prone learning situations. Many regular classroom teachers are unprepared or unwilling to meet academic and social needs of the exceptional child. Thus, as the impetus for "mainstreaming" increases, the issue of restructuring the regular classroom environment and improving the regular teacher's knowledge, skills and attitude toward the education of the exceptional child becomes critical.

Purposes of the Study

There were two major purposes of this study. The first was to determine whether regular elementary and secondary teachers involved in an inservice training program in the area of education of the mildly handicapped would demonstrate the following:

1. Increased knowledge of the needs and characteristics of handicapped children in the regular classroom.
2. Increased skills in the modification of instructional and curricular areas to accommodate handicapped students.
3. Greater acceptance of handicapped children as a part of their teaching responsibilities.

A basic assumption was that this training program would assist regular classroom teachers meet the needs of mildly handicapped children in their classrooms.

The second major purpose of this study was to question the assumptions upon which the "Mainstream" Connection inservice project was based. The author felt that preoccupation with method and efficiency may have had the effect of hindering the initiative and creativity of the teacher

participants and could possibly interfere with the humanization of children with differences. The author defined humanization to be the movement toward commitment to the dignity and integrity of the human being.

Significance of the Study

Successful integration of exceptional students into "mainstream" education is a goal of nearly every school district. However, few studies have investigated cooperative programs between college and public schools involved in inservice education for regular classroom teachers. Questions to be considered include:

1. Does such a training program improve a teacher's attitudes toward his/her students?
2. Does such a training program increase a teacher's knowledge of individual differences and accommodation of all students?
3. Do such efforts result in a better education for all children, including the mildly handicapped?
4. Are our efforts contributing to or interfering with the humanization of children?

Definition of Terms

Exceptional Children. Although difficult to define the term exceptional children refers to children who deviate intellectually, socially, physically, or emotionally so much from what is regarded as normal growth and development that they cannot receive maximum benefit from a traditional school program and require a special class, supplementary instruction (or, at least highly personalized instruction) (Kuik 1976, p. 10).

Handicapped Children. In special education literature, distinction is often made between "disability" and "handicap"--an important

consideration, though the terms are used loosely by most people. "Disability" can be described as a deviation in body or functioning that results in a functional inadequacy in view of environmental demands. "Handicap" may be used to refer to the problems, disadvantages, social censure (i.e., the various degrees of punishment or loss of reward) that are generated by a disability (Stevens 1962). "Mildly handicapped" and "moderately handicapped" refer to degree (somewhat arbitrarily determined by professional judgments and related to type of educational programming "specialization" needed to meet individual needs) (Kuik 1976).

Service delivery systems. An expression used to refer to ways of organizing educational services to meet the wide variety of educational needs which children represent (Kuik 1976).

Special Education Cooperative (Coop). An arrangement wherein several school districts engage in a joint endeavor to administer special education services. With regard to Special Education Cooperatives (Coops) in Minnesota, this was the movement that began in the middle 1960's. It had become obvious that there were many school districts in Minnesota that could not provide special education services as a single district. Although programmatic concerns were instrumental, the major initiative for the cooperative arrangements was the need for overall direction and management. At approximately the same time states began receiving discretionary funds through Title VI of Public Law 89-10 (Elementary and Secondary Education Act). The State of Minnesota elected to use these discretionary funds through the forms of grants to school districts that could organize to provide for cooperative arrangements. The nature of the Coops was determined basically by

the individual school districts. It was the hope of the leadership in the State Department of Education that they would organize according to some natural boundaries and, therefore, become more cohesive units than if a master plan were imposed from the state agency (Knox 1979).

Survivors. A term used by Harlow (1975a) to refer to children in the school environment who are concerned with merely getting through time and space without disturbing established ways of establishing needs.

Delimitations

This study was delimited to some 438 teachers in a rural Central Minnesota School district. The teachers involved in the study had all volunteered to participate in the inservice training. The study was delimited to a one year period.

Format of This Study

Chapter II of this study will present a review of recent literature in the area of "mainstreaming." Chapter III will deal with the procedure for evaluating the "Mainstream" Connection and includes project background information, project objectives and evaluation, and other instruments and evaluation questions. Chapter IV details the evaluation results including the responses to the Evaluation Questionnaire (appendix D). Chapter V is the author's personal response to the "Mainstream" Connection, questioning assumptions of the project and conventional practices of our schools in dealing with differences. It will also include the author's suggestions for future inservice efforts.

CHAPTER II

REVIEW OF THE LITERATURE

What is Mainstreaming?

"Although the term mainstreaming permeates much of the recent literature in special education, a precise definition of the term has remained elusive" (Kaufman et al. 1975, p. 39).

Birch (1974, pp. 12-13) incorporated 14 descriptors that have resulted from mainstreaming practices. His list included the following elements:

- "1. Mainstreaming refers to assigning handicapped pupils to regular classes and providing special education for them.
- "2. In mainstreaming, regular classroom teachers broaden and adapt instructional procedures and content so all children are incorporated into regular programs at levels manageable for each child and teacher.
- "3. Mainstreaming may be done at any level, preschool through secondary school.
- "4. In mainstreaming, the handicapped pupil reports to the regular classroom teacher.
- "5. In conventionally organized schools or in open space schools the handicapped pupils being mainstreamed spend half or more of the day in regular classes.
- "6. In conventionally organized schools the special education teacher has a headquarters room to which pupils can come for periods of time from the mainstream rooms to which they are assigned.
- "7. In open space schools the special education teacher may be a member of the team serving the open space setting or may have a separate room as headquarters.
- "8. Mainstreamed handicapped pupils leave the main group only for essential small group or individual instruction, educational assessment, and to pick up or deliver assignments prepared by the special education teacher.
- "9. The regular class teachers and the special education teachers agree upon individual schedules and assignments as needed for children being mainstreamed.

- "10. Regular class teachers are responsible for grades and report cards for the mainstreamed handicapped pupils, but they may consult with special education teachers on the grading.
- "11. Special education teachers help regular class teachers also by providing educational assessments and instructional consultation for regular class pupils, who may not be eligible for special education in the usual sense.
- "12. Mainstreaming implies the following operating principle: Handicapped pupils usually begin their education in regular Kindergarten or first grade groups with special education support, and they are removed to special classes or special schools only when the necessity to do so is shown and only for the periods required to prepare the pupils for return to regular classes.
- "13. Criteria for selecting handicapped pupils for mainstreaming are in terms of matching pupils' educational needs and the capability of the mainstream program to meet those needs, rather than in terms of the severity of the pupils' physical, mental, emotional, or other handicap.
- "14. Mainstreaming has a place in the spectrum of plans for organizing instruction, space, and facilities to accommodate the educational needs of handicapped pupils."

Kaufman et al. (1975, p. 39) suggested that the concept is comprised of three elements: "That it provides for a continuum of programs for children who are experiencing difficulty, that it accomplishes a reduction of 'pull out' programs, and that it calls for specialists to work in the regular classrooms as much as possible."

Adamson and Van Etten (1972) stressed that a range of alternatives be made available. They warned that no single special education program is beneficial to all children and that some children may benefit from special class placement.

A continuum of services for providing for individual differences was called for by Deno (1973). She developed a system which has been helpful in promoting an understanding of the concept of mainstreaming (see Figure 1).

Figure 1 represents a service delivery system in which mainstreaming may be thought of as a continuum ranging from non-participation to

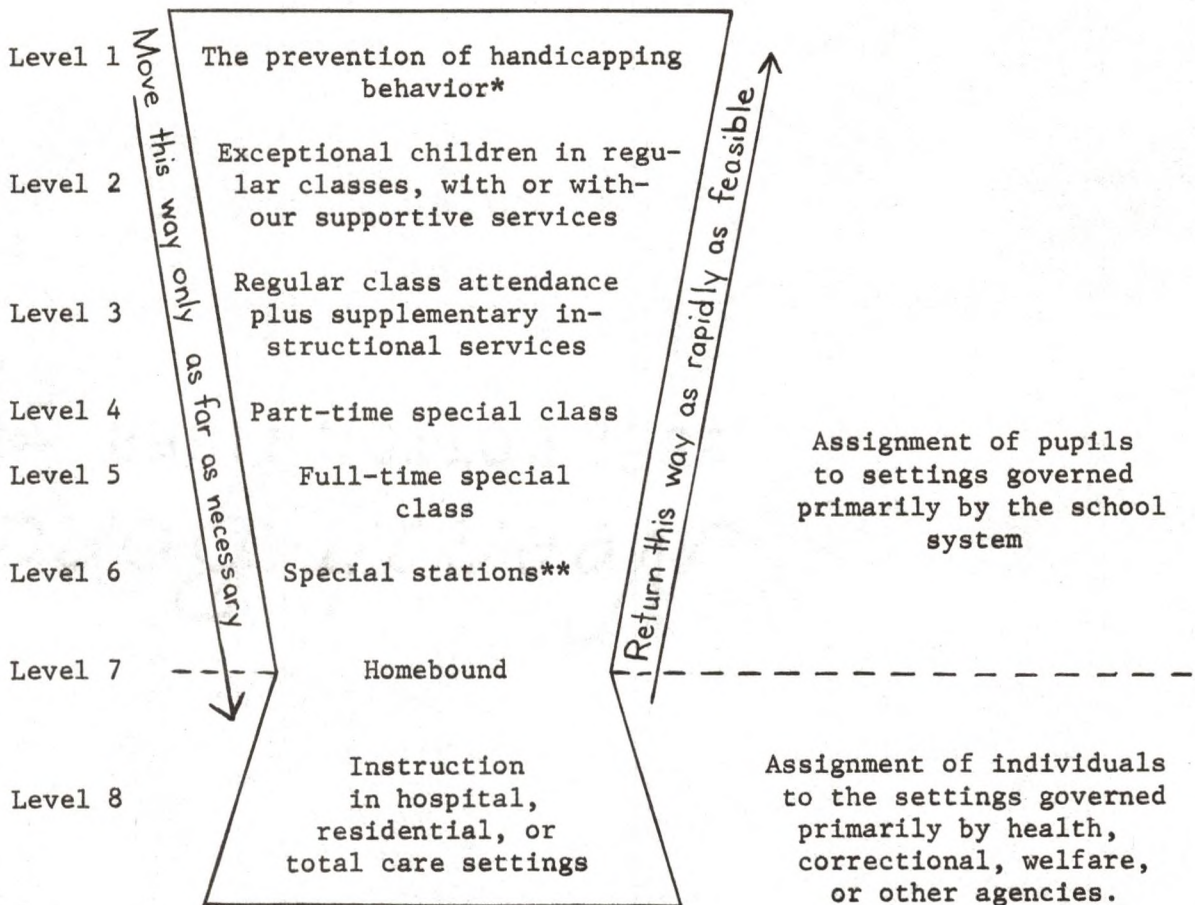


Fig. 1. The Cascade System of Special Education Service.

SOURCE: "The Organization and Administration of Special Education and Education of the Gifted." Policy statements approved by the 1973 CEC Delegate Assembly, p. 2.

*This means the development of positive cognitive, affective, and psychomotor skills in all pupils that will reduce or prevent the frequency of handicapping behavior.

**Special schools in public school systems.

full participation in the regular classroom. At the non-participation end of the spectrum are a small number of children in residential facilities or receiving homebound instruction. Since their handicaps are severe and our society has limited provisions for these individuals, they spend most of their time isolated from the outside world. However,

in a philosophy of mainstreaming, every effort is made to increase their contact with nonhandicapped society (Smith 1973).

Kaufman et al. (1975, pp. 40-41), in an effort to provide a conceptual framework that encompasses the various complexities of mainstreaming, offered the following definition:

Mainstreaming refers to the temporal, instructional and social integration of eligible exceptional children with normal peers based on ongoing, individually determined, educational planning and programming process and requires clarification or responsibility among regular and special education administrative, instructional and support personnel.

Solomon (1976, p. 6) suggested that two basic directions and commitments of the mainstreaming approach have emerged, delabeling and individualization. She stated:

The concept of delabeling or decategorizing children by specific handicapping conditions moves toward the acceptance of children as individuals with educational needs specific to their learning abilities and functioning. Individualization, then, becomes a primary concern for the educational programming of exceptional children, if, indeed, they are to be considered, each and everyone, an individual person.

Definitions and comments relating to mainstreaming that appear in the literature have focused more on administrative considerations (e.g., the amount of time spent in regular classrooms) rather than on instructional variables (e.g., the instructional activities in which the child should participate when he attends the regular class). Perhaps the emphasis on administrative concerns reflects the prevailing view among researchers and practitioners that mainstreaming is primarily an administrative arrangement and is only secondarily, if at all, an instructional approach (Kaufman et al. 1975).

It would appear as if the literature on mainstreaming relating to instructional variables would be more beneficial to the classroom teacher

and others who are involved with direct service to children. Brekke (1976, p. 2) stated, "mainstreaming involves a non-categorical approach, which centers upon the process of changing in contrast to that of labeling."

According to Harlow (1976), a key issue in mainstreaming is the capacity of the classroom to respond to various learners in different stages of functioning. Change in functioning for the survivor (see definition of terms) takes time and requires great patience. The teacher is vital in many ways, but especially in, (1) assessing and understanding the present functioning of the child and (2) regarding of the child's potential for higher relational patterns.

Approaches to Mainstreaming

Edwin Martin (1974, p. 132), in discussing the relationship of mainstreaming and teacher training, wrote:

If the majority of handicapped children--the mildly and moderately retarded, the children with behavioral disorders, the children with language and learning problems, the children with orthopedic difficulties--are to be spending most or much of their time in regular classrooms, there must be massive efforts to work with their regular teachers, not to just "instruct them" in the pedagogy of special education but to share in the feelings, to understand their fears, to provide them with assistance and materials, and in short to provide their success.

In line with this, Johnson (1976, p. 27) cautioned that "Mainstreaming cannot be a simple disbandment of special classes and returning exceptional children to the regular classrooms."

In the past few years, schools throughout the nation have begun instituting inservice education to promote the integration of exceptional students into regular educational settings.

The basic purpose of inservice education is:

. . . to facilitate the continuous improvement of the entire professional staff of the school system. All teachers and administrators must remain knowledgeable in relation to current educational theory and practice. New teachers and those engaging in different functions and responsibilities need ongoing input that allows them to develop new skills while on the job (Soloway 1974, pp. 8-9).

Approaches that Include Evaluation Data

A review of the literature revealed some studies of inservice education on mainstreaming that included evaluation data. The author has focused on the most recent of these studies.

Singleton (1976) described a study conducted in Culver City, California, during the 1975-76 school year in which two teacher training methods--workshop and direct assistance in the classroom--were examined for their effectiveness in increasing positive attitudes of regular class elementary teachers toward mainstreaming mildly handicapped children. Two faculties were assisted by a resource specialist to deal with handicapped children in the classrooms, and one faculty participated in a workshop series conducted by resource specialists. The direct assistance group demonstrated significant differences in attitudes while the workshop group demonstrated no significant differences in attitudes.

Fine et al. (1977), reported on a three year project in which the Institute for Developmental Studies (IDS) at New York University worked in cooperation and support of the Yonkers, New York School System. Objectives of the project were: (1) To train both regular and special education teachers in the theory and application of behavior analysis; (2) To train teachers in specific procedures for the design of individual student curricula; (3) To re-integrate mildly handicapped special education children gradually back into regular classroom programs;

(4) To plan for and guide the gradual role change of the special education teacher from a self-contained role to a resource teacher; and (5) To train and work with parents in developing and applying appropriate behavioral techniques in the home to reinforce their children's progress in school. Although there were no significant academic gains made by children who had been mainstreamed, the teachers who participated in the project reported a more frequent use of specialized techniques and materials in their classes during the duration of the project and there was a positive shift in their attitudes toward a willingness to work with handicapped children in the regular classroom.

Another inservice effort was described and evaluated by Harris (1976). She reported on a summer practicum that was based on the premise that mainstreaming goes hand-in-hand with individualized instruction. The workshop's effectiveness was evaluated according to the following five dimensions: (1) The extent to which teachers were using the knowledge gained in the summer workshop; (2) The response of the handicapped students in the activity in terms of adaptability and school achievement; (3) The nature of the response of the parents of students in the activity; (4) Evidence of professional growth of teachers; and (5) The effectiveness of special education teachers in their new roles as rated by their administrators and themselves. The results of the evaluation indicated that it was beneficial to initiate a new role for special education teachers. The movement toward a resource room/consultative approach aided regular classroom teachers with handicapped students who were permanently placed in their classrooms. She cautioned that one should not make any broad generalizations as integration of handicapped students in regular classes

must be adaptive and successful for many years before its efficacy can be determined. Mainstreaming is a social, economic, political, educational and legal reform and will succeed only if a system is developed to support it.

Miller and Sabatino (1978, p. 87) described a study comparing the effectiveness of a teacher consultant model and a resource room model with a control group. The following descriptions of the models were provided:

Teacher Consultant Model: Teacher consultants can best be described as facilitators, not implementors. In essence, their task was to convey best practice skills to the regular teacher, who then accepted the primary responsibility for implementation. Accordingly, teacher consultant model special educators devoted their energy directly to regular teachers and, through them, to children.

Resource Room Model: Teachers in the resource room model participated in the familiar activities associated with this role: diagnosis, prescription, intensive clinical lessons, report writing and so on. The emphasis was not on instruction to the regular teacher. On the contrary, resource room services were provided to children directly; only incidental training of regular teachers took place.

On measures of student achievement, neither the teacher consultant nor the resource room emerged as a clearly superior service delivery model. However, both represented definite improvement over the absence of any special education support service (i.e., control subjects).

Another aspect of the study dealt with teacher-student interaction. Teacher behaviors and interaction style were observed and recorded for further analysis. The following data appeared to be more meaningful than the achievement data:

Significant increments in several teacher behaviors were found (greater acceptance of feelings, increased praise and encouragement, more imparting of information, reduced criticism, increased communication with students), which would probably be accepted by

most persons as desirable attributes of the classroom instructors' behavior. However, even though both experimental groups demonstrated gains, measures of teacher behavior improvement were more frequently observed in the teacher consultant model (Miller and Sabatino 1978, pp. 89-90).

The authors warned that any attempt to implement the teacher consultant model must assure both the ongoing skill development of the teacher consultant and adequate time with the regular teacher.

Descriptive Studies of Mainstreaming Efforts

The review of literature revealed some studies that were primarily descriptive in nature. Among the most prominent--

The Harrison School Center. A Public School-University Cooperative Resource Program has been established to change the practice of placing and educating handicapped children in special classrooms. The program has been in existence since 1968 and has two basic goals: (1) To develop a prototype room model to serve mildly handicapped children; and (2) To train teachers who can work with mildly handicapped children in a resource room format (Johnson and Grismer 1973). The effect of this program has been to broaden the capacity of the school as a whole to deal with exceptional-ity (Reynolds and Birch 1977, p. 467). Additionally

. . . the educational progress of all children in the building is monitored much more closely than in the past, parents are fully engaged in the planning of educational programs for their children, and regular teachers are given immediate and substantial support for serving the children in their classes who have learning problems or are gifted.

The Seward-University Project. The Seward-University Project (Deno and Gross 1973) is a cooperative arrangement between the Minneapolis Public Schools and the University of Minnesota. In this system, Special Education Resource Teachers (SERTS) provide ongoing program

modification for individual handicapped children in the regular classroom, while minimizing the removal of the child to another setting for instruction. Provisions have been made for pre and in-service training for teachers. The project is based on the assumption that training can be improved if the University will move to the schools rather than trying to move the schools to the University. The central perspective governing the practice of the project regards the expectations and standards of social acceptability: "The handicapped child's 'problem' is not his physical or mental disability as traditionally defined: It is the discrepancy between his performance and either the implicit or explicit performance desired from him by his society" (Deno and Gross 1973, p. 111).

The Houston Plan. Meisgeier (1973) reported that the Houston Plan, a comprehensive and district-wide effort to personalize the school program to the individual needs of children, has been acclaimed as being unique in that its goals relate to enhanced educational planning for every child in the system. The long range goal of this plan is "to transform schools into institutions that will foster the growth of competent individuals who can deal realistically and effectively with the rapid growth of new technology and knowledge." More immediate goals include: "(1) To make the entire educational process responsive to the strengths and weaknesses of every child. (2) To make the curriculum relevant and interesting to the child. (3) To humanize the environment in which the child learns" (Meisgeier 1973, p. 133).

Teachers are able to observe, participate in simulated teaching exercises, and receive immediate feedback related to the training in Teacher Development Centers.

The Madison School Plan. The Madison School Plan in Santa Monica, California represents a cooperative arrangement between a local school district and a state education agency. The project is based on the premise of viewing children in educationally relevant terms (e.g., strengths and weaknesses), rather than along traditional categorical lines. This is an attempt to label the services rendered rather than the children served (Taylor and Soloway 1973).

In another study, Soloway (1974, p. 3) discussed the inservice training model that was formulated to implement the Madison School Plan in other districts:

This model, entitled Train and Trade, was designed to offer assistance to the regular classroom teacher when dealing with handicapped children. The in-service training program was divided into two major components: (1) A didactic format that provided "training" in strategies for dealing with exceptional children in various instructional settings. The didactic course of study emphasized lecture, discussion and role playing activities; (2) A practicum format that "traded" or moved the regular teacher into the special classroom for a two day period. During this time the regular teacher observed, interacted and instructed the exceptional students.

Barnes and Knoblock (1973) expressed the belief that the openness of teachers and classrooms and advocating for the educational rights of handicapped children contribute to the mainstreaming of those children into regular education programs. This belief is reflected in the teacher preparation program at Syracuse University where they have developed innovative ways of preparing teachers of children with special needs. One of their guiding concepts is that the truly involved and responsible teacher needs to respond to more of the totality of a child's world. "This means that there are many 'out of the classroom' experiences and activities to be engaged in on behalf of the child" (Barnes and Knoblock, 1973, p. 1).

Another premise of the teacher preparation program at Syracuse University is that in an open classroom environment, the child's chances of gaining the necessary skills and experiences to function satisfactorily with others in the school are enhanced. Educators who adhere to an open education approach in responding to children with special needs tend to believe in the potential for growth residing within each child, and challenge many of the assumptions about the needs of handicapped children and the conditions most facilitative of their learning. The following table highlights some of the arguments for mainstreaming handicapped children and the response of open education.

A number of preservice and inservice projects in the area of mainstreaming have been initiated in the past few years in response to legislative mandates, litigation in the courts and the reconceptualization of special education services. The studies which were presented in this review represent diverse approaches of inservice training for regular and special education teachers designed to facilitate the integration of mildly handicapped children into regular classrooms.

Successful Mainstreaming Practices

In a discussion of mainstreaming training efforts, Mann (1974, p. 43) stated "training programs must be child-centered, humanistic, individualized, and task oriented." Hammill and Wiederholt (1972, p. 39) discussed their belief that:

The argument that regular class teachers do not have the skills and materials necessary to teach mild to moderately involved children is a folklore of special education that can easily be refuted by providing the teacher with some basic information.

TABLE 1

ARGUMENTS FOR MAINSTREAMING OF HANDICAPPED CHILDREN AND THE
RESPONSE OF OPEN EDUCATION

Arguments for Mainstreaming	Open Education Response
. Greater opportunity for diagnostic teaching	. Child is involved in a variety of interpersonal and academic encounters; this means a wide range of diagnostic opportunities as well as interventions.
. Availability of more appropriate role models	. Extensive contact with other children; children helping other children.
. Opportunity for focusing on affective <u>and</u> cognitive development	. Belief in responding equally to the feelings and learning needs of children.
. Development of skills in group living and learning	. Emphasis on group development, and the fostering of a learning community.
. Elimination of destructive effects of labeling on self-concept	. All children seen as having idiosyncratic needs and learning according to own interests and pace.

SOURCE: Openness and Advocacy: Teacher Attributes and Behaviors for Mainstreaming Children with Special Needs, paper presented for the Far West Laboratory for Educational Research and Development, San Francisco, June, 1973, pp. 21-22.

Pasanella and Volkmer (1977, p. 25) provided a list of required competencies of regular and special education teachers who work with mildly handicapped children within the mainstream. Their list included:

- "1. Demonstrating positive attitudes toward the handicapped;
- "2. Participating in a team approach to identification and remediation;
- "3. Conducting systematic behavior observations and classroom screening;

- "4. Using behavioral and task analysis to assess learner behaviors;
- "5. Planning individualized instructional programs which include a broad range of instructional strategies and techniques;
- "6. Evaluating learning outcomes."

Pasanella and Volkmer (1977, pp. 25-27) listed what they considered to be successful strategies for educators who are interested in designing or participating in programs to change the future of the educational experience for all children:

- "1. Take into account the power structure of the total educational system.
- "2. Create administrative arrangements and staffing patterns which permit communication and interface between regular and special educators at all levels.
- "3. Enlist the support of building administrators; build their role as change agents and educational leaders.
- "4. Employ personnel from the educational mainstream as supervisors and coordinators of new programs to provide special education services.
- "5. Focus on external variables in the system or in the learning environment which can be changed, not on "defects" in the students.
- "6. Design programs which allow exceptional pupils to really participate in the instructional and social activities of the mainstream.
- "7. Remember that the degree to which all exceptional children can be integrated is more a function of adaptability of the curriculum, instructional materials, and teaching procedures than of handicap.
- "8. Allow the regular and special education staff to cooperatively design and make decisions on local policies and procedures for mainstreaming. They will have an investment in its success.
- "9. Do a needs assessment prior to initiating inservice.
- "10. Use creative, innovative faculty members for leaders in building-level inservice programs.
- "11. Give the school staff a detailed description of how the mainstreaming program will work. Before the program begins, handle concerns of both regular and special educators, such as, "How will my professional responsibilities change??"
- "12. Give regular teachers inservice before you give them the exceptional students. Help them understand that handicapped students will only be placed in their class with their full understanding and agreement.

- "13. Build the confidence and competence of the regular class teachers so that they do not greet the atypical learner with rejection.
- "14. Remember that the regular class teachers will be more willing to accept handicapped students when they know that they will get support and that they can also refer nonhandicapped pupils with learning problems.
- "15. Provide help with the social and emotional development of exceptional children to insure that these students will be better accepted by the regular teacher and ready for academic instruction in the mainstream.
- "16. Keep the responsibility for the education of children with learning disabilities with the regular class teacher.
- "17. Alert teachers to the value of early detection and prevention of learning problems.
- "18. Make the teacher a central member of the treatment team.
- "19. Improve the capacity of the regular teachers to provide for the diversity of children's needs by showing them effective ways to individualize instruction.
- "20. Be aware that the attitudes of special educators toward mainstreaming influences the reactions of regular educators.
- "21. Encourage resource persons to at all times take into account the students' "real world" of the regular classroom.
- "22. Provide opportunities for cross-fertilization--for teachers to share, exchange ideas, and visit other classrooms within and across school district boundaries.
- "23. Make record keeping, monitoring of pupil progress, and reporting of program results as simple as possible--communication will be enhanced."

According to Smith (1973) certain common elements exist in successful mainstreaming programs. Considerations of a wide range of possible programs is the first step. After a program is chosen, the school should focus on: (1) the preparation of school administrators, teachers, parents, and children; (2) pacing, i.e. the rate at which handicapped children are integrated into regular classrooms in a given school; (3) redefining the role of the special educator in the school; and (4) maintaining flexibility so that experimentation with various educational approaches and change of a student to a different class or grade level are possible. Also, the ideas of people from within and

outside of the system must be welcome and incorporated if deemed preferable to existing practices.

Expressed concerns of teachers involved in inservice projects on mainstreaming were summarized by Reynolds and Birch (1977) and reported by Middleton et al. (1979). In order to successfully mainstream mildly handicapped children, the following provisions need to be made:

. . . assistance in individualizing instruction, conducting assessment, using instruction resources, organizing the curriculum, managing behavior, dealing with attitudes, understanding teacher liability, working cooperatively with other professionals, and using support services (Middleton et al. 1979, p. 260).

The preceding suggestions and comments are a mere sampling of statements in the literature concerning how to go about mainstreaming. It appears as if many people have jumped on the bandwagon in offering their advice on how to successfully integrate handicapped children into regular classrooms. The teacher unions have also entered the scene.

Teacher Unions and Class Size

The teacher unions have spearheaded a drive to limit the number of children in classes in which handicapped children are placed. According to Ryor (1978, pp. 9-10):

Negotiated class size provisions may be in the form of either maximum limits established per class, per teacher, or per some average standard, or on the basis of threshold limits which once exceeded entitle the teacher to additional assistance and/or benefits. Two school districts, Lodi, California and Denver, Colorado, have negotiated class size provisions of the latter variety by which children are assigned various Teaching Effort Index (TEI) factors according to their learning needs. For example, a regular student will count as 1; a gifted or slow learner as 1.5; a child with low intelligence or a discipline problem as 2; and an emotionally disturbed or non-English speaking child as 2.5. The teacher may request appropriate special assistance when the maximum TEI value per class

is exceeded. Such assistance may consist of elimination of non-teaching duties, assignment of aides or assistants to the teacher, extra preparation periods, additional personal leave days, or additional pay. . . .

The major objection to weighted class size formula is that they serve to further label children who have been stigmatized all their lives. It should be pointed out, however, that such provisions have been used in the past to determine the size and makeup of many special education classes.

Summary

The review of literature on mainstreaming revealed that administrative and organizational considerations have received more emphasis than teaching considerations. The author of this study believes this emphasis on administrative and organizational considerations is largely a reaction to past practices that have utilized segregated special education classes and special services as a "dumping ground" and, moreover, as a ready solution to serving children with mild handicaps. Too little attention has been given to assumptions upon which programs are based. That is to say, how do existing organizational structures affect children. What does the child become in a conventional structure?

The author feels that the open education response to mainstreaming holds much promise since it is predicated upon responding to the totality of the child's world regardless of manifest ability or achievement level. Open education also challenges many of the assumptions held about the needs of handicapped children and the kinds of settings and opportunities that will facilitate their growth. The preponderance of literature in special education suggests that children who are not succeeding in school are in need of remediation of cognitive and/or social deficits. The author believes that a holistic approach utilizing total personhood and

personal uniqueness as starting points in the educational process would facilitate the growth and development of each child's unique potentialities.

CHAPTER III

PROCEDURE

Project Background Information

This regular class teacher inservice training project was conducted during the 1977-78 school year for some 438 elementary and secondary teachers from 48 school districts in Regions 5 and 7. The 48 districts were all members of one of the following eight participating Special Education Cooperatives:

- Chisago County Cooperative (53)
- Pine County Cooperative (51)
- Rum River Cooperative (65)
- Dairyland Cooperative (55)
- Mid-State Cooperative (54)
- Sherburne/Northern Wright Cooperative (58)
- T.O.W. Cooperative (57)
- Freshwaters Cooperative (45)

Each participating Cooperative was allocated a number of "teacher participant slots" ranging from a minimum of 45 to a maximum of 65. The allocation was made on the basis of a "size of regular class student body" related formula. The numbers in parentheses after each Coop listed above reflect the number allocated to that Coop. Teachers were to be selected from Grades 1-12, with secondary teachers to be selected from

teachers of Social Studies and/or English. These numbers were not strictly adhered to, as addition of special education personnel, principals and other administrators, and persons who "audited" one or more sessions caused several Coops to exceed that number.

Participants were presented with and involved in a number of specific inservice training activities held either during school hours or on an after-school basis, as selected by the participating Coop. These inservice activities were organized in three topical phases, as follows:

- Phase I - An introduction to Exceptionalities - four sessions
 - Session 1 - Orientation for Participants
Speakers on Mainstreaming and Resourcing
 - Session 2 - Low incidence Handicaps
 - a. vision and hearing
 - b. communication and language
 - c. orthopedically handicapped
 - Session 3 - Learning Problems
 - Session 4 - Behavior Problems

- Phase II - four sessions
Teams of regular and special education teachers instructed on methodology and strategies of curriculum modification. Members of these teams assisted teacher participants in Phase III with classroom implementation.

- Phase III - two sessions (one for elementary, one for secondary)
This was the practicum phase of the Project. Teachers implemented one or more new strategies in classroom practice, logged their experiences, and shared them with other participants.

Phase II content included instruction related to gaining competencies in assessing student reading levels, task analysis, shaping of behaviors, peer tutoring, use of support systems, and other specific strategies and approaches. Phase III focused more intensively on an individual participant basis, on implementation of these strategies.

Original and actual timetable for these three phases was as follows:

	<u>Projected</u>	<u>Actual</u>
Phase I	Sept.-Nov.	Nov.-Mar.
Phase II	Dec.-Feb.	Mar.-May
Phase III	Mar.-May	May

The original project timetable did not account for the rather extensive project start-up activities related to employment of staff; to establishing communications with eight Coops; to securing required decisions from the governance of each Coop; to developing appropriate instructional content; and to translating that content into instructional packages complete as to scope, sequence, presentation modality, and presentation logistics. Thus, the period from September-October was utilized for these matters and overall project organization.

Faculty for training sessions was drawn from the following major sources:

1. Project staff
2. University faculty with knowledge in various areas of handicapping condition and in accommodating handicapped children in regular classrooms.
3. Regular classroom teachers and consultants in regular school programs who have demonstrated the ability to make curricular and instructional adjustments to accommodate handicapped children.
4. Special education personnel with experience in assisting regular classroom teachers to accommodate to the needs of handicapped children.

5. Other special consultants with experience in disability areas within public school programs.

The project was centrally located in the offices of the Mid-State Special Education Cooperative in Little Falls, and was governed on a day-to-day basis by the Project Director in consultation with the Coop Director. Overall Management and Policy Guidance came from a "Management Team" which met periodically to review project progress, current issues, and redirection of efforts as required. This management team consisted of the Special Education Regional Consultant, the Chairman of the Special Education Department of the Cooperating Institution of Higher Education, the Host Coop Director, and the Project Directors.

In addition, a large Project Advisory Committee consisting of a broad based membership selected according to state requirements met in January to review progress and to advise on Project direction and policy for the 1978-79 Project year if funding was available. As the year two funding request was turned down, the management team determined that a second Advisory Committee meeting was not indicated.

Communications between the Project and the participating Coops was maintained on a day-to-day basis by activities and efforts of the Project Director, and, in addition, four issues of a Project "Newsletter" were published and disseminated to all Project participants and administrators.

Project Objectives and Evaluation

Project objectives were three in number, as follows:

1. Participants in this inservice training project will demonstrate increased knowledge of the needs and characteristics of handicapped children in regular classrooms.

2. Participants in this project will demonstrate increased skills in the modification of instructional and curricular areas to accommodate handicapped students.
3. Participants in this project will demonstrate greater acceptance of handicapped children as part of their teaching responsibilities.

In the following section, these three objectives will be restated, and information related to training procedures and to evaluation methodology for each will be provided:

Objective 1

Participants in this inservice training project will demonstrate increased knowledge of the needs and characteristics of handicapped children in regular classrooms.

Training Procedures

Participants were provided with a series of four instructional meetings in which the needs and characteristics of handicapped children in the regular classroom and methods of programming for them were discussed.

University faculty, local staff, and consultants who had experience in programming for handicapped children in regular classrooms used lecture, demonstration, simulation, and audiovisual presentations as a means of providing this information. These sessions covered the following topics:

1. Overview of Mainstreaming and role of resource rooms and support services in mainstreaming;

2. Children with vision problems, hearing problems, orthopedic problems and communication disorders;
3. Children with learning problems;
4. Children with behavior problems.

Evaluation

The evaluation for this phase of the project consisted of a knowledge-based instrument designed to evaluate the degree to which required background content has been mastered. This instrument is a multiple-choice test which addresses to various concepts in programming for handicapped children, and which has been used in a previous mainstream inservice project in another locale. See appendix A for a copy of this instrument.

This instrument was administered on a pre and post-test basis. Criteria for attainment of the objective will be a mean increase of 10 percent for all participants, and/or statistical significance of pre-post gains.

Objective 2

Participants in this project will demonstrate increased skills in the modification of instructional and curricular areas to accommodate handicapped students.

Training Procedures

This phase of the program consisted of a series of workshop-type activities for the participants. For elementary teachers the workshops consisted of the development of techniques to provide adjustments in

reading, mathematics, and subject matter areas, as well as in classroom management techniques. For secondary, consultants developed workshops in which secondary teachers learned specific instructional techniques to meet the needs of handicapped children in secondary programs.

Evaluation

Attainment of this objective will be measured by (a) a self-rating as expressed during a structured interview session for a sample of the participant population, and (b) completion and presentation during Phase III of a log recording experiences encountered during classroom application of one or more instructional strategies taught during Phase II. See appendix B for a copy of the interview protocol and questions.

Objective 3

Participants in this program will demonstrate greater acceptance of handicapped children as part of their teaching responsibilities.

Training Procedures

Participants will be asked to make application of at least one instructional strategy/practice learned during Phase II. In addition, each participant will be asked to create a log of experiences while applying the strategy/practice, and to report these experiences in formal fashion to other participants during Phase III sessions.

Completion of Phase III concludes a learning cycle (general knowledge and understanding to specific learnings at the instructional methodology level to application or practice) which was begun during the first training session. The assumption is that, with gains in both

knowledge of handicapped children and of several specific instructional practices useful in the regular classroom, as well as some supervised application of this knowledge, teachers will gain in confidence and thus in acceptance of handicapped learners in the regular classroom.

Evaluation

This objective will be evaluated by use of the Educational Service Options (see appendix C) which was administered on a pre and post-test basis. Previous experience with this instrument leads one to expect that there will be an increase in the number and percentage of students who teachers say can be served with consultation and a corresponding decrease in students who are identified as needing direct service options, or who need to be served in a more restricting alternative.

In addition, data from the structured interview discussed in Objective 2 will be used to determine whether or not what participants gained as a result of project activities was or was not beneficial to them, as expressed within a self-rating format.

Other Evaluation Instruments and Data

In addition to the several instruments and evaluation procedures related to individual project objectives, additional evaluation activities related to the conduct and impact of the project as a whole were undertaken.

One of these was the development of a questionnaire which was administered at the final inservice training session for each Coop (see appendix D for a copy of this questionnaire. This questionnaire asked for an overall rating of the "Mainstream" Connection Project, and also

asked participants to indicate the inservice sessions they thought most and least beneficial to them. Also, participants were asked to indicate their willingness or lack of willingness to participate in a continuation of the inservice if available.

Another evaluation effort was the Collection of Attendance data on a session-by-session, Coop-by-Coop basis as a measure of actual participation.

Also, a major "process evaluation" effort was conducted to help insure continued and consistent targeting of project efforts and resources on project objectives. This effort consisted of seven meetings, held on a monthly basis, between the project evaluator, the project director, the project secretary, and on several occasions others as appropriate. The purpose of these meetings was to review progress, problems, and upcoming project activities, and to discuss or examine the potential impact of alternative approaches or solutions to problems. Decisions regarding project direction were not made at these sessions, but where necessary or appropriate were placed on the agenda for the next scheduled management team meeting.

In addition, a State Department evaluation questionnaire was administered to all participants on a post basis, and the results forwarded to the State. The data from this State Questionnaire are not included in this dissertation.

Evaluation Questions

The following were considered to be the pertinent evaluation questions:

1. Did the participants gain in basic knowledge of the handicapped?
2. Did the participants learn any specific skills which they thought would be beneficial for regular classroom teachers?
3. Did the participants experience any attitude changes in the direction of being more accepting of handicapped children in the regular classroom?
4. Did the participants actually participate in the project by attending scheduled inservice sessions, and by completing other project requirements?
5. Was the Project as a whole well received by Project participants, and would participants continue participating if the training could continue for another year?
6. What were some of the more effective and less effective sessions and project practices?

CHAPTER IV

EVALUATION RESULTS AND EVALUATION QUESTIONS

Evaluation Results

This chapter will provide a summary of the results on an instrument-by-instrument or procedure basis, will provide time, place, person information relative to administration of the instrument, as well as evaluator comments where appropriate relative to limitations of instrumentation and/or methodology. An interpretation of the results in terms of the six evaluation questions detailed in chapter I will be provided.

The "Mainstream" Connection Evaluation Questionnaire

This questionnaire was administered to all persons in attendance at the final project inservice training session in May of 1978. Three hundred fifty-six of the 438 participants responded, for a response rate of 81 percent.

The questionnaire contains eight questions plus a ninth open-ended item requesting additional comments.

- Question 1 - Requests a rating of the total project on a 5-point scale of from "poor" to "excellent."
- 2 - Requests a ranking of 1-3 for the three project phases.
- 3 - Requests rating of "most" and "least" beneficial individual inservice sessions in Phase I.
- 4 - Same as #3 above, but relates to Phase II, elementary only

- 5 - Same as #4 above, but for secondary teachers
- 6 - Requests rating on a 5-point scale (poor to excellent) of overall meeting arrangements.
- 7 - Asks if participant would continue participation if offered.
- 8 - Requests suggestions for improving the inservice sessions.

Results are reported in the following pages on a question-by-question basis, and will be reported on both a Coop-by-Coop and on an overall project basis.

Question 1 - Based on your personal involvement, how would you rate the total "Mainstream" Connection Inservice Project?

Responses to this question are illustrated in table 2.

TABLE 2
RESPONSE DISTRIBUTION FOR QUESTION #1 OF "MAINSTREAM"
CONNECTION QUESTIONNAIRE

	A%	B%	C%
Excellent	20		
Very Good	36	56	84
Good	28	28	
Fair	12		
Poor	4	16	16
	100%	100%	100%

Data from table 2 reveal a favorable participant response to the total "mainstream" project, as 56 percent rated the project either 4 or 5 (good or very good) on a scale of 1-5, and 84 percent rated the

project "good" or higher. Only 4 percent rated the project as "poor," and a total of 16 percent rated the project as something less than "good."

Overall results compared with individual Coop responses to Question 1 are summarized in table 3. Data will be summarized and compared in the format utilized in the "B%" column of table 2.

As can be seen from the summary in table 3, participants from Coop's A and D rated the project significantly higher than the average project rating, and Coop's C and G significantly lower. For Coop A, 98 percent of the participants rated the Project "good" to "very good." For Coop D, 100 percent of the participants rated the project "good" to "very good." Even though Coops C and G rated the project lower than the average overall rating, a respectable 73 percent for Coop C participants and 72 percent for Coop G participants rated the project "good" to "very good." There were no "poor" ratings from Coop C, while 11 percent of Coop G participants rated the project "poor."

Question 2 - Rate the Phases in order of most beneficial to least beneficial for you (1 = most, 3 = least).

Responses to this question are illustrated by table 4.

The data in table 4 reveal a tendency for Project participants across Coops to favor Phase II as being overall more beneficial than either Phases I or III. Forty percent of all project participants rated Phase II as being most beneficial, and 28 percent rated it as least beneficial. Almost equal numbers of participants rated Phases I and III as being "most" or "least" beneficial. Thus, the primary conclusion appears to be that Phase II was preferred over Phases I or III by project participants.

TABLE 3

OVERALL RESULTS COMPARED WITH INDIVIDUAL COOP RESPONSES TO QUESTION 1 OF THE
 "MAINSTREAM" CONNECTION EVALUATION QUESTIONNAIRE

	Overall %	Coop A %	Coop B %	Coop C %	Coop D %	Coop E %	Coop F %	Coop G %	Coop H %
Excellent and Very Good	56	86	61	41	87	59	47	33	38
Good	28	12	23	32	13	30	29	39	47
Fair and Poor	16	2	16	27	0	11	24	28	15

- (A) Sherburne/Northern Wright
- (B) Chisago City
- (C) Pine City
- (D) TOW
- (E) Freshwaters
- (F) Midstate
- (G) Rum River
- (H) Dairyland

TABLE 4

PERCENTAGE OF PARTICIPANTS RATING PHASES I (MOST) AND III (LEAST) ON QUESTION TWO OF THE "MAINSTREAM" CONNECTION EVALUATION QUESTIONNAIRE

	% Most Beneficial	% Least Beneficial	Middle Position %
Phase I	30	34	36
Phase II	40	22	38
Phase III	28	30	42

The degree to which individual Coops vary from these overall results is summarized in table 5.

Table 5 reveals some differences between overall results and individual Coop results which are important to note. First, participants from two Coops (D and H) ranked Phase I as most beneficial, and one (F) rated Phase III as most beneficial. Other Coops were generally consistent with overall results which reveal a preference for Phase II.

Second, participants from six Coops revealed a definite order of preference for the two Phases which were not chosen as most beneficial. An analysis of these preferences reveal that, for the three Coops of this group who rated Phase II as most beneficial, two (A and G) rated Phase III second, and Phase I last, or least beneficial. One Coop (C) rated Phase I second, and Phase III as least beneficial. Three other Coops, those who expressed a definite 1-2-3 order preference but who selected a Phase other than II as being most beneficial (D, F, H), rated Phase III last twice, and Phase I last once.

TABLE 5

COMPARISON OF RESULTS BETWEEN OVERALL PROJECT RESULTS AND INDIVIDUAL COOP RESULTS ON
QUESTION 2 OF THE "MAINSTREAM" CONNECTION EVALUATION QUESTIONNAIRE

	Phase	Overall %	Coop A %	Coop B %	Coop C %	Coop D %	Coop E %	Coop F %	Coop G %	Coop H %
Most Beneficial	I	30	25	29	41	48	27	20	19	47
	II	40	50	36	41	35	49	39	44	28
	III	28	32	28	22	6	24	49	37	15
Least Beneficial	I	34	39	39	22	29	22	47	42	19
	II	22	16	25	18	16	27	18	26	25
	III	30	27	26	55	15	24	33	26	32

See table 2 for Coop code breakout.

Apparently, the order of preference for rankings of 2 and 3 is a function idiosyncratic to individual Coops, and not to any general design, content, or presentation consideration. The primary consistency is that Phase II was viewed as most beneficial.

Question 3 - Which individual inservice session of Phase I was most, least beneficial to you? Write "most" or "least" on the appropriate line.

Table 6 summarizes data from Question 3 results.

TABLE 6

QUESTION 3 RESULTS ON THE "MAINSTREAM" CONNECTION EVALUATION
QUESTIONNAIRE - OVERALL SUMMARY

Session	% Most Beneficial	% Least Beneficial
Behavior Problems	52	5
Learning Problems	30	7
Mainstreaming	13	33
Low Incidence	5	55

These data (table 6) are rather clear, in that a consistent and definite rank order of preference was expressed by project participants for individual Phase I sessions. Table 6 lists the sessions in order of preference, with the session on "behavior problems" being selected as most beneficial by 52 percent of the participants, and the session on "learning problems" as a second choice. The sessions on Mainstreaming and Low incidents were clearly seen as least beneficial, with the session on low incidence clearly being the least beneficial as rated by the participants.

Table 5 compares these overall results with individual Coop ratings.

Table 7 indicates that the four sample Coops are consistent in terms of session ratings, and that the overall results are representative of individual Coop ratings.

TABLE 7

COMPARISON OF RESULTS BETWEEN OVERALL PROJECT RESULTS AND INDIVIDUAL COOP RESULTS FROM A SAMPLE OF FOUR COOPS ON QUESTION 3 OF THE "MAINSTREAM" CONNECTION EVALUATION QUESTIONNAIRE

	Session	Overall %	Coop A %	Coop D %	Coop F %	Coop H %
Most Beneficial	Behavior Problems	52	50	46	56	75
	Learning Problems	30	30	42	31	18
	Mainstreaming	13	15	7	7	5
	Low Incidence	5	5	11	4	3
Least Beneficial	Behavior Problems	5	0	4	4	0
	Learning Problems	7	17	8	10	14
	Mainstreaming	33	36	4	30	28
	Low Incidence	55	47	11	28	58

See table 2 for Coop code breakout.

Question 4 - Which individual inservice session of Phase II was most, least beneficial for you? Write "most," "least" on the appropriate line (for elementary teachers).

Table 8 summarizes data from elementary teachers' responses to Question 4.

TABLE 8
ELEMENTARY TEACHER RESPONSES TO QUESTION 4 OF THE "MAINSTREAM"
CONNECTION EVALUATION QUESTIONNAIRE

Sessions	% Most	% Least
Peer and cross-age tutoring	35	15
Rate, spelling, handwriting	31	23
Task Analysis and shaping behavior	28	24
Student Assessment	5	38

Table 8 reveals that, for elementary teachers, the Phase II sessions dealing with (1) Peer and Cross-age Tutoring, and (2) with Rate, Spelling, and Handwriting were perceived as the most beneficial of the four offerings. Of all four topics, the session on Student Assessment was perceived as being the least beneficial. Table 9 provides data from four sample Coops for comparison purposes.

These summary data in table 9 indicate that the four sample Coops are reasonably consistent with overall project Phase II session ratings. Major exceptions would be Coop C and E's preference for the session on Rate, Spelling, and Writing as being most beneficial.

Question 5 - Which individual inservice session of Phase II was most, least beneficial for you? Write "most," "least" on the appropriate line (for secondary teachers).

Table 10 summarizes responses from secondary teachers to Question 5.

Table 10 data reveal that the two sessions dealing with (1) Techniques and (2) Task Analysis and Shaping Behavior were viewed as

TABLE 9

COMPARISONS OF FOUR SAMPLE COOPS WITH PROJECT OVERALL RESULTS ON QUESTION 4 OF THE
"MAINSTREAM" CONNECTION EVALUATION QUESTIONNAIRE

Sessions		Overall %	Coop B %	Coop C %	Coop E %	Coop F %
Most Beneficial	Peer and Cross-age Tutoring	35	49	35	13	54
	Rate, Spelling, and Writing	31	16	50	75	19
	Task Analysis and Shaping	28	26	15	8	27
	Student Assessment	5	9	0	4	0
Least Beneficial	Peer and Cross-age Tutoring	15	8	0	59	4
	Rate, Spelling, and Writing	23	39	0	0	15
	Task Analysis and Shaping	24	39	22	14	19
	Student Assessment	38	14	78	27	62

See table 2 for Coop code breakout.

TABLE 10

SECONDARY TEACHER RESPONSES TO QUESTION 5 OF THE "MAINSTREAM"
CONNECTION EVALUATION QUESTIONNAIRE

Sessions	% Most Beneficial	% Least Beneficial
Techniques	34	13
Task analysis and shaping	35	30
Techniques follow-through	22	15
Student Assessment	10	42

the most beneficial of the four topics taught. As was true with elementary teacher responses, the secondary teachers rated the session on Student Assessment as being least beneficial.

Table 11 provides data from the three Coops with the largest secondary teacher participant enrollment for comparison purposes.

Table 11 reveals that all three of the Coops with the largest secondary teacher enrollment indicate that the session on techniques was the most beneficial. Also, the Student Assessment session was perceived as being the least beneficial.

Question 6 - How would you rate the overall meeting arrangements? (Meeting rooms, parking, coffee, etc.)

Participants were, according to their responses to Question 6, quite satisfied with overall meeting arrangements. Seventy-nine percent of all participants rated this question "very good" or "excellent." Eighteen percent rated the project "good," and 3 percent rated the project "fair." Only one person of the 343 who responded to this question rated the project "poor." In summary, 97 percent of project participants rated the project from "good" to "excellent," and 3 percent rated the project less than "good" in terms of overall meeting arrangements.

TABLE 11

COMPARISONS OF THREE SAMPLE COOPS WITH PROJECT OVERALL RESULTS ON
QUESTION 5 OF THE "MAINSTREAM" CONNECTION
EVALUATION QUESTIONNAIRE

Sessions		Overall %	Coop B %	Coop F %	Coop G %
Most	Techniques	34	42	37	42
Beneficial	Task Analysis and Shaping	35	32	21	29
	Techniques Follow-Through	22	5	31	21
	Student Assessment	10	21	11	8
	Techniques	13	6	7	20
Least	Task Analysis and Shaping	30	44	47	28
	Techniques Follow-Through	15	11	7	24
	Student Assessment	42	39	40	28
	Techniques	13	6	7	20

See table 2 for Coop code breakout.

Question 7 - If the opportunity were offered, would you like to participate in a more in-depth continuation of this inservice project?

The majority of participants would like to continue participation if offered, according to responses to this question. Seventy-four percent responded "yes" to the question, and 26 percent "no."

However, further analysis reveals that there was considerable variability in the way individual Coop participants responded. Table 12 presents this information.

Data from table 13 show that, for five of the eight participating Coops, the percentage who would continue inservice training was approximately 80 percent and up. For two Coops (A and D) continued participation was indicated by more than 90 percent of the participants. However, participants from three Coops reacted differently, in that 41 percent of

TABLE 12

OVERALL RESPONSE TO QUESTION 7 OF THE "MAINSTREAM" CONNECTION EVALUATION QUESTIONNAIRE
 COMPARED WITH INDIVIDUAL COOP RESPONSES

Response	Overall %	Coop A %	Coop B %	Coop C %	Coop D %	Coop E %	Coop F %	Coop G %	Coop H %
Yes	74	91	39	82	96	79	59	17	80
No	26	9	61	18	4	21	41	83	20

See table 2 for Coop code breakout.

TABLE 13

QUESTION 8 SUGGESTIONS FOR IMPROVEMENT MADE BY THREE OR MORE "MAINSTREAM" CONNECTION PROJECT PARTICIPANTS, LISTED BY TOPICAL AREA

Session Content	Time	Topical Areas Consultants	Organization	Other
More group sharing and discussion (27)	some sessions too long (6)	Good staff (4)	Needed more organization (9)	More of same (5)
Be more specific (18)	Hold after school and not evenings or Sat. (6)	Pre-screen speakers (4)	Need clearer statement of expectations at beginning (6)	Offer to more teachers (4)
Need more in-depth content (12)	Set and stick with dates and times - don't juggle around (6)			
Be more pragmatic (8)				
Suggestions	More info and time on techniques (8)			
	Be less repetitious (5)	Hold sessions closer together (3)		
	Reduce, compact sessions (7)	Begin on time (3)		
Use more small groups (6)				
Make objectives, directions and expectations more clear (6)				
Very satisfied (5)				
More direct participant involvement (4)				

TABLE 13--continued

Session Content	Time	Topical Areas Consultants	Organization	Other
Suggestions More on classroom behavior (4)				
More reading material (3)				
Materials more condensed (3)				

Coop F participants, 61 percent of Coop B participants, and 83 percent of Coop G participants would not want to continue. Thus, the overall percentage of 74 percent yes and 26 percent no must be considered in light of individual Coop responses.

Question 8 - What suggestions would you have for improving the inservice sessions?

Narrative responses to this question were completed on a Coop-by-Coop basis, and the suggestions made organized into several "topical content" areas. These areas are time, consultants, organization, session content, and other. The entire compilation of narrative responses is included in appendix E.

By way of summary, there were several suggestions made in each of the above areas by three or more participants, and these are listed in table 13.

As can be seen from table 13, the "Session Content" area received many suggestions. Of the suggestions made, the three receiving the most "votes" were:

- more group sharing and discussion
- more specificity of content
- more in-depth content

Question 9 - Additional comments.

All narrative additional comments made in response to Question 9 were organized on a Coop-by-Coop basis, and were further subdivided within each Coop by the categories of:

- positive comments
- negative comments
- other comments

Of all comments made by project participants, approximately 48 fell in the "Positive" category, and 13 in the "Negative" category. Almost all of the "Negative" comments are redundant of items referenced in Question 8 responses. Many of the positive comments were very strong in their acclaim about what the respondent got out of the project by way of further information, understanding, and confidence.

The entire narrative compilation of responses to Question 9 have been included as appendix F.

Attendance Data

Attendance was taken as one measure of project participation. Attendance data are summarized in table 14.

As can be seen from data in table 14, attendance overall for the project was excellent, and it appears attendance held up as the project moved from phase to phase. Coops C and D had a somewhat lower attendance average than the other Coops. With the exception of Phase I, approximately 20 percent of the participants from these two Coops, on the average, were absent from Phase II and III sessions. As table 14 indicates, one Coop (E) had a 100 percent attendance record. Attendance data were not available from Coop G.

Structured Interviews

A questionnaire was administered to ten secondary and twenty elementary classroom teachers through a structured interview format. A copy of this questionnaire and the introductory protocol is included in appendix B. Teachers were randomly selected by project staff for interviewing. Interviews were held during May after Phase III was substantially completed.

TABLE 14

ATTENDANCE DATA BY PHASES FOR PARTICIPANTS IN THE "MAINSTREAM" CONNECTION PROJECT

Phases	Overall %	Coop A %	Coop B %	Coop C %	Coop D %	Coop E %	Coop F %	Coop G %	Coop H %
Phase I	94	92	97	89	89	100	95	--	96
Phase II	89	95	92	71	79	100	91	--	92
Phase III	90	89	95	78	80	100	94	--	92
Average	91	92	95	79	83	100	93	--	93

See table 2 for Coop code breakout.

and were held at the teachers' school site. The interviews were conducted by one of the project evaluators, and were designed to be 30 to 60 minutes in length. Most ran 30 to 40 minutes, and a few less than 30 minutes.

Interviewees by and large were informed and cooperative; and appeared interested in both the project and in complying with the intent of the interview process. Probes in the form of questions (see Instrument in appendix B) were rarely required, as the participants seemed to readily understand the interview questions. Interviews were taped.

Project evaluators abstracted the narrative responses made by interviewees, and then assigned each response either neutral, a negative, or a positive rating based on an analysis of the verbal response. Negative and positive comments were given a "force" or "weight" dimension by placement on a 1-5 scale with a 1 being positive, but only in mild fashion, and a 5 positive rating was strongly stated. The same procedure was used for negative comments.

Specific sections of the content of each interviewee's remarks were included in a "significant comments" section (see tables). However, these comments were added for the specificity of the content related to management information needs, and the scaled score assigned was assigned on the basis of the entire narrative response, and not necessarily on the basis of the comments included in the "Significant Comments" section of each table.

Data from these interviews is summarized in the following pages on a question-by-question basis.

Question 1-1 - Phase I included the series of four instructional meetings in which the needs and characteristics of handicapped pupils and

strategies for programming for them were discussed. Were these sessions beneficial to you?

Table 15 summarizes interviewee responses to this question for secondary teachers.

According to Secondary teacher responses to Question 1-1, Phase I was not very well received. Secondary teachers, as represented by this sample, seemed to perceive this Phase as geared to elementary teachers. According to the data as summarized in table 15, then, the overall response to Phase I by secondary teachers was slightly more negative than positive.

Table 16 summarizes interviewee responses to this question for elementary teachers.

Table 16 reveals that most of the elementary teachers interviewed felt the inservice training was of benefit to them. Several of the "Significant Comments" relative to the sessions on "behavior problems" corroborate results from the "Mainstream" Connection Evaluation Questionnaire.

Question 1-2 - Phase II consisted of the development of techniques to provide adjustments in reading, mathematics, and subject matter areas, as well as classroom management techniques. Did you find this of benefit to you?

Table 17 provides information on elementary teacher responses to Question 1-2.

Table 17 reveals a consistent pattern of support for the benefits of Phase II activities, with a number of relatively strong positive comments (seven of the twenty teachers' comments were scored three or four on a scale of five).

TABLE 15

SCALED RESPONSES OF SECONDARY TEACHERS TO QUESTION 1-1 OF THE "MAINSTREAM"
 CONNECTION EVALUATION STRUCTURED INTERVIEW QUESTIONNAIRE

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
4.					-1							It was geared to elementary teachers.
5.						0						It was geared to elementary teachers.
6.								2				The session on low incidence was very shallow.
8.							1					The session on low incidence and behavior problems were good.
15.							1					
16.					-1							
18.				-2								It was geared to elementary teachers.
25.							1					The session on low incidence was good.
26.				-2								It was too shallow.
27.				-2								It was too shallow.

TABLE 16

SCALED RESPONSES OF ELEMENTARY TEACHERS TO QUESTION 1-1 OF THE "MAINSTREAM"
CONNECTION EVALUATION STRUCTURED INTERVIEW QUESTIONNAIRE

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
1.								2				The information on the law and and behavior problems was the most beneficial.
2.									3			
3.								2				
7.							1					The sessions on low incidence and behavior problems were good.
9.						0						
10.						0						The content of this phase was not new to me.
11.							1					The information on the law was good.
12.							1					
13.									3			The session on behavior problems was excellent.
14.					-1							I felt that we were "talked at" too much.
17.						0						The session on behavior problems was good; mixed reaction to low incidence session.

TABLE 16--continued

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
19.							1					The session on behavior problems was good.
20.							1					The session on behavior problems was good.
21.										4		The session on behavior problems was most beneficial.
22.								2				There was too much technical vocabulary.
23.							1					The behavior problem session was good, the rest was too general.
24.								2				The information on the law was good.
28.				-2								It was too general.
29.			-3									It was too long and boring.
30.									3			The session on behavior problems was excellent.

TABLE 17

SCALED RESPONSES OF ELEMENTARY TEACHERS TO QUESTION 1-2 OF THE "MAINSTREAM"
CONNECTION EVALUATION STRUCTURED INTERVIEW QUESTIONNAIRE

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
1.										4		The session on peer and cross-age tutoring dragged out.
2.							1					The session on readability was good; also liked the interaction with others.
3.									3			
7.				-2								It was repetitious of college methods courses.
9.			-3									
10.								2				The session on readability was good; also the handouts were useful.
11.								2				The small group work was the most beneficial; wished there was more of it.
12.									3			
13.								2				
14.									3			The session on shaping behavior was good; the small group work was beneficial.

TABLE 17--continued

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
17.					-1							The session on peer and cross-age tutoring was good; the rest was not new.
19.									3			It was all very practical.
20.				-2								It was not new stuff to me.
21.									3			It was extremely practical.
22.					-1							The readability session was good; other than that it covered too much in too little time.
23.								2				The peer and cross-age tutoring was good.
24.									3			It provided us with many options.
28.								2				It was a good overview of current methodology.
29.						0						It covered good material but was too dragged out.
30.										4		It was very practical.

Table 18 provides summary information on secondary teacher responses to Question 1-2.

Table 18 reveals that two of the ten secondary teachers selected as interviewees did not participate in this Phase. Five of the remaining eight respondents indicated that Phase II was beneficial, one was neutral, and two registered essentially negative comments.

Question 1-3 - Phase three consisted of the practicum in your own classroom in which you selected pupils for whom you designed and implemented individualized programs. Was this phase beneficial to you?

(elementary)

(secondary) Phase III consisted of the services to assist in developing and implementing new curricular and instructional designs. Was this phase beneficial to you?

Table 19 provides summary information for elementary teacher responses to Question 1-3.

Table 19 reveals that two of the 20 elementary teachers did not participate in this Phase. Responses from other respondents were consistently supportive in terms of benefits gained from Phase III participation, and there were a number of strong positive comments, as indicated by the seven responses assigned a rating of three or four.

Table 20 provides summary information on secondary teacher responses to Question 1-3.

Table 20 reveals that two of the ten teachers did not participate in Phase III. The other eight teachers, with the exception of two teachers who contributed essentially negative responses, felt that Phase III, in contrast to the substance of secondary teacher responses to Phases I and II, was beneficial.

TABLE 18

SCALED RESPONSES OF SECONDARY TEACHERS TO QUESTION 1-2 OF THE "MAINSTREAM"
 CONNECTION EVALUATION STRUCTURED INTERVIEW QUESTIONNAIRE

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
4.												Didn't participate in this phase.
5.										4		The small group work was extremely beneficial.
6.							1					
8.						0						
15.									3			The session on shaping behavior was good.
16.												Didn't participate in this phase.
18.					-1							The session on readability was good; otherwise it was oriented to elementary teachers.
25.				-2								It was geared to elementary teachers.
26.									3			It provided us with many options to aid individualization.
27.										4		The sessions on readability and role-playing were excellent.

TABLE 19

SCALED RESPONSES OF ELEMENTARY TEACHERS TO QUESTION 1-3 OF THE "MAINSTREAM"
CONNECTION EVALUATION STRUCTURED INTERVIEW QUESTIONNAIRE

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
1.												I didn't participate in this phase.
2.									3			We were able to adapt our project to our unique needs.
3.												I didn't participate in this phase.
7.										4		The sharing of projects was extremely beneficial.
9.								2				The things I applied were very successful.
10.								2				I tried several new things and they worked very well.
11.							1					Cross-age tutoring has worked out well for me.
12.									3			I've applied several new ideas and they're working out very well.
13.							1					
14.									3			
17.									3			

TABLE 19--continued

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
19.										4		I've acquired several ideas for helping me select materials for my pupils.
20.									3			
21.								2				Sharing our projects was beneficial to me.
22.								2				
23.								2				
24.							1					
28.							1					
29.								2				
30.								2				

TABLE 20

SCALED RESPONSES OF SECONDARY TEACHERS TO QUESTION 1-3 OF THE "MAINSTREAM"
CONNECTION EVALUATION STRUCTURED INTERVIEW QUESTIONNAIRE

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
4.												Didn't participate in this phase.
5.										4		I've applied 4 or 5 new things successfully.
6.									3			The interaction with other teachers was most helpful to me.
8.						0						
15.				-2								I would have liked smaller groups.
16.												Didn't participate in this phase.
18.								2				The training on readability has helped me in selecting next year's texts.
25.			-3									The attention given to the slow learners has hindered the average and above-average pupils.
26.									3			The sharing sessions were very beneficial.
27.									3			I've become more flexible as I've applied new approaches.

Question 4 - What is your overall perception of this past year's inservice?

Table 21 provides a summary of elementary teacher responses to Question 4.

Table 21 reveals that elementary teachers interviewed consistently had a positive perception of this year's inservice project. This response configuration is consistent with responses to the "Mainstream" Connection Evaluation Questionnaire.

Responses to Question 4 by Secondary teachers are summarized in table 22.

Table 22 reveals that the eight secondary teachers who participated in all three phases were "lukewarm" to negative about this year's inservice project. The five who expressed support were not particularly strong in their expressions.

Question II - What do you feel was the primary purpose of the inservice training?

Tables 23 and 24 summarize responses for elementary and secondary teachers, respectively, to Question II. These tables include the "Criterion Response" by which interviewee responses were evaluated.

Summary data contained in tables 23 and 24 reveals that elementary teachers could give a reasonable answer to this question, and that they indeed did know what the purpose of the training was. Secondary teachers interviewed, on the other hand, did less well at stating the purpose of the inservice session. Although two of the ten interviewed did not attend Phases II and III and could not thus be expected to know what was "going on," responses from the others indicated some confusion regarding the purpose of the inservice training.

TABLE 21

SCALED RESPONSES OF ELEMENTARY TEACHERS TO QUESTION 4 OF THE "MAINSTREAM"
 CONNECTION EVALUATION STRUCTURED INTERVIEW QUESTIONNAIRE

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
1.											5	I got more out of this inservice than 5 college courses.
2.									3			
3.										4		
7.							1					
9.							1					
10.									3			
11.								2				
12.									3			
13.								2				
14.								2				It was good but I expected it to be more geared to the severely handicapped.
17.							1					
19.							1					
20.								2				
21.										4		
22.								2				

TABLE 21--continued

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
23.							1					
24.								2				
28.							1					It dealt with the mildly handicapped and I thought it would deal with more severely handicapped.
29.						0						It could have been condensed.
30.							1					

TABLE 22

SCALED RESPONSES OF SECONDARY TEACHERS TO QUESTION 4 OF THE "MAINSTREAM"
CONNECTION EVALUATION STRUCTURED INTERVIEW QUESTIONNAIRE

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
4.						0						
5.							1					
6.							1					
8.								2				
15.							1					
16.						0						
18.				-2								It was not geared to secondary teachers.
25.				-2								It was too idealistic.
26.						0						I have mixed feelings about the inservice.
27.							1					

TABLE 23

SCALED RESPONSES OF ELEMENTARY TEACHERS TO QUESTION II OF THE
 "MAINSTREAM" CONNECTION EVALUATION STRUCTURED
 INTERVIEW QUESTIONNAIRE

Purpose of this Inservice Training (a standard by which responses to Question No. II may be evaluated)

To increase the inclusion of handicapped pupils in regular classes; to reduce the labeling of handicapped pupils; to reduce the social isolation of handicapped pupils; to more effectively program for all pupils; and to interpret pupil behavior and responses as a function of the educational environment.

	-5	-4	-3	-2	-1	0	1	2	3	4	5
1.								2			
2.									3		
3.								2			
7.								2			
9.							1				
10.								2			
11.								2			
12.								2			
13.							1				
14.								2			
17.							1				
19.							1				
20.									3		
21.							1				
22.								2			
23.								2			
24.							1				
28.							1				
29.							1				
30.							1				

TABLE 24

SCALED RESPONSES OF SECONDARY TEACHERS TO QUESTION II OF THE
 "MAINSTREAM" CONNECTION EVALUATION STRUCTURED
 INTERVIEW QUESTIONNAIRE

Purpose of this Inservice Training (a standard by which responses to Question No. II may be evaluated)

To increase the inclusion of handicapped pupils in regular classes; to reduce the labeling of handicapped pupils; to reduce the social isolation of handicapped pupils; to more effectively program for all pupils; and to interpret pupil behavior and responses as a function of the educational environment.

	-5	-4	-3	-2	-1	0	1	2	3	4	5
1.						0					
5.							1				
6.								3			
8.							1				
15.							1				
16.						0					
18.							1				
25.			-3								
26.							1				
27.				-2							

Question III - Do you feel more confident in your ability to work with exceptional pupils as a result of this inservice?

Tables 25 and 26 summarize teacher responses to interview question III.

Data summarized in tables 25 and 26 indicate that elementary teacher interviewees grew in confidence as a result of the project. Secondary teachers, however, were more ambivalent (table 26), and, with three exceptions, did not feel more confident as a result of the training.

TABLE 25

SCALED RESPONSES OF ELEMENTARY TEACHERS TO QUESTION III OF THE "MAINSTREAM"
CONNECTION EVALUATION STRUCTURED INTERVIEW QUESTIONNAIRE

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
1.									3			
2.											5	I wish all of our teachers had gone through the inservice training.
3.										4		It changed my attitude toward mainstreaming.
7.							1					
9.							1					
10.							1					
11.								2				
12.							1					
13.							1					
14.							1					
17.							1					
19.						0						
20.							1					
21.									3			

TABLE 25--continued

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
22.						0						It increased my knowledge and awareness, but not my confidence.
23.							1					
24.								2				
28.						0						
29.										4		I'm able to deal with day-to-day problems better, and can utilize district resources more effectively.
30.							1					

TABLE 26

SCALED RESPONSES OF SECONDARY TEACHERS TO QUESTION III OF THE "MAINSTREAM"
 CONNECTION EVALUATION STRUCTURED INTERVIEW QUESTIONNAIRE

	-5	-4	-3	-2	-1	0	1	2	3	4	5	Significant Comments
4.						0						
5.									3			
6.								2				
8.								2				
15.							1					
16.						0						
18.						0						
25						0						
26.						0						I'm a little more confident but cannot meet pupil needs any better as a result of the inservice.
27.							1					

Question IV - What were the most beneficial aspects of the inservice training?

Interviewee responses to Question IV are summarized in terms of both "General" and "Specific" content descriptors in tables 27 (elementary) and 28 (secondary).

TABLE 27

CONTENT DESCRIPTOR SUMMARY OF ELEMENTARY TEACHER RESPONSES TO QUESTION IV OF THE "MAINSTREAM" CONNECTION EVALUATION STRUCTURED INTERVIEW QUESTIONNAIRE

<u>General</u>	<u>Specific</u>
<u>Total</u>	<u>Total</u>
	(7) Discipline (behavior management)
(3) Techniques	(6) Sharing
	(3) Interaction
(3) Alternatives for dealing with day-to-day problems	(3) Peer and cross-age tutoring
	(3) Readability
	(3) Spelling Techniques
(1) Impetus to the new things	(2) Math (strategies for teaching)
	(2) Reading Games
	(2) Low Incidence
	(1) Teaming
	(1) Task Analysis
	(1) Handouts
	(1) Handwriting

TABLE 28

CONTENT DESCRIPTOR SUMMARY OF SECONDARY TEACHER RESPONSES TO
QUESTION IV OF THE "MAINSTREAM" CONNECTION EVALUATION
STRUCTURED INTERVIEW QUESTIONNAIRE

<u>General</u>	<u>Specific</u>
<u>Total</u>	<u>Total</u>
(2) Techniques	(2) Sharing
(2) Small Group Work	(2) Readability
(1) Increased ability to program for mildly handicapped pupils	(1) Interaction
(1) Increased awareness of alternative ways of dealing with individual differences	(1) Management
	(1) Low Incidence
	(1) Develop and implement individual educational program (IEP)

Responses as summarized by tables 27 and 28 indicate that, for both elementary and secondary teachers, the general emphasis on "techniques" was helpful, as was the emphasis on alternative ways to solve problems and/or deliver instruction. Also, a number of both elementary and secondary teachers agreed that specific techniques such as readability, as well as the opportunity to "share" was helpful. For elementary teachers, the specific emphasis on behavior management was considered quite beneficial.

Question V - Could the inservice have been improved in any of the following ways:

Time?	Content?	Others?
Place?	Staffing?	

Interviewee responses to Question V are contained in tables 29 and 30. Specific comments have been included, as well as a code for the "class" of change being recommended by those interviewees who responded "yes" to the question.

Responses to Question V reveal a large number of quite specific suggestions. Seven of the 30 interviewees (6 elementary, 1 secondary) made recommendations related to time and scheduling changes which they thought should be considered. Four suggestions were made by more than one interviewee. These were:

- Condense training into a shorter period of time (2)
- Hold all sessions after school (2)
- Conduct training earlier in the year (2)
- Three hour seminars are too long (2)

There were no suggestions related to location of facilities.

Among the "other" responses, five specific comments were made by more than one interviewee. These were:

- More small group work needed (3)
- Presentors need to be improved
- "Mainstreaming" should have been better defined (2)
- More question/discussions/sharing time (3)
- Need more info prior to starting inservice

Knowledge Based Test

This instrument (see appendix A) was administered on a pre-post basis to project participants from five of the eight Coops. Two hundred thirty-six persons or 54 percent of the participants took both the pre and the post test. Pre-tests were administered to participants at the

TABLE 29

ELEMENTARY TEACHER INTERVIEWEE RESPONSES TO QUESTION V OF THE "MAINSTREAM"
CONNECTION STRUCTURED INTERVIEW QUESTIONNAIRE

	Yes	No	If Yes, How?
1.	T		It should have ended earlier than May.
2.		X	
3.	T		The Saturday sessions were inconvenient.
7.	0		Cut down on amount of time spent on counting behaviors.
9.	0		Administrators and special education staff should have had to do projects too.
10.	0		Eliminate those tests; include more small group work.
11.	0		We need more opportunity to ask questions.
12.	0		More time was needed for discussion.
13.	0		Some of the presentors needed better organization.
14.	0		More and better information prior to the inservice would have been helpful.
17.			The ten sessions could have been condensed into a shorter period of time.
19.		X	
20.	T		All of the sessions should have been right after school rather than some late evening sessions.
21.		X	

TABLE 29--continued

	Yes	No	If Yes, How?
22.	O		More sharing would have made it better.
23.	T		It would have been better had it been earlier in the year, and if all of the sessions were right after school.
24.		X	
28.	T		The three hour sessions were too long; the ten sessions could have been condensed into a shorter period of time.
29.	O		The purpose of the inservice should have been clearer prior to our signing up for it; the philosophy of mainstreaming should have been dealt with.
30.		X	

T = Time-scheduling
 L = Location-accommodations
 O = Other

TABLE 30

SECONDARY TEACHER INTERVIEWEE RESPONSES TO QUESTION V OF THE "MAINSTREAM" CONNECTION
STRUCTURED INTERVIEW QUESTIONNAIRE

	Yes	No	If Yes, How?
4.	0		More small group work was needed.
5.		X	
6.	T		The three-hour sessions were too long.
8.	0		Cut down on amount of material covered and eliminate some of the handouts.
15.	0		The presenters should be more reality-oriented (they were too idealistic).
16.	0		A clearer definition of mainstreaming would have helped.
18.	0		The elementary and secondary teachers should have been separated right from the beginning.
25.	0		More small group would have improved the inservice.
26.	0		It should have included the special areas teachers (art, industrial arts, home economics, etc.).
27.		X	

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T = Time-scheduling
L = Location-accommodations
0 = Other

beginning of the first inservice session and post-tests administered during the final session of Phase III. Three Coops were missed early in the training schedule as an item analysis procedure for the instrument was still underway.

Several analyses and comparisons were conducted on these data. Those reported herein are:

1. Analysis of pre-post means for statistical significance of gains on an entire project basis.
2. The same analysis on a Coop-by-Coop basis for the five Coops included in the pre-post testing.
3. Analysis of pre-test and post-test scores for significant pre-test and/or post-test differences between elementary and secondary teachers.

Significance of Gains Pre-Post for
all Project Participants

Table 31 reports results of statistical analysis of these data.

TABLE 31

F AND T TEST RESULTS FOR PRE POST TEST DATA ON THE "MAINSTREAM"
CONNECTION KNOWLEDGE BASED TEST

	N	\bar{X}	SD	F Value	2-Tailed Prob.	T Value	2-Tailed Prob.
Pre	250	22.0480	6.050	1.79	<.0005	-3.89	<.0005
Post	236	23.9407	4.524				

Based on these data, it appears that the gains made from pre to post test on the Knowledge Based Test were statistically significant at the .005 level.

Significance of Gains Pre
Post for Individual Coops

Tables 32-36 report results of statistical analysis of these data.

Data in tables 32-36 reveal that statistically significant pre-post gains were made only by participants from the Freshwaters Coop. Gains made in other Coops were too small to be considered statistically significant, utilizing a probability criterion of .05.

TABLE 32

F AND T TEST RESULTS FOR PRE POST TEST DATA ON THE "MAINSTREAM"
CONNECTION KNOWLEDGE BASED TEST FOR ELEMENTARY CHISAGO COUNTY
COOP PARTICIPANTS

	N	\bar{X}	SD	F Value	2-Tailed Prob.	T Value	2-Tailed Prob.
Pre	36	23.2222	3.929	2.07	.048	.4	.267
Post	26	22.7308	5.647				

TABLE 33

F AND T TEST RESULTS FOR PRE POST TEST DATA ON THE "MAINSTREAM"
CONNECTION KNOWLEDGE BASED TEST FOR PINE COUNTY COOP PARTICIPANTS

	N	\bar{X}	SD	F Value	2-Tailed Prob.	T Value	2-Tailed Prob.
Pre	26	22.5000	4.042	1.04	.923	-.36	.721
Post	29	22.8966	4.126				

TABLE 34

F AND T TEST RESULTS FOR PRE POST TEST DATA ON THE "MAINSTREAM"
CONNECTION KNOWLEDGE BASED TEST FOR FRESHWATERS COOP PARTICIPANTS

	N	\bar{X}	SD	F Value	2-Tailed Prob.	T Value	2-Tailed Prob.
Pre	46	21.3043	8.251	7.79	.0005	-3.04	.003
Post	49	25.1224	2.955				

TABLE 35

F AND T TEST RESULTS FOR PRE POST TEST DATA ON THE "MAINSTREAM"
CONNECTION KNOWLEDGE BASED TEST FOR T.O.W. COOP PARTICIPANTS

	N	\bar{X}	SD	F Value	2-Tailed Prob.	T Value	2-Tailed Prob.
Pre	18	23.3889	3.987	1.11	.824	-1.41	.169
Post	15	25.4000	4.205				

TABLE 36

F AND T TEST RESULTS FOR PRE POST TEST DATA ON THE "MAINSTREAM"
CONNECTION KNOWLEDGE BASED TEST FOR MIDSTATE COOP PARTICIPANTS

	N	\bar{X}	SD	F Value	2-Tailed Prob.	T Value	2-Tailed Prob.
Pre	23	21.447	4.461	1.43	.431	-.30	.763
Post	16	22.0000	5.342				

Although secondary teacher pre-post data are not entabled, analysis indicates that only the Freshwaters Coop had mean gains considered statistically significant, with an F score probability of $<.0005$ and a T Score probability of $.003$.

Analysis of Pre-Test and Post-Test Scores for Differences Between Elementary and Secondary Teachers

With one exception, there were no significant differences between elementary and secondary teachers at the time of either pre or post testing. The exception was again the Freshwaters Coop, where post test score differences were significant, while pre-test scores were not. Table 37 illustrates relevant post-test data.

TABLE 37

T-TEST RESULTS ON A POST-TEST DIFFERENCES COMPARISON BETWEEN FRESHWATERS COOP ELEMENTARY AND SECONDARY PARTICIPANTS

	N	\bar{X}	SD	Pooled Variance T Value	2-Tailed Prob.	Separate Variance T Value	2-Tailed Prob.
Elem	49	25.1224	2.955	-2.39	.020	-2.78	.008
Sec	18	26.9444	2.127				

In the Freshwaters Coop, secondary teachers achieved a Pre-Post mean gain of from 18.8125 on the pre test to 26.9444 on the post test, for a gain of 8.1 points, also judged significant without statistical analysis.

In summary, while only one Coop achieved pre-post gains which were statistically significant, the pooled scores of all Coops resulted in an overall project gain which was statistically significant.

The Educational Service Options Scale

This scale (see appendix B) was also administered on a pre-post basis. Participants were asked at the first session for their respective Coops to complete the scale, and were later (during Phase III sessions) asked to complete another one on a take home basis and return it for analysis. One hundred fifty-three participants from seven Coops completed both pre and post scales for a 35 percent data base.

Statistical analysis of these 153 pairs of returns on an overall basis, on a Coop-by-Coop basis, and on a within-Coop elementary-secondary comparison basis indicated with one exception no statistically significant gains as measured by this scale. The one exception in an analysis of Coop results was the Midstate Coop, where a 2-tailed probability of .02 indicated that the pre-post gain of .1560 was statistically significant utilizing criterion of .05.

Evaluation Questions

This section will provide a summary response to each of the project evaluation questions in terms of data presented earlier in this chapter. Each question as listed on page 33 of Chapter III will be considered in turn.

Evaluation Question 1 - Did the participants gain in basic knowledge of the handicapped?

According to data reported earlier in this chapter, related to pre-post scores on the Knowledge Based Test, participants in the project

as a whole did gain in knowledge. Also, based on self-evaluation comments obtained from participants in their responses to Question 9 of the Project Evaluation Questionnaire, many felt they gained in knowledge of the handicapped. However, not all participants gained equally, nor did all Coops (participants from) show significant gains.

Evaluation Question 2 - Did the participants learn any specific skills which they thought would be beneficial for regular classroom teachers?

According to participant self-ratings on both the Structured Interview Questionnaire and on the Project Evaluation Questionnaire, a great many participants felt that they learned new skills useful for regular class application. In addition, the Phase III classroom skill application logs completed by participants, and shared with other participants, showed in most cases good understanding and application of the skills taught, according to project staff. Again, not all participants learned new skills, but a considerable number did, as evaluated by self-ratings and by analysis of their instructional logs.

Evaluation Question 3 - Did the participants experience any attitude change in the direction of being more accepting of handicapped children in the regular classroom?

According to the principal instrument used to analyze teachers' acceptance of the handicapped in the regular classroom, there were no significant attitude changes measurable for the participant population as a whole. There were, however, self-rating testimonials from a number of participants on the Interview Questionnaire and the Project Questionnaire which spoke to positive attitude changes. However, for the project as a whole, there were no measurable, significant changes.

Evaluation Question 4 - Did the participants actually participate in the project by attending scheduled inservice sessions, and by completing other project requirements?

According to attendance data, participants did attend at a high rate, in excess of 90 percent for all participants for all three phases. In addition, most participants did enter into and complete Phase III requirements--application of a skill learned, writing a log of experiences in that application, and reporting to other participants. Again, there were some participants who did not attend well or complete all requirements, but in excess of 90 percent did.

Evaluation Question 5 - Was the Project as a whole well received by Project participants, and would participants continue participating if the training could continue for another year?

According to responses on the Project Evaluation Questionnaire, 84 percent of all project participants rated the project "good," "very good," or "excellent." In addition, many supportive and positive comments were made in response to questions 8 and 9 of this same questionnaire. Also, participants interviewed during the structured interview sessions also responded with a high rating for the project as a whole. Also 74 percent overall would continue training if available, but there was considerable between-Coops variation.

Evaluation Question 6 - What were some of the more effective and less effective sessions and project practices?

According to participant evaluations and comments, the following were particularly effective:

1. Sessions of Behavior and Behavior Management

2. Sessions on specific instructional techniques related to reading, spelling, etc.
3. Sessions on cross-age and peer tutoring.
4. The "sharing" aspect of Phase III sessions
5. Sessions on task analysis
6. Sessions on learning problems

Less effective were sessions:

1. In the low incidence area
2. On mainstreaming
3. On student assessment

Project Practice changes which seem indicated are:

1. Ensure that all consultants use specific and concrete examples to illustrate theory or concepts.
2. Organize for more small group, sharing-type sessions, and for more "hands-on" activities.
3. Organize branching, in-depth options for those whose operant level is higher than the "average" participant.
4. Shorter sessions and condense content as to quantity and presentation time.
5. Avoid late evenings and Saturdays where possible.
6. Place more emphasis on techniques.
7. Arrange a separate "Secondary" track.

CHAPTER V

A PERSONAL RESPONSE TO THE "MAINSTREAM" CONNECTION AND SUGGESTIONS FOR FUTURE INSERVICE EFFORTS

It is the author's contention that much of what we call special education (which has served as an impetus for the mainstreaming movement) in this country focuses upon methodology, technology, and efficiency. Special education programs have gravitated toward competency-based programs, wherein reading and writing and related cognitive skills are highly valued. As a result, many teachers view themselves as technicians, skilled in diagnostics and prognostics, in materials and presentation, in evaluating and reporting (Smith 1977). What transpires is, as Morgan (1968) has stated, an approach that treats the individual as just another instance of something already met. What appears to be lacking is a theory and philosophy that is based upon total personhood, and that values the uniqueness of each human being.

The author feels that our approaches to meeting differences must go beyond surface issues such as how to teach certain skills more efficiently or how to bring about rapid changes in behavior. In the opinion of the author, our point of departure must be to nurture the humaneness of every individual, i.e., that we commit ourselves to strengthen our conviction to human dignity and integrity. An examination of the nature of the human being and what our schools should be in order to respond to the uniqueness of each human being is called for. The last part of the

study includes a discussion of factors which, in the author's opinion, are thought to be important. It includes departure points in questioning the conventional practices of our schools in the hope of bringing about change in the direction of increased openness and increased respect for the diversity of individuals within the school.

During the structured interview sessions that were conducted as the project was drawing to a close, the author observed marked differences in the attitudes of the teacher participants toward the "Mainstream" Connection Inservice Project and toward children with differences in a more general sense. Much of this attitude was not conveyed through verbal means but was distinctly felt by the author. Some of the attitudes could be attributed to the social-emotional climate in a particular school building or a system's view toward children with differences. However, I believe that it is more likely that the teacher participants' attitudes have to do with their belief systems-- a matter which was not addressed by the inservice training project. As such the discussion that follows flows from concerns raised by the writer's evaluation of the "Mainstream" Connection.

Teacher Beliefs About Self

Jersild (1952, 1960, 1965) has emphasized the importance of attitudes that teachers hold about themselves. He proposed that the self-understanding of teachers is a necessary factor in coping with their feelings and in becoming effective in the classroom. The understanding of one's own feelings and attitudes is essential in working with students. He suggested that we need to encourage inservice group counseling situations for teachers, in which their attitudes and feelings can be

explored with others (Avila et al 1977). I found that this occurred in some instances in the small group work of the "Mainstream" Connection as indicated by some of the teachers that I interviewed as the project was drawing to a close. I personally feel that future inservice efforts on mainstreaming should incorporate this as a major objective. The Staff Development program initiated and reported by the Center for Teaching and Learning at the University of North Dakota is one concrete example of how to promote that which Jersild and the author have called for (Perrone et al. 1977, Landry 1977, Staff Development Workbook for Classroom Teachers and Principals 1976).

For a number of years Arthur Combs and his associates have conducted studies at the University of Florida to discover the characteristics of good helpers. Their findings suggest that techniques, methods and styles have little to do with the success or failure of helpers. It appears that a helper's basic beliefs and values, rather than their grand schemes, methods, techniques or years of training are the real determiners of whether or not they will be effective or ineffective as a helper (Avila et al. 1977).

The perceptual organizations of effective teachers were characterized as follows:

- "A. The general frame of reference of effective teachers tends to be one which emphasizes:
 - "1. An internal rather than an external frame of reference.
 - "2. Concern with people rather than things.
 - "3. Concern with perceptual meanings rather than facts and events.
 - "4. An immediate rather than a historical view of causes of behavior.
- "B. Effective teachers tend to perceive other people and their behavior as:
 - "1. Able rather than unable.
 - "2. Friendly rather than unfriendly.

- "3. Worthy rather than unworthy.
 - "4. Internally rather than externally motivated.
 - "5. Dependable rather than undependable.
 - "6. Helpful rather than hindering.
- "C. Effective teachers tend to perceive themselves as:
- "1. With people rather than apart from people.
 - "2. Able rather than unable.
 - "3. Dependable rather than undependable.
 - "4. Worthy rather than unworthy.
 - "5. Wanted rather than unwanted.
- "D. Effective teachers tend to perceive the teaching task as:
- "1. Freeing rather than controlling.
 - "2. Larger rather than smaller.
 - "3. Revealing rather than concealing.
 - "4. Involved rather than uninvolved.
 - "5. Encouraging process rather than achieving goals"
- (Combs 1969, pp. 32-33).

Combs (1974, p. 8), in another publication, discussed the concept of the authenticity of the teacher. He stated:

The good teacher is no carbon copy but possesses something intensely and personally his own. Artists sometimes call this "the discovery of one's personal idiom." The good teacher has found ways of using himself, his talents, and his surroundings in a fashion that aids both his students and himself to achieve satisfaction--their own and society's too. We may define the effective teacher formally as a unique human being who has learned to use himself effectively and efficiently to carry out his own and society's purposes in the education of others.

What Combs (1974) called the "self-as-instrument" concept requires that the teacher's education be regarded as a problem in becoming. It is not a matter of learning how to teach. It is a process of personal discovery of how to use one's self well. The student of teaching must be autonomous, finding his best ways of working. What is required is a commitment to the process of learning. In order to learn and change, the self must be permitted to get into the act. The good teacher is the creative individual who is capable of shifting and changing to meet the demands and opportunities afforded in daily tasks. The individual is able to adjust continually and smoothly to the needs of his students,

the situation he is in, the purposes he seeks to fulfill, and the methods and materials at his command.

Along this same line, Smith (1977) suggested that the relationship between teacher and student (or between any two individuals) is of utmost significance. One cannot be in authentic relation to another person until one is in complete touch with one's own uniqueness. This implies speaking from the most significant values, beliefs and meanings that one holds. It also means acknowledging who one is and sharing that awareness with another. It also means sharing one's triumphs and failures, hopes and fears, dreams and ambitions.

Beliefs About Human Nature

The studies of Combs et al. (1969, 1974) and others (Snygg 1977; Buhler 1977; Rogers 1977; Purkey 1977) indicate that what the teacher (helper) believes about the nature of persons and their capacities is a crucial variable in the teaching-learning process (Avila et al. 1977).

On this issue, Earl Kelley (1977) wrote that what a person believes is one of the most important things about that person. Beliefs control behavior when one is free to act as he thinks he should. Problems occur when one holds a belief without support. When one holds a belief that varies too much from the nature of the universe, he is apt to behave in ways which are irrational and harmful to self and others. The more closely one's beliefs adhere to what is known about man and the universe, the more likely one's actions will enhance self and others.

Also on the issue of what we believe, Frankel (1973) suggested that our problems will become ever larger as long as we continue to assure ourselves that we are doing a pretty good job, and that what we

need to do is become more efficient in dealing with children who are deviant or troubled or disabled and who do not belong in the regular classroom in the first place. He stated that the time has come for us to stop agreeing that a few children, who are attempting to cope with their problems, are creating problems for us. It is time that we begin examining the possibility that we are creating problems for many of our children. It is not enough to continue developing techniques and methodologies for educating all children without, at the same time, reexamining the degree to which our efforts enhance or hinder the humanization of our children.

The author of this study believes that, at the present time, two major viewpoints, humanism and behaviorism, dominate the helping professions. One position or the other constitutes the psychological bases for almost every program for the training of helpers currently in operation. Donald Avila and William Purkey have advocated an integration of humanism and behaviorism (Avila et al. 1977). They have stated that to treat self-theory and behaviorism as mutually exclusive and antagonistic is not only fruitless, but also misleading. Both approaches are parts of a single continuum in the incredibly complex process of understanding people and their behavior. They sum up the way the two approaches can complement each other in approaching the problems which we face in psychology and education.

In sum, self-theory provides heuristic guidelines by which to fulfill our professional responsibilities, be they counseling, therapy, teaching, or research. On the other hand, self-theory does seem to have difficulty when it comes to the question of "how." How does one change a self-concept, a perception, or a particular bit of behavior? How can one set up conditions and provide experiences for one's clients and students that will

prove to be self-enhancing? This is the point at which we believe behaviorism enters the scene.

Behaviorism, after all, is not a theory, although a person certainly can develop a theoretical position from the approach. Behaviorism is a process and a method (essentially the scientific method) from which psychologists and educators have developed many useful principles and techniques. These principles and techniques can be used to accomplish the purpose of self-theory: to convince each individual that he is valuable, responsible, and capable of influencing his own destiny (Avila & Purkey 1977, pp. 56-57).

In this chapter I have proposed, thus far, a closer examination of what the teacher believes about self and what he believes about human nature. Additionally, I feel that mainstreaming efforts should move away from any practices which tend to label and segregate individuals. How might this be done? An important direction that we might take would be to observe and describe behavior rather than to merely evaluate and label it.

Assessing and Understanding Behavior

Disability categories and labels have done an enormous amount of harm in our schools and in society at large. They have separated children with special needs into narrow and stigmatized groupings and lent credence to the notion that each category represents and delineates uniform needs of all those who fall within its boundaries. When society categorizes individuals in this manner, it creates images of personal deficit rather than of potential (Blatt et al. 1977).

I feel that our mainstreaming efforts should concentrate on moving as rapidly as possible away from categorical groupings and labels. Several therapists and educators have focused on functioning as a means of understanding behavior and have provided suggestions for helpers to aid others to move to higher levels of functioning. I will discuss two

of these paradigms which I have had personal experience with and which I feel hold much promise in working with children who are attempting to cope with problems.

Reality Therapy

William Glasser has developed an approach called "Reality Therapy." This approach uses no labels such as "disturbed," "retarded," "disabled," etc. Within this paradigm, behavior is viewed as either responsible or irresponsible. The individual who is behaving in an irresponsible way is denying the reality of the world around him because he is unable to satisfy his basic needs. According to Glasser, the basic human, psychological needs are the (1) need to love and be loved and (2) the need to feel worthwhile to ourselves and others. Helping individuals fulfill these two needs is the basis of reality therapy (Glasser 1975).

I will list the steps of reality therapy and provide a brief description to clarify their meaning.

1. Involvement. The therapist and child must have a genuine relationship based on warmth, empathy and respect. Glasser (1975, pp. 196-197) stated:

If the child is not sufficiently involved, he will not learn to fulfill his needs, leading to more expressions of his particular kind of irresponsible behavior. We must reject the idea that it is good to be objective with people; objectivity is good only when working with their irresponsible behavior. Treating children as objects rather than as people who desperately need involvement to fulfill their needs only compounds the problem.

2. Present behavior is examined. Focus is always on present behavior. To recall the past generally means recalling failure.

3. Value judgment. The judgment of the child must be his own. He must view his behavior as non-productive and feel that that might

change. The values of the teacher (therapist) must not interfere except, perhaps, to point out legal realities.

4. Plan. The student and teacher explore alternatives and the student chooses a short-term plan to improve his behavior.

5. Commitment. The student makes a commitment to the plan and the teacher makes a commitment to help with the plan as well as an appointment to check on the student's progress.

6. No excuses. Excuses are not accepted. If the plan fails, however, the teacher does not ignore failure. The teacher finds out if the student wants to continue with the goal and then helps develop a new plan.

7. No punishment. Punishment works for successful people; for others it reinforces a failure identity. The student must accept the logical consequences of his actions. An action is punishment rather than consequences if it is too severe or is unanticipated by the student (Glasser 1975).

Relational Patterns

Harlow (1975b) has developed a paradigm which focuses on functioning and does not use the traditional labels of special education. Harlow's paradigm, entitled "Relational Patterns," is a way of viewing student's functioning. Relational patterns refer to ways in which children relate to situations, persons and things in the environment.

"Understanding is essential to the education of the child" (Harlow 1975b, p. 27). Through the use of the paradigm, one is able to describe and understand a child's functioning in order to encourage him to higher levels of functioning. The patterns include "surviving,"

"adjusting," and "encountering." They differ in their openness to experience, maturity and capacity to operate freely. This approach represents a major departure from the practice of labeling a child handicapped (Harlow 1975b).

Education serves to make people more human, by better educating them to reflect upon and act upon their world in order to transform it, or it domesticates them, making them less human by teaching them that they are objects to be known and acted upon. The humanizing process of education is one which views the human being as capable of acting upon his world in order to transform it. More important than all school factors together in determining a child's school achievement is the extent to which he believes that he has some control over his own destiny (Frankel 1973).

Creative Arts Therapy

Something that was not touched upon in the "Mainstream" Connection and that has received very little attention in the literature concerning working with so-called handicapped children is creative arts therapy. The creative arts can be useful for reaching uncommunicative, unresponsive and hard-to-reach children. Examples of therapeutic media which may be utilized in educational settings include dance-movement, music, art and drama (Kaslow 1979). The family, home environment, peer group, and the school figure prominently in the life space of the child with learning problems (Lewin 1935). Through use of one or more of the creative art media with the child therapeutically, something new and vitally different is introduced into his life space. Freeing experiences of this sort permit maximum self expression and ventilation of pent up feelings in a form

that is less frightening than talking. The positive impact upon the child may be tremendous (Kaslow 1979).

Kaslow (1979, p. 8) provided a summary of the value of utilizing creative arts with children who manifest learning problems. She noted that creative arts may be used therapeutically to:

. . . awaken and revitalize the body; afford opportunity for physical expression of feelings and impulses; foster nonverbal communication of repressed desires and affects and lead toward improved verbal communication; reestablish a sense of trust in oneself and others; aid in resocialization and group participation; and provide an outlet for discharge of tension and hostility. Different techniques should be utilized selectively according to such factors as the students' interests, age, attention span, preference for working alone or in a group, and space available. No one approach constitutes a panacea for all those needing therapeutic help.

A word of caution is warranted here. Successful mainstreaming does not mean merely "tacking on" activities, mini-courses, and modules dealing with affective areas of the human organism. The notion of dividing the human person into affective and cognitive parts must be done away with in favor of an interactionist perspective. In any human interaction, intellectual content and skill is intertwined with skill and content in the areas of imagination, feelings, attitudes, values and ethics. What this calls for is a revamping of the curriculum at every level in response to what is actually going on in the educational environment. The choice does not have to do with whether or not we include affective issues in the schools; the choice has to do with acknowledging or refusing to acknowledge what is already there (Frein and Vander Meer 1975).

Summary

The "Mainstream" Connection was predicated upon the assumptions that teachers' increase in knowledge, methodology and positive attitude

would facilitate the mainstreaming of so-called mildly and moderately handicapped children. The author of this study has suggested that the teacher's view of self and beliefs concerning human nature need thorough examination. Perhaps future inservice efforts on mainstreaming could focus on these issues. Also, we need to examine the degree to which our efforts contribute to or interfere with the humanization of our children.

The author has also suggested that we move to paradigms which describe and assess functioning with focus upon change and learning new ways of dealing with the environment as opposed to merely evaluating and labeling behavior. Creative arts approaches were suggested as a means of reaching children who are currently having problems with traditional aspects of the curriculum. This is not by any means a panacea but is a neglected area which merits consideration and exploration as a vehicle for building upon the unique characteristics of children who are not receiving maximum benefits from traditional curricular approaches.

APPENDIX A
KNOWLEDGE BASED TEST

KNOWLEDGE BASED TEST

Multiple Choice

1. Under any general classification of handicaps (mental retardation, learning disability, etc.), it can be said that
 - a. individuals within the group are more alike than different.
 - b. the handicap is endogenous in etiology.
 - c. the classification is homogenous.
 - d. the individuals within the group are more different than alike.
2. In a behaviorist framework of teaching a "good" teacher concentrates on
 - a. feelings of the child.
 - b. controlling stimuli presented.
 - c. understandings of the child.
 - d. self-concept of the child.
3. It seems likely that many low functioning children behave like low functioning children because
 - a. of poor sibling relationships.
 - b. of low energy levels.
 - c. of substandard behavioral goals set by teachers and parents.
 - d. of the unaccepting attitudes of their "normal" peer group.
4. The analysis of a student's performance in a skill area indicates:
 - a. the student's ability level.
 - b. the student's grade level in reading, math, or spelling.
 - c. how rapid the child learns.
 - d. how the student is handling the task involved in the area where his performance level is low.
 - e. the level at which the child could be expected to perform.
5. Labeling the handicapped creates
 - a. significantly lower estimations of incapacity than behavioral descriptions.
 - b. the inevitability of perceptual and conceptual categories.
 - c. sets and expectations that influence perception and behavior.
 - d. the corresponding official process and mediates the same effects.
6. The educationally blind are these people
 - a. who can read enlarged print or require magnifying devices.
 - b. whose vision is so defective that they cannot be educated via vision.
 - c. who can distinguish large objects and have tunnel vision and shadow vision.
 - d. who are able to use vision as an avenue of learning and do not require Braille.

7. In teaching mathematics skills the first step in teaching is to develop the
 - a. ability to functionally count to 10.
 - b. ability to visually recognize written numbers.
 - c. ability to rote count to 10.
 - d. understanding of relational terms, such as up-down, over-under.
8. Which one of the following is not a basic objective in teaching reading to the handicapped?
 - a. Development of a basic sight vocabulary.
 - b. Development of a varied word attack approach.
 - e. Develop skill and desire to read independently.
 - d. Develop level of reading for vocational and social participation in society.
9. Which of the following is the most important determinant of interests and activities for the average teenage child?
 - a. Sex appropriateness.
 - b. Intelligence of the child.
 - c. Parents' avocational activities.
 - d. Current events.
10. The first thing that a child must learn before further learning will take place is to
 - a. visually encode information.
 - b. integrate information.
 - c. auditorally decode information.
 - d. pay attention.
11. The major purpose of a diagnosis of a learning problem should be
 - a. to assign the child to the appropriate category of exceptionality.
 - b. to check up on the materials used in the regular classroom.
 - c. to provide a system of accountability.
 - d. to aid in developing an educational plan.
12. The diagnosis of a child should
 - a. be sufficiently exhaustive and complete to assure a flawless teaching plan that will not have to be changed.
 - b. be as technical as possible in format.
 - c. be regarded as tentative and subject to change as the teaching progresses.
 - d. emphasize procedures that will determine the basic cause of the problem.
13. Data can best be obtained for the diagnosis through
 - a. the interview with parents.
 - b. astute observation.
 - c. informal testing.
 - d. standardized testing.
 - e. all of the above.

14. Informal tests are valuable for all of the following reasons except
 - a. they can be quickly and easily administered.
 - b. they do not require the teacher to follow a standardized procedure.
 - c. data on a representative population are usually available.
 - d. they provide valuable information on the types of errors the child makes.
 - e. they can be devised by teachers to cover many areas of learning.

15. Indicate the incorrect statement:
 - a. Reinforcer effect refers to the strength of an intended reinforcement.
 - b. Reinforcer effect varies with the status of the child, the amount of deprivation, and availability of other reinforcers.
 - c. "Delay of gratification" is a mark of greater maturity.
 - d. Some behavior changes require different reinforcers, or larger amounts of reinforcement, even for the same child.
 - e. When initiating or establishing a behavior, reinforcement should be infrequent and randomly scheduled.

16. Definitions of behavior disorders which include references to the environment in which the behavior is observed are likely to be more widely applicable to the classroom because:
 - a. disorders are thus related to what is orderly or adaptational and functional.
 - b. disorders can be directly related to internal states.
 - c. environmental variables tend to be disorderly.
 - d. there are too many variables that tend to shadow the target behavior.

17. The noncategorical approach to special education
 - a. pursues the tendency of special education over the past 25 years to differentiate among the needs of specific handicaps.
 - b. acknowledges the success of the self-contained classroom in treating the various handicaps.
 - c. concentrates on the similarities between treatment procedures for the various categories of disability.
 - d. supports differential diagnosis as a technique for identifying specific categories of handicaps.

18. All of the following are reasons for the growth of the noncategorical movement except
 - a. the number of exceptional children has declined because general teaching methods have improved.
 - b. the categories of exceptionality are not discrete and separate, but have much in common with each other.
 - c. recent court decisions support claims that special education classes are discriminatory.
 - d. research suggests that children placed in categorical self-contained classes did not make greater academic progress than similar youngsters who remained in regular classrooms.
 - e. leaders in special education are questioning the value of the categorical approach.

19. The mainstreaming movement
 - a. tends to eradicate the academic problems of special children by integrating them with normal children.
 - b. works better for the severely handicapped child than for the mildly handicapped child.
 - c. reverses the trend of the special education movement over the past 25 years.
 - d. does not require the services of special educators.
 - e. makes the job of the regular teachers easier.

20. Mainstreaming of the handicapped should generally include all of the following except
 - a. greater assurance of equal treatment and services when needed.
 - b. has been developed according to a standard classification system.
 - c. more economical provisions of services.
 - d. putting the responsibility for poor performance on the handicapped rather than on society.

21. The primary cause of placement of the handicapped in special classes is
 - a. the failure of the child to learn in the "mainstream."
 - b. the equivocal results of the effectiveness of special classes.
 - c. the inappropriate placement of minority children.
 - d. the culturally biased tests that often result in a false diagnosis.

22. Which of the following is not a role of the special educator?
 - a. Meet the needs of those children who cannot be adequately served in the regular classroom.
 - b. Assist the regular classroom teacher by providing specialized materials.
 - c. Provide direct consulting services.
 - d. Provide assistance in assessment.
 - e. Chair the staffing of the child study team.

23. Which of the following is not among the advantages of the resource model?
 - a. The child receives specialized therapy, but remains with his friends and agemates in the regular class.
 - b. More children can be served than in a self-contained classroom delivery system.
 - c. The resource model serves children with all degrees of handicaps equally well.
 - d. Developing problems may be prevented.
 - e. The resource teacher is considered an integral part of the school organization.

24. Some children have been found to be weaker than others in incidental learning. The possible explanation for this is
 - a. they have trouble selecting key stimuli in the environment.
 - b. they are physically handicapped in visual and auditory sense.

- c. they give more incorrect responses.
 - d. they come from environments where there is little of worth to be learned incidentally.
25. Overlearning is defined as
- a. distributed rather than massed practice.
 - b. practicing in a variety of situations.
 - c. practice after a task has been initially mastered.
 - d. retention of the skill after practice.
26. Of the following, which is the best predictor of job success?
- a. IQ scores
 - b. Mental age scores
 - c. Social skills and ability to get along
 - d. Academic achievement
27. Arithmetic lends itself to systematic instruction better than other academic skills because:
- a. math is concretely based and systematically ordered.
 - b. more math teaching materials exist than in other teaching areas.
 - c. math skills are less dependent upon intellectual abilities.
 - d. math is more fun than reading.
28. Which of the following questions concerning the culturally deprived is not correct?
- a. Lower verbal skills
 - b. Lower auditory discrimination skills
 - c. Show a consistent scholastic deficit throughout their school life.
 - d. Are less scholastically retarded in first grade than in eighth grade.
29. In most cases where a child's maladaptive behavior is continued to be reinforced at home it is recommended that
- a. the parents receive assistance along with the child.
 - b. the child be institutionalized.
 - c. the child be placed in a foster home.
 - d. legal actions be taken against the parents.
30. The manner in which others react to a child helps to form the child's
- a. self-image.
 - b. physique.
 - c. phenotypical behavior.
 - d. somatopsyche.
31. The home's influence extends into the child's
- a. value system.
 - b. school preparation.
 - c. self-concept.
 - d. all of the above.

32. Success in spelling for the child in an adjustment class might come through which of the following means?
- reduced spelling load.
 - longer time intervals for learning.
 - minimization of the formalized spelling test.
 - all of these.
 - none of these.
33. All but one of the following techniques is recommended for use by the classroom teacher to aid in speech correction:
- call attention to errors by stopping the child during recitation.
 - providing a good speech model.
 - time set aside for children to talk and discuss.
 - use of tape recorder.
34. Reading-comprehension for children with learning problems should center on all but one of the following:
- emphasizing speed reading for comprehension.
 - understanding thoughts in a sentence.
 - comprehend the meaning of whole sections.
 - grasp the meaning contained in paragraphs.
35. The one area that there appears to be general agreement upon in the area of reading is
- employ the eclectic approach.
 - the essence of reading is not the signs, but what the signs stand for.
 - the Gestalt theory explains the reading process.
 - the experience approach is best.

APPENDIX B

STRUCTURED INTERVIEW QUESTIONS

TEACHER INTERVIEW

Opening Comments: My name is Jerry Welik. I am part of the evaluation team for the "Mainstream" Connection. I am interviewing a randomly selected sample of the participants of this inservice training. All of your responses will be completely confidential. No individual teacher will be identified in any of the results of this study. The purpose of this study is to find out how teachers feel about the program to better meet the needs and desires of teachers. The success of the study depends upon getting as much information from teachers as possible so please feel free to answer the questions in as much detail as you like. I'd like to tape record the interview for the benefit of my records only.

I. The first group of questions is included to determine whether the inservice addressed your needs for programming for exceptional pupils in your classroom. We wish to examine the various phases of the project separately.

1. Phase One included the series of four instructional meetings in which the needs and characteristics of handicapped pupils and strategies for programming for them were discussed.

Were these sessions beneficial to you?

Probe: I mean, on the whole, were you satisfied or dissatisfied with these sessions?

Probe: (If dissatisfied) With what in particular have you been dissatisfied?

Elementary

2. Phase Two consisted of the development of techniques to provide adjustments in reading, mathematics and subject matter areas, as well as in classroom management techniques.

Did you find this to be of benefit to you?

Probe: (If dissatisfied) With what in particular have you been dissatisfied?

Secondary

2. Phase Two consisted of rewriting the curriculum in [your area] (English, social studies) and the development of instructional techniques to meet the needs of handicapped pupils in secondary programs.

Did you find this to be of benefit to you?

Probe: (If dissatisfied) With what in particular have you been dissatisfied?

Elementary

3. Phase Three consisted of the practicum in your own classroom in which you selected pupils for whom you designed and implemented individualized programs.

Was this phase beneficial to you?

Probe: (If dissatisfied) With what in particular have you been dissatisfied?

Secondary

3. Phase Three consisted of the seminars to assist in developing and implementing new curricular and instructional designs.

Was this phase beneficial to you?

Probe: (If dissatisfied) With what in particular have you been dissatisfied?

4. What is your overall perception of this past year's inservice?

Probe: Did it meet your expectations to enable you to meet individual pupil needs in your classroom?

Probe: What things in particular would you like to see added, deleted or changed which would improve this inservice plan?

II. What do you feel was the primary purpose of the inservice training?

Probe: Did the inservice emphasize normal pupil behavior and responses to the educational setting?

Probe: (If participant's response is "no" or "not sure") What was stressed in the inservice?

III. Do you feel more confident in your ability to work with exceptional pupils as a result of this inservice?

Probe: In what ways?

Probe: (If participant's response is "no" or "not sure") Was it the way the subject matter was taught, or perhaps the subject matter itself?

Probe: What should have been done to help improve the education of exceptional pupils?

IV. What were the most valuable aspects of the inservice training?

V. Could the inservice have been improved in any of the following ways:

A. Time?

B. Place?

C. Content?

D. Staffing?

E. Is there anything else that you can think of that could have been improved?

APPENDIX C

EDUCATIONAL SERVICE OPTIONS INSTRUMENT

EDUCATIONAL SERVICE OPTION

On the reverse side of this paper, insert the initials of the students in your class in the first column. In the following columns indicate the most appropriate program for that student according to the following options:

1. Teacher's Classroom Only

The student can be effectively served by the classroom teacher with no additional help needed. Academic and/or behavior problems are not severe enough to necessitate outside advice or instruction.

2. Teacher's Classroom With Advice

The student can be effectively served by the classroom teacher if advice on materials and teaching methods is available from competent specialists. Academic and/or behavior problems are not severe enough to warrant instruction by other personnel or other services which would require the student to leave the classroom.

3. Teacher's Classroom With Supplemental Instruction

The student can be effectively served if supplemental services are provided on a part-time basis either external to or within the classroom. Academic and/or behavior problems are such that the student may need to leave the classroom for varied periods of time to receive this extra help. This includes such services as resource teachers, tutors, speech therapy, etc. Primary responsibility for the student remains with the regular class teacher, rather than shifting to the source of supplemental help.

4. Special Class or Special School Setting

The student cannot be effectively served in the classroom. Academic and/or behavior problems are such that this student should be removed from the classroom. Primary responsibility for the student under this option lies with the special class teacher, rather than with the regular class teacher.

5. Exclusion from Public School

The student cannot be effectively served by the public schools. Academic and/or behavior problems are such that the services of other agencies are needed on a full-time basis.

EDUCATIONAL SERVICE OPTION

Secondary _____ Elementary _____

Initials	Option #1 Classroom Only	Option #2 Classroom With Advice	Option #3 Supplemental Instruction	Option #4 Special Class or School	Option #5 Exclusion

APPENDIX D

"MAINSTREAM" CONNECTION EVALUATION QUESTIONNAIRE

"Mainstream" Connection
Evaluation

NAME (optional) _____

POSITION _____

COOP _____

SCHOOL _____

LEVEL - PRI INT JRH SRH
(circle one)

1. Based on your personal involvement, how would you rate the total "Mainstream" Connection Inservice Project?

_____ Excellent
_____ Very Good
_____ Good
_____ Fair
_____ Poor

2. Rate the Phases in order of most beneficial to least beneficial for you. (One (1) = most beneficial, Three (3) = least beneficial)

_____ Phase I
_____ Phase II
_____ Phase III

3. Which individual inservice session of Phase I was most, least beneficial for you? Write "most," "least" on the appropriate line.

PHASE I

_____ Mainstreaming
_____ Low Incidence
_____ Learning Problems
_____ Behavior Problems

4. Which individual inservice session of Phase II was most, least beneficial for you? Write "most," "least" on the appropriate line.

PHASE II

ELEMENTARY - (Check only if you are in an elementary setting.)

_____ Student Assessment
_____ Task Analysis and Shaping Behavior
_____ Peer and Cross-Age Tutoring
_____ Rate, Spelling and Handwriting

5. Which individual inservice session of Phase II was most, least beneficial for you? Write "most," "least" on the appropriate line.

PHASE II

SECONDARY - (Check only if you are in a secondary setting.)

- Student Assessment
- Task Analysis and Shaping Behavior
- Techniques
- Techniques and Follow-Through

6. How would you rate the overall meeting arrangements? (meeting rooms, parking, coffee, etc.)

- Excellent
- Very Good
- Good
- Fair
- Poor

7. If the opportunity were offered, would you like to participate in a more in-depth continuation of this Inservice Project?

- Yes
- No

8. What suggestions would you have for improving the inservice sessions?

9. Additional comments:

APPENDIX E

NARRATIVE RESPONSES BY COOP TO QUESTION 8 OF THE
"MAINSTREAM" CONNECTION EVALUATION QUESTIONNAIRE

QUESTION # 8 - SUGGESTIONS

CHISAGO COUNTY COOPERATIVE

CONSULTANTS

1. More people like Myrna Olson and Don Challman.

TIME

1. Begin on time.
2. Sometimes they were a bit too long - other times fine.
3. All sessions 4:15-7:15.
4. Time - 4:00-7:00.
5. The classes held from 4:15-7:15 were more convenient and easier to pay attention to.
6. Start on time and use class time effectively.

OTHER

1. Have all the meeting in the same location if possible.
2. Should be offered to all teachers.
3. This is a class that should be required of all teachers. Especially secondary. Much more beneficial than human relations.
4. Respect that most people are experienced teachers.
5. The answers to the test we took.
6. Less paper handed out.
7. What purpose does the pre-post test that you gave us serve?

ORGANIZATION

1. Phase I was poorly organized.
2. Planning for Phase II was not as efficient as Phase I.
3. Smaller groups.
4. More organization.

SESSION CONTENT

1. I felt the sharing of ideas and discussion of techniques by teachers was excellent and would enjoy more.
2. The most beneficial parts were the sharing of specific ideas, techniques, etc.
3. Very satisfied with them--good positive attitude.
4. More discussion and involvement of students.
5. Spend more time on techniques and expand curriculum development.
6. Spend more time on handling behavior in classroom.
7. Change test (pre - post) - not clear and too much jargon.

CHISAGO COUNTY COOPERATIVE

SESSION CONTENT--continued

8. Cover material more rapidly.
9. This project should be much more pragmatic and more information should be given.
10. I expected a more in-depth experience. Except for the hearing and vision session at Rush City I felt that the sessions were on the level of an introductory course and not suitable for most practicing teachers. I've been very dissatisfied with the sequence.
11. Separate elementary and secondary in all sessions so that the sessions apply to secondary. It seemed that most of the Phases applied to elementary.
12. Would have liked more reading material.
13. Make as practical as possible.
14. More sharing among participants.
15. A greater sharing of ideas and more time to use the ideas.
16. More of Phase I type of presentations.
17. More discussion of discipline.
18. More group discussion - sharing of ideas - sharing classroom experience with special education personnel. Need to get the special education people involved with the classroom teacher.
19. I am still looking for ideas to do with the individually handicapped (physically) students.
20. Make the sessions more specific - ex. games to help visually handicapped.
21. I was looking for more concrete things I could do with a visually handicapped student.
22. More discussion and informal chats.
23. More concrete help for the individual handicapped students in our classrooms and more applicable to specific grade levels.
24. Less questionnaires to fill out at one sitting.
25. More on behavior problems.

QUESTION #8

DAIRYLAND COOPERATIVE

SESSION CONTENT

1. We received good information from city schools, but we need to develop techniques and ideas for each specific geographical area.
2. On some topics have more time to listen and react.
3. More specific.
4. More thorough study of each area.
5. Divide teachers in areas of study periodically - but not always.
6. More help in my specific subject.
7. Some topics weren't helpful - some were repetitious.
8. More group discussions.
9. Less papers - and those that are passed out - materials more condensed.
10. More individual time spent with speakers - chance to ask questions, and get ideas.
11. More group interaction.
12. More discussion among the participants in small groups.
13. More discussions with others in area.
14. Role playing student behavior - sometimes one teacher can not change a students' behavior in one year and she/he should not feel like a failure. A teacher should be aware of this.
15. I would make the first class of Phase I a lot shorter.
16. Smaller groups.
17. More group sharing and time for questions.
18. Please, have more practice and less theory.

CONSULTANTS

1. Get practical, positive speakers! Good example: Don Challman - Phase I.
2. More strong speakers - less condescending attitude.
3. Some of the speakers should have been better informed in Special Education.

TIME

1. Set a time and date and stick to it. Have more time to do things and share things.
2. Do not include Saturday sessions.

ORGANIZATION

1. More organization concerning dates, times, etc.
2. At times it seemed unorganized, different people said different things, all of the supervisors in the project should have the same information.
3. Could have been more organized - I think you needed more help.

DAIRYLAND COOPERATIVE

ORGANIZATION--continued

4. More organization.
5. Be more organized.
6. Please, be more organized.
7. Clearer demands of expectations of participants, ie. What do you want from me?
8. Better organization - clearer objectives - clearer demands of expectations of participants.

QUESTION #8 - SUGGESTIONS

SHERBURNE/NORTHERN WRIGHT COOPERATIVE

SESSIONS CONTENT

1. Many of the specific examples were refreshing - too often we hear generalizations.
2. Break down the phases - let people attend in-depth sessions of whatever they wanted to do more work with - task analysis, behavior modification.
3. More time to in-depth. More time to use materials given.
4. Stress more specific ways of improving individuals or class.
5. Phase I was too general.
6. Give more specific materials to use in the classroom setting.
7. More reporting as to what we did in the classroom from using your new methods.
8. More activity orientated sessions.
9. Go into more depth in Phase II - much of it was rather superficial.
10. More technical techniques such as orthopedic students.
11. Spend more time sharing techniques that worked or didn't work with different students.
12. More small group work - interactions like our last session.
13. More language input.
14. I thought all objectives were clear and topics were informative for regular teachers. I only wish more regular teachers could participate. Hope this is offered again next year for other teachers.
15. Too much time spent on simulation games in one session; almost an insult to the educational level of us as professionals.
16. Session of speech disorders/problems was a total waste of time. (Listening to a little boy blowing his nose.)

TIME

1. If the project could be more toward the beginning of a school year - we could apply technique for a longer period of time.
2. Get the session started on time.
3. Be more efficient in time - material could be covered in 2 - 2½ hours rather than 3.

CONSULTANTS

1. Speakers and topics were up to date with what is going on in education.
2. Many of the presenters prepared good presentations.

OTHER

1. Can't think of anything specific right now - pretty impressed with everything.
2. Good as is.
3. Get more mainstream teachers to take it.
4. Improvement of Session I in Phase I.
5. Offer this course during the summer.

ORGANIZATION

1. Condense sessions - have either 1) fewer total sessions, 2) more content and/or sharing of experience time.
2. More organization of each session - appeared unorganized at times.

QUESTION #8 SUGGESTIONS

PINE COUNTY COOPERATIVE

SESSION CONTENT

1. Secondary people should not give inservice to elementary teachers.
2. More specific examples instead of general psych. problems.
3. More involvement of high school level teachers and intermediate and junior high teachers also.
4. It should be more geared for an experienced teacher. Much of the material was redundant. Not enough depth to some of the content.
5. Less paper - more compacted for reference points. More exchange of ideas - interaction - LETS TALK TO EACH OTHER AS TEACHER AND PEOPLE.
6. Not as many sessions - more subjects in one night. A lot was review. I wish there would have been more suggestions for us.
7. I feel the material covered could have been done so in half of the time allowed.
8. Some sessions seemed to go on just to take up the allotted time.
9. I felt much of what was covered was too basic - most of us taught many years and need more specifics - less general.
10. Not such a lengthy over all training session (6 weeks rather than 10 weeks.) More efficient use of time allotments.
11. I felt it was too general and could of been more specific and detailed.
12. It seemed to me that we spent too much time for what we accomplished. Jeanne did a fine job of introducing and organizing, but there simply wasn't enough substance. My expectation was that there would be more depth in the program. If the lectures had all been like the one presented by the women on hearing, it would have been a fine program. Perhaps an inexperienced person would benefit from this more than an experienced classroom teacher who has done further graduate work, etc.

CONSULTANTS

1. Be sure the speakers are organized and know what they are doing. My least beneficial evening was the one in which the speakers weren't sure of themselves.

QUESTION #8 - SUGGESTIONS

T.O.W. COOPERATIVE

SESSION CONTENT

1. Make objectives for sessions more clear.
2. Split the groups earlier into elementary and secondary with materials geared to each first few sessions were only vaguely applicable to secondary.
3. Have them for smaller groups - primary or upper elementary etc.
4. Smaller groups - grade level - get more interaction.

TIME

1. Have a common meeting date throughout the inservice. Switching dates made attendance difficult/sometimes impossible.
2. Have all of them on Thursdays.

OTHER

1. We did a lot of driving and hurrying to get to meetings - sponse you did too!
2. More Home Ec. people should be encouraged to attend.
3. Just more of the same.
4. The only problem was the distance to travel.

ORGANIZATION

1. Making sure of meeting times and places in advance.

QUESTION #8

FRESHWATERS COOPERATIVE

OTHER

1. Include more regular education teachers.
2. None, I thought it was very well presented.
3. School visitation - inservice with the result of the faculty.
4. Suggestions for holding faculty inservice sessions.
5. What are special education teachers doing here?
6. It would be nice if the inservice could be held in one community (if possible).

CONSULTANTS

1. Use consultants in addition to faculty members who have attended mainstreaming sessions.
2. Some speakers could have made their sessions more interesting.

QUESTION #8 - SUGGESTIONS

RUM RIVER COOPERATIVE

SESSION CONTENT

1. I felt the information was presented very slowly and simply. Spending an entire day underlining and playing a farm game was a waste of time. I don't feel I gained enough information to justify away from my classes for 5 days.
2. Less repetition. Less theory - more practical applications.
3. Less repetition - more techniques and examples presented.
4. We did not need to talk about underlining 3 times on those simulation games. Some of the material could have been done with handouts only and not talked to death.
5. Why reasons for mainstreaming - clearly defined.
6. Make sure that the introduction period is clear and in order.
7. More practical ideas.
8. Often, it would help if mainstream session leaders made objectives of each session more distinct - i.e.: Specific things to do with the slow reader. Specific things to do with the disruptive student, etc.
9. Define group expectations more completely.
10. Less lecture - more participation.
11. Less repetition of activities.
12. Clearer objectives; more careful directions.
13. More specific identification of over-all philosophy and expectations. I found myself bogged down in "jargon" at times.
14. Some of the session could have been cut down. Many times I thought we were on an extended coffee break from 10-12. I also think we devoted too much time on handicapped at the beginning. I guess because one can deal with that although one can't always handle behavior problems or low reading levels.
15. Limit the information that speakers put out to cover in the time limit - also, have information we can take back - also put meetings in smaller groups.
16. Less theory - more actual learning devices.
17. Was too broad in many areas.
18. Most of the sessions were good.
19. Very good - more written suggestions related to teachers questions as Mike's new book.
20. Really enjoyed Phase I - really informative.
21. Most of the information was not new to me and Princeton is using many of the things we were shown.
22. We need the book on methods.
23. A workbook handed out stating a checklist or recipe book of things you can use in this classroom with children with problems.
24. Give more information on specific suggestions to solve different types of problems the teachers come in contact with.
25. More discussion necessary.
26. Allow more time to discuss our problems and methods with fellow educators.

RUM RIVER COOPERATIVE

SESSION CONTENT--continued

27. Better screening of leaders - one session was quite poor, and detrimental to the whole program. However some leaders were good.
28. More information on the "what to dos" after a problem is discovered.

ORGANIZATION

1. Better communication at the district level on what is exactly expected of the participants.
2. More direction at the beginning of the sessions.
3. I would like the sessions a little closer together for a little more continuity.
4. I would like to know from the beginning what the plan was to be. I felt in the dark as to meeting date, time, how many sessions, degree of involvement and follow up. There was too much paper work for administrative reasons only.

OTHER

1. One of the biggest problems with this is getting time to implement things. Most teachers are not willing to spend 12 hours a day at their jobs. (Except 1st and 2nd year teachers).
2. More teacher inservice!

QUESTION #8 - SUGGESTIONS

MIDSTATE COOPERATIVE

SESSION CONTENT

1. It was a review - but a very excellent review. It was given to us by fellow teachers in the field and we had the opportunity to use the ideas. The handouts were terrific.
2. More hands on techniques and activities which can be applied to the classroom.
3. More small group discussions.
4. Actual video-tape of one of these classes in progress of which we heard so much about (Cindy from Mpls.). Actual "material" to be used within a classroom (if Senior High History - let's see the low vocabulary material to be given to the low group.)
5. This may not be economically feasible, but smaller groups would be more conducive to discussion and sharing.
6. More specific techniques as to working with students with learning problems in mainstream classes.
7. More specific, practical information maybe taped classrooms to illustrate techniques, more samples.
8. Concentrate more on what the mainstreamed children should do and techniques for them, rather than entire class.
9. Greater use of small groups.
10. Smaller groups - more discussion by participants rather than lectures by consultants.
11. The areas could not be covered sufficiently in the amount of time allowed - allow time to cover each handicap deeply and time for questions - then take time to implement new ideas back into the classroom sooner.

ORGANIZATION

1. I would like to have known names earlier in the sessions. I gained much from sharing.
2. Smaller groups - class was very large but it was good to meet with greater variety of teachers.
3. Have name tags on the first day of the inservice too.
4. Clearer directions on materials due, etc.
5. Make sure the planning was well set up. I find it irritating to have the plans changed ten times. Maybe shorter sessions.
6. Better communications (definite plans for people telling how the sessions will be run) Examples: time, place, work required.
7. Stay in Little Falls.
8. A couple sessions seemed a little disorganized which is understandable due to a first year project.
9. When asked to bring reading materials we should use them.

MIDSTATE COOPERATIVE

CONSULTANTS

1. Don't have them taught by people with less experience and expertise than I already have.
2. Screening the consultants who presented a little more thoroughly. I felt some were excellent but some were ridiculous.
3. Listen to the speakers before you use them. Can they present well or do they just have the necessary background. Is this knowledge already known by the participants.
4. Screen speakers more - some were excellent while others were too general.
5. A few speakers were uninteresting - so checking up on good speakers would help.

TIME

1. Shorter night session - less time on why mainstreaming. One night would be sufficient if really concrete. Of course to do this may require an uniform amount of prep time by the presenters.
2. Shorten the sessions.
3. Stick to the hours stated.
4. Keep to the first schedule laid out - meet in town - only on Wednesdays (or Thursday) - 4:00 - 7:00 - follow topics as listed.
5. Stick to hours set up at the beginning. Pay as stated - on time.

OTHER

1. No tests!
2. 1st. Aide work.

QUESTION #8 - SUGGESTIONS

FRESHWATERS COOPERATIVE

SESSION CONTENT

1. I think I got the most out of the discussions! Communication was a result of this without being aware of it.
2. More interaction with other schools. Something pertaining to the administrative aspects.
3. Consolidate theory into 2 sessions, use the rest of the time for practical, applicable suggestions.
4. Session on how to improve communications and material/idea exchange between classroom teacher and special education staff.
5. More ideas on how and what to teach.
6. More in-depth sessions on learning problems and behavior problems and strategies for helping.
7. More in group talks and sharing of ideas and problems.
8. I realize that mainstreaming is for handicapped but I feel a program on the gifted learner should be offered. Also, it would be nice to have consultants present things in specific subject areas that might apply more to each individual instructors.
9. Have more material on helping the P.E. people mainstream the Special Education students as they are already being mainstreamed.
10. Very practical types of activities we could actually use in our classrooms. More handouts with useful information.
11. Opportunity (time) to incorporate the items introduced to us during Phase I and Phase II.
12. More activities.

TIME

1. Fall would be a better time for inservices. I think many teachers are receptive to new ideas. etc. in the fall more than in the spring.
2. Set a more regular meeting time if possible. A specific day so one can organize their week without planning something specific in a Tuesday (if that is the day the meeting would be on.)
3. Closer together-I think there would be more continuity of materials and ideas if the meeting were held closer together.
4. Not so scattered in time, if possible regular nights - often Tuesdays or Wednesdays were o.k. but not Thursdays. If we had say 1 night a week specified for mainstreaming meeting it would be easier on planning to attend.
5. Shorten length of sessions.

APPENDIX F

NARRATIVE RESPONSES BY COOP TO QUESTION 9 OF THE
"MAINSTREAM" CONNECTION EVALUATION QUESTIONNAIRE

QUESTION #9

SHERBURNE/NORTHERN WRIGHT

Positive

1. The staff was excellent.
2. Enjoyed the class very much - learned many new techniques to try.
3. Excellent class - I really learned a lot that will be useful in my teaching. Thanks!
4. The class was one of the most practical and usable ones I have ever taken. I really hope it continues to help others - the need is there!
5. I feel an opportunity such as this should be offered in the fall in order to really get things implemented in the classroom - teachers get Spring Fever too!!
6. It has really been a good experienced and has really changed some of my teaching techniques.
7. Very interesting and beneficial.
8. This was a worthwhile project and I learned some very useful things.
9. I learned something every Monday night that I could apply or adopt to my classroom on Tuesday.
10. In all of my college years (5), I never received so much in depth hands on things I can do as a teacher to provide better learning environment for my kids.

Negative

1. Wish you luck with the money - it sounds like a typical school board tactic to draw more interest on government money intended for teachers.
2. It was worth 6 graduate credits, but what I learned could have been put in 2 - 3 sessions.

Other

1. Might be a benefit in having more than one sharing time.

QUESTION #9

DAIRYLAND

Positive

1. Handouts are valuable for later reference.
2. On the whole, I enjoyed most of the sessions.
3. The class was very excellent.
4. It's been very practical - interesting and enjoyable - only the sea of papers it's hard to sort thru them.
5. Have enjoyed it would be interested in more programs of this type.
6. Thank you for awaking my attitudes. I am sure the information will be useful.
7. There are many teachers who have expressed a desire to attend these workshops but were unable to this year. Will it be offered again?

Negative

1. Many people dislike coffee - they only drink it because it's the only thing available.

Other

1. It seems like the teachers who would have benefitted the most, weren't here. They are in the dark about mainstreaming but complain the loudest about students.
2. I feel 4:00-7:00 to be the best time for the class.
3. Specific grants to write projects for individual schools.
4. 4:00-7:00 weekdays were the best.

QUESTION #9

RUM RIVER

Positive

1. Each part of the program has been beneficial.
2. I did obtain some good thoughts from this discussion today.
3. Thank you.
4. Use the pre-test, post-test method to really see what teachers know and don't know about before teaching.
5. Good speakers.
6. Some meetings were excellent.
7. I believe all was said that is known about mainstreaming. I wish it was a more exact science with greater background.
8. Information on most part was very beneficial.

Negative

1. Phase II was the one where I felt the least satisfied.
2. More definite direction of the objectives.
3. All teachers should have professional inservice - not peer (us) inservice.

Other

1. More group interaction and discussion - everyone has much to offer.
2. Our school has good special services already.

QUESTION #9

T.O.W. COUNTY

Positive

1. Very interesting.
2. I feel the sessions have been very worthwhile.
3. Excellent handouts. Speakers were very good.
4. Karen Johnson was excellent.
5. I really enjoyed this class. I got some excellent handouts I've already used.
6. I enjoyed the staff - especially Karen Johnson - she's terrific!
7. I really enjoyed these sessions. Thank you.
8. I wish it was mandatory - I'm afraid those most in need of professional growth are the ones who won't voluntarily come.
9. I thought the class was interesting and I was kept attentive almost all of the time.

Other

1. Need more on language - written and oral steps of learning - so on.

QUESTION #9

PINE COUNTY

Positive

1. Lots of new - good ideas, refreshers!
2. Yes - you taught me some very valuable points - Thanks!
3. Project showed good planning. Appreciated the materials received and the opportunity to participate.

Negative

1. Much time was wasted by repetition of things not important.
2. Too much paper. It seemed like a waste.

QUESTION #9

CHISAGO COUNTY

Negative

1. Too much geared to elementary.

Positive

1. I felt the class was excellent. I would enjoy taking another session.
2. I liked the organization of each session.
3. This was one of the most well organized session I've taken. I feel on the whole it was valuable.
4. It would be great if this was offered again so more people would have the opportunity to gain this kind of information.

Other

1. More subjects at secondary level included.
2. Should be adapted and offered for secondary coaches and science teachers. They seem to be least understanding.
3. More 'hands on' projects.
4. Spend more time on identification procedures.

QUESTION #9

MIDSTATE

Positive

1. Excellent organization in the project!
2. I was very favorably impressed with the caliber of resource people engaged, and by the tremendous job of organization done by the coordinator and her staff.

Negative

1. I was looking forward to readability testing, but we never heard mention of it the night we were supposed to have it.
2. Organization was very poor. It seems as if things would constantly be changing on spur of the moment or by a suggestion.
3. Times and days were changed from when we signed up - unfair to our other schedules. We never used the things we were told to bring to class. Speakers would refer to things we had never heard about from previous speakers - not well organized - some speakers were not very interesting and informative.
4. How about the exceptional students - let's not waste them - They're mainstreamed too.

QUESTION #9

FRESHWATERS

Positive

1. I like learning about ideas that have worked for others. No assignment - good!
2. I got more out of last Phase as they shared experiences.
3. I felt it was a valuable course.
4. Thanks!
5. I was hoping more classroom teachers would participate. The workshop is so valuable for them.

Other

1. Conduct meetings during school hours and use the funding to hire substitutes - evenings and Saturdays are not appreciated.
2. We had all our meetings out of town. Would have been nice to have some in Browerville.

W. H. RAY
COTTON FIBER

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