

**RESOURCE TEACHER TRAINING PROGRAM**

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## **ABSTRACT**

Inclusion of special needs students has become a reality in public school systems. The need for qualified and trained personnel capable of program planning and modification for the success of these students is increasing. This training program covers topics that will enable instructional resource personnel to assist schools in meeting the educational needs of all students. Information sessions, planning sessions and teacher training models covering documentation, assessment, Child Welfare protocols, individual program plans, community resources, and the organization of effective school resource groups are some of the major topics covered. This program was developed to specifically assist in meeting the needs of students in an area of the city of Calgary where there is a high proportion of identified "at risk" students.

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## CHAPTER 1. THE PROBLEM

### Introduction

In education at this time, teachers are faced with meeting the needs of a variety of learners within their classroom. Educators have increased knowledge about the complexity of their clientele and endeavor to modify curriculum expectations so that all students can experience success and growth each school year. Most children, regardless of their special needs, are now included and integrated into regular classrooms within schools. Programming for these diverse needs becomes a monumental task for each and every teacher.

Most school districts have implemented resource teachers or instructional resource personnel for staffs within each school to assist the teaching staff in being successful in meeting the needs of all students. These resource personnel have experience, knowledge and training that enables them to take on this role.

### Statement of the Problem

The Calgary Board of Education has always maintained a Student Services Department which coordinated, identified and met the educational needs of identified special children. This department has gone through many transitions in the 1980's and 1990's and the changes have resulted in resource personnel being placed directly in the schools. In the 1980's master teachers were identified by the system and an extensive training program was instituted. These trained personnel were then allotted to the schools based on the school's population. Each school had at least a half time resource teacher and larger ones had up to two or three full time personnel. Their role was to assist the

school in identification and programming for all special needs students. After the initial extensive training, support groups in each area of the city were maintained and steering committees consisting of Student Services personnel and working resource teachers continually updated necessary training and information sharing.

As the education cuts began to impact the schools, the system was no longer able to supply resource teachers above the regular full time assigned staff and schools had to individually decide if this role was important in the operation of their school. Many schools have maintained at least a part time resource person but others went with decreased pupil-teacher ratio in their classrooms instead. The pool of trained personnel has drastically shrunk due to retirements and resource personnel moving on to administrative positions.

As a result of these factors, many of the teachers now placed in the resource teacher role continually feel the necessity for more information about what their role should encompass. To compound this dilemma, many schools who decided to operate without personnel in the resource role are now deciding that with inclusion a reality, they need competent and trained resource teachers.

### Purpose of the Study

Collaborative Learning Community 8 (CLC 8) is located in the area of the city of Calgary where there are a large number of schools with high needs students. It is necessary to train and support resource personnel so they can meet the special needs of the students in this area. The development of this training program will enable those personnel new to the role and those presently engaged in resource teacher positions to obtain the information they need and have the opportunity to discuss and share with other

similar teachers their experiences and their difficulties. It will provide support and training in these changing times. The sessions will be specifically geared to the types of students that are enrolled in the schools in CLC 8. Table 1 lists the number of students in severe and mild/moderate categories in the 24 schools in this area (as of February 10, 1998).

**Table 1**

**NUMBERS OF STUDENTS IN SEVERE/MODERATE CATEGORIES  
IN THE CLC 8 AREA OF CALGARY**

<b>Code</b>	<b>Description</b>	<b>No.</b>
42	Severe Emotional/Behavioral	188
43	Severe Multiple Disability	9
44	Severe Physical/Medical	12
45	Deafness	1
46	Blindness	1
51	Mild Mental Disability	196
53	Mild to Moderate Emotional/Behavioral	183
54	Learning Disability	568
55	Hearing Disability	17
56	Visual Disability	9
57	Communication Disability	46
58	Mild/Moderate Physical Disability	2
59	Multiple Disability	2

CLC 8 provides education services for about 12% of the total population of students within the Calgary Board of Education. These numbers represent about 20% of the total identified students in these categories in the Calgary Board of Education. This confirms the fact that the students in these schools have a higher proportion of special needs than other areas of the city. The codes refer to criteria identified by the Department of Education. Extra funding is available for students identified with severe disabilities in order that special education programs and supports can be provided. All students who have been coded have either had a cognitive assessment or a DSM-IV diagnosis by a qualified psychologist. Many more students could be coded but there is not enough psychology time to do the necessary assessments. A large number of uncoded students are also on special modified programs. At the present time 98 of these students are placed in special segregated classes while the remainder are included in regular classrooms where the school personnel endeavor to meet their special needs. Many of the segregated programs are short term so there are ongoing transitions back into the community school.

The Calgary Board of Education is presently progressing through a transformation. A document entitled "The Quality of Learning" is driving all the restructuring and development that is taking place within the system. The main premise of the document is that all students deserve and should be obtaining quality learning experiences through effective and quality teaching practices. All professional development should lead towards obtaining this goal. This further emphasizes the necessity for properly trained personnel in each of the schools. A review of recent literature and research confirms this necessity.

## CHAPTER 2. REVIEW OF THE LITERATURE

Children and youth who have physical, mental, learning or behavioral disabilities require the assistance of special educators to maximize their educational experience (Maalarz, 1996). Many of these special needs students are "at risk". The basic premises for students at risk include:

- (1) At-risk children and adolescents deserve educators' and human professionals' attention;
- (2) At-risk conditions and behaviors can be identified and their potential for harming children's and adolescents' present and future well-being can be assessed;
- (3) At-risk children and adolescents can be provided effective programs and efforts designed to address specific conditions and behaviors;
- (4) At-risk children and adolescents need objective identification and assessment procedures (Manning & Baruth, 1995).

Improving quality classroom instruction is a major challenge. Too often the focus of education for "at risk students" has been on remediation. Lower expectations and an over-reliance on direct instruction often lead to student compliance and passive resistance as well as teacher burnout (Haberman, 1991). Classroom instruction tends to be whole-class instruction with students working on teacher assigned activities. These types of students need more responsive teaching that focuses on the students' needs and culture and tries to create conditions that supports the empowerment of students (Darder, 1993).

Inclusion is a process of meshing general and special education reform initiatives and strategies in order to achieve a unified system of public education that incorporates all children and youth as active, fully participating members of the school community; that views diversity as the norm; and that ensures a high-quality education for each student by providing meaningful curriculum, effective teaching and necessary supports for each student (Ferguson, 1995).

Large numbers of students who are classified as being at risk in certain educational situations can be quite successful when classroom and school characteristics change (Donmeyer & Kos, 1993). Schools need resource rooms and personnel with a full continuum of services because students totally excluded from the general curriculum in special education classes seldom make a great deal of progress. Collaborative partnerships between school, community agencies and service organizations can better address the needs of special education students right in their community schools.

Inclusion ensures a quality education for all. It is best described as a sense of belonging for all students in which interdependence, community and quality of life are recognized as being an integral part of the learner's educational experience. As educators we are responsible for offering educational opportunities and activities which are relevant and developmentally appropriate for all learners. Inclusion allows all to share a common environment and obtain a sense of belonging. Special placements should be provided only for the gifted, deaf and blind. A typical inclusive classroom will include high achievers, low achievers, students at risk for failure and students with disabilities. "Inclusion" students are "irregular" even though they are in "regular" classrooms. They need "special" stuff that the "regular" teacher is neither competent nor approved to

provide. The "special educator" is the officially designated provider of these "special" things (Ferguson, 1995). Because there are not enough special educators to cover all special needs students, staff allocated in the schools must be trained in order to bring about positive changes for these students. Changes can be brought about by professional development which opens an awareness to the needs of these special at-risk children and adolescents. Appropriate training of resource personnel will assist and support at-risk students and begin addressing their needs in the schools. When responsible teachers complain that inclusion doesn't work, they usually are not receiving adequate support from special education and/or, there is little or no leadership from the principal or the district level to create inclusive environments (Fullan, 1997).

Staff development has been the primary vehicle to provide support and offer leadership toward change among general and special education professionals. The folding of specialists' roles into general education roles where their expertise can support schools in providing for the educational needs of each student is necessary for successful inclusion (Palmer, 1997). Small study groups and professional development groups learn about special needs students and then share this knowledge with their staffs (Lipski & Gartner, 1989). We must help general educators provide structures and practices that will ensure safe and caring environments to facilitate meaningful learning for all children. Special educators need to bring teams of educators together to consider current and possible practices and offer leadership for the change process (Skirtic, 1991). The plan for ongoing reform that seems to work is improved resource personnel at the school level (Palmer, 1997). When inclusion fails, the major reasons given are inadequate preparation, training and support (Irmsher, 1995). There is a need for ongoing,

research-based staff development when schools include students with disabilities. There must be an understanding of the types of disabilities and the teaching techniques that will enable them to be successful. There needs to be a strong commitment on the part of teachers to work together in order to improve their teaching. In order to build this commitment, teachers need to believe that these approaches will make a difference; they will also need administrative support and training.

Teacher inservices and education can develop teachers who can recognize and change the pedagogy for these "at risk" students. Staff development procedures become crucial to the implementation of these instructional interventions and teacher training may need to specifically address issues related to teachers' attitudes and perceptions of students at risk (Waxman & Padron, 1995).

From reading the literature about inclusion and special needs students the main key seems to be teacher and staff development. The purpose of this project is to provide staff development to personnel who will be working directly in schools. These resource personnel can then, in turn, provide staff development to their own school staffs with assistance from the specialists from School Student and Parent Services of the Calgary Board of Education. Quality learning for all students needs to become an important part of all school improvement plans. The shift from looking at special education research and training to educational research and effective teaching strategies and practices needs to occur in order for quality teaching and learning to happen in our schools. No longer must the opportunity to participate in life wait until some standard of "normalcy" is reached. We must begin now to provide a meaningful experience for all students in each and every classroom. All educators must accept greater responsibility towards learners

that need specialized services. With this thought in mind, Chapter 3 provides a description of a training program to enhance and support quality learning in schools.

### CHAPTER 3. SESSION SUMMARIES

Included in this chapter are summaries of the various sessions that constitute this training program. Topics for the sessions were chosen in order for resource personnel in the schools to gain an understanding of how best to meet the needs of students. The sessions will also provide "hands on" experiences in planning and programming for special needs students. The purpose of these session outlines is to give a comprehensive idea of the main material to be covered. As the sessions progress more data and information will be presented and discussed based on the needs and wants of the group involved in the training. At the conclusion of the sessions the participants will be able to take on the role of the resource personnel in a school and will also have developed a support network with other professionals in similar roles.

#### Session 1: Assessment Tools

Session 1 looks at assessment tools that can be used by the classroom teacher after inservicing by the resource teacher. Also individual assessment tools for full educational assessments by the resource teacher in preparation for referrals to the school psychologist or special programs. At the training session, copies of these tools will be available for all to analyze and peruse so that if they choose they can incorporate them into their work at the schools.

Alberta Diagnostic Reading Program (Government of Alberta, 1993). This program is intended to help teachers meet the individual needs of students in their classrooms. It provides a systematic approach to observing and interpreting students' strengths and weaknesses in reading. There are also suggestions for follow-up

instruction. It covers all aspects of the language arts program in schools. This is a diagnostic tool that actually pinpoints areas that require instruction in order for student progress to occur in all areas of the language arts program. It is available from the Learning Resources Distributing Centre.

Canadian Test of Basic Skills. This is a newly revised edition of classroom tests that can be administered to full classroom groups. There are different batteries for different grade levels: Primary, Multi-Level and High School. It covers many aspects of language arts and mathematics. This type of testing can be useful for the beginning of the school term to help plan the program for the year to fit the needs of the students. Using a different form of the same test near the end of the term can determine growth. It also gives the students a chance to practice test writing in preparation for the provincial testing in Grades 3, 6 and 9. The main purpose is to provide a benchmark for planning the language arts program. The results of standardized testing should be used to improve instruction and monitor equity.

TERA (Test of Early Reading Achievement). This test can be used to accomplish several important purposes: (a) to identify those children who are significantly behind their peers in reading skills and strategies; (b) to document children's progress in learning to read; and (c) to suggest instructional practices. It is used primarily for ECS to Grade 2 students.

TEMA (Test of Early Mathematics Achievement). The results of this test can be used to accomplish several important purposes: (a) to identify those children who are significantly behind or ahead of their peers in the development of mathematical thinking; (b) to identify specific strengths and weaknesses in mathematical thinking and suggest

instructional practices appropriate for individual children; and (c) to document children's progress in learning arithmetic. This test is appropriate for students in ECS to Grade 2.

DAB-2 (Detroit Achievement Battery). This test is intended to accomplish four goals: (a) to identify those students who are significantly below their peers in the areas of spoken language (listening and speaking), written language (reading and writing), and mathematics and who, as a result, may profit from supplements or remedial help; (b) to determine the particular kinds of component strengths and weaknesses that individual students possess; (c) to document students' progress in specific areas as a consequence of special intervention programs. This test is best for Grades 3 and up.

WIAT (Wechsler Individual Achievement Test). This is a comprehensive individually administered battery for assessing the achievement of children who are in Grades K through 12 and aged 5 years 0 months to 19 years 11 months. It takes from 30 to 55 minutes to administer and yields age- and grade-based standard scores as well as percentiles. It is the only achievement battery linked with the Wechsler Intelligence Scales. It has been designed to match many of the curriculum elements found in school instructional programs. It is available from the Psychological Corporation (1997).

PPVT (Peabody Picture Vocabulary Test). This is an individually administered test of hearing vocabulary. It is designed for persons 2½ through 40 years of age who can see and hear reasonably well. It requires only 10 to 20 minutes to administer. It gives an age referenced standard score as well as percentiles. It is useful for determining delays in language development. It is available from American Guidance Service (1987).

DTLA-3 (Detroit Tests of Learning Ability). The DTLA-3 is a battery of 11 subtests that measure different but interrelated mental abilities. It is designed for use with

persons aged 6 through 17. This test examines the learning abilities of students and can identify their strengths and weaknesses. This information can be used in program planning. This is a battery that goes beyond the assessment of achievement.

Student portfolios. Samples of student work in all subject areas are collected and kept at different intervals during the school year. Anecdotal records of work habits, social interactions, and behavior incidences are recorded and dated. Assessments of only skills provide little, if any, valuable information regarding the holistic understandings of individuals. A different understanding of learning and assessment is usually supported by educators of elementary age learners. A comprehensive assessment of learning should be based upon more than just a well-founded understanding of learning that Levels Tests appear to give. An enlightened view of learning would see portfolios as dynamic processes based upon a predominance of authentic assessments growing from meaningful learning experiences. This gives a truer indicator of student understanding. From examining all of this data it is possible to observe growth, changes and patterns in the child's development and progress.

Provincial achievement tests. Although these tests are used primarily for the purpose of the Department of Education in evaluating school board performance, the data from these examinations can aid us in the capacity to understand and reflect upon both teacher practice and student learning. The Department of Education provides workshops that assist educators in understanding and interpreting results. During this session participants will bring the package of results from their particular schools and look at several possible ways of analyzing and using the results and how these can be incorporated into teacher planning and practice.

During this training session, participants will be actively involved in becoming familiar with testing materials and identifying their strengths and weaknesses and their appropriateness for their particular school. There will be time for sharing and discussion of additional testing materials and techniques. Resource teachers will be encouraged to share the resources that their school already possesses and look at combining available tools as well as purchasing new items that would be useful in their work.

### Session 2: Child Welfare Protocol

This session outlines the basic child welfare protocol. A Child Welfare worker will be present along with a police officer from the Abuse Investigation Team. Following their presentations, there will be a question-and-answer period. Examples of appropriate information documents will be available.

Child abuse is a serious and complex problem. In many cases, school personnel are the only resource available to a child. By detecting and reporting suspected cases of child abuse and neglect, the school can play a critical role in protecting the interests and well-being of the child. In most schools the resource teacher becomes the on-site advisor in regards to child welfare issues that arise at the school. It is important that one person be appointed to this position and have a good understanding of the Child Welfare Act (Government of Alberta, 1997a) and the responsibilities of the school in this regard.

Copies of the Child Welfare Act are available from the Queen's Printer Bookstore and should be in every school. The Calgary Board of Education (1993) has a publication called "Child Protection: A School's Responsibility" and this should also be in the schools. Our work with children in this regard is controlled by Policy 6015 and 6016 in the policy and regulations of the Calgary Board of Education. The school designate

should be familiar with all of these publications. The principal of the school should be informed of all Child Welfare referrals as they ultimately have the key responsibility for the welfare and safety of all children within their school.

Reporting to Alberta Family and Social Services. The Child Welfare Act (Government of Alberta, 1997a) states that "any person who has the reasonable and probable grounds to believe and believes that a child is in need of protective services shall forthwith report the matter to a director of Child Welfare or his designate [a Child Welfare worker]" (p. 9). The suggested protocol includes the following:

- (1) A reporting procedure should be set up early in the fall of each year.
- (2) If a staff member believes there is reason to suspect abuse or neglect he/she should consult with the designated on site advisor in regards to child welfare issues. This should be done at the earliest opportunity.
- (3) Consultation with other involved personnel in the school (nurse, counselor, student services personnel, etc.) can assist in deciding if a report should be made.
- (4) Child Welfare screening personnel (270-5335, 270-5333) can be consulted for guidance in questionable situations.
- (5) A factual record of all evidence and information should be maintained to assist in reporting and recall. Documentation of any suspect statements or physical concerns should be kept by every teacher for every student as an ongoing procedure. This may be used as evidence at a Court proceeding.
- (6) An "emergent" issue such as abandonment, observable physical injury, expressing fear of returning home or the absence of a guardian or caretaker, must be reported immediately so the investigation can commence that same day.

- (7) Other "regular" issues are usually investigated within a time frame set up by Child Welfare.
- (8) Teachers and school personnel are not obliged to prove that abuse has taken place, but only to report observations of suspected abuse to Child Welfare. School personnel should not interview the child to confirm or deny suspicions or contact parents as this may jeopardize the Child Welfare and police investigation. School personnel should only offer support to the child.
- (9) Strictest confidentiality must be maintained at all times.
- (10) If a child, who is the subject of an ongoing child abuse investigation, transfers to another school, the Principal (designate) should notify Alberta Family and Social Services, and alert the receiving school.

Any person who fails to make a report of child abuse or neglect to Child Welfare while having reasonable and probable grounds to believe abuse or neglect is occurring is guilty of an offense and liable to a fine of not more than \$2000 or imprisonment of not more than six months for failure to pay. Child Welfare is a system to protect children and assist parents in issues of parenting. It is important that the school not use the threat of reporting to Child Welfare to force parents to follow what the school feels are appropriate actions. Many times suggesting a parent phone Child Welfare for assistance and help with difficult children can be a positive move.

### Session 3: IPP Format and Use

This session is perhaps one of the most important. There is a real need for schools to develop and use IPP's (Individual Program Plans) in an appropriate and useful way. After a child is coded, IPP's are written but often stay in the student's folder and are not

used as true working documents. Once a student is identified with special needs, an individualized program must be developed that meets their particular special needs so that they may progress in the areas that need growth. Within an inclusive environment, the child remains within the regular program of instruction except for specialized identified areas. This program is developed by all the parties involved and interested in the welfare of the student. This includes school personnel, the student, the family, community personnel and often, other professionals from the school board.

There are two particular references that will be used in this session and give all the necessary information and guidelines to develop appropriate individualized program plans. One is section number 3 from the publication "Programming For Students with Special Needs" (Government of Alberta, 1995a). This is a comprehensive guide to developing and using individualized program plans. There are sections on identifying students with special needs, school resource group planning, writing and using the individual program plans, and evaluation procedures. Many schools have not as yet acquired this particular manual and having resource personnel become aware of this guide and receive instruction in the proper procedures for writing and using individualized program plans will take a major portion of this session.

Another reference that assists developers of individualized program plans is "The Pre-Referral Intervention Manual" written by Stephen B. McCarney (1993). After particular areas of growth have been identified in special needs students, goals and objectives can be developed using suggestions from this particular resource. It covers over 213 specific targeted areas of growth under the particular headings of behavior, listening, speaking, reading, writing, spelling, mathematics, academic performance,

interpersonal relationships, motivation, depression, inappropriate behaviors, rules and expectations, and group behaviors. It is especially valuable in assisting personnel who have not had much experience in developing individualized program plans. This reference gives a good starting point for developing goals and objectives from which strategies for the classroom can be developed. As developers become more familiar and comfortable with developing valid individualized program plans they may no longer have a need for this second reference.

Alberta Education (Government of Alberta, 1997b) also has produced a manual on "Programming for Students with Learning Disabilities". Schools currently using this manual will share the value and purpose of this resource.

On the market there are computer programs that are available to assist personnel in writing individualized program plans. Examples of ones used by various schools will be available at this session. The purpose will be to evaluate their strengths and limitations. Several on the market tend to generate generic goals and objectives and produce the type of individualized program that does just sit in the student's file and not become a true working document used by teachers. The program developed by Kevin Murphy, a Learning Specialist with the Calgary Board of Education called "Buttons and Banks" (Murphy, 1995) will be available on the computers in the lab where this session will take place. This program has the correct format for individualized program plans and enables writers of IPP's to set up and store their own bank of goals, objectives and strategies.

Some important points that will be stressed in this session are:

- (1) All parties involved with the special needs student be in on the writing and planning of the individualized program plan early in the school year.
- (2) Classroom teachers keep the individualized program plan in their classes at all times and keep current observations of improvement or digression in achievement of goals and objectives.
- (3) At each reporting period, progress is discussed with all parties involved and necessary adjustments are made to the goals and objectives.
- (4) Goals and objectives are based on the identified special needs of the particular student. For example, if the main area for growth has to do with behavior management, the goals and objectives should address strategies that will foster growth in this area. If academics are not a concern, they do not need to be addressed in the individualized program plan as the student is able to follow the regular curriculum.
- (5) At the end of the year, after the transition plan is discussed and agreed upon, the document is signed by all involved members of the individualized program planning team. During the year only the short term objective pages are initialed by students and parents.

There are three important questions that need to be addressed when developing an individualized program plan for individual students:

- (1) What specific academic skills or behavior strategies does this student need to develop in order to be more successful in school?
- (2) What strategies and resources can be employed in the classroom to bring about the development of these skills and strategies?

- (3) What evaluation techniques will confirm that these skills and strategies have been developed?

The importance of the individualized program plan will be impressed upon all participants in the workshop. These plans address the special needs of the students in the regular classroom and students in specialized settings. They also assist students in becoming more successful in school, and they are perused very carefully by the auditors from the Department of Education.

#### Session 4: Documentation

This session will focus on the importance of documentation when dealing with special needs students. Documenting the behaviors of students has a two-fold purpose: (1) to meet the Department of Education guidelines for severe and mild/moderate codes for students, ensuring funding for identified special needs students; and (2) to produce data that enables teachers to develop programs that will assist student growth.

Selecting or designing a coding system that describes specific behaviors will assist in identifying specific areas of concern. After several observations, specific strategies can be developed to address these concerns and further documentation will demonstrate the effectiveness of these strategies.

Look for frequency of particular behaviors at timed intervals. This way the most frequent behaviors will become clearly evident and will help determine the intervention plan. Some common categories of behavior that cause difficulties in the classroom and interrupt not only the learning of the targeted student but also other class members are: making noises, being out of place, physical contact with others, disruption of instruction, passive off task, disruptive off task, off task verbal interactions, off task when working on

individual assignments, failure to attend, failure to comply, negative interaction with teacher, negative interaction with peers, and negative gestures or expressions.

Observe the child a number of times in a variety of activities and with a variety of teachers. Once the observations are completed, the resource teacher and classroom teachers can consult and devise a workable plan for addressing the elimination or decrease of deviant behaviors in the classroom. This becomes part of the individualized program plan.

Not all deviant behaviors can be addressed at one time. Choose the ones that are most prevalent and most disruptive. Set up regular consultation times where progress can be discussed and strategies can be adjusted if necessary.

During this training session several scenarios of specific students will be presented and observation tools and forms will be devised and discussed. A variety of existing observation forms will also be examined but the emphasis will be on creating a simplified device that is unique and appropriate for a particular child. The information obtained from assessment and documentation of a student enables the IPP planning team to create an individualized program plan that truly meets the needs of a particular student.

A list of some available forms and two specifically created forms are included in Appendix A.

#### Session 5: Student Information

This session will look at ways of obtaining information about students. When concerns arise about a particular student in regards to learning, behavioral, emotional or social issues, there are formal and informal procedures that can be used for the sharing of information and program planning with all parties involved.

School resource group. A school resource group consists of the resource teacher, classroom teachers, psychologists, speech therapists, occupational or physical therapists, specialists, strategists, administration and parents. Those members attending will depend on the nature of the meeting. The first school resource group meeting about a particular child usually involves only on-site school personnel but future meetings may involve other involved parties to generate more information and help formulate plans of action that will enable the student to become more successful. Regular follow-up meetings are arranged and information is carefully recorded. A sample of a school resource group report is included in Appendix B.

Referral procedures. Teachers are encouraged to constantly try to meet the needs of the students in their classrooms but after several strategies have been implemented and found not to be completely successful for the student, a referral is made to the school resource group which usually consists of the resource teacher, administration team and other professionals and school board personnel as available. A referral form is important as it helps the teacher summarize the efforts and strategies that they have used thus far in the year. The teacher should have studied the student file to ascertain academic and behavioral history and find the strategies that have been successful in the past. Consultation with former teachers who are still in the educational setting should also take place. If concerns still exist then a formal referral is made to the school resource group. At this meeting concerns are addressed and all involved personnel decide upon plans of action.

Resource teachers will be asked to bring examples of forms they are currently using. These will be shared and discussed in regards to what criteria constitutes a good referral form.

An example of a referral form is also included in Appendix B.

Formal and informal meetings. Throughout the year the resource teacher may be involved in a variety of meetings involving the identified and non-identified students in the school. Early in the fall meetings should be set up with each classroom teacher to discuss the students in their classroom for this term. Available information on special needs, coded students, family concerns, physical difficulties or other pertinent items should be shared and discussed. Teachers should also be encouraged to spend time reading the information in the student files so they become aware of past concerns and interventions. The files are legal documents and educators are responsible for the information that is included in these files.

Update meetings with the classroom teachers before each reporting period are also recommended. This ensures that information discussed and shared during parent teacher interviews is accurate. Parents often request special assessments and services and it is essential that the teacher and the school resource group are operating under the same action plan agreement. These review meetings can eliminate many future difficulties and ensure that all school personnel involved with a particular student are aware of all necessary information.

Transition meetings should be held with each classroom teacher in March and April. Plans and suggestions for appropriate placement for the following year can be discussed. It is important for this to be completed before classroom lists are compiled so

that the child will be placed in a situation that will offer him/her the best chance for success. Screening for special placements in system programs, if appropriate, are also decided upon at this time. Teachers should be encouraged to informally converse with the resource teachers at available times if the situations are ones that are not deemed to be serious enough for a referral to the school resource group.

Parent meetings and phone calls are essential in the role of the resource teacher. The cooperation and involvement of the parent/guardian is essential if the student is to be successful. Parents should be involved in the decision making process or at the least be informed of all decisions and plans of action. Difficulties can be prevented with ongoing communication.

Communication and update meetings with student services specialists on a regular basis are also encouraged. Documentation of all meetings, contacts and phone calls is essential. Entries should be dated.

#### Session 6: Coding Procedures

Special needs students' labels and types. A board may determine that a student is, by virtue of the student's behavioral, communicational, intellectual, learning or physical characteristics (or a combination of those characteristics), a student in need of a special education program (School Act, section 29[1]) (Government of Alberta, 1995b). These students will be identified by qualified persons who will determine if they are in need of special education programs outside of the community school or within the community school. School board personnel must consult with parents before considering or placing students in special education programs.

A special education program is based on an individualized program plan (IPP) which is continually assessed and evaluated. Instruction is appropriate to the student's individual learning level.

Each year the Department of Education sends out a Guide to Education for Students with Special Needs (Government of Alberta, 1997c). It is important that all personnel in the schools, who deal with these students, are aware of this document and follow the procedures outlined.

- (1) Students are screened for early identification of special needs.
- (2) Students identified as having special needs are referred for further consultation and/or assessment.
- (3) Assessments are conducted to determine suitable educational goals, instructional strategies and services in support of the student's program.
- (4) Students are placed in programs where their needs can best be met.
- (5) An individualized program plan is developed and implemented for each student identified as having special needs.
- (6) Program outcomes are identified in the student's individualized program plan.
- (7) Transitions are planned for students with special needs for school entry, between levels of schooling and upon school completion.
- (8) Students have access to the support services they require.
- (9) Written procedures are available regarding the provision of health-related support services for students with special needs.

In this training session the above procedures will be discussed and expanded upon using the above mentioned guide and specific Calgary Board of Education procedures as outlined by SSPS (Student, School and Parent Services).

An explanation and overview of all existing codes (Appendix C) for special needs students from ECS to Grade 12 constitutes a large portion of this session. Once a student has been identified, his/her code must be entered on the SRS (Student Record System). Through all of the steps of identification, evaluation and programming, procedures must be entered on the special education section of the SRS. These updates are to be done weekly. This can be set up with support service personnel in the school who work regularly with the SRS. The list of procedures will be discussed and explained.

There are numerous disorders and syndromes that effect the children in the schools. The most prevalent ones will be discussed in this session. Strategies for dealing with these particular types of special needs students will also be covered.

Internalizing disorders. Teachers busy with disruptive children often miss those who have "internalizing disorders" such as depression or anxiety. Symptoms can include withdrawal, anger, irritability, gritting of teeth, clenching of fists, appearance of tension, not playing with others, being alone in the classroom and outside, lethargy, hopelessness, crying moods, suicidal thoughts, and avoidance. These are the children that are most often found on the periphery of the classroom and seldom offer answers to questions or take part in discussions. The best way to combat these difficulties is to offer classroom coping-skills programs that assist children in learning how to regulate their emotions, understand their feelings, and learn to problem solve ([www.apa.org/monitor/jun97/](http://www.apa.org/monitor/jun97/))

corner.htm). This type of curriculum broad-based training is a general intervention for all children.

Research shows that 8 to 10 percent of youngsters of all ages demonstrate depressive symptoms ([www.apa.org/monitor/jun97/corner.htm](http://www.apa.org/monitor/jun97/corner.htm)). It is imperative that the needs of these students be addressed in the schools. A variety of programs will be available for resource teachers to peruse. Schools already involved in this type of curriculum will be invited to discuss the programs being currently used and implemented.

ADHD. There can be at least one student with this disorder in every classroom in our system. These students have difficulty attending and maintaining focus in different activities throughout the day. Teachers and educators should share their observations and concerns with the student's parents and encourage them to explore these concerns with the family physician or pediatrician. The most successful outcomes for the student occur when the parent, physician and school personnel work together to plan, treat and develop a program for the student. ADHD is the current psychiatric term used to describe a set of symptoms reflecting excessive inattention, over-activity, and impulsive responding. It is important to note that the presence of these symptoms must be established in the context of what is developmentally appropriate for the child's age and gender group. ADHD is found in 3-5% of the childhood population and is clearly a disorder that is far more prevalent in males (American Psychiatric Association, 1987). Students with this disorder have an inability to sustain a response long enough to accomplish assigned tasks; that is, they lack perseverance in their efforts. Highly structured academic settings create the greatest problem for these children (Milich, Loney, & Landau, 1982). Many children with ADHD are rejected by their peers. They tend to be bossy, intrusive, disruptive, and

easily frustrated while in groups. They have few, if any, friends. Medication therapy is the most common treatment. Ritalin is the most widely used stimulant. These medications will help many--but not all--children with ADHD. If a child is a positive responder to ritalin, the effects are immediate and typically quite strong. Observation checklists and constant communication between school, parent and physician are necessary to ensure appropriate medication and dosage. Most children with ADHD can have their educational and social needs met in the regular education setting if appropriate behavioral interventions are implemented. Education and awareness of all involved parties are the key to success for these students. At this session research articles will be critiqued and shared to establish a list of interventions and practices that will assist these children in the classroom. Copies of the articles will be given to all participants and they will be encouraged to repeat this particular activity with the teachers in their schools. A collection of resources for ADHD will also be available for parents.

Articles to be used at this session include: Landau and McAninch (1993), Rooney (1995), U.S. Department of Education (n.d. a,b), Fell and Pierce (1995), Berenyi (1996), and Kemp, Fister, and McLaughlin (1995).

ADD without hyperactivity is the disorder that is often more difficult to observe in the classroom but school can be just as devastating academically and socially for the student with this disorder. These students do not act out but have the same difficulty attending and thus are often not as successful in school.

Fetal alcohol syndrome and fetal alcohol effects. This syndrome is caused by the developing fetus being exposed to alcohol through the mother's blood system. FAS children demonstrate characteristics such as growth deficiency, mild to moderate mental

retardation, microcephaly, and characteristic facial features. These must be ascertained by a physician. Symptoms that are more observable in school settings are poor coordination, attention deficit disorders with hyperactivity, inattention, poor concentration, cognitive delays such as arithmetic deficiency, difficulty with abstractions, cause and effect, time and space, generalizations, and impaired comprehension and reasoning. Conduct problems such as lying, stealing, stubbornness and oppositional behaviors are also manifested ([www.educ.gov.bc.ca/specialized/fas/jon4.htm](http://www.educ.gov.bc.ca/specialized/fas/jon4.htm)).

The writer of this document, using the personal experience of raising two FAE/FAS foster children and the information from research and conferences, will share identification procedures and programming strategies for children with this disorder. The parent information sessions presented by the writer of this document to numerous foster parent groups will be used for this session supplemented by updated information from the Alberta Alcohol and Drug Abuse Commission (AADAC), American Academy of Pediatrics, local pediatricians, information from the above mentioned internet site, and the research centers at the University of Montana and the University of Seattle.

Autism and pervasive developmental disorder. These are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others. The classroom environment should be structured so that the program is consistent and predictable ([www.parentpals.com](http://www.parentpals.com)).

Conduct disorder. A repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated. Students with this diagnosis bully, threaten, intimidate others, initiate physical fights, and use weapons ([www.concernedcounselling.com](http://www.concernedcounselling.com)). Children with conduct disorders disrupt

classrooms, disobey their parents and are notoriously difficult to treat at home and at school ([www.apa.org/monitor/oct96/conducta.htm](http://www.apa.org/monitor/oct96/conducta.htm)).

Oppositional defiant disorder. Non-compliant behavior quite often exhibited in refusal to comply and cooperate in regards to school and classroom rules and expectations.

Attachment disorder. This is a serious mental illness in which normal attachments cannot be formed. Children with this disorder fail to develop normal trusting relationships with their parents, other family members, or friends. These children never develop a conscience and think only of themselves ([www.users.interpow.net-markw/whatisad.htm](http://www.users.interpow.net-markw/whatisad.htm)).

Physical conditions. This may constitute a session unto itself. It will depend on the existing knowledge of the participants and their interest level. Much of the information that will be presented in this session comes from the American Academy of Pediatrics (1998). Common conditions that may be looked at include cerebral palsy, vision difficulties, hearing disorders, brain trauma, degenerative conditions, diabetes, and cystic fibrosis. Qualified personnel will be invited to provide information to assist in planning for these students in the schools.

Special education disabilities and disorders. Although some of the most common ones encountered in our schools have been mentioned, there are many others such as learning disabilities, dyslexia, mental retardation, Asperger's syndrome ([http://www.udel.edu/bkirby/asperger/as\\_what\\_is\\_it.html](http://www.udel.edu/bkirby/asperger/as_what_is_it.html); <http://www.wpi.edu/~trek/aspergers.htm>), Tourette's syndrome, etc. If these are of interest to the group in the session, information that was obtained from the following

resources on the internet will be shared: (<http://curry.edschool.virginia.EDU/go/cis...e/resources/papers.htm>) (<http://www.parentpals.com>).

### Session 7: Programming for Diversity

If there is to be quality learning for all students, then programs offered in schools must be diverse enough to meet the needs of all students no matter how complicated their particular learning needs. This is a large issue that must be more closely addressed by the complete educational system but in this training program an attempt will be made to examine how regular classrooms can indeed program to meet identified needs of special education students. Scenarios will be presented of students depicting the following special needs. These scenarios will be based on actual students within our schools. Names will be changed to ensure anonymity. In small groups the scenarios will be discussed and program adaptations will be developed and then shared with the large group. Scenarios are included in Appendix D.

Scenario One: Reading disability with average cognitive ability

Scenario Two: Mild/moderate learning disability (identified PREP)

Scenario Three: Oppositional defiant disorder

Scenario Four: Behaviour disorder/ learning disorder

Scenario Five: Identified gifted student

Scenario Six: ADHD identified student

Resource teachers will then be encouraged to plan and execute a similar professional development with their particular staffs.

### Session 8: Teacher Support and Training

This session will concentrate on assisting the resource teacher in providing professional development to the staff in the schools so that the quality learning for all students becomes more prevalent. First of all, an awareness of the need for professional development in this area must be created and then specific sessions provided that meet the needs of that particular staff. One way this might develop is for the resource teacher to do an assessment of the classroom learning environment in all instructional areas in the school. An assessment tool developed by Maynard D. Reynolds (1985) from the University of Minnesota and included in the Iowa Assessment Model in Behavioral Disorders is included in Appendix E. The purpose of the scale is:

- (1) to serve as a needs assessment upon which to base the planning of training for regular classroom teachers;
- (2) to provide guidelines for assessing a school's compliance with the principles of quality learning environment for all students;
- (3) to encourage the professional development of teachers in selected areas of practice.

This instrument is not to be used to evaluate teacher performance, and the resource teacher must clearly outline the purposes of his/her observations before commencing this particular activity within a school. If presented in a positive manner, the majority of teachers welcome the opportunity to discover their areas of strengths and identify areas for growth and development. Using this assessment school wide and compiling the collected information would help staffs identify a school focus for professional development and therefore would not concentrate on individual teacher's assessments.

Individual teachers who wished to discuss their particular profile so that they could develop an individual growth plan could be encouraged to meet with the observer, but the main purpose of the assessment would be to identify common areas of need for growth and change for the entire staff. The main tool is used for reference during the observation and a checklist is completed at each observation.

At the training session this particular assessment model will be looked at and discussions would follow that would assist all resource personnel in implementing professional development plans within their particular schools. Some schools may not be ready for this type of assessment and alternatives would be proposed.

#### Session 9: Liaison With Community Agencies

In this session brochures from various agencies that support schools will be given to all trainees. A list of available agencies, their mandate and an explanation of their services will be generated. Presentations may be given by some of these community agencies that are already involved in some of the schools: COMPASS, CBE Home Support Worker, LINKS from Salvation Army Children's Village, Eastside Agency, Boys and Girls Clubs, Mountain Plains, AVEPY (Alternatives to Violence Educational Program for Youth), ACH Developmental Clinic, Provincial Mental Health, and Sunrise Agencies (Eastside Calgary Group that coordinates services for the greater Forest Lawn Area). The purpose of this session is to find as many supports for children with special needs and their families as are available. The understanding being that the school cannot provide all the necessary services.

Pilot Project

Timelines and topics. Table 2 presents the itinerary for the first three sessions.

The first session was held at Keeler School and Sessions 2 and 3 were held at the CLC 8 offices.

**Table 2**  
**ITINERARY — SESSIONS 1-3**

Date	Session / Topic	Time
April 8	Session 1: Individualized Program Plans	2:30 - 4:00
April 28	Session 2: Needs Assessment (Appendix F) <ul style="list-style-type: none"> <li>• prioritizing sessions for the fall (Appendix F)</li> <li>• question-and-answer session</li> <li>• school ending procedures</li> <li>• evaluation of session</li> </ul>	4:00 - 5:30
May 5	Session 3: Setting Up Partner Schools for Support <ul style="list-style-type: none"> <li>• explanation of screening and placement procedures</li> <li>• results of preference form and survey</li> <li>• time schedule for fall sessions</li> <li>• question-and-answer session</li> <li>• audit update</li> <li>• information on FAS/FAE</li> <li>• evaluation of session</li> </ul>	4:00 - 5:30

A notice was sent on April 6 to all schools in CLC 8 inviting resource teacher and staff interested in becoming resource teachers to come to the sessions on April 28 and May 5 (Appendix I). Those interested were asked to phone in confirmation of

attendance. A second notice was sent to all schools on April 20, 1998 as a reminder of the upcoming sessions.

At the second session, a needs survey (Appendix G) was given to all participants. Participants were asked to prioritize a list of suggested topics (Appendix F) in order of preference, thinking not only of interest but also of immediacy.

From this information, sessions will be planned for the fall.

## **CHAPTER 4: RESULTS & DISCUSSION**

### Session 1

Pilot session number one was held on April 8 from 2:30 to 4:00 p.m. at Keeler Elementary School. There were 8 teachers present. A review of the purpose of the individualized program plan was presented, a question and answer period was held, and specific documents for particular students were analyzed and revised. Staff requested a repeat session in September when new IPP documents will be developed and decided as a staff to order the Programming for Special Education Students from the Learning Resource Distribution Center in Edmonton. Probably more questions arose than were answered but those present realized that there is a need to write more appropriate individualized program plans and expressed a desire to make these more working documents than just pieces of paper that go in the student's file. A successful session is one where participants leave with action plans in mind. This was this type of session.

### Session 2

Pilot session number two was held April 28. Thirteen of the 24 schools in CLC 8 were represented, with a total attendance of 20. The sessions were ranked in order of preference, with the results as follows: (1) Disorders in Children, (2) Assessment, (3) Child Welfare Protocol, (4) Teacher Support and Training, (5) Programming for Diversity, (6) Liaison with Community Agencies, (7) Documentation, (8) IPP Format and Use, (9) Referral Procedures, (10) School Resource Group, (11) Children and Poverty, (12) Coding, (13) Educational Assistant Supports, and (14) Formal and Informal Meetings.

Other items of interest that were suggested included legal matters, the system's view of the resource teacher role and responsibilities of that role, ESL students and social skills training.

### Session 3

Pilot session number three was held May 5. Twelve schools were represented (4 from different schools than the April 28 session), with a total attendance of 14. Once the decision making part of the session was completed, the writer of this project presented an information session on children with FAS/FAE. A session evaluation sheet was filled in by some of those who attended (Appendix H). Table 3 presents the categories for assessing the session and the points earned in each category.

**Table 3**  
**SESSION EVALUATION SHEET RESULTS**

<b>Category</b>	<b>Actual Points</b>	<b>Possible Points</b>
Presentation	43	45
Information	44	45
Resources	39	45
Variety of Activities	34	45
Guest Presenters	n/a	n/a
Location	34	45
Sharing Opportunities	37	45

From these results it is apparent that the session was well received.

Results of the Needs Survey (information collected from 14 returned forms filled in during the first pilot session)

Personnel involved with special needs children in the school. Most schools reported that all staff are involved: administration, resource and guidance personnel, psychologists, speech therapists, school aides, lunchroom aides, educational assistants, secretaries, and facility operators. However, the most important person in almost all of the cases was the classroom teacher.

Greatest need at this time for special needs children. Students with behavior difficulties and mental health concerns seem to be the prime concern at this time. All students with learning needs and especially those who are not presently diagnosed or identified, presented the second most prime concern. All participants wanted assistance in working with the large number of non-readers in their schools.

What would help support special needs children?

- Mentoring programs for all age levels
- Increased psychologist time and speech/language personnel
- Lower pupil teacher ratio for recognized high needs schools
- More assigned resource teacher time
- Trained educational assistants
- Transition support for students returning from segregated settings
- Professional development on techniques and strategies for behavioral concerns
- Time to work with teachers
- Increased School Resource Group time
- Volunteers
- More segregated classes available in our area
- Small group intervention for anger management and social skill training for special needs students
- More community agency involvement

Feelings about segregated classrooms. There is an extreme need for more classes for children with severe behavior difficulties. These classes need well trained teachers and must be reviewed frequently. Integration with support into regular programs should be an integral part of all segregated classes. The focus must be on skill acquisition and not just warehousing away from the general population of students. The role and purpose of all segregated classes should be clearly defined. Carefully designed screening processes must be in place. It is important for a continuum to be followed that begins with identification, screening, placement, intake, review, integration, discharge

procedures, parental involvement, and support when the child returns to their community school. Classroom teachers should be involved in the complete continuum so that the skills and strategies learned by the child are reinforced and maintained in the regular setting.

Role of the student services specialists.

- Facilitators in obtaining support for the schools
- Involved in decisions and screening for special placement
- Communication with parents
- Advocacy for schools, students and parents
- Professional development direction and leadership
- Crisis management
- Resource for information
- Consultation
- Advocacy to administration for resource teacher and special needs children
- Linkage with community agencies

Strengths within the CBE (Calgary Board of Education) at this time. The primary strength lies with the excellent teachers who are in the schools. There is a major attempt on all of their parts to address the diversity of learners. The emphasis on coding of special needs children has opened the awareness of the variety of needs within each and every classroom. Some of the special needs settings such as Hull, Woods, and Dr. Oakley are very effective in their approach to students.

Areas of growth identified in the Calgary Board of Education. Several participants in the session expressed the need for the school board to look at the facts

regarding the number of special needs children and embark on a plan to give more support so these needs can be met more successfully. There is a need for improved communication between teachers and administration, both at the school and system levels. Staffing poses a problem. Many high needs schools are staffed with temporary teachers and these teachers are automatically moved at the end of the school year even though many of them are effective in the schools and have expressed a desire to stay. The question of equity within the system needs a more detailed inspection. A close look at other boards and their systems of delivery would aid in decision making. Do we need more personnel or more awareness of the issues regarding special needs children and how to address them? Professional development time and opportunities for administration and teaching staff to discuss teaching and learning practices are necessary.

#### Session Outline: Resource Teacher Personnel Training & Support

Personnel from 17 of the 24 schools were present at one or both of the pilot sessions and decided that Tuesday was the best day for sessions in the fall. Those present suggested bi-monthly training with no planned sessions in December and June. Because of the complexity of some of the topics, two full afternoon sessions were planned. A proposal is being made to CLC 8 for professional development funds to support the paying of substitute teachers to cover those attending these sessions, refreshments for the sessions, and gifts for the guest presenters. The total cost will be about \$1,000.

Table 4 presents the tentative 1998-99 schedule for resource teacher personnel training and support.

**Table 4**  
**RESOURCE TEACHER PERSONNEL TRAINING & SUPPORT**

<b>Date</b>	<b>Time</b>	<b>Session Topic</b>
Tues., September 8	4:00 – 5:30	IPP Coding Review and Procedures
Tues., September 22	4:00 – 5:30	Child Welfare Protocol
Tues., October 6	4:00 – 5:30	Assessment
Tues., October 20	4:00 – 5:30	Disorders in Children
Tues., November 3	4:00 – 5:30	Documentation
Tues., November 17	4:00 – 5:30	Liaison with Community Agencies
Tues., January 26	4:00 – 5:30	Teacher Support and Training: Programming for Diversity (Part I)
Tues., February 23	4:00 – 5:30	Teacher Support and Training: Programming for Diversity (Part II)
Tues., March 16	4:00 – 5:30	Children and Poverty: Learning and Teaching Issues
Tues., March 30	4:00 – 5:30	Resource Teacher Roles and Responsibilities: CBE and CLC Perspectives
Tues., April 13	4:00 – 5:30	Educational Assistant Support
Tues., April 27	4:00 – 5:30	Pertinent Issues and Review
Tues., May 18	4:00 – 5:30	Sharing and Evaluation

Total time of training: 25 hours.

Certificate and letter for personnel file on completion of sessions.

Recommendations for Fall Training Sessions

1. As training of educational assistants is not included in these sessions, it is recommended that this training be considered in the fall. The CBE Support Staff Association has just changed the position title and requirements and is in the

process of offering upgrading and training to its personnel. If the resource teachers attending the training sessions feel there is a need to address this issue further, an attempt will be made to offer sessions for educational assistants and school aides.

2. One of the personnel in CLC 8 is presently completing a doctoral study on "Children and Poverty". Information from her study and its implications on the students in our area may be of interest to resource personnel. It is suggested that this constitute the agenda for one session as many of the children in our schools fit the criteria for this type of child.
3. Student, School and Parent Services of the CBE are presently planning a system wide resource teacher training and support network. The writer of this project will be on the implementation committee and the information in this document could possibly be used as a basis for this work.
4. It is recommended that participants in the CLC 8 training sessions receive a letter for their personnel file that will indicate that they have completed over 25 hours of professional development.
5. The expertise of existing resource teachers and other personnel in our system will be a valuable resource for all of these sessions. Guest presenters could be called upon as needed.
6. Evaluation would be a necessary part of each session, including time for an "in-box" question and answer portion.

The pilot portion of the Resource Teacher Training Program produced positive outcomes and points to the future success of the extended program in the CLC 8 1998-99 school year. Further consideration will be given by the Calgary Board of Education to apply this program to all Calgary schools in the near future.

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**Appendix A**  
**BEHAVIORAL RATING SCALES**

- |   |  |  |
|---|--|--|
| 1 | BASC (Behavior Assessment System for Children)   | American Guidance Service, Inc.  |
| 2 | Behavior Dimensions Rating Scale                 | DLM Teaching Resource  |
| 3 | Goals of Behavior Assessment Instrument          | Goals of Behavior Profile<br>George G. Ewashen, Specialist, SSPS<br>Calgary Board of Education                     |
| 4 | Child Behavior Checklist                         | Dr. Thomas Achenbach<br>National Institute of Mental Health<br>9000 Rockville Pike<br>Bethesda, MD 20205<br>U.S.A. |
| 5 | Devereux Elementary School Behavior Rating Scale | Devereux Foundations Press<br>Devon, PA  |

**Appendix A (cont'd)**  
**EXAMPLE OF A TEACHER-GENERATED BEHAVIOR CHECKLIST**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

<b>Behavior</b>	<b>Always</b>	<b>Almost Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
Does not pay attention in class					
Lacks materials for assigned activities					
Acts without thinking					
Complains about rules and expectations					
Rushes through assignments					
Avoids assignments and tests					
Makes inappropriate noises					
Does not adjust well to change					
Bullies others					
Has trouble getting along with peers					
Cannot wait to take a turn					

**Appendix A (cont'd)**  
**EXAMPLE OF A TEACHER-GENERATED BEHAVIOR CHECKLIST**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

<b>Behavior</b>	<b>Always</b>	<b>Almost Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
Takes assigned seat					
Attends to teacher instruction					
Begins work promptly					
Refrains from talking during instruction					
Refrains from making obtrusive noises					
Works well with peers					
Follows the rules of the classroom					
Makes transitions smoothly					
Polite and respectful to others					
Looks after materials					
Respects belongings of others					
Follows classroom routines					
Completes tasks as instructed					
Tallies					

**Appendix B**  
**SCHOOL RESOURCE GROUP — COMMITTEE MEETING**

Date: \_\_\_\_\_

<b>Student</b>	<b>Concerns</b>	<b>Action</b>	<b>Persons Responsible</b>

**Appendix B (cont'd)**  
**SCHOOL RESOURCE GROUP REPORT**

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Present at Meeting:

Nature of Concerns Discussed:

Plan of Action:

To be Distributed to:

Next Meeting:

**Appendix B (cont'd)**  
**SCHOOL RESOURCE GROUP REFERRAL FORM**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Room: \_\_\_\_\_ Grade: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ ID No.: \_\_\_\_\_

CONCERNS: (learning, behavior, social)

OBSERVATIONS/INFORMATION: (what you have seen, heard and researched)

STRATEGIES USED AND THEIR EFFECTIVENESS:

QUESTIONS YOU WANT ANSWERED AND DISCUSSED:

**Appendix C**  
**LIST OF CODES FOR SPECIAL EDUCATION STUDENTS**

Code 80	Gifted and Talented	<ul style="list-style-type: none"> <li>• Superior intellectual ability</li> <li>• Capable of exceptional performance in one or more areas</li> </ul>
Code 51	Mild Mental Disability	<ul style="list-style-type: none"> <li>• Intelligence quotient 50-75</li> <li>• Delayed academically and socially</li> </ul>
Code 52	Moderate Mental Disability	<ul style="list-style-type: none"> <li>• Intelligence quotient 30-50</li> <li>• Instruction in living/vocational skills</li> <li>• Functional literacy, numeracy skills</li> </ul>
Code 53	Emotional/Behavioral Disability	<ul style="list-style-type: none"> <li>• Mild to moderate disability</li> <li>• Chronic and pervasive behaviors</li> <li>• Interferes with learning of self and others</li> </ul>
Code 54	Learning Disability	<ul style="list-style-type: none"> <li>• Average or above average intelligence</li> <li>• Specific learning disabilities</li> <li>• Interferes with academic progress</li> </ul>
Code 55	Hearing Disability	<ul style="list-style-type: none"> <li>• Mild to moderate hearing loss</li> <li>• Interferes with learning</li> </ul>
Code 56	Visual Disability	<ul style="list-style-type: none"> <li>• Mild to moderate visual disability</li> <li>• Interferes with learning</li> </ul>
Code 57	Communication Disability	<ul style="list-style-type: none"> <li>• Difficulty communicating</li> <li>• Language delays, articulation</li> </ul>
Code 58	Physical/Medical Disability	<ul style="list-style-type: none"> <li>• Mild to moderate condition that interferes with learning</li> </ul>
Code 59	Multiple Disability	<ul style="list-style-type: none"> <li>• Two or more mild to moderate disabilities</li> </ul>
Code 41	Severe Mental Disability	<ul style="list-style-type: none"> <li>• Delays in all or most areas</li> <li>• Intelligence quotient <math>\approx</math> 30</li> </ul>
Code 42	Severe Emotional/Behavioral Disability	<ul style="list-style-type: none"> <li>• Chronic, extreme behaviors</li> <li>• Close and constant supervision</li> <li>• Intensive support services</li> <li>• Segregated settings</li> </ul>
Code 43	Severe Multiple Disability	<ul style="list-style-type: none"> <li>• Two or more moderate/severe disabling conditions</li> <li>• Requires special programs</li> </ul>

Code 44	Severe Physical/Mental Disability	<ul style="list-style-type: none"><li>• Medical diagnosis</li><li>• Requires personal assistance</li><li>• Modifications necessary</li></ul>
Code 45	Deafness	<ul style="list-style-type: none"><li>• Hearing loss interferes with use of oral language form of communication</li></ul>
Code 46	Blindness	<ul style="list-style-type: none"><li>• Vision limited and inadequate</li></ul>
Code 47	Communication	<ul style="list-style-type: none"><li>• Receptive and/or expressive language</li></ul>

## **Appendix D**

### **STUDENT SCENARIOS**

#### Student Scenario #1

By the end of kindergarten, Ellen had command of all the letters and knew some sounds. She could identify several sight words and use letter-sound relations to guess at the beginning sounds of an unknown word. She was in the "top group". At the beginning of grade one, Ellen was successful in depending upon her knowledge of sight words to read the simple pre-primer stories. She began to struggle with phonics worksheets and guessed at words using only the beginning sound. She began a more passive pattern in reading aloud and doing her seatwork. She would only say words she recognized. She came to the understanding that she had to be accurate or silent. Ellen did not tell anyone how discouraged she was with reading and writing and began to fall further behind, constantly hiding her work. She began to work out a strategy during oral reading of saying the words she knew and pausing before the unknown ones. Either the teacher or other students would say the unknown words for her. She listened carefully during the lessons and was able to answer the comprehension questions but was not making any progress in her reading abilities. She risked less and less in class reading situations and began to look discouraged during seatwork. After assessing, the teacher found she was at the same level she had been upon entering grade one. Because Ellen was a capable student, her quiet crisis went unnoticed. Entering school with a good knowledge basis is not enough to guarantee success in learning to read. Ellen became lost in the skills of reading and the understanding and application of them.

#### Student Scenario #2

Tammy is a grade 5 student who was identified with a mild/moderate (code 51) learning delay in grade 4. She is socially accepted by her peers and works hard in school. The curriculum and the reading level at grade five are now above her capability. She is developing coping skills such as copying others' work in her cooperative education group. She seldom offers an answer and tries to blend into the background. She will not ask for assistance and does not want to be singled out for small group or individual instruction. Test or review days are avoided by absences from school. Tammy is the youngest of three siblings. Her two older brothers are in junior high and have been identified as learning disabled (code 54). The mother is quite unreasonable in her expectations of Tammy. The boys have not done well in school and have become behavior problems as well. The mother sees Tammy as her last chance for having a successful child in school. Tammy's avoidance strategies are stopping the steady progress she was making in earlier grades.

### Student Scenario #3

Todd is a capable student who is at grade level academically. He has difficulty following classroom rules and is openly defiant with his teachers. Most of his behavior problems escalate in the lunchroom, before school, at recess and after school. He antagonizes others and often has physical altercations with his peers. Travelling to and from school on the bus is difficult for Todd and he often has bus misconducts or is suspended from the bus for short times. He has brought simple weapons to school such as kitchen knives and although he has not used them, he has threatened others with them. He has a fascination with fire and has had lighters and matches in his possession at different times during the school year. This has been a problem in the community as well. Todd has difficulty controlling his temper and feels he is being treated unfairly by the teachers and administration. Consequences are not working although many have been tried. At times he shows remorse but at other times he seems to distant himself from his behaviors and does not accept responsibility. The school has been very supportive of this student and have worked cooperatively with his mother in trying to help Todd be more successful at school. He is presently coded a 53.

### Student Scenario #4

Cory is presently in grade 6. He is coded 42 because of severe anxiety disorder and learning difficulties. He is extremely passive resistant and avoids situations that he perceives stressful at all costs. His reading level is presently at the grade four level and math achievement is slightly lower. He has to feel very comfortable with teachers or educational assistants before he will accept any help. He worries continually that he is not doing well and has difficulty accepting encouragement and praise. He does not want to be noticed. When he feels he is in a safe environment, he has and will make progress. He has attended the same school for all of his elementary years and has made progress. He and his parents are worried about his transition to junior high. When he becomes frustrated and feels pressured or in a tight spot he can become very angry and usually avoids by running away.

### Student Scenario #5

Andrew is a grade 8 student who is extremely unhappy, unable to make friends, and it seems, self-destructive. From an early age he was taking things apart and often broke them. His parents appreciated his curiosity and ability to fix things but were worried that he had no sense of limits. Early visits to the pediatrician ruled out the possibility of hyperactivity and labelled him extremely bright. Andrew did not function well in "large group situations" as early as playschool. In school Andrew was never a typical child. When the parents heard of an extracurricular club for gifted children, they inquired about Andrew

attending but the principal refused to "label" him as gifted. Several attempts were made to enroll Andrew in community sports but these were not successful. All through the lower grades, even with understanding teachers, Andrew felt he was socially and intellectually too "different" to fit in. He became an "outsider" at school with no friends. He was happy each time the family moved so he would have a chance to start over. When the new situation didn't work out, Andrew turned to misbehavior. He would become a troublemaker and a loner. He is a star math student but has poor writing skills. He loves drama, art and all technical projects. He is coded 80.

#### Student Scenario #6

Monica is a grade 3 student who has been diagnosed ADHD by a pediatrician but her parents are against medication of any kind even though she proved to be a positive responder to ritalin during a trial period. There seems little hope in convincing them to put her on medication. She is a bright and capable student who seems to be learning despite her lack of focusing. She is constantly on the move in the classroom, loves to visit with her classmates, and sings and talks to herself constantly. She has difficulty completing written work and organizing her time and assignments. She is well liked by her peers but the teacher has noticed lately that many "on task" students resent her disruptions and interruptions. She loves to help and be involved and has strengths in many areas.

**Appendix E**  
**ASSESSMENT OF CLASSROOM LEARNING ENVIRONMENT**

Social Environment

- \_\_\_ 1. Students are expected to work essentially alone on instructional tasks. Student-student relationships tend to be non-sharing, even competitive. The teacher rewards individual performance and seems unsystematic in use of group processes.
- \_\_\_ 2. Students work mainly in isolation, occasionally in small groups. The teacher praises and supports friendly interactions but no systematic provision is made for education in group processes. Evaluation tends to be individually oriented and to encourage competition.
- \_\_\_ 3. Students work in small groups frequently and must share materials. All records are individual. Students are expected to learn to work with each other but goals for group work are nonspecific.
- \_\_\_ 4. Students are clustered so that they can interact freely. Some group projects are assigned with considerable frequency. Group projects are evaluated informally, but grade records emphasize individual achievements. Social skills are valued.
- \_\_\_ 5. The development of positive social skills and attitudes is one avowed objective of the teacher. Students are expected to interact and share with each other and to help one another. Sometimes they work on group projects, dividing up work. The teacher teaches the skills of group processes and rewards effective group work through grading and other means. Students have every reason to be mutually helpful. Definite efforts are made to provide socially integrative experiences for exceptional students.

Control of and Responsibility for Environment

- \_\_\_ 1. Each individual class and the school is a rule-governed operation; rules are based almost totally on the teacher's authority.
- \_\_\_ 2. Students share occasionally in discussions of how the school environment shall be managed. A degree of "consent of the governed" is achieved.
- \_\_\_ 3. Formal arrangement are made for the regular involvement of students in governance--as in student government, students management of classroom materials, weekly classroom meetings, and the like.
- \_\_\_ 4. Individual and groups of students are given special training and responsibility for the management of much of the school environment and processes. Included are technical matters such as running audio-visual machines, administering competency exams, orienting new students, showing the school to visitors. In addition, training

may be included in counseling skills (listening, reinforcing, mediation, etc.) and other aspects of interpersonal and group behavior.

- \_\_\_ 5. Students share significantly in the governance (policy making and administration) of their classes and school. Their obligations run to other students as well as to school officials; they are expected to help to make the learning environment productive. They receive instruction when necessary to help them to carry responsibilities. The teacher is the primary leader in the class but gives particular attention to encouraging constructive initiatives and autonomy by students.

### Classroom Management

- \_\_\_ 1. Classroom management tends to be at least mildly chaotic and noisy. Only a minority of students tend to be thoroughly attentive or on task most times.
- \_\_\_ 2. Group signals and alerts are generally well attended, and at least half the students are on task at most times; but transition periods tend to be chaotic. Behavior disturbances are handled unpredictably. Materials management and record keeping are at minimum acceptability levels.
- \_\_\_ 3. Teacher-pupil and pupil-pupil communications and general management are adequate, but mainly on the basis of the high authority level of the teacher. Predictability of class behavior is high because negative consequences for misbehavior are high--a tough but not highly competent situation.
- \_\_\_ 4. Communication is good; organization is complex but orderly; student attention level is high; disturbance rate is low. Teacher is creative and adaptive, he/she shares responsibilities for the environment with students, and she rationalizes rules in group sessions. Some days are very bad but most are tolerable to good.
- \_\_\_ 5. At least 90% of students attend when teacher tries to alert the whole class; questions almost always serve as signals for all students; systems for transitions, record keeping, materials management, and like matters are well understood and observed efficiently. Students are clear about expectations and consequences of their behavior.

### Teaming Arrangements

- \_\_\_ 1. When "problem" students are identified in regular classrooms, they are referred for study by resource personnel on the assumption that the problem ownership has been transferred outside of the regular class.
- \_\_\_ 2. When "problem" students are identified in the regular classroom a referral is made to school resource group. The classroom teachers are called upon by resource personnel to assist in the diagnoses. Observation of the student may be made in the referring teacher's classroom.

- \_\_\_ 3. When "problem" students are identified in regular classrooms a referral is made to the school resource group. The regular teacher often participates with the parents and school resource group in writing an individualized program plan--the diagnosis is almost exclusively child centered.
- \_\_\_ 4. When "problem" students are identified in regular classrooms, referral is made for study by school resource group. The regular teacher participates in the diagnosis and in writing the individualized program plan. Classroom observations are made of the students and the regular classroom learning environment. Consultation with the classroom teacher to achieve program modifications is a part of the total process following referral.
- \_\_\_ 5. Systematic preventative studies are made in the school for the "problems" of students. These become the bases for studies of classroom and home situations as well as of students and the bases for broad efforts for improvement (e.g., providing additional approaches in reading instruction, increasing teacher competency with implementing new skills and strategies). When troublesome issues occur and "problem" students are identified, school resource group personnel are called upon for consultation with the teacher and initial attention is given to possible program modification to accommodate students needs in the regular class.

### Instructional Methods

Direct Instruction - Lecture  
 Inquiry Discovery Methods  
 Group Investigations  
 Precision Teaching - Applied Behavior Analysis  
 Instructional Games  
 Psycho-Educational Diagnostic-Prescriptive Procedures  
 Peer of Cross-Age Tutoring  
 Developmental Teaching - Promotes Moral and Social Growth

- \_\_\_ 1. In a typical month, teacher uses systematically no more than 2 of the above methods.
- \_\_\_ 2. In a typical month, teacher uses systematically 3 or 4 of the above methods.
- \_\_\_ 3. In a typical month, teacher uses systematically at least 5 of the above methods.
- \_\_\_ 4. In a typical month, teacher uses systematically at least 5 of the above methods and is studying or consulting with other staff members about additional approaches for some students.
- \_\_\_ 5. Teachers are able to use a wide variety of the teaching methods and have collaborative arrangements with special education teachers, school resource

personnel, psychologists, specialists, or others to help to implement additional methods as they are needed.

### Curriculum Flexibility

- \_\_\_ 1. Curriculum is defined primarily by the textbook or teachers' guide, including the sequence of topics or activities. The content and sequence are uniform for all students.
- \_\_\_ 2. The teacher basically follows a textbook or teachers' guide in setting content and sequence of topics but introduces significant modifications or "special" topics to accommodate group's general interests and the teacher's judgement of priorities. The program is almost totally uniform for all students.
- \_\_\_ 3. The teacher basically follows a textbook or curriculum guide but uses more than one level or set of textbooks in heterogeneous classes.
- \_\_\_ 4. Content for particular students is specified by the teacher; several levels of textbooks are used along with varieties of other instructional materials. Students are assessed individually and given tasks and materials of appropriate levels.
- \_\_\_ 5. Student interests guide selection of a significant portion of the content. The materials and content for each student are chosen according to individualized evaluation of previous performance, achievement, and interests. Instructional materials include several levels of reading materials, collections and audio-visual aids, instructional games and competency examinations, etc.

### Material

- \_\_\_ 1. The instructional materials include essentially only one textbook of standard grade-level difficulty which is used almost uniformly by all students.
- \_\_\_ 2. Instructional materials include several levels of reading ability covering instructional content. Additional materials from the library are on hand regularly for use by students.
- \_\_\_ 3. All of item 2 plus teacher's occasional use of a variety of audio-visual aids.
- \_\_\_ 4. All of the items 2 and 3 plus permanent provision of a variety of materials in established interest centers for use in the teaching-learning process.
- \_\_\_ 5. Instructional materials include several levels of reading materials, collections of audio-visual materials, instructional games, and competency examinations. Students are able to "store" in the classroom their individual sets of materials and records. Students are competent in use of all equipment. Special instructional materials centers and information from specialists are available to assist teachers (speech therapists, learning strategists, etc.).

### Degree of Structure

- \_\_\_ 1. Structure is attended to only casually in organizing instruction. No systematic effort is made to control the degree of structure.
- \_\_\_ 2. Structure is imposed on some topics--those considered most essential; all students tend to receive similar treatment.
- \_\_\_ 3. All students receive a carefully structured approach as new concepts or content are introduced. Students who complete work rapidly are free to proceed in their own way in their "extra" time.
- \_\_\_ 4. Instruction is varied in degree of structure, so that all students have a variety of experiences. Degree of structure tends to be a function of teacher interest and not fully a function of individual student needs, but all students experience variety.
- \_\_\_ 5. Degree of structure is varied systematically so that students who need high structure get it and those who achieve better by creating their own structure are encouraged to do so. The teacher has structure clearly worked out for his/her teaching area and uses it creatively.

### Rate of Learning and Behavior

- \_\_\_ 1. All students are given fixed, uniform assignments to complete in uniform periods of time.
- \_\_\_ 2. All students are given uniform minimum assignments for standard periods of time. Students who complete work rapidly are usually free to work on unrelated activities. Students who do not complete work "on time" continue with classmates in the next assignments despite poor background. Some extra help to "laggards" may be given.
- \_\_\_ 3. All students are given uniform minimum assignments for standard periods of time. Students who complete tasks rapidly and well are allowed informally to proceed to more advanced related topics. Students who fail to complete tasks satisfactorily are given extra tasks and /or assigned to aides, resource teachers, or others for individual help.
- \_\_\_ 4. Students are given assessments at set times, such as the beginning of each unit. After each evaluation, subgroups proceed at different rates and at different levels of the curriculum.
- \_\_\_ 5. Students proceed with instruction at rates indicated by assessment. Such assessments may be given at any appropriate time. Entry to new areas may proceed at any time according to the individual's demonstrated readiness.

### Evaluation

- \_\_\_ 1. Evaluation is almost totally test oriented and always involves comparisons with other class members. Results are recorded as percentiles, percentages, grade scores, etc., usually with no breakdown for diagnostic purposes. Atmosphere stresses grades and competition.
- \_\_\_ 2. Evaluation is test and norm oriented, but with careful attention to what is being taught. Some modest degree of use is made of results in assigning "make-up" work or in other limited adjustments of the program.
- \_\_\_ 3. Evaluations is reasonably in accord with what is being taught. All exams are returned to pupils but attention is mainly on grading, rather than on the planning of instruction. Procedures tend to be somewhat inconsistent.
- \_\_\_ 4. Most assessments are mastery oriented and specific to what is being taught. And they are used effectively and regularly in planning instruction. Feedback to students on all tests is complete and clear. Term grades tend to be assigned quite strictly on a norm or social comparison basis. Students are encouraged to evaluate their own work independently.
- \_\_\_ 5. Assessments are partly test oriented but they include informal observations and assessments as well. All evaluation is specific to what is being taught and mastery oriented. Assessments are quite frequent and integral parts of instruction. Occasional norm-oriented tests are used to give students a basis for comparing their rates of development with those of others. All students have a solid chance to sense progress. The teacher is aware that not all learning can be assessed by another person and that a pupil must evaluate his/her own growth and as part of the total evaluations process.

### Affective Education

- \_\_\_ 1. Concern for affective development is limited to a general policy of courtesy and pleasantness. Affective education is in no way a planned part of the curriculum.
- \_\_\_ 2. Positive affective development and climate, although recognized as worthwhile, are sought only on an impulse or "time-available" basis.
- \_\_\_ 3. Affective education is recognized as worthwhile and is included on a planned but infrequent basis throughout the year. Teachers have opportunities for inservice education and consultation on the topic.
- \_\_\_ 4. Affective education is recognized as worthwhile and is included on a regularly schedule basis much like other subject areas are in the weekly instructional schedule. Needs of teachers and administrators are recognized as well as those of students.

- \_\_\_ 5. Affective education is recognized as an essential component of the total curriculum, is a part of the regular daily instructional curriculum, is a part of the regular daily instructional schedule, and is systematically included in carry-over activities in all subject areas. Administrators and teachers attend equally to professional colleagues' affective needs. Expert consultation is provided on affective education to both teachers and administrators.

#### Recognizing and Appreciating Cultural Differences

- \_\_\_ 1. Instruction proceeds with little or no explicit recognition of cultural differences. Majority values and styles dominate the classroom.
- \_\_\_ 2. Special arrangements for remedial work are made for students who may have second language problems or who have different developmental patterns and learning styles associated with race or ethnicity. Teachers may have had inservice on these areas.
- \_\_\_ 3. Special projects oriented to needs of minority students are arranged to supplement the regular school program: such as language classes, special units etc.
- \_\_\_ 4. Efforts are made to go beyond special projects and to redesign the basic curriculum to include valid elements from all relevant cultures so that all children can feel that both their past and future are given studied and valued consideration.
- \_\_\_ 5. Content, materials, and methods of instruction are made meaningful for poor and minority group children as well as all others; the commitment to cultural pluralism is real, especially as it is reflected in curriculum. Both students and parents from minority communities feel engaged and well understood in the school situation. Aesthetic school experiences include samples from all cultures represented by the student body.

#### Child Study Process

- \_\_\_ 1. There is no structured child study process. Children who do not conform to expected behavior or achievement norms are dealt with through referral and segregation in isolated special education programs.
- \_\_\_ 2. Child study is seen as a problem-centered effort to identify and categorize children's deficits using standardized psycho-medical test and to determine appropriate placements external to the regular classroom. Specialists are mainly occupied in classifying and labeling students for special programs.
- \_\_\_ 3. Child study is psycho-educational in nature, relying heavily upon standardized assessment instruments to diagnose and clarify the child's deficits, with focus on determination of appropriate remedial programs.

- \_\_\_ 4. Child study is educationally oriented, with child and his/her teacher central to process and focus on analyzing teaching-learning interaction to determine areas where efforts for improvement should be concentrated.
- \_\_\_ 5. Child study is focused on positive development of increasingly accommodative learning environments. Children's diversity in needs and abilities are closely examined, not to identify deficits in children but rather to plan modification in school practices and in school/home environments. Specialists, such as psychologists and learning strategists, are heavily involved in program development as well as in child study.

#### Parent-Teacher Interaction

- \_\_\_ 1. Parent-teacher interaction is characteristically limited to crisis-stimulated meetings, often adversarial in nature. Administrators enter mainly as rule enforcers.
- \_\_\_ 2. Parent-teacher interaction, in addition to crisis-stimulated meetings, occurs on a regularly scheduled basis throughout the year; the agenda is characteristically limited to the teacher's reporting on children's progress.
- \_\_\_ 3. Parent- teacher interaction, in addition to crisis meetings and formal reports, include periodic teacher-initiated affirmative meetings with all parents to informally communicate children's positive behaviors and achievements.
- \_\_\_ 4. Parent-teacher interaction is characterized by an open and trusting climate of communication within which problems and crisis are seen as the cause for common concern and investment in solutions, and both parents and teacher participate in formal and informal information sharing.
- \_\_\_ 5. Parent-teacher cooperation is close and continuous. As volunteer aides, as members of the school council, parents join with teachers in The atmosphere stresses mutual commitment and trust. Parents, teachers, and administrators are able to work together in service for the child.

**CHECKLIST FOR ASSESSMENT OF CLASSROOM LEARNING  
ENVIRONMENT SUMMARY**

	Level 1	Level 2	Level 3	Level 4	Level 5
Social environment					
Control responsibility for environment					
Classroom management					
Teaching arrangements					
Instructional methods					
Curriculum flexibility					
Materials					
Degree of structure					
Rate of learning and behaving					
Evaluation assessment					
Affective education					
Cultural differences					
Child study process					
Parent-teacher interaction					

**Appendix F**  
**SESSION PREFERENCE LIST**

April 28, 1998

Please number your first 5 preferences for  
Resource Teacher Training Sessions in 1998-99

1. Coding \_\_\_\_\_
2. IPP Format and Use \_\_\_\_\_
3. Disorders in Children \_\_\_\_\_
4. Programming for Diversity \_\_\_\_\_
5. Assessment \_\_\_\_\_
6. Child Welfare Protocol \_\_\_\_\_
7. Documentation \_\_\_\_\_
8. School Resource Group \_\_\_\_\_
9. Referral Procedures \_\_\_\_\_
10. Formal and Informal Meetings \_\_\_\_\_
11. Educational Assistant Support \_\_\_\_\_
12. Teacher Support and Training \_\_\_\_\_
13. Liaison with Community Agencies \_\_\_\_\_
14. Children and Poverty \_\_\_\_\_
15. Other: \_\_\_\_\_
16. Other: \_\_\_\_\_

**Appendix G**  
**NEEDS SURVEY FOR RESOURCE TEACHER SESSION**

April 28, 1998

1. What personnel at your school are involved with special needs students and ensuring their needs are being met?
  
2. Describe the types of special needs at your school. Which group of students presents the greatest need at this time?
  
3. In your opinion, what would help these special needs students be more successful in school at this time? Be creative with your suggestions (organization, volunteers, groupings, professional development, etc.).
  
4. What is your professional opinion about segregated system classes?
  
5. What do you see as the role of Student Services personnel?
  
6. Strengths in CBE at present?
  
7. Areas for growth needed in CBE.



**Appendix I**  
**NOTICE TO ALL SCHOOLS IN CLC 8**

- TO:** Resource Teachers and all personnel who may be interested in becoming Resource Teachers
- FROM:** Glenda Nixon  
Student Services Specialist, CLC 8
- WHAT:** These sessions will look at the role of the Resource Teacher in the school and the responsibilities associated with the position. Part of the time will be spent on planning support and training sessions to be held next year. Bring your questions and your concerns. This is a demanding role and it is important to share the expertise we have in CLC 8 schools. A short survey will be conducted to help with the planning of future sessions.
- WHEN:** Tuesday, April 28  
4:00 - 5:30 p.m.
- Tuesday, May 5  
4:00 - 5:30 p.m.
- WHERE:** CLC 8 Conference Room  
Room 214  
Forest Lawn High School

Please call 777-8970 local 2226 and confirm your attendance.  
(Refreshments will be served.)