

SPECIAL EDUCATION IN JUNIOR HIGH SCHOOL:  
TEACHER PREFERENCE FOR SERVICE DELIVERY

BY

ALICE E. HANNA

A Thesis

Submitted to the Faculty of Graduate Studies  
in Partial Fulfillment of the Requirements for the  
Degree of

MASTER OF EDUCATION

Department of Educational Psychology

University of Manitoba

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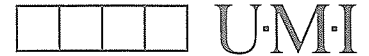
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BY

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A Thesis submitted to the Faculty of Graduate Studies of the University of Manitoba in partial fulfillment of the requirements for the degree of

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## ABSTRACT

The purpose of this study was to describe the preference of junior high school teachers for a model of special education service delivery which responds to the dimension of student academic need in the heterogeneous school population. A descriptive study was done in four suburban junior high schools, using a survey which presented fictitious case histories of students with mild and moderate academic handicaps. Teachers considered the case histories and indicated preference for placement in an indirect model, a direct model or a learning assistance centre. The junior high school teachers in this sample strongly preferred an indirect model for students with mild and moderate academic needs at all five stages of service delivery and as an overall choice. However, there was a small decrease in preference for the indirect model for students with moderate academic needs.

## ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to my committee; Professor G. Bravi, Professor P. Madak and Professor B. Johns, for their encouragement, support, patience and guidance.

I shall always remember their kindness and support during the illness which interrupted this project.

To my family, who helped me in every possible way to achieve this goal, and who tolerated the frequent lapses from my normal behaviour, I am forever grateful.

No amount of thanks would ever be sufficient to thank my husband, Jack, who has helped at every stage of this endeavor and who has made it all possible and worthwhile.

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## CHAPTER 1

### Introduction

In 1975, Bill 58 made each school board in Manitoba responsible for the education of every student resident within its boundaries. In order to provide school boards with the time to set appropriate supports in place for the students who were moving from categorical placements based on their handicaps to be integrated into regular classrooms, Bill 58 was passed, but not proclaimed. The amendments to the Public Schools Act set in place by Bill 58, were included in Bill 31, which was passed in 1980 (Manitoba Teachers' Society, 1985).

The effect of this legislation was to change the focus of educational policy, so that it moved away from its traditional emphasis on academic achievement in which students were compared and differences were defined, toward co-operation, which focused on students' strengths and accommodated their learning differences (Bowd, 1987; Sapon-Shevin, 1978).

Cenerini (cited in Redekop, 1993) recently stated that schools and teachers have had to make many changes in order to accommodate the needs of students who would formerly have been placed in segregated settings. He confirmed that the implementation of the policy of integration was difficult and stressful for teachers.

In order to reduce this stress and anxiety, special education supports were provided to Manitoba schools through government funding to school divisions, contingent on the hiring of trained resource teachers (Manitoba Department of

Education, 1988). Courses designed to train resource teachers have been provided at the Faculty of Education (Manitoba Association of Resource Teachers, 1985).

The present special education policy guidelines Special Education in Manitoba: Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public School System, (Manitoba Education and Training, 1989) have: (a) continued to support integration; (b) provided resource teacher assistance to classroom teachers; (c) indicated that academic programs could be modified and (d) arranged a continuum of placements for students based on the intensity of their academic needs and the ability of the regular classroom to accommodate them (Manitoba Education and Training, 1989) (see Appendix A).

Classroom teachers were expected to adapt the recommendations and to implement integration of students with learning differences into their classrooms with the support of resource teachers (Berra, 1989; Kravitz, 1984). Classroom teachers thus became the principle agents of educational change (Berra, 1989).

Most teachers accepted integration in concept, agreed with it in principal, but were confused by the lack of direction and found the policy statement vague. Concerns were expressed about limited access to supports, the wide variance in students' needs, the differences in structure and organization in schools and the increased responsibilities and expectations placed upon teachers (Manitoba Teachers' Society, 1985).

### Statement of the Problem

Schumaker and Deshler (1988) outlined some of the major problems encountered in the implementation of integration in secondary schools. The difficulty of overcoming the discrepancy between student skill levels and expected academic performance in the context of secondary schools was pointed out.

Also, secondary teachers were considered to be content specialists. The importance of curriculum content imposed timetables, schedules and time constraints which made secondary schools operate in reaction to curriculum standards rather than to the principles of integration (Csapo, 1989; Little, 1988; Stephens & Braun, 1980). The traditional, inflexible structure and organization of secondary schools made the co-ordination of indirect models of special education services much more difficult (Schumaker & Deshler, 1988).

Houston (1992) interviewed junior high school teachers in Winnipeg and reported problems which supported the findings of a survey in which teachers' attitudes toward junior high school students with special needs were described as increasingly negative (Manitoba Teachers' Society, 1985). Other studies also reported that some teachers were resistant to integration and to the integration of students with handicaps (Friend, 1984; Manitoba Teachers' Society, 1985; Salvia & Munson, 1986; Stephens & Braun, 1980). Williams and Algozzine (1977) reported that the severity of a student's handicap increased teachers' negative attitudes toward the integration of students like these into their classrooms. As

the number of students with diverse academic needs has increased, teachers may resist integration because of work related stress (Houston, 1992; Wilson & Silverman, 1991; Winzer, 1984).

Cherniss (cited in West & Idol, 1987) stated that many secondary teachers were not willing to work with special educators. Secondary teachers were said to be unwilling to modify academic programs (Salvia & Munson, 1986; Stephens & Braun, 1980).

Jenkins and Mayhall (1976) pointed out that teachers defined academic problems and set performance criteria. Definition of academic problems as student centred has been reported to result in teachers' preference for remedial models of special education service delivery which would segregate students (Carter, 1991; Wilson & Silverman, 1991) and would negate the intention of the present legislation (Berra, 1989).

Carter (1991) reported that studies of teachers' preference for a model of special education service delivery were ambiguous and unclear. Her conclusions proved to be true. The roles and responsibilities of resource teachers at the secondary level were not reported or not clearly defined (Friend & McNutt, 1987). Teachers' preference for a particular model of special education service delivery, the roles, procedures, and responsibilities expected of resource and classroom teachers at each stage of special education service delivery were not clearly outlined at the secondary level (Friend & McNutt, 1987; Idol & West, 1987; McNutt & Friend, 1985; West & Idol, 1987).

Keogh (1990) confirmed the lack of information about teachers' preferences and discussed the need for information about special education service delivery in secondary schools.

The scarcity of research and the lack of information about special education service delivery to the increased number of students in secondary schools in Manitoba who have been described as having a wide range and diversity of academic needs (Gamble, 1988; Houston, 1992; Manitoba Teachers' Society, 1985; West & Idol, 1987) indicated that a descriptive study of teachers' preference for a model of special education service delivery at the junior high school level was needed to expand the research in this area.

#### Educational Significance of the Problem

Information gained from a study of junior high school teachers for a model of special education service delivery would describe teachers' preference for service at each stage of delivery. This information would give some indication of what model or combination of models was most appropriate for students this study defines as encountering mild and moderate academic problems.

Descriptions of junior high school teachers' preference for a complete model of special education service delivery would address the dimension of academic need in the diverse junior high school population (Gamble, 1988; Houston, 1992).

Descriptions of junior high school teachers' preference for a complete

model of special education service delivery would access the expertise of junior high school teachers (Bachor & Crealock, 1986) and extend it to include the interaction between resource and classroom teachers over the five stages of service delivery; assistance request, assessment, program development, program implementation and closure (Freeze, Bravi & Rampaul, 1989).

### Purpose of the Study

The purposes of the study were to describe:

1. the preference of junior high school classroom teachers for a direct, indirect or learning assistance centre model of special education service delivery related to students with

- a) mild academic needs
- b) moderate academic needs

at each of the five stages of service delivery listed below:

the assistance request stage

the assessment stage

the program development stage

the program implementation stage

the closure stage

2. The overall preference of junior high school classroom teachers for a direct, indirect or learning assistance centre model of special education service delivery related to students with

- a) mild academic needs



b) moderate academic needs

Definitions

Mild Academic Needs

This student received two years of resource assistance in elementary school, is presently in Grade Eight, failing in two core subjects, language arts and social studies. When the student encounters difficulty he or she turns to other students for assistance.

Moderate Academic Needs

This student spent two years in a categorical placement from which he or she was removed by parental request. This was followed by two years of resource assistance which included in-class assistance of a paraprofessional for the balance of elementary school. When the student encounters difficulty he or she turns to adults for help.

Role

This refers to the patterns of behaviour described in the interaction between the resource and classroom teachers, the acceptance of responsibilities and the performance of procedures at each of the five stages of special education service delivery. Attitudes underlie the performance and performance exists in the expectations of others (West & Idol, 1987; Wilson & Kolb, 1949).

### Attitudes

Attitudes refer to beliefs and feelings, which are expressed as behaviour (Siperstein & Bak, 1986).

### Limitations

The results of this study were limited to suburban school divisions with policies of continuous progress, to similar suburban junior high school settings, to provinces whose legislative mandate in special education is similar to that in force in Manitoba and to junior high school teachers whose characteristics are similar to those described in Chapter Four of this study.

## CHAPTER 2

### Review of the Literature

Manitoba's educational system was affected at all levels (Goguen, 1980) as students left categorical programs and were integrated into regular schools and classrooms. School populations became increasingly diverse as the dimension of student academic need widened (Gamble, 1988; Houston, 1992).

Special education service delivery was intended to benefit students with special academic needs by providing support to classroom teachers, assisting them to become aware of techniques and teaching methods to modify the curriculum and to enable referred students to achieve academic success (Cenerini, 1980).

The philosophy of integration has continued to be supported in recently issued educational policy guidelines (Manitoba Education and Training, 1989) and a system of special education service delivery, intended to accommodate the academic needs of students with learning differences (Kravitz, 1984) through indirect assistance has continued to be encouraged.

The three non-categorical models of special education service delivery of interest to this study included indirect models, direct models and learning assistance centres. Each of the models is listed in school division manuals and a continuum of placement alternatives is described in Special Education in Manitoba: Policy and Procedural Guidelines for the Education of Students with Special needs in the Public School System, (Manitoba Education and Training,

1989, pp 2-5) (see Appendix A).

The interaction between classroom and resource teachers at each of the five levels of service delivery is determined by and specific to each model (Babcock & Pryzwansky, 1983; Pryzwansky, 1986).

### Indirect Models

Indirect or collaborative models assisted students with mild and moderate academic needs in the regular classroom through support given to teachers and, indirectly, to the student (Freeze et al., 1989; West & Idol, 1987; Wilson, 1984; Wilson & Silverman, 1991).

Resource and classroom teachers held equal status and shared responsibility for changes made to the academic program. The strategies and techniques which were developed to modify academic programs through changes made to the rate, level or delivery of the classroom program for students with academic needs were jointly defined, developed, implemented and evaluated over the five stages of service delivery. This interaction and sharing of knowledge and experience was believed to lower the rate of referral to special education (Freeze et al., 1989; West & Idol, 1987; Wilson, 1984; Wilson & Silverman, 1991).

The indirect model was believed to prevent future academic problems and to lessen the development of similar academic problems in the classroom, due to the increased knowledge of effective learning strategies and teaching techniques gained by classroom teachers (Bravi, 1981). The focus of this model

was to integrate students into regular classrooms through the incorporation of preventative measures which had the potential to promote systemic change (Bravi, 1977).

#### The Assistance Request Stage

Upon completion of an assistance request form by the classroom teacher, a conference was held in which the classroom teacher's concerns were discussed and clarified. The kinds of services to be provided were decided upon, performance criteria, assessment procedures and instructional goals were set. Mutual agreement was reached concerning responsibilities and joint decisions were made about procedures to be followed (Freeze et al., 1989; West & Idol, 1987; Wilson, 1984; Wilson & Silverman, 1991).

#### The Assessment Stage

The resource and classroom teachers gathered information which would verify the academic problem. Classroom tests, assignments and observations were shared and used to make mutual decisions related to program modifications (Freeze et al., 1989; West & Idol, 1987; Wilson, 1984; Wilson & Silverman, 1991).

#### The Program Development Stage

The information collected in the assessment stage was used to develop and document a modified academic program.

The methods, materials, strategies and evaluation procedures to be used in program modification were jointly designed by the resource and classroom

teachers (Freeze et al., 1989; West & Idol, 1987; Wilson, 1984; Wilson & Silverman, 1991).

### Program Implementation Stage

In the collaborative, or indirect model, the classroom and resource teacher shared in the delivery, monitoring and formative assessment of a mutually agreed upon modified program which was delivered to the student in the regular classroom (Freeze et al., 1989; West & Idol, 1987; Wilson, 1984; Wilson & Silverman, 1991).

### The Closure Stage

The decision to close the case or to make further referrals was joint and shared. The resource and classroom teachers, with equal status and decision making power, took part in a collaborative process to conduct summative assessment procedures to ensure that program goals were met. Decisions were made to return to a prior phase of instruction, close the case or make further referrals. At case closure, ongoing assistance was provided to the classroom teacher and, indirectly, to the referred student (Freeze et al., 1989; West & Idol, 1987; Wilson, 1984; Wilson & Silverman, 1991).

### Direct Models

When students with mild and moderate academic needs failed to meet classroom performance criteria, some were referred to direct models of special education service delivery. Students like these were removed from the classroom for direct instruction, intended to remediate the assumed cause of their academic

problems (Jenkins & Mayhall, 1976; Idol & West, 1987).

Classroom teachers documented academic failure, the resource teacher diagnosed the learning problem, made independent decisions and carried out all of the procedures at each of the five stages of service delivery (Pianta, 1990).

The student received direct remedial instruction until classroom expectations were met and the resource teacher terminated the service.

The classroom teacher continued to teach the regular curriculum in the classroom. When the service was terminated, no further assistance was provided to the student (Idol & West, 1987; Jenkins & Mayhall, 1976; Wilson, 1984; Wilson & Silverman, 1991).

The focus of this model was to restore academic performance to meet the requirements of the classroom program. Referral to direct models resulted in some segregation because students were removed from the classroom for the remediation of academic skills (Wilson, 1984; Wilson & Silverman, 1991).

#### The Assistance Request Stage

The classroom teacher explained the difference between actual and expected performance in the classroom program. The resource teacher was consulted as a specialist, who was expected to develop and implement a program which would remediate the cause of the academic problem.

The resource teacher identified the problem, took responsibility for its solution and made all decisions at each of the five stages of service delivery (Idol & West, 1987; Jenkins & Mayhall, 1976; Wilson, 1984; Wilson & Silverman, 1991).

### The Assessment Stage

The resource teacher administered tests and provided the classroom teacher with the results (Idol & West, 1987; Jenkins & Mayhall, 1976; Wilson, 1984; Wilson & Silverman, 1991).

### The Program Development Stage

The resource teacher developed and monitored the intervention (Idol & West, 1987; Jenkins & Mayhall, 1976; Wilson, 1984; Wilson & Silverman, 1991).

### The Program Implementation Stage

The resource teacher assumed total responsibility for the delivery of a remedial program. The student was withdrawn from the regular classroom for direct remedial instruction (Idol & West, 1987; Jenkins & Mayhall, 1976; Wilson, 1984; Wilson & Silverman, 1991). The classroom teacher continued to teach the regular program.

### The Closure Stage

The resource teacher made independent decisions concerned with continuance of the program, case closure or further referrals. No further assistance was provided to the student upon termination of the program (Idol & West, 1987; Jenkins & Mayhall, 1976; Wilson, 1984; Wilson & Silverman, 1991).

### Learning Assistance Centre

A complete description of a junior high school learning assistance centre was not located in the literature. The procedures described below were based on the works of Bachor (1983), Bachor and Crealock (1986), Friend (1984), Friend &



McNutt (1987), McNutt & Friend (1985) and Pearce-Burrows (1986).

Resource rooms, or learning assistance centres, were widely utilized in response to a rapid increase in referrals. Most were described as cross-categorical, served students with mild and moderate academic problems (McNutt & Friend, 1985) as well as students whose academic problems required more intense intervention (Idol & West, 1987; Jenkins & Mayhall, 1976).

A study by Friend and McNutt (1987) discussed the variance and inconsistency in the roles and responsibilities of resource teachers. They reported that the resource teacher was frequently described as a learning assistance teacher who provided direct instruction in core subjects and compensatory strategies to students referred for special education services. Another of the resource teacher's duties was to co-ordinate special education services with other programs.

A junior high school learning assistance model described by Pearce-Burrows (1986) indicated that the learning assistance teacher had special education training in the teaching of students with learning disabilities. The resource teacher acted as a co-ordinator between the classroom and the learning assistance centre.

Student performance problems were defined by the classroom teacher; the learning assistance teacher defined the instructional or information processing problem and provided direct compensatory and remedial instruction to a small group of students with similar problems in a separate setting. The resource

teacher co-ordinated the admission of students to the learning assistance centre and the students' reintegration into the regular classroom.

Students were withdrawn from the regular class for one or more periods in a school day (Friend & McNutt, 1984) to receive remedial instruction in core subjects as defined by the classroom teacher. Compensatory strategies intended to increase and improve information processing were designed by the learning assistance teacher to assist students to assimilate, retain and comprehend material presented in the regular classroom. Instruction was provided for one or more periods in a school day (Pearce-Burrows, 1986).

Upon reintegration, a daily period of direct, "prescriptive individualized instruction in a resource setting" (Pearce-Burrows, 1986, p. 16), was made available to maintain the student's academic performance according to classroom expectations (Pearce-Burrows, 1986).

#### The Assistance Request Stage

The classroom teacher initiated the service by requesting that the resource teacher co-ordinate the classroom and learning assistance centre programs, The academic problem was defined as the difference between the student's actual and expected performance.

The learning assistance teacher defined the learning problem and took responsibility for its solution at all five stages of service delivery.

#### The Assessment Stage

Tests and assignments were used by the classroom teacher to verify the

student's performance problem.

The learning assistance teacher verified the learning problem, using a combination of curriculum based and standardized tests (Bachor, 1983).

#### The Program Development Stage

The learning assistance teacher, as a "learning disabilities specialist" (Pearce-Burrows, 1986, p. 15), developed a remedial program which included instruction in compensatory strategies (Pearce-Burrows, 1986).

#### The Program Implementation Stage

The resource teacher co-ordinated the classroom and learning assistance programs.

The program consisted of direct instruction designed to remediate students' academic skills in core subject areas as indicated by the classroom teacher and to provide instruction in compensatory strategies designed to correct information processing problems (Pearce-Burrows, 1986).

#### The Case Closure Stage

Upon the classroom teacher's decision that the student could meet the criteria for a passing mark, the resource teacher co-ordinated the classroom and learning assistance programs and facilitated the reintegration of the student into the classroom.

#### Efficacy

The descriptions given did not discuss the efficacy of indirect, direct or learning assistance models to increase academic achievement, or to facilitate the

integration of students with mild or moderate academic handicaps.

#### Program Efficacy for Students with Mild and Moderate Handicaps

Wixson (1980), indicated that the students who received indirect services made more academic gains than students who received direct services (West & Idol, 1987). However, Wixson (1980) also indicated that the students studied were grouped according to ability. Students with mild handicaps were referred to indirect models and students with moderate handicaps to resource rooms, so that the groups were not comparable (Heufner, 1988; Schulte, Osborne & McKinney, 1990; Wixson, 1980).

Miller and Sabatino (1978) compared the academic achievement of students with mild academic handicaps in three conditions of service delivery; indirect service, direct service and regular classroom service. No significant differences were found among the three groups. Methodological problems related to the lack of clear model descriptions and the questionable statistical methods used made the results of the study inconclusive (Heufner, 1988; Madden & Slavin, 1983; Miller & Sabatino, 1978; West & Idol, 1987).

Pryzwansky (1974) concluded that direct models were effective in crisis situations or when the time required to implement indirect models was not available.

There was little information available to explain the benefits of special education service delivery to students with mild or moderate academic handicaps. Madden and Slavin (1983) pointed out the lack of available research

on this topic.

Students with mild academic handicaps seemed to achieve more in indirect models, while students with moderate academic handicaps were believed to benefit more from direct models. Bravi (1991) and Lipsky and Gartner (1987) indicated that the tests used to classify students were not valid and were unrelated to effective instruction.

Leinhardt and Pally (1982) stated that the results of efficacy studies were mixed. Students in both mild and moderate conditions made academic gains in either indirect or direct models when the teachers were effective and the academic programs were well designed and developed.

Friend and McNutt (1987) indicated that the efficacy of resource room models was unclear. Because of the varied services provided by resource teachers, comparison of models would be difficult.

#### Congruence with the Policy of Integration

As previously discussed, Manitoba teachers stated that the lack of direction in the policy caused confusion. They agreed that the terms mainstreaming and integration were synonymous (Manitoba Teachers' Society, 1985).

Gresham (1986) explained that mainstreaming, or integration ought to be defined separately. The philosophical definition referred to the program, to the accommodation of students in regular classrooms, to program modification and inclusion with his or her peers. Section 2.0 of the policy statement (Manitoba

Education and Training, 1989) (see Appendix A) is an example of a philosophical definition.

The practical definition referred to the stated period of time spent in the regular classroom, placement in removal models based on the documentation of failure and exclusion from the regular classroom for remedial programs (Pianta, 1990). This definition is reflected in Section 3.2 of the policy statement (Manitoba Education and Training, 1989) (see Appendix A).

The segregation of students in removal models was considered by some authors to be inequitable (Bravi, 1991; Lipsky & Gartner, 1987; Little, 1988; Weber, 1982). The attitudes of teachers who did not accept integration, students with academic handicaps or program modification were believed to affect the implementation of integration (Bravi, 1977; Friend, 1984; Wilson, Cleal, Godsell & Sheppard, 1989).

#### Teachers' Preference for a Model of Service Delivery

Secondary teachers' preference for a particular model of special education service delivery has not been reported in the literature (Keough, 1990).

Because teachers defined what the mainstream means their preference for the placement of students was dependent on individual teachers' judgement of conditions (Jenkins & Mayhall, 1976; Manitoba Teachers' Society, 1985; Wilson, 1984). Teachers' preference for a model of service delivery appeared to depend on several factors (a) the definition of the legislation (Gresham, 1986; Manitoba Teachers' Society, 1985); (b) the congruence of the values and beliefs expressed in

the legislation with teachers' beliefs about education (Wilson, 1989; Wilson & Silverman, 1991); (c) the supports available to the classroom teacher (Gerber, 1988; Manitoba Teachers' Society, 1985; Wilson & Silverman, 1991); (d) the number and diversity of students' academic needs in regular classrooms (Gerber, 1988); (e) teachers' attitudes towards students with academic handicaps and (f) towards program modification (Wilson et al., 1989).

Two studies (Babcock & Pryzwansky, 1983; Wenger, 1979) indicated that teachers preferred collaborative models, but these conclusions were based on small samples and were indicative of preference for service delivery at the elementary level. Currie (1993) reported that elementary teachers preferred the resource teacher to assume a collaborative role.

Wilson (1989) pointed out that legislative guidelines make statements which contain opposing assumptions. Philosophical and practical definitions of education can be found in Manitoba's policy guidelines (see Appendix A). Wilson and Silverman (1991) indicated that teachers' preference for a model of service delivery was related to their beliefs about education. Teachers with preventive beliefs which were congruent with a philosophical definition of education were found to prefer an indirect model which integrated students. Teachers with restorative beliefs which were congruent with a practical definition of education were found to prefer a direct model which segregated students (Gresham, 1986; Wilson & Silverman, 1991).

Other studies indicated that some resistance to indirect models existed,

particularly at the program modification stages (Johnson & Pugach, 1990; Stephens & Braun, 1980).

Most frequently, studies pointed the lack of research concerned with special education service delivery (Carter, 1991; Keough, 1990); to the lack of information concerned with teachers' preference for particular models (Babcock & Pryzwansky, 1983; Carter, 1991; West & Idol, 1987) and to the lack of information available about teachers' preferences for particular stages of models (Babcock & Pryzwansky, 1983; Pryzwansky, 1986; West & Idol, 1987).

The literature reviewed clearly illustrated that little was known about the preferences for special education service delivery models in secondary schools (Keough, 1990).

#### Implications for the Study

The search for studies that indicated the preference of junior high school teachers for a particular model of special education service delivery was unproductive. No conclusive evidence existed to indicate whether junior high school teachers would prefer an indirect, a direct or a learning assistance model of special education service delivery. There was no indication of what model or combination of models junior high teachers preferred in relation to students with mild or moderate academic needs.

The following study was undertaken to describe the preference of junior high school teachers for a particular model, or combination of models of special education service delivery in relation to the structure and organization of junior



high schools and to the mild and moderate needs of junior high school students.

## CHAPTER 3

### Method

This chapter presents the design of the study, describes the subject selection, the setting, the instrumentation, the procedures followed in data collection and explains the analysis of the data.

#### Research Design

A descriptive study of the preference of junior high school teachers for a model of special education service delivery in relation to the simulated academic histories of two adolescent students was undertaken.

The three non-categorical models of special education service delivery were compared to options shown on a continuum of placement options described in Special Education in Manitoba: Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public School System as follows:

indirect — “regular program with modification made in consultation with the educational team”

direct and learning assistance centre — “withdrawn for scheduled special work”

(Manitoba Education and Training, 1989, p. 5).

#### Setting

The division provides a range of special educational services to a multi-ethnic population whose socioeconomic level ranged from the upper

middle class to the poverty level.

The five junior high schools in the division were located in different areas of the suburb. Some of the schools were built within the last ten years to serve newer areas, while others, located in older areas, have been in operation for longer time. The three junior high schools in the sample were in different areas and ranged from older to newer schools.

These three schools offered grades 7, 8 and 9. Each setting was similar, and each had school based special education services. The need to protect confidentiality limited the description of the setting, schools and population to very general statements. As the school division was not large, it was impossible to describe them in greater detail without making them identifiable.

### Sample

#### Subjects

The teaching staff of the three junior high schools in a suburban school division in western Canada were the subjects of the study. The superintendent of the school division granted permission (see Appendix B) to contact the school principals and to conduct the study.

Five junior high school principals were contacted by letter in order to ascertain their willingness to participate in the study. Four principals indicated that their schools were willing to participate and one principal did not respond. Subsequently, three schools comprised the sample and one school was selected for the pilot study.

### Instrument

A survey (see Appendix B) was developed to collect data which could be used to describe teachers' preference for a direct, indirect or learning assistance model of special education service delivery related to students with mild and students with moderate academic needs at each of the five stages of service delivery and the overall preference of junior high school teachers for a direct, indirect or learning assistance model of special education service delivery related to students with mild and moderate academic needs.

A case history for Student "A" was constructed from descriptions of a "learning disabled student" (Salvia & Munson, 1986, p. 114). A case history for Student "B" was constructed from descriptions of a student with "moderate mental retardation" (Salvia & Munson, 1986, p. 114) (see Appendix B).

### Question 1

#### Stages of Service Delivery

The five stages of service delivery include procedures and responsibilities which are specific to each stage of service delivery. These procedures include responsibilities which are allocated jointly or individually to resource and classroom teachers, thus establishing roles (Babcock & Pryzwansky, 1983; Tindal, Shinn & Rodden-Nord, 1990; West & Idol, 1987).

Based on a survey developed by Currie (1993), each stage was briefly described and placed at the top of each of the five pages which followed the case histories for Students "A" and "B".

Descriptions of the stages were based on the works of several authors; Bachor (1983); Bachor & Crealock (1986); Currie (1993); Freeze, Bravi and Rampaul (1989); Idol & West (1987); Jenkins and Mayhall (1976); Pearce-Burrows (1986); West and Idol (1987); Wilson (1984) and Wilson and Silverman (1991).

Descriptions of the procedures followed at each of the five stages of service delivery presented teachers with an option for an indirect, direct or learning assistance centre model. The option selected would represent classroom teachers' preference for the acceptance of responsibility. Teachers' intended behaviour defined their preference for an indirect, direct or learning assistance interaction in special education service delivery (Siperstein & Bak, 1986; Tindal et al., 1990).

### Question 2

A sixth page contained complete descriptions of direct, indirect and learning assistance models. The three descriptions were placed in random order under a general statement which indicated the variation processes of non-categorical models.

The respondents were directed to read the respective case histories of each student and to indicate preference for one model of special education service delivery (direct, indirect or learning assistance) with respect to Students "A" and "B".

### Directions and Requests

The front page gave a brief overview of the survey and indicated the

measures to be taken to ensure confidentiality. The final page of the survey collected demographic information to be used to describe the characteristics of the sample.

### Pilot Study

In order to discover any deficiencies in the design of the survey and to solicit suggestions for the improvement of the wording, spelling, or any other aspect of the instrument, one of the four schools was used to pilot test the survey.

The survey was administered to the staff of the junior high school selected for the pilot study by presenting it to twenty eight teachers at the beginning of a staff meeting. The participants were informed of the purpose of the study, the relationship of the data collected to the results of the study and the precautions planned to keep the information confidential.

The teachers were asked to volunteer to complete the survey, to correct grammatical errors, to place a question mark in the margin next to areas in which they felt clarification was needed, to write any suggestions or criticisms on any of the pages and to indicate on the front page the number of minutes taken to complete the survey. The front page of the survey included instructions which were intended to protect the respondents' anonymity. These were pointed out and reviewed. Information concerned with the collection of the surveys was reviewed. The placement of the surveys into the collection box was demonstrated.

The group was asked to select one of their number to take the box of completed surveys to the office so that the secretary could notify the researcher to collect it. To ensure confidentiality, the researcher then left the room to await notification in the staff room, which was out of sight of the entrance to the meeting room.

Some suggested changes in wording were made to question 1.4 to clarify meaning. One grammatical error and one spelling error required correction. It was noted that an approximate grade achievement level was provided for Student "B", but not for Student "A", therefore an equivalent statement was provided. A statement that Student "A" had no contact with Child Guidance Clinic Services was considered to be misleading and therefore was deleted.

The comments written on the pages of the survey concerned the content of the questions. From these comments it was evident that teachers easily distinguished the difference between the two hypothetical students in the amount, intensity and frequency of resource or special education assistance and the degree of academic need described.

The time required to complete the survey proved to be fifteen minutes.

The procedure used was advantageous in that it permitted the researcher to explain the purpose of the study and the proposed use of the data. A similar procedure, described by Johnson & Pugach (1990), reported a satisfactory return rate. Their report proved to be true, as a satisfactory rate of return (83%) was achieved. Following the pilot study the survey was corrected.

### Data Collection

Telephone calls were made to the remaining three school principals who had previously been contacted by letter. Appointments were made to allow the researcher ten minutes before a school staff meeting in order to explain the purpose of the study and to request the staff to volunteer to complete the surveys.

On the day prior to the staff meeting, letters (see Appendix B) which explained the procedures to be followed to a) ensure anonymity, b) to ensure that the researcher would not be present during the completion of the surveys and c) the use to be made of the data were placed in the mailboxes of the teachers in the three junior high schools which took part in the study.

At the appointed time, immediately preceding the staff meeting, the researcher followed procedures previously discussed in the pilot study. The following precautions to be taken to ensure anonymity were outlined.

Volunteers were requested to look at the information on the front cover of the survey which asks that they not identify themselves or their schools.

The procedure for placing the surveys in the box provided and the selection of a person to take the box of completed surveys to the school office was reviewed.

The staff was asked to wait until the researcher left the room before distributing the surveys. The purpose was read.



The researcher handed the box of surveys to the chairperson of the staff meeting so that the surveys could be distributed to the staff for completion and left the room to await notification in a separate room out of sight of the room in which the surveys were being completed.

The box of completed surveys was collected from the office by the researcher at a later time.

Seventy seven completed surveys were placed in a box and mixed by an impartial individual. This ensured that schools could not be identified by order of completion. Blank surveys were set aside and counted. Each survey was numbered to avoid the duplication of results. Responses for each question were entered on a data collection sheet (see Appendix B) as I for indirect, D for direct and L for learning assistance centre. Two surveys in which more than one answer was circled were entered as "spoiled".

Totals for each of the questions described above were compiled for Student "A" and Student "B" by counting the number of I, D and L responses under each heading.

#### Data Analysis

Response rates were computed for each question. The preference of this population of junior high school teachers for a model of special education service delivery which would overcome the structural and organizational constraints of the junior high school setting was inferred from the totals accumulated at each of the five stages of service delivery.

Preference for a model related to the diversity of student need was inferred from the totals accumulated for Student "A" and Student "B".

The totals were compared according to model selection at each stage of service delivery and overall. Response patterns were used to make inferences about teachers' preference for a model of service delivery within the structure and organization of junior high schools and related to student academic need. The demographic information collected from the final page of the survey was used to describe the characteristics of the sample.

As previously discussed, teachers' preference for indirect models or direct models is based on preventive (philosophical) or restorative (practical) beliefs about education (Gresham, 1986; Wilson, 1989). An operative definition of these beliefs indicated that they referred to procedures and responsibilities at the stages of service delivery of each model (Wilson, 1989). Implementation of either restorative (direct) or preventive (indirect) models implied the removal of students from the regular setting to segregated settings or the inclusion of students in the regular setting (Gresham, 1986; Wilson, 1989; Wilson & Silverman, 1991).

The present special education mandate (Manitoba Education, 1989) presented a continuum of placement options which ranged from integrated to segregated placements, based on students' academic needs.

From the data, an inference about the respondents' agreement with the policy of integration expressed in the mandate was made.

The cover letter of a summary sent to participating schools included a telephone number and encouraged the subjects to call if they had questions to ask or if they wished to request a personal copy of the summary. No other use of this data was planned.

## CHAPTER 4

### Results

The purpose of this study was to describe the preference of junior high school teachers for a direct, indirect or learning assistance centre model of special education service delivery related to students with:

- a) mild academic needs
- b) moderate academic needs

at each of the five stages of special education service delivery and to describe the overall preference of junior high school teachers for a direct, indirect or learning assistance centre model of service delivery related to junior high school students with

- a) mild academic needs
- b) moderate academic needs

Seventy-seven surveys (see Appendix B) were distributed to junior high school teachers. Fourteen of these were returned blank and two were spoiled. The return rate was 79.22%. The high return rate indicated that confidence could be placed in the data. Data were collected from 61 respondents for question 1 and 60 respondents for question 2.

#### Characteristics of the Sample

The demographic data showed that of the 61 respondents, teaching assignments were distributed as follows: 5% taught only Grade 7; 5% taught only Grade 8 and 5% taught only Grade 9. Grades 7 and 8 were assigned to 38%

of the teachers; 18% taught Grades 8 and 9 and 25% taught Grades 7, 8 and 9. Grades 6 to 9 were taught by 2% of the teachers and another 2% reported Grades 7 to 12 as teaching assignments.

The 61 teachers in the sample reported overall teaching experience which was distributed as 0 - 5 years, 19.67%; 5 - 10 years, 24.59%; 10 - 15 years, 21.31%; 15 - 20 years, 16.39% and 20+ years, 18.03%.

Teaching experience at the junior high school level was reported as 0 - 5 years, 36.06%; 5 - 10 years, 24.59%; 10 - 15 years, 21.31%; 15 - 20 years, 11.47% and 20+ years, 6.55%.

Length of service in the division was reported as 0 - 5 years, 31.14%; 5 - 10 years, 26.22%; 10 - 15 years, 18.03%; 15 - 20 years, 11.47%; and 20+ years, 13.11%.

Subject assignments showed that 40.97% of the sample taught one subject, 47.54% were assigned to teach two subjects; 6.55% taught three subjects; 1.63% taught four subjects and 3.27% of the sample did not report the subjects taught.

Credit hours in special education courses were reported by 26.22% of the sample.

The demographic information indicated that some teachers whose teaching schedules in the content area did not constitute a full working day, were assigned to work with the special education program during classroom periods in which they did not have classes scheduled. Under the direction of the classroom teacher, they assisted designated special education students in core

area subjects.

## QUESTION 1

### Student "A"

#### Assistance Request

At the assistance request conference stage, the classroom teacher and the resource teacher look at the criteria for passing the subject, discuss the ways in which the student is not meeting the criteria, clarify the academic problem and discuss objectives. They decide how they will interact to assist the student towards success. There are different approaches to this procedure. Three approaches are described below. Circle the number in front of the description that matches your preference for special education students like Student "A".

Fifty-four, or 88.52% of the 61 teachers in the sample circled description number 1, which indicated preference for the indirect model, a collaborative interaction between resource and classroom teachers at this stage of service delivery.

Seven, or 11.47% of 61 respondents selected number 2, the direct model, in which the resource teacher takes the responsibility for a remedial program, as the approach they preferred.

None of the respondents selected number 3, the learning assistance model.

#### Assessment

The reason for academic failure, identified in Stage 1, is more closely

examined and verified in the assessment stage. Many forms of testing can be used. Some examples are; analysis of work samples, classroom observations, standardized tests or the examination of classroom tests and assignments which can be used to verify the academic problem, establish baseline performance and provide measurable objectives. Circle the number in front of the description that represents your preference for a testing procedure for the assessment stage of special education service delivery for Student "A".

Thirty-nine or 63.93% of the 61 respondents circled number 3, to indicate that they preferred to work collaboratively to develop assessment procedures based on classroom tests and assignments.

Seventeen or 27.86% of the respondents circled number 1, which indicated preference for the assessment procedures in the direct model, standardized tests administered by the resource teacher.

Five or 8.19% circled number 2, which indicated their preference for the assessment procedures in the learning assistance model in which the classroom teacher set academic performance criteria and provided this information to the resource teacher.

### Program Development

At this stage of special education service delivery, the resource teacher and the classroom teacher discuss possibilities and try to find ways to assist the student. They may consider changes in level, rate or delivery of the regular program or consider other approaches, such as tutoring, learning strategies or

direct instruction. A written program is produced which establishes teaching responsibility, program components and instructional objectives. Circle the number in front of the description which matches your preference for special education service for Student "A" at the Program Development stage.

Forty-eight or 78.68% of the 61 respondents selected number 2, which indicated preference for the collaborative procedures followed in the indirect model.

Ten or 16.39% of the 61 respondents selected number 3, which indicated preference for the procedures followed in the direct model, in which the remedial program is developed by the resource teacher.

Three or 4.91% of the 61 respondents selected number 1, which indicated preference for the procedures followed in the learning assistance model. In this model, the academic program is developed by the classroom teacher.

### Program Implementation

Successful interventions or remedial measures are chosen and the program is begun. Teaching materials are provided, extra personnel are assigned and trained. Procedures for continuous (formative) testing are set in place to ensure success. Circle the number in front of the description you feel best fits your preference for service to Student "A" at this stage of special education service delivery.

Forty-nine or 80.33% of the 61 respondents circled number 2 to indicate preference for the collaborative procedures which permitted the Student "A" to



remain in the regular classroom to receive instruction from either the resource or classroom teacher.

Eight or 13.11% circled number 3, which indicated preference for a short term pullout program for Student "A", with instruction provided by the resource teacher.

Four or 6.56% circled number 1, to indicate preference for a longer term pullout program in the learning assistance model, with instruction provided by the learning assistance teacher.

### Closure

Final (summative) assessment of the student's progress is made at this stage. The program is reviewed to ensure that the objectives set in the assessment stage have been met. A decision is made to continue or close the case if another action such as a referral for personal or psychological counselling for the student should be made. Circle the number in front of the description which matches your preference for special education services for Student "A" at the final stage.

Fifty-four or 88.52% of the 61 respondents preferred the indirect model in which the resource and classroom teachers collaborate. Preference for the indirect model was indicated by circling number 3.

Two or 3.27% circled number 1, which indicated the respondents' preference for the direct model, in which the resource teacher made the decision to close the case.

Five or 8.19% circled number 2, which indicated preference for the learning assistance model. At the closure stage of this model, criteria for reintegration into the regular classroom were set by the classroom teacher, while the resource teacher acted as facilitator between the learning assistance and classroom teachers.

The results for Student "A", described as having mild academic needs indicated that junior high school teachers preferred an indirect model at all five stages of special education service delivery over a direct or learning assistance model.

The findings for indirect, direct and learning assistance models indicated that, at each of the five levels of service delivery preference for the indirect model was greatest at the assistance request and closure stages. Preference for the indirect model was very high at all stages.

### Student "B"

#### Assistance Request

At the assistance request conference, the classroom teacher and the resource teacher look at the criteria for passing the subject, discuss the ways in which the student is not meeting the criteria, clarify the academic problem and discuss objectives. There are different approaches to this procedure. Three approaches are described below. Circle the number in front of the description that best represents your preference for special education service delivery for students like Student "B".

Forty-four or 72.13% of the 61 respondents circled number 1, to indicate preference for the collaborative procedures followed in the indirect model.

Six or 9.84% of the 61 respondents circled number 2, indicating their preference for the direct model, which designated to the resource teacher the responsibility to develop a remedial program for Student "B".

Eleven or 18.03% of the 61 respondents selected number 3, which indicated preference for the learning assistance model, in which the classroom teacher indicated the need for long term special education service delivery for Student "B" to the resource teacher, who acted as a facilitator in the placement of Student "B" into a learning assistance program.

#### Assessment

The reason for academic failure, identified in Stage 1, is more closely examined and verified in the assessment stage. Many forms of testing can be used. Some examples are; analysis of work samples, classroom observations, standardized tests or the examination of classroom tests and assignments which can be used to verify the academic problem, establish baseline performance and provide measurable objectives. Circle the number in front of the description that represents your preference for a testing procedure for the assessment stage of special education service delivery for Student "B".

Forty-one or 67.21% of the 61 respondents selected number 3, which indicated their preference for the procedures followed at this stage of the indirect model, which involved joint and collaborative interaction between the

resource and classroom teacher in the design, administration and evaluation of tests based on the instruction given in the classroom.

Seventeen or 27.87% of the 61 respondents circled number 1 to indicate their preference for the designation of the resource teacher to administer standardized tests to Student "B".

Three or 4.91% of the respondents selected number 2 to indicate preference for the procedures followed in the learning assistance model in which the classroom teacher provided the resource teacher with the results of classroom tests.

#### Program Development

At this stage of special education service delivery, the resource teacher and the classroom teacher discuss possibilities and try to find ways to assist the student. They may consider changes in level, rate or delivery of the regular program or consider other approaches, such as tutoring, learning strategies or direct instruction. A written program is produced which establishes teaching responsibility, program components and instructional objectives. Circle the number in front of the description which best fits your preference for special education service for Student "B" at the program development stage.

Forty-four or 72.13% of the 61 respondents indicated preference for classroom and resource teacher collaboration in the development of an academic program in the indirect model by circling number 2.

Fourteen or 22.95% circled number 3, which indicated their preference for

the direct model, in which the resource teacher develops the remedial program.

Three or 4.91% circled number 1 to indicate preference for the procedures followed at this stage of the learning assistance model, in which the academic program for student "B" was developed by the classroom teacher.

### Program Implementation

Successful interventions or remedial measures are chosen and the program is begun. Teaching materials are provided, extra personnel are assigned and trained. Procedures for continuous (formative) testing are set in place to ensure success. Circle the number in front of the description you feel best fits your preference for service to Student "B" at this stage of special education service delivery.

Forty-three or 70.49% of the 61 respondents circled number 2 to indicate preference for the resource and classroom teachers to assume collaborative roles in teaching the academic program.

Fourteen or 22.95% indicated by circling number 3 that their preference was to have the resource teacher assume all the teaching duties.

Four or 6.56% indicated by circling number 1 that they would prefer to have the classroom teacher provide the resource teacher with the design of the program and have the resource teacher arrange for the teacher of the learning assistance class to provide remedial instruction.

### Closure

Final (summative) assessment of the student's progress is made at this

stage. The program is reviewed to ensure that the objectives set in the assessment stage have been met. A decision is made to continue or to close the case if another action such as a referral for personal or psychological counselling for the student should be made. Circle the number in front of the description which best fits your preference for special education services for Student "B" at the final stage.

Forty-seven or 77.05% of the 61 respondents preferred the indirect model in which the resource and classroom teachers collaborate. Preference for the indirect model was indicated by circling number 3.

Seven or 11.48% circled number 1, which indicated the respondents' preference for the direct model, in which the resource teacher made the decision to close the case.

Seven or 11.48% circled number 2, which indicated preference for the learning assistance model. At the closure stage of this model, criteria for reintegration into the regular classroom were set by the classroom teacher, while the resource teacher acted as facilitator between the learning assistance and classroom teachers.

Teachers preferred an indirect model of special education service delivery for both Student "A" and Student "B", but when the results for each student were compared at each of the five stages, it was apparent that more teachers preferred an indirect model for Student "A", and fewer teachers, but still a large majority, preferred an indirect model for Student "B".

These findings indicated that, although junior high school teachers

preferred indirect programs at each stage of service delivery, there were differences in preference at each of the five stages and differences in preference for each level of student need. (see Figure 1).

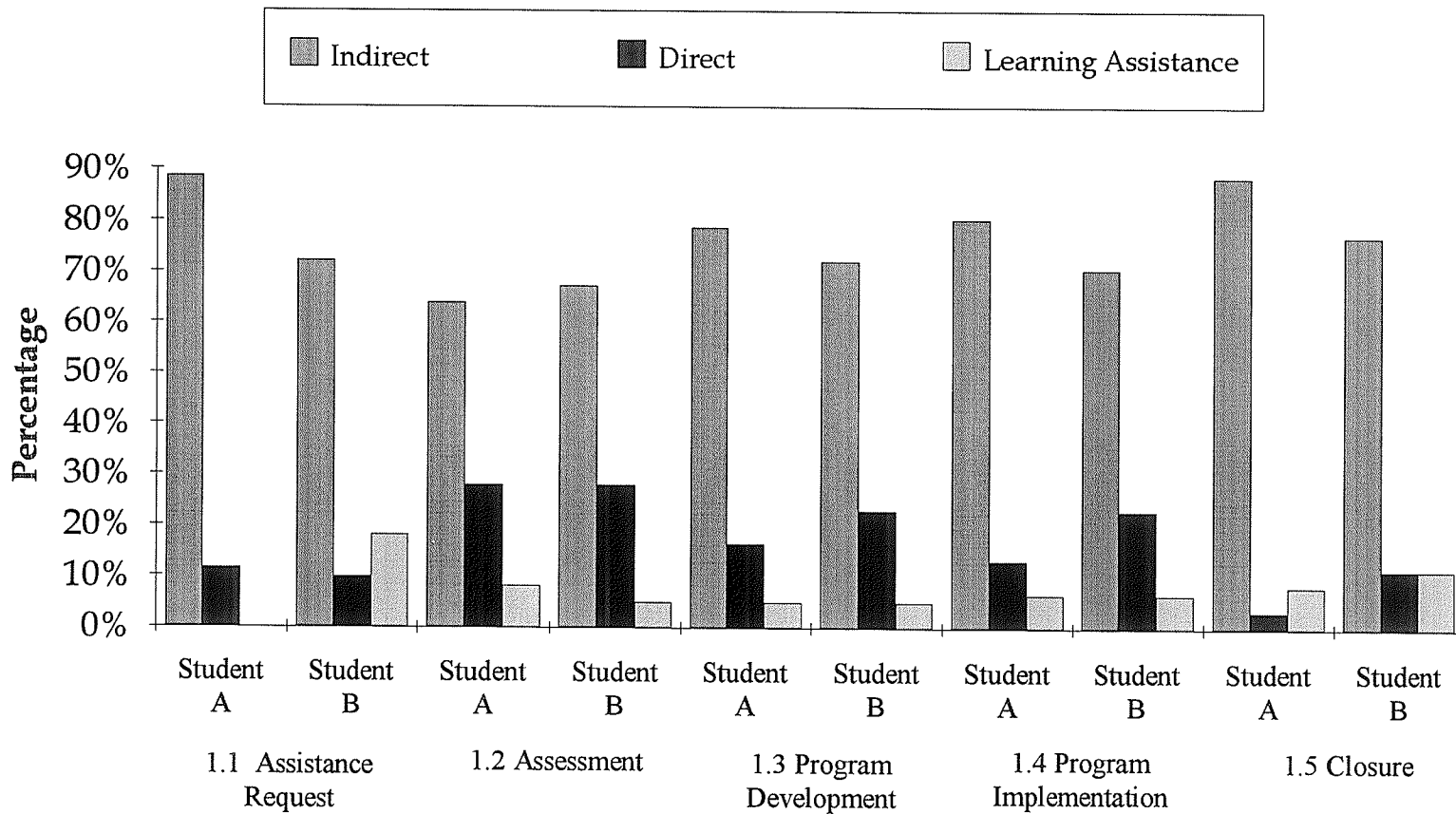


Figure 1: Preference for a model of service delivery compared at five stages for Student "A" (mild handicap) and Student "B" (moderate handicap).



## QUESTION 2

Student "A"Preference for a model of Special Education Service Delivery

There are a number of models of Special Education service delivery. Three of these models are described below. Circle the number in front of the description of the model you feel is most suited for use with the student described in case history "A".

Forty-two or 70% of 60 respondents circled number 3, which indicated their overall preference for an indirect model.

Ten or 16.67% of 60 respondents circled number 2, which indicated their overall preference for a learning assistance model.

Eight or 13.33% of 60 respondents indicated an overall preference for a direct model by circling number 1.

Student "B"Preference for a model of Special Education Service Delivery

There are a number of models of Special Education service delivery. Three of these models are described below. Circle the number in front of the description of the model you feel is most suited for use with the student described in case history "B".

Thirty-three or 55% of 60 respondent circled number 3, which indicated their overall preference for an indirect model.

Eighteen or 30% of 60 respondents circled number 2, which indicated

their overall preference for a learning assistance model.

Nine or 15% of 60 respondents indicated an overall preference for a direct model by circling number 1.

Teachers' overall preference was for an indirect model of special education service delivery. However, when the findings for Student "A" and Student "B" were compared, almost half of the sample preferred a model of service delivery which would remove Student "B", described as having a moderate academic handicap, from the classroom for at least some part of the day (see Figure 2).

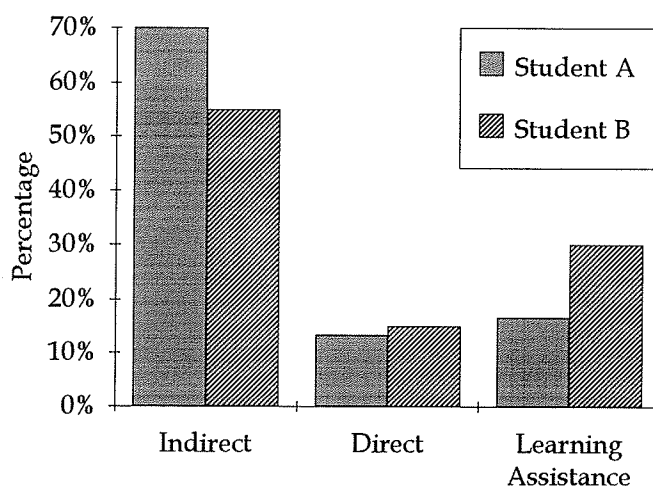


Figure 2: Preference for a complete model of special education service delivery. Results are compared for Student "A" (mild academic handicap) and Student "B" (moderate academic handicap).

### Summary

A large majority of teachers preferred the indirect model over the direct

or learning assistance model for both students, but when asked for an overall model preference the percentage choosing indirect over direct and learning assistance models, though still a majority, was reduced from the 80% range to 70% for Student "A" and the 70% range to 55% for Student "B".

## CHAPTER 5

### Discussion and Conclusions

The dearth of information related to special education service delivery in secondary schools or to the preference of junior high school teachers for a direct, indirect or learning assistance model of special education service delivery provided the rationale for this investigation.

A study of the preference of junior high school teachers for an indirect, direct or learning assistance model of special education service delivery to students with mild and moderate academic handicaps was undertaken. With the co-operation of junior high school teachers, the study took place in four junior high schools in a small suburban school division.

The data presented in Chapter Four will be discussed, conclusions will be drawn and implications for future educational practice and research will be made.

#### Assistance Request Stage

The results indicated a decided preference for the indirect model. In comparison, preference for the removal models was minimal and was limited to Student "B" in the learning assistance model. In all three models, preference was differentiated between Students "A" and "B".

It can be inferred that teachers who selected the indirect model held preventive beliefs about education (Wilson, 1989; Wilson & Silverman, 1991). One might state that the structure and organization of these schools, the subject

content, and the increased number and diversity of students with academic needs did not seem to constrain their willingness to accommodate students with academic handicaps in this stage of service delivery. Other researchers have made similar findings (Gerber, 1988; Schumaker & Deshler, 1988; Stephens & Braun, 1980; Wilson & Silverman, 1991).

Several authors have concluded that teachers with traditional beliefs would refer any student with handicaps to remedial programs because of structural and organizational constraints (Carter, 1991; Gerber, 1988; Weber, 1982; Winzer, 1984). As other researchers have contended, the modest support given to the direct model in this study might indicate that some of the respondents held traditional beliefs about education and students (Brophy, 1985; Good & Brophy, 1987; Wilson, 1984; Wilson & Silverman, 1991).

The information provided in the case histories may have labelled the students (Bravi, 1991). Selection bias may have operated to affect teachers' preference for an indirect or direct model of service delivery (Friend, 1984; Pianta, 1990; Shepard, 1987).

The findings at the assistance request stage implied that most students with mild and moderate academic handicaps would receive indirect service delivery in the classroom, but a number of teachers preferred to place students with moderate handicaps in direct rather than in indirect models. These findings are consistent with statements by Wixson (1980), Robichaud and Enns (1980) and Pianta (1990).

### Assessment Stage

Preference for the indirect model was lower for this stage than the findings reported at the assistance request stage. However, preference for the indirect model was higher for Student "B" than for Student "A" at this stage of service delivery. Preference for the direct model was increased and was equally distributed between Students "A" and "B". The learning assistance model was the least preferred, with the highest percentage of preference for that model reported for Student "A".

Freeze, Bravi and Rampaul (1989) and White and Calhoun (1987) stated that assessment results were often used to justify placement decisions. The findings at the assessment stage indicated that most respondents preferred to collaborate with resource teachers and to share accountability in the assessment of students with mild academic handicaps. The increased preference for the indirect model for Student "B" indicated that teachers expected a more complex and time consuming assessment for which special education support would be required.

The increased preference for the direct model may have reflected teachers' concerns about the differences between student skill levels and academic standards (Schumaker & Deshler, 1988; Weber, 1980). Delegation of the responsibility for student assessment to the resource teacher would verify and classify student exceptionality (Wilson, 1984; Wilson & Silverman, 1991), reduce classroom variance and permit homogeneous grouping and instruction

(Gerber, 1988; Salvia & Munson, 1986).

Bachor and Crealock (1986) and Pearce-Burrows (1986) indicated that, in the learning assistance model, students' achievement problems were assessed, verified and documented by the classroom teacher. Preference for the learning assistance model may reflect teachers' preference for classroom autonomy (Manitoba Teachers' Society, 1985; Schumaker & Deshler, 1988). The slight differences in preference between Students "A" and "B" might be explained if, in teachers opinion, the assessment of Student "B" required special education assistance in indirect or direct models, while Student "A" 's less serious handicap could be assessed by the classroom teacher (Pearce-Burrows, 1986).

Tindal, Shinn, and Rodden-Nord (1990) stated that the delegation of responsibility for students and procedures was critical to model selection. The findings at the assessment stage indicated that the results of assessments verified and justified academic problems (Freeze et al., 1989). Teachers may have preferred the standardized testing procedures used in the direct model (Wilson & Silverman, 1991) to establish intellectual or developmental deficits in order to place the responsibility for teaching students with handicaps on special education teachers. (Shepard, 1987; White & Calhoun, 1987).

### Program Development Stage

The teachers' responses to this question indicated that by a large majority they preferred the indirect model to the direct and learning assistance models which received much lower rates of preference. Note the differences in

distribution of preference between Students "A" and "B".

Preference for collaborative procedures for both Student "A" and "B" indicated that most teachers could accept different academic goals and the modification of programs for students with academic problems (Salvia & Munson, 1986).

Four or 6.55% of teachers chose the indirect model for Student "B", described as having moderate academic problems. These respondents may have assumed that an academic program developed for Student "B" would require substantive changes to rate, level and delivery (Wilson & Silverman, 1991) which could be facilitated by the support of resource teachers.

An increase in preference for the direct model for Student "B" might indicate that some teachers may be resistant to changes in curriculum, instruction and evaluation and to consultative models of special education service delivery (Bachor & Crealock, 1986; Pryzwansky, 1974).

The equal distribution of preference for the learning assistance model appeared to be unrelated to student differences. Structural and organizational constraints and content orientation (Stephens & Braun, 1980) may have caused resistance to students with academic handicaps (Gersten, Walker & Darch, 1988; Weber, 1982).

The findings at the program development stage showed that most teachers were willing to provide modified programs for Student "A" and for Student "B". However, there was a small decrease in willingness for Student "B"



whose academic problem was more severe.

### Program Implementation

For both Students "A" and "B" teachers strongly preferred the indirect model of service delivery at the implementation and program monitoring stage of service delivery. The direct model was next in preference and the learning assistance model was least preferred at this stage.

The teachers appeared to agree with the philosophy of integration, expressed as willingness to collaborate with resource teachers in the implementation of modified programs to students with academic handicaps (Gresham, 1986; Wilson, 1984; Wilson & Silverman, 1991). Preference for Student "A" was highest in the indirect model which might indicate that some teachers differentiated between students with mild and moderate academic handicaps.

Those preferring removal models may dislike certain interventions or be resistant to program modification. The procedures followed in collaborative models may have been thought to disrupt the classroom routine, or these teachers may have preferred classroom autonomy (Carter, 1991; Johnson & Pugach, 1990; Manitoba Teachers' Society, 1985; Schumaker & Deshler, 1988; Winzer, 1984).

Though small in magnitude, preference was equally distributed between Students "A" and "B". For the learning assistance service model. Student "B" 's moderate handicap may have been assumed to require more direct instruction, time, supports and planning (Salvia & Munson, 1986; Shinn, Tindal & Spira,

1990).

Increased teacher preference for a direct model for Student "B" may have been a response to structural and organizational constraints and to the belief that students thought difficult to teach required special education services (Gerber, 1988; Schumaker & Deshler, 1988; Weber, 1982; Wilson & Silverman, 1991).

#### Closure Stage

Teachers expressed strongest preference for the summative evaluation procedures followed in the indirect model. The direct model and the learning assistance model received much lower rates of preference.

The data regarding closure seems to indicate that most teachers want to collaborate in making decisions about when to terminate support services.

#### Preference for a Model

When the responses were compared, a higher rate of preference for the indirect model was noted for Student "A" than for Student "B". The placement of students with moderate academic handicaps in indirect models was given tenuous support, as slightly more than half the sample preferred the indirect model for Student "B".

Gerber (1988) stated that teachers believed students like Student "B", described as having moderate academic handicaps, were harder to teach and required more time and direct instruction than students like Student "A", described as having mild academic handicaps. The responses indicated that more teachers preferred the direct model for Student "B" than for Student "A".

Approximately one third of the sample preferred the learning assistance model for Student "B", which would have removed Student "B" from the regular classroom for long-term remedial assistance.

### Conclusions

When teachers considered the process of each model at each of the five stages of service delivery and the placement of students in a particular model, teacher preference for an indirect model was differentiated, lower for Student "B" than for Student "A". Teacher preference for special education service delivery can be inferred to be somewhat dependent on student academic ability.

This finding indicates that students with moderate academic handicaps might be treated differently from students with mild academic handicaps. It further implied that students with moderate academic handicaps may be labelled by a previous history of resource assistance (Bravi, 1991); be placed in remedial programs (Pianta, 1990) which were considered to be separate and unequal to integrated programs (Bravi, 1991; Lipsky & Gartner, 1987). The results reported are consistent with research by Williams and Algozzine (1977), Good and Brophy (1987) and Friend (1984).

From the inferences made, the following conclusions can be drawn from the results of this survey.

The junior high school teachers in this sample indicated that they strongly preferred an indirect model of special education service delivery at the

Assistance Request Stage

Assessment Stage

Program Development Stage

Program Implementation Stage

Closure Stage

for Student "A", described as having mild academic needs and for Student "B", described as having moderate academic needs.

Preference for the indirect model was not as pronounced for Student "B", described as having moderate academic handicaps, as for Student "A", described as having mild academic handicaps. Teachers' preference for a particular model of special education service delivery is affected by their perception of students' academic ability.

### Theoretical Implications

The results of this study are consistent with the findings of Babcock & Pryzwansky (1983), Currie (1993) and Wenger (1979), which concluded that elementary teachers preferred indirect models of special education service delivery.

The results of this study do not support the findings of Schumaker and Deshler (1988) and Weber (1982), who believed that the junior high school setting made the implementation of integration more difficult.

Differences of opinion such as these may imply that the structure and organization of schools is less important to integration than teachers' beliefs or attitudes (Friend, 1984; Wilson & Silverman, 1991).

### Practical Implications

Wilson (1984) reported that when teachers selected a placement for students on a continuum of support, their judgement of conditions affected their choice of a model of service delivery. How much integration was permitted by conditions (Manitoba Teachers' Society, 1985) and to what extent students' handicaps permitted them to be accommodated in the regular classroom may depend on teachers' attitudes, judgement of conditions, beliefs about education (Wilson, 1984; Wilson & Silverman, 1991) and about students (Brophy, 1985; Friend, 1984; Good & Brophy, 1987).

The implementation of integration depends on classroom teachers (Berra, 1989) and, in particular, on the attitudes of teachers (Bravi, 1991; Friend, 1984). Teachers' attitudes stem from their personal beliefs and feelings about education (Siperstein & Bak, 1986; Wilson & Silverman, 1991). Preference for particular roles in relation to resource teachers and models of service delivery is related to teachers' beliefs about particular behaviours and expectations (Wilson & Kolb, 1949).

As previously discussed, Wilson and Silverman (1991) stated that teachers' preference for an indirect, or preventive model which accommodates and integrates students through program interventions was based on certain assumptions about education. The assumptions these authors described as preventive and which Gresham (1986) described as a philosophical definition of education can also be found in Manitoba's guidelines for special education

programming (Manitoba Education and Training, 1989) (see Appendix A).

Wilson and Silverman (1991) also stated that teachers' preference for a restorative, or direct model in which students are removed from the regular classroom to be provided with remedial instruction in a segregated setting was also based on particular assumptions about education. The assumptions described by Wilson and Silverman (1991) as restorative are described by Gresham (1986) as a practical definition of education. Manitoba's guidelines for special education programming contain a similar definition of education (Manitoba Education and Training, 1989) (see Appendix A).

The intent of Manitoba's legislation was to integrate most students (Berra, 1989). The findings of this investigation indicated that most junior high school teachers could be inferred to hold preventive beliefs about education which were congruent with the philosophical statement in the mandate. Some junior high school teachers could be inferred to hold restorative beliefs about education, which indicate resistance (Block, 1981) and directed their preference towards the direct and learning assistance models. The resulting segregated placements for students with academic handicaps are shown on the continuum of supports described in Special Education in Manitoba: Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public School System (Manitoba Education and Training, 1989, p. 5).

### Implications for Future Research

The findings of this descriptive study were limited to general observations and inferences. The information collected is not specific enough to draw firm conclusions about junior high school teachers' preferences for special education service delivery. The subjective data which might be more pertinent to the implementation of policy, such as the effects of teachers' belief systems, is not readily available, is more difficult and time consuming to collect and is not quantifiable (Schmidt, 1975, cited in Manning, 1992). Naturalistic studies which focus on topics discussed in special education literature and on the observation and description of the successful integration of students with academic handicaps might provide useful information.

Investigations could be done of the ways in which teachers set performance criteria, develop program modifications and employ curriculum based assessment. Studies of inclusion at the junior high school level might indicate the means by which classroom teachers evaluate and define student differences.

Teachers, as the agents of change, can provide the rationale for educational policies and procedures in order to make the changes which will ensure that such policies are appropriate to and take account of the conditions in schools (Berra, 1989; Manitoba Teachers' Society, 1985; Wilson, Cleal, Godsell & Sheppard, 1989).

The philosophical goals of integration may not be achieved until teachers accept and accommodate the needs of students with academic handicaps and begin to modify academic programs. The practical goals of integration will continue to affect the delivery of special education services until educators accept diversity (Gresham, 1986; Wilson et al., 1989).



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APPENDIX A

## APPENDIX A

The Mandate

In Manitoba, as matter of public policy, all children are entitled to a public school education. The Public Schools Act requires that “Every school board shall provide or make provision for education in Grades 1 to 12 inclusive for all resident persons who have the right to attend school” (Section 41 (4)). This section of the Act constitutes mandatory legislation for school divisions/districts to provide education programs for all children, including those children with special learning needs.

It is the policy of Manitoba Education and Training to provide for all children in Manitoba access to learning opportunities which are commensurate with their needs and abilities. For students with special learning needs, this means that:

- school divisions/districts are responsible for offering appropriate educational programs and the support services students need to benefit from these programs.
- education programming will be provided in the most enabling learning environment available or possible under the circumstances. In the majority of cases, integration in the regular classroom, with the provision of special supports, affords such a setting.
- education programs will be individualized when appropriate.

- the program planning process will involve a team approach, the team consisting of all those who have information that is relevant to the student – parents, educators, support personnel – and the student if possible.

This policy is consistent with the intent of the Canadian Charter of Rights and Freedoms, Section 15, which grants equality rights for all individuals, including “the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, nationality or ethnic origin, colour, religion, sex, age or mental or physical disability.”

Manitoba Education and Training, (1989). Special Education in Manitoba: Policy and procedural guidelines for the education of students with special needs in the public school system, p. 2.

### 3.2 The Need for a Resource Continuum

Special education programming enables students with special learning needs to benefit from education by applying more intensive programming, enhanced resources and support services to promote meaningful learning. The developmental patterns, abilities and learning styles of children differ from one child to the next. This applies as well to children with special learning needs. The Manitoba education system therefore must provide a flexible continuum of education programming to meet the unique learning needs of each child with special needs. Special education programming will vary from slight modification to major modification which may or may not require special placement.

Manitoba Education and Training, (1989). Special Education in Manitoba: Policy and procedural guidelines for the education of students with special needs in the public school system, p. 3.

APPENDIX B

January 23, 1992

Mrs. Alice Hanna

Winnipeg, Manitoba

R

Dear Mrs. Hanna:

This is to certify that you have the authorization of the \_\_\_\_\_ School Division No. \_\_\_\_\_ to conduct a survey of junior high school teachers in the division to collect information about their responses to the academic needs of students in their classroom. This refers to those students who had received resource assistance in elementary school and are presently failing junior high school subjects.

Wishing you the most success in your research, I am,

Yours sincerely,

Superintendent

WINNIPEG, MB  
R  
August 26, 1992

\_\_\_\_\_, Principal  
\_\_\_\_\_ Junior High School  
\_\_\_\_\_ Avenue  
Winnipeg, MB. R \_\_\_\_\_

Dear \_\_\_\_\_ :

I am a teacher who retired from the Seven Oaks School Division in December, 1988. One of my retirement projects is to complete some academic studies left unfinished because of the press of teaching duties. I am contacting you with regard to a survey of Grade Seven, Eight and Nine teachers for a Master's thesis in Education. Mr. \_\_\_\_\_ Has given me permission to do the study in all of the junior high schools in the division.

The survey will take the teachers approximately ten to fifteen minutes to complete. It has been designed to require very little writing - teachers will express preference by circling a number.

The cover letter for the survey explains the procedure in greater detail, so I have included one for your information. Each teacher will receive this letter in advance of the survey itself.

You and your staff must be very busy at this time with the duties attendant to the opening of school. I would be very pleased with a date at your convenience any time in October. I will telephone you on or about September 15, so that we can discuss a date that would be suitable for you and your staff.

I am very grateful for your help with this research.

Yours sincerely,

Alice Hanna



Dear Teachers:

The Superintendent of this division has granted me permission to conduct a survey of junior high school teachers in order to collect data for a Master's thesis in Education.

You will probably have students in your classes who had special education services in elementary school. Some of them may be having difficulty in the subject you teach and you may be considering special education service for them. The enclosed survey asks you to look at the five stages of special education service and choose the type of service you prefer at each stage. By volunteering to provide answers to these questions, you will add needed information to this area of research.

All of the information gathered will be treated in strictest confidence, therefore, do not identify yourself or your school on any of the survey sheets. The information gathered will be reduced to summary form and the actual survey sheets will be destroyed. Your school will receive a three page summary sheet of the main findings of the study. You may photocopy it, or telephone me at 338-1990 and I will send you a copy for your records.

You are asked to read two case studies. The students and the events described are fictitious, but typical of some junior high school special education students. Following each case study are three questions about each stage of special education service delivery. The last question looks at some models of special education service delivery and asks your overall preference. Please read the descriptions and indicate your answer by circling the question number. The last page asks you to indicate your teaching assignment, years of experience and university courses. It will take about ten minutes to complete the survey. When you are finished, place the survey in the box provided. Select someone to deliver the box to the office. I will collect the box from the office staff at a later time.

Thank you for taking the time to complete this survey. Your answers are very important to my study and I very much appreciate your assistance.

Yours truly,

Alice Hanna

Telephone:

## APPENDIX B

Survey AdministrationDirections for the Pilot Study

Thank you for assisting me with the pretest. This survey is intended to gather data on teacher preference for special education service delivery models at the junior high school level. The information collected will be used in a study for a Master's thesis in Special Education. Because you have been generous enough to help me with the survey design, you will receive a copy of the results, which will be reported in summary form.

In order to get the best results, this survey is being pre-tested today to make certain that:

- a) the instructions are clear
- b) that the wording is clear
- c) that the sentence structure is correct
- d) that the language is appropriate
- e) that the questions ask what they are intended to ask
- f) to find out how long it takes to complete the survey
- g) to request that you make any suggestions for corrections,

improvements or general comments on the back of the final page.

h) please feel free to circle any typographical errors or mis-spelled words, or to make editorial comments on any of the survey sheets.

### Directions for the Survey Administration

This survey is intended to gather data on teacher preference for special education service delivery models at the junior high school level. The information collected will be used in a study for a Master's Thesis in Special Education.

Because you have been generous enough to help me with my study by providing information which is important to its conclusions, you will receive a copy of the results, which will be reported in summary form.

The purpose of the study is to:

1. Describe teacher preference for a model of special education service delivery at the junior high school level related to student with
  - a) mild academic needs
  - b) moderate academic needsat each of the five stages of service delivery:  
the assistance request stage  
the assessment stage  
the program development stage  
the program implementation stage  
the closure stage
2. To describe junior high school teachers' overall preference for a model of special education service delivery related to teaching junior high school students with

- a) mild academic needs
- b) moderate academic needs

When you have completed the survey, please place it in the box according to the procedure described in the letter you received. Please begin the survey now.

Survey KeyQuestion 1

## Assistance Request

1. I
2. D
3. L.A.C.

## Assessment

1. D
2. L.A.C.
3. I

## Program Development

1. L.A.C.
2. I
3. D

## Program Implementation

1. L.A.C.
2. I
3. D

## Closure

1. D
2. L.A.C.
3. I

Question 2

1. D
2. L.A.C.
3. I

Survey

## SURVEY

## Special Education in Junior High Schools

## DIRECTIONS

Please do NOT identify yourself on any of the survey sheets

Case histories are presented for two students. Each case history is followed by questions based on processes identified in Special Education in Manitoba: Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public School System, issued in 1989 by Manitoba Education and Training.

There are five phases of special education service delivery which are common to all models:

1. Assistance Request Conference
2. Student Assessment
3. Program Development
4. Program Implementation
5. Case Closure

You are now asked to read the case history for Student "A" and the questions about each stage of service delivery. Circle the number of one of the three descriptions at each stage of service delivery that matches your preference for special education assistance for students like the one described.

- 2 -

## CASE HISTORY "A"

Student "A" age 14

Placement: Grade Eight

## Cumulative Files:

- . repeated kindergarten
- . no health concerns or problems with vision, hearing
- . report cards show comments concerning "weakness" in reading requiring extra help in class with written work and spelling
- . resource assistance provided for reading in Grades Three and Four

## Current report marks:-

Language Arts	40
Social Studies	42
Mathematics	56
Science	58

## Academic problems:

- . unable to achieve a pass mark (50%) on class tests in Language Arts and Social Studies
- . loses marks because of illegible handwriting and poor spelling
- . unable to make notes, complete assignments and pass classroom tests
- . difficulty with oral and written expression - does not answer in complete sentences
- . academic skills typical of Grade Six

## Other Staff:

- . principal notified teachers of the parents' concern
- . science teacher states that the student succeeds with diagrams, hands-on experiments and projects.

## Student interview:

- . doesn't understand assignment sheets
- . can't get notes down
- . can't spell well and loses marks because of this
- . gets some information from listening to other students answer or from diagrams on the board or overhead



- 3 -

## ASSISTANCE REQUEST

At the assistance request conference phase, the classroom teacher and the resource teacher look at the criteria for passing the subject, discuss the ways in which the student is not meeting the criteria, clarify the academic problem and discuss objectives. They decide how they will interact to assist the student towards success. There are different approaches to this procedure. Three approaches are described below. Circle the number in front of the description that matches your preference for special education service delivery for students like Student "A".

1.

The resource teacher and classroom teacher share information and jointly decide the reason for the student's failure. Together, they decide what special education services are needed to develop a program for the student.

2.

The classroom teacher describes the differences between the student's mark and the mark required to pass the subject. The resource teacher analyses the information and explains the cause of the failure and suggests a program to remediate the cause of the failure. The classroom teacher supports the decision of the resource teacher.

3.

The classroom teacher describes the differences between the student's mark and a pass mark in the subject. The classroom teachers explains the cause of the failure and suggests a remedial program which will involve another teacher. The resource teacher agrees with the classroom teacher.

- 4 -

## ASSESSMENT

The reason for academic failure, identified in Phase 1, is more closely examined and verified in the assessment phase. Many forms of testing can be used. Some examples are; analysis of work samples, classroom observations, standardized tests or the examination of classroom tests and assignments which can be used to verify the academic problem, establish baseline performance and provide measurable objectives. Circle the number in front of the description that represents your preference for the assessment phase of special education service delivery for Student "A".

1.

The resource teacher administers standardized tests to confirm the cause of the student's failure and inform the classroom teacher of the results.

2.

The classroom teacher analyses the classroom tests and assignments given to the student, confirms the reason for failure and provides the resource teacher with this information.

3.

The resource teacher and classroom teacher jointly design and decide who will administer assessment procedures based on classroom tests and assignments. They contribute this information to be shared in a decision making process.

- 5 -

## PROGRAM DEVELOPMENT

At this stage of special education service delivery, the resource teacher and the classroom teacher discuss possibilities and try to find ways to assist the student. They may consider changes in level, rate or delivery of the regular program or consider other approaches, such as tutoring, learning strategies or direct instruction. A written program is produced which establishes teaching responsibility, program components and instructional objectives. Circle the number in front of the description which matches your preference for special education service for Student "A" at the Program Development phase.

1.

The classroom teacher works with the student, develops a program based on the cause of the student's failure and provides the resource teacher with this information. The resource teacher considers this information and consults other professionals.

2.

Resource and classroom teachers each work with the student and closely monitor any alterations they have made to the program. They share this information and mutually agree to the components of a program for the student.

3.

The resource teacher works with the student, closely monitoring any alterations made to the regular program and provides this information to the classroom teacher. The resource teacher develops the program. The classroom teacher agrees with the decisions of the resource teacher.

- 6 -

## PROGRAM IMPLEMENTATION

Successful interventions or remedial measures are chosen and the program is begun. Teaching materials are provided, extra personnel are assigned and trained. Procedures for continuous (formative) testing are set in place to ensure success. Circle the number in front of the description you feel best fits your preference for service to Student "A" at this stage of special education service delivery.

1.

The classroom teacher selects the design of the program and informs the resource teacher of the supports required to ensure that the student learns. The resource teacher supports the decision of the classroom teacher and arranges for the student to attend a small class taught by another professional for all or part of the school day.

2.

The classroom teacher and resource teacher reach agreement on the design of a modified program and agree on the part each will play in teaching the program to the student.

3.

The resource teacher selects the design of the program and teaches the student in the resource room at certain available timetable periods at stated times on the school day cycle.

- 7 -

## CLOSURE

Final (summative) assessment of the student's progress is made at this stage. The program is reviewed to ensure that the objectives set in the assessment phase have been met. A decision is made to continue or to close the case if another action such as a referral for personal or psychological counselling for the student should be made. Circle the number in front of the description which matches your preference for special education services for Student "A" at the final phase.

1.

The resource teacher makes a final assessment and decides whether to close the case, continue the program or to make further referrals. The resource teacher informs the classroom teacher of the decision.

2.

The classroom teacher is informed of the student's progress in the special program by the resource teacher and other professionals. The classroom teacher decides whether or not the student can now meet the criteria for a pass mark and informs the resource teacher of the decision. The resource teacher acts on the classroom teacher's decision and informs the special class teacher.

3.

The classroom teacher and the resource teacher reach agreement as to the outcome of the program and make a mutual decision as to whether to close the case, continue the program or make further referrals.

## PREFERENCE FOR A MODEL OF SPECIAL EDUCATION SERVICE DELIVERY

There are a number of models of Special Education service delivery. Three of these models are described below. Circle the number in front of the description of the model you feel is most suited for use with the student described in Case History "A".

## Models

1.  
The student's placement is in the regular classroom. However, when a student exhibits inappropriate academic behaviours, the resource teacher withdraws the student from the classroom and works with the student to remediate the academic problems. The student is released from the remedial program when his or her academic performance meets the expectations of the classroom program.
  
2.  
The student is withdrawn to a Learning Assistance Centre for all or part of the school day. A Learning Assistance teacher provides remedial instruction to a small group of students with similar academic problems. The student is released to the regular classroom when student academic performance matches classroom expectations.
  
3.  
When a student encounters academic problems, the resource teacher collaborates with the classroom teacher in order to develop a classroom program that more adequately meets the student's needs. The student is withdrawn from the regular classroom for remedial or Learning Assistance Centre services only after all collaborative efforts to modify his or her classroom program have failed.

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## SURVEY

## Special Education in Junior High Schools

## DIRECTIONS

Please do NOT identify yourself on any of the survey sheets

The case history is presented for the second student, followed by questions based on processes identified in Special Education in Manitoba: Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public School System, issued in 1989 by Manitoba Education and Training.

To remind you, the five stages of special education service delivery are:

1. Assistance Request Conference
2. Student Assessment
3. Program Development
4. Program Implementation
5. Case Closure

You are now asked to read the case history for Student "B" and the questions about each stage of service delivery. Circle the number of one of the three descriptions at each stage of service delivery that most closely matches your preference for special education assistance for students like the one described.

- 10 -

## CASE HISTORY "B"

Student "B" age 13

Placement: Grade Seven

## Cumulative Files:

- . no record of kindergarten attendance
- . Child Guidance referral in Grade One, followed by placement in Developmental Education class
- . Developmental Education Class for full days, Gr. 2, 3, 4.
- . Placement in regular Grade 5 class by parental request.
- . Resource assistance with major modifications to language arts and mathematics.
- . Full time paraprofessional assistance in Grade Six
- . no health concerns or problems with vision, hearing

## Current report marks:-

Language Arts	30
Social Studies	34
Mathematics	25
Science	30

## Academic problems:

- . fails to pass (50%) class tests.
- . unable to read texts used for Grade Seven
- . unable to read assignment sheets, overheads, test papers
- . unable to make notes or complete assignments
- . academic skills typical of Grade Four level
- . requires frequent teacher assistance
- . inattentive in class, does not listen to lectures
- . does not retain facts taught in previous lessons

## Other Staff:

- . interview notes show that parents believe the student can succeed with the assistance of teachers
- . Human Ecology teacher states that the student enjoys food preparation and work with textiles and is successful with hands-on projects.

## Student interview:

- . thinks the work is hard, doesn't understand what to do
- . request classroom assistance because of poor marks



- 11 -

## ASSISTANCE REQUEST

At the assistance request conference, the classroom teacher and the resource teacher look at the criteria for passing the subject, discuss the ways in which the student is not meeting the criteria, clarify the academic problem and discuss objectives. There are different approaches to this procedure. Three approaches are described below. Circle the number in front of the description that matches your preference for special education service delivery for students like Student "B".

1.

The resource teacher and classroom teacher share information and jointly decide the reason for the student's failure. Together, they decide what special education services are needed to develop a program for the student.

2.

The classroom teacher describes the differences between the student's mark and the mark required to pass the subject. The resource teacher analyses the information and explains the cause of the failure and suggests a program to remediate the cause of failure. The classroom teacher supports the decision of the resource teacher.

3.

The classroom teacher describes the differences between the student's mark and a pass mark in the subject. The classroom teachers explains the cause of the failure and suggests a remedial program which will involve other professionals. The resource teacher agrees with the classroom teacher.

- 12 -

### ASSESSMENT

The reason for academic failure, identified in Phase 1, is more closely examined and verified in the assessment phase. Many forms of testing can be used. Some examples are; analysis of work samples, classroom observations, standardized tests or the examination of classroom tests and assignments which can be used to verify the academic problem, establish baseline performance and provide measurable objectives. Circle the number in front of the description that represents your preference for a testing procedure for the assessment phase of special education service delivery for Student "B".

1.

The resource teacher administers standardized tests to confirm the cause of the student's failure and informs the classroom teacher of the results.

2.

The classroom teacher analyses the classroom tests and assignments given to the student, confirms the reason for failure and provides the resource teacher with this information.

3.

The resource teacher and classroom teacher jointly design and decide who will administer assessment procedures based on classroom tests and assignments. They contribute this information to be shared in a decision making process.

## PROGRAM DEVELOPMENT

At this stage of special education service delivery, the resource teacher and the classroom teacher discuss possibilities and try to find ways to assist the student. They may consider changes in level, rate or delivery of the regular program or consider other approaches, such as tutoring, learning strategies or direct instruction. A written program is produced which establishes teaching responsibility, program components and instructional objectives. Circle the number in front of the description which best fits your preference for special education service for Student "B" at the Program Development phase.

1.

The classroom teacher works with the student, develops a program based on the cause of the student's failure and provides the resource teacher with this information. The resource teacher considers this information and consults other professionals.

2.

Resource and classroom teachers each work with the student and closely monitor any alterations they have made to the program. They share this information and mutually agree to the components of a program for the student.

3.

The resource teacher works with the student, closely monitoring any alterations made to the regular program and provides this information to the classroom teacher. The resource teacher develops the program. The classroom teacher agrees with the decisions of the resource teacher.

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## PROGRAM IMPLEMENTATION

Successful interventions or remedial measures are chosen and the program is begun. Teaching materials are provided, extra personnel are assigned and trained. Procedures for continuous (formative) testing are set in place to ensure success. Circle the number in front of the description you feel best fits your preference for service to Student "B" at this stage of special education service delivery.

1.

The classroom teacher selects the design of the program and informs the resource teacher of the supports required to ensure that the student learns. The resource teacher supports the decision of the classroom teacher and arranges for the student to attend a small class taught by another professional for all or part of the school day.

2.

The classroom teacher and resource teacher reach agreement on the design of a modified program and agree on the part each will play in teaching the program to the student.

3.

The resource teacher selects the design of the program and teaches the student in the resource room at certain available timetable periods at stated times on the school day cycle.

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## CLOSURE

Final (summative) assessment of the student's progress is made at this stage. The program is reviewed to ensure that the objectives set in the assessment phase have been met. A decision is made to continue or to close the case if another action such as a referral for personal or psychological counselling for the student should be made. Circle the number in front of the description which best fits your preference for special education services for Student "B" at the final phase.

1.

The resource teacher makes a final assessment and decides whether to close the case, continue the program or to make further referrals. The resource teacher informs the classroom teacher of the decision.

2.

The classroom teacher is informed of the student's progress in the special program by the resource teacher and the special class teacher. The classroom teacher decides whether or not the student can now meet the criteria for a pass mark and informs the resource teacher of the decision. The resource teacher acts on the classroom teacher's decision and informs the special class teacher.

3.

The classroom teacher and the resource teacher reach agreement as to the outcome of the program and make a mutual decision as to whether to close the case, continue the program or make further referrals.

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## PREFERENCE FOR A MODEL OF SPECIAL EDUCATION SERVICE DELIVERY

There are a number of models of or approaches to Special Education service delivery. Three of these are described below. Circle the number in front of the description of the model you feel is most suited for use with the student described in Case History "B".

1.

The student's placement is in the regular classroom. However, when a student exhibits inappropriate academic behaviours, the resource teacher withdraws the student from the classroom and works with the student to remediate the academic problems. The student is released from the remedial program when his or her academic performance meets the expectations of the classroom program.

2.

The student is withdrawn to a Learning Assistance Centre for all or part of the school day. A Learning Assistance teacher provides remedial instruction to a small group of students with similar academic problems. The student is released to the regular classroom when student academic performance matches classroom expectations.

3.

When a student encounters academic problems, the resource teacher collaborates with the classroom teacher in order to develop a classroom program that more adequately meets the student's needs. The student is withdrawn from the regular classroom for remedial or Learning Assistance Centre services only after all collaborative efforts to modify his or her classroom program have failed.

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## Special Education in Junior High Schools

## DEMOGRAPHIC INFORMATION

1. What grade level(s) do you teach? \_\_\_\_\_
2. What subjects do you teach? \_\_\_\_\_
3. Circle the group of numbers that most closely represents the number of years of teaching experience that you have.  

0 - 5	5 - 10	10 - 15	15 - 20	20+
-------	--------	---------	---------	-----
4. Circle the group of numbers that most closely represents the number of years you have been teaching in junior high school.  

0 - 5	5 - 10	10 - 15	15 - 20	20+
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5. Circle the group of numbers that most closely represents the number of years you have been teaching in this school division.  

0 - 5	5 - 10	10 - 15	15 - 20	20+
-------	--------	---------	---------	-----
6. Number of credit hours in special education courses you have taken at the  

400 level	_____
500 level	_____
(post-baccalaureate certificate in education; formerly pre-masters')	
600 level	_____

THANK YOU FOR YOUR ASSISTANCE

Special Education in Junior High School:  
Teacher Preference for Service Delivery

## DATA COLLECTION SHEET

Page 1

QUESTION Std	1.1		1.2		1.3		1.4		1.5		2.0	
	A	B	A	B	A	B	A	B	A	B	A	B
01	D	I	I	I	I	D	I	I	I	I	L	L
02	I	L	I	I	I	I	I	L	L	I	L	I
03	I	I	D	D	I	I	I	I	I	I	-	-
04	I	D	D	I	I	I	I	I	I	I	I	I
05	D	D	I	I	I	I	I	I	I	I	I	I
06	I	I	I	I	I	I	I	I	I	I	D	D
07	I	I	I	I	I	I	I	I	I	I	D	D
08	I	L	D	L	L	D	I	D	I	L	D	D
09	I	I	I	I	I	I	I	I	I	I	I	D
10	I	I	I	I	I	I	I	I	I	I	I	I
11	I	I	I	I	I	I	I	I	I	I	I	L
12	I	L	I	I	D	D	D	D	I	I	I	I
13	I	I	I	I	I	I	I	I	I	I	I	I
14	I	I	I	I	I	I	I	I	I	I	I	I
15	I	I	I	I	D	D	I	D	I	I	L	L
16	D	D	I	D	D	D	I	I	L	L	I	I
17	I	I	I	I	I	I	I	I	I	I	I	I
18	I	I	I	I	I	I	I	I	I	I	I	I
19	I	I	I	I	I	I	I	I	I	I	I	I
20	I	I	I	I	I	I	I	I	I	I	I	I
21	I	I	D	D	I	I	I	I	L	D	L	L
22	I	I	D	D	I	I	I	I	I	I	I	I
23	I	I	D	D	D	D	D	D	D	D	D	L
24	I	I	I	I	I	I	I	I	I	I	I	I
25	I	I	I	I	I	I	L	D	I	I	L	L
26	D	D	D	I	I	D	I	L	I	L	I	D
27	I	L	D	D	D	D	D	D	D	D	I	I
28	I	I	L	I	I	I	D	D	L	D	I	I
29	I	I	I	I	I	I	I	I	I	I	I	D
30	I	I	I	I	D	I	I	I	I	I	I	I
31	I	I	D	L	L	L	I	I	I	L	L	I
32	I	L	I	D	I	D	I	D	I	D	L	L
33	I	I	I	I	I	I	I	I	I	I	I	I
34	SPOILED											
35	I	L	L	D	I	I	L	L	I	I	I	D







Education  
and Training

Child Care and Development

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March 28, 1994

Ms Alice Hanna

Winnipeg, Manitoba  
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Dear Ms Hanna:

By way of this letter, permission is granted for you to use excerpts from *Special Education in Manitoba: Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public School System* for your dissertation.

I wish you well in your endeavour.

Sincerely,

N. J. Cenerini  
Director