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A Follow Up Analysis of the Students of the Omaha Public School Individualized Study Center #1

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A FOLLOW UP ANALYSIS OF THE STUDENTS OF THE OMAHA
PUBLIC SCHOOL INDIVIDUALIZED STUDY CENTER #1

Presented to the
Graduate Faculty
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

By

Don Roddy

June, 1978

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of
Nebraska, in partial fulfillment of the requirements for
the degree, Specialist in Education, University of
Nebraska at Omaha.

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CHAPTER I

INTRODUCTION

Every year, numerous secondary school students across the nation find that their capacity to cope and conform to the demands of the secondary school is lacking. Some drop out, some are expelled, while others drift without goals into patterns of alienation.

Educators and legislators are increasingly aware of these problems. In the late sixties and early seventies, the U.S. Congress authorized grants to school systems in order to establish alternative schools. Many schools initiated special counseling and educational programs to retain the potential dropout in school. The common element of these programs is that they are individualized.

To find a definition of individualized instruction that will enjoy general acceptance has become somewhat difficult within the last decade. It is difficult not because there is a lack of definitions, but because there are innumerable interpretations. Ask any group of twenty educators for a definition of individualized instruction and one may get twenty different interpretations. This is

perhaps as it should be, since there can be so many approaches to individualization of instruction. Clearly, individualization of instruction is not one method or one process. It may be an attitude more than a set of practices; a way of thinking more than a method; a system more than a technique.¹ Individualization of instruction means many things to many people.

One of the difficulties in discussing alternative schools is determining which schools can legitimately claim the title "alternative." There is a wide diversity among schools calling themselves "free," "experimental," or "alternative." Even among those claiming to be alternative schools there is enormous variation; public vs. private; on-campus vs. off-campus; academic vs. vocational; intellectual vs. growth-oriented. One characteristic claimed by all alternative schools, however, is some sort of departure from the educational status quo. To be alternative means that there is something from which to depart. In the case of alternative schools the departure point is conventional schooling.

¹Allen A. Glatthorn, "Alternative Schools--Time For Renewal," Alternative Educational Symposium, Lincoln, Nebraska, June, 1976.

A simple, but useful, way to determine the degree of "conventionality" or "innovativeness" is to use the six dimensions of learning as shown below.

DIFFERENCES BETWEEN CONVENTIONAL AND ALTERNATIVE
SECONDARY SCHOOLS ON SIX IMPORTANT
DIMENSIONS OF LEARNING

<u>Learning Dimensions</u>	<u>Conventional Secondary Schools</u>	<u>Alternative Secondary Schools</u>
Who is involved in the learning (Roles)	Certificated teachers, counselors, administration, students. All have relatively well-defined role expectations.	Teachers, administrators, parents, community members, students--anyone who has something to teach; role distinction is blurred.
What is learned (Curriculum)	State or district prescribed curriculum, knowledge divided into subject areas, special programs for non-college bound or other "special" students, emphasis on cognitive learning.	Wide variations in educational substance, dictated largely by interest of students; may encompass areas usually taught in schools but also extends into many other areas, emphasis on effective learning.
Why is it learned (Authority)	Extrinsic motivation; learning to fulfill requirements, to pass tests. Authority vested in teacher; "do what you are told," teachers' directive.	Intrinsic motivation; learning because of interest or need to know, to learn skill or to acquire knowledge; authority vested in students. Students' choice.

How is it learned (Methods)	Emphasis on reading, writing; group presentation; lectures by teachers are common; some audio visual aids, some discussion.	Methods vary as widely as curriculum; reading, writing, listening not excluded, but emphasis on doing and experiencing all senses involved.
Where learning takes place (Location)	Learning takes place on campus, in classroom, some field trips, but these are exceptional.	Wide variation in location of learning; private homes, beach, forest, libraries, businesses. Instruction in formal classroom is the exception rather than the rule.
When learning takes place	Instruction typically between hours of 8 and 4; day segmented into periods or modules.	Learning takes place anytime, depending on nature of learning task; infrequent scheduling, no time segmentation. ²

The rationale of the Omaha Public School System's Individualized Study Center #1, (for reason of brevity the Individualized Study Center #1 will be referred to as I.S.C. #1 from this point on) is as follows:

The program is to provide the guidance, counseling, and remotivation of a select group of capable youth who are not succeeding in their present school operation so that each may be helped to acquire those skills necessary to obtain favorable educational, personal and social adjustment.³

²Terrence E. Deal, "An Organizational Explanation of the Failure of Alternative Secondary Schools," Stanford University, California, 1969, pp. 10-12.

³A publication from the Omaha Public School District, Omaha, Nebraska (an unpublished article).

I.S.C. #1 staff subscribes to the Alternative Secondary School's educational philosophy as characterized in the "Differences Between Conventional and Alternative Secondary Schools on Six Dimensions of Learning" as shown on pages three and four.

I.S.C. #1 is located at 2304 South 24th Street, Omaha, Nebraska. It is one of three such alternative schools in the Omaha Public School District.

Throughout the academic year, the I.S.C. #1 enrollment ranges from approximately 75 students to 200 students. I.S.C. #1 is a secondary school of grades nine, ten, eleven and twelve. Students are referred to I.S.C. #1 from the Omaha Public School's junior and senior high schools, area parochial schools, and other area high schools. Students are referred to I.S.C. #1 because of health problems, pregnancies, drug abuse, emotional problems, fighting, disruptiveness in the classroom, truancy, family problems, academic failure, poor peer relations, and poor self-image.

When a student is referred to I.S.C. #1, the mission of the center is to counsel the student and design an individualized educational program, keeping in mind that there should be some educational progress. The goal is not to keep the referred student in I.S.C. #1 but to work with the student, provide counseling and guidance services, and

assist the student to develop sufficient skills to return to the regular classroom.

The success of I.S.C. #1 has been mixed. There are cases where students quit school without consulting anyone. Other students return to their regular school after it has been determined by the counselors, teachers, and administrators that the potential for success in the regular high school is positive. Some students seek employment. Some enlist in the military service or seek on-the-job training and/or night school.

STATEMENT OF THE PROBLEM

The purpose of this study was to conduct a follow-up analysis of students who were referred to the Omaha Public Schools' I.S.C. #1 during the years 1974-1977. It is important for the Omaha Public School System to know what has happened to students referred to I.S.C. #1. For this reason, several aspects will be investigated. Specifically the investigation will answer the following questions relative to students referred to I.S.C. #1:

1. How many graduated from I.S.C. #1?
2. How many returned to the regular school?
3. How many enlisted in the armed services?
4. How many quit school to begin work?

5. How many quit school without consultation?
6. How many went into other training programs?
7. Unknown withdrawals.
8. How many remained at I.S.C. #1 for further education?

DELIMITATIONS

This study was limited to the Omaha Public School District's Individualized Study Center #1 during the academic years, 1974-75, 1975-76, and 1976-77.

Due to the fact that alternative schools similar to I.S.C. #1 are still considered to be in their infancy stage and that the present life span of an alternative school is considered to be eighteen months, it was most difficult to find related literature regarding the success of alternative schools. Most literature found by this author regarding the subject of alternative schools dealt with revision and probable causes of failure of students. It was the hope of this author to find the necessary related literature for this study from past annual records of students at I.S.C. #1, senior administrators in the Omaha Public Schools who had been involved with the Centers for a period of time, literature that had been stored from workshops and symposiums, and through the libraries at the University of Nebraska at Omaha and the Omaha Public Schools.

PROCEDURES

The investigator collected data concerning students (from annual records and documents) enrolled at I.S.C. #1 over the past three academic years (1974-77). A review of the collected literature pertaining to dropout causes, alternative educational programs, and individualized educational efforts from other educational systems was also investigated for support of this study. Other related information was gathered from professional personnel who had been associated with the Center at present and in the past. These data provided reasoning behind placement of students.

ORGANIZATION OF THE STUDY

A. Preliminary Section

1. Title Page
2. Table of Contents
3. List of Tables (if any)
4. List of Figures (if any)

B. Chapters

1. Introduction
2. Review of Related Literature
3. Presentation and Analysis of the Study
4. Summary, Conclusion and Recommendations

C. Bibliography

SIGNIFICANCE OF THE STUDY

This study will provide I.S.C. #1 staff with information about the placement of students who leave I.S.C. #1.

It is also the hope of the investigator that this study will conclude that there are additional ways for helping students in the alternative schools to become successful. Possible recommendations may also be forthcoming.

CHAPTER II

REVIEW OF RELATED LITERATURE

At a time when the large school systems were taking a critical look at whether or not they had been carrying out their total commitment for the education of all their children and youth, the Omaha Public Schools were focusing a great deal of attention on those secondary school youths who obviously could not be successfully or effectively educated in the regular secondary school program. These youths were characterized by problems of a severe social, emotional, or behavioral nature. Many of these extreme behavioral manifestations were not necessarily symptoms of mental illness, but rather personality distortions growing out of the many social pressures under which they lived. Most of these youths found it difficult to gain acceptance by their peers as well as society as a whole. This gap widened to a point where the student was out of touch with the world around him and then found it more difficult to find the motivation necessary for school success.

While the Omaha Public Schools could not be expected to solve all the problems of youths in the community, it

was assuming a more complete approach to the needs of a specific group of youths through a new and different educational concept; the I.S.C.

I.S.C. #1 was a counseling oriented educational center with a planned instructional program designed to hopefully bring about a maximum change in each youth by assisting him in his decision making process to make the appropriate adjustments with respect to his unique educational, social, and personal life. To accomplish these goals I.S.C. #1 had:

- Provided an environment which was designed to lead to wholesome personal and social adjustments.
- Provided an educational environment in which, under the guidance of understanding teachers, the student could participate in educational experiences and activities which produced the learnings he needed, either for continued education in a school operation, or for the world of work.
- Provided guidance and motivation for the student through self-knowledge and self-understanding, to modify his behavior in socially acceptable ways.
- Provided a setting in which the student was encouraged to seek the assistance necessary for him to discover ways to compensate for inadequacies in his personal life.

.... Provided the basic framework for establishing programs in basic education skill development to broaden each student's educational horizons.¹

The curriculum found in I.S.C. #1 was adaptable to the special needs of each student. For the most part, it followed the same basic subject matter content of those subjects identified in the regular school operation. Modifications were made for each student in terms of his emotional, social, academic, and occupational needs. The level of instruction, including textbooks and supplementary materials, was adapted to each individual student's ability and achievement. While all instruction was either on a one-to-one or small group basis, additional instructional time was given to students who were found to need remedial help. The teachers were responsible for planning both the developmental and remedial work as well as the teaching techniques, learning experiences, and materials to be used. All teacher decisions relative to an individual student's program were based on information the teacher had gleaned from the student's cumulative records, staff conferences and parental contacts.²

¹A publication from the Omaha Public School District, Omaha, Nebraska (an unpublished article), 1970.

²Ibid.

ELEMENTS OF INDIVIDUALIZED INSTRUCTION

Individualization of instruction was largely a matter of structuring and bringing together six key elements: (1) students, (2) staff, (3) time, (4) space, (5) facilities, and (6) modes of instruction. To orchestrate these elements for the greatest benefit of each student was what individualization was intended to accomplish.³ The student had to be perceived as a growing and changing human being. The teacher had to understand how to diagnose student interests, needs, and abilities. The teacher became not only a diagnostician of sorts, but a designer and selector of instructional systems, a prescriber and manager, as well as an evaluator of pupil progress. Time was one of the most important educational commodities and was organized and utilized in the best possible configuration to facilitate learning. It was important to have adequate space and it was helpful if that space could be utilized in a way to facilitate the teaching-learning process. Within the time and space allotted, individualization of instruction typically placed a high priority on facilities--facilities that included hardware as well as laboratories and software for

³Richard R. Langer, Student Support Program, Minneapolis Public Schools, Minneapolis, Minnesota, 1975, p. 2.

instructional purposes. But time, space and facilities had to be organized and managed by the teacher in a configuration of various modes of instruction designed to meet the needs of students as reflected through diagnosis. Once all six elements were organized appropriately, it was possible to move closer to making schools fit the needs of youngsters and avoid the implications reflected when one scholar reportedly said, "If God had known how schools were going to be built and operated, he would have made children differently."⁴

Implicit in the management of the elements involved in individualization of instruction were the following tenets: (1) instruction was focused on the individual learner; (2) goals, objectives and outcomes were measurable by specified criteria; (3) multiple learning options needed to be available; (4) humanization of learning was fostered; (5) a feedback loop or system was an integral part of the process and was utilized to improve and renew the program; and (6) the teacher was the most important ingredient in helping students learn.⁵

APPROACHES TO INDIVIDUALIZING INSTRUCTION

Individualization of instruction had taken on many forms. In settings where teachers were apparently

⁴Mrs. Annie Watkins and others, Northeastern Accelerated Learning Achievement Center - Dropout Prevention, Detroit Public Schools, Detroit, Michigan, 1973, p. 4.

⁵Douglas Watson, Pioneering Districts Create Options for Students, Education U.S.A.; Publishing Services for the National School Public Relations Association, 1974.

achieving desired results, there had usually been a comprehensive approach involving a clear definition of goals, a redesigning of curriculum, the provision for multiple and varied instructional techniques and finally, the development of an organizational structure constructed to help meet the needs of individualizing instruction. Within such a comprehensive approach to program improvement, a wide range of activities and techniques to aid in the individualization of instruction were found. Without trying to list all activities and techniques, the following were frequently found:

1. Contracts might be used in a variety of ways and forms. Some might be pre-established and prescribed by an instructor. Others were generated by student interest. Usually a contract did involve a clearly defined goal or objective agreed upon by the student and teacher and specified the steps or procedures to be employed by the student and how the final evaluation was made. A specified time for completion was also generally agreed upon.

2. Homework was an appropriate technique for individualizing instruction if prescribed with a clear knowledge of goals, student capabilities, and the home environment. When a teacher prescribed a given assignment of homework to an entire class, this was considered an area of questionable judgment. When a teacher prescribed homework

without knowing the home, it was like shooting at a target in the dark. Homework had to be carefully planned and individually prescribed, lest it became a waste of time and/or an abusive practice.

3. Individual assignments for remediation and enrichment are perhaps one of the oldest forms of individualization. Such individual assignments finally emerged in the form of a contract with a student and range in nature from reading, written papers and laboratory assignments to special projects or visitations.

4. Individually paced instructional materials, prepared commercially, were available in various subject areas and for different age groups. Such materials generally contained a set of goals, accompanying lessons or packets focusing on a single concept evaluation instrument along with a teachers guide. These materials were frequently designed and utilized for an entire class so that it was a matter of all students being involved with the same goals and materials, but enabled them to progress at their own rate.

5. Learning packages, under various names, were similar to the kinds of materials found in individually-paced instruction. A pack usually contained a rationale, a set of objectives, a pre-test, a list of suggested learning

activities, a post-test and finally suggestions for enrichment. Packs could, if properly prescribed, be used for students of various levels of achievement and were useful in providing for remediation or enrichment. Before packs could become a viable technique for individualization of instruction, the teacher had to have a sufficiently large library of packs to draw from to ensure that selected student's needs could be accommodated.

6. Correspondence study was an approach to individualized instruction that has a long history of success and yet was often overlooked. Like any form of individualization, it worked well for some students but was not a panacea for all.

7. Study guides and worksheets to accompany large group presentations was another technique for individualizing instruction. Such an approach was particularly helpful to ninth and tenth grade students who were somewhat unfamiliar with large group presentations and how to get the most from such experiences. Study guides and worksheets may have been prepared for slower students and thus reflect the key points to look for in the large group presentation, give rather specific questions to answer, and direct the student to written or visual information which would support the large group presentation. By contrast, more advanced students

could have received a very open statement of what to look for in the presentation with no specific references given to content, by several enrichment type references listed.

8. Multi-media approaches, which in addition to those items normally found in a library or resource center, may have contained capabilities for teaching by telephone or television, with electronic learning laboratories or simulators.⁶

How Is It Done

For teachers who were rather new to the topic of individualized instruction, the question still emerged, "How is it done? How do you manage the process?" As stated previously, it was best done when a staff can come to agreement on goals, develop curriculum changes, design instructional procedures, and reorganize time to facilitate learning. However, in most situations, an individual teacher faced the problem of improving instruction on a more personal basis. While it may help to have teams of teachers working together in a block of flexible time for planning and instruction that is organized on a criterion-referenced model, many teachers still faced thirty youngsters

⁶George B. Murphy, "Alternative Schools: Challenge to Traditional Education," Phi Delta Kappan, March, 1973, p. 243.

in the solitude of their own classroom. In any event, whether the teacher was forced to work alone, or whether there was a more comprehensive school plan in which a team or an entire staff was involved, there would be some suggestions worthy of consideration when moving toward individualization of instruction.

Keeping in mind that it was not a matter of all or nothing at all, it might be best to move toward individualization by steps and degrees letting the approach, as it developed, evolve and mature based on constant feedback and revisions. It didn't have to be done all at once, perhaps it might be appropriate to say it was wise to learn to walk before learning to run.

Prerequisite to moving into an extensive effort to individualize instruction was the need to be competent in the preparation of objectives at various levels (awareness on to demonstrated mastery) and in various domains (cognitive, effective and psychomotor).⁷ It was also helpful to understand how to identify and prepare instructional systems. The more sophisticated one was in the use of objectives and systems, the more usable these approaches become and the

⁷Ben Weathers, Organizing Schools Through the Dual Progress Plan, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1969, p. 54.

less danger there was of being involved in a mechanistic prescription of educational trivia.

Student diagnosis was an essential part of individualized instruction. The teacher needed to consider levels of achievement, social maturity, interests, and motivations of pupils. Special strengths and/or handicaps needed to be identified. Knowledge of the family background, particularly when dealing with school children and youth, was essential. Patterns of learning were identified through tests, questions, and observations. Such information should be translated into a student profile to enable the teacher to match the individual pupil's learning style to the best available instructional mode and to prescribe those experiences which would be of maximum benefit to the pupil.

Prescription of the most appropriate option could work only if multiple options were available. It was, therefore, implied that the teacher was responsible for collecting, developing, and cataloging as many options as possible for each educational objective. The development of resources and the management of multiple options were essential if successful individualization was to take place.

Student-curricular management systems needed to be designed which would enable the teacher to use the student profile (diagnosis) in conjunction with prescriptive teaching

in such a way that time and resources were structured to the best advantage of each pupil. Elaborate and complex systems were not always required. While, in some instances, there was a computer-assisted system into which vast quantities of data could be fed and retrieved.

As teachers move toward individualization, they should keep in mind that, for most pupils, much learning occurs through a socializing process. It was therefore appropriate to make available a variety of group activities. When small groups were brought together, they would be structured to accomplish a specified purpose.

The use of positive reinforcement in a humanistic approach scarcely needs be mentioned. Some critics have, however, suggested that individualization of instruction became automated and mechanistic and thus lost any semblance of humanization.⁸ This extreme position was then frequently countered by those who said that if a student felt good about an experience that was what was really important. Neither extreme in isolation could long be justified. Individualization of instruction could be abused if either dichotomous position was taken. Students should feel good about their experiences and themselves but there had to be evidence they were able to produce.

⁸ W.D. Hopkins, The Flexible Scheduled High School, West Nyack: Barker Publishing Company, 1971, p. 101.

When entering into patterns of instruction which foster individualization, it was possible to devise various systems for utilizing time. At the outset of an effort to individualize instruction, it was appropriate to venture into an individualized approach for only a short time in which only one unit was taught. Upon completion of such a unit of individualized instruction, the teacher might wish to return to a more familiar approach as plans were made for individualizing still another instructional unit. As more resources and teacher competencies were developed, more frequent units of individualized instruction could be conducted. Various transitional patterns could be devised to fit local conditions.

Evaluation was frequently viewed as a problem where individualization of instruction was involved. It is not possible in the time and space available here to explain all the do's and don'ts of evaluating pupils in a criterion-referenced instructional program. Constraints which were unique to a given setting obviously could be considered. It could be that in some instances a teacher would be faced with the necessity of maintaining both a norm-referenced grading system and a criterion-referenced system. Evaluation should, however, encompass two elements: (1) student progress must be assessed and (2) the program should be

evaluated so that feedback is available to enable the program designer(s) to know where to change and adjust the process.

In review of the previous mentioned techniques and methods for individualized instruction, it was obvious the listing was not all inclusive. As suggested earlier in this paper, individualization could come in many forms and mean many things to different people.

The aforementioned "Elements of Individualized Instruction," and "Approaches to Individualized Instruction" permitted the author to identify various methods and techniques that were utilized to instruct and counsel students who had been referred to I.S.C. #1. Students in attendance came from all regions of the Omaha area and for a variety of reasons.

Recommendations for placement in I.S.C. #1 occurred only after all attempts for the student's adjustment and placement in the regular school program had failed. The screening procedures were developed to prevent the assigning of students to the I.S.C. #1 on the basis of a quick decision.

The screening committee considered for placement those students who exhibited one or more of the following characteristics:

1. Unstable home situation - the inability of the home to cope with the problems of youth in a changing society and lack of parental support;

2. Loss of identity - youth who had lost their identity in the present school situation;
3. Nonconformists - youth who refused to conform with existing school rules and regulations;
4. Disinterest in school - students who exhibited a general lack of interest in their present school situation;
5. Inadequate study habits - students who exhibited poor study habits and related school success, and
6. Ability to succeed - students who exhibited the aptitudes necessary for success in the regular school program.

The following chapter will identify the students referred to I.S.C. #1 over a three year period and point out the success stories of these students.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE STUDY

The curriculum design and I.S.C. #1 placement for each student varies in terms of each student's immediate and long term educational goals:

- For those students who may return to the regular school operation, emphasis is placed on courses required for graduation. Instruction is on an individual tutorial basis, with special attention being given to the fundamental knowledge, skills, work habits, and study habits the student will need to be successful upon his return to the regular school.
- For those students for whom the center is a terminal experience, a determination is made in consultation with parents, counselors, etc., regarding the student's educational potentials. Emphasis is placed on the basic education program that will best assist the student to develop desirable attitudes, skills, work habits, and knowledge and to have the appropriate work experiences required for a successful adjustment in his future educational or occupational endeavor.
- For those students who are uncertain as to their future educational plans, emphasis is placed on counseling experiences to assist the student in establishing a better self-concept. The educational program is determined after the basic orientation period is completed.

While the I.S.C. #1 program is basically a dropout prevention program, it is not open to all students who leave or indicate they are about to leave the regular school setting. The selection of students for the I.S.C. #1 program is based on information gathered from: (1) the initial testing done by the Omaha Public School's Psychological Service Department, (2) the student's cumulative record, (3) the various community agencies, (4) parental conferences, (5) conferences with staff members from schools the students had previously attended, and (6) any other sources available. The student's interest in, and willingness to participate in, the program is taken into consideration.

Table I (page 29) indicates the number of students referred to I.S.C. #1 from other schools during the academic years 1974-75, 1975-76 and 1976-77. To make this a conclusive report on the respective referred students, the following tables will identify:

1. Reasons why students were referred to I.S.C. #1.
2. Enrollment by grade, sex and race.
3. Semester hours earned by referred students.
4. Displacement of I.S.C. #1 students:
 - a. Students who graduated.
 - b. Students who returned to regular schools.
 - c. Students who quit without consultation.

- d. Students who entered the armed services.
- e. Students who entered other training programs.
- f. Students who quit school to work.
- g. Unknown withdrawals.
- h. Students who remained at I.S.C. #1 for further education.

Table I (page 29) indicates a breakdown of exactly how many students were referred to I.S.C. #1 during the academic years 1974-75, 1975-76 and 1976-77, and who referred them. The total number of new students referred to I.S.C. #1 during this three year span does not show much variance from year to year. The high schools which refer the largest number of students are Central, South and Bryan Senior High. The reason for the large numbers from these schools, which the table does not show, is geographic proximity, and the students from the other high schools are for the most part absorbed by I.S.C. #2 which is geographically closer.

The number from the junior high schools are consistently low because most junior high students are assigned to I.S.C. #3 which is a junior high study center. It might be noted that I.S.C. #3 refers students to I.S.C. #1 and this is basically a situation where the student has completed his ninth grade courses but is not ready to return to the regular high school program. Sometimes students are referred to I.S.C.

#1 because of an age or size factor which might make them stand out among the average ninth grade student.

There are a few cases where students from I.S.C. #2 are referred to I.S.C. #1, and this could be due to numerous reasons such as creating a disturbance, to moving into the south Omaha area.

The study center does receive a few students from parochial schools and some from out of the city.

During the 1976-77 school year, students were referred from the J.P. Lord school which provided for a new type of student (handicapped) which the center served. Also during this academic year, Martin Luther King Ninth Grade Center opened and provided a new source of students for I.S.C. #1.

The students accounted for in the "other" category could have been students who were referred to I.S.C. #1 but did not fit the school categories such as a student returning from the Job Corps or a student who had not been in a school since elementary school.

Table II (page 31) indicates the twelve categories or reasons the students were referred to I.S.C. #1 and how many in each category during the academic years 1974-75, 1975-76 and 1976-77.

The category of pregnancy tallies the most students for each of the three years with disruptive behavior and emotional problems following closely.

TABLE I

THE NUMBER OF STUDENTS REFERRED TO I.S.C. #1 BY
OMAHA AREA JUNIOR AND SENIOR HIGH SCHOOLS

Name of School	1974-75	1975-76	1976-77
Benson	6	7	9
Bryan	25	34	41
Burke	10	6	9
Central	83	78	52
North	22	18	14
Northwest	3	10	13
South	59	51	49
Technical	13	12	25
Bancroft	13	14	14
Beveridge	1	1	1
Bryan Jr.	7	9	2
Hale	2	1	2
Indian Hills	3	3	7
Lewis and Clark	1	4	4
McMillan	1	2	0
Mann	9	8	6
Marrs	4	3	4
Monroe	1	3	4
Morton	2	0	0
Norris	11	16	9
I.S.C. #2	14	13	8
I.S.C. #3	15	16	17
C.C.O.E. #1	9	17	8
Parochial	7	6	8
Other	7	6	6
Out of City	7	10	3
J.P. Lord			3
King			8
TOTAL	335	342	335

This table only indicates the primary reason a student was referred to I.S.C. #1. In many instances a student referred to the center might qualify for several of the listed groupings. An example might be a pregnant girl who has a poor self image, and poor peer relationships.

The other category could possibly be a late entry into the system, or a student re-entering school after being out of school for a period of time.

Table III (page 32) shows enrollment by grade, sex, and race for the academic years 1974-75, 1975-76 and 1976-77. During this three year period the figures show that ninth grade students were more likely to be referred to the study centers with the tenth grade students a close second. Also during this period more female students were served by the centers than male students. The centers also served more caucasian students than black, Indian or other. The "other" category would be students of Asian ancestry or Bahaman.

Table IV (page 34) displays the semester credits earned by grade, sex and totals by grade and by sex for the academic years 1974-75, 1975-76 and 1976-77. During each of the three years the females earned more total credits. Also the females earned more credits for each grade level with the exception of the ninth grade during the 1976-77 school year.

TABLE II

THE VARIOUS REASONS GIVEN AS TO WHY STUDENTS WERE REFERRED
TO I.S.C. #1 BY OMAHA AREA JUNIOR AND SENIOR HIGH SCHOOLS

Reason	1974-75	1975-76	1976-77
Pregnancy	107	106	101
Health	9	17	9
Drug Related	13	8	8
Emotional	43	58	61
Fighting	2	3	9
Disruptive	94	69	74
Truancy and Attendance	40	39	27
Family	7	4	16
Academic	10	14	10
Poor Peer Relations		4	6
Poor Self Image	2	2	3
Other	8	16	11
TOTAL	335	342	335

TABLE III
 THE NUMBER OF STUDENTS REFERRED TO I.S.C. #1 BY GRADE, SEX AND RACE
 FROM OMAHA AREA JUNIOR AND SENIOR HIGH SCHOOLS

Grade	Sex		Total	White		Black		Indian		Other		Total
	Boy	Girl		Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	
9	65	60	125	35	34	28	24	2	2	0	0	125
10	38	58	96	26	43	12	14	0	1	0	0	96
11	17	38	55	13	21	4	17	0	0	0	0	55
12	18	41	59	12	32	6	9	0	0	0	0	59
Total	138	197	335	86	130	50	64	2	3	0	0	335
1974-75												
Grade	Sex		Total	White		Black		Indian		Other		Total
	Boy	Girl		Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	
9	56	68	124	32	33	18	28	5	7	1	0	124
10	45	67	112	35	39	10	23	1	1	0	3	112
11	15	40	55	10	23	5	15	1	0	0	1	55
12	10	41	51	9	25	2	15	0	0	0	0	51
Total	126	216	342	86	120	35	81	7	8	1	4	342
1975-76												
Grade	Sex		Total	White		Black		Indian		Other		Total
	Boy	Girl		Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	
9	48	57	105	28	33	11	18	7	5	2	1	105
10	54	72	126	35	37	17	29	2	1	0	5	126
11	20	48	68	17	26	2	10	1	1	0	0	68
12	8	28	36	6	17	2	10	0	0	1	0	36
Total	130	205	335	86	113	32	78	10	7	3	6	335
1976-77												

During the 1975-76 school year, which had only seven more students than the other two years, the students earned 611.5 more credits than the students during the 1974-75 year and 682 more credits than the students during the 1976-77 school year.

Table V (page 35) shows where the students were placed during the 1974-75, 1975-76 and 1976-77 school years and the exact number that were placed or remained at I.S.C. #1.

The largest number of students remained at I.S.C. #1 with the second largest number of students being referred back to the regular school program in each of the three years. There was a significant increase during the 1976-77 school year in the number of students who entered the category of "other training programs." The increase was from seventeen students in 1975-76 to forty-three students during the 1976-77 year.

TABLE IV

ACADEMIC CREDITS EARNED BY STUDENTS REFERRED TO I.S.C. #1
BY OMAHA AREA JUNIOR AND SENIOR HIGH SCHOOLS

	Grade	Sex		Total
		Boys	Girls	
1974-75	9	87	102.5	189.5
	10	85	138.5	223.5
	11	29	94.5	123.5
	12	71.5	158.5	230.0
	Total	272.5	494.0	776.5

	Grade	Sex		Total
		Boys	Girls	
1975-76	9	128	189	317
	10	158	338	496
	11	27	213	240
	12	107	228	335
	Total	420	968	1388

	Grade	Sex		Total
		Boys	Girls	
1976-77	9	127	96	223
	10	106	120.5	226.5
	11	58.5	112	170.5
	12	16	70	86
	Total	307.5	398.5	706

TABLE V

DISPLACEMENT OF STUDENTS UPON TERMINATION FROM
I.S.C. #1 WHO WERE REFERRED BY OMAHA AREA
JUNIOR AND SENIOR HIGH SCHOOLS

	1974-75	1975-76	1976-77
Students who graduated	15	7	4
Students who returned to regular school	90	88	73
Students who quit without consultation	30	40	41
Students who entered the armed services	8	3	2
Students who entered other training programs	15	17	43
Students who quit school to work	19	12	8
Unknown withdrawals	21	16	15
Students who remained at I.S.C. #1 for further education	137	159	149
TOTAL	335	342	335

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

Individualization of instruction means many things to many people. It can be seen in many forms. It is not new and has been used with varying degrees of success over many years from the one-room school on the western prairie to modern classrooms in open-concept facilities. Perhaps more than anything else, successful individualization of instruction is the humanistic process of diagnostic, prescriptive, and evaluative instruction which is criterion-referenced and systematically managed in such a way that learning styles are appropriately matched with options and instructional modes.

The individualization of instruction requires more structure than time-based instruction for large groups. There is no one best way to manage individualization of instruction. The greatest levels of achievement or success seem to be found in settings where a staff has collectively reached a clarification of goals, planned appropriate instructional and management techniques, reorganized the use of time,

conducted assessment and gathered feedback. Such a process is of sufficient complexity that moving toward it by stages seems more appropriate in most settings than trying to do it all at once. Individualization of instruction is complex, demanding, at times frustrating and fraught with problems, but if done properly can help people learn and develop both skills and a positive self-image.

As a result of this investigation the author offers the following conclusions and recommendations:

CONCLUSIONS

1. It has been determined that the majority of the students placed at I.S.C. #1 come from schools south of Dodge street. The second largest group of students come from the central-eastern part of Omaha.

2. It has been determined in this three year study that there is a preponderant number of ninth and tenth grades each year at I.S.C. #1.

3. It has been determined that students who quit without direction from I.S.C. #1 appear to be on the increase.

4. It can be assumed that through an extensive evaluation of each student, it enables the teaching staff to provide appropriate materials so students can earn credits rapidly to stay on schedule academically or make up credits through extra work.

5. It has been determined that the number of pregnancies referred to I.S.C. #1 over the three year study leads all categories of referrals.

6. The high number of credits earned by students referred to I.S.C. #1 indicate that the individualization of instruction offered to them is conducive for achievement because most students referred to the center have credit deficiencies.

7. Statistics indicate that students are permitted to progress at their own pace and do not have to compete with other students.

8. The flexibility of the program enables students to improve in certain areas in order to facilitate their future desires.

RECOMMENDATIONS

1. Student-teacher ratios should be kept small enough to be effective.

2. More appropriate methods of in-service education to help teachers individualize instruction should be offered.

3. Introduce organized discussion sections in order to determine what students consider valuable activities for their future well being.

4. Textbooks and materials comprised of everyday problems encountered by the student body should be used.

5. Develop job type programs for the students such as on-the-job training or some type of related work programs.

6. Develop a shuttle bus system to mainstream students into the regular school program on a part-time basis until they are ready to return to the regular school.

7. The need for an integrated staff and administration is indicated as a result of the race composition of the student body.

8. Develop an exit interview system to prepare the students for whatever awaits them when they terminate from the center.

9. Develop a follow-up survey program for each student who leaves the center to determine if his needs were met or if they were not adequately met.

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