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## Perceived Inservice Needs of Regular Classroom Teachers for Incorporating the Handicapped Child in the Regular Classroom

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PERCEIVED INSERVICE NEEDS OF  
REGULAR CLASSROOM TEACHERS FOR  
INCORPORATING THE HANDICAPPED CHILD  
IN THE REGULAR CLASSROOM

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

Terry Zoucha

June 20, 1979

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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.

Supervisory Committee

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7-17-79  
Date

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## Chapter I

### INTRODUCTION

The evidence supporting mainstreaming from the first day of the first year of school is positive and strong. For children who have been identified as needing special education before the usual school age reports of effective integration date as far back as 1962. The practice was operating systemwide in Tacoma, Washington, even earlier (Bertness, 1976, pp. 55-58).

The large scale investigation of Cantrell and Cantrell (1976, pp. 381-385) supports the practice of integration from the start of schooling. The Cantrells studied the achievement of 723 pupils in the first grades of twenty school districts under conditions in which support teachers were available to help first grade teachers "to solve children's problems prior to referral for formalized services which would demand labeling and possible exclusion from the opportunities normally available to non-problem children."

Two specific hypotheses were tested: (a) that in first grade classes for which expert consultation was available, the children would have significantly higher achievement scores than children in classes lacking such consultation, and (b) fewer children would be referred for

psychological and special services by teachers with access to expert consultation than by teachers who did not have such consultation. Both hypotheses were supported strongly by the results of this study. The investigators found:

Regular classroom teachers who have access to resource personnel...can effect significant achievement gains for students at all levels of IQ functioning (the IQ range was 50 to 139)...no one IQ level of experimental school students achieved more at the expense of any other IQ level. High IQ students within experimental school continued to achieve commensurate with expectations for their own development rates even though consultation centered primarily on the problems of lower functioning students. (Cantrell and Cantrell, 1976, p. 385)

Cantrell and Cantrell's (1976, p. 385) report signifies that, if teachers are given training in special education consultation procedures and they are encouraged to work as supportive partners with teachers in regular first grades, a marked reduction may be seen in the number of children who are referred out to special classes.

Koppitz (1976, p. 45) reported a summary of certain results of a five year follow-up study of 177 children, ages six to twelve, who had been admitted to a public school program for children with learning disabilities. (The first report of the study was made in 1971). The average age at admission was almost nine years; mean IQ was ninety-two, with a range from seventy to 143. The children's learning and behavior disorders were varied, as were their social backgrounds and the diagnosis with which they had been labeled. The pupils exhibited combinations of emotional,



behavioral, and learning difficulties, and most displayed signs of minimal brain dysfunction.

The study is detailed and the following is a relevant conclusion:

Most of the youngsters who were able to return successfully to regular classes after only one or two years in the special classes (roughly one-fourth of the 177) probably would not have had to come to the learning-disability program at all, if they had received the extra help and attention they required in the primary grades. (Koppitz, 1976, p. 47)

Reynolds and Birch (1977, pp. 92-95) summarized the earlier studies of (Zawadski, 1974; Birch, 1974, 1975; and Boote, 1975) concern with the assessments of the need for inservice training in mainstreaming. The investigators concluded that inservice training may be inadequate, and that teachers want to have inservice training before mainstreaming is initiated.

### The Purpose

The purpose of this study was to determine the perceived inservice needs of regular classroom teachers for incorporating handicapped children in the regular classroom. This concept is frequently referred to as mainstreaming.

### Limitations

This study was concerned with the perceived inservice needs of the kindergarten through sixth grade teachers and what the elementary special services personnel perceived as inservice needs for the elementary teachers in the

Bellevue, Nebraska Public School District. The handicapping conditions with which the investigator is concerned are: Visual (V.H.), acoustical (A.H.), orthopedic (O.H.), educable mentally retarded (E.M.R.), emotional disabilities (E.D.), and specific learning disabilities (S.L.D.).

### Definitions

#### Visually handicapped (V.H.):

Visually handicapped children shall mean children who, by reason of their physical defects, are unable to attend regular public school classes, are not physically adapted to hold full-time membership in regular school facilities, or who, in order to profit from regular school instruction, need facilities and procedures not available in the regular public school classes attended by physically normal children (Rule 51, 1975, p. 4).

#### Acoustically handicapped (A.H.):

Acoustically handicapped children shall mean children who, by reason of their physical defects, are unable to attend regular public school classes, are not physically adapted to hold full-time membership in regular school facilities, or who, in order to profit from regular school instruction, need facilities and procedures not available in the regular public school classes attended by physically normal children (Rule 51, 1975, p. 4).

#### Orthopedically handicapped (O.H.):

Orthopedically handicapped children shall mean children whose locomotion, mobility, or use of limbs is impaired by crippling because of congenital anomaly, birth injury, trauma, tumor, infection, disease, or other conditions such as fragile bones or cardiac impairment (Rule 51, 1975, p. 4).

#### Educable mentally retarded (E.M.R.):

Educable mentally retarded children shall mean children of school age who, because of retarded intellectual development as determined by individual psychological examination and deficiencies in social adjustment, require additional supportive services

in order to function profitably within regular educational programming (Rule 51, 1975, p. 5).

Emotionally disturbed (E.D.):

Emotionally disturbed children shall mean children with behavioral disorders variously designated as neurotic, psychotic, or character disordered, and whose disabilities may manifest themselves in school accomplishment, social relationships or feeling of self adequacy and may result either from experience or biological limitations (Rule 51, 1975, p. 5).

Specific learning disabilities (S.L.D.):

Specific learning disabilities children shall mean children of school age who have a verified disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in an inability to listen, think, speak, write, spell, or do mathematical calculations. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or emotional disturbance, or of educational disadvantages (Rule 51, 1975, p. 5).

Handicapped children:

Handicapped children shall mean either physically handicapped, educable mentally retarded, mentally retarded, emotionally disturbed children, children with specific learning disabilities, or such other children as shall be defined (Rule 51, 1975, p. 3).

Individualized educational program (I.E.P.):

Individualized educational program shall mean a written statement about the objective, content, implementation, and evaluation of a child's educational program (Reynolds and Birch, 1977, p. 157).

Least restrictive environment:

Least restrictive environment shall mean an educational environment that is appropriate for an education which may, for a time, require part time instruction in a resource room or even full time instruction in a special class (Reynolds and Birch, 1977, p. 39).

### Mainstreaming:

Mainstreaming shall mean a belief which involves an educational placement procedure and process for handicapped children, based on the conviction that each such child should be educated in the least restrictive environment in which his or her educational and related needs can be satisfactorily provided (Reynolds and Birch, 1977, p. 5).

### Significance of the Study

Due to the recent Education for All Handicapped Children Act of 1975 (PL 94-142), many questions have been asked by regular classroom teachers. These questions are primarily concerned with the "how" of incorporating the handicapped child in the regular classroom situation.

The results of this study will be presented to the Director of Special Services and the Director of Program Planning for the Bellevue, Nebraska Public School District. Then, the results will be used to help the Director of Special Services and the Director of Program Planning determine and develop relevant inservice programs for the regular classroom teachers.

### Procedures

1. The investigator will review the literature on inservice training from 1970 to the present in books, journals, ERIC, and Government documents.
2. An "inservice needs assessment survey" will be sent to all of the Bellevue, Nebraska Public School District's kindergarten through sixth grade elementary classroom teachers and to all

the elementary special services personnel (N=194).

3. The "inservice needs assessment survey" forms returned will then be analyzed and interpreted.
4. Recommendations based on the analysis and interpretation of the data will be developed.

### Organization of Study

Chapter I will include the introduction, purpose of study, limitations, definitions, significance of the study, procedures, and organization of the study.

Chapter II will contain the review of related literature.

Chapter III will display and interpret the results obtained from the inservice needs assessment survey.

Chapter IV will contain the summary and recommendations.

## Chapter II

### REVIEW OF RELATED LITERATURE

The presence of one or more handicapped children in the regular classroom has implications for both the form of instruction and the responsibilities of the teacher. One way to define the elements of change within the classroom and in the teacher's role is to discuss the characteristics and needs the handicapped child brings to the classroom. Although it is assumed that only those handicapped students able to benefit from a regular classroom will be mainstreamed, the range and types of handicaps may be wide. This range may include learning disabled, mildly retarded, speech and hearing impaired, physically handicapped, emotionally disturbed, and visually impaired. Many who could be classified within the foregoing groups will already be present in the regular classroom because they have not been identified, because special services are not available, or because they are intentionally placed there as the most appropriate setting for their needs. Many children in the so called "normal group", have handicaps requiring special attention.

Mainstreaming need not mean that all handicapped children will attend regular classes exclusively. Mainstreaming is intended to maximize interactions with

nonhandicapped students. However, the transition may produce special hazards and misgiving for all parties, including the teachers. Handicapped children, unaccustomed to a great deal of individual attention may have misgivings about their integration, while the nonhandicapped children, unaccustomed to interacting with the handicapped, may have anxiety and be less than accepting. In a sense it is everybody's job to ease the transition; in practice, the daily responsibility falls on the teacher (Martin, 1974, pp. 151-152).

Some handicapped children, particularly emotionally disturbed, may have such greater needs in the affective domain than nonhandicapped children. Special attention may be necessary to help these children in behavior control, values development, and the growth of self-esteem and social attitudes. Others, such as the learning-disabled, may lack self-confidence in their academic abilities. Faced with the recognition that they are at a disadvantage as a result of their handicaps, these children may need special assistance in adjusting to the regular classroom (Morse, 1971, p. 67).

In the cognitive domain, needs will vary greatly according to the individual's handicap. For example, needs of a mildly retarded student will differ from the needs of a physically handicapped student with "normal" cognitive development. As a result of this variability, adjustments will have to be made in the content and style of instruction. Instruction will have to be individualized and geared

toward the developmental level of each student (Lewis, 1971, p. 47).

Although regular classroom teachers may have had some training in the education of the handicapped, many will not have the expertise to prescribe learning experiences for all handicapped children. On the other hand, special educators will have extensive experience in programming for handicapped children but will now be dealing much less often with handicapped students in a segregated setting.

For this reason a new relationship between the regular educator and the special educator must develop. A partnership based upon the sharing of expertise will need to emerge and be directed toward the most effective programming for individual students (Morse, 1971, p. 66).

#### Preparation of Teachers:

##### Present Status

The certification requirements of teachers for regular elementary and secondary classrooms have not included exposure to special education. One report indicates that up to 1971 no state required any special education credits for the elementary certificate and that conventional teacher education curricula did not include special education credits (Bowers, 1971, p. 198).

Data collected in 1974 by the National Education Association and the Council on Exceptional Children indicate that only three states require some formal exposure of teachers to the education of the handicapped (A Manual on



Standards, 1974, pp. 1-10). Only one of the three states required more than six course credits in special education. It is true that almost all fifty states require the regular classroom teacher to take courses in educational psychology and child development. While such courses may provide a helpful background for understanding the shared needs of all children, including the handicapped, they can hardly be considered adequate in preparing teachers to meet the special educational needs of the handicapped.

A review of the overall situation reveals that mainstreaming has created new needs for which the majority of classroom teachers are inadequately prepared. Mainstreaming will need competent and professional leaders to ensure success for both handicapped and nonhandicapped students.

A congressional conference report on S.6, which in November 1975 became P.L. 94-142, Education for All Handicapped Children Act, supports this contention.

If the integration of handicapped children into the classroom is to be accomplished, several important changes must take place in that classroom. A most important element is the teacher who will be responsible for the management of the handicapped children in that classroom. The fact can be well documented that appropriate educational services to the handicapped children must be delivered by qualified personnel trained for that specific purpose (U.S. Senate Report No. 94-142, 1975, p. 33).

Personnel Training to  
Facilitate Mainstreaming

According to Public Law 94-142, both regular teachers and special education teachers are to receive the training necessary to implement the law.

A major component of the rules and regulations for PL 94-142 is the use of incentives for teachers to be involved in their own professional development in working with handicapped children. The regulations state specifically that teachers should be given incentives, such as academic credit, salary step credit, and certification renewal. Special education personnel need to know what general educators know, and general educators need to know what special educators already know. Psychologists need to know what happens in the classroom, and teachers need to know how psychologists evaluate children (Pipes, 1978, pp. 37-38).

The effective integration of exceptional children in regular classroom will be possible only when regular and special educators combine their efforts, skills, and competencies to move toward a teaming approach in education. Planning the educational program, determining the placement, and implementing the individualized process require cooperation and joint responsibilities of both the regular and special education departments of the school district. Therefore, the training responsibilities, as well, become the concern of both departments.

No longer is the training of teachers or special personnel clearly the responsibility of one group or the other. Territories are being invaded. Both regular and special educators are looking again at two generic and special skills that teachers should have and who will train them. The changing role of teacher from being confined to a self-contained class to participating on teams, from the role of dispenser of information to facilitator or advisor, has created new interfacing problems (Meisgeier, 1974, p. 20).

Lilly (1971, p. 746) believes the role of an instructional specialist is to change the behaviors of the classroom and to enable him/her to change the behavior of the child. "At no time during the period of service...remove the child from the classroom for individual work, whether...diagnostic or tutorial...this practice in no way prepares the teacher to perform this function in the future."

The Consulting Teacher Program (McKenzie, et. al., 1970, p. 142) prepares a specialist with skills to consult and train other teachers in the application of behavior modification principles to handicapped children. "...consulting teachers have no direct classroom responsibilities...Diagnosis and remediation procedures are undertaken by the child's teacher in his own classroom with the help of the consulting teacher."

Shaw and Shaw (1972, pp. 122-123) have developed a training program to train a classroom specialist whose primary roles are to arrange and conduct inservice programs for teachers, provide and demonstrate use of instructional materials and evaluation instruments, and to provide

research information regarding effectiveness of alternative strategies. The classroom specialist usually does not work with a child unless to demonstrate a technique or material to be used by the teacher. With professional competence and interpersonal skill, the classroom specialist builds confidence in the classroom teacher and thus becomes an agent in the progression toward teacher self-sufficiency.

The skills of effective leadership as developed in the Life Cycle theory of Leadership (Hersey and Blanchard, 1972, pp. 59-64) are also important competencies for the special educator (i.e., teacher of handicapped children). If the special educator is to assume the new role of specialist, consultant, advisor and is to develop cooperative and communicative relationships with the regular education personnel, it is important that he/she be sensitive to the needs of the regular classroom teacher and effectively apply the most appropriate style to assure acquisition of new teaching skills and techniques.

Maturity level is cited as a key criterion in determining the most appropriate leadership style. Maturity is defined as the capacity to set high but attainable goals, the willingness and ability to accept responsibility. A variety of leadership styles is determined by the relationship of task-oriented and relationship-oriented behaviors of the leader.

In working with a number of regular classroom teachers, the specialist will also be working with a number

of individual behaviors and maturity levels. Regular classroom teachers may exhibit a variety of attitudes toward the specialist ranging from intimidation, reluctance, and unacceptance to trust, cooperation, and acceptance. Behavior levels, in terms of teaching skills, will also vary among the teachers. To be effective, the specialist must be sensitive and skilled, to know when to apply a higher task oriented behavior or a higher relationships behavior. Being more structured and directive with an independent teacher may result in a lack of cooperation and unacceptance. Likewise, being too flexible and friendly with the teacher who needs more direction and time may not prove effective in helping the teacher to learn new techniques and develop self-sufficiency.

#### Inservice Education Training

Inservice education programs are most effective when they involve the teacher in the planning. Teachers learn best when they have an opportunity to see a demonstration and apply a learned technique in the training setting. Teachers must have an opportunity to immediately experience and apply skills that are being learned to their own practical environment (Yates, 1973, pp. 471-472).

The Seward-University collaborative inservice project (Deno and Gross, 1973, pp. 109-110) between the Minneapolis Public Schools and the University of Minnesota, Department of Special Education, modified its traditional

campus-based training program with the University faculty moving into the Seward School. This project is based on the assumption that training can be improved if the University will move to the schools, rather than trying to move the schools to the University. The University coordinates carefully with the needs of the local school system in designing its course offerings and it may actually offer university credit courses at the Seward School. The project has also incorporated the development of an educational training program for parents.

Crucial to the design of an inservice program is that it be conceived as a total and comprehensive training program for the entire staff. Isolated day-long, or week-long, training sessions which lack follow-up consultation and review, and which do not fit cleanly into the continuity of training sequence, are not effective in changing attitudes, working relationships, or behavior. Teachers, administrators, and both regular and special educators, need a setting in which to share individual beliefs, fears, and skills. The effective training program will build a support system among staff members, reinforcing efforts and enhancing skills (McKenzie, et al., 1970, pp. 139-142).

Noncategorization of children implies noncategorical teacher education. "Training programs for teachers and other educators of the handicapped should be made specific to instructional systems rather than to categories of

children...We should train and identify teachers by their competencies... (Reynolds and Balow, 1974, p. 437)." If training programs are to enable teachers to become generic specialists dealing with a wide range of child behaviors and learning styles, then the resources to build these generic competencies will emerge from a variety of disciplines, such as psychology, social services, special education, medicine, and administration. Therefore, as teaching is a team effort, training of teachers is also a team effort. "The team teaching aspect of the program capitalizes upon the strengths of faculty resources (Blackhurst, et al., 1973, p. 288)."

The inservice education component of the Houston Plan is the Educational Renewal Project (Meisgeier, 1973, pp. 104-122). Under this project, teachers and administrators are provided with continuous education in the use of the latest advances in the methods and materials of personalized instruction. The inservice program, conducted by the Teacher Development Center (TDC), a division of the Houston Texas School District's administrative structure, is designed to compliment the efforts of the comprehensive Houston Plan, in meeting the goals of its educational process.

The training activities include demonstration of instructional materials and development of human, technical, and conceptual skills necessary for effectively integrating and mainstreaming all children in regular classroom

settings. At the completion of 120 hours of training, the TDC staff visits the classroom to observe, consult, and assist. The teachers then return to the TDC for follow-up training. This training program is based on the concept of the Houston Plan that every child is an individual, with specific learning strengths and learning styles, and that a special education program should be personalized for every child in the school district. The Education Renewal Project is designed to retrain all personnel to maximize the regular-special education interface and thus approach the goals of the Houston Plan.

Under the U.S. Office of Education, the Training Division of the Bureau of Education for the Handicapped (BEH) awards grants to state departments and Regional Resource Centers to design and deliver inservice training programs to meet priority training needs. The program assistance grants of BEH are directed to:

Increase the quantity and quality of teaching personnel and other special personnel for the education of the handicapped children by providing funds to eligible institutions and agencies that have, or will develop, programs for the preparation of such personnel. The purpose of the special projects is to develop, implement and evaluate training approaches that are basically new or which are significant modifications of existing programs. Projects include innovative approaches to the solution of major training problems (Whelan and Sontag, 1974, p. 3).

#### Conclusion

Whatever training design is determined by the local school district and whatever resources are utilized to



achieve the training goals, it is important that the training program address the needs of a number of target groups. The need for training regular and special education personnel in the schools, developing cooperative working relations, using team approaches to planning and instruction and developing attitudes of acceptance and support has been discussed. It would be helpful, if local school districts and State Universities and Colleges could coordinate inservice programs for the local school district's teachers. In addition, parents of both "regular" and handicapped children should be offered training programs in order to become familiar with organizational directions of the school system and to learn basic management skills to apply at home to supplement the school's learning environment. Curricula should be developed for regular classroom students to help them understand the individual differences of their classroom peers. Children should learn about physical disabilities, hearing and vision impairments, hearing aids, wheelchairs, and even braille machines and braille tests.

It is of equal importance for the children who work and play with handicapped children, the school personnel who cooperatively instruct handicapped children, parents and community people who are actively involved with handicapped children outside of the school environment to become familiar with them, understand them, and work together to help them all become productive and contributing members of their society.

## CHAPTER III

METHODOLOGY OF RESEARCH AND  
INTERPRETATION OF DATA

This study was concerned with determining the perceived inservice needs of regular classroom teachers, for incorporating the handicapped student in the regular classroom. The purpose was to provide the Director of Program Planning and the Director of Special Services of the Bellevue, Nebraska Public Schools with ideas for inservice training programs for elementary classroom teachers as perceived by elementary classroom teachers and special services personnel.

The Questionnaire

The questionnaire was adapted from a "needs assessment" survey form developed by the Nebraska Department of Education-Special Education Branch NDE 06-016 (Revised 8-78). (See Appendix C) The questionnaire contained nineteen items that the respondents were to rate as to their importance for meeting inservice training needs. Following are the ratings that were used: 1 = very low need; 2 = low need; 3 = medium need; 4 = high need; 5 = very high need.

The Selection of the Respondents

It was decided by the Director of Special Services

and the investigator to limit the investigation to the regular elementary classroom teachers (N-173) and special services personnel (N-21). Permission was then requested and received from the Superintendent of the Bellevue, Nebraska Public Schools for the staff members in the district to participate in the investigation.

The questionnaire was given to the elementary school principals by the Director of Special Services and the investigator gave the special services personnel each a questionnaire. The participants were asked to return the questionnaires to the investigator no later than December 1, 1978. A cover letter was also attached to each questionnaire explaining the purpose of the survey. (See Appendix A)

By December 1, 1978 88 of 174 (51%) questionnaires from the elementary classroom teachers had been returned to the investigator. Nineteen of 21 (91%) questionnaires from the elementary special services personnel had been returned to the investigator by January 1, 1979. It was believed by the investigator and the Special Services Director that these numbers were a good return and no other effort was made to retrieve more questionnaires.

#### Analysis of the Data

Table 1 shows the number of regular elementary classroom teachers and special services personnel who have

had previous inservice training related to incorporating handicapped students in the regular classroom. It also shows the number of classroom teachers and special services personnel having previous inservice training for each handicapping condition.

Table 1

Number of Regular Classroom Teachers and Special Services Personnel having Previous Inservice Training Related to the Handicapped Student and for What Handicapping Conditions

	Yes	No	V.H.	A.H.	O.H.	EMR	ED	SLD
Regular Classroom Teacher N=88	21	67	2	6	3	12	10	13
Special Services Personnel N=19	16	3	6	5	2	12	7	12

Twenty-four percent (N=21) of the regular classroom teachers indicated that they had had previous inservice training. The majority of the classroom teachers having previous inservice training received that training related to the educable mentally retarded (EMR), emotionally disturbed (ED) and specific learning disabled (SLD).

Although 84% (N=16) of the special services personnel indicated previous inservice training, the majority had their training relative to EMR and SLD.

Table 2 shows the ratings by regular classroom teachers for each "inservice needs topic." The topics are listed exactly as they were on the "needs assessment"

TABLE 2  
RATINGS BY REGULAR CLASSROOM TEACHERS  
OF INSERVICE NEEDS TOPICS

Item No.	Inservice Needs Topics	Rating					Mean Rating
		Very Low 1	2	3	4	Very High 5	
1	State Legislation/Rules and Regulations	8	15	30	24	11	3.2
2	Federal Legislation/Rules and Regulations	8	16	30	22	11	3.1
3	Due Process/Confidentiality	6	10	33	16	17	3.3
4	Developing and implementing Special Education programs	5	9	15	25	33	3.8
5	Referral and placement procedures	1	7	29	23	27	3.8
6	Assessment: Informal criterion referenced	2	7	28	28	21	3.7
7	Assessment: Formal norm referenced	2	9	33	25	17	3.5
8	Mainstreaming/role of classroom teachers and resource personnel	4	4	14	24	40	4.1
9	Selecting appropriate curriculum and materials	5	2	7	27	46	4.2
10	Adapting/developing curriculum and materials	5	3	13	28	39	4.1
11	Monitoring, evaluating and recording pupil progress	4	5	16	32	30	3.9
12	Behavior and classroom management techniques	4	2	9	15	56	4.4
13	Instructural strategies in the classroom	7	5	21	24	29	3.7

TABLE 2 (continued)

Item No.	Inservice Needs Topics	Rating					Mean Rating
		Very Low 1	2	3	4	Very High 5	
14	Writing and monitoring individual educational plans	7	15	17	18	30	3.6
15	Communicating with students	6	11	17	22	31	3.7
16	Communicating with parents	3	9	16	27	28	3.8
17	Training and utilizing paraprofessionals in the classroom	4	11	22	29	22	3.3
18	Early childhood education for children with handicapping conditions	12	16	23	18	18	3.2
	Techniques for teaching children with:						
	a. Learning Disabilities	4	3	14	18	47	4.1
	b. Visual Handicaps	4	5	16	19	39	4.0
	c. Acoustical Handicaps	5	4	24	12	39	4.0
	d. Orthopedic Handicaps	4	9	21	15	34	3.8
	e. Educable Mental Retardation	9	7	16	18	36	4.1
	f. Emotional Disabilities	5	2	16	15	47	4.2

survey form. A mean rating is given for each topic.

Table 2 reveals the "inservice needs topics" that received a mean rating of 4.0 (high need) and above were the following: Mainstreaming/role of classroom teachers and resource personnel (item 8), Selecting appropriate curriculum and materials (item 9), Adapting/developing curriculum and materials (item 10), Behavior and classroom management techniques (item 13), Techniques for teaching children with: Learning Disabilities (item 19a), Visual handicaps (item 19b), Acoustical handicaps (item 19c), Educable Mental Retardation (item 19e), and Emotional Disabilities (item 19f). The area with the highest average rating was "Behavior and classroom management techniques" (4.4) (item 12).

Table 3 shows the special services personnel's perceived needs for the regular classroom teachers. Again the "inservice needs topics" are listed in the order as they appeared on the "needs assessment" survey form.

Table 3 reveals the perceptions of special services personnel for regular classroom teachers' "inservice needs topic." The following topics received a mean rating of 4.0 (high need) or above: Developing and implementing special educational programs (item 4), Referral and placement procedures (item 5), Mainstreaming/role of classroom teacher and resource personnel (item 8), Selecting appropriate curriculum and materials (item 9), Adapting/developing curriculum and materials (item 10), Monitoring,

TABLE 3

RATINGS OF SPECIAL SERVICES PERSONNEL'S PERCEIVED INSERVICE  
NEEDS FOR REGULAR CLASSROOM TEACHERS

Item No.	Inservice Needs Topics	Rating					Mean Rating
		Very Low 1	2	3	4	Very High 5	
1	State Legislation/ Rules and Regulations	1	0	10	6	2	3.4
2	Federal Legislation/ Rules and Regulations	1	1	9	6	2	3.1
3	Due Process/ Confidentiality	1	1	10	3	4	3.4
4	Developing and Implementing Special Education Programs	1	2	1	7	8	4.0
5	Referral and placement procedures	1	1	2	7	8	4.1
6	Assessment: Informal criterion referenced	0	1	7	6	5	3.8
7	Assessment: Formal norm referenced	0	4	6	6	3	3.4
8	Mainstreaming/role of classroom teachers and resource personnel	0	0	1	3	15	4.7
9	Selecting appropriate curriculum and materials	0	0	1	4	14	4.5
10	Adapting/developing curriculum and materials	0	0	0	5	14	4.7
11	Monitoring, evaluating, and recording pupil progress	0	0	1	8	10	4.5
12	Behavior and classroom management techniques	0	1	3	5	10	4.3
13	Instructural strategies in the classroom	0	2	6	4	7	4.1



TABLE 3 (continued)

Item No.	Inservice Needs Topics	Rating					Mean Rating
		Very Low 1	2	3	4	Very High 5	
14	Writing and monitoring individual educational plans	0	2	2	7	8	4.1
15	Communicating with students	1	2	2	6	8	3.9
16	Communicating with parents	0	2	3	8	6	3.9
17	Training and utilizing paraprofessionals in the classroom	1	3	3	5	7	3.7
18	Early childhood education for children with handicapping conditions	3	2	7	4	3	3.4
19	Techniques for teaching children with:						
	a. Learning Disabilities	0	1	1	6	10	4.4
	b. Visual Handicaps	1	3	7	4	3	3.3
	c. Acoustical Handicaps	1	0	5	8	4	3.8
	d. Orthopedic Handicaps	0	2	5	9	2	3.6
	e. Educable Mental Retardation	0	0	4	10	4	4.0
	f. Emotional Disabilities	0	0	1	7	10	4.5

evaluating, and recording pupil progress (item 11), Behavior and classroom management techniques (item 12), Instructional strategies in the classroom (item 13), Writing and monitoring individual educational plans (item 14), and Techniques for teaching children with: Learning Disabilities (item 19), Educable Mental Retardation (item 19e), and Emotional Disabilities (item 19f). The "inservice needs topics" receiving the highest average ratings were: Mainstreaming/role of classroom teacher and resource personnel (4.7) (item 8), and Adapting/developing curriculum and materials (4.7) (item 10). Whereas, the regular classroom teachers' highest average rating for an "inservice needs topic" was for "behavior and classroom management techniques" (4.4) (item 12). It was the assumption of the investigator that, the special services personnel would have relevant perceived "inservice needs" for regular classroom teachers, because of their training in special education.

Table 4 shows the "inservice needs topics" receiving a mean rating of 4.0 or above by regular classroom teachers and special services personnel.

Table 4 reveals that 84% of the regular classroom teachers indicated a high or very high need for training in "selecting appropriate curriculum and materials" (item 9). This was followed by "behavior and classroom management techniques" (item 12), where 83% indicated a high or very high need for inservice training. The lowest

TABLE 4

A CHART SHOWING IN RANK ORDER, THE "INSERVICE NEEDS TOPICS" RECEIVING A MEAN RATING OF 4.0 OR ABOVE BY REGULAR CLASSROOM TEACHERS AND SPECIAL SERVICE PERSONNEL  
(DATA GIVEN IN PERCENTAGES)

Item No.	RCT Inservice Needs Topic	%	Item No.	SSP Inservice Needs Topic	%
9	Selecting appropriate curriculum and materials	84	10	Adapting/developing curriculum and materials	100
12	Behavior and classroom management techniques	83	8	Mainstreaming/role of classroom teacher and resource personnel	95
10	Adapting/developing curriculum and materials	76	9	Selecting appropriate curriculum and materials	95
19	Techniques for teaching children with: a. Learning Disabilities	76	11	Monitoring, evaluating, and recording pupil progress	95
8	Mainstreaming/role of classroom teachers and resource personnel	74	19	Techniques for teaching children with: f. Emotional Disabilities	94
19	Techniques for teaching children with: f. Emotional Disabilities	73	19	Techniques for teaching children with: a. Learning Disabilities	89
11	Monitoring, evaluating and recording pupil progress	71	14	Writing and monitoring individual educational plans	79
19	Techniques for teaching children with: b. Visual handicaps	70	12	Behavior and classroom management techniques	79

TABLE 4 (continued)

Item No.	RCT Inservice Needs Topic	%	Item No.	SSP Inservice Needs Topic	%
4	Developing and implementing special education programs	67	5	Referral and placement procedures	79
16	Communiting with parents	66	4	Developing and implementing special education programs	79
19	Techniques for teaching children with: e. Educable Mental Retardation	63	19	Techniques for teaching children with: e. Educable Mental Retardation	78
13	Instructural strategies in the classroom	62	15	Communicating with students	74
15	Communiting with students	61	16	Communiting with parents	74
19	Techniques for teaching children with: c. Acoustical handicaps	61	19	Techniques for teaching children with: c. Acoustical Handicaps	67
19	Techniques for teaching children with: d. Orthopedic Handicaps	59	17	Training and utilizing parapro- fessionals in the classroom	63
17	Training and utilizing parapro- fessionals in the classroom	58	19	Techniques for teaching children with: d. Orthopedic Handicaps	61
5	Referral and placement procedures	57	6	Assessment: Informal criterion referenced	58
6	Assessment: Informal criterion referenced	57	7	Assessment: Formal norm referenced	47

TABLE 4 (continued)

Item No.	RCT Inservice Needs Topic	%	Item No.	SSP Inservice Needs Topic	%
14	Writing and monitoring individual educational plans	55	1	State legislation/rules and regulations	42
7	Assessment: Formal norm referenced	49	2	Federal legislation/rules and regulations	42
18	Early Childhood education for children with handicapping conditions	41	19	Techniques for teaching children with: b. Visual Handicaps	39
1	State legislation/rules and regulations	40	3	Due Process/Confidentiality	37
3	Due Process/confidentiality	40	18	Early Childhood education for children with handicapping conditions	37
2	Federal legislation/rules and regulations	38			

indication of need for inservice training was for "federal legislation/rules and regulations" (item 2).

One hundred percent of the special services personnel indicated that regular classroom teachers have a high or very high need for inservice training in "adapting/developing curriculum and materials" (item 10). However, it is surprising to the investigator that a small percent (37%) of the special services personnel indicated a high or very high need for inservice training in the areas of: Due Process/confidentiality (item 3), and Early Childhood education for children with handicapping conditions (item 18).

Of the ten highest need items by the regular classroom teachers and special services personnel, agreement was indicated on eight items as follows: Selecting appropriate curriculum and materials (item 9), Behavior and classroom management techniques (item 12), Adapting/developing curriculum and materials (item 10), Techniques for teaching children with learning disabilities (item 19a), Mainstreaming/role of classroom teachers and resource personnel (item 8), Techniques for teaching children with emotional disabilities (item 19f), Monitoring, evaluating and recording pupil progress (item 11) and Developing and implementing special education programs (item 4).

## CHAPTER IV

## SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

SUMMARY

This study was designed to determine the inservice needs of regular classroom teachers for the incorporation of a handicapped child in the regular elementary classroom in the Bellevue, Nebraska Public Schools.

This final chapter summarizes the procedural steps taken in the investigation, presents the findings formulated from the analysis of the data, draws implications for practical use of the study, and makes recommendations for further research.

Procedural Steps Taken

1. Permission was requested and granted from the Superintendent of the Bellevue, Nebraska Public Schools to do this investigation.

2. A questionnaire was adapted from a "needs assessment" survey developed by the Nebraska State Department of Education. (See Appendix B)

3. The questionnaire was sent to 173 kindergarten through sixth grade elementary regular classroom teachers to obtain an indication of their perceived inservice needs.

4. The questionnaire was sent to 21 special

services personnel to obtain an indication of their perceived inservice needs for regular classroom teachers.

5. All participants were asked to respond by indicating on a five-point scale (1 = very low need; 2 = low need; 3 = medium need; 4 = high need; 5 = very high need) the perceived inservice needs for regular classroom teachers on the 19 listed items.

### Findings

Statements summarizing results of analysis of the data are:

1. A majority of the regular classroom teacher respondents (67 of 88 or 75%) indicated that they have not had previous inservice training on mainstreaming handicapped children.

2. A majority of the special services personnel respondents (16 of 19 or 84%) indicated that they had had previous inservice training on mainstreaming handicapped children.

3. The 21 regular classroom teachers who indicated that they had had previous inservice training revealed that the majority (13 of 21 or 62%) had training in specific learning disabilities.

4. A majority of the special services personnel (12 of 19 or 68%) had previous inservice training on mainstreaming of the educable mentally retarded and the specific learning disabled.



5. The "inservice needs topic" "selecting appropriate curriculum and materials" (item 9) was rated a "high" (4.0) or a "very high need" (5.0) by the greatest percent of regular classroom teachers (84%).

6. The special services personnel believe that "adapting/developing curriculum and materials" (item 10) is the most important "inservice need" for regular classroom teachers. This item was rated as "high" or "very high" by 100% of the participants.

7. Regular classroom teachers and the special services personnel agreed on eight "inservice needs topics" which were ranked in the top ten by both groups (Table 4, p. 29). These eight "inservice needs topics" are:

1. Selecting appropriate curriculum and materials (item 9)
2. Behavior and classroom management techniques (item 12)
3. Adapting/developing curriculum and materials (item 10)
4. Techniques for teaching children with learning disabilities (item 19a)
5. Mainstreaming/role of classroom teachers and resource personnel (item 8)
6. Techniques for teaching children with emotional disabilities (item 19f)
7. Monitoring, evaluating and recording pupil

- progress (item 11)
8. Developing and implementing special education programs (item 4).

#### Implications of Findings

From the findings of the survey, certain implications may be drawn which are directly related to the purposes of the study.

1. Inservice training should be implemented for kindergarten through sixth grade regular classroom teachers regarding the following "inservice needs topics":
  - a. Selecting appropriate curriculum and materials
  - b. Behavior and classroom management techniques
  - c. Adapting/developing curriculum and materials
  - d. Techniques for teaching children with learning disabilities
  - e. Mainstreaming/role of classroom teachers and resource personnel
  - f. Techniques for teaching children with emotional disabilities
  - g. Monitoring, evaluating and recording pupil progress
  - h. Developing and implementing special education programs

It is the investigator's opinion that, all of the "inservice needs topics" are important and would benefit all classroom teachers and special services personnel. As a result of conversations with teachers and special service personnel the writer believes that the training should take place in a "workshop" setting and that there be ongoing counseling and consultation with the regular classroom teachers, who may have handicapped children in their classroom.

#### Recommendations for Further Research

The findings of this study suggest other areas for further research.

1. A study to determine the inservice needs for working with handicapped children, from paraprofessionals - especially teachers aides - vocational and career educators, and school administrators.

2. Another study to determine the needs of parents of handicapped children. How to provide parents of handicapped children with the kind of support, guidance, and education needed.

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## APPENDIX A



Terry Zoucha  
CHAP School

Dear Fellow Educator,

I am working on a field project at the University of Nebraska at Omaha and am doing a study on the "perceived in-service needs of regular classroom teachers for incorporating handicapped children in the classroom."

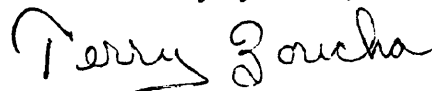
Due to recent legislation (Public Law 94-142, The Education of all Handicapped Children Act), handicapped children may be incorporated (mainstreamed) in the regular classroom. Many regular classroom teachers have concern with the "how" of working with a handicapped child in the regular classroom.

Your completion of this survey will greatly help the Director of Special Services and the Director of Program Planning in determining and developing in-service training programs designed to help and support the regular classroom teacher working with handicapped children.

Please complete the following "In-Service Needs Assessment Survey" and return it to your principal by December 1, 1978. Your co-operation with helping to determine the very important "in-service training needs" will be greatly appreciated.

Thanks very much.

Sincerely yours,



Terry Zoucha

## APPENDIX B

Return to: School Principal

Date due: December 1, 1978

BELLEVUE PUBLIC SCHOOLS

Bellevue, Nebraska

INSERVICE NEEDS ASSESSMENT SURVEY

Data from the survey will be used to help determine and develop in-service training programs for regular classroom teachers.

- Have you had previous in-service training related to handicapped students in the regular classroom?
   
 \_\_\_\_\_ Yes    \_\_\_\_\_ No

If yes, for which handicapping conditions? (check all applicable)

- \_\_\_\_\_ Visually Handicapped
- \_\_\_\_\_ Acoustically (hearing) Handicapped
- \_\_\_\_\_ Orthopedically (physically disabled) Handicapped
- \_\_\_\_\_ Educable Mentally Retarded
- \_\_\_\_\_ Emotionally Disturbed
- \_\_\_\_\_ Specific Learning Disabilities
- \_\_\_\_\_ Other Disabilities \_\_\_\_\_

- Primary Position (check one)

- \_\_\_\_\_ Regular Classroom Teacher
- \_\_\_\_\_ Special Services Personnel

Please rate each of the following items according to the regular classroom teacher's needs for in-service training for incorporating the handicapped child in the regular classroom. Circle the appropriate number (1 = very low need; 2 = low need; 3 = medium need, 4 = high need; 5 = very high need).

- 1. State Legislation/  
Rules and Regulations                1   2   3   4   5
- 2. Federal Legislation/  
Rules and Regulations                1   2   3   4   5
- 3. Due Process/  
Confidentiality                            1   2   3   4   5

4.	Developing and implementing Special Education programs	1	2	3	4	5
5.	Referral and placement procedures	1	2	3	4	5
6.	Assessment: Informal criterion referenced	1	2	3	4	5
7.	Assessment: Formal norm referenced	1	2	3	4	5
8.	Mainstreaming/role of classroom teacher and resource personnel	1	2	3	4	5
9.	Selecting appropriate curriculum and materials	1	2	3	4	5
10.	Adapting/developing curriculum & materials	1	2	3	4	5
11.	Monitoring, evaluating, and recording pupil progress	1	2	3	4	5
12.	Behavior and classroom management techniques	1	2	3	4	5
13.	Instructional strategies in the classroom (e.g. writing instructional objectives, establishing learning centers, student contracts, etc.)	1	2	3	4	5
14.	Writing and monitoring individual educational plans	1	2	3	4	5
15.	Communicating with students	1	2	3	4	5
16.	Communicating with parents	1	2	3	4	5
17.	Training and utilizing paraprofessionals in the classroom	1	2	3	4	5

18. Early Childhood Education for children with handicapping conditions 1 2 3 4 5
19. Techniques for teaching children with:
- |                                |   |   |   |   |   |
|--------------------------------|---|---|---|---|---|
| a) Learning Disabilities       | 1 | 2 | 3 | 4 | 5 |
| b) Visual Handicaps            | 1 | 2 | 3 | 4 | 5 |
| c) Acoustical Handicaps        | 1 | 2 | 3 | 4 | 5 |
| d) Orthopedic Handicaps        | 1 | 2 | 3 | 4 | 5 |
| e) Educable Mental Retardation | 1 | 2 | 3 | 4 | 5 |
| f) Emotional Disabilities      | 1 | 2 | 3 | 4 | 5 |
| g) Other _____                 | 1 | 2 | 3 | 4 | 5 |
20. Are there other areas for which the regular classroom teacher needs in-service training?

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APPENDIX C

Return to: NE State Dept. of Education  
SPED Branch  
Box 94987  
301 Centennial Mall South  
Lincoln, Nebraska 68509  
(Stamped, addressed  
envelope provided)

NDE 06-016  
(Revised 8-78)  
Date Due: Sept. 4<sup>9</sup> 11, 1978

NEBRASKA DEPARTMENT OF EDUCATION-SPECIAL EDUCATION BRANCH

Lincoln, Nebraska

NEEDS ASSESSMENT

This needs assessment survey reflects the Nebraska Department of Education's continuing effort to determine the priority needs of educators who provide services to students with handicapping conditions. Data from the survey will be used to develop inservice training for educators.

County \_\_\_\_\_

Class of District \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

ESU # \_\_\_\_\_

PRIMARY POSITION (Circle one)

- A. Elementary Teacher
- B. Secondary Teacher
- C. Special Ed. Teacher
- D. Resource Teacher
- E. Principal
- F. Superintendent
- G. Special Ed. Administrator
- H. Psychologist
- I. Counselor
- J. Speech Clinician
- K. Other

MAJOR TEACHING ASSIGNMENT  
(if appropriate)

_____ English	_____ Fine Arts
_____ Social Studies	_____ Voc. Ed.
_____ Math	_____ Home Ec.
_____ Science	_____ Physical Ed.
	_____ Other

1. Have you had previous inservice training related to students with handicapping conditions?

\_\_\_\_\_ Yes          \_\_\_\_\_ No

If yes, for which handicapping conditions? (Check all applicable)

- \_\_\_\_\_ Learning Disabilities
- \_\_\_\_\_ Emotionally Disturbed
- \_\_\_\_\_ Mentally Retarded
- \_\_\_\_\_ Educable Mentally Handicapped
- \_\_\_\_\_ Physical Disabilities (deaf, blind, orthopedic)
- \_\_\_\_\_ Severely/Profoundly Handicapped
- \_\_\_\_\_ Communication Disorders
- \_\_\_\_\_ Other Disabilities

2. How far are you willing to travel (one way) for inservice training? Circle one.

- A. 25 miles
- B. 25 - 50 miles
- C. 50 - 75 miles
- D. 75 - 100 miles

3. Indicate federal programs with which you are familiar:

- \_\_\_\_\_ ChildFind
- \_\_\_\_\_ Direction Services
- \_\_\_\_\_ ToyBrary
- \_\_\_\_\_ Parent Resource Library
- \_\_\_\_\_ P.L. 89-313
- \_\_\_\_\_ SETS (State Education Training Series)

For Office Use Only

County Number \_\_\_\_\_

Survey Number \_\_\_\_\_

Please rate each of the following items according to your own degree of need for training. Circle the appropriate number (1=very low need; 2=low need; 3=medium need; 4=high need; 5=very high need). 50

- |  |           |   |           |
|--|-----------|---|-----------|
| 1. State Legislation/<br>Rules and Regulations   | 1 2 3 4 5 | 17. Writing and monitoring<br>individual educational<br>plans                   | 1 2 3 4 5 |
| 2. Federal Legislation/<br>Rules and Regulations   | 1 2 3 4 5 | 18. Communicating with<br>students  | 1 2 3 4 5 |
| 3. Budget preparation for<br>Special Education Programs  | 1 2 3 4 5 | 19. Communicating with<br>parents   | 1 2 3 4 5 |
| 4. Due Process/<br>Confidentiality   | 1 2 3 4 5 | 20. Building interper-<br>sonal relationships                                   | 1 2 3 4 5 |
| 5. Developing and imple-<br>menting SPED programs  | 1 2 3 4 5 | 21. Training & utilizing<br>paraprofessionals in<br>the classroom               | 1 2 3 4 5 |
| 6. Monitoring/evaluating<br>Special Education Programs   | 1 2 3 4 5 | 22. Early Childhood educa-<br>tion for children with<br>handicapping conditions | 1 2 3 4 5 |
| 7. Referral and place-<br>ment procedures  | 1 2 3 4 5 | 23. Vocational program-<br>ming for students with<br>handicapping conditions    | 1 2 3 4 5 |
| 8. Assessment: Informal<br>criterion referenced  | 1 2 3 4 5 | 24. Techniques for teaching<br>children with:                                   |           |
| 9. Assessment: Formal<br>norm referenced   | 1 2 3 4 5 | a) Learning Disabilities  | 1 2 3 4 5 |
| 10. Mainstreaming/role of<br>classroom teacher and<br>resource personnel   | 1 2 3 4 5 | b) Emotional Disabilities   | 1 2 3 4 5 |
| 11. The Resource Room<br>model   | 1 2 3 4 5 | c) Mental Disabilities  | 1 2 3 4 5 |
| 12. Selecting appropriate<br>curriculum and mate-<br>rials   | 1 2 3 4 5 | d) Physical Disabilities  | 1 2 3 4 5 |
| 13. Adapting/developing<br>curriculum & materials  | 1 2 3 4 5 | 1) Deaf   | 1 2 3 4 5 |
| 14. Monitoring, evaluating,<br>and recording pupil<br>progress   | 1 2 3 4 5 | 2) Blind  | 1 2 3 4 5 |
| 15. Behavior and classroom<br>management techniques  | 1 2 3 4 5 | 3) Othopedic  | 1 2 3 4 5 |
| 16. Instructional strategies<br>in the classroom (e.g.<br>writing instructional<br>objectives, establishing<br>learning centers, student<br>contracts, etc.) | 1 2 3 4 5 | e) Severely/profoundly<br>handicapped   | 1 2 3 4 5 |
|  |           | f) Multihandicapped   | 1 2 3 4 5 |
|  |           | g) Communication Dis-<br>orders   | 1 2 3 4 5 |
|  |           | h) Other _____  | 1 2 3 4 5 |
|  |           | 25. Other suggestions for inservice<br>training                                 |           |
|  |           | _____   |           |
|  |           | _____   |           |