DOCUMENT RESUME

ED 095 677   EC 062 777

AUTHOR   Watson, Hazel A.
TITLE   Team Teaching and its Implications for Mentally
                Retarded Children.
INSTITUTION   Marion County Association for Retarded Children,
                Indianapolis, Ind.
PUB DATE   72
NOTE   36p.

EDRS PRICE   MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS   Childhood; *Educational Methods; *Exceptional Child
                Fducation; Grouping (Instructional Purposes);
                *Mentally Handicapped; *Program Descriptions; Program
                Evaluation; Special Schools; *Team Teaching;
                Trainable Mentally Handicapped
IDENTIFIERS   *Noble Center Team Teaching Plan

ABSTRACT
        Discussed is the history, organization, and value of
team teaching with retarded children; and provided is a program
description of team teaching during 1969 at one center which involved
22 children from 6 to 12 years of age. Team teaching is seen to
provide for varying student needs by teachers of varying abilities.
Definitions of team teaching and related terms such as multiage
grouping are given. Economic advantages are said to have been an
early impetus to team teaching efforts with the inauguratory program
occurring in 1957 at a Massachusetts school. Team organization is
considered in terms of the value of both flexibility and structure,
the need for initial planning sessions, the need for suitable
facilities and equipment, and the involvement of ancillary staff and
consultants. Advantages of team teaching with retarded children are
thought to include individualized instruction and flexible grouping.
Two case studies are given to illustrate the positive effects of team
teaching on a 13-year-old girl and a 10-year-old boy, both severely
retarded and withdrawn. Reported are results of the program
evaluation at Nobel Center in Indiana which included completely
meeting objectives such as forming smaller groupings for more
effective teaching and not meeting objectives such as maintaining
continuing assessment of the curriculum program. Also listed are the
measurable goals for each of the five pupil groups in areas such as
appropriate behavior, the criteria for grouping, a sample program
day, and teacher opinions of the program. (DB)

TEAM TEACHING

AND ITS

IMPLICATIONS FOR MENTALLY RETARDED CHILDREN

NOBLE I

1972

MARION COUNTY ASSOCIATION FOR RETARDED CHILDREN

2400 North Tibbs Avenue

Indianapolis, Indiana 46222

TEAM TEACHING

ND ITS

IMPLICATIONS FOR MENTALLY RETARDED CHILDREN

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CHAPTER I - INTRODUCTION

Statement of Problem and Justification of Study

This paper will address itself to team teaching, a relatively new concept in the field of education. An urgent need is arising in our society to challenge the present educational system. Social, cultural, and technological advances are being made at a rapid pace and education must keep up. Present knowledge of how children best learn and grow provides a good argument against traditional classroom setups and teacher behaviors.[1]

Learning of the problems faced and the solutions tried (whether as an individual teacher's initiative or through instituted, organized programs) increases awareness. These urgent needs must be fulfilled if our schools are to meet the changes and challenges our advancing society is thrusting upon them.

The problem which is being viewed is that of the schools not being able to accomplish their purpose in the educating of the young. What is the purpose or rather the function of education in a society?

For the purpose of this study the function of education will be to transmit a society's values to its people and to give them certain amounts of both specific and general knowledge of their environment in order to create a more stable and happy society. Actually, educational programs are merely extensions of the social-cultural goals of a society.[2]

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[1]Chamberlin, L. J., _Team Teaching: Organization and Administration_, pp. 3, 5.

[2]Ibid., p. 3.

Given these duties, the educational system must create situations in which the child can learn and grow to meet the fast demands of his society. The traditional one-classroom teacher circumstance does not grant this need.

Traditionally thousands of American School children sit in uniform groups in one classroom, receiving most of their lessons from one teacher regardless of his strengths and weaknesses.

Many factors point to the necessity of change. Teacher shortage and incompetent teachers and the knowledge explosion (mere memorization is not useful anymore) are two conditions. Our schools have larger enrollments with a more mobile population which heightens the variety of individual differences within the classroom.[3] The conventional clas room is geared towards the group but individuals learn and groups do not.[4]

Things must change, or as David Beggs puts it in his book, Team Teaching - Bold New Venture:

> "If the schools in America are to be significantly better, they will need to be substantially different.
>
> Teachers need greater opportunities to use their professional skills for the advantage of the students. Team teaching is one way to increase the potential for higher quality education at all levels of the instructional process."[5]

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[3]Bair, Medill and Woodward, R. G., Team Teaching in Action, pp. 3, 5.

[4]National Society for the Study of Education; Programmed Instruction, Vol. 66, p. 233.

[5]Beggs, D. W., Team Teaching - Bold New Venture, copyright page.

Therefore, the potential of team teaching must be examined as one answer to our need for revision of the educational system.[6]

Educators should be able to provide the best educational atmosphere possible for all students. The realization that children are unique individuals with varying needs and abilities is essential.

The fact that every child does indeed have varying needs implies that the mentally retarded may be more normal than different. Thus, educators for the retarded must also constantly seek new and better ways to enhance their programs. Then retarded children, too, may be allowed to make their own unique individual contribution to society.

The field of mental retardation is receiving more meaningful emphasis now. For so long very little was known. Now more and more knowledge is being gained through needed experimentation. The time is ripe for team teaching.

Definition of Team Teaching

The Claremount California Program[7] is defined as "... an instructional unit within a school. This unit is a combination of a student group (distinct), a small faculty group with complementary talents and specializations which is responsible for the academic and counseling program of the student group, and certain ancillary personnel who assist the teachers and students."

Shaplin says, "teaching (team) is an effort to improve instruction by the reorganization of personnel in teaching. Two or more teachers

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[6]Beggs, D. W., Team Teaching - Bold New Venture, pp. 6, 8.

[7]Browhele, J. H., The Claremont Teaching Team Program, p. 32.

are given responsibility, working together for all or a significant part of the instruction of the same group of students."[8]

The Ford Foundation says, "There is no universal formula for a Team Teaching."[9]

Thus, Team Teaching can be many things to many people. To some, it is a challenge, a challenge involving traditional disciplines or courses of education. Team Teaching is an opportunity, an opportunity to expand the talents of teachers and to create new areas of exploration for students and teachers alike.

Team teaching is unique in that it can provide opportunities for expansion of teacher talents, and blend the curriculum by combining the skills of specialists, teachers, and aides.[10]

Definition of Terms

1. Team – Identifies the entire group of students and teachers involved together. The number of teachers and students may vary widely.

2. Student Team – Alludes to all the students assigned to the group.

3. Team Teachers – The specific teachers working with a student team.

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[8]Shaplin, J. T., "Team Teaching", Saturday Review, 44, 20:54-55, 70; May 20, 1961.

[9]Time, Talent and Teachers, Ford Foundation, p. 51.

[10]Hanslovosky, Mayer, Wagner, S., Why Team Teaching, p. 3.

4. Intradisciplinary - Means within a given discipline, such as an English team, whose teachers offer such specialties as language production, language structure, and choral reading.

5. Multiage Grouping - Involves the assignment of the students to groups which cut across traditional grade lines. Groupings are based primarily on skills, interest, and abilities.

6. Individualized Instruction - Allows for difference in rates and avenues of learning. In this form of teaching students can progress at their own rate.

7. Interdisciplinary - Refers to a blending of more than one subject area. An English-Social Studies-Science combination represents this kind. French and art teachers working together present another example. LaDuc, Missouri, pioneered this type of team teaching. In 1968, the entire academic staff at East Lansing Middle School (Michigan) was reorganized on an interdisciplinary basis.

8. Thematic Approach - Signifies the organization of materials and activities around broad unifying themes. This scheme borrows from many traditional units of study or from several disciplines. The theme "Life in the American Colonies" could be approached from many angles, involving such aspects as early medicine (science),

land survey (math), biographies (English), and establishment of government (social studies). Fenton presents numerous examples of this and other approaches to the teaching of social studies.

CHAPTER II – THE BEGINNING

The term "team teaching" was first coined in 1957 when Harvard set up the first program at Franklin School in Lexington, Massachusetts, as an experiment. The movement spread rapidly which accounts for much of the confusion or misconception of the original term, for many different variations have sprung from it. Yet by the middle 1960's still little had been done on a large scale throughout the nation.[11]

Economic Aspects[12]

Besides all the social changes acting upon our schools, one of the main stimulants in initiating team teaching was of an economic value. Teacher shortage and incompetent teachers were huge problems, illustrated by the fact that 10 percent of United States teachers drop out .ach year.

Team teaching is attractive to both male and female. The beginner is no longer solely responsible for one classroom and he benefits from more experienced professionals. The possibility of advancement to senior or lead teacher (each with a progressively higher salary) is very appealing to the young teachers.

Starting a program such as team teaching costs more than prior arrangements because of aides. salaries and the more sophisticated equipment. The problem is somewhat alleviated because whereas the general

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[11]Keppel, Francis, The Neccessary Revolution in American Education, pp. 96-98.

[12]Ibid, pp. 96-100.

public is reluctant to support increased teacher pay, they are apt to be more willing to give the money to programs. Also, the funds are better distributed in order to offer the new recruits rewards for their abilities and responsibilites.

Inauguratory Program

In 1957 Franklin School in Lexington, Massachusetts, embarked upon a plan of team teaching for its 500 students in grades 1 through 6. Each of the three teams included a team leader, senior teachers (more experienced), and regular teachers. Aides were hired to do the clerical work.[13]

The students were grouped by ability in different subjects and participated in large and small groups and independent study. Teachers ug di ferent groups and different subjects.[14]

The program is still in action today spurred by the enthusiasm generated by both teachers and pupils.

Some encouraging reports have been made. Students were found not to be confused or upset by the project. It was easy to create any size group and the larger ones were no problem. More efficiency of instruction resulted from intense planning by the staff in their meetings. Teachers were happy to have their special skills recognized. In 1961 on academic achievement tests team teaching pupils scored slightly higher than those in conventional classrooms.[15]

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[13]Morse, A. D., _Schools of Tomorrow - Today!_, pp. 7-25.

[14]_Ibid_, pp. 7-25.

[15]Bair, Medill, and Woodward, R. G., _Team Teaching in Action_, pp. 192, 198.

Weaknesses are also found. Time pressures were heavy and team
meetings were not always well run. A big complaint was that per-
sonnel and resources were spread too thin.[16]

However, except for these generalities, it is still too soon
for many informative conclusions.

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[16]Bair, Medill, and Woodward, R. G., Team Teaching in Action,
pp. 194-195.

CHAPTER III - ORGANIZING A TEAM

Flexibility is one of the key elements in a workable team teaching program. Staff members must be able to vary and share both time and talents according to the individual needs of the children.

However, any assumption that flexibility is synonymous with disorganization is invalid. Team teaching is structured. It depends and thrives on staff meetings in which ideas, problems, and opinions are interchanged and programmed. Before the program is ever put into effect initial planning sessions probe into all the aspects and concepts.

Initial Planning Sessions

These preliminary meetings are the backbone in initiating the program. Overall goals are drafted and the most essential needs of the population are categorized into disciplines. After deciding the disciplines the individual members of the staff then decide where their interests and talents lie. Aides inevitably become more involved in the actual teaching process.

Student assignment comes next. Individual needs of each child are assessed in each discipline. Through the observations and opinions of many people the child is more likely to be placed according to his own unique abilities. Size grouping varies correspondingly to the characteristics of the subject area and the children involved. With the help of resource people and other specialists specific goals are introduced for each level group within a given discipline.

Schedules are set up so that each group is allowed certain amounts of time to spend in each discipline area. The amounts are decided upon by the importance placed on each area or the priorities set. Breaks are scheduled for the staff members. They may use this time for planning or meeting with the resource people to ensure a good follow-through in the program. Resource people are also granted their own scheduling slots for their work with the children.

Facilities and Equipment

For the best results in any program good, relevant equipment and supplies are very necessary. This is even more true in team teaching. New methods must constantly be tried in order to find those most workable in the new situation. Audio-visual equipment is essential for developing language skills.

One of the natural concerns of team teaching is space availability. Although a new, flexible facility would offer maximum effectiveness, teams can and do operate in old or traditional buildings. As architect John Lyn Reid has said, "Education is a fluid activity. A fluid might be said to take the shape of its container."[17] If that is true, we might say that the container should change its shape when required. Space for small group activity does not seem to be a problem and any large room such as a gym, cafeteria, or music room can be used for large group activities. With a lot of determination and staff cooperation team teaching can be done at almost any facility.

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[17]Bair, Medill, and Woodward, R. G., _Team Teaching in Action_, p. 73.

Ancillary Staff and Consultants

Important facets of the team are the ancillary staff and the con-
sultants. With their help team teaching works much more effectively.
Collectively, the teachers and the resource people can visualize and
implement programs for groups and individuals.

Language specialists, music and art therapists, and recreation di-
rectors have their own scheduled times with the children. The rest of
the time teachers implement follow-through programs designed by the
specialists.

Ideally, team teaching scheduling allows times for breaks for all
the teachers. Meetings with consultants and ancillary staff members are
held at these times. These better ensure follow-through programs. Any
problems with a certain child can be discussed and more adequately dealt
with.

These specialists are also active participants in team meetings.
Here again through more specific and specialized knowledge individual
needs can be recognized and evaluated more efficiently.

CHAPTER IV – DOES TEAM TEACHING HELP THE RETARDED CHILD?

Potentialities for Growth and Development

Teachers for the mentally retarded should be as realistic as possible in their assessment of handicaps and abilities so that each child can be guided into achieving his fullest potential. In observing and reporting behavior patterns of children the teacher obtains a subjective evaluation for which there is no substitute.[18] Even though there is no rating scale that will include all possibilities for growth and development there are objective aids that can be used as a frame of reference so that a basis can be provided for a more refined evaluation of a program. A sample of the kinds of questions that could appear on a reference aid are:

Emotional Stability

1. Is he withdrawn?

2. Is there evidence of anxiety?

Communication

1. How does he make his needs known?

2. Does he initiate sounds?

3. Can he follow directions?

Perception

1. How does he see himself in relation to the world?

2. What experiences have stimulated his perceptive abilities?

Social Interaction

1. How does he relate to his parents, teachers, peers?

2. How does his home environment affect his social learnings at school?

18. Baumgarten, B. B. Helping the Trainable Mentally Retarded Child, p. 20.

Periodic reviews of the questions, compared with earlier observations, will enable the teacher to assess the child's development realistically.

The flexibility of team teaching provides opportunities for group sizes to vary according to the needs and abilities of the students. And because of differences in rates and avenues of learning the individualized instruction that is concomitant with team teaching allows students to progress at their own rate. If the doubts that have been expressed concerning the ability of the typical classroom teacher to teach all subjects to all children with equal effectiveness are valid, and if well-organized team teaching programs will improve the educational system for children, this obviously includes children with learning disabilities.

Sample Case Study I

Mary is a 13-year-old female with a mental age of $2\frac{1}{2}$. She has been attending Noble Center for four years, and until a few weeks ago was a very withdrawn, passive individual with profound gross motor difficulties. She was completely non-verbal, using gestures to indicate her needs for toileting, food, or drink. When the team teaching program began in October, 1970, Mary was grouped with the lower functioning children for language, pre-academics, Physical Education, and music, and with the next highest for socialization (homeroom) and self-help skills. The flexibility of the team teaching schedule provided opportunities for Mary to receive individual instruction in weak areas through the use of volunteers and para-professionals, and to interact with higher functioning groups for socialization. In comparing Mary's evaluation scores (Alpern-Boll) teachers realized that she had gained in each of the five areas as follows:

	10-70			5-71
Physical Age	:	1-6	Physical Age	:	1-9
Self-Help Age	:	1-7	Self-Help Age	:	2-1
Social Age	:	0-9	Social Age	:	1-5
Academic Age	:	0-11	Academic Age	:	1-8
Communication Age:		1-0	Communication Age:		1-2

Case Study II

Ten year old James has been a client at Noble Center for two years. In September of 1970, before team teaching began he was placed in one of the self-contained primary classrooms at Noble.

James was a very withdrawn child. When asked any question or talked to directly he would merely close his eyes to avoid the contact. The teacher and assistant both tried various methods of reaching him. Once a method was found that evoked appropriate responses, they persisted with a consistent program. He became familiar with the teacher, the assistant, the children, and the daily routine. With this consistency and regularity, slowly, James began to open up.

He began to verbalize frequently and appropriately even to the point of initiating conversation. The response of his teachers was one of surprise. Neither had realized how many words and concepts James understood. He was learning new words everyday. Whereas, before, he had been a loner, James was now interacting extensively with the other children.

Progress was apparent to everyone observing James' behavior at that time. Then the team teaching program was begun at Noble. He was placed in the third language grouping (out of four; number one being the highest level). As far as grouping criteria and measurable goals for Group III, James was properly assigned. However, he was not responding to the planned curriculum. He regressed to his previous withdrawn behavior.

Fears which had been eliminated in the uniform atmosphere of the self-contained classroom surfaced. With the changing of classes, James was having to

adjust to new teacher personalities, new classmates, new classroom situations, and techniques, and new expectations. Apparently, the adjustment was too large for him.

James' case was discussed at one of the team meetings. He was switched to the lowest language group, Group IV. This group usually met in his own homeroom under the supervision of his homeroom teacher and assistant. Also many of his homeroom classmates were in this group. Although the goals concentrated on in Group IV were lower than his abilities, James was much more competent, as he had more successes. Within a few weeks, James was again beginning to emerge from his shell.

This case and others like it, suggests the adverse effects team teaching may have on certain children. Fortunately, James adjustment problems were detected early enough to be corrected. The status quo (one classroom situation) created an atmosphere of security in which he could better work, as it more aptly assured him of what to expect.

CHAPTER V - NOBLE SCHOOL PLAN

Summation of 1969 Team Teaching Plan

In April, 1969, a proposed Team Teaching Program was initiated within Noble Center's total educational program. After some considerable research, meetings were held by staff members with the Administration to put this program into operation. This program lasted until the end of the school year, June 5, 1969.

The main objective in proposing this approach to teaching was to allow for a more effective grouping of children in order to offer more precise teaching. Two teachers, three aides, and approximately twenty-two children were involved in the program. The children's ages ranged from six years of age to twelve years of age.

The areas of curriculum to be covered within a scheduled day were: Communication, Academics, Physical Education, Music and Arts and Crafts. It was assumed that self-help skills would pervade in all the above areas. Scheduling was broken down into approximately thirty-minute time slots.

The children came into assigned homerooms in the morning and from these were moved into different groups for different activities. It was necessary to utilize untrained aides within some teaching areas in an effort to broaden programming.

During the three months that Team Teaching was in effect, substantial changes occurred that affected the staff and children. The moving from one classroom to another for instruction apparently did not upset

the students, but allowed the students to be exposed to different people—
a broadening of their social environment. Classroom instruction ap-
peared to be on a higher level than what had appeared in the self-con-
tained classrooms. The staff became exposed to more students and had
more of an impact in the total educational program. The staff became
more amiable in coping with behavior problems if the staff member knew
the student was not going to be in his class all day.

The staff, however, encountered some difficulty in adjusting to
what later became identifiable as "turn-teaching" and not "team teaching".
"Turn-teaching" is not similar to "departmentalization", since no one
teacher was concerned with only one subject area nor did one teacher
teach all the students exclusively in one subject area. Departmental
teaching was not utilized in order for the staff to gain a more diversi-
fied knowledge of students and curriculum. Coordination of total pro-
gramming with all personnel staff daily involved with clients and re-
source persons periodically involved created some problems, due to lack
of available time during and after school.

Another part of the program was to involve the parents in the school
program and in the training of children at home. Parent meetings and
workshops were held for the parents to allow them to gain a better un-
derstanding of the students needs and to encourage a carryover of pro-
gramming from the classroom into the home environment. General discus-
sions with parents were held, as well as "individualized" small-group
workshops directed toward parents who had children with similar needs,

i.e., parents of cerebral palsy clients only were invited to special meetings in conjunction with a therapist from the cerebral palsy clinic and our staff.

At the end of the school year, the team spent seven school days evaluating their three-month program in an effort to upgrade or modify the program for next year. The objectives of the program were met as follows:

1. To form smaller groupings for more effective teaching. This objective was completely met.

2. To research and clarify the roles of teachers, assistants, resource personnel, volunteers and parents. This objective was not met at all.

3. To pre-plan and outline practical and attainable goals to gain program coordination in all areas of instruction. This objective was partially met.

4. To realize, emphasize the importance of art, music and recreation activities within the planned curriculum. This objective was partially met.

5. To maintain continuing assessment of the curriculum program. This objective was not met at all.

6. To effect consistent client evaluation. This objective was partially met.

7. To offer parent self-education and encourage parental involvement in order to make them more aware of their child's total needs and gain a continuing program within their home environment. This objective was met.

8. To gain flexibility for effective coordination of individual groups.. This may be accomplished by temporary placement of clients within another group for specific activity or learning experience. This objective was completely met.

As one can see, the main thrust of Team Teaching evaluation was not accomplished. With this in mind an outline for the 1970-71 team teaching program is presented.

On October 9, 1970, the Noble Center Primary Department staff members met to discuss plans for the 1970-71 team teaching program. During the initial planning sessions disciplines were decided upon, objectives and measurable goals set, students were grouped and schedules were planned.

Although the major emphasis of the program was developed around self-help skills and social maturity, it was to be flexible enough to meet the needs of the children who are capable of academic instruction.

The combined talents of each staff member were to be utilized effectively to meet the needs of each individual child. Collectively, the staff tried to develop an atmosphere in which, the child had the opportunity to develop to his maximum capabilities through individual assessment and Team Teaching.

Objectives

1. To form small homogeneous groups, or large groups as necessary.

2. To plan goals to satisfy the needs of each individual child as well as group needs.

3. To coordinate all instructional areas to meet these goals.

4. To delineate placement of all involved personnel within their area of ability and by their mutual agreement.

5. To maintain ongoing assessment of the curriculum program through regular meetings of all personnel.

6. To schedule regular client evaluations (at least 5 times a year).

7. To have regular parent meetings on a scheduled basis (class open house or groups).

8. To help parents become more aware of the needs of the child by keeping the lines of communication open.

9. To gain flexibility:

a. By effective temporary placement of a child within a specific group for a specific activity.

b. By a total regrouping of a child's program due to his progression or regression.

MEASURABLE GOALS

GROUP I

1. Appropriate Behavior

    a. Concentrated time in specific areas of instruction towards listening and following directions and actual time spent seated in accord with public school classes.

    b. Learning to take turns in answering

2. Increase memory skills

    a. useful information (printing name, address, etc.—)

    b. recall of previous experiences (describing a series of events in narrative form)

    c. sequencing — copy pattern — recall of objects (presented then removed) group objects by attributes (size, shape, color, use)

    d. development of spatial relationship — near, far, inside, around

3. Language development — stress elementary topological relations such as enclosure, proximity and separateness

    a. sentence formation — response to questions, relating of speech from one individual to another.

    b. increase vocabulary, relating an individual's speech to stories, problems, and games

    c. worksheets

    d. correspondence activities—coat hangers to coats, brushes to paint jars.

4. Socialization

    a. Social adjustment (sharing, respect of others rights and property).

    b. cooperation (doing an assigned task together)

5. Expectancy for success (areas to <u>allow</u> for success type experiences)

    a. increase self confidence and pride

    b. self-help skills (use skills they know how to do and add one more at a time to gain)

    c. arts, crafts, and music

    d. independent work habits

GROUP II

1. Appropriate behavior

    a. concentrated time in specific areas of instruction towards listening and following directions and actual time spent seated.

2. Increase memory skill

    a. useful information (printing name)

    b. identification of personal belongings and environment (coat, hat, boots, chair, lunchbox), (find way to bus — drinking fountain)

    c. sequencing

3. Language Development

    a. sentence formation - response to questions

    b. increase vocabulary

    c. worksheets

    d. comprehension

4. Socialization

    Same as I

5. Expectancy for success

    Same as I

GROUP III

1. Appropriate behavior

    a. not to hit fellow students

    b. get children quiet and get their attention

    c. Behavior Modification

        (1) Introduction to behavior modification stressing the areas of physical contact with one another and lengthening each child's attention span by toning down outbursts of useless verbalization.

2. Increase memory skills

    a. copy circle, vertical line, horizontal line

    b. identification of personal belongings and environment (coat, hat, boots, lunchbox—) (find way to bus – drinking fountain)

3. Language development

    a. Receptive and oral language development

    b. Sensory Training

    c. Comprehension

4. Socialization

    Same as I plus developing group play and interaction

5. Expectancy for success

    a. Same as in other groups

GROUP IV

1. Appropriate behavior

    a. Follow <u>simple</u> directions (sit down, wash hands)

2. Increase memory skills

    a. Recognize first name when called

    b. Identify personal belongings and limited environment

    c. Teach an orderliness of sequencing

3. Language Development

    a. Motor training and visual skills

    b. Receptive and oral language development

    c. Sounds and sensory training

4. Socialization

Same as III with greater stress

5. Success type experiences

    a. Increase self confidence and pride — accept their

       disabilities

GROUP V

1. Appropriate behavior

    a. To develop and strengthen each child's personality by

       allowing release and expression of emotions. Using moti-

       vation and encouragement of their imaginations. An aware-

       ness of their surroundings and self concepts. Lengthening

       their attention spans and stressing socialization

2. Increase memory skills

   (same as Group III)

3. Language development

   a. Oral language development

   b. Comprehension

   c. Social response

   d. Association

4. Socialization

   a. Develop interaction

   b. Self-awareness and expression of emotions (gesture - copy movements, "I touch my nose, you touch yours")

   c. Use of concrete objects (puppets, cardboard cutouts, dress-up clothes)

   d. Sensory training - use of food, tasting parties, tea parties

5. Expectancy for success

   Same as —

Program Groups and General Criteria

1. General Criteria for Groupings:

   a. Previous enrolled clients

      (1) Present placement

      (2) Data from current Alpern-Boll

      (3) Staff evaluation - teacher, resource personnel, lead teacher

      (4) Client's grouping may be changing within daily scheduling to meet a specialized need

(5) Data from PPVT or pre-school Language Test

b. New Clients

(1) Administer the Denver Development Screening Test

(2) Place child on a two-week trial placement

(3) Administer Alpern-Boll during third week of placement

(4) Clients grouping may be changed within daily scheduling
to meet a specialized need

(5) Administer the PPVT or Pre-School Language Test

c. Administration of Denver and PPVT to be done by the lead
teacher or speech therapist.

2. Criteria for Choice of Staff Within Specific Area

a. Selection of staff for area of instruction to utilize
specific talents, with a written job description for each
area delinieating area to be covered and personnel responsi-
bilities.

b. Areas of instruction will be determined at time of staff
assignment

c. Staff absences to be managed by flexibility of programming,
staffing and grouping. Multiple absences will necessitate
changes within the groupings, curriculum and staffing.

d. Selection of a team teaching coordinator to be done from
within the team teaching staff.

3. Five Areas of Instruction Within Groupings:

a. Communication

b. Academics

c. Physical Education

d. Arts and Crafts

e. Music

Language development, socialization, self-help skills, behavior modifi-
cation, and physical therapy will pervade in all of the above five

areas of instruction.

SAMPLE PROGRAM DAY

General description of a program day:

Time	Group	Curriculum Activity
9-9:30 a.m.	I, II, III, IV, V	Socialization
9:40-10:10	I, II, III, IV, V	1st toileting Academics & Language Music, Arts & Crafts
10:20-11:00	I, II, III, IV, V	Music, Arts & Crafts Academics and Language (some would be removed from the group for individual work)
11:00-11:30	I, II, III, IV, V	2nd toileting Self-help skills designed and geared for each group. Physical education to be worked in at this time.
11:35-12:15	I, II, III, IV, V	Lunch in assigned area
12:15-12:50	I, II, III, IV, V	3rd toileting Rest for all groups
1:00-1:25	I, II, III, IV, V	Home room base
1:35-2:05	I, II, III, V	Academics and Language (review feed back from a.m. session)
2:15-2:30	I, II, III, IV, V	Back to home room for housekeeping chores
2:45-3:00	I, II, III, IV, V	4th toileting Dismissal

Teacher Opinions

After 4 months of operation the staff members involved in the 1970-71 Team Teaching program were asked to write up their own impressions of the Team Teaching. The following is the composite list.

Team Teaching is great! The reasons I believe this are: First each teacher and each student is a unique individual thus individual processes that would stimulate that particular student or teacher may be utilized. But the homeroom need not be homogeneous thus giving some lower functioning children more stimulation.

Second, working together keeps the teachers intellectually stimulated.

Third, gives the teachers more time to concentrate on their special areas.

Fourth, the assistants have as much planning in the program as teachers do, and strengths and talents that were hidden come to the surface.

Fifth, there is less pressure for students (normal children).

Some children do not respond to change. Often there is breakdown in communication between teachers.

Each one is afraid they will hurt feelings when sometimes it would benefit the children. Take criticism too personally.

I think the cooperation of the teachers as a whole team is terrific!

I think Team Teaching has helped a lot of my non-verbal children to talk more by being put in class with more verbal children. One thing

I don't like about team teaching is my room. The things in my room have been ruined by the other teachers not watching the children and letting the things be misused.

Good coordination between all areas of each teacher's interest, in a variety of ways, presented better groups for the kids.

Changing of staff; need to try and keep same members throughout the year.

Evaluation

The Noble School Team Teaching Plan is a research demonstration study which has as its primary concern the planning and carrying through of a particular educational program for retarded children.

The children involved in the plan are in the 6-13 age range with mental ages of 3-5.

In addition to the Alpern-Boll Developmental Skill Age Inventory which is administered to all Noble Center clients, supplementary evaluation material was used with some of the team teaching groups.

The auditory comprehension section of Lasser's Pre-School Language Scale was used with Groups I and II to diagnose and isolate areas of language strengths and weaknesses. This was helpful in aiding us in the development of our total language program. It was also useful in guiding us in planning for work with children on an individual basis. This scale is an evaluation instrument, and is based on sequential language development.

We have collected some data on the children in the team teaching groups, but our crucial comparison must wait until the future, since our major concern is with pre-vocational or public school progress.

When the Alpern-Bolls were administered in May, Groups I and II showed gains of 4 to 6 I.Q. points. An itemized analysis showed 6 to 12 month gains in socialization skills. These are modest changes, but in comparing these scores with children in the same age groups three years ago, I.Q. gains were approximately 3 points per year, and in many cases no gains were recorded.

We need additional data, however, before we can be sure that this is indeed a diffusion effect and not a result attributable to other aspects of the life situations of the children in the team teaching program.

Even though this study does not prove team teaching superior to more traditional approaches, it does suggest, however, that there are definite advantages, especially in the area of social skills.

CHAPTER VI

Conclusion

Team teaching potentiates the individual's growth through a variety of experiences. The experiences are more life-like because the child learns that different people and situations require different, appropriate behaviors. Individual attention is fostered through better utilized teacher time and more sophisticated audio-visual equipment. The economic attraction of team teaching helps in obtaining competent teachers.

Of course, problems do arise, but as stated in Chapter III, flexibility is one of the key elements in a workable team teaching program. Staff members must be able to vary and share both time and talents.

To ensure success, any school attempting the team appropriate should continually reevaluate their program. Also, less administrative control may help create the free environment in which team teaching can survive.

It has been stressed that new ways to fulfill the educational needs of our children will inevitably need to be found. In light of the advancing society we live in, the potential of team teaching may very well prove to be one way to realize this objective. It, at least, merits consideration. For, although few conclusive studies have yet been made, right now team teaching is accomplishing the general objectives at least as effectively as the traditional.

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