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ABSTRACT

Described is a multidisciplinary team approach to helping elementary and secondary students with learning or emotional problems to achieve educationally and socially. Resource room teachers and special education consultants, functioning as part of the full-time team in each school, work with the regular classroom teacher to meet student needs for academic assistance and therapeutic support on a regular daily basis. Student characteristics (in areas of verbal skills, self-concept, emotional adjustment, reading, perceptual-motor skills, behavior, academics, general learning, and school attitudes) and program goals (including individualized instruction, crisis intervention, job counseling and placement) are identified. Data are provided to delineate the flow of service delivery, the classroom teacher's role, determination of time schedules, and procedures for screening/staffing, placement, and program evaluation. Program principles are clarified, and key literature pertinent to program building is reviewed. Role descriptions are given for resource and helping teachers, principals, secondary school counselors, the supervisor of special education, the director of special services, psychologists, school workers, and consulting psychiatrists. Steps for involving parents in special services programs and the inservice program for the resource room-helping teacher team are elaborated. Also discussed are facilities and costs and types of report forms used. A bibliography of pertinent literature is included. (LH)

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Demonstration Model

GARDEN CITY RESOURCE ROOM-HELPING TEACHER TEAM

School District Name: Garden City Public Schools

District Code Number: 82-050

For School Year: 1972-73

**Project Contact Person: Margaret Naumes, Director of Special Services
Mary Lou Durbin, Supervisor of Special Education**

Telephone Number: 425-4900

**Dr. Don R. Shader,
Superintendent of Schools**

670 320

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The Garden City Resource Room-Helping Teacher Team

Introduction and Program Overview:

The Garden City Resource Room-Helping Teacher Team is the culminating effort of many years' growth and development of our Special Services programs. It involves the merging and modification of the former Type C Program, certain aspects of the special education classroom, the helping teacher program, and our earlier Title VI Pilot Resource Room.

All Special Services personnel from other supportive disciplines and the teaching and administrative staff in individual buildings are also involved through this multi-disciplinary team approach to helping students achieve educationally and socially.

Our school district has always recognized the value of keeping children in the regular class as much as possible and giving each student an education commensurate with his capacities. However, some students are confronted with learning and/or emotional problems that require help in addition to that received through regular school instruction.

The Type C Teacher-Consultant Program was initiated in Garden City in the mid-1950's. Individual instruction was provided for students by the special education consultant, who worked closely with the classroom teacher concerning the curriculum of students on this program.

Special Education Classrooms were added for those students who required help separately from the regular classroom and a much greater special curriculum adjustment to meet their individual needs and abilities.

The Helping Teacher-Crisis Program was initiated in the Douglas-Harrison Schools in Garden City in 1960. The helping teacher offers a procedure for cooperatively joining with the classroom teacher to foster the adjustment potential of certain pupils with emotional problems that interfere with their profiting from the usual course of instruction.

Later, in 1966, the Helping Teacher Program serviced four elementary schools.

Services were gradually added until now during the 1972-73 year, all eight elementary schools will be serviced through our Resource Room-Helping Teacher team.

The above described additional help programs were all first offered to students in the elementary grades, but through the years, services have been extended to now include the secondary level.

Our Title VI three year pilot program (1968 thru 1970), which has now been phased out and has directly culminated into the secondary school level of our Resource Room-Helping Teacher Team, was our first approach to the resource room effort to help junior high students with learning and emotional problems. This program was held at Cambridge Junior High.

Our present program was first established as a pilot resource room in September, 1969, at Burger Junior High. This room included the students residing in that school area who had needed either the special education classroom or the help of the Type C Consultant. Certain students were considered able to return from the more segregated special education classroom to the regular school program with the support of the resource room teacher. Certain students on the Type C Program seemed to need more hours of help than were then afforded by that program when the special education consultant serviced several buildings. Other students with "average" or above ability who were hindered by certain learning disabilities in dealing with academic skills were also able to benefit from the resource room programs. (They were diagnosed as having primary learning disabilities or perceptual handicaps, or lacking certain basic academic competencies and skills.)

We have since added resource rooms at the other junior high schools, one senior high, and eight elementary schools. The few students from one very small elementary school transfer to the larger school, also in their neighborhood. The two Garden City parochial schools also receive part-time service, since their student case load

The Team approach, involving the resource room and helping teachers working closely together as a team in their buildings with the multi-disciplinary input from total Special Services personnel and the building teaching staff and administration, also grew through the gradual application of our philosophy that:

the multi-disciplinary approach is necessary to meet the needs of children who have learning problems, academic limitations, emotional and/or physical problems, and this is the main goal of the Resource Room-Helping Teacher Team Program.

Proposed Programs for 1972-73 Year:

Our recommended Resource Room-Helping Teacher and Special Education Programs for the 1972-73 school year are as follows:

I. Approximately ninety (90) students will be scheduled in six (6) special education classrooms involving K-12 grades. These students will continue to be transported to the schools where the program is housed. They are primarily below 70 in intelligence quotient range. Certain students above the 70 I.Q. range who were considered by the Educational Planning Committee and Special Services administrators to need this more segregated special education classroom will be associated with this program, but will be integrated with their peers in the regular classrooms as much as possible. The Supervisor of Special Education will assume responsibility for the placing of a justification rationale for this special class assignment in their master file records at the Special Services office.

II. Twelve (12) resource rooms will be established (which includes two helping teachers as follow-up to the Title VI Program.) Eleven (11) of the twelve resource room teachers will be scheduled full time in their buildings.

There will be six elementary, 4 junior high and 1 high school resource rooms operating on a full day basis and 1 elementary resource room program in smaller schools operating on a half-day basis.

This type of scheduling will enable all 12 resource room teachers to schedule their time with students on a daily basis according to their individual needs. This plan keeps more children in their home school and offers more regularity and continuity to the teacher's work with both students and classroom teachers.

Each child will be screened on the basis of his ability to function in a regular class.

All children who have been referred and tested who are one standard deviation below the norm are eligible for the program (below 84 I.Q.). Other children with functional learning problems whose achievement levels are substantially below their present placement may also be screened for help in the Resource Room. Children below two standard deviations may be considered but would be eligible for the regular Type A Program.

The average Resource Room student scheduling load is thirty (30), with each student assigned from one to three periods there, depending on their need for help in the basic academic subjects.

This type of programming puts more special education teachers in buildings full time, thereby making it possible to schedule on a daily basis. It eliminates travel time and allows more special education teachers to identify with the needs of all staff members in one building.

This program has been a means of encouraging building administrators to become more involved with their own students who need special help and thereby more encouraging to regular teachers to accept these students as part of their classes in these home schools.

The basic goal of the Resource Room aspect of our team effort is to enable as many students as possible who have a wide range of handicaps to swing into the regular classroom on a part time or even full time basis as functioning students.

The Resource Room-Helping Teacher Team Programs are now for former Type C students who now benefit from more hours of daily scheduled instruction, former special education classroom students who are now successfully functioning in their home school setting with more integration into the regular classroom, and students with emotional and/or learning problems.

All students are identified with the regular classroom as much as possible, and there is no Type A or Type C labeling of these students. They are, according to their individual needs, being scheduled into the Resource-Helping Teacher Rooms. They are instructed individually at times or with a group of students.

III. Eight helping teacher rooms will be established to team with the above described resource rooms in the elementary schools. The helping teacher rooms are primarily servicing children with emotional and/or behavior problems which may or may not be affecting their learning. They also service the whole school on a crisis basis. They, as well as the resource room teachers may program for children with primary learning disabilities or perceptual handicaps, or lacking certain basic academic competencies and skills.

These students are also identified with the regular classroom as much as possible and there is no attempt to label them as emotionally disturbed in order to receive help even though there are psychological,

social work and psychiatric services available to the program.

**They, too, are instructed individually at times or with a group
of students.**

**Proposed Resource-Helping Teacher and Special Education
Building Programs for 1972-73 School Year**

<u>East High</u> Special Education Class	<u>West High</u> Special Education Class Resource Room
<u>Burger Jr. High</u> Resource Intermediate Room Special Education Class	<u>Vogel Jr. High</u> Resource Room
<u>Radcliff Jr. High</u> Special Education Resource Class Room	<u>Cambridge Jr. High</u> Special Education Resource Class Room

ELEMENTARY SCHOOLS

<u>Farmington</u> Resource Helping Room Teacher (both full time)	<u>Memorial</u> Resource Helping Room Teacher (both full time)	<u>Maplewood</u> Resource Helping Room Teacher (shared) (full time)
<u>Douglas</u> Resource Helping Room Teacher (both full time)	<u>Henry Ruff</u> Resource Helping Room Teacher (shared) (full time)	<u>Florence</u> Elementary Resource- Special Helping Teacher Education students transfer to Lathers
<u>Lathers</u> Resource Helping Room Teacher (both full time)	<u>Harrison</u> Resource Helping Room Teacher (both full time)	<u>Marquette</u> Resource Helping Room Teacher (shared with (full time) parochial only)

Parochial Schools: St. Raphael and St. Dunstan
(3 students to receive scheduled service)

Kindergarten thru 12th

Interim Program

Homebound Program

The Problem and Student Needs:

Our original needs still exist to help students as follows:

- Elementary 1. The provision of academic assistance and therapeutic support by the helping teacher to children in regular classrooms who have average or above intelligence but are not performing "up to par" because they are hindered by emotional problems.
- Elementary 2. The provision of individual or smaller group help for students with academic problems and limitations by special education teacher consultants now called Resource Room Teachers.
- Secondary 3. Our original need to help students at the junior and senior high level who are failing in their basic academic subjects resultant of learning and/or emotional problems still exists. Continued supportive help with the subjects involving reading, mathematics, and other basic academic skills has remained necessary to permit this core group of students to function in school.

The above needs may be provided for through the Resource Room-Helping Teacher team.

The Burger Junior High Resource Room pilot program was initiated in 1969 to meet the following needs and to solve problems resulting from:

1. The Type C Program was not adequately meeting pupil needs at the junior high level because staff shortages necessitated the consultants sharing and servicing two or more buildings. The Type C students needed more hours of help and daily contact with the supportive help program. Classroom teachers needed to have the availability of the special education consultant on a more regular

2. There was a need to alleviate the stigma associated with the Type A "special room" concept. The Resource Room, scheduled through the cooperation of the regular counselors and the resource teacher is more effective for certain students who do not need to be in a special room as many hours and can be integrated within the mainstream of the regular school setting. This is helpful for the above described certain students who seemed ready to return from the Type A program to their regular school settings with the supportive help of the resource room teacher.

3. Students diagnosed as having learning disabilities need continuous supportive help, depending on their strengths and weaknesses, as they must cope with school assignments involving academic skills. They can succeed in a carefully structured individualized school setting. If they do not have supportive help, they fail, and their self-concept is jeopardized. The Resource Room-Helping Teacher Team Program offers a setting wherein students with learning and emotional problems can experience success in school commensurate with their individual abilities, strengths and weaknesses, as well as their needs and interests.

The need also exists at the elementary level for the supportive help teachers to be available more regularly and to become part of the building team. We have made a continued effort to build our resource-helping teacher programs, adding more full time staff to buildings at both the elementary and secondary school levels.

Composite List of Pupil Need Characteristics:

The following list includes the types of learning and/or emotional characteristics that have been found repeatedly in the various student case records that are representative of many learning problems of students who need the help of the Resource Room-Helping Teacher Program:

Verbal Skill Areas:

1. Weakness in dealing with verbal abstractions.
2. Deficits in verbal concept formations.
3. Learning disabilities manifested notably in the language areas.

Self Concept:

1. Feels intellectually inferior.
2. May feel inadequate in the academic setting and place own hope for status and success outside the school environment.
3. Poor self image.
4. Needs many successful experiences in school to develop his self confidence and to improve his self image.

Emotional:

1. Many kinds of dependency needs.
2. Feels inadequate and helpless.
3. Emotionally immature. Needs constant support.
4. Low frustration tolerance.
5. Desire for aggressive acting out.
6. Many withdraw or give up easily in discouragement.

Reading Skill Areas:

1. Severe reading and language disability.
2. Reversals in reading.
3. Lacks skill in consonant sounds.
4. Consonant blends easily forgotten or confused.
5. Weakness in word recognition.
6. Weakness in comprehension.
7. Weakness in final sounds and consonant blends.
8. Weakness in word attack skills.
9. Poor auditory memory.
10. Deficiency in auditory decoding of letter sounds.

Perceptual Motor Areas:

1. Poor perceptual motor coordination.
2. Problems in visual perception.
3. Deficit in eye-motor coordination.
4. Program of perceptual training highly recommended.
5. Confusion in laterality.
6. Poor conceptualization in terms of time, space and directionality.

Behavioral Characteristics:

1. Requires much structuring.
2. Daydreams, hyperactive, easily distracted in school.
3. Needs clearly defined and realistic limits.

Academic Skills:

1. Serious academic difficulties.
2. History of early school failure.
3. Significantly low areas:
 - a. Fund of general knowledge
 - b. Awareness of the cultural world about him
 - c. Practical information

- d. Ability to make judgments about social situations
- e. Arithmetical reasoning
- f. Facility with numbers
- g. Word knowledge and capacity to assimilate new words

General Learning Areas:

1. Difficulties involving immediate recall(which is influenced by attention span and at times, anxiety).
2. Poor organizational ability.
3. A marked need for structure and for defining the situations and tasks to be performed.
4. Weakness in ability to concentrate.
5. Poor use of space and disorganization.
6. Low in performance - the ability to comprehend and size up a total social situation which involves the ability to anticipate consequences of initial action.
7. Weakness in the area of practical manipulative ability.
8. Difficulty in the area of object assembly.
9. Difficulty in dealing abstractly with verbal materials.

Attitudes Toward School:

1. Lack of motivation.
2. Poor school adjustment.

The above list includes statements describing the needs of students as presented in their academic, psychological and social case histories. Of course, all characteristics do not pertain to all students who are screened and placed on the special help programs. They do indicate various types of learning problems and reveal the great diversity of the difficulties encountered by the student who is not equipped to cope with academics unless his school program is carefully structured and planned. The Resource-Helping Teacher Team provides the needed external support, individualized program planning, encouragement, and opportunity for the student to succeed in school.

Program Goals:

The Garden City Resource Room-Helping Teacher Team Program is designed to help students with limited abilities and/or emotional problems.

General goals of the Elementary Resource Room Program are established to provide for the following needs:

1. To provide individualized instruction for students on this program.
2. To help the classroom teacher develop a better understanding of students with learning problems.
3. To assist the classroom teacher in modifying the curriculum to fit the individual child's ability.
4. To help each student develop a higher level of self realization through academic fulfillment and improved self image.
5. To help meet the social and emotional needs of these students.
6. To interpret the program to parents and confer with them.

General Goals of the Elementary Helping Teacher are to:

1. Provide supportive and consultative services to teachers for any child with behavior/emotional problems.
2. Provide children with direct services in a small group or one-to-one relationship.

The children are of average or above intelligence, but are experiencing an emotional problem. This does not include primary discipline services.

3. Provide the services of the teacher-consultant as an educational diagnostic clinician so that effective media and materials will be used to promote learning by children with emotional problems.
4. Provide crisis intervention by the teacher-consultant for students at the times they are so upset as to be disturbing the rest of the regular class or by working with children on an every day basis when it is predictable that a child will become upset.
5. Provide the services of the teacher-consultant in assisting the children in transition from residential placements back into the regular classroom program.

The overall goal of all of these teachers is to provide the child with a specific prescriptive educational plan which is the cooperative effort of both the regular classroom teachers and the Special Service multi disciplinary planning team.

General goals of the Junior High Resource Room teacher are as follows:

1. To serve as consultant to classroom teachers and help them to understand the academic and emotional problems of these handicapped learners, and share responsibility for helping them to meet the social and emotional needs of the students.
2. To give individual and/or small group help in basic academic subjects.
3. To give students more hours of help than was possible under the previous Type C Program.
4. To alleviate, through the scheduling process, any stigma ordinarily associated with being assigned to a "special room."
5. To provide instructional help and materials for students diagnosed as having learning disabilities.

6. To help each student develop a higher level of self realization including academic fulfillment, improved self-image and an awareness of his role as a contributing member of society.
7. To continue the establishment of a close working relationship between the resource room program and the secondary school counselors (integration and scheduling).
8. To provide vocational readiness skills for future productivity.
9. To provide academic support for survival skills in classes such as shop, home economics, and business.

General goals of the Senior High Resource Room Program:

1. Responsibility to do job counseling and ongoing preparation for the supervision of job placements in the community.
2. Flexibility for individual students to permit certain ones to come to the Resource Room for particular classes on a full time basis, receiving credit from the resource teacher for those classes; other students may receive help during study hall with their other classes and school related problems as needed.
3. Tutoring with goals as follows:
 - a. to provide the student with assistance to enable him to stay in the regular class.
 - b. to motivate the student who is able to do the work on his own.
 - c. in the natural course of helping a student with his assignment, to teach such skills as: writing, test taking, use of reference materials, math skills, reading, and fund of general knowledge.

4. Availability of the Resource Teacher to students at times of emotional crises to:
 - a. provide the student with guidance at a time when he needs and wants help.
 - b. or allow him to get away from an emotionally explosive situation and be relieved of the pressure.
5. Assistance by the high school resource teacher to incoming students from the junior high schools for the next school year. This teacher will visit the junior high schools, talk with each incoming student individually, and help each to set up a tentative schedule prior to the visits by the counselors.
6. Assistance to the present high school Resource Room students with possible course choices for the next year.
7. Review of the schedules of recently screened students for the program.
8. Conferences with students regarding career plans.
9. Direct contact with teachers informally before and after school, during planning periods, and in regard to students who are having a problem in a course.
10. Meetings held in regard to student failing notices, involving the classroom and resource room teachers, counselor, and sometimes the principal.
11. Feedback form to be filled out by teachers stating how the student is presently doing and how he needs help.

- 1 -

The Flow of the Delivery of Services Process:

1. The Classroom Teacher (or a student) may have a concern about a child's learning or emotional needs and suspect a problem. May discuss this problem with the building principal, resource or helping teacher, counselor, or other member of the building supportive team.

OR

The teacher may write a "Quick-Note" describing the student's problem to the resource or helping teacher.

2. The Resource or Helping Teacher consults with the classroom teacher (or the student, which may be the case at the secondary level), may see and work with the child or administer certain tests. Recommendations may be made that could meet the need at this informal level.

OR

3. Referred to the Building Team, including the Resource of Helping teacher, classroom teacher, principal, counselor, school social worker, psychologist and/or consulting psychologist, speech therapist, reading teacher, and any others who may be involved. This team will discuss the student's problem and consider his needs. This team will have basic diagnostic information available on each child discussed such as Slosson, Wide Range Achievement Test and Self Concept Inventory. Recommendations may be made for a referral of the student for further testing by the psychologist and/or consulting psychologist and consulting psychiatrist or placed temporarily on either program.

4. **The Educational Planning Committee or psychiatric staffing personnel will meet to consider placement of the child on the program if this seems to be necessary to meet his needs. Basic Educational Planning staff include:**

Resource Room consideration:

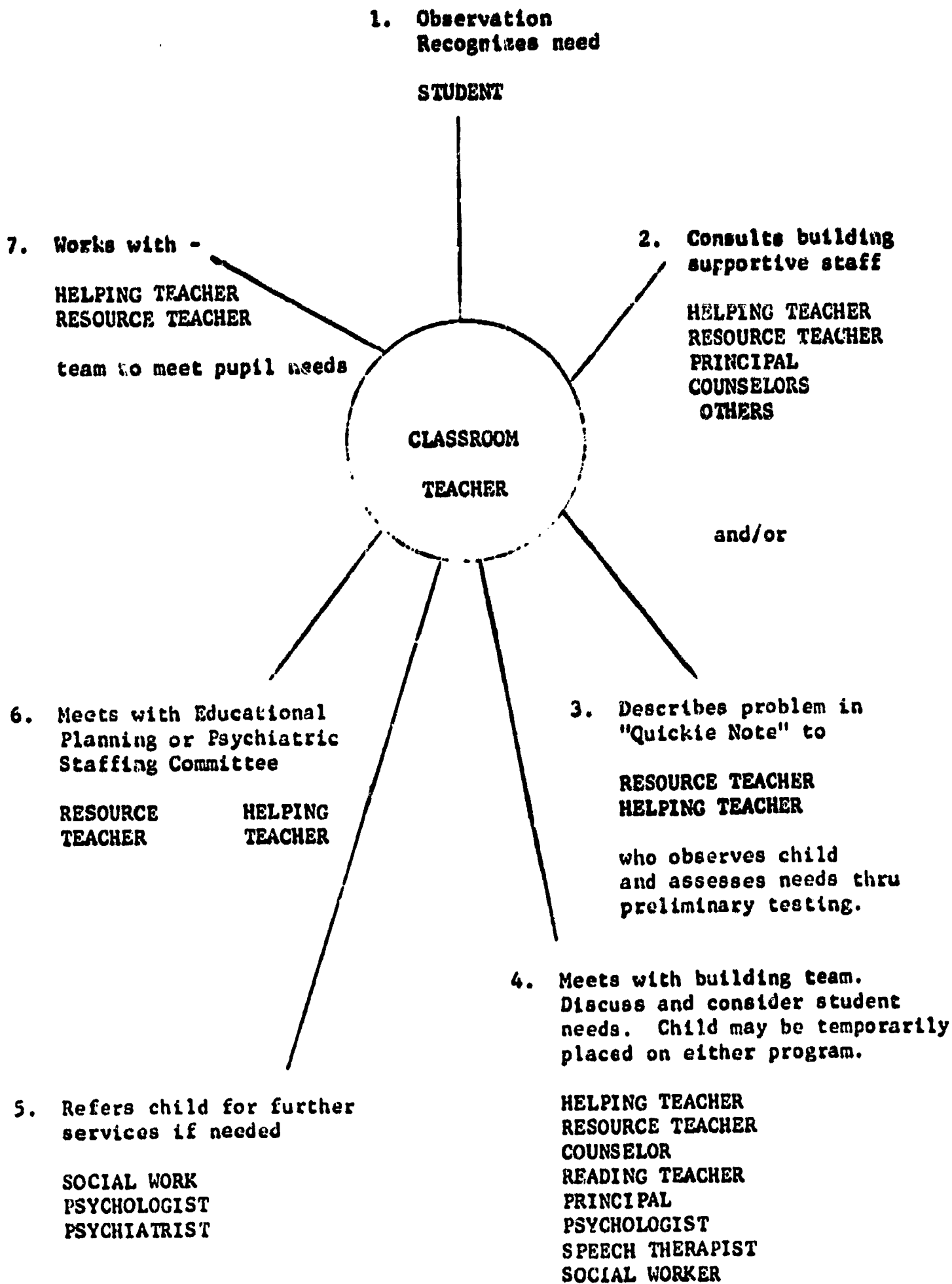
Classroom teacher, building administrator, resource room teacher, supervisor of special education, psychologist, and other building and Special Services staff who may be involved with the individual student.

Helping Teacher consideration:

involves a psychiatric staffing including the consulting psychiatrist, consulting psychologist, diagnostician, social worker, helping teacher, Director of Special Services and others who may be involved.

5. **Placement of the child on the program includes a written screening report with copies being directed to all person involved. Accompanying referrals for speech, school social worker service or the help of other supportive staff are made if the student seems to need these services.**
6. **Follow-up procedures and educational plan will be written on each placement screening form and updated periodically by the building team.**
7. **Progress reports and re-evaluations on a scheduled basis.**

Classroom Teacher's Role in the Delivery of Services Process



Time Schedules:

Time schedules for the individual elementary school students are determined by the resource room teachers, helping teachers and classroom teachers.

Students attend the junior and/or senior high resource rooms for scheduled periods, determined by their needs concerning their basic academic subjects.

The resource-helping teacher team emphasizes instruction in the basic learning skills with which the student may need individualized or small group attention and emotional support through counseling, role playing, behavioral modification, and guidance to enhance the student's self-image and concept of himself as a worthy person. Awareness of self as a contributing member of the class group, social competency, and positive interaction with others are important aspects of the team approach.

Resource-helping teacher philosophy stresses as much participation as possible by these students with their peer groups in the regular classroom. Primary responsibility for their educational program is assumed by the regular classroom teacher with the resource and helping teachers supplying supportive and consultive help.

Official Placement:

Official placement in the resource-helping teacher program is determined by an Educational Planning Committee (see Flow of the Delivery of Services Process). Other building supportive staff, in addition to the already named personnel, such as the reading teacher and the reading supervisor, may also be involved in individual student screenings.

Screening and/or Staffing:

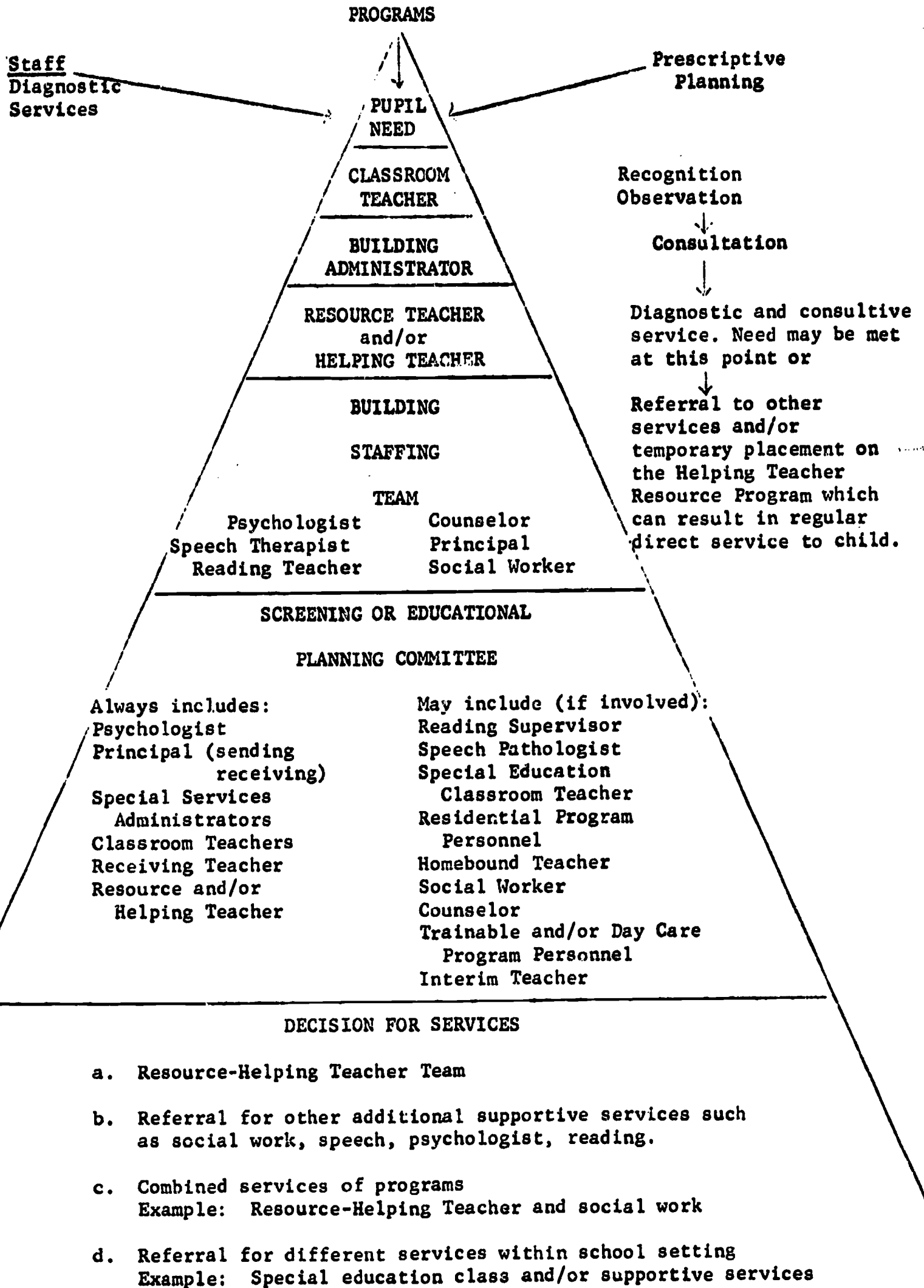
1. All students must be screened on and off the program.
 - a. Their placement in the program is dependent on the decision of the screening committee as determined in accordance with the Department of Special Education procedures and policies concerning programs for the mentally handicapped and/or helping teacher programs for the emotionally disturbed.
2. The resource room teacher or helping teacher may initiate certain other screenings and/or staffing meetings as needed.

The resource room teacher and the helping teacher will record pupil progress and prepare regular student progress reports.

Every effort will be made to have a flexible program.

Much informal service may be provided even before the official screening of a student for program placement. The classroom teacher may consult with the resource or helping teacher who may provide recommendations or resources as needed. The building team will pursue the child's needs. (See Flow of Delivery of Services Process).

Flow Chart - Continuum of Student Services Process



Program Evaluation Procedures:

Program evaluation procedures will be effected to test the accomplishment of our program objectives as follows:

<u>OBJECTIVES</u>	<u>EVALUATIVE TOOLS</u>
1. The Resource-Helping Teacher Program will be instrumental in helping students to achieve academically in accordance with their individual potential.	Annual pre and post achievement testing with the Wide Range Achievement Test. Other educational testing, such as portions of the Metropolitan Achievement Test. Slosson Test Other pertinent tests Observation of behavior and recording changes on check list. Regular psychological reassessment - the Wechsler Intelligence Scale (WISC) Bender Gestalt Test Illinois Test of Psycholinguistic Abilities Pupil annual progress reports Pupil questionnaire (See Forms Section) Questionnaires - participated in by classroom teachers and building administrators (See Forms Section). Informal pupil comments in classroom and/or to resource or helping teacher. Comments from counselors or other building staff.
2. The Resource-Helping Teacher Team is helpful in alleviating any stigma associated with "going to a special room".	Acceptance of students by their classroom teachers, their social success with their peers. Reports from parents through conferences and other contacts.
3. Certain students may return from the segregated special education classroom and achieve successfully in their "home" schools through the help of the Resource-Helping Teacher Team.	Student attitudes toward own achievement.

OBJECTIVES

EVALUATIVE TOOLS

4. There will be an effective level of rapport between the classroom teachers and the Resource-Helping Teacher Team.

Program evaluation form (previously cited).

Teacher requests for help, "Quickie Note" requests, referrals.

Comments from teacher.

Building team meetings. (Staffing follow-up periodically. See form.)

Building administrators and other staff.

5. The Resource-Helping Teacher Team will be instrumental in effecting a better classroom teacher understanding of students with learning and emotional problems.

Teacher questionnaire. Apparent teacher willingness to adjust the program and curriculum to help individual students.

Apparent accomplishment of the program's "main goal" to help as many students as possible to achieve success in the regular school mainstream.

6. The Resource-Helping Teacher Team will help individual students to develop a higher level of self realization including academic fulfillment, improved self-image, and an awareness of his role as a contributing member of society.

Student questionnaire (cited previously).

Apparent improvement in the pupil's participation with others in school activities involving his peers.

Participation and cooperation with school safety procedures, sportsmanship, etc.

Evidence of overcoming individual problems, such as shyness or others.

Participation in school science fair, art show, or other activities in which a personal contribution is to be presented with that of one's peer group.

Personal comments of pupils about own self-awareness.

Pupil Behavior Inventory (at time of return and every 3 months on program.)

Review of the Literature:

Contained herein is our effort to review certain key literature that seems pertinent to the program building and underlying philosophy involved in our Resource Room-Helping Teacher Team Program. We wish also, through the support of research, to pinpoint and clarify specific principles adhered to in our innovation.

- I. The Resource Room-Helping Teacher Team is not primarily a replacement program for the special education classroom, although 2 elementary and 1 junior high special education classroom were phased out in the transition. We believe that certain educable students, especially below the 70 intelligence quotient level, require the support of the "home base" teacher and classroom afforded by this program, but should be assigned to the regular classroom whenever this seems appropriate to meeting their needs. More such integration seems to be possible in junior high than at the elementary level, and even more so when the student reaches senior high school.

Current literature is filled with pros and cons concerning the efficacy of special class placement. However, according to Bruininks and Rynders in their comprehensive review,

"Evidence from studies on the efficacy of special classes is largely inconclusive, and provides little information on the effects of such placements upon children." (3)

The above author team does, however, recommend:

- (1) the development, implementation, and evaluation of a range of viable alternatives for certain pupils. (4)
- (2) that less emphasis be placed on conceptualizing children's educational difficulties in terms of categories, unless as stressed by Reynolds, (7) the classification can be utilized in effecting the child's educational treatment.

Barngrover, who in March, 1970, surveyed educators' preferences in special education programs, summarizes the recommendations of interviewed teachers, administrators, and school psychologists as follows:

- (1) Effort should be made to keep each child in a successful learning situation in the regular classroom, making whatever modifications possible to do so.
- (2) Special classes, staffed with adequately trained teachers and with suitable curriculum should be available on a flexible full or part time basis according to the need of the individual child, for children who cannot function in a regular classroom or who need specialized help in particular areas.
- (3) A team approach including teachers, administrators, psychologists, social workers, health personnel, and parents should be used whenever applicable for planning and evaluating the program for the child with special problems. (2)

We are continuing to maintain special education classrooms, two elementary, two junior high, and two at the senior high level.

II. Our Resource Room-Helping Teacher Team approach is the result of our gradual, continuous effort to modify and restructure existing programs in accordance with pupil needs and to provide instruction and support through all service channels.

Our major goal which is to keep as many students associated with the mainstream of their "home" schools as possible, with multi-disciplinary supportive help, signifies the same philosophy as the Madison Plan which was initiated in Santa Monica, California's Madison Elementary School.

"Simply stated, the basic goal of the plan is to enable as many children as possible who have a wide range of handicaps to swing into regular classrooms -- on a part time or even a full time basis as functioning students." (1)

Current recommendations concerning programs for students with emotional and social problems would seem to be more readily implemented through such a multi-disciplinary approach as represented by the Resource Room-Helping Teacher Team. Schultz and his co-authors, (9) who through a questionnaire surveyed programs in

all fifty states and the District of Columbia for students with emotional problems, cited many needs and observations. A few are:

1. The needs of emotionally disturbed children are far from being sufficiently met on the national level.
2. According to the National Institute of Mental Health, surveys show that approximately 2 to 3 percent of school children need psychiatric care and an additional 7 percent need some help for emotional problems. This is considered the conservative estimate.

Other estimates ranged from 7 to 12 percent, such as the Rosen, Kramer, Redick and Willner report. (8)

3. Resource rooms were listed as one of the existing primary service possibilities for these students.
4. It was found that many kinds of educational programs for such children exist and that these programs are in various stages of development.
5. "It is certainly a positive trend in education that services are beginning to be available to more children." (10)

The first step in the flow of the delivery of services, in which the classroom teacher discusses a student's problem with the resource and/or helping teacher is similar to the training based model of special education recommended by Lilly. (6)

Through this model, upon referring a child, a teacher would be offered the services of an instructional specialist whose function would be to instruct that teacher in ways to handle the referred problem as well as other identifiable problems within the classroom. The instructional specialist's task is to equip the teacher to deal with the class as it exists, to handle both behavioral and emotional problems.

The Resource-Helping Teacher Team provides the above described teacher guidance. Further consultive services provided include diagnosis of pupil problems in academic skill areas, planning individual prescriptive programs behavior management procedures, and the availability of the building team's services as needed by individual students.

One main difference between the two models is that the instructional specialist at no time would remove a child from the classroom for individual work, tutorial or diagnostic in nature.

The Resource-Helping Teacher Team concept is supportive of the philosophy that the classroom teacher best benefits from services to become equipped for diagnosing pupil problems in the academic skill areas and prescribing individualized prescriptive procedures for meeting pupil learning needs. However, at this point in the transition of program services, we are moving from the more individualized special classroom level for certain students and the former Type C Consultant and the helping teacher programs which were more separate disciplines. We are moving toward the combined contributions of the resource and helping teacher team, and we feel that the classroom teacher would benefit from both or either of the following types of support: (a) the child at times being taken from the classroom for individualized diagnosis and instruction or small group participation provided by the resource or helping teacher, (b) it is also possible to have the above described support given in the classroom. We feel that both aspects of the supportive help may play a part in facilitating cooperative planning between the regular classroom and special education.

Gradual program modification and change with strong support of regular educational staff at each level seems to afford a more effective approach than radical pendulum type trends in change. Our changes in program have emerged gradually and carefully through consideration of pupil needs and the involvement of multi-disciplinary staff planning of objectives, procedures, and role definitions. Bruininks and Rynders stress the need for:

"... a wide array of flexible service arrangements, intervention strategies, and support systems..."(5)

The Resource Room-Helping Teacher Team approach seems to be a very helpful and effective innovation for helping students achieve their potential.

Role Descriptions:

Role of the Resource Teacher:

1. Will serve as consultant to classroom teachers and help them to understand the academic and emotional problems of these handicapped learners, and share responsibility for helping them to meet the social and emotional needs of the students.
2. Will give individual and/or small group instruction in basic academic areas.
3. Will assume responsibility for collecting information and data to initiate the screening and staffing of students on and off the program.
4. Will prepare Resource Room Progress Reports for each student.
5. Will obtain materials, books, audio-visual aids, and other supplementary instructional equipment needed for the children's individualized program in both the resource room and classroom.
6. Will assume responsibility for keeping an inventory of resource room materials.
7. Will aid in the interpretation of the program goals and objectives to other personnel.
8. Will aid in the evaluation of the Resource Room Program.
9. The secondary school resource teacher will work with the counselors and/or classroom teachers regarding student participation in the secondary school program, student grades, and progress.
10. Will offer suggestions and implement new innovations within the program.
11. Will hold inservice meetings with building staff on grade level, subject matter and management goals.

Role of the Helping Teacher:

1. Will provide supportive and consultative services to teachers for any child with behavioral/emotional problems.
2. Will provide children with direct services in a small group or one-to-one relationship. The children are of average or above intelligence who are experiencing an emotional problem and/or learning problem.
3. Will be available for support of students who are experiencing emotional crises.
4. Will assume responsibility for collecting information and data to initiate the screening and staffing of students on and off the program.
5. Will prepare Helping Teacher Reports for each student.
6. Will assume responsibility for keeping an inventory of helping teacher program materials.
7. Will aid in the interpretation of the program goals and objectives to other personnel.
8. Will aid in the evaluation of the Helping Teacher Program.
9. Will offer suggestions and implement new innovations within the program.
10. Will hold inservice meetings with building staff on grade level, subject matter, and management goals.

Role of the Secondary School Counselors:

1. Will assume responsibility for general student scheduling.
2. Will work with the resource room teacher in scheduling, screening and/or staffing meetings and in notifying staff involved.
3. Will record in the CA-39 records the screening of students off the program.
4. Will continue providing the usual counseling and guidance services on an individual basis.
5. Will participate in screenings and staffings.

Role of the Building Principal:

1. Responsibility for building staff feed-in to the resource room-helping teacher program.
2. Basic responsibility for the building aspect of the program.
3. Will attend and participate in screenings and staffings.
4. Active participation in the Building Team Meetings.

Resource Room-Helping Teacher Role of the Supervisor of Special Education:

1. Will work with the Director of Special Services in an administrative team capacity regarding general supervision of the total program.
2. Will assume responsibility for liaison with the State Department of Special Education, and the Garden City Schools Assistant Superintendent in charge of Curriculum, through the Director of Special Services.

3. Will communicate with the building principal in the interpretation of the program goals, and assist in accordance with recommendations in interpreting the program to others - teachers, parents, etc.
4. Will serve as curriculum resource consultant and assist the resource and helping teachers in coordinating audio-visual equipment and instructional materials for the room.
5. Will consult with the resource room teacher regarding instructional techniques and the development of specific instructional materials to meet individual pupil needs.
6. Will be available in the buildings to consult with resource room teachers.
7. Will serve as consultant for the perceptual development aspect and/or assistance to students with learning disabilities.
8. Will assume responsibility for general special education supervision of resource room staff and students.
9. Will assume responsibility for continued program building.
10. Will assist the resource room teachers in pre and post evaluations of students, classroom activities to determine pupil growth and progress, and in the definition of programs for individual students.
11. Will chair resource room staff meetings.
12. Will be responsible for the inservice training of personnel
 - A. Speakers
 - B. Workshops
 - C. Instructional materials
13. Will assume responsibility for the purchase of instructional materials.

14. Will be responsible for further studies that may emanate from the program and for consideration of present program expansion and extension to other secondary schools and/or elementary schools.
15. Will assume responsibility for keeping the Director of Special Services informed concerning the resource room program and procedures.
16. Will make recommendations concerning program expansion, staff employment and placement, and other procedures through the Director of Special Services.

Role of the Director of Special Services:

1. Will advise the Supervisor of Special Education regarding:
 - a. Special Services staff involvement
 - b. Program structuring and/or expansion, revision and extension.
 - c. Coordination of the Resource Room-Helping Teacher Program with Special Services purposes.
2. Responsibility for pursuing approval for program involvement and providing assistance to the Supervisor of Special Education in the interpretation to the Assistant Superintendent in charge of Curriculum.
3. Will serve as advisor at screenings and staffings.
4. Will provide inservice in all areas of program development and in diagnostic procedures.
5. Will supervise and evaluate special education teachers and supporting personnel.
6. Will assume total administrative responsibility for the program and staff involved.

Role of the Psychologist:

1. Will administer individual psychological evaluations to students.
2. Will consult with the building team and Special Services personnel regarding students who may be considered as candidates for the Educational Planning (Screening) Committee.
3. Will actively participate in the Resource Room-Helping Teacher Team inservice training programs.
4. May interview parents of students tested and provide information regarding the Resource Room-Helping Teacher Programs.
5. Will consult with the Resource and Helping Teachers and regular classroom staff regarding the recommendations concerning needs of individual students.
6. Will aid in the interpretation of test scores and other psychometric data.
7. Will serve as a resource person in staff planning meetings.
8. Will assume responsibility for diagnostic procedures relating to reason for referral:
 - a. Observations
 - b. Testing (ability, perceptual, personality, achievement, psycholinguistic).
9. Will assume responsibility for general parent contact and the gathering of social and health history. Will do counseling with parents.
10. Will always do teacher contact.
11. Will prepare reports including educational and treatment recommendations.
12. Will hold meetings regarding child including all pertinent personnel.

13. Will make referrals to other special programs and agencies.
14. Will do occasional ongoing counseling.
15. May explore educational materials, work closely with Resource and Helping Teachers, and work directly with children.

Role of School Social Worker:

1. Will work with students with social and emotional problems and their families.
2. Will assume responsibility for liaison in the community to agencies, to families.
3. Will serve as consultant to classroom teachers in understanding the problems of the atypical child.
4. Will prepare social histories for agencies and for psychiatric screenings.
5. Will work with the resource and helping teachers.
6. Will help or interview students with emotional problems.
 - a. Academic problems
 - b. Peer relationships
 - c. Socio-economic and cultural problems
 - d. Family problems
 - e. Personality difficulties
 - f. Physical handicaps
7. Will do inservice training for Building Team and share in inservice training for regularly scheduled Helping Teacher-Resource Teacher Team meetings.

Role of the Consulting Psychologist in Regard to Resource-Helping Teacher

Team:

1. Will, through the psychiatric staffing process, share responsibility with the consulting psychiatrist for certifying students for the helping teacher program.
2. Will administer psychological evaluations of prospective students to be screened for the Resource Room-Helping Teacher Programs.
3. Will share in the inservice training programs for the district.
4. Will confer with teachers, as requested, concerning pupil needs.

Role of Consulting Psychiatrist:

1. Will review and evaluate children who are screened for Helping Teacher Programs and certify their eligibility.
2. Will consult with students and families in cases where a severe emotional crisis is involved.
3. Will facilitate and help implement further service at Northwestern Guidance Clinic.
4. Will be available for inservice consultation to all special service staff.

Parent Involvement in Garden City Special Services Programs:

The involvement of parents is an integral part of the school's effort to meet students' learning and emotional needs through Special Services planning and programs. It begins with the initial realization that the child has a problem that requires diagnosis and special consideration through curriculum adjustment and school program planning. Parents are informed concerning these needs and their permission and support are obtained.

Parental involvement continues during the entire effort to program for their child's educational needs. This need may be temporary or may be such that service is required throughout the student's entire school years. Listed in steps, it is as follows:

1. Parent involvement starts with the pupil need, which usually may be pinpointed by the classroom teacher or parent who may be concerned about the student's problem.

Alternatives:

- (a) Classroom teacher may hold a parent informing conference.
- (b) Classroom teacher, principal and parent may confer.
- (c) The above conferences may involve Special Services staff and/or administrators.

Exceptions:

- (a) Parents may initiate a conference before their child starts school if they know at that point that there is an apparent problem.
 - (b) The family doctor or other personnel may refer the child's need to the school staff in cases of special need.
2. Referral of student for Special Services evaluation and consideration for program services.

Parental Action:

- (a) Becomes informed by the referring teacher and/or administrator.
- (b) Signs consent form granting permission for diagnostic service.
(See Form 1A)

- (c) **Receives test interpretation and information concerning the child's needs and possible program consideration.**
- (d) **Grants preliminary permission for possible program consideration as may be determined and recommended by the Educational Planning Committee through screening to be held. Parents are kept informed regarding screenings and staffings as they are held.**
- (e) **Receives written notification of recommended placement and signs agreement to placement on recommended program.
(See Form 2A)**
- (f) **Placement decision is not implemented until it has been agreed to by parents and signed by Special Services administrator.**
- (g) **Kept regularly informed through conferences and progress reports by the teachers involved concerning the child's progress on the program. Parents are informed concerning the need for any program change or addition of different services.**

Alternatives:

If the parent refuses permission for the child's placement on a program, a conference is held, which usually involves the building administrator and Special Services staff and administrators, who attempt to interpret the child's need for the program and make a recommendation for placement. If the parent still refuses, a follow-up letter is written to again summarize the need and recommendation, leaving the door open for future placement if the parent reconsiders. The need is explained and the service offered, but the decision for acceptance rests with the parent's discretion.

- 3. Parents are informed and share the decision regarding any future additional services and/or program change concerning their child. They are informed if the student is screened off the program.**
- 4. Parents are asked to grant permission for the child's psychological re-evaluation at least every two years.**
- 5. Parents sign necessary forms (See Form 3A) granting permission for the school to send or request any confidential information about their child with whom outside schools or agencies may be involved.**
- 6. Parents actively participate in the staffing and consultation involving the consulting psychiatrist. They usually bring the child to the staffing, and the psychiatrist confers with them.**

7. Referral of a student to the Northwestern Guidance Clinic are parent initiated and are often in cooperation with or resulting from the recommendation of school or Special Services personnel.

Alternatives:

The parent may independently process the referral with follow-up service and information sharing from the school as requested by both parent and clinic.

8. Parents are encouraged to cooperate closely with their child's classroom and/or Special Services teacher and other supportive personnel.
9. Parents may initiate a conference with anyone involved in their child's school program whenever they have a concern or wish information.
10. Parents are involved in case of exception or special needs of a student, such as:
 - (a) Conferences involving program planning for the student as needed.
 - (b) Critical times in the student's educational program, such as moving from elementary to junior high, or other growth phases that may require additional parent informing conferences.
 - (c) Vocational educational programs and referral of a student to Vocational Rehabilitation for work potential evaluations and training requires parent action and follow-up.
11. An Advisory Council for the Resource Room-Helping Teacher Team and other Special Services programs will be initiated. First priority will be the preparation of role assignments and descriptions to accomplish our goals for this Council.

**GARDEN CITY PUBLIC SCHOOLS
Special Services Department**

Date: _____

I hereby give permission for my child _____
to be referred to the Special Services Department of the Garden City Public
Schools for evaluation and/other services which may include standardized
intelligence, personality and achievement testing or counseling. This
permission will be in effect for two years from this date.

Signature (Parent or Guardian)

1-8-71
gs

Form 1A

GARDEN CITY PUBLIC SCHOOLS
Special Services Department
1333 Radcliff Street
Garden City, Michigan 48135

This letter is to inform you that your child's educational needs can best be met through additional service in _____ Program.

Your child will be scheduled on _____ Program when you have signed and returned to us your agreement that you wish this additional help for your child.

Please sign and return form below

Date: _____

My child, _____ has parental or
(legal guardian) permission for service through the _____
Program.

Signed: _____
Parents

or

Legal Guardian

Form 2A

GARDEN CITY PUBLIC SCHOOLS
Special Services Department
1333 Radcliff Street
Garden City, Michigan 48135

Date: _____

Re: _____
Name

Address

Birthdate

I hereby authorize the Garden City Public Schools to:

(check one as needed)

receive _____

release _____

diagnostic information that will aid in facilitating my child's school adjustment.

Signature: _____
Parent or Legal Guardian

To: _____

Date: _____

From: _____

Title: _____

Information Requested:



Inservice:

The Inservice Program is held on a regularly scheduled basis for the Resource Room-Helping Teacher Team involving the leadership of the Director of Special Services, Supervisor of Special Education, psychologists, and consulting psychologist, social worker, and other staff resources.

Speakers and other selected resource persons from the State Department of Special Education, clinical agencies, and universities will participate in the leadership of our inservice program.

Facilities and Costs:

I. Room

A typical classroom within the building, near the other special services if possible, which will give the feeling of warmth and security. The room should be well lighted, equipped with outlets, and designed to provide flexibility in arrangement and work centers. The room should be carpeted and a telephone should be accessible. The room should be equipped with all books, materials, supplies and equipment necessary for learning according to the achievement levels of students found eligible for this specialized teaching.

**II. Equipment - Instructional Materials
(available within classroom, buildings and/or Instructional Materials Centers)**

Teacher's desk and chair
Upholstered chairs
tables (trapezoidal) and chairs
2-3 four drawer file cabinets (one must lock)
Storage cupboards and open shelves (book cases)
Work counter space
Study carrels
Student desks - chairs if needed
Blackboard, flannel board
Overhead projector - transparencies
Audio flash cards - audio flash card programs
Filmstrip viewer (Singer) - Cassette/filmstrip programs
Cassette recorder
Playback cassettes
Headphones
Cassette tapes - programmed and blank tapes to program
Peabody Language Kit (depends on level)
Perception equipment (depends on level)
Tachistoscope or attachment for film strip projector
Phonograph - portable, 3 speeds.
Mirror
Typewriter (primary type if primary room)
Video tape equipment available

Available for use:

Ditto machine	Construction paper, penmanship paper, etc.
Copier	Acetate
Filmstrip projector - filmstrips	Scissors, paste
Opaque projector	File folders, index cards
Movie projector	etc. Small file cases
Crayons, pencils, grease pencils, etc.	Cameras available

Instructional materials for learning according to achievement levels:

Reading - low reading, high interest
Programmed materials
Manipulative materials - puzzles, games, etc.
Math
Spelling
Permanship
Phonics
Health
Auditory training (Various programs such as Frostig,
Perceptual training (I.T.P.A., Winterhaven, etc.
Readiness (primary level)
Science equipment
Driver training (secondary)
Occupational (secondary)
Family living

III. Budget

All costs beyond the reimburseable portion of the approved teacher salary will be paid by the local school district.

Forms

1. **Factors in Grading Students in the Resource Room - Helping Teacher Program**
2. **Screening and/or Staffing Report Forms**
3. **Progress Report Forms**
 - a. **Elementary**
 - b. **Secondary**
4. **Mental Age Table**
5. **Evaluation of Visual Perception**
6. **Secondary Resource Room Information Form for Incoming Students**
7. **Questionnaires - Principals and Teachers**
 - a. **Resource Room**
 - b. **Helping Teacher**
8. **Questionnaire - Students**
9. **Special Education Program Survey**

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