

DOCUMENT RESUME

ED 106 307

TH 004 413

AUTHOR Kaufman, Martin J.; And Others
TITLE Project PRIME. Interim Report Year One 1971-1972 (Purpose and Procedures).
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.
PUB DATE Jan 73
NOTE 507p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-\$ 0.92HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS *Academic Achievement; Behavior; Educational Development; Elementary Education; Emotional Development; *Exceptional Child Education; Exceptional Child Research; Handicapped Students; Individual Characteristics; Intellectual Development; Interpersonal Competence; Low Ability Students; Mentally Handicapped; Mental Retardation; Minimally Brain Injured; *Neurologically Handicapped; Program Effectiveness; *Regular Class Placement; *Special Education
IDENTIFIERS *Project PRIME

ABSTRACT

Project PRIME (Programmed Re-Entry Into Mainstream Education) is concerned with evaluating the effectiveness of programs that aim at integration of handicapped children into regular classrooms. The main goals of the project are to determine which handicapped children can benefit from integration and under which conditions would it prove the most successful. Also, a considered area of concern is whether those factors which lead to social, emotional, and academic growth in normal children will have the same effects on handicapped children. This study was implemented in the Texas school districts that were appropriate for the needs of the study. Eleven hundred handicapped children were randomly picked from grades 3-5 ensuring diversity of race, socioeconomic status, and type of handicap. Only emotionally disturbed, educable mentally retarded, and language/learning disabled pupils who had been previously placed in self-contained classrooms were used in this study. All methods of data collection and all instruments used in gathering information from school administrators and teachers are included in the appendices of this document. (Author/DEP)

ED106307

PROJECT PRIME

INTERIM REPORT

YEAR ONE

1971-1972

(Purpose and Procedures)

PREPARED BY

Martin J. Kaufman

Melvyn I. Semmel

Judith A. Agard

JANUARY 1973

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

TM 004 413

Table of Contents

	<u>Page</u>
Acknowledgements	
Introduction	1
Background of the Problem	5
Problem	12
Review of the Literature	14
Project PRIME Questions and Areas of Concern	21
Suggested Questions for Each Variable Domain	27
Questions Related to Process Variables	34
Behavior Management in the Classroom	35
Pupil Participation in the Classroom	39
Classroom Climate	40
Development Procedures	43
Strategy for Initiation and Implementation	43
Selection of Project PRIME Variables	46
Selection of the Sample	51
Selection of Plan / Schools	52
Selection of Project PRIME Sample	55
Stage I	55
Stage II	59
Stage III	62
Stage IV	63
Stage V	63
Project PRIME Master File	65
Instrumentation	70
Achievement Tests	72
Development of Social and Emotional Adjustment Instruments and Demographic Questionnaires	73
Search for Existing Instruments	73
Development of New Instruments	74
Review and Evaluation of the Instruments	79
Pilot Procedure	81
Printing Procedures	83
Final Version of Instruments	83

Table of Contents (cont'd)

	<u>Page</u>
Administrative Questionnaires	94
Selection of Variables	96
Answer Formats	97
Questionnaire Construction Procedures	105
Validation of the Administrative Questionnaires	107
Pretest of the Administrative Questionnaires	110
Final Version of the Administrative Questionnaires	111
Report Cards	127
Data Collection Procedures	129
Training of Test Administrators (Fall 1971 Administration)	131
Administration of Achievement Tests	133
Training of Test Administrators (January 1972 Administration)	135
Administration of Sociometric and Attitudinal Instruments.	136
Administration of Instruments, Spring 1972	140
Summary of Project PRIME Test Administrators	141
Classroom Observation System	143
Overview	143
Indiana Behavior Management System II (IBMS)	146
Individual Cognitive Demand Schedule (ICDS)	147
Indiana Pupil Participation Schedule (IPPS)	147

Table of Contents (cont'd)

	<u>Page</u>
Florida Climate and Control Schedule (FLACCS)	147
Training Packages	148
Written Training Materials	152
Audiovisual Training Materials	152
Pretests of Coder Ability	154
Training Workshops at CITH and IDHR	155
Observation Workshops in Texas	157
Quality Control.	158
Assessment of Observer Reliability	158
Maintenance Check	160
Workshop Reliability Maintenance Check	160
Telephone Reliability Maintenance Check	163
Written Scripts Reliability Maintenance Check	165
Television Reliability Maintenance Check	166
Data Analysis of Maintenance Reliability Check	166
Classroom Observation Data Collection	167
Quality Control Procedures.	170

APPENDICES

SUPPLEMENTAL MATERIALS

List of Figures

<u>Number</u>	<u>Title</u>	<u>Page</u>
1	Depiction of Data Collection Units	22a
2	Location of Project PRIME School Districts	56a
3	Schematic Outline of Comprehensive Pupil Appraisal	96a
4	Organizational Chart	131a
5	Time Line of Instrument Administration	141a

List of Tables

<u>Number</u>	<u>Title</u>	<u>Page</u>
1	Required Number of Pupils Per Classroom Unit in Plan B	8
2	Summary Chart of Effectiveness Studies on School Service Components	45a
3	Project PRIME Pupil Output Variables	50a
4	Project PRIME Sample	64a
5	Children, Teachers and Administrators Instruments Completed	73a
6	Suggested Time Schedule	134a
7	Children's Instruments Administered in January	138a
8	Sample Testing Schedule	139a
9	Project PRIME Test Administrator Characteristics	141b
10	MAT Problem Sheet Summary --Spring 1972--	142a
11	Population and Sample by Observation System for the Regional Workshop	160a

APPENDICES

<u>Number</u>	<u>Title</u>
I	Interim Teacher Certification Standards in Special Education
II	Schools and Superintendents Development Design 1970-72, 1972-73
III	Variables Included on Each Project PRIME Instrument
IV	Texas Determination of Eligibility and Categorical Definitions for Special Education Students
V	<ol style="list-style-type: none">1. Letter from Dr. Robert Montgomery2. Application to be considered for Special Education Development Designs3. Developmental Design Information and Issues
VI	Plan Applications Supporting Documents <ol style="list-style-type: none">1. Consolidated Application for State and Federal Assistance2. Special Education Evaluation Report
VII	<ol style="list-style-type: none">1. Summary Sheet for Developmental Design2. Considerations of the Applications for the Developmental Design
VIII	Local School District Information Chart
IX	Local School District Information Chart: Summary Sheet
X	Instructions for Selecting Non-Handicapped Contrast Children
XI	Project PRIME Dictionary
XII	<ol style="list-style-type: none">1. Pupil Code Number Listing2. Teacher Code Number Listing3. Teacher by Pupil Information Worksheet

APPENDICES (continued)

<u>Number</u>	<u>Title</u>
XIII	Guidelines for Maintaining the Project PRIME Master File
XIV	Forms for Recording Corrections in the Master File
XV	Child Data Flow Chart
XVI	1. Instructions for Completing the Child Data Flow Chart 2. Instructions for Logging-In the Teacher Administrative Questionnaires
XVII	Bibliography of Source of Instruments 1. Instruments Used to Generate Items for Specific Questionnaires 2. Instruments Reviewed for Project PRIME
XVIII	Letter of Support of Project PRIME Instruments from Dr. J. W. Edgar
XIX	TEA Original Administrative Questionnaires
XX	Professional Staff Members, Division of Special Education, Texas Education Agency
XXI	1. Local School District Project PRIME Coordinators 2. Local Education Agency Personnel Time Commitments and Money Expended
XXII	October Workshop
XXIII	Project PRIME Guidelines for Test Administration
XXIV	December Workshop on Questionnaires and Observation Systems

APPENDICES (continued)

- | <u>Number</u> | <u>Title</u> |
|---------------|--|
| XXV | Supporting Materials for the Winter Administration of the Sociometric and Attitudinal Questionnaires <ol style="list-style-type: none">1. Special Education Director Memo2. Reference Manual for Project PRIME Attitudinal and Sociometric3. Testing Time Schedule Report4. Problem Report Sheet5. Test Administrator Questionnaire6. Special Education Director Check List |
| XXVI | Public Relations Material <ol style="list-style-type: none">1. Letter from Dr. Robert Montgomery, October 15, 19712. Letter from Dr. Robert Montgomery, December 20, 19713. Letter from Dr. J. W. Edgar, December 20, 19714. Overview of Project PRIME |
| XXVII | Materials for Spring Achievement Testing <ol style="list-style-type: none">1. Memo to Project PRIME Districts2. Guidelines for Test Administration3. Problem-Time Report Sheets4. Test Administrator Questionnaire |
| XXVIII | Materials for the Spring Questionnaire Administration <ol style="list-style-type: none">1. Reference Manual Supplement2. Problem Sheet3. Test Administrator Questionnaire4. Memo on Preparation and Return of Administrative Instruments5. Check List for Return of Material |

APPENDICES (continued)

<u>Number</u>	<u>Title</u>
XXIX	Information on Payment <ol style="list-style-type: none">1. Instruction Memo from Mr. Robert Winn2. Instructions for Completing Requests for Payment3. Statement of Services Forms
XXX	Categories of the Classroom Observation Systems <ol style="list-style-type: none">1. Indiana BMS II2. ICDS3. IPPS4. FLACCS
XXXI	Organization of the Special Project PRIME Unit
XXXII	Contents of Observation Training Systems <ol style="list-style-type: none">1. ICDS Training Kit2. IBMS II Training Kit3. IPPS Training Kit4. FLACCS Training Kit
XXXIII	Training Material Production Schedules <ol style="list-style-type: none">1. Videotaping Schedule2. Audiotaping Schedule3. Personnel for Audiovisual Components4. Developmental Testers5. Preview Workshop for CITH Staff
XXXIV	Assignment of Texas Training Team to Classroom Observation Systems

APPENDICES (continued)

<u>Number</u>	<u>Title</u>
XXXV	Classroom Observation Workshops <ol style="list-style-type: none">1. Schedule for Workshops2. Workshop Data Collection Forms<ol style="list-style-type: none">1. IBMS2. ICDS3. IPPS3. Observation System Workshops in Texas
XXXVI	Materials Submitted in Advance of the Regional Observation Training Workshops <ol style="list-style-type: none">1. Letter to Regional Education Service Center Directors2. List of Responsibilities of the Regional Service Center3. Problem Check List4. Time Schedules5. Audiovisual Survey of Regional Service Centers
XXXVII	List of Coders Recommended to be Dropped
XXXVIII	Reliability Workshops <ol style="list-style-type: none">1. Workshop Announcement2. Master Workshop Schedule3. Video Schedule
XXXIX	Instructions and Content for Telephone Reliability Check
XL	Instructions and Content for Written Reliability Maintenance Check

APPENDICES (continued)

<u>Number</u>	<u>Title</u>
XLI	Classroom Observation Schedule <ol style="list-style-type: none">1. Observation Coding Schedule 1 (6 observers)2. Observation Coding Schedule 2 (900h servers)3. Actual Observation Schedule (C.4. Actual Observation Schedule (9)5. In idual Observation Schedule6. Information on Observation Schedules
XLII	<ol style="list-style-type: none">1. Guidelines Sent to the Special Education Directors for Observers2. What Do I Do If... (Coding Instructions for Common Problems)
XLIII	Data Screening Procedures for Project PRIME Instruments <ol style="list-style-type: none">1. Procedures for Handling Incoming Achievement Test Materials2. Guidelines for Checking Completed Observation Booklets3. Instructions for Checking the Children's Questionnaires4. Instructions for Checking the Teacher Instruments5. Editing Instructions for Children's Questionnaires6. Checking Procedures for Spring Teacher's Instruments

Acknowledgements

This technical interim report of Project PRIME is an initial attempt to communicate, in detail, the activities and progress made during the first year of the project. Since PRIME is relatively large and complex, involving literally hundreds of people and component operations, the writers are cognizant of the need for detailed documentation of all its aspects. This report is presented toward achieving such documentation. The copious appended materials are not meant to present the reader with a parsimonious outline of the project procedures and products; rather, they are technical documents which assure a detail necessary for a comprehensive knowledge of all facets and products of the project to permit replication. Hence, the document in its entirety will most assuredly present difficult going for the casual reader. However, the facets of the report are organized in modular form to facilitate communication for those seeking to avoid the tedium of detailed reporting.

The writers are indebted to the U.S. Office of Education, Bureau of Education for the Handicapped, Texas Education Agency, Department of Special Education and Special Schools, the Center for Innovation in Teaching the Handicapped, Indiana University, and the 43 local education agencies involved in Project PRIME for their continuous support, understanding and cooperation. Data collection would have been impossible without the cooperation extended by the Directors of Special Education and their staffs, principals, and teachers for each school district included in the study.

The study would have been impossible without the coordinative, energetic, and enthusiastic commitment of the Center for Innovation in Teaching the Handicapped staff. The Center's continuous ability to develop quality products as well as facilitate the administration of the project is gratefully acknowledged.

Our deepest appreciation to Dr. and Mrs. Robert Soar and their associates at the Institute for Development of Human Resources, University of Florida for their valuable contributions to multiple facets of the project.

Acknowledgement is due National Computer Systems for the quality and promptness in meeting the demanding timelines of the project.

The study is indebted to those many individuals who, often with very short notice, found time to provide highly valued consultative assistance. Their contributions greatly enhanced the quality of planning and procedures employed in the project.

Our deepest appreciation to the Project PRIME staff for their continuously demonstrated commitment, enthusiasm, efforts and individual contributions, without which this study would not have been implemented.

Finally, to the families of all those involved in Project PRIME, our sincere thanks for their contributions, patience, and support.

Recognition of individual contributions will be made in the final report of Project PRIME.

MJK
MIS
JAA

Introduction

Since the inception of public school provisions for handi-capped children in the early 1900's, the self-contained special class has been used as one of the primary administrative structures for delivering special educational services to hand'capped children. The intact "special" class had traditionally been so closely associated with special education as to frequently be thought of as what is, in fact, "special" about special education. Indeed, much of the research in the field has treated homogeneous grouping procedures as synonymous with special educational programming. The initial impetus for an organization of special classes grew out of the need to relieve the regular teacher and her pupils of the burden of catering to the individual differences or deviance of children in the class. Gradually, the field moved from a relief philosophy, to an era emphasizing keeping children happy, to our contemporary approaches to special education. The principle philosophical position offered in support of segregated classes for the handicapped emanated from humanistic values based upon flimsy research evidence pointing to low sociometric status of handicapped children in regular grades (Johnson, 1950). It was argued that special classes are, in fact, more democratic in that they personify the school flexibility in catering to individual differences--in meeting the needs of all children entrusted to the public schools. The research findings of the so-called efficacy studies--particularly

in the area of mental retardation--conducted throughout the decade of the 1960's necessitated a reanalysis of the self-contained special class as the only pedagogical intervention for handicapped children. These studies, naively conceived and methodologically deficient, failed to substantiate the promises of special classes (MacMillan, 1969; Kirk, 1964). Concurrently, with the publication of the efficacy studies, a number of sociopolitical forces pointed out the responsibility of public schools to minority groups. Essentially, this latter development related to special education from the point of view that disproportionate numbers of minority children were being placed in self-contained special education classes (Dunn, 1968). Hence, a growing attitude among minority group leaders seemed to develop which viewed special education and intact special classes as a means for further disenfranchising the minority group child. In other words, the black, brown, and other minority handicapped child was viewed as being segregated from his normal peers under the guise of providing special educational services. In still another context, the institutionalization of the special class as a primary means for handling handicapped children in the public schools led to stigmatization of the child associated with such a placement (Meyerowitz, 1962; 1967). Furthermore, precedent decisions as well as litigation currently being conducted by parents and minority groups throughout the country indicate a growing dissatisfaction with the traditional delivery system.

For example, the U. S. District Court for the Eastern District of Pennsylvania, in Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania (1972), ruled:

It is the Commonwealth's obligation to place each mentally retarded child in a free, public program of education and training appropriate to the child's capacity, within the context of the general educational policy that, among the alternative programs of education and training required by statute to be available, placement in a regular public school class and placement in a special public school class is preferable to placement in any other type of program of education and training.

Currently there are four major reasons for demanding a reevaluation of the efficacy and advisability of homogeneous grouping in intact groups as an intervention for handicapped children.

1) Existing research has failed to demonstrate significant achievement gains in children in special classes when compared to those children placed in regular classes.

2) Minority groups tend to be hostile towards such a placement of their children.

3) Placement in special classes appears to stigmatize or label children as inferior to pupils placed in regular grades.

4) There is a growing number of court decisions emphasizing the right of every child to appropriate public education. In addition, certain court decisions have stated that "placement in a regular school class is preferable to placement in a special public school class..."

The underlying assumptions of previous thinking relative to effective educational planning for the handicapped suggests the need to develop methodologically sound procedures for determining for whom and under what conditions integration is a viable

educational alternative. Historically, the field of special education has conceptualized the issue of special educational programming as a dichotomous variable: special class versus regular class. Yet, it is highly unlikely that valid inferences about educational programs can be made from broadly conceptualized, loosely implemented administrative arrangements. The within-unit variance is so enormous that there is no comparability across units. Thus, effectiveness cannot be determined. Finally, it is doubtful that any one combination of pedagogical variables can be demonstrated to maximize growth for all handicapped children, or for all children characterized as a labeled subpopulation (i.e., EMR, LD, ED).

Project PRIME departs from previous views with respect to the above factors. Class placement is viewed as a continuous variable ranging from total self-contained, homogeneous special class placement to total integration into regular classes with no special provisions made for the handicapped child. The relevant variables within the context of a continuum of educational placements are those process variables that define the educational treatments received by handicapped children. Finally, the project is addressed to the more practical issue of for whom and under what conditions (e.g., administrative arrangements, curriculum methods, etc.) can the growth of handicapped children be maximized.

Background of the Problem

Prior to school year 1970-71, special education services in the state of Texas were similar to those services provided by most states. The majority of children who were labeled as handicapped were placed in segregated classrooms according to handicapping condition. Traditional psychological and medical examinations were used to evaluate and place these children. Other than a lowered pupil-teacher ratio of approximately twelve to one, no additional funds for supportive services were given to these classes other than the traditional maintenance and operation funds allotted to every classroom whether it be for the normal or the handicapped.

As a result of the passage of Senate Bill 230 in 1969 by the Texas legislature, a new era of services and philosophy of special education has begun in the state. Some of the new services to local districts authorized by Senate Bill 230 include:

- a) Extension of the age limit for all exceptional children to ages three through 21, thus providing for Early Childhood Education.
- b) Extension of the pilot program for the emotionally disturbed into a state-wide program.
- c) Addition of Language and/or Learning Disabilities as a new handicapping condition.
- d) Addition of services for pregnant students.
- e) Allocation of funds for teacher aides.

- f) Extension of financing of programs on a ten-, eleven-, or twelve-month basis.
- g) Allocation of funds for special education materials to be used in the classroom as well as for Special Educational Materials Centers throughout the state.
- h) Allocation of funds for local school districts' purchase of consultative services that may be needed by the special education program.
- i) Allocation of funds for comprehensive appraisals.
- j) Allocation of funds for new, supportive special education personnel such as Special Education Diagnostician, Special Education Counselor and Special Education Visiting Teacher.

A new State Plan for Comprehensive Special Education was developed on the basis of the 1969 legislation. An important administrative feature of the new State Plan was the development of two alternative procedures for allocating State funds to local districts.

The first alternative, called Plan A, provided for special education resources to be directed to local districts on the basis of the total numbers of pupils in average daily attendance (ADA). The second alternative, called Plan B, allocated funds on the more traditional basis of identified handicapped children.

Specifically, the formula for Plan A school districts is as follows:

1. For each 3,000 pupils in average daily attendance, (based on the previous year's report) the State will provide salaries for up to:
 - a. 20 professional instructional units;
 - b. 7 teacher aides;
 - c. 3 professional supportive units.

2. For each 1,000 pupils between 3,000 pupil increments, the State will provide salaries for up to
 - a. 6 professional instructional units;
 - b. 2 teacher aides;
 - c. 1 professional supportive unit.

Professional instructional units refer to teachers who may be used in any instructional arrangement deemed appropriate by the local school district. For example, they may function as self-contained special education teachers, resource teachers or helping teachers. Similarly, the teacher aides may be used in any manner that seems appropriate. Finally, the professional supportive units include the personnel listed below:

- a. Special Education Supervisor;
- b. Special Education Visiting Teacher;
- c. Special Education Counselor;
- d. Educational Diagnostician;
- e. School Psychologist;
- f. Associate School Psychologist.

The job description and certification requirements outlined by the State are contained in Appendix I. Plan A school districts have the option of choosing any combination of the above personnel as they interpret their respective needs.

Plan B school allocations are based on the number of identified handicapped children. That is, rather than the innovative Plan A formula based on average daily attendance, allocations are for classroom teacher units on the basis of the number of handicapped children needed to be served. Specifically, for the educable mentally retarded (EMR), the minimally brain-injured (MBI), and the emotionally disturbed (ED), teacher unit allocations for the Plan B schools are determined as shown in Table I.

TABLE 1

Required Number of Pupils
Per Classroom Unit in Plan B

Type of Handicap	Initial Teacher Unit			Additional Teacher Units
	1/2	1	2	
EMR	4	8	14	14
MBI	4	8	14	10
ED	4	6	12	6

In other words, in order to establish one class for EMR children, the Plan B school district has to identify and certify eight children as EMR. Montgomery (1972) describes this as the "eight pack" method of support. To establish two classroom units for EMR children, an additional six children would have to be identified and certified. Each additional classroom unit within the school district would require the identification and certification of 14 EMR children.

Based on the number of classroom teacher units, the following additional personnel are allocated:

1. 5 classroom teacher units = 1 teacher aide;
2. 10 classroom teacher units = 1 professional supportive person.

The state legislation contained in Senate Bill 230 expected all the State financial allocations to local districts for special education to be based on the Plan A formula by 1975-76. Change from traditional Plan B financing to the new Plan A financing has

been planned as a transformation over a five-year period to allow for evaluation and modification. For the first year, school year 1970-71, five pilot school districts were selected to become Plan A for the school year 1971-72. The procedure used by the Texas Education Agency (TEA) to select the Plan A school districts are representative of urban, suburban and rural communities as well as the ethnic and socioeconomic composition of the State. The districts, furthermore, represent a variety of administrative and instructional arrangements. (See Appendix II for listing of regions, school districts and years for implementation of Plan A.)

In addition to the provisions of the new State Plan for Special Education and the Plan A method of financial allocations, another important feature of Texas educational regulations permits the counting of a handicapped child in the regular ADA count for state reimbursement whenever he is integrated more than half the time in regular class situations.

Besides the increase in special education services and the changes in method of allocation of special education funds, the philosophy of special education has changed its orientation. The new philosophy in Texas involves increased emphasis on:

- a) diagnosing the child's educational needs rather than determining his handicapping condition;
- b) providing continuum of services including resource rooms, diagnostic classrooms, helping teachers and self-contained special education classrooms; and
- c) allowing the handicapped child to remain in the regular classroom whenever he can profit from such instruction.

In order to implement the philosophy of emphasis on the child's educational needs rather than his handicapping condition, new guidelines for pupil appraisal were developed which placed more emphasis upon educational diagnosis directed towards assisting the teacher in the classroom. New personnel such as the Special Education Diagnostician and the Diagnostic Teacher were developed in order to provide more expertise in the area of diagnosing educational problems. Additional funds, as indicated earlier, are also provided to the local school district to help pay for the more expensive type of comprehensive pupil appraisal.

The provision of a continuum of services for handicapped children and the integration of handicapped children into regular classes has been facilitated by a pupil appraisal system that includes determining whether the child can profit from regular educational instruction. The local education agency is also encouraged to integrate children into the regular classroom by being able to count the handicapped child for special education units as well as for regular school units where he or she is integrated one-half or more of the time in the regular classroom. The consultative funds provided for the special education program in the local school district can be used to implement an in-service training program for the regular teacher to assist her in better coping with the problems of handicapped children. In addition, a special education helping teacher can be assigned to assist the regular teacher in working out educational problems that may arise with the handicapped child. The state education

agency has encouraged using new instructional arrangements including resource rooms, continuous progress curricula and open classes in an attempt to accommodate handicapped children.

Because the Plan A program allows a more flexible use of the state's special education financial allocation, certain changes in educational emphasis have occurred more frequently in these districts. Plan A districts can be characterized as those receiving the maximum quantity of support resources and permitted the most flexibility in allocating those resources, therefore making the greatest departure in philosophy from the etiological model of classification and segregation of handicapped children. However, it is important to realize that even though Plan B schools are operating under less flexible policies than Plan A schools, certain Plan B school districts have implemented excellent integration programs in preparation for becoming Plan A school districts.

Problem

Within the context of Plan A, described above, a collaborative effort was agreed upon among the Texas Education Agency (TEA), Division of Special Education; the Intramural Research Program, Division of Research, Bureau of Education for the Handicapped (BEH); and the Center for Innovation in Teaching the Handicapped (CITH), Indiana University. The tripartite agreement was inaugurated in order to investigate what factors make a difference for exceptional children in order to maximize their social, emotional, and academic growth. The parameters and dimensions to be included under this generic question are elaborated throughout the report.

Briefly stated, the problem to which this research is directed is generic to the entire field of special education. There is considerable evidence to suggest an ongoing impetus on the part of state educational agencies toward reevaluating the appropriateness of special class placement for handicapped children. A perusal of the Projected Activities Report submitted by each State Education Agency to the Bureau of Education for the Handicapped for the fiscal year 1973, related to PL 91-230, Part VI-B and PL 89-313, reveals that over fifty percent of the states' listed activities related to integration of handicapped children into mainstream education as a major problem and objective. There is every reason to believe that the "zeitgeist" in special education is moving away from self-contained special

classes (particularly for the EMR, ED and LD child) and toward reintegration in the regular classes. If, as Hanushek (1970) suggests, based on analysis of Coleman's (1966) data, schools appear to be expending funds on the wrong things, it would seem imperative that special education, where per-pupil expenditures are greater than in regular education, should be concerned with identification of the factors that make a difference for handicapped children. However, little effort appears to be underway to identify the relevant pedagogical variables which will maximize the successful adjustment and growth of handicapped children in regular classes. Hence, there appears to be an urgent need for:

- a) a description of those variables (i.e., input and process) which appear most relevant to the prediction of successful outcomes;
- b) the development of specific intervention programs delivered to regular classrooms or related sociological systems (i.e., peers, family, etc.) which have potential for maximizing successful outcomes;
- c) the experimental validation, through methodologically sound design, of promising intervention packages;
- and d) the evaluation of those variables within intervention packages which account for their success.

The inauguration of the new Texas legislation and its obvious national implications have provided a unique opportunity to pursue these problems.

Review of Literature

The history of special education generally reveals an emphasis on attempts to discover what makes a difference in regard to administrative arrangements and educational interventions for exceptional children (Dunn, 1968). A review of the literature suggests that the broad spectrum of administrative arrangements available for exceptional children and the proliferation of educational materials and curriculum packages have emanated from philosophical and/or theoretical opinion as often as from empirical data (Guskin and Spicker, 1968). Extant research is illustrative of studies concerned with either process or product variables. It is rare that investigators have attempted to study the relationship of process variables (i.e., teacher behavior) to product variables (i.e., student growth). The paucity of process-product related research is evident in studies concerned with curriculum, teaching behavior and administrative arrangements.

Process or product oriented research would appear to be an overly simplistic research paradigm which may lead to either inconclusive or unexplainable findings. These deficiencies described above are particularly relevant when considering past research related to the integration of exceptional children into regular classes. Generically, these studies have been labeled as efficacy studies (Kirk, 1964). They have usually been concerned with products (student growth, i.e., educational, emotional and social).

Product-oriented efficacy studies employing academic achievement as criteria (Baldwin, 1958; Blatt, 1958; Cassidy and Stanton, 1959; Thurstone, 1960; Kern & Pfaeffle, 1962; Diggs, 1964; Kirk, 1964; Bacher, 1965; Goldstein, Moss & Jordan, 1965; Mayer, 1966; Carroll, 1967) to study differences in regular and special education appear to indicate a minimum advantage for regular class placement. The studies cited above generally employed nationally standardized achievement tests. There are several difficulties that arise from such a procedure: a) there is a necessity for using multiple forms in order to establish broad ranges of ability to encompass both the mentally retarded and the normal children; and b) though these tests have high generalizability, they may have low applicability and sensitivity for change as related to specific classroom instructional objectives and activities.

Other criterion measures often used in studying the efficacy of special versus regular class placement pertain to social and/or emotional dimensions. It is hard to draw a clear-cut distinction between emotional and social adjustment. Yet, there is a difference between a "disturbed" child and "disturbing" child (Spicker, 1969). The inference categories of social and emotional adjustment have been objectified into low-inference variables as described below. Studies have investigated such constructs as social acceptance and rejection (Johnson, 1950; Johnson & Kirk, 1950; Baldwin, 1958), social adjustment (Ainsworth, 1959; Cassidy & Stanton, 1959; Goldstein, Moss & Jordan, 1959; Thurstone, 1959; Kern & Pfaeffle, 1962), and self concept (Meyerowitz, 1962; Mayer, 1968) for exceptional children

both in self-contained and regular classes. These studies have generally indicated that handicapped children are "isolates" in the regular classes, and that their acceptance is superior in self-contained classrooms.

The efficacy studies were deficient methodologically in a number of ways which make their findings and interpretations tenuous at best. The investigators rarely satisfied the criterion of randomization in sampling. This is particularly significant when considered in regard to the assumption of independence of the replications of a comparative experiment. Glass (1967) discusses this issue in a paper entitled "The Experimental Unit and the Unit of Statistical Analysis: Comparative Experiments with Intact Groups." The studies cited above generally made the error of analyzing data in terms of units other than the legitimate experimental unit. Usually no more than five or six intact classrooms have been involved in the experiment. The intact group problem arises because of unknown differences between groups in regard to within group variance. This is, in part, the criticism stated by Kirk (1964) when stating the problem in sampling intact classes. In most studies, pupils have not been assigned to classrooms at random. In some, at least, the classrooms were randomly assigned to the treatment. The investigator in these studies has two choices as outlined by Glass (1967):

- 1) He can run a potentially illegitimate analysis of the experiment by using the "pupil" as the unit of statistical analysis; or

- 2) He can run a legitimate analysis on the means of the five or six classrooms, "classroom" being the actual experimental unit, in which case he is almost certain to obtain statistically non-significant results (with only five or six replications, the power of his significance test is too low).

Another major methodological weakness apparent in the efficacy studies has been the use of raw gain scores as opposed to residualized gain scores. The use of residual gain scores is imperative in order to control for regression between pretest and posttest scores. In other words, a person with a low pretest is likely to show a larger raw score gain than a person with a high pretest score. Bereiter (1967), in discussing the correction for unreliability of pretest scores, states that "radical reversals of findings often occur when one turns from raw change scores to residual change scores" (p. 20).

Finally, where treatments have been employed in studies, few investigators have bothered to monitor on any continuous basis their implementation. This problem would appear to be particularly acute in light of findings reported by Bond and Dykstra (1967) and Gallagher (1966; 1968). Rosenshine (1971), Semmel (1971), and others have stressed a need for studying the way treatments are used in the class as being of as much importance as developing the curriculum package, instructional method, or educational innovation.

Directly related to the monitoring of implementation and effects of treatment is the parallel concern of how does a teacher make a difference. Rosenshine (1971) in discussing "New Directions

for Research on Teaching" stated that in both an absolute and comparative sense there is a notable lack of classroom research on how teachers make a difference. In other words, there has been a paucity of research attempting to relate the main effects and interactions of instructional activities of teachers and pupils to measures of student growth. Rosenshine, in reviewing the literature, concluded that existing research is greatly lacking, if not in internal validity, usually in external validity. The number of instructional behaviors which have been studied is limited and many of the activities which are of interest to educators have not been studied to any large extent in situ.

In summary, current lack of knowledge as to what enables exceptional children to maximize their social, emotional, and educational growth is not the result of a lack of research findings; rather, there has been a lack of research on what does make a difference. If, as Hanushek (1970) concluded from data collected in the EEO project, "the things that schools are buying do not appear to be valuable in the educational process," (p. 91) then a study of the factors that make a difference for handicapped children where the additional educational costs are great is imperative. It is to the above issues that Project PRIME is addressed.

Both the magnitude and complexity of this research presents particularly difficult problems in methodology, instrumentation and general experimental design. Through considerable preliminary work, the writers were sensitized to these dilemmas. This study

is in the order of composite magnitude of several previous research and evaluation projects recently published. The tactic used was to engage in intensive discussion and consultation with both the researchers of these studies and their professional critics. Studies such as Coleman's Equal Educational Opportunity (EEO) report, and the Sesame Street Evaluation were intensively reviewed to glean the special problems and research needs of projects of similar magnitude.

The procedures suggested in the following chapters are heavily influenced by the strategies and findings of Coleman, et al., (1966) (EEO) and Project Follow-Through. If, as Michelson (1970) suggests, the underlying assumptions of studies such as EEO have been that all schools observed must be trying to maximize the same thing, and they are acting this way for all children in the school, the outlook for successful integration into regular classes of handicapped children, or more generally, children with differences, is bleak. The extent of differing behavioral and cognitive "teacher specificity" patterns by the child cannot be determined from existing large-scale evaluations. This is related to the unit of analysis employed in previous studies and the absence of low inference process variables. The descriptive-correlational phase of this study is designed to overcome these limitations of past studies.

The experimental phase of this project seems imperative if the results of this endeavor are to have maximum effect on administrative decision-making.

Observing that school influence which is independent of "social background" is very small, Mayeske (1970) and Glass & Cook (1971) concluded that systematic experimental and developmental approaches, structured so that the results of the innovation can be clearly ascertained, are needed. Experiences with enrichment programs suggest that a radical change from past practices is needed. Unfortunately, the paucity of extant research related to the multifaceted problem of what makes a difference for exceptional children in regular classes, simply does not permit an investigation to know what implementations are necessary in order to reach the goals of maximum social, emotional, and educational growth for a given handicapped child.

The current state of the art would suggest that pilot endeavors should proceed and iterations of refinement follow, development of treatments prior to mounting large-scale interventions. This activity, Phase II of Project PRIME, will address this issue in the context of a Year II proposal. Decisions seldom wait for research; thus, research planning must anticipate decisions. It is to this endeavor, considered the major issue facing special education today, that this research continues to address itself in design and purpose.

Project PRIME Questions and Areas of Concern

Project PRIME, in its broadest sense, attempts to identify the determinants of an effective educational program for normal and handicapped children in the public schools. It seeks to determine those factors that maximize each individual child's growth in academic achievement, social competence and emotional maturity.

The study approaches the broad question of what factors promote the growth of normal and handicapped children using a multivariate analytic model. This demands operational terms for: a) the educational treatments or services the child is receiving; b) the educational environments in which he receives these services; and c) the interaction of the educational services and environments with the child's personal, emotional, social and intellectual characteristics.

Project PRIME has investigated a multitude of variables which can be considered in defining the nature of the child, the educational treatments he has received and the environmental circumstances in which he receives these treatments. The hypothesized variables considered for inclusion in the study were first suggested by a model of a molar taxonomic structure of the relevant variable domains (Figure 1). Within these broad domains (community, school district, school campus, classroom, home and child), specific variables were selected for inclusion (Appendix III).

The final selection of Project PRIME variables was determined after an exhaustive review of empirical research on educationally relevant factors associated with desired student outcomes.

The set of Project PRIME variables requires refinement using factor analysis, clustering and other scaling techniques to reduce the unmanageable number of precise variables to a set of operationally defined descriptive systems. The descriptive systems generated by the clustering of variables can be used to define the educational treatments, environmental conditions and child characteristics encountered by the study.

Using the molar taxonomic model (Figure 1) and the set of variables (Appendix III), it is possible to generate a set of descriptive systems for each domain as follows:

I. COMMUNITY

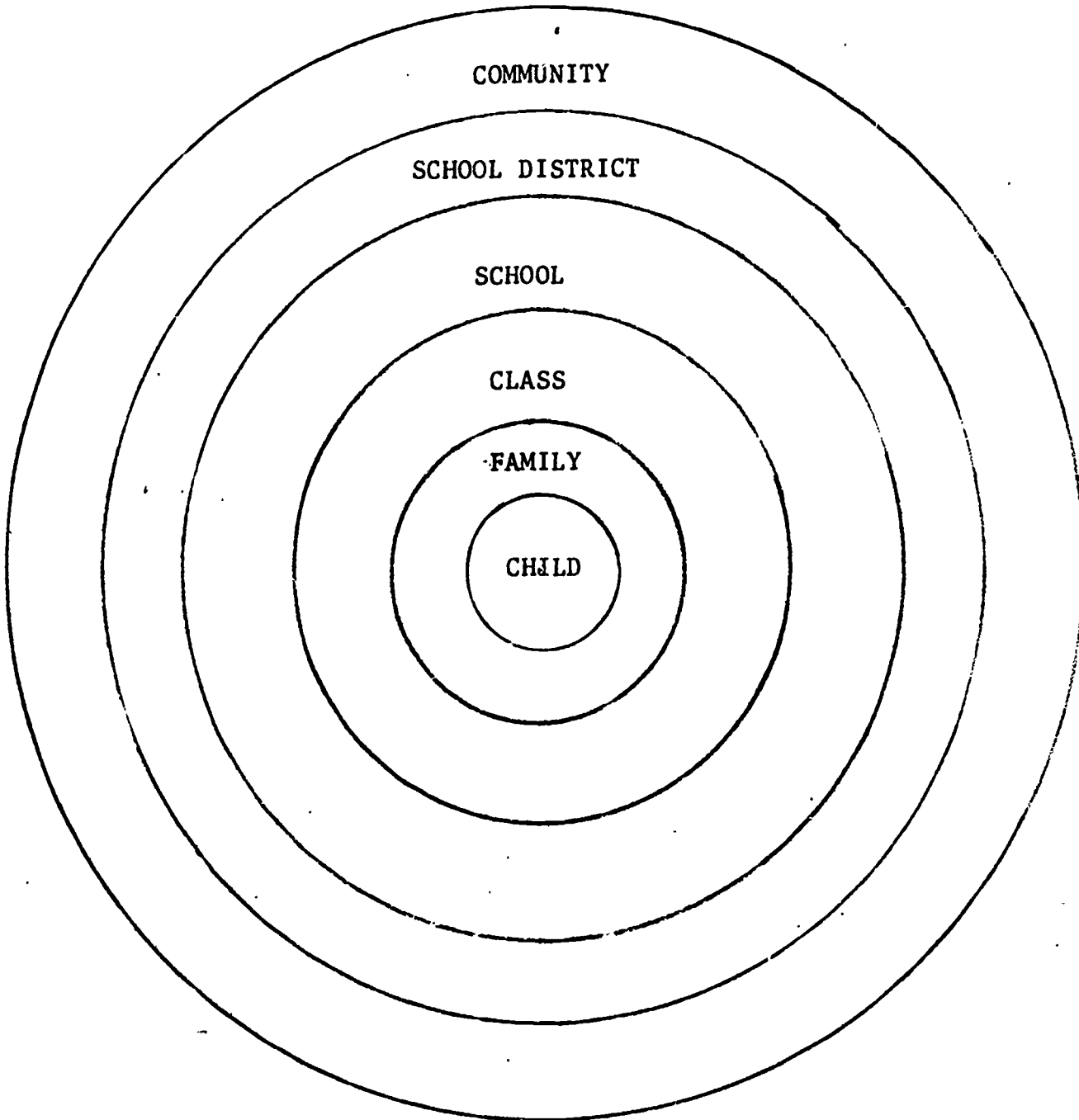
- A. Demographic Pattern (age, sex, race composition, birth rate)
- B. Financial Structure (school tax rate assessed evaluation)
- C. Socio-Economic Pattern (employment pattern, education pattern, crime rate, proportion on welfare or migrant)

II. SCHOOL DISTRICT

- A. Demographic Pattern (ethnic pattern of students/staff)
- B. Financial Structure (per pupil expenditure, salary pattern)
- C. Special Education Program
 - 1. Demographic Pattern (incidence, per pupil expenditure, ethnic pattern of students/staff)
 - 2. Background and Experience of Personnel

FIGURE 1

DEPICTION OF DATA COLLECTION UNITS



3. Financial Structure
4. Status of Administration
5. Appraisal Process (screening procedures, ARD Committee, reappraisal)
6. Instructional Materials
7. Supportive Personnel Services
8. Teacher Aides
9. Staff Development
10. Parent Involvement

III. SCHOOL CAMPUS

- A. Demographic Pattern (number and ethnic pattern of students/teachers, pupil/teacher ratio)
- B. Supportive Services Available
- C. Background and Experience of Principal
- D. Role of Principal in Special Education Program
- E. Grading Procedures
- F. School Climate (teacher relationships)

IV. CLASSROOM

- A. Physical Environment
- B. Structure (seating arrangement, position of teacher/child)
- C. Demographic Pattern (number and ethnic pattern of children/teacher, ability and I.Q. pattern)
- D. Background and Experience of Teacher (personal, education, professional)
- E. Teacher Attitude and Experience with Handicapped
- F. Teacher Personality (verbal facility, flexibility, warmth, authoritarianism, educational attitudes)

- G. Teacher Behavior
 - 1. Instructional Techniques
 - 2. Motivation Techniques
 - 3. Cognitive Demands Techniques
 - 4. Behavior Management
 - H. Social Organization
 - I. Participation Pattern
 - J. Classroom Climate
- V. HOME
- A. Family Background
 - B. Educational Enrichment Opportunities
 - C. Parental Involvement in Intellectual Development
 - D. Leisure Time Activities
- VI. CHILD
- A. Personal Background (age, sex, ethnic group, I.Q., handicapping conditions)
 - B. Educational Background (preschool experience, number of schools, grades repeated, previous educational program, age referred and placed in special education)
 - C. Educational Program (hours in academic/non-academic instruction, hours in small group instruction, instructional arrangement)
 - D. Special Services Provided
 - E. Physical Position in Class
 - F. Classroom Activities
 - G. Participation in Class
 - H. Academic Behavior
 - I. Social Behavior

- J. Personal Behavior
- K. Academic Self-Concept
- L. Social Status
- M. Emotional Development
- N. Locus of Control
- O. Attitude Toward School
- P. Academic Achievement

For each of the descriptive systems given above, a series of initial molar questions provide entry probes:

- I. How is the descriptive system defined?
- II. How is the descriptive system related to other descriptive systems of the same domain?
- III. How is the descriptive system related to other descriptive systems in other domains?
- IV. How does the descriptive system characterize the experience of normal and handicapped children?
- V. Does the descriptive system differentiate between normal and handicapped children?

The initial molar questions based on the descriptive systems are addressed to: a) defining the relevant descriptive system, b) relating the descriptive systems to each other, and c) using the descriptive systems to differentiate the experience of normal and handicapped children. The first of the initial molar questions seeks to define the characteristics of reliable and valid descriptive systems which can be used to specify the relevant input, process, output, and environmental variables. The second and third questions establish the relationships which exist among one or more descriptive systems. The fourth question compares the experience of normal and handicapped children as characterized by the descriptive systems. The fifth question is addressed to the determination of the differentiating aspects of the descriptive systems with regard to normal and handicapped children.

The fundamental question considered by Project PRIME was:

What factors maximize children's growth in academic achievement, social competence and emotional maturity?

The operationalization of this basic question produces two additional molar questions:

- VI. How can the growth of handicapped and normal children in public schools be predicted from the several descriptive systems, separately and in interaction?
- VII. Are the predictive models for normal and handicapped children different

These questions relate the descriptive systems defined to the criteria of effective educational intervention which is pupil growth. Answering these questions requires establishing predictive models for maximizing growth (academic, social and attitudinal) using the descriptive systems defined.

It should be pointed out that the method of scientific inquiry followed in this study is empirical, in contrast to hypothetico-deductive. Hence, the initial seven molar questions are simply heuristic entry probes which generate a continuum of questions and answers growing from exploration of the variable domains selected and discovered through multivariate analytic procedures. This is not to imply that the study is addressed to the effects of triggering a shot-gun. On the contrary, the heuristic model for variable selection, the careful review of selected literature

and the primary molar questions serve to target the project's efforts. The large number of variables selected for study reflects the research team's appreciation for the complexity of the problems chosen to be studied. The number of variables studied is not necessarily related to the precision with which problems can be pursued. It is rather why variables are selected and how they are studied that ultimately determine the worth of the effort.

The magnitude of Project PRIME prohibits elaboration of all possible molecular questions. However, within each variable domain, it is possible to offer some examples of the types of questions which the study will attempt to answer. In addition, since the process variables are the most unique component of the study, an extended list of questions is included as an example of the molecular question to be addressed.

Suggested Questions For Each Variable Domain

I. COMMUNITY

1. What are the demographic and economic patterns of the communities in which Project PRIME school districts are located? (I)
2. How are school district special education programs related to community demographic and economic patterns? (III)
3. What is the relationship between community economic resources and the effectiveness of the schools educational program? (VI)

II. SCHOOL DISTRICT

1. What are the financial resources of the Project PRIME school districts? (I)
2. What school service components are related to the performance of normal and handicapped students? (VI)
3. Are school service components differentially effective with normal and handicapped students? (VII)
4. What characterizes the natural variations in Texas local district special education programming with regard to pupil appraisal, instructional arrangements and supportive services? (I)
5. How effective are the various services offered by special education programs (instructional materials, teacher aides, consultative personnel, in-service training) in promoting the growth of handicapped children? (VI)
6. Where should special education funds be expended for maximum effectiveness? (VI)
7. How well do the local district natural variations in appraisal procedures agree with the Texas state philosophy of emphasizing diagnosis of educational needs rather than labelling of handicapping conditions? (I)
8. What are the problems and strengths of the Texas Comprehensive Special Education Program? (III)
9. How do local district administrators evaluate the innovative features of the Texas Comprehensive Special Education Program? (III)

III. SCHOOL CAMPUS

1. What demographic patterns characterize the elementary schools involved in PRIME? (I)
2. How is the principal involved in the special education program implemented in his school building?
3. How does the personal and professional background of the principal relate to the quality of the educational programs for normal and handicapped children? (VI)

4. How effective are the campus facilities and services in promoting student growth? (VI)
5. What is the pattern of instructional arrangements employed by the PRIME elementary schools? (I)
6. To what extent do local campus special education programs offer a continuum of service to handicapped children? (I)
7. What educational interventions are employed with the handicapped children enrolled in PRIME elementary schools? (I)
8. How effective are these interventions in producing gain in handicapped students' academic and social development? (VI)
9. How do teachers and principals evaluate the special education services provided the handicapped children in their building? (III)

IV. CLASSROOM

1. What is the demographic pattern of the classrooms selected for Project PRIME? (I)
2. What differences exist in the demographic pattern between various types of regular and special education instructional arrangements? (II)
3. What variations in physical environment and structure exist in PRIME classrooms? (I)
4. How does the physical and structural environment of the classroom effect the growth of normal and handicapped children? (VI)
5. What is the personal background and experience of Project PRIME teachers? (I)
6. What differences exist between regular and special education teachers in background and experience? (II)
7. What are the personality and attitudinal characteristics of PRIME teachers? (I)
8. How are teacher personality and attitudinal characteristics related to a teacher's personal and professional background? (II)

9. Do regular and special education teachers differ in personality and attitudinal characteristics? (II)
10. How does the social organization of the classroom relate to student growth? (VI)
11. How important is the peer culture in stimulating growth of normal vis-a-vis handicapped children? (VII)
12. What are the student participation patterns observed in PRIME classrooms? (I)
13. Do the participation patterns differ between regular and special education instructional situations? (II)
14. How does the class participation pattern relate to student growth? (VI)
15. Does the extent of class participation exert differential impact on the growth of normal and handicapped children? (VI)
16. What distinguished the classroom climate of PRIME classrooms? (I)
17. How does the climate effect the pattern of socialization and the degree of participation? (II)
18. How do teacher characteristics relate to the climate pattern of her classroom? (II)
19. What effect does the classroom climate have on academic, social and emotional growth? (VI)
20. Is the classroom climate a more critical factor in the growth of handicapped children than it is for normals? (VII)
21. Do teacher background and personality characteristics make a difference in the growth of students? (VII)
22. What patterns of teacher behavior management exist in PRIME schools?
23. Do regular and special education teachers differ in their behavior management techniques? (II)

24. How do the behavior management techniques relate to other teacher characteristics? (II)
25. What effect does the pattern of behavior management employed by a teacher have on the child's behavior? (III)
26. What patterns of teacher cognitive demands exist in PRIME schools? (I)
27. Do regular and special education teachers differ in the level of their cognitive demands? (II)
28. How does the pattern of cognitive demands relate to student growth? (VI)
29. How are a teacher's teaching strategies, learning activities and management techniques related to the classroom climate, the degree of participation and the pattern of social organization? (II)
30. What are the characteristics of a positive classroom learning environment? (VI)
31. Are the classroom factors that contribute to student growth different in type or importance for handicapped children? (VII)
32. What are the characteristics of the teacher that make a difference in student growth? (VI)

V. HOME

1. What are the educational enrichment opportunities offered by the home? (I)
2. How are home enrichment opportunities related to student growth? (VI)
3. How do normal and handicapped children differ in family background, home educational opportunities and parental intellectual encouragement? (V)
4. How do normal and handicapped children differ in leisure time activities? (I)

VI. CHILD

1. How do normal and handicapped children differ in their personal and educational backgrounds? (IV)
2. How do normal and handicapped children differ in various personality self-concept, locus of control, self-esteem, social (leadership ability, peer acceptance) and attitudinal measures. (V)
3. How do normal and handicapped children differ in their academic, social and personal behavior? (V)
4. How do normal and handicapped children differ in their physical position in the class and their activities in the classroom? (V)
5. Are the attitudes toward school, teacher and peers of normal and handicapped children different? (V)
6. How do normal and handicapped children differ in the level and pattern of participation in class activities? (V)
7. How do normal and handicapped children differ in their social position and social relationships? (V)
8. What is the relationship of the child's background to his academic, social and personal behavior in school? (II)
9. What is the relationship between the child's personal background and his emotional level, social acceptance and attitudes toward school? (II)
10. What is the relationship between the various aspects of a child's personality (social status, attitudes, self-concept, etc.) and his participation in class activities? (II)
11. What is the relationship between a child's background and personality characteristics and his academic, social and emotional growth? (VI)
12. How is the academic growth related to the child's attitude toward school, his teacher and his peers? (VI)
13. What is the relative contribution of the influence of home, teachers and classmates to student growth? (VI)
14. What is the relative contribution of the external influences (home, school, teacher, peers) vis-a-vis internal influences (child's personality, attitude, intelligence in producing student growth? (VI)

15. How are the various aspects of student growth--academic, social, emotional--related? (II)
16. Are the factors that contribute to student growth different for normal and handicapped children? (VII)
17. What characterizes the instructional programs utilized with PRIME children? (I)
18. What specific educational materials and services were received by PRIME children? (I)
19. What characterizes the instructional arrangement in which the child received instruction? (I)
20. How do normal and handicapped children differ in their instructional program, the use of specific materials and services and the instructional arrangement? (V)
21. What is the relationship between various aspects of the child's educational program and his academic growth? (VI)
22. What unique services and educational interventions were available to handicapped children? (I)
23. What is the pattern of integration (extent and activity) of the PRIME handicapped children? (I)
24. What is the effect on normal student growth of an instructional arrangement involving the integration of normal and handicapped children?
25. What are the characteristics of handicapped children who succeed in integrated instructional situations? (VI)
26. What features characterize a successful educational program for normal and handicapped children? (VI)
27. What differences exist in the elements of a successful program for handicapped vis-a-vis normal children? (VII)
28. What is the relationship between child characteristics and teacher characteristics required for a handicapped child to be successful in an integrated instructional situation? (VI)

Questions Related To Process Variables

The two major objectives in the utilization of process variables are: a) to characterize the experiences of pupils in educational settings so as to derive adequate and reliable descriptions of pedagogical behaviors, patterns and environments; and b) to determine the relationship between these process variables and relevant pupil input and output variables.

Four observation instruments comprise the source of process variables directly obtained from classroom observations.

Table 2 outlines the variable domain sampled by the respective scales. The major study questions relative to these process variables are outlined under each domain. The reader should note that these questions are not exhaustive, but are initial logical entry points in the analysis of the data. The data itself should prove to be the most heuristic device for the generation of second level questions, since planned data reduction procedures will highlight the most significant empirically determined variables.

Cognitive Demands in Classroom

1. What is the general topography of cognitive demands made by teachers of their pupils?
 - a. Does frequency of teacher's differentiated demands relate to characteristics of the children? (e.g., socio-economic status, handicapped versus non-handicapped, educational context).
 - b. Does the rate of interchanges (number per unit of time) between teachers and E and C pupils differ? How do rate measures interact with other input variables?

- c. What is the comparative frequency and rate of multiple interchanges (sequential patterns) between teachers and E and C pupils respectively?
 - d. What is the comparative frequency of no-pupil-response to teacher initiated interchanges with E and C pupils?
 - e. What is the comparative frequency of pupil initiated interchanges of E and C?
 - f. What is the comparative frequency of non-congruence between teacher cognitive demands and pupil responses?
 - g. What is the comparative topography of teacher feedback behavior for E and C children?
2. What is the relationship of teacher cognitive demand measures to indices of pupil growth?
 3. What is the contribution of selected pupil variables in predicting levels and rates of teacher cognitive demands of E and C pupils?
 4. What is the relationship of cognitive demand variables to behavior management variables, indices of pupil participation in the classroom, measures of pupil satisfaction in school and classroom climate variables?

Through the above questions, the study seeks to uncover some of the dynamic relationships that exist between teachers and their pupils with regard to their cognitive interactions, and to relate the description and quantification of this process to relevant pupil growth criteria.

Behavior Management in the Classroom

1. What is the general topography of total on- and off-task behavior of E and C children in the classrooms?
 - a. Do E and C children differ relative to frequency of off-task behavior?
 - b. Do E and C children differ relative to the proportion of off-task behavior?

2. What is the general topography of the different types of off-task behavior of E and C children in the classrooms?
 - a. Do E and C children differ relative to predominant types or kinds of off-task behaviors exhibited?
 - b. Do E and C children differ relative to the total number of different types of off-task behaviors exhibited?
 - c. Do E and C children differ relative to general styles of off-task behaviors, such as primarily passive, aggressive, verbal or physical types of off-task behaviors?
3. What are the general relationships of off-task behaviors exhibited by E children with respect to integrated and special education classrooms?
 - a. Does the frequency of total off-task behavior for E children differ relative to type of classroom?
 - b. Do different types of off-task behaviors for E children relate to type of classroom?
4. What are the general relationships of on- and off-task behaviors exhibited by E and C children with respect to various classroom environmental variables?
 - a. Does the proportion of on- and off-task behavior for E and C children differ relative to subject matter; to teacher and classroom demographic patterns?
5. What is the general topography of total teacher control behaviors exhibited toward E and C children?
 - a. Does frequency of use of control behaviors differ relative to E and C children?
 - b. Does the proportion of control behaviors used differ relative to E and C children?
6. What is the general topography of different types of teacher control behaviors exhibited towards E and C children?
 - a. Do types of control behaviors differ relative to E and C children?
 - b. Does the number and type of different control behaviors applied differ relative to E and C children?

7. What are the relationships of teacher control behaviors applied to E children with respect to integrated and special education classrooms?
 - a. Does the frequency of total teacher control behavior differ relative to type of classroom?
 - b. Does the type of control behavior exhibited differ relative to type of classroom?
 - c. Does the use of different subsets of control behaviors differ relative to type of classroom?
8. What are the relationships of teacher control behaviors applied to E and C children with respect to various classroom environmental variables (teacher, sex, age, race, size of class, subject matter)?
9. What is the general topography of combined pupil-teacher on and off-task behaviors and controls with respect to E and C children?
 - a. Do the relationships between pupil off-task behaviors and teacher controls differ relative to E and C children?
 - b. What different kinds of teacher control behaviors are initiated by various pupil off-task behaviors relative to E and C children?
 - c. Do the same pupil off-task behaviors initiate different teacher control techniques relative to E and C children?
 - d. Do the same teacher control techniques result in different subsequent pupil off-task behaviors relative to E and C children?
 - e. What pupil off-task behaviors are punished relative to E and C children?
 - e. What pupil off-task behaviors are ignored or elicit teacher redirection relative to E and C children?
 - f. What pupil off-task behaviors are punished relative to E and C children?
 - g. What kinds of pupil off-task behaviors elicit less punishing types of teacher controls--e.g., empathy, probing, humor, interpretive behaviors?

10. What are the relationships of E-type pupil-teacher behaviors with respect to type of classroom integrated or special education?
 - a. Do different pupil behaviors elicit different types of teacher behaviors relative to different classrooms?
 - b. Does the overall pattern of pupil-teacher dyadic behavior differ relative to different classrooms?
11. What are the predominant patterns or chains of pupil and teacher behaviors with respect to E and C children?
 - a. Do the sequences or patterns of pupil off-task behaviors differ relative to E and C children?
 - b. Do the sequences or patterns of teacher controls differ relative to E and C children?
12. What are the predominant patterns or chains of E-type pupil and teacher behaviors with respect to different types of classrooms--integrated and special education?
 - a. Do the patterns of E-type off-task behaviors differ relative to type of classroom?
 - b. Do the patterns of teacher controls to E-types of off-task behaviors differ relative to type of classroom?
13. What is the relationship between pupil-teacher behaviors and pupil achievement with respect to E and C children?
 - a. Do the frequencies of pupil off-task behaviors for both E and C children differ relative to corresponding pupil achievement?
 - b. Do the frequencies of teacher control behaviors towards E and C children differ relative to pupil achievement?
14. Are the proportions of off- versus on-task behaviors related to pupil achievement with respect to E and C children?
 - a. Are there predominant sequences or chains of pupil-teacher behaviors that are related to pupil achievement with respect to E and C children?

Pupil Participation in the Classroom

1. What is the topography of pupil participation in the classroom when measured by hand raising and questioning behavior of pupils?
 - a. Do E and C children differ in degree and/or rate of participation?
 - b. Is participation dependent upon classroom contextual variables?
 - c. Is participation related to teacher characteristics?
 - d. Is participation related to selected child characteristics?
2. Do teachers' rate and degree of responding to participatory behaviors of E and C pupils differ?
 - a. Do teachers tend to recognize E hand raising less than C hand raising?
 - b. Do teachers differ in their soliciting behaviors from E and C?
3. Do the interactive patterns differ for E and C?
4. How do participation data relate to cognitive demand, classroom climate and behavior management techniques?
 - a. Does frequency of on-task behavior relate to participation data?
 - b. Are specific affective climates associated with degree or quality of participation by E children?
 - c. Is participation level and quality related to specific teacher management skills?

The above questions seek to explore the relationship of measures of pupil participation and other relevant pupil, teacher, class and school district variables. It should be noted that parameters of participation can be thought of as criterion measures in the formative evaluation sense, and predictors from a summative evaluation point of view.

Classroom Climate

1. What is the general classroom climate pattern?
 - a. What is the general pattern of teacher positive verbal behavior?
 - b. What is the general pattern of teacher positive non-verbal behavior?
 - c. What is the general pattern of teacher negative verbal behavior?
 - d. What is the general pattern of teacher negative non-verbal behavior?
2. What teacher activities contribute to different climate patterns?
3. What pupil activities contribute to different climate patterns?
4. How do various classroom climate patterns relate to other teacher behaviors?
 - a. How does climate relate to cognitive demands?
 - b. How does climate relate to behavior management techniques?
5. How do various classroom climate patterns relate to the other pupil behaviors?
 - a. How does climate relate to the peer social organization?
 - b. How does climate relate to the pattern of student organization?
6. Is the classroom climate pattern different in different instructional situations?
 - a. Is the climate pattern different in structured versus free ("open") classrooms?
 - b. Is the climate pattern different in self-contained, team-teaching and departmentalized classes?
 - c. Is the climate pattern different in regular and special education self-contained classes?

7. How does the classroom climate relate to the classroom structure?
 - a. Does the classroom climate vary with class size, age, and ethnic pattern of students?
 - b. Does the climate pattern vary with teacher age, sex, race, experience?
 - c. Does the climate pattern vary with teacher educational attitudes and personality?
 - d. Does the climate pattern vary with the subject matter, type of activity, the structure of class?
8. Does the type of emotional climate in the classroom affect student academic and social growth?
9. Does the type of emotional climate in the classroom affect growth differently for E and C children?
10. What is the general pattern of pupil behavior?
 - a. What is the pattern of pupil positive verbal behavior?
 - b. What is the pattern of pupil positive non-verbal behavior?
 - c. What is the pattern of pupil negative verbal behavior?
 - d. What is the pattern of pupil negative non-verbal behavior?
11. How does teacher positive verbal and non-verbal behavior relate to pupil positive and negative behavior?
12. How does teacher negative verbal and non-verbal behavior relate to pupil positive and negative behavior?
13. What is the pattern of teacher management techniques (verbal/non-verbal; positive/negative)?
14. Is the type of student behavior, positive or negative, related to the type of teacher management (positive or negative)?
15. Does the type of teacher management (positive/negative) differentially affect the behavior of E and C children?

16. Does the type of teacher management affect student social, emotional and academic growth?
17. Do E and C children differ with respect to student growth as a result of the type of teacher management techniques?
18. Does the behavior (positive/negative) of E and C children differ with classroom structure?
19. Does the behavior management pattern (positive/negative) of teachers vary with: a) instructional situation, b) classroom structure, c) teacher characteristics and d) classroom activities?
20. How do the following previously identified factors from FLACCS relate to: a) instructional situation, b) teacher background characteristics, c) teacher personality and attitude, d) teacher cognitive demands, e) classroom demographic pattern, f) classroom activities, g) pupil background characteristics and h) pupil social, emotional and academic growth?
 - 1) Degree of student free choice versus structured learning activities.
 - 2) Teacher support versus teacher neutral or negative control.
 - 3) Warm emotional climate.
 - 4) Pupil negative behavior.
 - 5) Pupil conforming behavior.

Part II presents the procedures employed to collect the necessary information to answer the molar and molecular questions outlined above.

Development Procedures

Strategy for Initiation and Implementation

The methodological and conceptual deficiencies of past studies, coupled with the scope and complexity of this study, necessitated the full use of the Bureau of Education for the Handicapped, Division of Research, Intramural Research Program resources. It rapidly became apparent that identification and coordination of national expertise would need to be brought to bear on the relevant issues both in the formative and operational stages of the study. Feasibility, design, instrumentation, and sampling were the four initial issues to be resolved. Each topic was the focus of a two-day conference. The feasibility of undertaking a large-scale descriptive and experimental study was discussed with the following participants:

1. Dr. Rue Cromwell, Lafayette Clinic, Detroit, Michigan
2. Dr. Martin Kaufman, Director of Intramural Research Program, Division of Research, Bureau of Education for the Handicapped, Washington, D. C.
3. Mr. Kraner, President, EPIC Corporation
4. Dr. Jane Mercer, Department of Sociology, University of California at Riverside, Riverside, California
5. Mr. Donald Partridge, Director of Special Education, Department of Special Education and Special Schools, Texas Education Agency, Austin, Texas
6. Dr. Melvyn Semmel, Acting Director, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana

7. Dr. Donald Veldman, Coordinator of Research Design and Data Analysis, Research and Development Center in Teacher Training, University of Texas at Austin, Austin, Texas
8. Mr. Donald Weston, Director, Division of Special Education Development, Texas Education Agency, Austin, Texas
9. Mr. Robert Winn, Director, Division of Special Education Evaluation, Texas Education Agency, Austin, Texas
10. Mr. James Yates, Regional Service Center XIX, El Paso, Texas

The discussions on feasibility led to the need for determining a design. A meeting was held at Stanford University attended by:

1. Dr. Thomas Cook, Department of Psychology, Northwestern University, Evanston, Illinois
2. Dr. Nathan Gage, Director, Research and Development Center in Teacher Behavior, Stanford University, Palo Alto, California
3. Dr. Eugene Glass, Laboratory of Educational Research, University of Colorado at Boulder, Boulder, Colorado
4. Dr. Martin Kaufman, Director of Intramural Research Program, Division of Research, Bureau of Education for the Handicapped, Washington, D. C.
5. Dr. Melvyn Semmel, Acting Director, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana
6. Dr. Richard Snow, Research and Development Center in Teacher Behavior, Stanford University, Palo Alto, California
7. Dr. Donald Veldman, Coordinator of Research and Data Analysis, Research and Development Center in Teacher Training, University of Texas at Austin, Austin, Texas

Having established a design, initial discussions for identifying variables and appropriate instrumentation were held with:

1. Dr. Samuel Ball, Educational Testing Service, Princeton, New Jersey

2. Ms. Jerry Bogatz, Educational Testing Service, Princeton, New Jersey
3. Dr. Thomas Cook, Department of Psychology, Northwestern University, Evanston, Illinois
4. Dr. James Gallagher, Director, Frank Porter Graham Research Center, University of North Carolina, Chapel Hill, North Carolina
5. Dr. Samuel Guskin, Director, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana
6. Dr. Martin Kaufman, Director of Intramural Research Program, Division of Research, Bureau of Education for the Handicapped, Washington, D. C.
7. Dr. Donald Medley, Department of Educational Psychology, University of Virginia, Charlottesville, Virginia
8. Dr. Barak Rosenshine, Department of Educational Psychology, University of Illinois, Champaign, Illinois
9. Dr. Melvyn Semmel, Acting Director, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana
10. Dr. Robert Soar, Institute for Development of Human Resources, University of Florida, Gainesville, Florida
11. Dr. Herbert Wallberg, Department of Educational Psychology, University of Illinois at Chicago Circle, Chicago, Illinois

A similar, though smaller, group was convened to discuss the sampling problems inherent to this study. Two nationally prominent sampling and design experts, Dr. William Maddow, Stanford Research Institute, and Dr. Thomas Cook, Northwestern University, met with Dr. Melvyn Semmel and Dr. Martin Kaufman.

The above-mentioned consultants have also been used individually in development of Project PRIME. The quality and success of this project continues to be enhanced by the use of national expertise.

TABLE 2

Summary Chart of Effectiveness. Studies on School Service Components

<u>Study Authors</u>	<u>Description of Sample</u>	<u>Measure of Pupil Performance (School Output)</u>	<u>Measures of Effective School Service Components (School Input)</u>
Mollenkopf & Melville	U. S., 17,000 9th (in 100 schools) & 12th (in 106 schools) grades, male & female	Aptitude & achievement tests	<ol style="list-style-type: none"> 1. Number of special staff 2. Class size 3. Pupil-teacher ratio 4. Instructional expenditures
Goodman	New York, 70,000 7th & 11th grade, male & female in 102 school districts	Achievement test	<ol style="list-style-type: none"> 1. Number of special staff 2. Instructional expenditures 3. Teacher's experience 4. Classroom atmosphere
Thomas	Project TALENT sample (national) 10th & 12th grade, male & female	Achievement test	<ol style="list-style-type: none"> 1. Teachers' salaries 2. Teachers' experience 3. Number of library books
Green, et al.	Virginia (primarily Negro) secondary students	Stanford Achievement Test	<ol style="list-style-type: none"> 1. Aggregate measure of entire instructional program

TABLE 2 (continued)

<u>Authors</u>	<u>Description</u>	<u>School Output</u>	<u>School Input</u>
Benson	California 5th grade, 249 school districts	Reading achievement test	<ol style="list-style-type: none"> 1. Teachers' salaries 2. Administrators' salaries 3. Instructional expenditures
Kiesling	New York, 70,000 7th & 11th grade male & female in 102 school districts	Achievement test	<ol style="list-style-type: none"> 1. Expenditure per pupil (in large school districts)
4 Coleman Report	U. S. sample	Verbal ability test	<ol style="list-style-type: none"> 1. Teacher's verbal ability
Shaycoft	U. S. 108 schools, 6,500 9th & 12th grade, male & female	Battery of 42 aptitude & achievement tests	<ol style="list-style-type: none"> 1. Curriculum variables
Burkhead	90,000 Chicago high school students in 39 schools; 19,000 Atlanta high school students in 22 schools & 180 small community high schools	Aptitude & achievement tests & school holding power	<ol style="list-style-type: none"> 1. Age of building 2. Teachers' experience 3. Teachers' turnover 4. Teachers' salary
Plowden Rport	English elementary school students		<ol style="list-style-type: none"> 1. Age of building 2. Teachers' experience 3. Teachers' academic preparation 4. Teachers' "ability"

TABLE 2 (continued)

<u>Authors</u>	<u>Description</u>	<u>School Output</u>	<u>School Input</u>
Cohn	Iowa high school students in 377 school districts	Achievement test	<ol style="list-style-type: none"> 1. Teachers' salaries 2. Number of instructional assignments per teacher 3. School size
Raymond	W. Virginia, 5,000 high school students	Freshman year (college) GPA & achievement scores	<ol style="list-style-type: none"> 1. Teachers' salaries
Katzman	Boston elementary school students	School attendance, school holding power, reading achievement, special school entrance examination	<ol style="list-style-type: none"> 1. Pupils per classroom 2. Student-staff ratio 3. Attendance district 4. Teachers' employment status 5. Teachers' degree level 6. Teachers' experience 7. Teacher turnover rate
Bowles (1)	U. S. 12th grade Negro males	Verbal ability test	<ol style="list-style-type: none"> 1. Teachers' verbal ability 2. Science lab facilities 3. Length of school year
Bowles (2)	U. S. 12th grade Negro males	Math & reading achievement & test of general academic ability	<ol style="list-style-type: none"> 1. Class size 2. Ability grouping 3. Level of teacher training 4. Age of building 5. Expenditure per pupil

TABLE 2 (continued)

<u>Authors</u>	<u>Description</u>	<u>School Output</u>	<u>School Input</u>
Bowles & Levin	12th grade Negro & white students	Verbal ability test scores	1. Teachers' verbal ability 2. Teachers' salaries
Hanushek	6th grade white students in 471 schools, & 6th grade Negro students in 242 schools	Verbal ability test	1. Teachers' verbal ability 2. Teachers' experience
Ribich	Project TALENT sample	Achievement test	1. Expenditure per pupil
Guthrie, et al.	5,284 6th grade students in Michigan	Reading ability, math understanding, verbal facility	1. School site size 2. Building age 3. % makeshift classroom 4. Library volumes 5. Textbooks 6. Teachers' verbal ability 7. Teachers' experience 8. Teachers' job satisfaction 9. Enrollment 10. Classrooms per 1,000 students 11. % students transferring

Guthrie, J. W., "A Survey of School Effectiveness Studies," in Do Teachers Make a Difference, Washington, D. C., Government Printing Office, OE 58042, 1970, pp. 47-48

Selection of Project PRIME Variables

Henry Dyer (1972), in discussing new evaluative paradigms (based upon the reevaluation of the EEO data), advocated the need for five interlocking attitudinal and observational studies. Grant (1972), in reviewing Dyer's suggestions, states that the recommended studies face "...not only great theoretical and technical problems, but astonishing political problems as well" (p. 19).

Dyer's five studies would focus on: a) pupils' perceptions of themselves, their parents and their teachers; b) parents' perceptions of the child; c) teachers' perceptions of parents, principals and colleagues; d) investigation of the peer group structure, including pupil ratings of other pupils' personalities; and e) emphasis on actual classroom observation by outside observers. Grant's (1972) reaction to Dyer's proposal was to suggest that although "...such information might provide a high yield to social science, the difficulties in collecting it on a large scale are enormous..." (p. 119). Greater perspective can be gleaned when it is remembered that the Coleman survey and Project TALENT utilized only limited attitudinal measures.

Project PRIME has undertaken data collection in all but one of the five domains suggested by Dyer. The missing parameter is the collection of parental perceptions. This single void is currently being considered by initiating a cooperative effort with a parent volunteer organization. This organization would conduct home interviews during the summer. The additional data

would permit Project PRIME to have completed Dyer's recommended "future" evaluative paradigm.

The paucity of evidence related to what factors make a difference for handicapped children placed in regular classes forced the current investigation to select variables based upon studies concerned with the effectiveness of mainstream education. These school effectiveness studies have been reviewed and summarized by Guthrie (1970). Investigation of the results from the studies summarized by Guthrie provided initial direction for the selection of variables included in Project PRIME (Table 3). This procedure seemed justified because the handicapped child would be in the regular class. Of course, whether or not the variables previously found significant for regular students are the same for handicapped children is an empirical question. The nineteen studies reviewed by Guthrie (1970) are representative of input-output models. The greatest limitations of these studies lie in three areas; a) the absence of any process variables (Gagne, 1970); b) the use of a singular output measure, such as achievement (Levin, 1970); and c) the fact that school and teacher inputs are not related to individual students (Hanushek, 1970). These limitations, however, do not destroy the usefulness of these studies in terms of setting general guidelines for descriptive-correlational studies. The variables selected for Project PRIME reflect the inputs from the effectiveness studies which appeared most strongly related to student outcomes.

The theoretical model of Project PRIME entails an Input → Process → Output Schema. The variables included in the total model can be considered as a series of concentric circles (Figure 1). Each circle has certain aspects which are interrelated with aspects of other circles. The areas depicted by the circles and the resulting interrelations and interactions define the educational life space of a Project PRIME child.

The variables considered in Project PRIME are specified in Appendix III, Project PRIME Variables.

The concentric circle model (Figure 1) suggests six sources of variable clusters: a) the community; b) the school district; c) the school building or campus; d) the classroom; e) the family; and f) the child's characteristics. Variable clusters concerning the community, district and school are essentially demographic in nature. As variable clusters relate more directly to the child and his functioning in the classroom setting, greater emphasis is placed on process variables. Hence, the classroom circle suggests description of demographic variables such as ability range and teacher personality characteristics, descriptions of the interactive processes that transpire between the children and teacher in the course of the school day, and the actual content selected and taught in the class. The principal source of input variables comes from circles 1 through 5. Criterion variables can be conceptualized by the child

circle (circle 6). The general design attempted to predict outcomes such as pupil achievement, attitudes, emotional and social adjustment from an analysis of the process and product variables in circles 1 through 5.

Looking at each concentric circle of variable clusters, it is possible to outline some of the more critical variables. Beginning with the child himself, Project PRIME was concerned with his personal and educational history, his attitudes, his academic ability and work habits, his social and emotional development and his personality. The classroom circle contains both process and product variables concerned with the teacher, her background, attitudes, the classroom climate, cognitive demands, behavior management techniques employed, social cohesiveness of the children, academic ability and other demographic variables related to the children in the class, class activities and structure. The school circle includes demographic information on the staff and students, the instructional organization and facilities. Variables included in the school district are demographic and financial data, description of the appraisal process and the special education program. The most distant circle, the community, includes demographic, economic and cultural information about the city, town or area served by the school district.

Although the concentric circle model is useful in describing the variables considered in Project PRIME, it does not translate directly to the theoretical Input→Process→Output model. The specification of Input, Process and Output variables is dependent on the question being studied. Project PRIME is concerned with several education questions. The input, process and output variables must be defined separately for each question. The concentric circle model provides a pool from which the variables relevant to a particular question can be selected.

There are some variables in the cluster in the child circle which can be considered as output variables because they provide data on the growth and development of the child during the school year. Information on the child's growth during the year is available from four Project PRIME sources: a) standardized achievement testing in fall and spring; b) pupil report cards; c) children's retrospective questionnaires; and d) teacher's retrospective questionnaires. The output variables and the instruments serving as the source of information are given in Table 4, Project PRIME Pupil Output Variables.

TABLE 3

Project PRIME Pupil Output Variables

I. Standardized Achievement Tests

1. Residualized Metropolitan Achievement Test gain scores for:
 - a. reading achievement
 - b. arithmetic achievement

II. Pupil Report Cards

2. Teacher ratings during the year on pupil behavior and conduct including
 - a. independence
 - b. attention span
 - c. social behavior
 - d. creativity
 - e. school behavior
 - f. neatness
 - g. cooperation
 - h. perserverance
 - i. participation
 - j. motivation
 - k. attitude
3. Teacher ratings during the year on pupil growth in academic subjects including
 - a. reading
 - b. language arts (English)
 - c. spelling

TABLE 3 (continued)

- d. handwriting
- e. arithmetic
- f. social studies
- g. science
- h. art
- i. music
- j. physical education

III. Children's Retrospective Questionnaires

4. How Do You Feel: Part II and Children's Questionnaire provide retrospective self-report on change from fall to spring and last year in the following areas:

- a. attitude toward school
- b. attitude toward reading
- c. attitude toward arithmetic
- d. attitude toward teacher
- e. attitude toward peers

IV. Teacher's Retrospective Questionnaires

5. Selected Children's Educational Experience Questionnaire provides retrospective teacher ratings of child's success in the following areas:

- a. independence
- b. work habits
- c. attention span
- d. perseverance
- e. participation
- f. social adjustment

TABLE 3 (continued)

- g. school behavior
- h. attitude toward school
- i. security
- j. motivation
- k. enjoyment
- l. reading skills
- m. arithmetic skills
- n. academic performance in other subjects

Selection of the Sample

Project PRIME was designed to be a research project with direct implications for Texas Education Agency policy making. The selection of the sample followed a procedure of stratification with prime concern given to representativeness as well as random selection.

The subjects in Project PRIME were children previously identified as educable mentally retarded (EMR), emotionally disturbed (ED), language and/or learning disabled (LLD) or minimally brain-injured (MBI). The handicapping categories have been defined by the Texas Education Agency in the Administrative Guide and Handbook for Special Education, Texas Education Agency Bulletin 711, pp. 7-11. (See Appendix IV.)

In addition, all the handicapped children had to have been in a self-contained, special education classroom at some time in their educational experience. The reason for this restriction was to maximize the probability of congruency between the Project PRIME sample and the handicapped population similarly labeled in other states. The investigators were concerned that, given the financial incentives for integrating children, borderline cases not previously referred would not be labeled and would cause the sample to be even less representative. Thus, the decision was to include only those children identified and placed in special education prior to the implementation of Plan A in their school

district. Normal contrast children were selected as a comparative group.

The children selected were in grades three through five; ages 8-11; and representative of Anglo, Mexican-American and Negro ethnic origins.

The limitation of etiological categories was necessary because of the inherent measurement problems indigenous to the sensory impaired. The specifications and narrowing of grades to the intermediate grades (three through five) was made after considering the following facts: a) exceptional children in grades one through three would be highly correlated with severity of handicap; b) the greatest probability of children being reintegrated was estimated to be during the intermediate school years (involving a minimum time of withdrawal from mainstream activities); and c) the research practicality that regular classes usually will remain intact.

Selection of Plan A Districts

The sampling population for Project PRIME consisted of all school districts which had been accepted as Plan A for the 1971-72 school year and all districts which had been accepted for Plan A for the 1972-73 school year. Five districts (Haskell-Knox, El Paso, Richardson, Alamo Heights and Galveston) were selected in 1970 to be pilot Plan A districts in 1970-71. These five districts were not included in the sampling population.

The Texas Education Agency selected the new Plan A schools in the spring of 1971. The process consisted of several steps:

1) The Department of Special Education held regional conferences in November and December 1970, in each of the state's 20 Regional Service Centers. At these conferences, the New State Plan for Special Education was presented and the Plan A and Plan B options were described.

2) In February 1971, Dr. Robert Montgomery, Assistant Commissioner for Special Education and Special Schools, wrote each school district superintendent inviting the district to submit an "Application to be Considered for one of the Special Education Development Designs." The letter from Dr. Montgomery, the application form, and the supporting statement, "Development Design Information and Issues," are included in Appendix V.

Applications were received from 91 school districts. Informal conversation with Ms. Joan Williams, Assistant Director, Division of Special Education Administration, suggested that school districts applied for a variety of reasons. Some districts thought Plan A would give prestige to their district; some thought it would provide additional funds; some thought it would enable them to meet the needs of more children; and some thought it would fit in with other district changes in educational instruction (e.g., continuous educational progress, individualized instruction).

3) When the applications were received, they were considered along with supporting documents, including the district's Special Education Evaluation Report for the school year 1969-70, and the

district's consolidated application for state and federal assistance for 1969-70 (Appendix VI).

The district's application was rated independently by two Special Education Department consultants from the Division of Administration. The consultants considered such factors as school board knowledge and support, support of the administrative staff, growth or decline in enrollment, the role of special education in providing educational services to children with language or cultural difficulties, the agreement on policies and philosophy among districts within a cooperative, the availability of space, and the development of current staff. The rating scale employed and the guidelines and suggestions for the rating process are included in Appendix VII.

Districts receiving a rating of three or better from at least one consultant in the Division of Administration were also evaluated by two consultants in the Division of Program Development. Districts receiving ratings of three or more from at least two of the four consultants were considered for final consideration.

4) The final selection was made by Mr. Don Partridge, Director of Special Education, and Ms. Joan Williams, Assistant Director of the Division of Administration, based on the ratings made by the consultants and their own personal evaluation of each district. In the final selection, an attempt was made to choose at least one district or cooperative in each of the Texas

educational regions and to select about one-third of the Plan A programs from Special Education Cooperatives.

5) The final selection was reviewed, modified and approved by Dr. J. W. Edgar, Texas Commissioner of Education.

Selection of Project PRIME Sample

The school districts and cooperatives which had been selected to become Plan A in 1970-71 or 1971-72 are given in Appendix II.

These districts formed the basis of the first stage of a multistage sampling procedure to select the children for Project PRIME.

Stage I. Prior to selecting the districts to be included in Project PRIME, personal telephone calls were made by a TEA consultant to each Plan A, 1971-72 and Plan A, 1972-73 school district to insure their willingness to cooperate in the evaluation program and to obtain an estimate of the number of integrated handicapped children in grades three through five.

Selection of the school districts for Project PRIME was based on several criteria: geographic location, population density, ethnic pattern, and number of children expected to be integrated.

The districts selected and the rationale for the selection are given below, and the location of the selected districts is shown on the map (Figure 2).

A. The following qualified districts were selected because they were the only Plan A 1971-72, or Plan A 1972-73 districts available in that educational region:

1. Laredo (Region I)--Plan A 1971-72
2. Bryan (Region VI)--Plan A 1972-73
3. Amarillo (Region XVI)--Plan A 1971-72

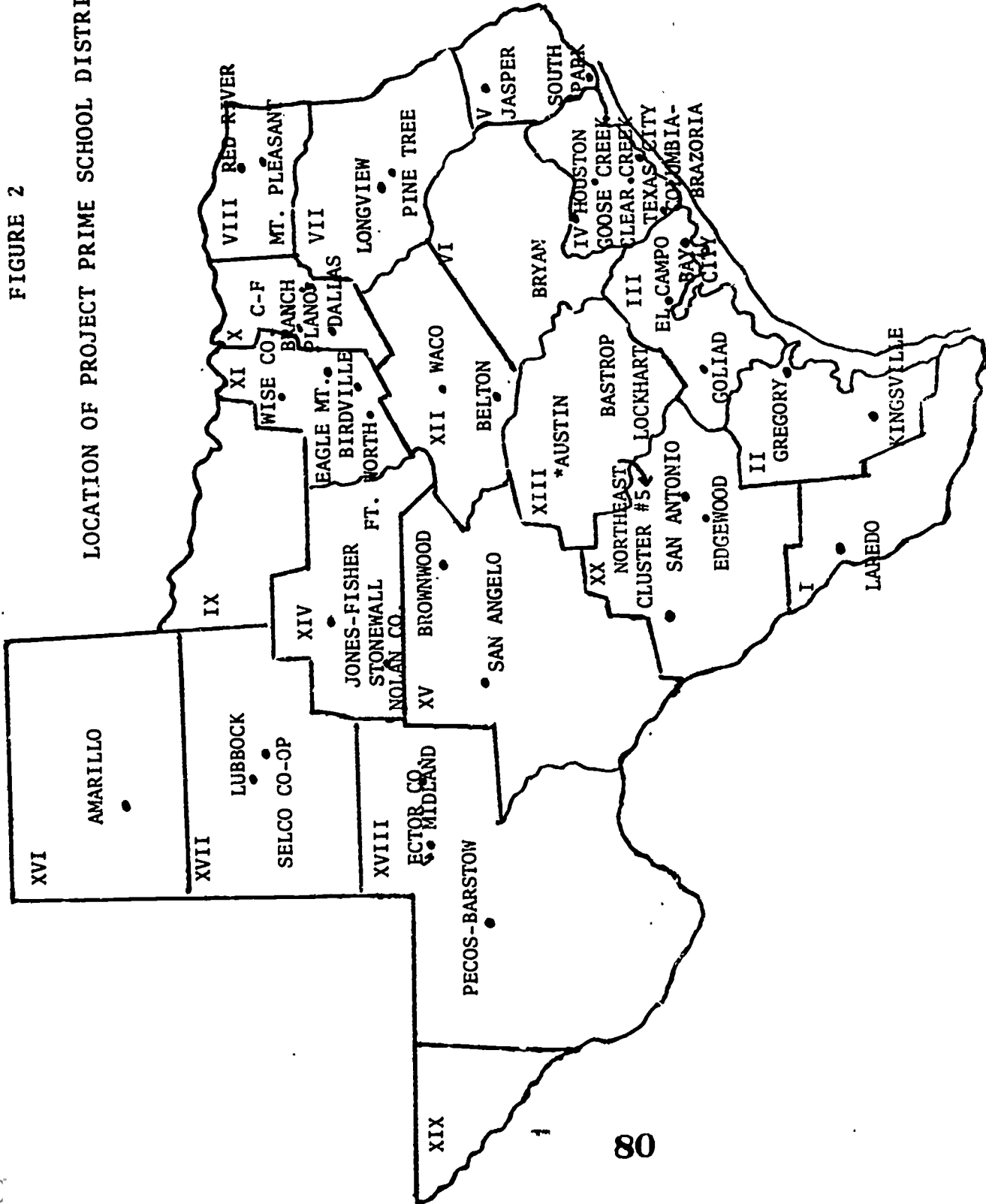
B. The following districts were selected because they were the only Plan A 1971-72 districts in the region:

1. Gregory-Portland (Region II)
2. Bay City (Region III)
3. Columbia-Brazoria (Region IV)
4. Goose Creek (Region IV)
5. Pine Tree (Region VII)
6. Mt. Pleasant (Region VIII)
7. Bastrop Co-op: Bastrop, Elgin, Smithville (Region XIII)
8. Nolan County Co-op: Sweetwater (Region XIV)
9. SELCO Co-op: Slaton, Roosevelt (Region XVIII)

C. The following districts were selected because they were one of two Plan A, 1971-72 districts in the region (both 1971-72 districts in each region being included in the

FIGURE 2

LOCATION OF PROJECT PRIME SCHOOL DISTRICTS



sample.):

1. Plano (Region X)
 2. Carrollton-Farmers Branch (Region X)
 3. Birdville (Region XI)
 4. Eagle Mt.-Saginaw-Northwest Co-op: Eagle Mt.-Saginaw, Justin (Region XI)
 5. Waco (Region XII)
 6. Belton (Region XII)
 7. Brownwood (Region XV)
 8. San Angelo (Region XV)
 9. Ector County (Region XVIII)
 10. Pecos-Barstow (Region XVIII)
 11. San Antonio (Region XX)
 12. Cluster #5 Co-op: Uvalde, Eagle Pass (Region XX)
- D. The following districts were selected because they were critical population centers in Texas:
1. Houston (Plan A, 1972-73--Region IV)
 2. Dallas (Plan A, 1972-73--Region X)
 3. Ft. Worth (Plan A, 1972-73--Region XI)
- E. The following districts were selected because they were the only available Plan A, 1972-73 districts in a region with only one qualified Plan A 1971-72 district:
1. Kingsville (Region II)
 2. Red River Co-op: Clarksville, Falco-Bogato (Region VIII)

F. The following districts were selected from several Plan A, 1972-73 districts in a region because they reported a large number of children integrated more than 50% of the school day:

1. Goliad Co-op: Goliad, Kenedy, Bloomington (Region III)
2. El Campo (Region III)
3. Texas City (Region IV)
4. Wise County Co-op: Decatur, Alvord (Region XI)
5. Lockhart (Region XIII)
6. Lubbock (Region XVII)
7. Midland (Region XVIII)

G. The following Plan A 1972-73 districts were selected because of their unusual ethnic and/or socio-economic composition:

1. Clear Creek (Region IV)
2. Longview (Region VII)
3. Northeast (Region XX)
4. Edgewood (Region XX)

The remaining Plan A 1972-73 districts were not included because they had technical difficulties involved in their special education program, or because their educational region was already represented by two or more higher priority districts and they had no unusual characteristics that would justify their inclusion.

The school districts selected consisted of all the Plan A 1971-72 school districts or cooperatives and all but 13 of the Plan A 1972-73 school districts or cooperatives.

The final selection was reviewed, modified and approved by Mr. Don Partridge, Director of Special Education, Texas Education Agency, Department of Special Education and Special Schools.

Stage II. After the school districts had been selected, the Directors of Special Education from the involved districts were invited to a Project PRIME orientation meeting in Austin, Texas on October 4-5, 1971. At this meeting, they agreed to supply information concerning the special education children enrolled in each school campus in their district. This information enabled the Project PRIME staff to select the schools to be included in Project PRIME. Each district was asked to complete a "Local School District Information Chart." This chart (Appendix VIII) described the neighborhood location of the school campus and the socioeconomic status of most of the children. It also contained a list of each of the special education students eligible for Project PRIME, his handicapping condition, ethnic background, and all his teachers, including grade level, subject taught, and number of hours the teacher instructed the child.

It should be noted that School District Information Sheets were submitted only for schools with children who were classified EMR, LLD, MBI, or ED, and who had been in a special education program the previous year. Thus, not all schools in a selected

district were eligible for Project PRIME.

Using this school campus information, a summary sheet was prepared by the Project PRIME staff (Appendix IX). The number of hours each child was instructed by special education teachers and regular teachers was calculated. A child was considered to be in a self-contained special education situation if he spent 50% or more of the day with special education teachers. He was considered to be in a regular classroom situation if he spent more than 50% of the day with regular teachers.

The total number of children and unique teacher-child units were calculated and entered on the Summary Sheet. These totals were used to select the schools using the following modified iterative procedure.

Step 1. Each district was considered separately. The school campuses in each district were grouped by neighborhood and socioeconomic pattern.

Step 2. Within each neighborhood/socioeconomic group, all the schools with at least two EMR children integrated into two unique classes (i.e., at least two EMR teacher-child units) were selected. The major focus of Project PRIME was to study the effects of integration of EMR children in regular classes. The sample for Project PRIME includes every EMR child integrated into regular classes in the selected districts except for nine children in seven classrooms. These children were not included because

they would have been the only teacher-child unit in the school to be involved, and it was not administratively feasible to include them.

Step 3. With the remaining school campuses, several criteria were employed simultaneously to make further selections.

- a. Did the school have one integrated EMR teacher-child unit and one other teacher-child unit?
- b. Did the school have four or more integrated LLD, MBI or ED teacher-child units?
- c. Did the school have two or more self-contained EMR teacher-child units?
- d. Did the school have four or more teacher-child units involving more than one type of handicapping condition and integration status? That is, did the school offer several different programmatic arrangements?
- e. Did the handicapped children represent more than one ethnic group?

The schools which met two or more of these criteria were selected.

Step 4. Some school districts had several schools in each neighborhood/socioeconomic group which met the criteria in steps 2 and 3. Some school districts, however, had no schools which met the established criteria. For these districts, schools were

selected if they met any one of the criteria in step 3. If no schools were selected on that basis, then a selection was made which provided the maximum number of unique teacher-child units.

No attempt was made to select an equal proportion of the available school campuses in each district. Some districts are over-represented and others are under-represented. This is not a problem, since inferences to specific school districts are not being considered. The schools selected do provide a multitude of special education instructional arrangements and the maximum representation of integrated EMR children.

Stage III. After the schools had been selected, it was possible to select the teachers and classrooms and children. For each handicapped child in the selected schools, one teacher was designated as his "selected teacher." If he was integrated more than 50% of the day, he was assigned a regular teacher as his selected teacher. The regular teacher assigned as his selected teacher was, a) the teacher he saw for the longest period of time, or b) if he saw two or more the same length of time, the teacher who instructed in reading and language arts. Children who were in self-contained special education classes for 50% or more of the day were assigned a special education teacher as a selected teacher.

Stage IV. All the handicapped children with the same selected teacher were grouped together for the selection of the sample of handicapped children.

All the children who were assigned a regular teacher as their selected teacher were selected as part of the Project PRIME sample. Thus, all the eligible integrated children in each selected school campus are included in Project PRIME.

The sample of handicapped children who remained in special education classes 50% or more of the day was selected using a stratified random procedure. All the special education students assigned to one teacher (classroom) were classified by ethnic group. One child was selected from each ethnic group taught by a given teacher using random numbers. If a teacher taught only one ethnic group, two children from that ethnic group were selected at random to allow for possible attrition.

Stage V. A listing of the selected schools and selected children was sent to the Director of Special Education before the administration of the fall achievement test. The Special Education Directors were given instructions describing when and how to select normal contrast children. Normal contrast children were selected whenever a selected handicapped child was in a regular classroom or instructed by regular teachers more than 50% of the day. The instructions on how to select the normal

contrast children were contained in the Guidelines for Test Administration for the fall achievement testing. At the October conference, the guidelines were explained and questions and potential problems were discussed.

The procedure followed is given in Appendix X. Basically, it involved obtaining a class roster of the regular classroom to which the handicapped child had been assigned. The non-handicapped children in the class were listed alphabetically and assigned numbers in sequence starting with one. Normal contrast children were selected by a random number procedure, with one normal child chosen for each handicapped child involved in Project PRIME, plus one additional normal child from each class involved. The additional child was selected to allow for attrition among the normal children during the course of the year. The normal contrast child can be considered a randomly selected representative of the entire classroom population.

At the present time, the sample consists of children in 43 school districts or cooperatives and 156 elementary schools. There are 1,071 handicapped children, 1,115 normal contrast children, and 12,203 classmates in 647 classrooms involved in Project PRIME. There are 1,852 teachers involved with the selected Project PRIME children. Table 5 provides a sample breakdown by school district.

PROJECT PRIME SAMPLE

Table 4

Local School Districts	Campus Available for selection	Selected Teachers				Selected Experimental Children														
		Total Regular	Sp. Ed.	Other Concerned Teachers	Total		Integrated					Self-Contained								
					MBI/ IAD	ED	Total	MBI/ IAD	ED	Total	MBI/ IAD	ED	Total	MBI/ IAD	ED	Total				
Amarillo 2:1	16	3	7	1	6	21	12	9	3	0	1	1	0	0	11	8	3	0	1	73
Beatrop	4	4	5	2	3	35	11	11	0	0	4	4	0	0	7	7	0	0	5	56
Bay City	603	3	2	9	7	2	19	13	10	2	1	9	6	2	1	4	4	0	0	17
Belton	804	4	2	5	1	4	15	7	7	0	0	1	1	0	0	6	6	0	2	49
Brownwood	206	5	2	9	8	1	32	15	6	9	0	14	5	9	0	1	1	0	23	229
D. Jan	407	3	1	4	0	4	1	10	10	0	0	0	0	0	0	10	0	0	0	30
Carrollton- Farmers Branch	608	7	3	10	7	3	15	10	4	6	0	7	1	6	0	3	3	0	15	180
Clear Creek	809	6	2	6	0	6	10	10	2	6	2	0	0	0	0	10	2	6	0	50
Cluster #5	310	10	9	27	25	2	91	39	37	2	0	36	34	2	0	3	3	0	59	606
Columbia- Brainerd	446	4	2	3	2	1	18	5	5	0	0	3	3	0	0	2	2	0	5	50
Dall	511	13	6	20	7	13	23	37	20	17	17	0	17	0	20	20	0	0	15	216

BEST COPY AVAILABLE

PROJECT PRIME SAMPLE

Local School District	Campus available for sites	Selected Teachers				Selected Experimental Children														
		Selected Campus	Total	Regular	Sp. Ed.	Total					Self-contained									
						Other Concerned Teachers	MR/MD	MR LLD	MR LLD	MR LLD	MR LLD	MR LLD	MR LLD	MR LLD	MR LLD	MR LLD	MR LLD	MR LLD		
Eagle N. Saginaw 712	5	5	12	11	1	22	15	9	5	1	13	7	5	1	2	2	0	0	25	279
Ector Co. 243	13	3	20	15	5	16	32	11	21	0	20	2	16	0	12	9	3	0	42	376
Edgewood 114,315	13	11	50	47	3	61	59	50	9	0	56	48	8	0	3	2	1	0	97	1,362
El Campo 516	2	2	15	15	0	6	17	11	6	0	17	11	6	0	0	0	0	0	32	391
Ft. Worth 717	14	4	12	3	9	11	32	32	0	0	7	7	0	0	25	25	0	0	11	182
Goliad 918	4	3	9	7	2	22	14	14	0	0	10	10	0	0	4	4	0	0	16	197
Core Creek 119	10	4	16	16	0	32	17	5	11	1	17	5	11	1	0	0	0	0	34	359
Gregory-Portland 620	3	2	9	8	1	13	16	7	9	0	14	6	8	0	2	1	0	0	24	208
Houston 821	19	6	57	25	32	107	127	41	86	0	38	0	38	0	89	41	48	0	62	848
Jasper 022	2	1	3	0	3	4	6	6	0	0	0	0	0	0	6	6	0	0	0	38
Jones-Fisher 223	2	2	2	0	2	0	7	7	0	0	0	0	0	0	7	7	0	0	0	4
Kingsville 424	3	2	2	0	2	8	5	5	0	0	0	0	0	0	5	5	0	0	0	14

PROJECT PRIME SAMPLE

Local School Districts	Campus Available for select	Selected Teachers			Other Concerned Teachers			Total				Selected Experimental Children				Select Contrast Class-Children	Class-Members			
		Selected Teachers		Total	Other Concerned Teachers		Total	Interested		Self-Contained		Total	Select Contrast Class-Children	Class-Members						
		Total	Regular		Sp. Ed.	Total		EMR	LLD	ED	EMR				LLD			ED		
Laredo 625	1	3	22	12	10	15	38	34	2	2	13	11	2	0	25	23	0	2	28	453
Lockhart 826	1	1	11	11	0	35	13	13	0	0	13	13	0	0	0	0	0	0	25	321
Longview 641	0	1	2	0	2	5	4	4	0	0	0	0	0	0	4	4	0	0	0	23
Lubbock 228	34	6	31	13	18	70	55	17	38	0	18	0	18	0	37	17	20	0	31	424
Midland 429	10	1	3	2	1	4	3	1	2	0	2	0	2	0	1	1	0	0	4	60
Mt. Pleasant 930	3	3	20	20	0	18	45	28	13	4	45	28	13	4	0	0	0	0	58	423
Nolan County 131	2	1	2	0	2	3	6	6	0	0	0	0	0	0	6	6	0	0	0	20
North East 332	14	4	15	5	10	25	30	11	14	5	1	0	1	0	0	29	11	13	5	215
Pecos-Barstov 533	3	2	7	7	0	14	8	3	5	0	8	3	5	0	0	0	0	0	16	169
Pine Tree 935	2	2	20	17	3	95	20	11	9	0	17	9	8	0	3	2	1	0	39	110
Piano 734	7	6	27	27	0	89	39	17	17	5	39	17	17	5	0	0	0	0	70	471

PROJECT PRIME SAMPLE

Local School Districts	Campus Available for Selection	Selected Campus	Selected Teachers					Selected Experimental Children														
			Total	Other Concerned Teachers	Total	Integrated			Self-Contained			Selected Contrast Children	Class-Mates									
						EMR	LLD	MBI/LLD	Total	EMR	LLD			MBI/LLD								
															ED	ED	ED					
Red River	136	3	5	0	5	1	13	0	0	0	0	0	0	13	13	0	0	0	0	0	0	0
San Angelo	337 538	10	40	27	3	75	59	48	11	0	56	47	9	0	3	1	2	0	0	61	831	16
San Antonio	739	7	27	6	21	27	42	26	14	2	8	2	4	2	34	24	10	0	11	264	262	
SOCO Co-op	240	4	11	11	0	16	16	11	5	0	16	11	5	0	0	0	0	0	0	25	262	159
South Park	441	2	10	5	5	10	15	11	4	0	6	6	0	0	9	5	4	0	11	159	126	
Texas City	642	2	9	7	2	13	12	12	0	0	9	9	0	0	3	3	0	0	17	126	1,276	
Waco	843,044	13	62	62	0	73	116	85	31	0	116	85	31	0	0	0	0	0	194	1,276	179	
Wise County	245	2	8	8	0	13	13	13	0	0	13	13	0	0	0	0	0	0	20	179	12,203	
TOTAL (43 School Dis.)	343	156	650	461	189	1,205	1,071	688	360	23	668	406	248	14	403	282	112	9	1,115	12,203		

Project PRIME Master File

Because of the intricacy of the multistage sampling procedure and the complexity of the number and relationship of administrators, teachers and students involved, a Master File System was created by the Project PRIME research staff in conjunction with National Computer Systems consultants.

The first step in the creation of the Master File occurred with the selection of the sample. The sample defined the school campuses and handicapped children to be included in Project PRIME. Each handicapped child selected was assigned a "selected teacher," based on the degree of integration of the child and the length of time spent by the teacher instructing the child. Normal contrast children from the same classroom were selected for the integrated handicapped children. The procedures used to choose the selected teacher and the normal contrast children are described in the sampling section. The terms "selected children," "selected teachers," and "selected classrooms" are critical terms in the Project PRIME Master File System. A definition of these terms is included in Appendix XI. The procedures for selecting the schools, teachers and children for Project PRIME are described in greater detail in the Selection of the Sample section of this report.

After the fall administration of the Metropolitan Achievement Tests, Project PRIME had a complete record of the names of the selected handicapped children, the selected normal contrast children, and the selected teachers. Using the information

available from the achievement testing, NCS assigned a numerical code to each district, school campus, selected teacher and selected child.

However, the instrumentation for Project PRIME required that code numbers be assigned to all the teachers with whom a selected child had contact, since all the teachers would complete the Teacher Rating Scale and would be observed. Furthermore, all the selected child's classmates needed code numbers, since they would be completing Guess Who, How I Feel Toward Others, and Your School Days.

The names of the other teachers and classmates were not known, however, so code numbers could not be assigned by the Austin office prior to the January sociometric and attitudinal test administration. Consequently, PRIME provided each local district with unique code numbers for the classmates and additional teachers, and the local Project PRIME Coordinator assigned names to these code numbers prior to administering the January test battery.

The Project PRIME research staff developed three Master File Listings. (See Appendix XII).

1. The Pupil Code Number Listings provided numbers for the names of all the pupils, both the selected children and the non-selected classmates instructed by a selected teacher.

2. The Teacher Code Number Listings provided numbers for the names of both selected and other involved teachers located at a selected school.
3. The Teacher by Pupil Information Worksheet listed the name and number of each selected child at a selected school and, beneath his name, code numbers for all the teachers, both selected and non-selected, who instructed him.

The listings were printed by NCS on four-part paper. Code numbers were generated by NCS. The local Project PRIME Coordinators were asked to complete the listings and send two copies back to the Austin Project PRIME office. Instructions on how to complete the Master File Listings were given at the December Project PRIME Workshop. In addition, a detailed set of instructions (Appendix XIII) accompanied the incomplete listings. The Project PRIME Austin office staff was available to answer questions on the Master File either over the telephone or, in several instances, with consultative visits. Questions involved such things as:

- a) how to pick a selected teacher from a team teaching situation;
- b) which class period would be assigned as the selected classroom when school runs a departmentalized program;
- c) who the classmates are in a multiple open classroom arrangement; and
- d) what to do if the teacher has changed, a contrast child has moved, or a selected child changes from an integrated situation to a self-contained special education classroom.

The Master File was expanded in the spring to include code numbers for the local district Superintendent, Director of Special Education, special education administrative personnel and principals. A procedure similar to that used in January was used to assign the administrative code numbers. NCS prepared an Administrative Code Number Listing for each district on three-part paper. The local Project PRIME Coordinator was asked to complete the listing and return a completed copy to the Austin office.

The Project PRIME Master File is a living system. There are occasional changes in teachers, children moving from class to class and school to school. There are also additions as different teachers have become involved during the observation phase of the Project and during the administration of the spring administrative and background questionnaires. A form (Appendix XIV) has been developed to communicate changes between local districts, the Austin office and NCS.

A data control system was established to record the instruments as they were received from the local districts. When received, the instruments were checked into a Child Data Flow Chart (see Appendix XV). The Child Data Flow Chart was developed as a means of linking one selected handicapped child with his selected teacher and with his matching normal contrast child.

Thus, a triad--handicapped child-normal child-teacher--was created. In situations in which a selected regular teacher had two or more handicapped children and three or more normal contrast children, the normal contrast children were divided among the handicapped children using a random number procedure. The instructions on how to complete the Child Data Flow Chart are given in Appendix XVI. Note that the Flow Chart is comprised of a number of pages, each page concerned with a different type of data from the triad. The Child Data Flow Chart provides a summary of which instruments have been received for each person involved in the teacher-handicapped child-normal child triad.



Instrumentation

The comprehensive nature of Project PRIME required the selection of a wide variety of instruments to measure the various facets of the handicapped and normal contrast child's intellectual, social and emotional characteristics and the different social and educational factors that characterized his educational environment. The conceptual model guiding variable selection discussed in the previous section served as the heuristic model for determining the relevant variables to be studied. The variables selected became the criteria for the selection of tools and procedures.

A review of the reliability and validity of existing measurement procedures and instruments proved inconclusive. For example, controversy exists as to the relative merits and value of rating scales, sign systems, and coding systems for describing teacher behavior and classroom climate (Rosenshine, 1970). In those instances where lack of consensus existed, instruments reflecting combinations of measurement procedures were employed. Such a strategy provided additional information concerning the efficacy of measurement procedures.

The input variables in previous studies often were gross measures. Thus, if a gross variable was found to be significant, it was often difficult to interpret. Project PRIME attempted

to delineate more fully such gross measures as the child's attitude toward school, using new instrumentation developed for the study.

For certain variables, input from a variety of sources was obtained. For example, the child's ability to get along well with other children was rated by all his teachers, his peers, and the child himself.

The employment of previously used instruments along with the expanded measures of identified significant variables maximized the opportunity for comparisons between previously completed studies as well as provided new research information. The use of instruments based on the input-process-output model permitted comparisons between normal and handicapped children concerning the factors that make a difference in their educational growth. Further, it provided a basis for comparing the difference between regular classes and teachers, and special education classes and teachers in a comprehensive manner never previously attempted.

The first year of Project PRIME was conceived as a formative year for instrumentation. The instruments used during the first year included both standardized and non-standardized measures. These instruments included group-administered standardized achievement tests, teacher rating scales, children's questionnaires, sociometric tests, personality and attitude tests.

The instruments used the first year will be analyzed and revised for the second and third years with the goal of developing sensitive and discriminating measures for the variables of concern.

The selection and development of the instruments used in Project PRIME was based on a series of decision points which were different for the different instruments. Table 5 contains a list of all the instruments used by Project PRIME, the person completing each instrument and the number of completed instruments. Appendix III describes the variables which are included in each instrument.

Achievement Tests

It was originally intended that Project PRIME develop its own achievement test from an items pool of existing achievement test items. The new achievement test would have reflected the concepts emphasized in Texas public schools at each age level for normal and handicapped children and would have been based on ratings by Texas public school regular and special education teachers.

Time would not permit this procedure and a decision was made by the Project PRIME research staff to use a standardized achievement test. The Metropolitan Achievement Test (MAT) was chosen based upon the findings reported by Orr (1969). In order

to minimize possible basal and ceiling effects, all EMR children were administered two levels of the MAT--Primary I and II. All other children received the level appropriate to their grade assignment. This procedure was considered by:

1. Dr. Samuel Ball, Educational Testing Service, Princeton, New Jersey
2. Dr. Robert Boruch, Department of Psychology, Northwestern University, Evanston, Illinois
3. Dr. Richard Turner, Dean of Research, Indiana University, Bloomington, Indiana
4. Dr. Herbert Walberg, Department of Educational Psychology, University of Illinois at Chicago Circle, Chicago, Illinois

Copies of the Metropolitan Achievement Tests and the corresponding Teacher's Directions are included in the Questionnaires packet.

Development of Social and Emotional Adjustment Instruments and Demographic Questionnaires

Project PRIME believed that schools' objectives for students are broader than simply academic achievement, and so included social and emotional dependent variables. The selection of instruments to measure these variables consisted of several stages.

Search for Existing Instruments. The first stage involved an exhaustive search for existing instrumentation that would enable Project PRIME to collect data on the social and emotional

TABLE 5

CHILDREN, TEACHERS AND ADMINISTRATORSINSTRUMENTS COMPLETED

Name of Instrument	Person Completing				
	Exceptional Children	Contrast Children	Peers	Teachers	Administrators
Metropolitan Achievement Tests	2,142	2,230			
Children's Questionnaire	1,071	1,115			
Selected Children's Background Questions				2,011	
Selected Children's Educational Experience Questionnaire				3,001	
Teacher Rating Scale				8,000	
Report Cards				2,186	
Let's Pretend	1,071	1,115			
How Do You Feel? (Part I)	1,071	1,115			
How Do You Feel? (Part II)	1,071	1,115			
About You and Your Friends	1,071	1,115			
Your School Days	1,071	1,115	12,203		
Teacher Attitude and Classroom Climate Questionnaire				647	

Table 5 (continued)

Name of Instrument	Person Completing				
	Exceptional Children	Contrast Children	Peers	Teachers	Administrators
How I Feel Toward Others	1,071	1,115	12,203		
Guess Who (Pupil)	1,071	1,115	12,203		
Guess Who (Teacher)				647	
Administrative Questionnaire for Regular Teachers				550	
Administrative Questionnaire for Teacher Aide				165	
Administrative Questionnaire for Special Education Teacher				450	
Administrative Questionnaire for Superintendent					43
Administrative Questionnaire for Director of Special Education					43
Administrative Questionnaire for Instructional Supervisor					130
Administrative Questionnaire for Appraisal Coordinator					65
Administrative Questionnaire for Principal					153
Administrative Questionnaire for Counselor					130
Administrative Questionnaire for Appraisal Specialist					155

Table 5 (continued)

Name of Instrument	Observation Days
Indiana Pupil Participation Schedule	2,000
Individual Cognitive Demand Schedule	4,000
Indiana Behavior Management Schedule	4,000
Florida Classroom Climate and Control System	4,000

variables selected. The variable model described in the previous chapter and the cluster of variables it delineated served as a guide in the search for instrumentation.

Initially, the search consisted of reviewing actual copies of instruments suggested in Buros (1970), Johnson & Bommarito (1971), and a publication by the Association for Supervision and Curriculum Development, entitled Improving Educational Assessment and an Inventory of Measures of Affective Behavior (1969).

The second stage involved a review of personality, attitude, and sociometric tests on file at the Educational Testing Service Test Reference Library, Princeton, New Jersey. Specimen sets of all tests which had potential for selection were purchased for Project PRIME and carefully evaluated. Outside reviews and evaluations of each test were studied.

Development of New Instruments. The review of the critical research and evaluation of existing sociometric and personality instruments determined that existing instrumentation would be inappropriate for Project PRIME.

This decision was based upon the difficulty of scaling, the language structure and vocabulary employed and the reliability and validity of the instruments. Therefore, the following procedures were employed to develop Project PRIME's instruments.

First, an extensive item pool was developed from already existing instrumentation that related to the variables of concern. Appendix XVII contains the bibliography of the test sources contributing items. The item pool was carefully reviewed to eliminate duplicate items, items which were unclear, items which had a doubtful relationship to the variables being considered, and items which were obviously inappropriate for children or for specific subgroups of children (i.e., retarded children, boys, girls, urban children, rural children, blacks and/or Mexican-Americans). The net results of this item screening was to reduce the initial item pool to more manageable proportions. Hence, not all the items in the initial pool were used in the final instruments.

Second, the remaining items were grouped together into logical arrangements for testing.

a) All the items on the classroom climate and teacher effectiveness were put into one instrument to be given to the entire class, entitled Your School Days. All items on the individual child's feelings, attitudes, and emotions were put into one instrument entitled About You and Your Friends.

Items to be included in Your School Days and About You and Your Friends were converted to a similar scale. The scale selected was a Yes-No, forced choice construction. This question style

was selected because it is easier for a child to respond to this form of a question than to one requiring responses along a continuum, or to a rating scale with several alternatives. The children's tendency to choose a middle, "sometimes," category was specifically avoided, although an unknown degree of reliability was sacrificed. However, the test developers believed that the content validity of the items was markedly increased. In addition, due to the method of responding by writing the correct word, i.e., "yes" or "no," the "sometimes" response was difficult for children to use.

b) All items on attitude toward school were combined into the How Do You Feel? instrument. The response mode selected for this instrument was faces: happy, plain and sad. The use of faces (which were machine-scoreable bubbles) enabled the instrument to use a three-point scale, since a plain face probably has more concrete meaning than the word "sometimes. Furthermore, the coloring in of a face response is easier to make than writing the word "sometimes."

c) All peer nomination items were included in Guess Who. The number of nominations was limited to only one to make the response task easier.

d) How I Feel Toward Others is an innovative approach to sociometric scaling. It provides a three-point rating of each child

in the class by every other child in the class by using machine-scoreable happy, plain, and sad faces as the responses. A question mark in a circle of similar size as the faces was used as the response for children not known to the child responding.

e) All items which were concerned with the child's locus of control were grouped into Let's Pretend. Let's Pretend offered the child two alternative reasons for a hypothetical event. A cognitive task of this form required individual administration and the recording of the child's responses by the test administrator.

f) All items to be included on the Teacher Rating Scale were converted to statements which could be rated on a five-point frequency scale: always, usually, sometimes, seldom, never. In addition to the items from the original item pool, new items were developed which paralleled questions being asked of the children on About You and Your Friends.

g) The Teacher Attitude and Classroom Climate Questionnaire was developed from two items pools. One item pool consisted of items related to educational attitudes, the other of items on classroom climate. The attitude items were converted to statements with the response an expression of level of agreement with the statement. A four-point response mode--agree, probably agree, probably disagree, and disagree--was selected for these items.

The classroom climate items were converted to statements that the teacher rated on a five-point scale as being always, usually, sometimes, rarely or never true of her classroom. Additional

items concerned with classroom climate were developed so that the Teacher's Classroom Climate section paralleled the children's Your School Days instrument. In addition, general items were added to Your School Days and the Teacher's Classroom which paralleled the observation systems to provide the teacher and child's points of view on the classroom climate and participation variables.

h) Demographic questions to be asked of the child were grouped into the individually administered Children's Questionnaire.

i) Demographic and other educational experience questions about the children to be answered by the teachers were grouped into two instruments: a) The Selected Children's Background Questionnaire, completed by the selected teacher only; and b) The Selected Children's Educational Experience Questionnaire, completed by both the selected classroom teacher and, if appropriate, by the special education resource teacher.

Once the items had been grouped into instruments, the items were randomized and classified as having positive, neutral and negative connotations. A balance was attempted between items in which a yes or a happy face response signified a positive response and a no or a sad face response signified a negative response.

Review and Evaluation of the Instruments. Once the items had been selected and grouped into separate instruments and a response mode selected, the instruments were reviewed and evaluated by professional personnel for various concerns.

The items were reviewed for linguistic structure and age-appropriateness by the following people:

1. Dr. Judith Agard, Project PRIME, Austin, Texas
2. Dr. Ray Glass, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana
3. Dr. Martin Kaufman, Director, Intramural Research Program, Division of Research, Bureau of Education for the Handicapped, Washington, D. C.
4. Dr. Melvyn Semmel, Acting Director, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana
5. Dr. Walter Stolz, Department of Psychology, Earlham College, Richmond, Indiana

The instruments were reviewed by the following people for ease of administration, content validity and test reliability:

1. Dr. Judith Agard, Project PRIME, Austin, Texas
2. Dr. Samuel Ball, Educational Testing Service, Princeton, New Jersey
3. Mr. Jerry Barstow, Coordinator of Reports Management Systems, Texas Education Agency, Austin, Texas
4. Dr. Thomas Cook, Department of Psychology, Northwestern University, Evanston, Illinois
5. Mr. William Fisher, Department of Assessment, Texas Education Agency, Austin, Texas

6. Dr. Martin Kaufman, Director, Intramural Research Program, Division of Research, Bureau of Education for the Handicapped, Washington, D. C.
7. Ms. Patricia Prewitt, Department of Adult Education, Texas Education Agency, Austin, Texas
8. Mr. Walter Rambeau, Consultant for Office Planning, Texas Education Agency, Austin, Texas
9. Dr. Melvyn Semmel, Acting Director, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana
10. Dr. Herbert Walberg, Department of Educational Psychology, University of Illinois at Chicago Circle, Chicago, Illinois
11. Dr. Sivasailam Thiagarajan, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana

The instruments were reviewed by the following professional educators representing various minority groups for ethnic and cultural appropriateness:

1. Ms. Magnolia Baker, Consultant for Special Education and Counseling, Department of Counseling, Texas Education Agency, Austin, Texas
2. Ms. Isaurra Barrera, Chief Consultant, Special Education Division, Education Service Center, Region XX, San Antonio, Texas
3. Ms. Alba Luna, Instructional Consultant, Special Education Division, Education Service Center, Region XX, San Antonio, Texas
4. Ms. Jo Ann Paul, Chief Consultant in Early Childhood Special Education, Department of Special Education, Texas Education Agency, Austin, Texas
5. Mr. Juan Solis, Educational Program Director, Bilingual Education Agency, Austin, Texas

The items passed through Federal Form Clearance and a three-stage Texas state form clearance before they were ever used with children. See Appendix XVIII for a letter from the Texas Commissioner of Education expressing his approval of the instruments.

Pilot Procedure. The instruments were pilot-tested on normal children in grades two through five, and on handicapped children of all three ethnic groups. The pilot-test sample was composed of 40 normal and 22 handicapped and slow-learning children. The breakdown by ethnic group was: 20 Anglo, 34 Negro, and 8 Mexican-American. The pilot-test procedure, conducted by Mr. Charles Russell of the Texas Education Agency, Consultant in Special Education Evaluation, consisted also of an evaluation and approval of the instruments by the Superintendent, the Director of Special Education, the Principal, and the local school district testing-administration staff.

Changes in wording of items and exclusion of some items resulted from an evaluation of pilot-test protocols.

Spanish Translations. The selected children in Project PRIME included a large proportion of Mexican-American children. The sociometric and attitude questionnaires were written in standard English. The need to obtain valid measures of the Spanish-speaking child's attitudes and his social and emotional adjustment necessitated Project PRIME providing Spanish translations for the children's instruments.

The Spanish translations for each instrument were prepared by Ms. Isaura Barrera, Chief Consultant and Ms. Alba Luna, Instructional Consultant, both of the Special Education Division, Education Service Center, Region XX, San Antonio, Texas. The process used by the translators was as follows:

- 1) The two translators independently translated the instruments from English to Spanish.
- 2) Each translator then translated the other translator's version back into English.
- 3) The two translators then compared the two Spanish and English translations.
- 4) For items in which the Spanish translations were different, the translators consulted bilingual teachers in predominantly Mexican-American schools to obtain a translation which would be understood by bilingual children. For some items, two translations were offered, one a pure Spanish translation and one a colloquial (Tex-Mex) translation.

Instructions on how to use the Spanish translations were included in the Reference Manual. The Spanish translations for the children's instruments are available as supplementary material to this report.

Printing Procedures. The mass of data collected by Project PRIME was of such quantity that wherever possible, optical scanning sheets were employed. After careful consideration of cost and flexibility of optical scanning sheets, as well as service provided by several printing companies, a contract was awarded to National Computer Systems (NCS) to handle printing and data reduction for the project. NCS was responsible for all printing or purchasing of instruments, development of score sheets, and delivery of instruments to Project PRIME coordinators in Texas. Consultants from the NCS staff advised Project PRIME staff on the format for the instruments, the questionnaires, instruction booklets, and machine-scoreable answer sheets.

Final Version of Instruments. The final version of the Social and Emotional Adjustment Instruments and Demographic Questionnaires are available as supplemental materials to this report. Refer to Table 5 for a listing of all instruments. A brief description of each experimental instrument is given below:

1) Children's Questionnaire

This instrument contains 38 questions and was administered to each child individually in a single session. The instrument was given in May to all selected handicapped and non-handicapped contrast children. The instrument was designed to measure the social, economic, and educational background of the child and

his feelings about school this year and last year. The questions are concerned with the number of people and children in the family, the presence or absence of various socioeconomic indicators such as air conditioner, the presence or absence of educational enrichment indicators such as an encyclopedia, the involvement of the family with the child, and the child's attitude toward school. Sample items are: a) Does your family have an automobile? b) Does your family have a dictionary? c) Does your mother or father or someone in your family read to you? d) Do you like doing work in reading better this year than last year? e) Does your family have a TV set?

2) Selected Children's Background Questionnaire

This instrument contains 27 items and was completed in May by the selected teacher or anyone else with access to the child's cumulative folder. The instrument provides demographic and educational data on each selected handicapped and non-handicapped contrast child. Included are questions on the mother's and father's education and occupation, the family's socioeconomic level, the child's preschool experience and his experience in the special education program.

Examples of the items are:

a) Family Status: (Check only one.)

Mother and Father present in the home

Mother only present; no other male figure

Mother (real) and father-substitute (family friend, brother, grandfather) in the home

Father only present; no other female figure present

Father (real) and mother-substitute (family friend, aunt, sister, grandmother) in the home

Other (lives with grandparents, foster parents, etc.)

b) How many different elementary schools has this child attended?

Schools in this district

Schools in other districts

c) What special education instructional arrangement was this child in last year? (Check only one)

Assigned to special education class all day

Assigned to special education class and attends non-academic regular class

Assigned to special education class and attends some academic and non-academic regular classes

Assigned to regular classroom and attends special education classroom (i.e., resource room)

Assigned to regular classroom all day

3) Selected Children's Educational Experience Questionnaire

This questionnaire contains 27 items including 19 questions and eight two-dimensional charts. The questionnaire was completed in May by the selected teacher, either a regular classroom teacher or a self-contained special education teacher, and, in addition, for integrated handicapped children, by the special education resource room teacher. The questionnaire contains items on the child's academic ability, the time spent working with the child in various subject areas, the teacher's objectives for the child, and her motivational, behavior management and cognitive demand techniques. In addition, for

handicapped children, items were included on the attitude of the teacher toward the child and the availability and helpfulness of special education services and materials. Sample questions are:

a) How many hours a week do you spend in the following activities directly concerned with this child? (Approximate to the nearest half-hour.)

___ hrs. individual instruction with this child

___ hrs. small group instruction with this child

___ hrs. preparing special individual materials, lesson plans for this child

___ hrs. conferences with other teachers concerning this child

___ hrs. conferences with special education consultants concerning this child

___ hrs. training aides to work with this child's problems

___ hrs. conferences with parents of this child

___ hrs. conferences with principal concerning this child

___ hrs. other (explain)

b) How did you feel about the placement of this child in your class or your resource room at the beginning of the year? (Check only one.)

___ I welcomed him

___ I accepted him with reservations

___ I did not agree with the placement, but had no choice

c) Now that the child has been in your room for almost a full school year, what do you think should have been his placement? (Check only one.)

- In a regular classroom all day without any special help
- In a regular classroom all day with special help (materials, aide, helping teacher)
- In a regular classroom half of the day and a resource room the rest of the day
- In a regular classroom only occasionally for certain activities
- In a resource room or special education class in this building all day
- In a separate special education class in another building all day

d) Which of the following special education services were available to assist you with this child, and how effective was it for this child? (Check one response for each item.)

	<u>Very Effective</u>	<u>Somewhat Effective</u>	<u>Slightly Effective</u>	<u>Not Effective</u>	<u>Not Available</u>
Additional special educational materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special education aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special education helping teachers (in your classroom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special education resource rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance of Special Education Supervisors (Consultants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance of School Psychologist or Associate Psychologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<u>Very Effective</u>	<u>Somewhat Effective</u>	<u>Slightly Effective</u>	<u>Not Effective</u>	<u>Not Available</u>
Assistance of Special Education Visiting Teacher	—	—	—	—	—
Assistance of Special Education Counselor	—	—	—	—	—
Assistance of Educational Diagnostician	—	—	—	—	—
Educational Plan	—	—	—	—	—
ARD Committee	—	—	—	—	—

4) Teacher Rating Scale

The Teacher Rating Scale consisted of 85 items and was completed in January by all the teachers who instructed the selected handicapped and non-handicapped contrast children. The instrument required the teacher to rate the frequency of the child's behavior according to a five-point scale (always, usually, sometimes, seldom, and never). The items dealt with child characteristics such as his independence, his attention span, his behavior in social situations, his academic performance, his attitude toward school, his conduct and general behavior, his level of security, his need for attention, his neatness on his work, his achievement motivation, the degree of cooperation with the teacher, his leadership ability, his perseverance, his participation in classroom activities, his response to teacher control techniques, his response to disciplinary techniques, and his acceptance of new situations and experiences. Examples of the items are: a) Learns new things easily; b) Is courteous to other children; c) Gives up easily on school work.

4) Teacher Rating Scale

The Teacher Rating Scale consisted of 85 items and was completed in January by all the teachers who instructed the selected handicapped and non-handicapped contrast children. The instrument required the teacher to rate the frequency of the child's behavior according to a five-point scale (always, usually, sometimes, seldom, and never). The items dealt with child characteristics such as: independence, attention span, behavior in social situations, academic performance, attitude toward school, conduct and general behavior, level of security, need for attention, neatness of work, achievement motivation, degree of cooperation with the teacher, leadership ability, perseverance, participation in classroom activities, response to teacher control techniques, response to disciplinary techniques, and acceptance of new situations and experiences. Examples of the items are: a) learns new things easily; b) is courteous to other children; and c) gives up easily on school work.

5) Let's Pretend

This instrument consisted of 30 items and was administered to each child in one session in January. All selected handicapped children and all selected contrast children were tested individually. The instrument was designed to measure internal versus external locus of control in positive and negative situations. The items dealt with positive and negative situations

with respect to social relationships, reading, math, academic performance and achievement, responsibility, and general academic situations. Examples of the items are: a) Let's pretend you didn't do well on a test at school. Why? Is it 1) because the test was very hard? or 2) because you didn't study for it?; b) Let's pretend the other children all like you. Why? Is it 1) because they're friendly? or 2) because you're nice to them?

6) How Do You Feel--Part I

This instrument consisted of 41 items and was administered in January in two small-group sessions to all selected handicapped children and to selected non-handicapped contrast children. Children were required to fill in a smiling face, a neutral face, or a frowning face as a response to each item. The items were designed to tap attitude toward teacher, classmates, reading, arithmetic, new experiences, academic accomplishments, school and school work. Examples of items are: a) Tomorrow the class will use more time for math (arithmetic). Show how you feel.; b) The teacher calls you to the desk to answer a question. How do you feel?; c) It is report card day. You must let your parents see your report card. Which is your face?

7) How Do You Feel--Part II

The second part of How Do You Feel consisted of 33 items and was administered in May in one small-group session to all selected handicapped and non-handicapped contrast children. The instrument was designed to measure retrospective change from fall

to spring and from last year to this year in the child's attitudes toward school, his teachers, reading, arithmetic and his friends. Children were asked to fill in a machine-scoreable smiling, plain or frowning face to each item. Typical questions on this instrument were: a) Think about how you did in reading last year. What does your face look like? b) Do you remember what school was like last fall? Were you happy or unhappy about coming to school last fall? c) Think about the books you use for reading now. Show how you feel about these reading books.

8) About You and Your Friends

This instrument consists of 96 items and was administered in January in four small-group sessions to all selected handicapped children and selected non-handicapped contrast children. The instrument required a yes or no response to items designed to measure attitude toward school, school subjects, teacher, academic self-concept, achievement motivation, creativity, school anxiety, behavior self-concept, outer versus self-direction, self-confidence in making decisions, self-confidence in new situations, social participation, self acceptance, locus of control, outgoingness, loneliness, the child's perception of reaction of peers towards him, and socially unadaptive behavior. Examples of items from this instrument are: a) Do you get along well with your teacher? b) Do you forget what you learn? c) Do you like to be called on in class? d) Are you afraid to try new things?

9) Your School Days

This instrument consists of 65 items and was administered in January to an entire class in two separate sessions. It required each child to respond yes or no to questions designed to assess the academic demand present in the classroom, the enjoyment level of the classroom, the cohesiveness of the classroom, presence or absence of favoritism on the part of the teacher, whether or not the classroom has a democratic atmosphere, whether the teacher is supportive or non-supportive, whether there is competition in the classroom, whether or not the children have diverse opportunities to learn, the level of cognitive demand the teacher places on the pupils, the amount of child freedom present in the classroom, the type of behavior management techniques employed by the teacher, how organized the classroom is, and whether or not the teacher individualizes her assignments and her attention. Examples of items from this instrument are: a) Do most children say your class is fun? b) Are some children in your class treated worse than the rest? c) Are you often asked to tell what the book said in your own words? d) When you finish your class work, do you know what to do next?

10) Teacher Attitude and Classroom Climate Questionnaire

This instrument consisted of two parts: Part I included 67 items on the classroom climate; Part II included 53 items on the teacher's educational attitudes. The entire instrument was completed by all selected teachers in May 1972. Part I required the teacher to circle one response on a five-point frequency scale

indicating whether a statement was always, usually, sometimes, rarely or never true of her classroom. The items were concerned with such classroom climate variables as the degree of child freedom, the level of academic demands, the amount of enjoyment, the democratic atmosphere, the variety of opportunities to learn, the degree of teacher favoritism, the amount of social cohesiveness, the amount of competition, the level of individualized instruction, the amount of organization and structure, and the degree of student-teacher cooperation. Sample items are: a) The children in my class help me make plans for the day. b) The instructional groups formed in the fall are seldom changed. c) There are periods of confusion when the class changes from one activity to another.

Part II required the teachers to indicate their degree of agreement with certain attitudinal statements on a four-point scale: agree, probably agree, probably disagree, or disagree. The items included attitudinal statements on the relative importance of social adjustment, academic subjects and problem solving; the need for respect for the teacher; the teacher's authoritarianism, progressivism, and flexibility; her satisfaction with teaching; her self-concept as a teacher; and her attitudes toward parental involvement. Typical items include: a) A child shouldn't tell a teacher that she's wrong even if she is, b) Parents should be encouraged to observe our classrooms. c) Schools of today are neglecting the basic academic subjects.

11) How I Feel Toward Others

This is a sociometric instrument which provided a rating of each child in the class by each of the other children. The children rated each child as his friend on a three-point scale (smiling face, straight face, frowning face). The faces were machine-scoreable. A circle with a question mark the same size as the faces was included to allow for a "don't know him" response. The instrument was administered to the entire classroom of the selected children in one session in January 1972.

12) Guess Who

This is another sociometric instrument that required the selected teacher and each child in the selected class to fill in the name of the child in the class who best matched a given description. There are 28 descriptions in all. The descriptions are items like: a) Who is the best in reading? b) Who breaks the rules? c) Who doesn't have any friends? The items in this instrument are designed to tap social behavior, social acceptance, and isolation, and academic achievement. This instrument was administered in January 1972.

Administrative Questionnaires

One very critical feature of the Texas Plan for Special Education was its encouragement of local initiative in special education program development; thus insuring flexibility in special

education programming, including flexibility in aspects such as instructional arrangements, the use of consultants, selection of instructional material, and the design of the appraisal process.

Reports by TEA Special Education consultants of site visitations to Plan A school districts suggested that the goal of developing local district special education programs consistent with local need was, in fact, occurring. The objective of TEA and Project PRIME was to capture the natural program variations of the rationale, resources, process and performance consistent with the goals of the descriptive-correlational design. Thus, information regarding effectiveness of program alternatives and/or components would be available to other districts for possible consideration in their planning for providing comprehensive educational services. Concomitantly, Project PRIME and TEA staff developed a series of questionnaires designed to obtain information about the school district and its special education program.

The Division of Evaluation, Department of Special Education and Special Schools, Texas Education Agency, had initial responsibility for the delineation of variables. In addition, the Division of Evaluation staff--Mr. Robert Winn, Mr. Jerry Vlasak, and Mr. Charles Russell--generated the initial questions consistent with their delineation of variables. They also made the initial attempts at deciding which questions would be asked of which personnel.

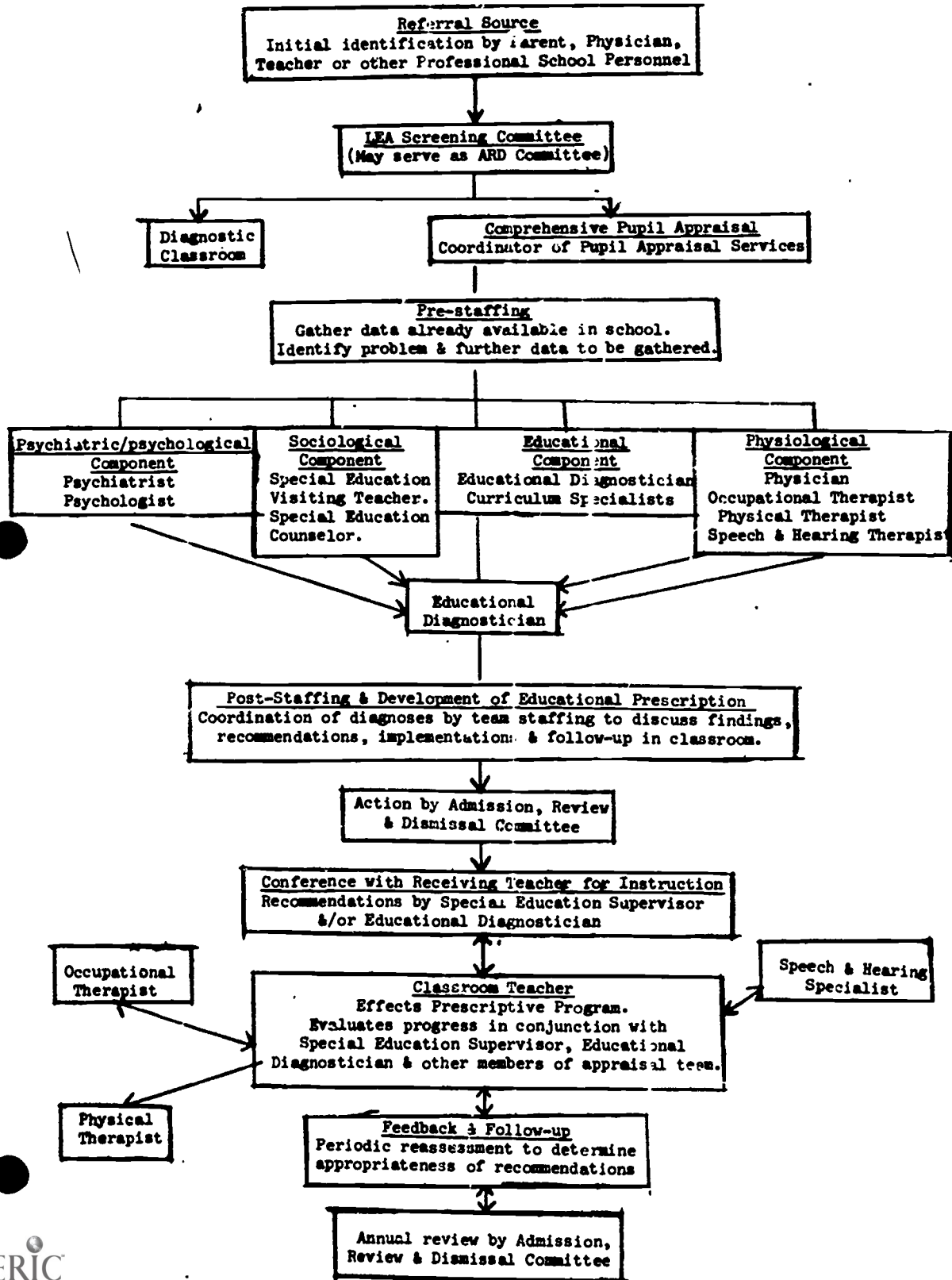
The above steps accomplished, TEA held several conferences as well as piloting the draft instruments. (See Appendix XIX for copies of the initial instruments.) The formative evaluation information, along with the actual instrumentation, was then reviewed by Dr. Judith Agard and Dr. Martin Kaufman. This review process refined variable delineation, expanded the item pool, and modified the scaling procedures. See the administrative section of the supplemental material for these final versions.

Selection of Variables. The Input→Process→Output Model and Concentric Circle Schema used to generate the academic, social and emotional variables for Project PRIME were also used to generate the variables to be considered in the description of the local district's special education program. Two areas within the special education program were considered in detail: the pupil appraisal process and the instructional services provided.

Within these two broad areas, models were developed which provided guidelines for generating variables concerning the pupil appraisal process (see Figure 3) and the available instructional services.

In addition to the variables describing the administrative processes of special education programs, the Project PRIME research staff was interested in several factors related to the general administration of a local district's program.

Figure 3
SCHEMATIC OUTLINE OF COMPREHENSIVE PUPIL APPRAISAL



1. Demographic statistics for the community, the school district, and for the selected school campuses and classrooms.
2. Biographical and professional experience information from the special education administrative staff and from regular and special education teachers and teacher aides.
3. Administrator and teacher attitudes about handicapped children and about the integration of handicapped children into regular classes.
4. The personnel experiences and reactions towards Plan A.

Answer Formats. The variables delineated by the Texas Education Agency and by the Project PRIME research staff served as the foundation for the development of specific questionnaire items. Before questionnaire items for each variable could be written, appropriate answer formats had to be determined. The questionnaire items employed a variety of answer formats, ultimately depending on the need for accuracy and the type of information requested. Examples of the types of questions and formats used are given below:

1. Yes/No questions:

Are the deliberations of the appraisal Review and Dismissal Committee concerning each child recorded?

Yes

No

2. Checklist information questions:

Which of the following screening procedures does your district provide on a systematic basis? (Check one or more.)

Vision screening

Hearing screening

- Other health screening
- Academic problem screening
- Intelligence screening
- Emotional health screening
- Other (specify)

3. Exact numerical information questions:

How many years of direct professional experience with handicapped students have you had in each professional capacity?

- No professional experience with handicapped children
- years: Special Education Teacher
- years: Teacher in regular classroom with handicapped children present
- years: Counselor, with handicapped children as counselees
- years: Supervisor, with responsibilities for special education program
- years: Principal, with special education classes on your campus
- years: Other (explain) _____

4. Exact numerical information charts:

What is the ethnic/racial pattern of the teachers in your building? (Indicate number of teachers in each ethnic category.)

	<u>Regular Teachers</u>	<u>Special Education Teachers (Self-Contained)</u>	<u>Special Education Teachers (Resource Helping, Itinerary, Diagnostic)</u>
Negro	---	---	---
Indian	---	---	---
Oriental	---	---	---
Spanish-surnamed	---	---	---
Caucasian (other than Spanish-surnamed)	---	---	---
Total number	---	---	---

5. Numerical estimation questions:

Approximately how many students in your district or co-op will have received comprehensive pupil appraisals this school year?

___ Number students referred from regular classroom

___ Number students referred from special education classroom

___ Number students referred from non-public schools

___ Number students referred from other sources (community agencies)

6. Percentage and proportion questions and charts:

What is the ethnic-racial makeup of the teaching staff in the special education program?

	<u>Percent of Professional Teachers</u>	<u>Percent of Teacher Aides</u>
Negro	___%	___%
Indian	___%	___%
Oriental	___%	___%
Spanish-surnamed	___%	___%
Caucasian (other than Spanish-surnamed)	___%	___%

7. Attitudinal Questions:

Do you feel that the special education teachers are accepted as members of the school faculty? (Check only one.)

- ___ Yes, completely
- ___ Yes, partially
- ___ Yes, slightly
- ___ Not at all

8. Attitudinal charts:

When you first heard about Plan A, which features appealed to you? (Check only one column for each feature.)

	<u>Very Appealing</u>	<u>Slightly Appealing</u>	<u>Little Interest</u>	<u>Unappealing</u>
Additional funds for special education personnel	___	___	___	___

	<u>Very Appealing</u>	<u>Slightly Appealing</u>	<u>Little Interest</u>	<u>Unappealing</u>
Encouragement to co-op with other districts	---	---	---	---
Flexibility in assigning handicapped children to instructional setting	---	---	---	---
Special education students integrated 50% or more of the time would be eligible for ADA	---	---	---	---
Additional funds for special education materials	---	---	---	---
New, more flexible, comprehensive, and individual appraisal process	---	---	---	---
Use of educational plan or individual instructional plan	---	---	---	---
Decreased emphasis on type of handicapping condition	---	---	---	---
Involvement of regular teachers and principals	---	---	---	---
More children could be served	---	---	---	---
Other (explain) _____	---	---	---	---
Other (explain) _____	---	---	---	---

9. Personnel assignment questions:

Which of the following personnel are generally involved in the screening decisions to decide whether a child will undergo a comprehensive appraisal? (Check one or more.)

- Director of Special Education
- Special Education Instructional Supervisor
- Appraisal Coordinator
- Special Education Counselor
- Regular Counselor
- Regular Teacher (referring)
- Special Education Teacher
- Principal
- Educational Service Center Appraisal Personnel
- Other (specify) _____

10. Personnel assignment charts:

Who determines the educational objectives for the handicapped children in your program? (Check only one column for each person.)

	<u>Participates Actively in Decisions</u>	<u>Consulted</u>	<u>Does Not Par- ticipate Actively in Decisions</u>
Special Education Director	___	___	___
Special Education Super- visor (or Consultant)	___	___	___
Special Education Counselor	___	___	___
Educational Diagnostician	___	___	___

	<u>Participates Actively in Decisions</u>	<u>(consulted</u>	<u>Does Not Par- ticipate Actively in Decisions</u>
Principal	___	___	___
Special Education Teacher	___	___	___
Regular Teacher	___	___	___
Parents	___	___	___
Other (explain) _____			

11. Rank order evaluation questions:

Below is a list of characteristics of regular classroom teachers which could be taken into consideration when placing handicapped children in regular classrooms. Select the five which you consider the most important and rank order them. (Rank items in order of importance: 1 = most important.)

- ___ Experienced in regular classroom teaching
- ___ In-service training in special education
- ___ College coursework in special education
- ___ Good classroom management techniques
- ___ Able to employ remedial/diagnostic techniques
- ___ Volunteers to accept handicapped children
- ___ Skill in relating to other teachers
- ___ Ability to program for individualized instruction
- ___ Tolerant of racial/ethnic differences
- ___ Tolerant of wide range of deviant behavior
- ___ Highly intelligent
- ___ Creative
- ___ "Patient and understanding"
- ___ Warm and empathic
- ___ Other (explain)

12. Evaluation charts:

How would you evaluate the special education instructional materials along the following dimensions? (Check only one column for each dimension.)

	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
Appropriateness for child's achievement	---	---	---	---
Introduces new concepts at an appropriate speed	---	---	---	---
Provides adequate amount of drill and practice	---	---	---	---
Relevant to child's learning difficulties	---	---	---	---
Holds child's interest	---	---	---	---
Self instructional for the student	---	---	---	---
Easy for the teacher to administer	---	---	---	---
Conforms to material used by regular students	---	---	---	---
Overall evaluation	---	---	---	---

13. Time estimation questions:

How many hours have you spent in each of the following activities related to special education during the 1971-72 school year?

___ No hours spent in special education activities

___ Total hours in in-service activities concerning handicapped children

___ Total hours in in-service activities concerning Plan A

- ___ Total hours spent in ARD Comm ttee meetings
- ___ Total hours spent in special education staff meetings, other than ARD Committee
- ___ Total hours consulting with special education teachers
- ___ Total hours counseling (including discipline) with special education students
- ___ Total hours consulting with regular teachers about special education concerns
- ___ Total hours in counseling parents of handicapped children
- ___ Total hours in professional meetings related to special education
- ___ Total hours in addressing the community regarding Plan A and the special education program
- ___ Total hours other (explain) _____

14. Oper-ended questions:

If any specific learning materials or instructional approaches seemed to be exceptionally effective with the special education children, please describe fully.

Questionnaire Construct on Procedures. Once the format decisions had been made and questions written for each variable, the questions were sorted in terms of appropriateness for various persons on the local district administrative staff, since no single staff person had the information necessary to answer all the questions formulated.

The assignment of particular questions to particular staff members was complicated by the fact that the titles and responsibilities of various local district administrative personnel varied. Due to this, official titles had to be disregarded. Instead, sets of questions were developed for the person or persons performing specific functions or who had been delegated certain responsibilities in the special education program. The administrative variables, and the questions that had been developed from them, dictated which administrative personnel would respond to which questions. Sets of questions were developed for the following local district administrative and classroom personnel:

1. The Superintendent of the local school district
2. The Director of Special Education or the person responsible for the entire local district special education program
3. The Instructional Supervisor or the person responsible for the instructional supervision of the special education program
4. The Appraisal Coordinator or the person responsible for development and coordination of the appraisal process
5. The Appraisal Specialist or the person responsible for administering the appraisal test
6. The Counselor or the person responsible for counseling special education students and parents and involved teachers
7. The Principal of each Project PRIME school
8. The Regular Classroom Teachers who instructed Project PRIME students
9. Special Education Teachers who instructed Project PRIME students
10. Special Education Teacher's Aides who work with Project PRIME students or teachers

The allocation of questions to be asked of the different personnel was based on several considerations. First, all administrative personnel and teachers were asked similar educational background and experience questions and the same attitudinal questions. Second, questions directly related to the special education program were asked of the person or persons most likely to have the required information. For many programmatic variables, different special education personnel were asked the same or similar questions. The duplication of questions was required because different staff personnel were familiar with different aspects of the special education program area under consideration and had different perspectives from which to answer the questions. In addition, the duplication of questions permitted comparing answers from different staff personnel to ascertain differences in opinions. Variations in opinions and attitudes concerning certain areas in the Plan A program could be used to reveal the interpersonal dynamics operating within the district. Finally, duplication of questions was necessary to ascertain internal validity of the items.

The administrative questions were now in the form of a set of questionnaires--one instrument designed for each of the local district personnel indicated above.

Validation of the Administrative Questionnaires. The administrative questionnaires were formatively evaluated in a series of working conferences held with various groups of consultants. The

objectives for each of the working conferences were similar and consisted of:

- 1) An assessment of the administrative variables in terms of comprehensiveness and relevance.
- 2) An assessment of the questions generated in terms of content validity. In this regard, the consultants were asked to evaluate each questionnaire item, to insure that the questions would yield responses that provided the information needed.
- 3) An evaluation of the answer format used for each question and an evaluation of the general format of the questionnaires.
- 4) An assessment of the completeness and clarity of the alternative responses listed for each question.
- 5) An evaluation of the appropriateness of the assignment of questions to specific local district staff personnel.

Working conferences were held with the following groups:

- 1) The Educational Consultants, Department of Special Education and Special Schools of the Texas Education Agency (see Appendix XX). The consultants reviewed the administrative variables and preliminary questions at a series of staff meetings held early in the development of the questionnaires. Later, at an in-service training meeting, the TEA staff reviewed the final draft version of the questionnaires.

BEST COPY AVAILABLE

2) Individual conferences were held with the TEA consultants who had expertise in areas directly relevant to the administrative variables:

- a) Mr. Ray Fenley, Chief Consultant for Pupil Appraisal, Texas Education Agency, Austin, Texas
- b) Ms. Dainey Lege, Director, Texas System of Special Education Instructional Materials, Texas Education Agency, Austin, Texas
- c) Dr. James Clark, Director of Guidance Department, Texas Education Agency, Austin, Texas
- d) Ms. Magnolia Baker, Consultant in Counseling and Special Education, Texas Education Agency, Austin, Texas

3) The Advisory Committee of the University of Texas Regional Special Education Instructional Materials Center (SEIMC), consisting of:

Mr. Albert Fell, Director, SEIMC, University of Texas at Austin, Austin, Texas

Ms. Margaret Booker, Field Director, SEIMC, University of Texas at Austin, Austin, Texas

Dr. William Wolfe, Principal Investigator, SEIMC, University of Texas at Austin, Austin, Texas

Ms. Judith Wilson, Coordinator of Training, SEIMC, University of Texas at Austin, Austin, Texas

Ms. Carol McIntosh, Coordinator of Library Services, SEIMC, University of Texas at Austin, Austin, Texas

Dr. John McLaughlin, Coordinator of Research, SEIMC, University of Texas at Austin, Austin, Texas

Ms. Dainey Lege, Director, Texas Systems of Special Education, SEIMC, University of Texas at Austin, Austin, Texas

4) A panel of University of Texas Special Education faculty members:

Dr. John King, Department of Special Education, University of Texas at Austin, Austin, Texas

Dr. Lawrence Marrs, Department of Special Education, University of Texas at Austin, Austin, Texas

Dr. Bradley Wilson, Department of Special Education, University of Texas at Austin, Austin, Texas

Dr. John McLaughlin, Department of Special Education, University of Texas at Austin, Austin, Texas

The conferences with the above-named professional educators were working sessions. The consultants reviewed the variables and suggested additional variables, revised and reworded certain questions, offered additional responses to the list of response alternatives, and made suggestions as to additional local personnel who could or should be asked for certain information.

Pretest of the Administrative Questionnaires. The set of administrative questions was pretested in the five pilot Plan A, 1970-71 districts not included in the Project PRIME sample. The school districts involved in the pretest were Haskill-Knox Cooperative, Richardson, Galveston, Alamo Heights and El Paso. The original pilot Plan A districts were widely different in geographic location, size of district, ethnic composition, population density and special education programming.

Instruments were completed by the Superintendent, the Director of Special Education, the Appraisal Coordinator, the Instructional Supervisor, and at least one Counselor, Appraisal Specialist,

Principal, Regular Teacher, Special Education Teacher and Teacher's Aide. After completing the instruments, TEA consultants discussed the questions and questionnaires with the respondent to ascertain which questions or response alternatives were unclear or inappropriate. The administrative personnel in each district agreed that the questions were valid and appropriate and allowed for the divergence of responses needed to provide information on widely different programs.

TEA consultants and local teachers also completed instruments providing further information on the clarity of the questions, the completeness of the response alternatives and the time required.

After the administrative questionnaires were reviewed and approved by the TEA Reports Management System, the Texas Commissioner of Education, Dr. J. W. Edgar, reviewed the instrument and approved them for use in Texas Project PRIME public schools.

Final Version of the Administrative Questionnaires. The final versions of the experimental questionnaires for the local school district administrative and teaching staff concerned with Plan A are available as supplemental materials to this report. Each questionnaire contains a section on the personal, professional and educational experience of the individual responding.

Examples of the items in this section are:

In which kind of community have you spent most of your life?
(Check only one.)

In the open country or in a farming community

In a small town (less than 10,000 people) that was not a suburb

In a medium-size city (10,000 to 100,000 people)

In a suburb of a medium-sized city

Inside a large city (100,000 to 500,000 people)

In a suburb of a large city

In a very large city (over 500,000 people)

In a suburb of a very large city

Which types of handicapped children have you had experience teaching? (Check one or more)

Trainable mentally retarded

Educable mentally retarded

Visually handicapped

Deaf and hard of hearing

Physically handicapped

Language and learning disabled

Minimally brain-injured

Emotionally disturbed

Speech handicapped

During a typical two-week period in each season, how many hours do you spend in each of the following activities?

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Summer</u>
In-service training activities concerning children (both in preparation and attendance)	<u> </u> hrs.	<u> </u> hrs.	<u> </u> hrs.	<u> </u> hrs.

	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Summer</u>
In-service training activities concerning Plan A	__hrs.	__hrs.	__hrs.	__hrs.
ARD Committee meetings (including screening committee)	__hrs.	__hrs.	__hrs.	__hrs.
Counseling parents of handicapped children	__hrs.	__hrs.	__hrs.	__hrs.
Consulting with Principals	__hrs.	__hrs.	__hrs.	__hrs.
Consulting with individual Regular Classroom Teachers	__hrs.	__hrs.	__hrs.	__hrs.
Consulting with individual Special Education Teachers	__hrs.	__hrs.	__hrs.	__hrs.
Developing screening and appraisal procedures	__hrs.	__hrs.	__hrs.	__hrs.
Selecting and supervising Educational Diagnosticians and other test administrators	__hrs.	__hrs.	__hrs.	__hrs.
Formal testing of children	__hrs.	__hrs.	__hrs.	__hrs.
Informal testing and other counseling with children	__hrs.	__hrs.	__hrs.	__hrs.
Writing educational plans	__hrs.	__hrs.	__hrs.	__hrs.

Each questionnaire also included questions on the individual's expectations concerning Plan A and problems that may have resulted. A sample Plan A item is:

Thinking back to before Plan A was conceived, how would you have felt about having children with mild handicapping conditions served in the regular classroom? (Check only one.)

- Good idea for most handicapped children
- Good for some handicapped children
- Good idea for only a few handicapped children
- Not a good idea for any handicapped children

Now that you have had almost a year of experience with Plan A either as a current Plan A school or as a school which will be Plan A next year, how has your feeling about the integration of handicapped children changed? (Check only one.)

- It's a good idea for more handicapped children than I would have expected
- It's a good idea for fewer handicapped children than I would have expected
- I was about right in my original feelings.

The attitudes of the special education administrators and regular and special education teachers toward the integration of handicapped children into regular classes were ascertained using an integration scale. The integration scale consisted of 25 child behavior descriptions reflecting different types and severity of handicaps. Respondents were asked to indicate the placement he would select for each child: a) in a regular classroom all day, b) in a regular classroom part of the day with supplemental materials and assistance, c) in a regular classroom part of the day with supplemental materials and assistance and in a resource room part of the day, d) in a special class all day, or e) not in public school education program. Sample behavior descriptions are:

Richard is overly dependent on the teacher. He seeks out excessive adult attention. He has no sense of self direction. He never does anything without being pushed or prodded.

Chuck doesn't seem able to catch on to things as quickly as most, and needs to have things explained over and over again; eventually, though, he appears to learn everything the others do, even though it has taken longer.

Florence is immature and oversensitive, likely to burst into tears at the slightest provocation. She pouts or sulks if she can't do what she wants to do.

The questions related to special education program variables varied with the individual respondent and are described below for each instrument.

1) Administrative Questionnaire for the Superintendent contained: a) demographic questions on the school district student body and teaching staff, b) questions on the financial situation of the community and certain financial aspects of the school district program, and c) items on the relationship between the Superintendent and Director of Special Education. Sample questions include:

What is the basis for initiating special education services in buildings? (Rank The Ones You Use In Order of Frequency: 1=most frequent.)

- Building Principal's needs assessment
- Director of Special Education needs assessment
- Board decision
- Superintendent's needs assessment
- Educational Service Center
- Other community agency
- Teacher's request
- Parent request
- Joint decision (explain) _____

What is your district's per pupil expenditure for the following student classifications?

- \$ _____ per elementary regular student
- \$ _____ per elementary special education student
- \$ _____ per secondary regular student
- \$ _____ per secondary special education student

2) Administrative Questionnaire for the Director of Special Education contained questions on: a) demographic features of the special education program, b) personnel and structure of the appraisal process, c) relationships between special education professionals, d) utilization of instructional materials, e) the method of staff development, f) budget sources and use of funds, g) facilities, h) the use of non-public schools, i) program planning, and j) instructional arrangements and assignments.

Sample items include:

How many elementary-aged children are in your special education program at this time? (Indicate number of children in each cell.)

	<u>EMR</u>	<u>TMR</u>	<u>Deaf</u>	<u>COHI</u>	<u>Visually Handicapped</u>	<u>MBI-LLD</u>	<u>ED</u>
Essentially in special education self-contained classroom	_____	_____	_____	_____	_____	_____	_____
Resource room 50% or more of the day	_____	_____	_____	_____	_____	_____	_____
Resource room less than 50% of the day	_____	_____	_____	_____	_____	_____	_____
Regular classroom all day or almost all day, with a helping teacher	_____	_____	_____	_____	_____	_____	_____

Which one of the following personnel has been given the responsibility for coordinating the appraisal process? (Check only one.)

Special Education Director

Special Education Supervisor

Educational Diagnostician

Counselor

Visiting teacher

Psychologist

Associate School Psychologist

Other (explain) _____

3) Administrative Questionnaire for the Instructional Supervisor contained questions on: a) the education plan, b) the use of teacher aides, c) relationships between professionals, d) staff development, and e) instructional materials. Sample items are:

Which of the following content items in the educational plan are your primary responsibility? (Check one or more.)

Suggested instructional materials

Instructional objectives written in behavioral terms

Suggested activities

Behavior management techniques

Modification of regular classroom teaching techniques

Regular classroom curriculum modification

Diagnostic information about the child's learning problems

Diagnostic information about academic difficulties, particularly reading problems

Placement suggestions

Social adjustment suggestions

Emotional adjustment suggestions

Other (specify) _____

What do you do to assure that Special Education Teachers and Regular Teachers work together as a team? (Check one or more.)

Provide joint in-service activities for Special and Regular Teachers

Provide Special Education Teachers in-service activities to develop a sensitivity for Regular Teachers' problems and viewpoints

Provide Regular Teachers in-service activities to develop skills in integrating resource room and regular classroom activities

Provide in-service activities for special education support staff, Principals, to build human relations skills to assist professionals in working together

Informal conversations with Regular and/or Special Education Teachers as communication difficulties arise

Staff meetings involving Regular and Special Education Teachers focusing on particular handicapped children

Other (specify) _____

How are the parents involved in the appraisal process? (Check one or more.)

Not at all

Parental permission needed for testing

As a source of background information

ARD Committee results reported to them in writing

Educational plan reported to them in writing

Personal consultation with parents after ARD Committee decision

Other (explain) _____

If you feel that there is any point or step in the appraisal process that is causing an excessive time delay which step is it most often likely to be? (If more than one is checked, rank them in order of frequency. 1=most frequent.)

Screening

Collection of existing data

Test administration

ARD deliberation

Locating appropriate placement

Writing of the educational plan

Other (specify) _____

No delays

5) Administrative Questionnaire for the Appraisal Specialist contains questions on: a) the testing battery, and b) the facilities available. Sample items are:

Who determines the testing battery? (Check one or more.)

Director of Special Education

Director of Appraisal Process

You, the administrator of tests

ESC appraisal consultant

Community professional

Other (explain) _____

Which of the following best describes your testing battery? (Check only one.)

Each child receives the same set of tests.

Each child receives the same basic core of tests with other special tests added if needed.

Each child's test battery is uniquely developed for him.

Do you ever observe children as a part of the district's comprehensive pupil appraisal process?

Yes No

6) Administrative Questionnaire for the Counselor contains questions on: a) the appraisal process, b) parent counseling and c) student counseling. Typical items are:

Select five of the most frequent reasons for your counseling with parents of handicapped children. (Rank order the selected reasons: 1=most frequent.)

- To insure their attendance in school
- To obtain pertinent home background information on pupils
- To obtain parental permission for appraisal of students
- To explain results of appraisal
- To secure permission for special placement
- To assist parents in understanding child's handicapping condition(s)
- To assist parents in setting up goals for students
- To assist in making referrals to community agencies
- To provide suggestions of activities to be carried out at home
- To provide assistance in management of the child's behavior
- Do not counsel with parents

Select the five methods you employ most frequently with students to enhance the social status of the handicapped child in the regular classroom. (Rank order the five selected methods: 1=most frequent.)

- Individual counseling with handicapped students
- Individual counseling with normal students
- Group methods with handicapped children

- Group methods with normal children
- Group methods with both normal and handicapped children
- Counseling professional staff
- Parent counseling
- Other (explain) _____

7) Administrative Questionnaire for the Principal contains questions on: a) building demographic and ethnic statistics, b) numbers of handicapped children, c) facilities, d) instructional supervision, e) relationships between professional staff, f) use of resource room, g) building services, h) instructional materials, i) teacher aides, j) grading policy, and k) relation with parents and community.

Typical items are:

What is the ethnic/racial pattern of students enrolled in special education in your building? (Indicate number of children in each category.)

	<u>EMR</u>	<u>LLD</u> <u>MBI</u>	<u>ED</u>	<u>TMR</u>
Negro	_____	_____	_____	_____
Indiana	_____	_____	_____	_____
Oriental	_____	_____	_____	_____
Spanish-surnamed	_____	_____	_____	_____
Caucasian (other than Spanish-surnamed)	_____	_____	_____	_____
Total number	_____	_____	_____	_____

In your opinion, do handicapped children who start the school year in a regular classroom experience an increased or decreased acceptance by their teachers and peers in comparison to children who are integrated after school starts? (Check only in each column.)

	<u>Teacher</u>	<u>Peer</u>
Definite increased acceptance	_____	_____

	<u>Teacher</u>	<u>Peer</u>
Probably increased acceptance	_____	_____
No difference	_____	_____
Probably decreased acceptance	_____	_____
Definitely decreased acceptance	_____	_____

How do you provide Special Education Teachers with assistance in the implementation of hand'capped children's educational plans? (Check one or more)

___ I do not personally provide such assistance

___ I work with Special Education Teachers individually, upon their request

___ I work with Special Education Teachers individually on a systematic basis

___ I work with groups of Special Education Teachers

___ I work with all the teachers who see a particular hand'capped child in group meetings

___ Other (describe) _____

8) Administrative Questionnaire for the Regular Classroom

Teacher includes items on: a) in-service training, b) relationships with other professionals, c) demographic and ethnic information on the classroom, d) instructional techniques, e) instructional materials, f) involvement in appraisals, g) educational plan, h) use of resource room, i) grading policy, j) parental involvement, and k) relationships between regular and special education teachers.

Sample items are:

Have you modified any of the following for the normal children in your class as a result of having identified handicapped children in your class? (Check only one column for each item.)

	<u>Very Much</u>	<u>Somewhat</u>	<u>A little</u>	<u>Not at all</u>
Curriculum content	_____	_____	_____	_____
Type of activity projects	_____	_____	_____	_____
Materials used	_____	_____	_____	_____
Behavior management techniques	_____	_____	_____	_____
Instructional grouping	_____	_____	_____	_____
Use of audio/visual materials	_____	_____	_____	_____
Grading of daily assignments	_____	_____	_____	_____
Report card grading	_____	_____	_____	_____

If you have a handicapped child who needs instructional materials not available in your classroom, how soon after a request has been made do you usually receive materials? (Check only one.)

- ___ Immediately (within a week)
- ___ One week later
- ___ 2-3 weeks later
- ___ 4-6 weeks later
- ___ 6-8 weeks later (two months)
- ___ After 3 months
- ___ Never receive materials

Do you think that competitive standards of success in school, such as grades, tend to deprive retarded and language disabled children of a sense of adequacy?

- Yes
- Probably yes
- Probably no
- No

9) Administrative Questionnaire for the Special Education

Teacher includes items on the same content areas as the Regular Classroom Teacher. Sample items are:

Which of the following best describes the teaching arrangement in which you are presently employed? (If you are in two or more arrangements, indicate what percent of your time you spend in each; i.e., if you are a helping teacher in the morning and a resource teacher in the afternoon, respond with 50% helping teacher and 50% resource teacher.)

- Completely self-contained special education classroom
- Essentially self-contained special education classroom, but some students are integrated into some regular class activities
- Departmentalized classroom
- Team teaching arrangement
- Resource room teacher
- Diagnostic classroom teacher
- Helping Teacher
- Crisis teacher
- Itinerant teacher
- Homebound teacher
- Community classroom
- Pre-school class
- Other (specify) _____

Who determines the special education resource room schedules for children attending both regular and resource room classes? (Check one column for each person.)

	<u>Participated Actively in Decisions</u>	<u>Consulted</u>	<u>Did Not Participate in Decisions</u>	<u>Don't Know</u>
Special Education Director	_____	_____	_____	_____
Special Education Supervisor (or consultant)	_____	_____	_____	_____
Educational Diagnostician	_____	_____	_____	_____
Special Educ. Counselor	_____	_____	_____	_____
Principal	_____	_____	_____	_____
Regular Teacher	_____	_____	_____	_____
Special Education Teacher	_____	_____	_____	_____
Other (describe) _____	_____	_____	_____	_____

10) Administrative Questionnaire for the Special Education Teacher's Aide contains questions on: a) her instructional arrangement, b) her training, and c) her assigned activities. Typical items are:

What was included in your training?(Check one or more.)

- ___ General information about child development
- ___ General information about handicapped children
- ___ General information about special education programs
- ___ Training in how to discipline (manage) children
- ___ Training in how to handle children with emotional problems
- ___ Training in how to help children with learning problems
- ___ Training in how to use special curriculum materials
- ___ General training about how to be a teacher's aide
- ___ No special training

How much time do you spend on each activity listed below?
(Check one column for each activity.)

	<u>Most--</u> <u>a lot</u>	<u>Some</u>	<u>Not much</u>	<u>None</u>
Helping individual handicapped child with school work	___	___	___	___
Helping individual normal child with school work	___	___	___	___
Grading individual handicapped child's work	___	___	___	___
Grading individual normal child's work	___	___	___	___
Working with small groups of children	___	___	___	___
Disciplining handicapped children who are out of control	___	___	___	___
Disciplining normal children who are out of control	___	___	___	___

Report Cards

Project PRIME has obtained the completed report card for each selected handicapped and non-handicapped contrast child. The teachers who completed the report cards were unaware until early June that they would be submitting report cards to Project PRIME. Data from the report cards will enable Project PRIME to assess the year-long progress the child has made in academic subjects and in social behavior, conduct, work habits, motivation and other personal and social measures typically included on report cards. It will also provide evidence on absenteeism and indicate whether the child was promoted.

Project PRIME supplied a sample report for districts where it was against school policy to submit a copy of the actual report card. A copy of the report card is available as supplementary material to this report.

Data Collection Procedures

The need to assure the external and internal validity of the instrumentation for Project PRIME required the development of a decentralized data collection system. Project PRIME was involved in 650 classrooms in 156 school campuses in 43 school districts. In order to overcome the geographical size of the State of Texas, it was necessary to use a system of local District Project PRIME coordinators and test administrators.

At the October Project PRIME workshop, an outline of the responsibilities to be assumed by the local district was discussed with the Directors of Special Education. The local directors were asked to assist in the following areas connected with Project PRIME.

1. Act as communications link between local school buildings and Austin Project PRIME research staff.
2. Handle public relations problems with local school personnel and parents.
3. Select and supervise local Project PRIME test administrators and classroom observers.
4. Coordinate the distribution of materials from Austin Project PRIME research staff to the test administrators.
5. Maintain quality control over test administration.
6. Relay problems and decisions to the Austin Project PRIME research staff.

The Directors of Special Education agreed that these responsibilities were critical to the Project's success and that they should be local school district responsibilities. The local Directors of

Special Education were asked to designate a person that would serve as the local coordinator for Project PRIME.

The names of the Project PRIME coordinators, number of Project PRIME paid personnel, number of unpaid district personnel, and approximate number of manhours spent on Project PRIME for each district are given in Appendix XXI. In many districts, the Director of Special Education served as the district Project PRIME Coordinator; in other district , a consultant or other special education staff member served as coordinator; in some districts, particularly the larger Project PRIME districts, a coordinator was selected and supervised by the Special Education Director, and paid by Project PRIME. This individualization of local organization, although causing some administrative difficulties in Austin, encouraged each district to use its own staff capabilities as much as possible to facilitate Project PRIME.

Local manpower needs (i.e., test administrators and observers) were usually met by employing substitute school teachers from each school district. The use of substitute teachers had several advantages. First, these individuals were known by the school principals, teachers, and children and therefore were minimally disruptive to the normal classroom activities. Second, the substitute teachers were legally able to cover classrooms if specific instrumentation necessitated the regular class teacher leaving the room. Third, the use of local personnel overcame the geographic problems inherent to a state-wide study involving 43 school districts. Fourth, the use of substitute teachers from

each school district minimized the costs involved in data collection. Thus, the reduced costs permitted the administration of a more comprehensive battery of instruments. Finally, the training and use of local personnel left the local school districts with long-term residual benefits in the form of trained personnel.

The local test administrators were responsible to the local district Project PRIME Coordinators, who in turn received instructions and support from the state Project PRIME Coordinator and staff (Figure 4). The organizational structure for the Project reflects the cooperative tripartite arrangement and responsibilities of each participant.

Training of Test Administrators (Fall 1971 Administration)

Training in the administration of the Metropolitan Achievement Test was provided by the Project research staff at a workshop held in Austin, Texas on October 4 - 5, 1971.

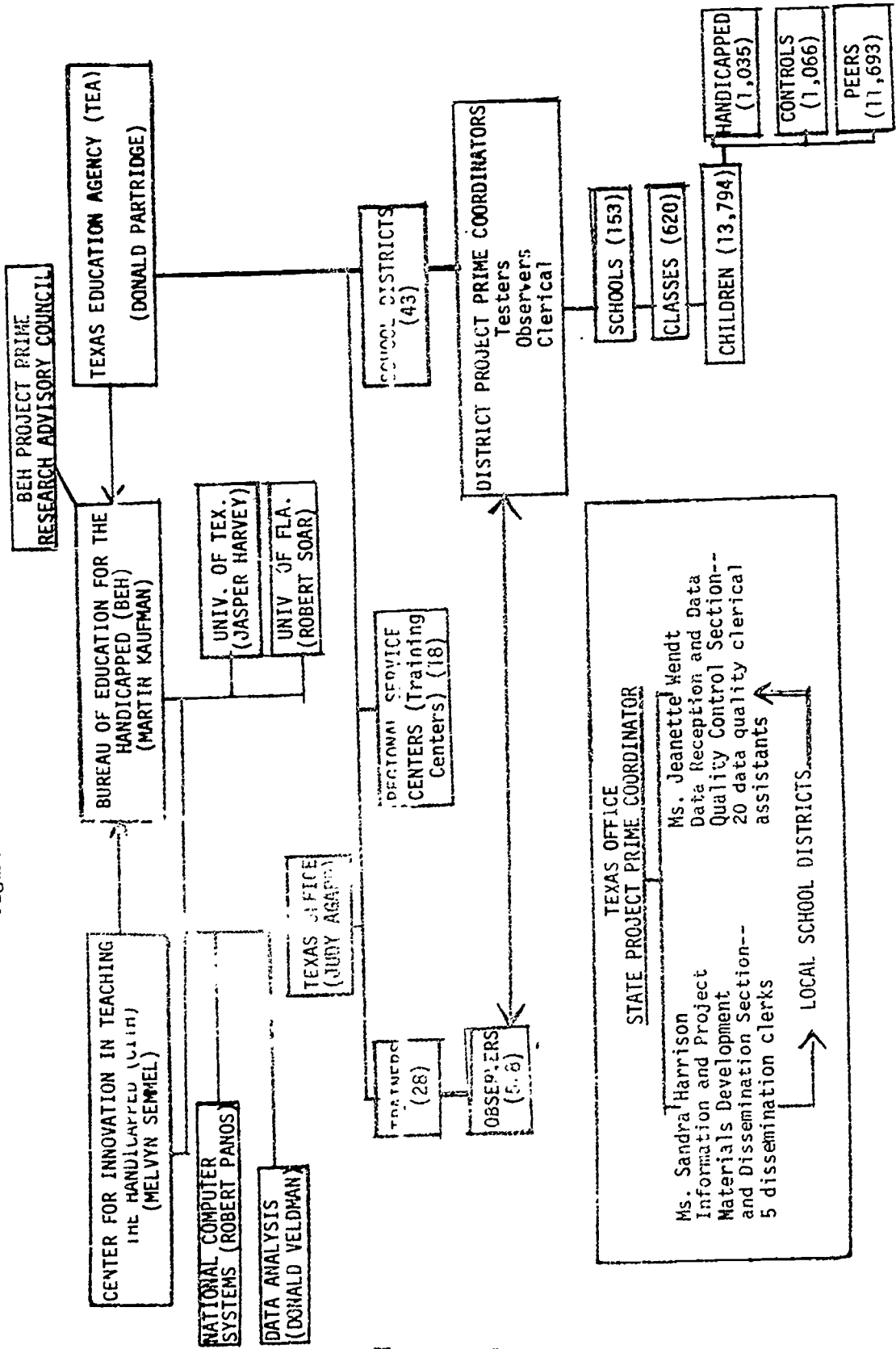
The workshop had several objectives, some of which have been discussed in other contexts. The five principal objectives were:

1. A discussion of the goals and objectives of Project PRIME;
2. A discussion of the local school district's responsibilities and duties;
3. A discussion of the sample selection procedure;
4. A discussion of selection of test administrators;
5. A discussion of achievement test procedures and schedules.

Materials provided for the local district Directors of Special Education attending the workshop are included in Appendix XXII.

The portion of the workshop explaining achievement test procedures included a description of the rationale for the selection

Figure 4. ORGANIZATIONAL CHART



of test administrators, and a set of instructions for scheduling the testing, for determining which test level should be administered to the selected handicapped and non-handicapped children, and for selecting the correct subtests to be administered.

The booklet, Guidelines for Test Administration, was given to each Director of Special Education along with copies of the four levels of Metropolitan Achievement Test being used and the Teacher's Instructions for each level. The Directors of Special Education raised several issues and potential problems, including the need for parent permission and the possible need to administer the test individually to certain disturbed or hyperactive children. During the discussion, local districts were asked to determine if parent permission forms would be needed and if so, encouraged to obtain them. Individual children's needs were also to be handled individually by the local districts in consultation with the state project PRIME Coordinator.

Administration of Achievement Tests

The Directors of Special Education returned to their respective school districts and selected and trained local personnel. Local test administrators for the fall achievement testing were selected according to guidelines given the district directors at the October workshop. The guidelines were:

1. Testers must be willing and able to travel anywhere within district or special education cooperative.
2. Testers must have experience in administering achievement tests.

Testers could be obtained from many possible sources:

1. School Education Diagnosticians
2. School Psychologists
3. Coordinators of Pupil Appraisal
4. Substitute Teachers
5. Students at local colleges
6. Educational Service Center Consultants.

Each test administrator received a packet of materials to assist in the administration of the fall achievement tests (Appendix XXIII). The packet included samples of each relevant level of the Metropolitan Achievement Test and the corresponding Teacher's Directions Booklet. Other materials in the packet were a list of

children selected for Project PRIME, Project PRIME Guidelines for Test Administration, a Testing Time Schedule Report Sheet, a Problem Report Sheet and a Final Check List.

The Metropolitan Achievement Tests were administered in small-group sessions with all children in the school who received the same level of the achievement test being tested together.

The educable mentally retarded (EMR) children were administered two levels of the Metropolitan Achievement Tests (Primary I and Primary II) in the fall and spring in an attempt to control for the basal and ceiling effects previously found in research with retarded children. The randomly selected normal contrast children and other handicapped children (LLD, MBI, and ED) were administered the level appropriate to their grade level. Only the reading and mathematics subtests were administered. As suggested by the Metropolitan Test authors, the subtests were administered in separate testing sessions over a four-day period. Table 7 indicates the testing schedule suggested.

TABLE 6

SUGGESTED TIME SCHEDULE

Day 1.	Morning	- Prim. I	-- Tests 1, 2	Est. Time = 30 Minutes
		Elem.	-- Tests 1, 2	Est. Time = 40 Minutes
		Inter.	-- Tests 1, 2	Est. Time = 40 Minutes
	Afternoon	- Prim. I	-- Test 3	Est. Time = 30 Minutes
		Elem.	-- Test 5	Est. Time = 35 Minutes
Day 2.	Morning	- Inter.	-- Test 5	Est. Time = 35 Minutes
		Prim. I	-- Test 4	Est. Time = 30 Minutes
		Elem.	-- Test 6	Est. Time = 25 Minutes
	Afternoon	- Inter.	-- Test 6	Est. Time = 25 Minutes
		Elem.	-- Test 7	Est. Time = 30 Minutes

***** SKIP A DAY *****

Day 3.	Morning	- Inter.	-- Test 7	Est. Time = 25 Minutes
		Prim. II	-- Tests 1, 2	Est. Time = 33 Minutes
	Afternoon	- Prim. II	-- Test 3	Est. Time = 30 Minutes
Day 4.	Morning	- Prim. II	-- Tests 5, 6	Est. Time = 38 Minutes
		Afternoon	- Prim. II	-- Test 7

Training of Test Administrators (January 1972 Administration)

A second Project PRIME workshop was held on December 14-15, 1971 in Austin, Texas, for the local district Directors of Special Education. The objectives for the second workshop were a) discussion of the attitudinal and social adjustment instruments, b) instructions concerning general administration of these instruments, c) discussion of concerns centered on testing minority group children, d) discussion about the activities necessary to build a master file for all students and teachers involved in Project PRIME, and e) the introduction of classroom observation systems. See Appendix XXIV for the agenda and specific materials. During the workshop, the Project PRIME instruments to be administered in January were presented, the process of instrument development was outlined, and the rationale behind each instrument was discussed. Comments and questions from the Directors of Special Education were aired and tentative answers provided.

One entire session was spent in a panel discussion of the problems to be anticipated when testing minority group children. The panel of professional education consultants representing black and Mexican-American minority groups consisted of:

Ms. Magnolia Baker, Consultant for Special Education and Counseling, Department of Counseling, Texas Education Agency, Austin, Texas

Ms. Isaurra Barrera, Chief Consultant, Special Education Division, Education Service Center, Region XX, San Antonio, Texas

Ms. Alba Luna, Instructional Consultant, Special Education Division, Education Service Center, Region XX, San Antonio, Texas

Ms. Jo Ann Paul, Chief Consultant in Early Childhood Special Education, Department of Special Education, Texas Education Agency, Austin, Texas

The panel discussed specific items and general areas of sensitivity, the appropriate way to use the Spanish translations of the instruments, and the need for sensitive and responsive test administrators. Every effort was made during the discussion to make local directors conscious of the need to be aware of variations in cultures. Directors were asked to select test administrators who would be sensitive to individual children's reactions and who would not pressure, antagonize, or humiliate any child for the purpose of obtaining Project PRIME data.

Administration of Sociometric and Attitudinal Instruments

The local district Directors of Special Education were requested to select and train test administrators for the January 1972 test administration. Test administrators selected for January included test administrators from the fall achievement testing, substitute teachers, and teacher's aides who were later trained as observers, and university students involved in courses in Educational Psychology or Tests and Measurements. The test administrators were selected, trained and supervised by the local Project PRIME coordinators. They were paid by Project PRIME, however, not the district. Each test administrator received a packet of materials to assist in the administration of the sociometric and attitudinal instruments (See Appendix XXV).

In addition to the material needed for testing, the Directors of Special Education were also provided with material to be used in public relations activities with parents and school district personnel--teachers and principals (Appendix XXVI). This material consisted of an Overview of Project PRIME and letters of support from Dr. J. W. Edgar, Commissioner of Education, and Dr. Robert Montgomery, Assistant Commissioner of Special Education and Special Schools. The Project PRIME research staff and TEA consultants were also available to address interested or concerned groups about Project PRIME if the school district requested. Some of the instruments and certain individual items were threatening to teachers. Teachers were reassured that the data collected by the Project would not be used by the school district to evaluate their teaching.

The test administration procedures for the sociometric and attitudinal instruments were designed to ease the cognitive burden on the child and to avoid response bias and fatigue. All instruments were read aloud to the children; thus, no child was required to have a facility with reading. All instruments were designed to minimize the amount of writing required from the child. The child either filled in faces or wrote the words "yes" or "no." The response of writing "yes" or "no" was used to avoid perseverence and response

position effects, sometimes found with machine-scoreable answer sheets. Spanish translations were available for Mexican-American children.

Table 7 lists all the children's instruments which were administered in January 1972, and tells how many items were included in each instrument, how many parts each questionnaire was broken into, and the time for administering the questionnaire. It was recommended that the questionnaires be broken into units so that a child never had to answer more than 35 questions of the same type in a row. A single testing session was held to around an hour for group or classroom testing and half an hour for individual testing.

A selected classroom received three instruments (Guess Who, How I Feel Toward Others, and Your School Days) given in two sessions. The first session consisted of Guess Who and items 1 - 30 from Your School Days. When a test was broken into separate administration, the instructions were reviewed before administering the second and remaining parts.

Three of the children's instruments were administered to the selected children in small groups. Each testing session lasted about one hour. Since About You and Your Friends was a long instrument, it was divided into four parts, two parts being given at each setting. To prevent boredom, half of How Do You Feel was given between two parts of About You and Your Friends at each sitting. This procedure is outlined below:

TABLE 7

CHILDREN'S INSTRUMENTS ADMINISTERED IN JANUARY

List of Instruments	Number of Items	Number of Parts	Time/Part	Total Time
Selected Classroom				
GUESS WHO	31	1	1/2 hr.	1/2 hr.
YOUR SCHOOL DAYS	65	2	1/2 hr.	1 hr.
HOW I FEEL TOWARD OTHERS	1	1	1/2 hr.	1/2 hr.
Selected Children (tested in groups)				
ABOUT YOU AND YOUR FRIENDS	96	4	1/4 hr.	1 hr.
HOW DO YOU FEEL	41	2	1/2 hr.	1 hr.
Selected Children (tested individually)				
LET'S PRETTY	30	1	1/2 hr.	1/2 hr.

- Session I: About You and Your Friends--items 1 - 25
How Do You Feel --items 1 - 20
About You and Your Friends--items 26 - 50
- Session II: About You and Your Friends--items 51 - 75
How Do You Feel --items 21 - 41
About You and Your Friends--items 76 - 96

Let's Pretend was given to each selected child individually.

The individual testing session took about one-half hour.

A sample schedule for testing in a school which had fifteen selected children (both handicapped and non-handicapped) in five different classes is given in Table 8. It illustrates how a maximum amount of testing can be accomplished in a single week. Of course, different schedules may have been more appropriate in other situations.

TABLE 8

SAMPLE TESTING SCHEDULE

A.M.	Day 1	Day 2	Day 3	Day 4
1st hr.	Class #1(1)	Class #1(2)	Class #4(1)	Class #4(2)
2nd hr.	Class #2(1)	Class #2(2)	Class #5(1)	Class #5(2)
3rd hr.	S.C. #1	S.C. #5	S.C. #9	S.C. #13

P.M.

1st hr.	Class #3(1)	Class #3(2)	Group (1)S.C.	Group (2)S.C.
2nd hr.	S.C. #3	S.C. #7	S.C. #11	S.C. #15
	S.C. #4	S.C. #8	S.C. #12	S.C. Makeup

Additional makeup tests and individual administration of Guess Who or How I Feel Toward Others to non-readers should be done by May 5.

KEY:

Class #1 (1) refers to selected classroom #1, session #1 during which Guess Who and Your School Days, Part 1 were given.

Class #1 (2) refers to selected classroom #1, session #2 during which How I Feel Toward Others and Your School Days, Part 2 were given.

S.C. #1 refers to selected child #1 individual testing session for Let's Pretend.

Group (1) S.C. refers to small group session for selected children during which How Do You Feel, Part 1 and About You and Your Friends, Parts 1 and 2 were given.

Group (2) S.C. refers to small group session for selected children during which How Do You Feel, Part 2 and About You and Your Friends, Parts 3 and 4 were given.

Administration of Instruments, Spring 1972

The spring 1972 administration of the Metropolitan Achievement Tests was conducted using the same procedures that were employed in the fall of 1971. The Project PRIME staff provided a list of children to be tested and the level(s) of test to be given to each child. Based on problems reported during the fall testing, EMP children who could not cope with the Primary II level of the Metropolitan were exempted from the Primary II level of the test. Materials provided for the spring achievement testing are included in Appendix XXVII.

Two of the children's instruments were administered in the spring, the Children's Questionnaire and How Do You Feel--Part II. The Teacher's Attitude and Classroom Climate, and the two questionnaires on the child's demographic and educational background, the Selected Children's Background and the Selected Children's Education Experience Questionnaire were also completed. Teachers were asked to submit a copy of each selected child's report card at the end of the school year. The administrative questionnaires were also completed at this time.

Appendix XXVIII contains the supporting materials for the spring questionnaire administration.

The time demands on the teachers and administrative staff to complete all the questionnaires during the spring required that

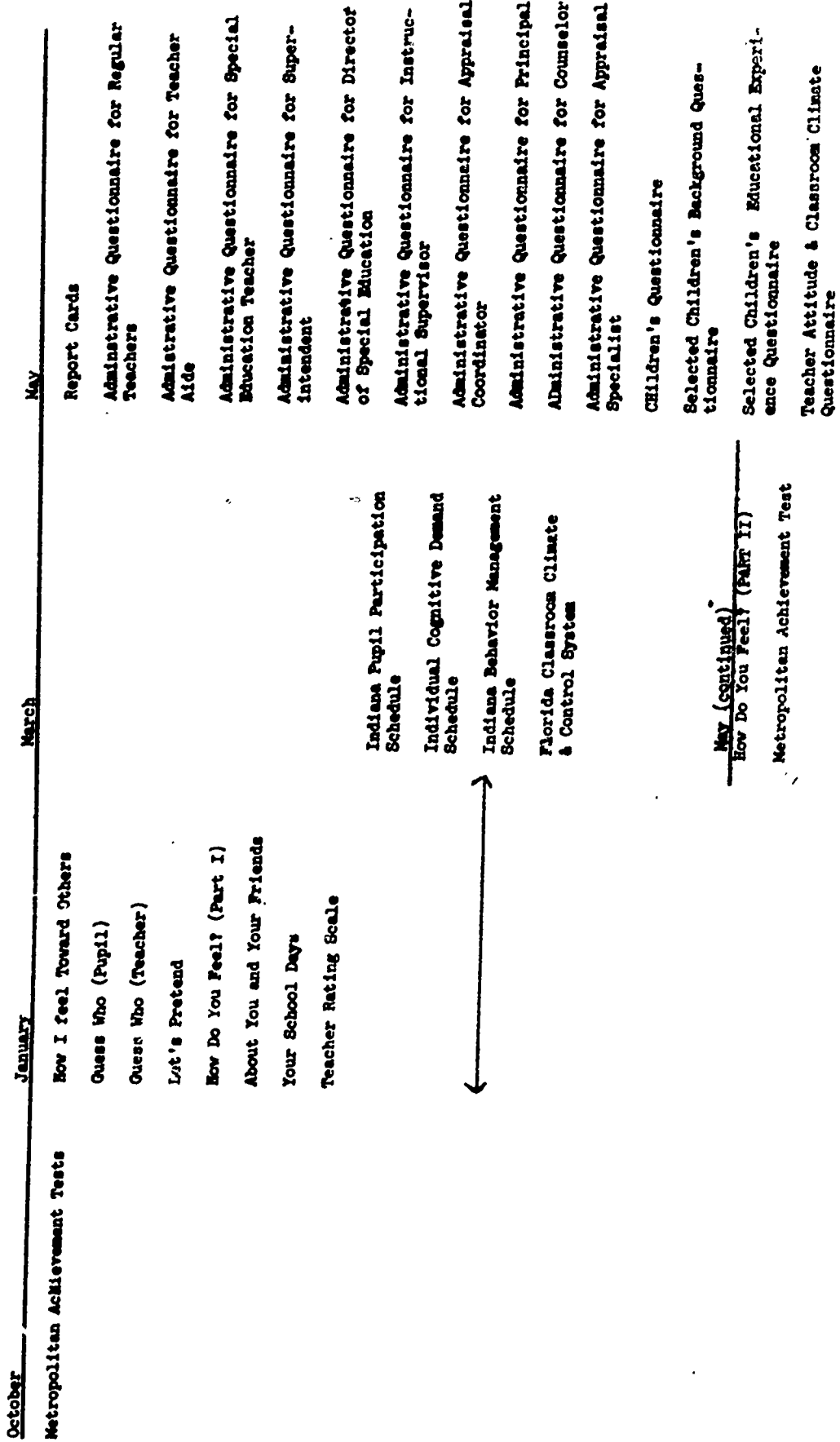
Project PRIME provide payment for the instruments completed. Information on the payment rates and forms used are included in Appendix XXXIX. Figure 5 depicts the time at which each instrument was administered.

Summary of Project PRIME Test Administrators

Biographical information on all Project PRIME test administrators was collected and is summarized in Table 9. The personnel who administered the fall and spring MAT's were generally older, better educated, and had more teaching experience than did the winter questionnaire administrators. This was due to the stipulation that, whenever possible, achievement test administrators should have had experience in administering achievement tests. The emphasis for the selection of testers for administering the winter questionnaires had shifted from a preference for experience in testing to a preference for testers who would be able to develop a rapport with the children in the testing situation. Particularly during the winter testing, Project PRIME wished to employ test administrators who were bilingual in the districts with a large proportion of Mexican-American children. Evidence of the success in obtaining bilingual test administrators is evidenced in the fact that almost 30% of the winter test administrators were Mexican-Americans.

Throughout the year, the experience level of the personnel used by local districts for implementing PRIME's test administration was remarkably high. About three-fourths of the test administrators had had some experience teaching, and about 40% had had more than

Figure 5
Time Line of Instrument Administration



	FALL MAT		WINTER QUESTIONNAIRE ADMINISTRATION		SPRING MAT		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
AGE:								
Less than 25	18	13.7	50	38.2	6	8.5	74	22.3
25-35	38	29.0	46	35.1	32	45.7	116	34.9
36-45	43	32.8	21	16.0	18	25.7	82	24.7
46-55	22	16.8	10	7.6	7	10.0	39	11.8
Over 55	10	7.6	4	3.1	7	10.0	21	6.3
TOTAL:	131		131		70		332	
SEX:								
Male	11	8.4	11	8.5	4	5.7	26	7.9
Female	120	91.6	118	91.5	66	94.3	306	92.1
TOTAL:	131		129		70		330	
ETHNIC GROUP:								
Anglo	118	92.2	80	61.5	65	92.9	263	80.2
Black	7	5.5	9	6.9	3	4.3	19	5.8
Mexican-American	2	1.6	38	29.2	2	2.9	42	12.8
Oriental	1	0.8	0	0	0	0	1	0.3
Other (Spanish-American)	0	0	3	2.3			3	0.9
TOTAL:	128		130		70		328	
YEARS TEACHING EXPERIENCE:								
None	19	14.5	52	40.0	10	14.5	81	24.5
1-5	1	0.8	6	4.6	2	2.9	9	2.7
Substitute teaching only	11	8.4	28	21.5	12	17.4	51	15.5
Three years or less	24	18.5	10	7.7	15	21.6	49	14.8
Over three years	76	58.0	34	26.2	30	43.5	140	42.5
TOTAL:	131		130		69		330	

three years. Only a little over 10% of the test administrators had had no college training while almost three-fourths had graduated from college and more than half had had at least one course in testing.

Information about the testing situation for the spring MAT's is summarized in Table 10. Similar information from the fall MAT test administration is not available, but comparable data from the spring questionnaires administration will be analyzed later. Informal reports from test administrators indicate that the testing situation was fairly consistent throughout the year. Testing was usually done in the same room each time, regardless of its suitability, because it was the only space available. Even so, only 8% of the children were given the spring MAT in a very small room and almost half of them were tested individually. The MAT's were supposed to be administered in small groups, and 95% of the children were tested in groups of 10 or less. Distractions during testing did occur, but in less than half of the testing situations. Distractions were only serious in about 5% of the testing sessions. Distractions from inside the testing situation were primarily created by the children themselves. In less than 20% of the sessions were these distractions at all serious.

TABLE 10

	TESTED INDIVIDUALLY		2-5 CHILDREN		6-10 CHILDREN		11-15 CHILDREN		16-30 CHILDREN		OVER 30 CHILDREN		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%		
Tiny, like a large closet	55	3.1%	80	4.5%	10	0.55%							146	8.1%
Small room	117	6.5%	335	18.6%	98	5.4%	7	0.38%					557	31.0%
Average class- room extra large like a cafe- teria or gymna- sium	198	11.0%	447	24.8%	196	10.9%	44	2.4%	8	0.44%	2	0.11%	895	49.7%
TOTAL:	396	22.0%	921	51.2%	394	21.9%	76	4.2%	10	0.5%	2	0.1%	1,795	100%

DISTRACTIONS

FROM OUTSIDE THE TESTING SITUATION:

A. NONE	869	49.7%
B. RARELY	525	30.0%
C. OCCASIONALLY	270	15.4%
D. OFTEN	84	4.8%
TOTAL:	1,748	99.9%

FROM INSIDE THE TESTING SITUATION:

A. NONE	1,030	59.3%
B. RARELY	395	22.7%
C. OCCASIONALLY	238	13.7%
D. OFTEN	75	4.3%
TOTAL:	1,738	100.0%

Classroom Observation System

Overview

Historically, studies concerned with the educational process have been limited to the description of, or experimentation with, antecedents and/or consequences of classroom activities. Large-scale evaluations have rarely employed measures concerned with direct observation of classroom interactions. When they have been included, classroom behavior has traditionally been measured by employing high-inference rating scales as the measurement procedure. Medley and Mitzel (1959) reviewed studies of supervisory ratings of teacher effectiveness and their relationship to pupil gain. Generally, the findings consistently revealed a low correlation between supervisory ratings and pupil performance. At present, there is no singularly accepted theory or methodology for the measurement of classroom behavior.

Medley and Mitzel (1963) suggest that there are "two phases in the process of measuring classroom behavior: (1) securing a record of a sample of the behaviors to be measured, and (2) quantification of the record (p. 298)." Rosenshine (1971), after reviewing the extant research on teacher behavior, appears to have reinterpreted the Medley and Mitzel dichotomy in his discussion of new directions for classroom behavior studies. He views the two phases in terms of (1) selection of variables and (2) coding procedures.

Rosenshine's concerns (1971) and suggestions for a "second generation" of teacher behavior studies were carefully considered in designing Project PRIME. The dilemma of variable selection has been succinctly stated by Glass (1969).

Evaluators are advised to heed a vast assortment of data. They are warned that anything that feeds into a program (antecedents), happens during it (transactions), and results from it (outcomes) may prove to be critical to the success of the program. They are also told that it is vital to consider not only what happened (observations), but what should have happened (intents). (p. 30)

Thus, a wide variety of variables must be studied in order to gain an adequate overview of the educational process.

The determination of the level of specificity of variables to be studied can also be considered in terms of high inference and low inference measures. The relative advantages of high versus low inference measures appear equivocal. Thus, both types of measures were employed in this project.

The quantification of behaviors (i.e., coding procedures) is also directly related to the level of specificity of variables included in the study. There are two principle ways for quantifying observational data. The first approach requires the restriction of observations to one, or no more than a few aspects of classroom behavior, determination of a method for segmenting of behaviors, and the definition of a limited number of mutually exclusive categories. Each segment of behavior is classified and recorded into one and only

one of the defined categories. The record of classroom behavior obtained in this manner indicates frequency of occurrence for each behavioral category as well as, in some instances, providing information related to the sequencing or chaining of behavioral categories. A coding approach of this type is referred to as a category system. The second approach to quantifying classroom behaviors is a procedure in which a large number of possible behaviors are listed, a coder observes for a standard period of time, and tallies each item of behavior that occurs. This procedure typically is not concerned with capturing frequency or sequence of classroom behaviors but rather with the identification and recording of a more extensive system of behaviors, usually reflecting finer differentiations in the nature of the behavior observed. An approach of this type is referred to as a sign system. Thus, the decision to use a categorical or sign system as a procedure for quantifying classroom behavior will effect the level of specificity of behaviors included in a study.

Project PRIME employed categorical as well as sign systems for recording classroom behavior. In addition, observers, students and teachers completed high inference rating scales. Information related to variables under study was collected from observations as well as from self-reports and ratings, in an attempt to determine the most economical, reliable and valid data collection procedures.

The specific purpose for observing classroom behavior was to determine the relevant dimensions of effective teaching as related to pupil growth. A second objective was the description of a week of school activities based on inputs such as pupil behavior, teacher behavior management techniques, cognitive demand levels in the class, pupil participation, and quality of classroom climate. Additional descriptive information was collected concerning classroom physical environment, personnel in class, classroom displays, academic activities, teacher tasks, pupil tasks, structure for classroom activities, and seating arrangements.

This section of the report initially describes the classroom observation systems developed, refined, and/or modified for use in Project PRIME. Following this is a description of the training procedures aimed at obtaining a reliable record of observed behaviors. Finally, the observation scheduling procedure which maximized the likelihood of obtaining a representative sample of classroom behavior is described.

Indiana Behavior Management System II (IBMS). The IBMS (Fink and Sammel, 1977) is a category system which reflects the dyadic relationship of pupil behavior and teacher management procedures. The system contains nine possible pupil behavioral categories and 13 possible teacher control categories. The IBMS, which employs a ten-second time sample procedure, records whether a child is on-task or off-task and identifies the nature of off-task behavior.

Simultaneously, data is recorded which relates whether the teacher is on-task or is engaged in a specific control behavior. (See Appendix XXX)

Individual Cognitive Demand Schedule (ICDS). The ICDS (Lynch and Ames, 1971) is a category system developed to reflect the levels and patterns of cognitive demand in the classroom. The system contains 13 categories representing a continuum of low to high level cognitive demand. The teacher's cognitive demand, the pupil's response, and the teacher's feedback comprise a triad which is recorded in real time. The coding procedures employed in the ICDS provide a record of: (1) level of cognitive demands, (2) frequency of various levels, (3) congruency of cognitive levels between teacher demand and pupil response, and (4) sequencing of cognitive demands of different levels. (See Appendix XXX)

Indiana Pupil Participation Schedule (IPPS). The IPPS (Myers and Semmel, 1971) is a low inference observation coding system constructed to record the frequency of pupil participation in classroom activities. The nature and number of participatory interchanges between teacher and pupils is recorded in real time. (See Appendix XXX)

Florida Climate and Control Schedule (FLACCS). The FLACCS (Soar, Soar and Ragosta, 1971) is a modification of the South Carolina Observation Record (Soar, 1966), which drew heavily on the Hostility-Affection Schedule (Fowler, 1962) and the earlier versions

of the Observation Schedule and Record (Medley and Mitzel, 1958). The system is comprised of 74 items made up of teacher control behaviors and pupil responses plus 79 verbal and nonverbal positive and negative classroom affective behaviors. Classroom control is conceptualized broadly, reflecting the structure of the classroom as well as teacher control procedures and pupil responses to these behavior management techniques. Classroom climate is posited as an expression of verbal and nonverbal positive and negative affect by teachers and pupils. The system represents a sign procedure (two minute segments of behavior are recorded) for quantifying classroom behaviors (See Appendix XXX).

Training Packages

The large number of observers needed (n=528), the wide geographic distribution of the school districts scattered across approximately 267,339 square miles, and the number of classroom observation systems employed (n=4) necessitated the development of multimedia self-instructional training packages. In order to develop the training packages for each observation system, special Project PRIME units were created at the Center for Innovation in Teaching the Handicapped (CITH) at Indiana University and at the Institute for Development of Human Resources (IDHR) at the University of Florida. The special Project PRIME units were under the direction of Melvyn I. Semmel and Robert S. Soar respectively. The special Project PRIME unit created at CITH, in addition to its development activities, had primary responsibility for overall coordination

of classroom observer training. (See Appendix XXXI for organizational outline of these units.)

In addition to the training packages, it was necessary to design machine-scoreable coding booklets for each observation system. The authors of the classroom observation systems and the staff of the special project PRIME units cooperated to devise an optimal design for the machine-scoreable coding booklets. Several field-test ventures preceded the decision on the final booklet format. Finally, representatives from CITH, IDHR and Dr. Martin Kaufman, Project Director, met with National Computer Systems in Minneapolis concerning preparation of coding booklet mock-ups subsequent to production and ultimate data reduction for each observation system.

Included in each observation coding booklet, and common to all systems, was a sign system designed to provide descriptive information related to the physical context and academic content setting in which each observation system was being used. The descriptive information in this status data included class size, type of class, classroom physical environment, personnel in class, and displays in classroom. This information was recorded each time the observer entered a classroom. Information related to academic activity, pupil-teacher-observer position in class, pupil seating arrangement, structure for classroom activities, teacher task and pupil task was recorded every four minutes on the IBMS and ICDS and every ten minutes on the IPPS and FLACC. Finally, every 40 minutes on the

ICDS and IBMS, every 50 minutes on the FLACCS and IPPS, or whenever the coder left a classroom, the coder completed a high inference rating scale evaluating teacher performance. The Classroom Data Instruction Manual (CDIM) (Semmel, M. I. & Hasselbring, T., 1971) was developed to provide instructions on coding the physical context and academic content data. The manual explains coding ground rules, defines terminology and provides examples of coding different classroom situations. (The CDIM is available as a supplement to this report.)

Having identified and defined the behavioral categories to be included in the project, an assessment of observer competencies necessary for reliable coding was undertaken. The following competencies were deemed necessary for reliable coding. An observer needed to be able to:

- a. identify the category to which a relevant behavior belonged;
- b. make fine discriminations between neighboring categories;
- c. code instantaneously while the behavior is occurring, or, as in FLACCS, scan and identify behaviors to be tallied post hoc;
- d. disregard irrelevant behavior in the classroom;
- e. handle the recording device (e.g., coding booklet) efficiently; and
- f. code with confidence in the absence of any feedback about the accuracy of the coding.

Based upon this assessment of competency, development of the components for each observation system training package was initiated.

Each training package included a programmed instruction manual, video tapes, audio tapes and a training workbook which accompanied the audio-visual materials. In addition, the CITH kits contained a self-instructional role-play unit consisting of an audio tape and four sets of role-playing cards which simulated a classroom setting. The training manuals are available as supplementary materials to this report.

Written Training Materials. The training manuals introduce the student to each category in the coding system through a series of examples, negative instances and discrimination questions. The print medium was chosen because it afforded the student an opportunity to study examples at his own pace. After each new category was introduced, it was compared to earlier ones. Frequent test frames were included to help guarantee mastery of the categories.

The hard copy components of the observer training packages consisted of two volumes. The first volume for each observational system provided the learner with an overview of the specific system as well as the definitions and explanations of each category within the system. The IBMS, ICDS, and IPPS material was developed in a formal programmed instructional format. The second volume for each of the four systems provided the observer with a workbook which was sequenced to the

audio and video practice tapes. The written training material was accompanied by the actual machine-scoreable answer booklets for use during the workshop sessions.

Audiovisual Training Materials. The IDHR staff chose appropriate examples from an extant library of videotapes made in actual classroom settings. This procedure provided the trainers with a broad experiential base of different classroom settings (i.e., open, unstructured, situations as well as regular classroom situations) prior to actual classroom coding.

Based upon the assumption that taping conditions are extremely poor in most classrooms, the CITH staff of instructional developers decided to employ an open-ended role-playing procedure for the production of audio and video tapes. This procedure permitted an economical and efficient manner for obtaining a sufficient number of examples for all categories in each system. (See Appendix XXXII for a summary of the contents of each training package.)

In the CITH video training tapes, small groups of elementary school-age children were utilized in simulated classroom environments. Different graduate students played the teacher role and were asked to demonstrate a specific teaching or control behavior that was to be emphasized in a given segment. Similarly, certain pupils were prompted to elicit specific types of behaviors. The remaining children were told to pretend that they were in a regular classroom and to perform normally.

For all the systems, a constant developmental testing program provided feedback to members of the production teams, as the development of both the written and audiovisual components of the program progressed. In the earlier stages, evaluation proceeded on a chapter-by-chapter and segment-by-segment schedule, with constant revision for improvement of materials. Later, as groups of subjects tested the integrated packages, their feedback served as the basis for further strengthening of the programs (Appendix XXXIII.) Following the production of the audiovisual components, each segment was coded at least twice by three expert coders. Through the use of this technique, a number of timed segments were produced for purposes of coding practice during the training of classroom observers. In addition, a set of tapes of classroom sequences was designated and utilized as the criterion tests for each observation system.

The practice exercises involving these protocols were structured to successively approximate actual classroom events. Coding booklets were introduced from the very beginning to provide maximum practice. Trainees began by watching (or listening to) small isolated segments of classroom behavior, recording them in coding booklets, and getting immediate feedback from the training booklets. The exercises gradually became longer in duration, were mixed with more irrelevant behavior, required finer discriminations, and presented behaviors in faster succession.

Feedback was delayed and later completely withdrawn. At this stage, trainees were asked to compare their coding with one another and arrive at a consensus.

Built into the training packages were small group activities and classroom coding experiences. Classroom coding practice was kept close to actual observation procedures, with one major exception; trainees paired up to code the same period, thus enabling them to compare notes and reconcile their differences.

Finally all trainees were required to code the same criterion tape or segment twice, in order to gain an assessment of intra-coder agreement and coder agreement with criterion codings. On the basis of this assessment, a decision was made as to whether a coder was adequately trained or needed further training.

Pretests of Coder Ability

Of major concern to those who were working with the training packages was a measure for prediction of coder ability. Consequently, concurrent with production of the training packages, two pretests were developed at CITH. The IBMS Pretest of Coder Ability (Frick, 1971) allowed ten minutes for reading descriptions of and memorizing ten categories. Subjects were then tested for recall of names and abbreviations of the categories, then asked to code a short transcript of classroom behavior.

The second test was a measure of Auditory Acuity (D. Semmel, 1971). While subjects listened to an audio tape, they were asked to tally all words that belonged in the classifications of: (a) geographic place names, (b) animals, (c) bodies of water, or (d) numbers. Directions were given on the tape, instructing

the listeners to code two, three-minute segments on the special tally sheets provided.

One of these pretests was administered to each of the trainees in the Texas workshops; analysis of this data is currently in progress. If either of the pretests predict coding abilities, they could be used as screening devices for trainee-observer selection.

Training Workshops at CITH and IDHR

The core of the Texas Training Team (TTT), which conducted workshops in 17 Educational Regional Service Centers throughout the state, consisted of 19 University of Texas graduate students. These students were selected as a result of interviews held at the University which assessed their potential as coders and as trainers, the understanding of an interest in the project, and their flexibility in handling new situations.

All of the students attended a five-day intensive workshop which was held January 9-14, 1972. Seven learned ICDS and six learned IBMS II at CITH. The remaining students attended a workshop for FLACCS at the University of Florida. Since all nineteen also learned IPPS, a CITH trainer went to Florida to instruct those students in that system (See Appendix XXXIV).

On the first day of the workshop, trainees were introduced to the Classroom Data Instruction Manual and to the coding booklets. They then completed the written and video portions of the

IPPS Training program. In the late afternoon, trainees spent an hour and a half in situ, coding actual classroom participating behavior. Afterward, students gained further experience by coding additional videotape of classroom simulations of pupil participation.

Students began learning their second system the next day. The material in the written program was interspersed with audio-visual segments illustrating each of the categories. Throughout the workshop, criterion tests were given, followed by feedback and discussion. Students coded in the schools both Thursday afternoon and Friday morning (see Appendix XXXV). (This same training schedule was later followed when training the local Texas observers.)

In the Texas Training Team Workshop, students not only learned the observation systems, but received intensive training in the organization of workshops, group dynamics, methods of individualizing instruction, use of materials and equipment, and collection of data. Each trainee also received detailed instructions on phases of data collection from the workshops themselves: (a) how to gather and transmit coder reliability data from criteria tests, using specially designed data collection forms, and (b) how to instruct coders to collect and forward data (see Appendix XXXV). At the end of the workshop, each member of the team was given a training kit containing all the materials necessary for conducting a workshop on the IPPS and either the ICDS, IBMS or FLACCS.

Observation Workshops in Texas

From January 17 to February 3, 1972, the Texas Training Team, augmented by eight trainers from CITH, held observation workshops at 17 Educational Regional Service Centers throughout Texas. The number of observer trainees at each regional site varied from 2 to 24. Overall, 528 observers were trained to reliability during the three week period. Trainers rotated weekly, so that each of the three major systems were taught at each Center. In addition, all trainers provided instruction on the IPPS. A "hot-line" was established which provided continuing direct assistance in the field to the Texas Training Team. In addition, following the first week of workshops, January 22 and 23, 1972, all trainers gathered at Brownsville, Texas for discussion of problems and concerns related to training and workshop procedures. Present for the meetings were Dr. Semmel, Dr. Soar and Dr. Kaufman.

A meeting was held with the directors of the Educational Regional Service Centers in Texas to work out problems concerning facilities and equipment for the training sessions. This was followed by frequent communications with centers what were having difficulty adopting or procuring equipment. (See Appendix XXXVI for the materials and communications with the Educational Regional Service Centers necessary for conducting the workshops.) While the Texas workshops were in progress, the Austin Project PRIME staff performed a number of functions, including completion of observation schedules and supplying materials to individual school districts.

Quality Control

The procedure for maintaining quality control checks on the 528 observer trainees attending the workshops was developed at CITH. Following criterion test administration on each Monday and Thursday, data was transmitted by telephone utilizing telecopiers through the Washington office to CITH in Bloomington, Indiana. Reliability data with individual comments on the strengths and weaknesses of each trainee was then transmitted back to trainers in Texas. Trainers received the information on criterion testing within 12 hours of test administration, enabling them to analyze objectively the progress of their trainees and thus provide appropriate guidance for those with specific problem areas.

Observer reliability in this report refers to: (a) the extent to which an observer's coding agrees with criterion coding of experts using the same observation system when observing the same classroom events (criterion-related reliability), and (b) the extent to which an observer's coding is consistent with his previous coding of the same classroom events (intra-coder reliability),

Assessment of Observer Reliability. Two reliability checks were made on the local Texas observers. The first was conducted during the week of the intensive training workshops to decide if the observers knew their systems well enough to code in the classrooms.

For computing reliability during the training workshops a statistical procedure was employed which calculated percent agreement as well as a modified version of Scott's coefficient (1955). This procedure provided the basis for rank ordering of trainees from each region. This was done for both intra-coder agreement and coder agreement with a set of criterion scores for each observation system.

At the end of each week, a recommended list of coders to be dropped was sent to the Texas Project PRIME office (See Appendix XXXVII). This information was then transmitted to the local school districts (District PRIME Coordinators) for appropriate action. Roughly 15% of the observers on each observation system were recommended to be dropped from the Project on the basis of their initially low reliability scores.

Although Scott's coefficient has often been criticized in the literature, due to time pressure and problems of programming more robust coder reliability measures, it was decided that Scott's coefficient would provide the most easily comprehensible and manageable feedback to trainers and trainees. More rigorous and robust statistical measures of observer reliability (or agreement) are now in progress. Estimates of reliability (or stability) of teachers, pupils and situations (Medley & Norton, 1971; McGaw, Wardrop & Bunda, 1972) will be determined when the actual raw data is analyzed.

Maintenance Check. Following completion of classroom coding, a second observer reliability check was implemented in order to determine the degree to which observers maintained their coding skills. The primary question posed here was "to what extent did observer coding skills deteriorate or improve as a result of coding experience in the classroom?" In order to answer this question, a multifaceted observer reliability maintenance check was instituted in all 18 regions throughout Texas. During the week of May 8-12, 1972, and part of the following week, an attempt was made to contact and assess each observer's reliability who actually coded in classrooms, in one or more of the following ways: (1) workshop, (2) telephone interview, (3) completion of written scripts, or (4) the coding of television programs.

Workshop Reliability Maintenance Check. Observers for each classroom observation system were randomly selected from the twelve largest regions in the state to attend a three-hour workshop (See Table 11). The 12 regions encompassed 92% of all observers in the study. Approximately two-thirds of the observers (n=319) from the 12 regions were randomly selected, of which 54% (n=171) attended the workshops. Thus, about one-third of all observers in the study attended the maintenance reliability workshops. Attrition was due to factors such as coders having obtained other employment, inclement weather (flooding and tornadoes), illness, moving, and extended distances (greater than 100 miles) from workshops. The representativeness of this sample is currently being estimated.

TABLE 11

Population and Sample by Observation System
for the Regional Workshops

System	Observer Population (N for 12 regions)	Selected Sample (n)
IBMS	161	108
ICDS	159	102
FLACCS	159	109
IPPS/Total	479	319

CITH personnel conducted three workshops in three different regions during the week of May 8-12, 1972. Each workshop consisted of three three-hour sessions, one session for observers from each major classroom observation system: IBMS, ICDS and FLACCS (See Appendix XXXVIII). At each session the observers coded video tapes of simulated classroom activities containing examples of behavioral categories from the IPPS and their major observation system. In addition, feedback related to concerns and problems encountered during their field experiences was obtained from observers.

Considerations in the preparation of materials related to the content and conduct of the observer workshops were numerous. The most rigorous procedure for determining observer reliability would be to have all coders of a specific system in a given classroom coding the same events accompanied by "expert" coders who had previously demonstrated a high degree of reliability. In addition to the logistical and economic feasibility of such a procedure, it is unlikely that a sufficient sample of each behavioral category could be observed in a reasonable time frame. Further, intra-coder reliability could not be determined since live observations do not permit coding the same events twice. A second alternative for determining the maintenance of reliability by the observers would be to video-tape actual elementary classroom activities. However, this procedure lacks economy in that extensive sampling would be necessary to obtain adequate representation of each behavioral category for each classroom observa-

tion system. Additionally, the video and audio quality obtained from live classroom settings is relatively poor for purposes of the fine visual and auditory discriminations necessary for reliable coding.

Considering the logistical, economic, and quality-control problems, as well as the limitations described above, the decision was made to develop videotapes of simulated classroom activities. The utilization of videotapes employing simulated classroom activities permitted the repetitive presentation of simulated classroom activity necessary for establishing intra-coder reliability, the production of high quality video and audio tape, and an efficient means for obtaining adequate examples of each behavioral category for each classroom observation system.

During the month of April, two 50-minute videotapes of classroom simulations were produced at the Teacher Education Laboratory (TEL) at CITH. One tape was developed for IBMS-II and FLACCS, and another for ICDS and IPPS. Each tape contained a number of short isolated examples, as well as several four-minute segments of simulated regular classroom lessons. The purpose of the short isolated examples was to check on how well the observers knew each behavioral category (criterion-related reliability). Each category occurred approximately an equal number of times throughout the short examples. The order of examples was randomly determined.

The four-minute segments of regular classroom lessons were developed to check on the observer's ability to continuously code under the same conditions as he did in the classroom. These four-minute segments were designed to be coded once straight through, and then coded continuously a second time for purposes of assessing intra-coder reliability and criterion-related reliability.

The total time for coding both IPPS and a major observation system (IBMS, ICDS, and FLACCS) as well as coding parts of each tape twice was approximately two and a half hours.

Once produced, these video tapes were developmentally tested, with a coding team of experts from CITH on each observation system. Also included in these testing groups were several other CITH personnel who had received training in January under circumstances similar to those of the Texas observers. Based upon this formative development evaluation, several additional video segments were developed. The consensus of the observers from CITH was that the simulated classroom tapes were slightly more difficult to code than live classrooms, but that the video and sound quality was excellent.

Telephone Reliability Maintenance Check. Those observers not selected to attend the workshops (n=116) were contacted by telephone during the same week. The telephone check included coding an audiotape (played over the phone) containing examples of the IPPS and their major classroom observation systems (either IBMS or ICDS). FLACCS observers who did not attend the workshops were not included in the telephone check. The exclusion of FLACCS

observers from the check was due to the large amount of non-verbal behavioral categories included within that system. In addition, a small sample (n=24) of observers who attended the workshops also participated in the telephone check. These latter observers were asked to code both audio and video tapes in order that a correlation between observer reliabilities on the two types of maintenance checks could be determined. If concurrent validity between the audio and video checks could be demonstrated, then more frequent and far less expensive audio checks would be used to assess reliability.

Three audio tapes, five minutes in length, each tape containing an equal number of examples of behavioral categories for each observation system, were produced and utilized for the telephone maintenance reliability check. The number of different persons interacting on each audio tape was kept to a minimum. In addition, whenever possible, both male and female voices were employed to facilitate the coders task of discriminating between characters on the audio tape. The content of the tapes was highly structured written scripts which were recorded as they were read. For greater detail related to content of the audio tapes, the reader should refer to Appendix XXXIX.

Letters and classroom observation coding booklets were sent from CITH to the telephone reliability maintenance sample (n=116) of observers in Texas. The letter explained that the coder would be contacted by telephone, why they were being called, and what procedure they were expected to follow (See Appendix XXXIX). Three University of Texas students conducted the telephone reliability

maintenance check. The checking procedure involved contacting the observers by phone and having them listen to two audio tapes, IPPS and examples of either ICDS or IBMS behavioral categories. While listening to the tapes at home, the observer simultaneously coded the tapes in the classroom observation coding booklets that had been sent to him through the mail. The observer mailed the completed coding booklets to CITH for reduction. The telephone maintenance reliability check required approximately 20 to 25 minutes per observer.

Written Scripts Reliability Maintenance Check. Written scripts were mailed to all coders trained in IPPS (n=520), IBMS (n=174), and ICDS (n=173). In addition to the written scripts, observers received classroom observation coding booklets and detailed instructions on completing the coding booklets (See Appendix XL). Within the context of an elementary classroom lesson, the scripts contained examples of each behavioral category for each observation system. Each script adhered to the same printed format which had originally been utilized in the respective training materials for each observation system.

The congruency between coding a written script and actual classroom activities is less than those maintenance checks employing audio and video tapes. However, the written scripts have the advantage of being an efficient and economical means of reaching large numbers of observers spread over an extended geographic area. Further, the response cost to the coder in terms of travel is eliminated. If concurrent validity could be demonstrated between the coding of written scripts and that of coding video tapes, then written scripts might prove to be the most economical means of

frequently checking reliability of observers.

Television Reliability Maintenance Check. In order to explore maintenance methods which might serve as alternatives to the workshops, scripts, or telephone audio tape coding, 89 ICDS observers were asked to code two national network television programs, "Meet the Press", and "Face the Nation," on Sunday, May 14. This sample included all ICDS observers trained in Waco, Houston, San Antonio, Fort Worth, and Richardson.

Coders were mailed packets containing detailed instructions for this procedure, coding booklets, and mailing information. In this maintenance check, observers were instructed to regard the person being interviewed on the show as a pupil, and the entire panel of questioners as the "collective" teacher. All questions, responses, and feedback were to be coded.

Prior to implementing this procedure, CITH personnel observed and coded a number of TV programs in an effort to assess the feasibility of such a procedure. Of the four systems being used in Project PRIME, it was found that only ICDS lent itself to this format, since it followed a traditional question-answer situation. If this procedure is determined effective, the coding of network broadcasts could be used to provide feasible and economic practice for ICDS coders during periods when they were not coding regularly.

Data Analysis of Maintenance Reliability Check. The data collected from the observer maintenance reliability check was forwarded to National Computer Systems for transfer from machine

scorable answer booklets onto magnetic tape. Correlations between initial reliability scores (January, 1971) and maintenance reliability will be computed. In addition, correlations between workshops, telephone, written scripts, and television scores will be made in an attempt to determine the degree of concurrent validity of these latter three types of checks with the workshop check.

A complete report on observer reliability will be prepared as part of the total Project PRIME reporting effort.

Classroom Observation Data Collection

At the completion of their week's workshop, the newly trained observers reported to their District PRIME Coordinator for their specific schedule for observing (See Appendix XLI). Appendix XLII is included in this report to indicate the type of problems encountered in implementing the classroom observation phase of the Project.

The schema employed for collecting the classroom observation data was based on an observer being assigned to a specific child whom he followed throughout the school day. The child was systematically observed for two days with each of three systems (IBMS, ICDS, and FLACCS) and two and a half days with the IPPS. The schema for observation was counterbalanced across days of the week, observation systems, and observers. Thus, a representative sample of the behaviors encompassed by the categorical and sign systems employed in Project PRIME, describing a week of school activities for normal and handicapped children, was obtained. In

addition, an observation schema had to be developed which would maximize the efficient use of trained coder time in settings where the number of children being observed and distances between school sites varied markedly. This was accomplished by providing a plan which could use either a six-observer or a nine-observer base (See Appendix XLI).

The following statistics are reported as illustrative of the quantity of observation data collected during Year One of Project PRIME. Approximately 14,000 classroom observation days were recorded across the four observation systems.

Total Classroom Observation Days by System

Observation System	Total Classroom Observation Days
IBMS	4,000
ICDS	4,000
FLACCS	4,000
IPPS	<u>2,000</u>
Total	14,000

Another way to grasp the magnitude of the process variables collected in Project PRIME is to realize that 70,00 hours of classroom observation were conducted. Other statistics that may facilitate the reader's ability to comprehend the quantity of classroom observation data collected are as follows:

1. 120,000 four-minute segments of classroom cognitive behavior (ICDS) were observed.

2. Approximately 240,000 triads of cognitive behavior representative of teacher-child-feedback interactions based on questioning behavior were recorded.
3. For a given pupil, 60 ten-minute segments of cognitive behavior were observed.
4. 5,760,000 dyads of teacher-child interactions related to pupil behavior and teacher control were recorded for the IBMS.
5. For a given pupil, 2,880 dyads of teacher-child interactions related to pupil behavior and teacher/control were recorded for the IBMS.
6. 80,000 ten-minute segments of classroom pupil participation were observed.
7. 120,000 two-minute segments of classroom climate and control procedures were observed.
8. Classroom status information was recorded 540,000 times.
9. For a given pupil, 270 classroom status units were observed.
10. For a given pupil on a given day, 38 classroom status units were observed.

Quality Control Procedures

Consistent with the overall concern of Project PRIME for continuous quality control and internal validity, a data screening unit was established as part of the state Project PRIME office in Austin, Texas. The data screening unit examined each child's, teacher's and administrator's instruments as well as each observer's coding booklets for proper assignment of master file code numbers, for internal consistency, for errors of omission, and for inexact coding. These errors were remedied wherever possible, and corrective feedback was provided to district PRIME Coordinators.

The data screening unit consisted of five to twenty full and part-time clerical personnel, the number of personnel depending on the amount of data to be processed at any given time. All personnel were taught to use the Master File and the Child Data Flow Charts, and were taught the screening procedures for each observation system booklet and for each type of questionnaire. Appendix XLIII contains the data screening instructions correlated with each type of instrument.

The general procedure which was followed by the quality control section staff included:

1. Sorting incoming test and observation material by school district.
2. Separating achievement tests, questionnaires and observation booklets from supplemental material such as time schedules, problem report sheets, test administrator

questionnaires and payroll forms. This supplemental material was processed separately.

3. Logging-in instruments in the individual Child Data Flow Charts.
4. Checking the Standard Header identification code numbers with the master file code numbers.
5. Screening the instrument for errors according to the screening instructions for that instrument.

The achievement tests were checked to be sure that all necessary demographic information was written on the test booklet and that code numbers were included with certain types of information. The achievement tests were also checked to be sure each child received the appropriate level of the test, and that the machine-scoreable answer sheets were appropriately completed.

The screening procedure for the observation booklets consisted of checking the booklets for errors in:

1. Logging in time of observation.
2. Time span used for coding with that particular observation system.
3. Coding status data (classroom information).
4. Completing teacher and child ratings at the end.
5. Sequencing of the booklets throughout the day.
6. Coding unique to that system.

Generally, all the booklets were checked for properly filled in bubbles and corrections were made when necessary.

Whenever other information such as that included on the problem sheets or that obtained through communications with the district indicated that changes needed to be made in the data recorded, those changes were made (e.g., changes in pupil code numbers).

When the data screening unit was first established, it examined a cross section of observers from each district to obtain information about the pattern of coding errors and other problems the observers seemed to have with the booklets. The unit provided feedback to all of the districts about the most frequent coding errors. Because the unit compiled ratings on all the observers throughout the screening procedure, in many cases, observers were individually contacted regarding their particular coding mistakes. The Project PRIME office sent out materials to the local districts answering commonly asked procedural questions and providing guidelines for the observers to use in checking their own observation booklets. (See Appendix XLIII).

The general procedure for checking both the children's and teacher's questionnaires was very similar to the procedure used for checking the observations. For the children's questionnaires which were filled out in January, a random spot-check procedure was used to check the congruency between coding on the machine-scoreable answer sheets and the responses in the pupil answer booklets filled in by the child. This was done in order to spot any errors

which might have occurred in transferring the data. These machine-scoreable sheets were then checked for proper bubbling. If there were errors on many of the sheets which were spot-checked, all the questionnaires from the children in that district were checked.

Responses on the instruments administered in the Spring were key-punched instead of machine scored, but a similar screening procedure was used. The answers provided by the teacher or test administrator were checked so that the responses would be clear and unambiguous to the key-puncher. For certain items, a special coding unit was responsible for assigning correct coding numbers. The administrative questionnaires had to be individually hand coded onto 80-column listing sheets in preparation for key-punching. The data screening unit also checked the administrative questionnaires for internal consistency.

The data screening unit eliminated many errors due to improper bubbling, internal inconsistencies, incorrect code numbers, and/or missing data. In addition, it provided the records necessary for resolving problems during the merging of data files by National Computer Systems.

National Computer Systems ran each document through a tachometer which printed a three digit batch number and a four digit serial number. If the document was an NCS machine-scoreable booklet, (observation coding booklet), the numbering was done on the NCS

E-Z punch. This machine, in addition to printing the number, cut out the staples which held the booklet together while simultaneously punching a coded batch and serial number through all sheets. The order in which the documents were received was preserved during check-in and subsequent processing. Log sheets and process control sheets were prepared for each batch containing the number of documents and indicating computer programs required. The documents were then scanned and an edit list produced. The edit listing was clerically checked for errors and the offending documents were rerun. Errors which were flagged included problems such as code numbers whose check digits did not match the computed value. These were corrected wherever possible. The corrected documents were remarked, reprocessed, reedited and a replacement merge was performed. This procedure was repeated until a clean final merged-data file was produced.

Bibliography

- Ainsworth, S. A. An exploratory study of educational, social and emotional factors in the education of mentally retarded children in Georgia public schools. U.S. Office of Education, Cooperative Research Program, Project No. 171 (6470). University of Georgia, Athens, Georgia, 1959.
- Bacher, J. H. The effects of special class placement on the self-concept, social adjustment, and reading growth of slow learners. Dissertation Abstracts, 1965, 25, 7071.
- Baldwin, W. The social position of the educable mentally retarded child in the regular grades in the public school. Exceptional Children, 1958, 25, 106-108.
- Beatty, W. H. Improving educational assessment and an inventory of measures of affective behavior. Association for Supervision and Curriculum Development, NEA: Washington D.C., 1969.
- Bereiter, C. Some persisting dilemmas in the measurement of change. In C. W. Harris (Ed.), Problems in measuring change. Madison, Wisc.: University of Wisconsin Press, 1967.
- Blatt, B. The physical, personality and academic status of children who are mentally retarded attending special classes as compared with children who are mentally retarded attending regular classes. American Journal of Mental Deficiency, 1953, 62, 810-818.
- Bond, G. L. & Dykstra, R. The cooperative research program in first-grade reading instruction. Reading Research Quarterly, 2, 1967, 1-142.
- Buros, O. J. Personality tests in print. Harlem Park, New Jersey: Gryphon Press, 1970.
- Carroll, W. W. The effects of segregated and partially integrated school programs on self-concept and academic achievement of educable mentally retarded. Exceptional Children, 1967, 84, 93-96.
- Cassidy, V. & Stanton, J. An investigation of factors in the educational placement of mentally retarded children: A study of differences between children in special and regular classes in Ohio. U. S. O. E. Cooperative Research Programs, Project No. 043, Columbus: Ohio State University, 1959.

- Coleman, J. Equality of educational opportunity. U. S. O. E., National Center for Educational Statistics, U. S. Government Printing Office, Catalog No. FS 5.238:38001, Washington D.C., 1966.
- Collette, L. & Semmel, M. Analysis of sequential behavior. Technical Report No. 3.23, Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana, 1971.
- Diggs, E. A. A study of change in the social status of rejected mentally retarded children in regular classrooms. Dissertation Abstracts, 1964, 25, 220-221.
- Dunn, L. M. Special education for the mildly retarded: Is much of it justifiable? Exceptional Children, 1968, 35, 5-22.
- Dyer, H. Some thoughts about future studies. In F. Mosteller & D. Moynihan (Eds.), On equality of educational opportunity. New York: Random House, 1972.
- Fink, A. H. & Semmel, M. I. Indiana behavior management system. Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana, 1971.
- Fowler, B. D. Relation of teacher personality characteristics and attitudes to teacher-pupil repertoire and emotional climate in the elementary classroom. Unpublished doctoral dissertation, University of South Carolina, 1962.
- Frick, I. Indiana behavior management system pretest of coder ability. Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana, 1971
- Gagne, R. Policy implications and future research. In Do teachers make a difference. Washington D.C.: Government Printing Office, OE-58042, 1970, pp. 169-173.
- Gallagher, J. J. Teacher variation in concept presentation in BSCS curriculum program. Urbana: Institute for Research on Exceptional Children, University of Illinois, 1966.
- Gallagher, J. J. Analysis of teacher classroom strategies associated with student cognitive and affective performance. U. S. O. E., Cooperative Research Project No. 3325. Urbana: University of Illinois, 1968
- Glass, E. The experimental unit and the unit of statistical analysis: Comparative experiments with intact groups. Paper presented at the meeting of American Education Research Association, 1967.

- Glass, G. The growth of evaluation methodology. Report No. 27, March, 1969, University of Colorado, Laboratory of Educational Research.
- Glass, E. Personal communication, June, 1971.
- Goldstein, H., Moss, J. W. & Jordan, L. J. The efficacy of special class training on the development of mentally retarded children. U. S. O. E. Cooperative Research Project No. 619, Urbana: Institute for Research on Exceptional Children, University of Illinois, 1965.
- Grant, G. On equality of educational opportunity. Harvard Educational Review, 1972, 42, 109-125.
- Guilford, J. P. Psychometric methods. New York: McGraw-Hill, 1954, 395-398.
- Guskin, S. & Spicker, H. Educational research in mental retardation. In N. R. Ellis (Ed.), International Review of Research in Mental Retardation, Vol. 3, New York: Academic Press, 1968, 217-278.
- Guthrie, J. W., et al. A study of school effectiveness: A methodological middleground. Paper presented to American Educational Research Association, March 2-5, 1970.
- Hanushek, E. The production of education, teacher quality and efficiency. In Do teachers make a difference. Washington D.C.: Government Printing Office, OE-58042, 1970, 79-99.
- Johnson, G. O. A study of the social position of mentally handicapped children in regular grades. American Journal of Mental Deficiency, 1950, 55, 60-89.
- Johnson, O. G. & Bommarito, J. W. Tests and measurements in child development: a handbook. San Francisco: Jossey-Bass Inc., 1971.
- Johnson, G. O. & Kirk, S. A. Are mentally handicapped children segregated in regular grades. Journal of Exceptional Children, 1960, 17, 65-68.
- Kern, W. H. & Phaeffle, H. A. A comparison of social adjustment of mentally retarded children in various educational settings. American Journal of Mental Deficiency, 1962, 67, 407-413.

- Kirk, S. A. Research in education. In H. A. Stevens & R. Herber (Eds.), Mental retardation: a review of research. Chicago: The University of Chicago Press, 1964, 57-99.
- Levin, H. M. A new model of school effectiveness. In Do teachers make a difference. Washington D.C.: Government Printing Office, OE-58042, 1970, 55-78.
- Lynch, W. & Ames, C. Individual cognitive demand schedule. Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana, 1971.
- Mayer, L. The relationship of early special class placement and the self-concepts of mentally handicapped children. Exceptional Children, 1966, 33, 77-80.
- Mayeske, G. Teacher attributes and school achievement. In Do teachers make a difference. Washington D.C.: Government Printing Office, OE-58042, 1970, 100-119.
- MacMillan, D. L. An examination of developmental assumptions underlying special classes for educable retardates. California Journal for Instructional Improvement, 1969, 12, 165-173.
- McGaw, B., Wardrop, J. & Bunda, M. Classroom observation schemes: where are the errors? American Educational Research Journal, 1972, 9, 13-27.
- Medley, D. M. & Mitzel, H. A technique for measuring classroom behavior. Journal of Educational Psychology, 1958, 49, 86-92.
- Medley, D. & Mitzel, H. Measuring classroom behavior by systematic observation. In N. Gage (Ed.), Handbook of research on teaching. Chicago: Rand McNally & Co., 1963.
- Medley, D. M. & Norton, D. P. The concept of reliability as it applies to behavior records. Paper prepared for American Psychological Association Convention, Washington D.C., 1971
- Meyerowitz, J. H. Self-derogations in young retardates and special class placement. Child Development, 1962, 33, 443-451.
- Meyerowitz, J. H. Peer groups and special classes. Mental Retardation, 1967, 5, 23-26.
- Michelson, S. The association of teacher resourceness with children's characteristics. In A. Mood (Ed.), Do teachers make a difference. U. S. O. E., Bureau of Educational Personnel Development, U. S. Government Printing Office, HE

- 5.258:58042, Washington D.C., 1970.
- Montgomery, R. Texas Education Agency, Associate Commissioner for Special Education and Special Schools. Personal communication, 1971.
- Myers, K. & Semmel, M. I. Indiana pupil participation schedule. Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana, 1971.
- Orr, D. Selection of tests. Progress Report No. 1., Contract No. OEC-0-9-099005-3735 (010), U. S. O. E., Bureau of Elementary and Secondary Education, Scientific Educational Systems, Inc., 1969.
- Rosenshine, B. Teaching behaviors and student achievement. Stockholm, Sweden: International Association for the Evaluation of Educational Achievement, (1970) (mimeo).
- Rosenshine, B. & Furst, N. Research on teacher performance criteria. In B. O. Smith (Ed.), Research on teacher education: a symposium. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.
- Scott, W. A. Reliability of content analysis: the case of nominal scale coding. Public Opinion Quarterly, 1955, 19, 321-325.
- Semmel, D. Pretest of coder ability. Center for Innovation in Teaching the Handicapped, Indiana University, Bloomington, Indiana, 1971.
- Semmel, M. I. & Hasselbring, T.S. Classroom data instruction manual. Center for Innovation in Teaching the Handicapped, Indiana University, 1971.
- Soar, R. S. An integrative approach to classroom learning. NIMH, Project No. 5-R11MH0196, University of South Carolina. 7-R11MH02045, Temple University, Philadelphia, 1966. ERIC Document ED 033749.
- Soar, R. S., Soar R. & Ragosta, M. Florida classroom climate and control schedule. Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida, 1971.
- Soar, R. S. Follow through classroom process measurement and pupil growth (1970-1971). Gainesville: Institute for Development of Human Resources, College of Education, University of Florida, 1972. OEG-0-8-522394-3991 (286).

Thurstone, T. G. An evaluation of educating mentally handicapped children in special classes and in regular classes.
Cooperative Research Program, Project No. OE-SAE-6452,
University of North Carolina, Chapel Hill, North Carolina,
1950.

APPENDICES

- | <u>Number</u> | <u>Title</u> |
|---------------|--|
| XXV | Supporting Materials for the Winter Administration of the Sociometric and Attitudinal Questionnaires <ol style="list-style-type: none">1. Special Education Director Memo2. Reference Manual for Project PRIME Attitudinal and Sociometric3. Testing Time Schedule Report4. Problem Report Sheet5. Test Administrator Questionnaire6. Special Education Director Check List |
| XXVI | Public Relations Material <ol style="list-style-type: none">1. Letter from Dr. Robert Montgomery, October 15, 19712. Letter from Dr. Robert Montgomery, December 20, 19713. Letter from Dr. J. W. Edgar, December 20 19714. Overview of Project PRIME |
| XXVII | Materials for Spring Achievement Testing <ol style="list-style-type: none">1. Memo to Project PRIME Districts2. Guidelines for Test Administration3. Problem-Time Report Sheets4. Test Administrator Questionnaire |
| XXVIII | Materials for the Spring Questionnaire Administration <ol style="list-style-type: none">1. Reference Manual Supplement2. Problem Sheet3. Test Administrator Questionnaire4. Memo on Preparation and Return of Administrative Instruments5. Check List for Return of Material |

APPENDICES (continued)

<u>Number</u>	<u>Title</u>
XXIX.	Information on Payment
	1. Instruction Memo from Mr. Robert Winn
	2. Instructions for Completing Requests for Payment
	3. Statement of Services Forms
XXX	Categories of the Classroom Observation Systems
	1. Indiana BMS II
	2. ICDS
	3. IPPS
	4. FLACCS
XXXI	Organization of the Special Project PRIME Unit
XXXII	Contents of Observation Training Systems
	1. ICDS Training Kit
	2. IBMS II Training Kit
	3. IPPS Training Kit
	4. FLACCS Training Kit
XXXIII	Training Material Production Schedules
	1. Videotaping Schedule
	2. Audiotaping Schedule
	3. Personnel for Audiovisual Components
	4. Developmental Testers
	5. Preview Workshop for CITH Staff
XXXIV	Assignment of Texas Training Team to Classroom Observation Systems

APPENDICES (continued)

<u>Number</u>	<u>Title</u>
XXXV	Classroom Observation Workshops <ol style="list-style-type: none">1. Schedule for Workshops2. Workshop Data Collection Forms<ol style="list-style-type: none">1. IBMS2. ICDS3. IPPS3. Observation System Workshops in Texas
XXXVI	Materials Submitted in Advance of the Regional Observation Training Workshops <ol style="list-style-type: none">1. Letter to Regional Education Service Center Directors2. List of Responsibilities of the Regional Service Center3. Problem Check List4. Time Schedules5. Audiovisual Survey of Regional Service Centers
XXXVII	List of Coders Recommended to be Dropped
XXXVIII	Reliability Workshops <ol style="list-style-type: none">1. Workshop Announcement2. Master Workshop Schedule3. Video Schedule
XXXIX	Instructions and Content for Telephone Reliability Check
XL	Instructions and Content for Written Reliability Maintenance Check

APPENDICES (continued)

<u>Number</u>	<u>Title</u>
XLI	(classroom Observation Schedule 1. Observation Coding Schedule 1 (6 observers) 2. Observation Coding Schedule 2 (9coobservers) 3. Actual Observation Schedule (6) 4. Actual Observation Schedule (9) 5. Individual Observation Schedule 6. Information on Observation Schedules
XLII	1. Guidelines Sent to the Special Education Directors for Observers 2. What Do I Do If... (Coding Instructions for Common Problems)
XLIII	Data Screening Procedures for Project PRIME Instruments 1. Procedures for Handling Incoming Achievement Test Materials 2. Guidelines for Checking Completed Observation Booklets 3. Instructions for Checking the Children's Questionnaires 4. Instructions for Checking the Teacher Instruments 5. Editing Instructions for Children's Questionnaires 6. Checking Procedures for Spring Teacher's Instruments

Appendix XXV

Supporting Materials for the Winter Administration of the Sociometric & Attitudinal Questionnaires

- .1 Special Education Director Memo**
- .2 Reference Manual for Project PRIME Attitudinal
& Sociometric Adjustment Questionnaires**
- .3 Testing Time Schedule Report**
- .4 Problem Report Sheet**
- .5 Test Administrator Questionnaire**
- .6 Special Education Director Check List**

TO THE SPECIAL EDUCATION DIRECTOR

Enclosed in these cartons are:

I. Master File Material

A. The Master File Listing worksheets for your school district.

1. School Campus Code Number Listing
2. Teacher by Pupil Information worksheets, one for each campus.
3. Teacher Code Number Listing, one for each campus.
4. Pupil Code Number Listing, one for each selected classroom.
5. Abbreviated Pupil Code Number Listing.

B. Instructions on how to establish and maintain the Master File.

II. Test Material

A. One package of tests for each selected classroom in your school district plus a few additional test packages.

Each test package contains:

1. How Do You Feel -

- a) 1 administrator instructions booklet
- b) 5 NCS Answer Sheets

2. About You and Your Friends -

- a) 1 administrator instructions booklet
- b) 5 answer booklets
- c) 5 NCS Answer Sheets

3. Let's Pretend -

- a) 1 administrator instructions booklet
- b) 5 NCS Answer Sheets

4. Your School Days -

- a) 1 administrator instructions booklet
- b) 35 answer booklets
- c) 35 NCS Answer Sheets

5. Teacher Rating Scale -

- a) 30 administrator instructions booklets
- b) 35 NCS Answer Sheets

6. Guess Who -

- a) 1 teacher instructions booklet
- b) 1 administrator instructions booklet
- c) 1 NCS Answer Sheet - Blue; 35 NCS Answer Sheets - Brown
- d) 35 answer booklets
- e) Return envelopes for each NCS form

7. How I Feel Towards Others -

- a) 1 administrator instructions booklet
- b) 35 NCS Answer Sheets

B. Test Administrator's Packet

Each administrator's packet contains:

1. Guidelines for administration of Project PRIME Attitudinal and Social Adjustment Questionnaires. There is one set of Guidelines for each selected classroom.
2. Time Schedule Report Sheets
3. Problem Report Sheets
4. The Test Administrative Questionnaire
5. Test Administrator's Checklist

C. Envelope for returning questionnaire and answer sheets

III. Return mailing instructions

- A. Mailing labels
- B. Special Education Director Checklist

Keep the cartons for mailing completed test booklets to the Project PRIME office.

Please keep all completed test booklets in your district office until all the children have been tested. At this time, return all material.

6. Guess Who -

- a) 1 teacher instructions booklet
- b) 1 administrator instructions booklet
- c) 1 NCS Answer Sheet - Blue; 35 NCS Answer Sheets - Brown
- d) 35 answer booklets
- e) Return envelopes for each NCS form

7. How I Feel Towards Others -

- a) 1 administrator instructions booklet
- b) 35 NCS Answer Sheets

8. Test Administrator's Packet

Each administrator's packet contains:

1. Guidelines for administration of Project PRIME Attitudinal and Social Adjustment Questionnaires. There is one set of Guidelines for each selected classroom.
2. Time Schedule Report Sheets
3. Problem Report Sheets
4. The Test Administrative Questionnaire
5. Test Administrator's Checklist

C. Envelope for returning questionnaire and answer sheets

III. Return mailing instructions

- A. Mailing labels
- B. Special Education Director Checklist

Keep the cartons for mailing completed test booklets to the Project PRIME office.

Please keep all completed test booklets in your district office until all the children have been tested. At this time, return all material.

PROJECT PRIME

REFERENCE MANUAL FOR PROJECT PRIME ATTITUDINAL AND SOCIAL ADJUSTMENT QUESTIONNAIRES

(DEVELOPMENTAL STAGE)

This instrument was developed under support provided by the U. S. Office of Education, Bureau of Education for the Handicapped, Division of Research, Intramural Research Program with the approval of the Texas Education Agency, Division of Special Education.

**REFERENCE MANUAL
FOR
PROJECT PRIME ATTITUDINAL AND SOCIAL ADJUSTMENT
QUESTIONNAIRES**

INTRODUCTION

An evaluation of the provision of services for handicapped children requires consideration of other determinants of success in the school setting besides academic achievement. Project PRIME, cognizant of this need, has developed several children's instruments designed to measure attitudes toward school, academic work habits, social development and self-concept.

Other instruments have been developed which measure the teacher's attitudes toward education, attitudes toward handicapped children and classroom climate. Because attitudes, classroom climate, social adjustment and self-concept may change as a result of different school experiences, some instruments will be administered immediately, some later in the year and some at the end of the year. Some will be administered only once while others will be given twice to detect changes occurring during the year. A few instruments will be administered to the entire classrooms, others to only the selected children, and others to teachers.

The names of the instruments and the persons to whom they will be administered are indicated below.

<u>Name of Instrument</u>	<u>To Whom Administered</u>	<u>Time of Administration</u>
<u>Teacher's Instruments</u>		
TEACHER RATING SCALE	All Teachers	January, April
CLASSROOM CLIMATE	Selected Teachers	January
GUESS WHO	Selected Teachers	January, April
TEACHER BACKGROUND QUESTIONNAIRE	Selected Teachers	March
TEACHER QUESTIONNAIRE ON SELECTED CHILDREN	Selected Teachers	May
UNPLEASANTNESS SURVEY	Selected Teachers	March
TEACHER ATTITUDE QUESTIONNAIRE	Selected Teachers	March
UNDERSTANDING AND ATTITUDES OF EXCEPTIONAL CHILDREN	Selected Teachers	March
<u>Children's Instruments</u>		
YOUR SCHOOL DAYS	selected Classroom	January
HOW I FEEL TOWARD OTHERS	Selected Classroom	January, April
GUESS WHO	Selected Classroom	January, April
ABOUT YOU AND YOUR FRIENDS	Selected Children	January, April
HOW DO YOU FEEL?	Selected Children	January, April
LET'S PRETEND	Selected Children	January
CHILDREN'S QUESTIONNAIRE	Selected Children	April

DELINEATION OF GROUPS TO BE TESTED

Selected Children: The children selected to be subjects for Project PRIME are termed the selected children. The selected children include both handicapped and non-handicapped children. The handicapped children are sometimes referred to as "experimental" children and the non-handicapped children as "control" or "contrast" children. The entire classroom, including the selected children, will receive code numbers, but the selected children will be given a special "select" code.

There are no "matching" non-handicapped children (controls) for the handicapped children who are in a special education classroom or assigned a special education teacher as their selected teacher.

Selected Teachers: Using the information you sent us in the Fall listing each handicapped child's teachers, subject taught, and time spent, we selected the handicapped children for Project PRIME. For each handicapped child we selected, we also listed one of his teachers to be his focus or selected teacher. We based our selection on the time the teacher spent with the child and the subjects he taught. It is quite possible that the teacher we selected is not the homeroom teacher or the special education teacher who has the child on his class roll. It may not be the teacher who was teaching the child when he was being achievement tested. (For example, the achievement testing may have occurred during art but the assigned teacher was the social studies class.) The selected teacher should be a special education teacher if the selected child is not integrated into a regular classroom 50% or more of the time. The selected teacher should be a regular teacher if the selected handicapped child is integrated 50% or more of the time.

Selected Classroom: The selected classroom is the class situation which contains the selected handicapped child and the selected teacher and, if it is a regular classroom, the matching selected non-handicapped children. A selected classroom may contain more than one selected handicapped child. A selected teacher may be part of more than one selected classroom. For example, in a departmentalized program, Mr. Smith may have Susan Cromback, a selected handicapped child, with one group of children for science at 9:00 - 10:00 and Joe Stanley with another group of children at 1:00 - 2:00. Each situation is a different classroom. A child may appear in more than one selected classroom. Pete Campbell, a non-handicapped child, may be in Mr. Smith's science class with Joe Stanley and in Miss Green's English class with another selected handicapped child. In special education programs with departmentalized programs or other complicated teaching arrangements, the selected classroom may be difficult to define precisely.

ADMINISTRATOR RESPONSIBILITIES

The questionnaire administrator, collaborating with the school's principal, is responsible for ensuring a pleasant and efficient administration of these instruments. Their responsibilities include scheduling the testing sessions, ensuring a proper atmosphere for answering the questions and obtaining and distributing materials.

Each administrator should contact the principal before beginning to test children within her school. During the contact with the principal, the questionnaire administrator should find out where in the school she will take the selected children to be tested. After meeting with the principal, the administrator should also contact each teacher whose classroom is involved in the project and arrange two occasions when it would be convenient to administer the questionnaires which will be given to the whole class.

The questionnaire administrator should make a careful check of her materials before scheduling any sessions, to be sure they are complete and appropriate. If insufficient materials have been sent to her, she should immediately contact the special education director for her district, who will call Project PRIME for additional instruments. Each child should be given all the questionnaires scheduled for him. Questionnaires and answer sheets should not be stored in the school building before, after or between testing sessions.

Before testing any children, go over the instruments with the child's teacher and explain their purpose (which is described further on in this booklet). Putting the teacher at ease about the instruments will result in an easier and more relaxed testing situation. Stress both to the teacher and to her pupils that all answers will be kept secret and no one in the school district will know which completed questionnaires belong to which children. The procedure for changing each child's name to code number is described later.

PROBLEMS AND HOW TO DEAL WITH THEM

Due to the nature of some of the questionnaires, a child may show signs of uneasiness or embarrassment with an occasional question. If this happens, and a child is obviously distressed, the questionnaire administrator should tell the child quietly that he doesn't have to answer that particular question if it bothers him. The administrator should note this, however, and write the event and the question number on a problem sheet for that class. No child should be forced to answer a question that obviously bothers him. However, skipping great numbers of questions and whole questionnaires is unreasonable. The questionnaires have been designed to minimize a child's uneasiness in answering the questions, and problems of this sort should be unlikely.

The attitudinal and social adjustment instruments have been carefully reviewed to ensure that the language--vocabulary and sentence structure--is understandable to the children in Project PRIME. However, Mexican-American children may have difficulty understanding the way the items are expressed in English. To offset this problem, Spanish translations of all the children's questionnaires will be given to

the questionnaire administrator. The translation may be used in the following way. If all the children involved are Mexican-American, and the questionnaire administrator is fluent in Spanish, the entire questionnaire may be administered in Spanish. If the group of children to be tested is ethnically mixed, the questionnaires can be administered in two sessions: one session for each language version.

Most of the questionnaires require a child to answer either yes or no or to choose one of two alternatives as his answer. If a child refuses to choose one of the two alternatives or says that the questions cannot be answered simply yes or no, the questionnaire administrator should encourage him to choose one of the two alternatives by telling him to "choose the answer you think it is most of the time". If the child still refuses to answer with the alternative answers provided, he may skip that question. The administrator, however, should note this child's code number and instrument and item on her problem sheet.

TEACHER QUESTIONNAIRES: January

The selected children's teachers will be asked to fill out two questionnaires. One of these (Guess Who) is a duplicate of an instrument given to her classroom. Only the teachers whose entire classroom is being tested are asked to fill out this questionnaire. A second questionnaire is the Classroom Climate instrument which will also be filled out only by the selected teachers during the period when the class is completing Your School Days. The rating scale on the selected children is to be completed by all the teachers (including teacher aide with high involvement with the selected children) that the selected (handicapped and non-handicapped) children see each week. A substitute teacher will be provided by Project PRIME if the selected teacher cannot fill out all the required materials during the periods that her class will be responding to their questionnaires. Alternative arrangements are also possible for teachers with unusually large numbers of instruments to be completed.

TESTING PROCEDURES

The instruments should be scheduled to maximize the motivation to answer honestly and without the carelessness associated with fatigue or boredom. The test administrator should emphasize at each testing session that no one will see the child's answer sheets except her and that his name will not be written on any answer sheets.

Testing is best accomplished in the morning and early afternoon and not on days immediately preceding or following holidays or school events which especially excite the children. The longer instruments should be broken into subparts, each subpart being given at a different session if possible, to prevent boredom and the tendency to answer without thinking in order to "get it over with" more quickly. How the longer questionnaires should be broken down is outlined below.

If a child is absent during any phase of the testing, schedule a makeup session as soon as possible. Makeups can be scheduled whenever there is sufficient time for

them. However, be sure that a given child is not tested twice in a single morning or a single afternoon.

Before administering any questionnaire, the administrator should read it over carefully until she is thoroughly familiar with the instructions and examples for the children. Once in the classroom, answer sheets and pencils should be passed out to the children before the instructions are read to them. The directions should be read verbatim. The test administrator should then allow an opportunity for questions. In answering questions, she may reword the instructions, work through sample items, or put samples on the board. Samples have been provided in the instructions for each instrument, but if additional samples are needed, the test administrator may invent her own. During the testing itself, it is permissible for the administrator to define a word for a child, but she should not paraphrase a whole sentence or question, since this is likely to change the meaning of the sentence for the child. There are no exact time limits for any of these instruments; the length of time required for a given instrument is flexible and should be based on the needs of the children being tested. However, the administrator should hold the testing sessions within reason.

Below is a chart of all the instruments which will be administered, how many items are included in each instrument, how many parts each questionnaire should be broken into and the estimated time for administering the questionnaire. It is recommended that the questionnaires be broken into units so that a child never has to answer more than 35 questions of the same type in a row. A single testing session should be held to around an hour for group or classroom testing, and half an hour for individual testing.

A selected classroom receives three instruments (Guess Who, How I Feel Toward Others and Your School Days) given in two sessions. The first session consists of Guess Who and items 1-30 from Your School Days. The second session consists of How I Feel Toward Others and items 31-65 from Your School Days. When a test is broken into separate administration, review the instructions before administering the second and remaining parts.

Three of the children's instruments are administered to the selected children in small groups. Each testing session will last about one hour. Since About You and Your Friends is a long instrument, it is divided into four parts, two parts being given at each sitting. To prevent boredom, half of How Do You Feel is given between two parts of About You and Your Friends at each sitting. This procedure is outlined below.

- Session I: About You and Your Friends -- items 1-25
- How Do You Feel -- items 1-20
- About You and Your Friends -- items 25-50
- Session II: About You and Your Friends -- items 51-75
- How Do You Feel -- items 30-41
- About You and Your Friends -- items 76-96

List of Instruments

Selected Classroom

GUESS WHO

YOUR SCHOOL DAYS

HOW I FEEL TOWARD OTHERS

Selected Children (tested in
groups, both E & C)

4 ABOUT YOU AND YOUR FRIENDS

HOW DO YOU FEEL

236

Selected Children (tested
individually, both F & C)

LET'S PRETEND

All Teachers

RATING SCALE

Selected Teachers

GUESS WHO

	<u>Number of Items</u>	<u>Number of Parts</u>	<u>Time/Part</u>	<u>Total Time</u>
	31	1	1/2 hr.	1/2 hr.
	65	2	1/2 hr.	1 hr.
	1	1	1/2 hr.	1/2 hr.
	96	4	1/4 hr.	1 hr.
	41	2	1/2 hr.	1 hr.
	30	1	1/2 hr.	1/2 hr.
	85	1	1/2 hr.	1/2 hr.
	31	1	1/4 hr.	1/4 hr.

Again, when a test is divided, be sure to review the instructions for the children before administering the remaining parts of the test. If the children appear to become restless or bored, feel free to take a short break or exercise period between instruments. Avoid breaking while in the middle of an instrument, however.

Let's Pretend is given to each selected child individually. The individual testing session takes about one-half hour.

A sample schedule for testing a school which has fifteen selected children (both handicapped and non-handicapped) in five different classes is given below. It illustrates how a maximum amount of testing can be accomplished in a single week. Of course, different schedules may be more appropriate for other situations.

A.M.	Day 1	Day 2	Day 3	Day 4
1st hr.	Class #1 (1)	Class #1 (2)	Class #4 (1)	Class #4 (2)
2nd hr.	Class #2 (1)	Class #2 (2)	Class #5 (1)	Class #5 (2)
3rd hr.	S.C. #1 S.C. #2	S.C. #5 S.C. #6	S.C. #9 S.C. #10	S.C. #3 S.C. #4
P.M.				
1st hr.	Class #3 (1)	Class #3 (2)	Group (1) SC	Group (2) SC
2nd hr.	S.C. #3 S.C. #4	S.C. #7 S.C. #8	S.C. #11 S.C. #12	S.C. #15 S.C. Makeup

Additional makeup tests and individual administration of Guess Who or How I Feel toward Others to nonreaders should be done on Day 5.

Key:

Class #1 (1) Refers to selected classroom #1, session #1 during which Guess Who and Your School Days, Part 1 are given.

Class #1 (2) Refers to selected classroom #2, session #2 during which How I Feel Toward Others and Your School Days, Part 2 are given.

S.C. #1 Refers to selected child #1 individual testing session for Let's Pretend.

Group (1) SC Refers to small group session for selected children during which How Do You Feel, Part 1 and About You and Your Friends, Parts 1 and 2 are given.

Group (2) SC Refers to small group session for selected children during which How Do You Feel, Part 2 and About You and Your Friends, Parts 3 and 4 are given.

LET'S PRETEND

1. This instrument is to be administered to selected children.
2. The questionnaire should be administered individually.
3. The test administrator will record the child's verbal responses directly onto the NCS machine-scorable answer sheet.
4. Prior to each interview with a child, the test administrator should complete the Standard Header Information on the child's NCS machine-scorable answer sheet.
5. Refer to section entitled Information for Completing Standard Headers to complete the six grids on the top of the NCS machine-scorable answer sheets.
6. The teacher code should be the identification code number for a given child's selected classroom teacher.
7. This questionnaire should be totally administered in one session.
8. Darken in the appropriate circle on the NCS machine-scorable answer sheet for each item in correspondence with the child's response to each question as you administer the questionnaire.
9. Place all the Let's Pretend NCS machine-scorable answer sheets for a given class in the appropriately marked envelope. Complete the information requested on the front of the envelope.
10. Return completed envelope to your Director of Special Education.

HOW DO YOU FEEL?

1. This instrument is to be administered to selected children.
2. Pupils will record their responses directly onto the NCS machine-scorable answer sheets.
3. This questionnaire can be administered to small groups.
4. Prior to giving each student his NCS machine-scorable answer sheets, make sure you have completed the Standard Header Information on his/her machine-scorable answer sheet.
5. Refer to section entitled Information for Completing Standard Headers to complete the six grids on the top of the NCS machine-scorable answer sheet.
6. The teacher code should be the identification number for a given child's selected classroom teacher.
7. Be sure each pupil receives the NCS machine-scorable answer sheet with his identification number.
8. This questionnaire should be administered in two parts:
 - a. Session 1 -- Items 1 through 20
 - b. Session 2 -- Items 21 through 41
9. At the time of each administration session, the instructions for the questionnaire should be repeated.
10. Collect the Pupil Answer Sheets from each pupil after the first session. It is imperative that each child receive his partially completed NCS machine-scorable answer sheet for the second administration session.
11. There should be a NCS machine-scorable answer sheet for each selected child.
12. Check each machine-scorable answer sheet to be sure the children darkened in the circles correctly.
13. After the second administration session of the questionnaire, there should be an NCS machine-scorable answer sheet completed for each selected child.
14. Place all the How Do You Feel NCS machine-scorable answer sheets for a given selected class, not the testing group, in the appropriately marked envelope. Complete the information requested on the front of the envelope.
15. Return completed envelopes to your Director of Special Education.

ABOUT YOU AND YOUR FRIENDS

1. This instrument is to be administered to selected children.
2. Pupils will write their responses on Pupil Answer Sheets.
3. This questionnaire can be administered to small groups of selected children.
4. Prior to giving each student his Pupil Answer Sheet, make sure you have entered his seven-digit Pupil Identification Code on his Pupil Answer Sheet.
5. The Pupil Identification Code Number is discussed in the section entitled Information for Completing the Standard Header, the unit titled Pupil Code.
6. Be sure each pupil receives the answer sheet with his identification number.
7. This questionnaire should be administered in four parts:
 - a. Session I - Part 1 -- Items 1 through 25
 - b. Session I - Part 2 -- Items 26 through 50
 - c. Session II - Part 1 -- Items 51 through 75
 - d. Session II - Part 2 -- Items 76 through 96
8. At the time when each section is administered, the instructions for the questionnaire should be repeated.
9. Collect the Pupil Answer Sheets from each pupil after each session. Each following session, it is imperative that each child receive his partially completed Pupil Answer Sheet that he received at the first session.
10. Each Pupil Answer Sheet must be transferred to the NCS machine-scorable answer sheets.
11. For each child, there should be a Pupil Answer Sheet and a corresponding NCS machine-scorable answer sheet.
12. Refer to section entitled Information for Completing Standard Headers and complete the six grids on the top of the NCS machine-scorable answer sheet.
13. Teacher Code should be the Identification Code Number for the child's selected classroom teacher.
14. Refer to Pupil Answer Sheet and darken the yes-no circle for each item in correspondence with the child's response on the Pupil Answer Sheet.
15. Repeat this transfer process for every Pupil Answer Sheet; filling in the Standard Header and then darkening the appropriate yes-no circles.
16. After having completed a NCS machine-scorable answer sheet for each selected child:

- a. Place all the About You and Your Friends NCS machine-scorable answer sheets for a given class in the appropriately marked envelope. Complete the information requested on the front of the envelope.
 - b. Place all the About You and Your Friends Pupil Answer Sheets for a given class in the appropriately marked envelope. Complete the information requested on the front of the envelope.
 - c. Group the answer sheets according to the child's selected teacher not according to the group in which he was tested.
17. Return completed envelopes to your Director of Special Education.

YOUR SCHOOL DAYS

1. This instrument is to be administered to the total class.
2. Prior to administration of the questionnaire, arrange with the selected classroom teacher a convenient time to have the class begin Your School Days.
3. Pupils will write their responses on Pupil Answer Sheets.
4. Prior to giving each student his Pupil Answer Sheet, make sure you have entered his seven-digit pupil identification code on his Pupil Answer Sheet.
5. The Pupil Identification Code Number is discussed in the section entitled Information for Completing the Standard Header, the unit titled Pupil Code.
6. Be sure each pupil receives the answer sheet with his identification number.
7. Administer the first 30 items from Your School Days according to the test administration instructions.
8. Collect the Pupil Answer Sheets from each child.
9. The second administration session for Your School Days requires that each child receive the same Pupil Answer Sheet that they received at the first session.
10. The second administration session should repeat the test administration instructions and complete items 31 through 65.
11. Collect Pupil Answer Sheets from each child.
12. Each Pupil Answer Sheet must be transferred to the NCS machine-scorable answer sheets.
13. For each child there should be a Pupil Answer Sheet and a corresponding NCS machine-scorable answer sheet.
14. Refer to the section entitled Information for Completing Standard Headers and complete the six grids on the top of the NCS machine-scorable answer sheet.
15. Refer to Pupil Answer Sheet and darken in the yes-no circle for each item in correspondence with the child's response on the Pupil Answer Sheet.
16. Repeat this transfer process for every Pupil Answer Sheet, filling in the Standard Header and then darkening the appropriate yes-no circles.

17. After having completed a NCS machine-scorable answer sheet for each child:
 - a. Place all the Your School Days NCS machine-scorable answer sheets for a given class in the appropriately marked envelope and complete the information requested on the front of the envelope.
 - b. Place all the Your School Days Pupil Answer Sheets for a given class in the appropriately marked envelope. Complete the information requested on the front of the envelope.
18. Return the completed envelopes to your Director of Special Education.

HOW I FEEL TOWARD OTHERS

1. This instrument is to be administered to the total selected class.
2. Prior to administration of the instrument, arrange with the selected classroom teacher a convenient time to have the class complete How I Feel Toward Others.
3. Pupils will record their responses directly onto NCS machine-scorable answer sheets.
4. Prior to giving each student his NCS machine-scorable answer sheet, make sure you have completed the Standard Header Information on his/her machine-scorable answer sheet.
5. Refer to section entitled Information for Completing Standard Headers to complete the six grids on the top of the NCS machine-scorable answer sheet.
6. The teacher code should be the identification number for a given child's selected classroom teacher.
7. Be sure each pupil receives the NCS machine-scorable answer sheet with his identification number.
8. Follow the directions for administering How I Feel Toward Others that accompany the instrument.
9. If a class has more than 33 students, each child will need to have two NCS machine-scorable answer sheets.
10. Make sure the Standard Header Information is completed on both answer sheets and that on the second answer sheet the box marked "This is the second sheet" is darkened in.
11. Circulate throughout the room while giving the instrument, assisting children who request help with spelling the names of classmates.
12. Collect the NCS machine-scorable answer sheets from each child.
13. The two column grids which are shaded on the right side of the answer sheet should be immediately darkened in before leaving the classroom.
14. Similar to Guess Who the two digit number necessary for completing the grid is the last two numbers of a specific child's seven digit pupil code number.
15. Each child's seven digit pupil code can be found on the Pupil Code Number listing for the respective class.
16. Each line has a child's name written on it and it is his/her unique two-digit pupil code number that should be darkened in the corresponding two column grid.

17. The tens digit should be on top followed below by the units digit. For example if a pupil's seven digit identification code number is 7803421, the two digit pupil code is 21 and would be entered as follows:

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

18. The reason for asking you to darken in the two column identification code grids prior to leaving the classroom is to permit you to discreetly return to a child if you cannot read a child's name.
19. After having completed all the NCS machine-scorable answer sheets, put them in the appropriately marked envelope and return them to your Director of Special Education.

GUESS WHO (Children)

1. This instrument is to be administered to the total selected class.
2. Prior to administration of the questionnaire, arrange with the selected classroom teacher a convenient time to have the class complete Guess Who.
3. Pupils will write their responses on Pupil Answer Sheets.
4. Prior to giving each student his Pupil Answer Sheet, make sure you have entered his seven-digit pupil identification code on his Pupil Answer Sheet.
5. The Pupil Identification Code Number is discussed in the section entitled Information for Completing the Standard Header, the unit titled Pupil Code.
6. Be sure each pupil receives the answer sheet with his identification code number.
7. Follow the directions for administering Guess Who that accompany the instrument.
8. Circulate throughout the room while giving the questionnaire assisting children who request help with spelling the names of classmates.
9. Collect the Pupil Answer Sheets from each child.
10. Each Pupil Answer Sheet must be transferred to the NCS machine-scorable answer sheets.
11. For each child, there should be a Pupil Answer Sheet and a corresponding NCS machine-scorable answer sheet.
12. The NCS machine-scorable answer sheet must be completed for each child immediately after administration of the questionnaire. This will permit you to discreetly ask children about their responses if necessary.
13. Refer to the section entitled Information for Completing Standard Headers and complete the six grids on the top of the NCS machine-scorable answer sheets.
14. Refer to your Pupil Code Number Listing for the class.
15. The last two digits of the seven-digit pupil identification code number (7321415) are unique numbers for each child in this specific class.
16. The Pupil Answer Sheet has 31 questions for which a specific child has been nominated.
17. The grids numbered 1 through 31 on the machine-scorable answer sheet correspond to the 31 questions that are contained in Guess Who.

18. Each child for each question has nominated a single child in his/her class by writing that individual's name on the Pupil Answer Sheet.
19. Each child has a machine-scorable answer sheet with 31 grids which permit each child's name on the Pupil Answer Sheet to be converted into a two-digit identification code number.
20. You should find each child's name from the Pupil Answer Sheet on your Pupil Code Number Listing. The last two digits of his seven-digit identification number should be entered into the corresponding grid.
21. Write the two-digit identification number in the blanks provided in the appropriate grid.
22. Then darken in the appropriate circles below the numbers you have written in the blanks provided.
23. For example:

Pupil Code Number Listing

7321415 Jones, James 4
 GUESS WHO
 Pupil Answer Sheet

1. Jimmy J.

NCS Machine-Scorable Answer Sheet

24. Repeat this transfer process for every Pupil Answer Sheet; filling in the Standard Header, and then completing each grid.
25. After having completed a NCS machine-scorable answer sheet for each child:
 - a. Place all the Guess Who NCS machine-scorable answer sheets for a given class in the appropriately marked envelope and complete the information requested on the front of the envelope.
 - b. Place all the Guess Who Pupil Answer Sheets for a given class in the appropriately marked envelope. Complete the information requested on the front of the envelope.
26. Return the completed envelopes to your Director of Special Education.

GUESS WHO (Teacher)

1. This instrument is to be administered to the selected classroom teacher while her class is concurrently being administered Guess Who.
2. Teachers will record their responses directly onto a NCS machine-scorable answer sheet.
3. Give the teacher a copy of your Pupil Code Number Listing.
4. Prior to giving the teacher her NCS machine-scorable answer sheet and instructional booklet, make sure you have completed the Standard Header Information. Leave Pupil Code blank.
5. Refer to the section entitled Information for Completing the Standard Header for instructions for completing the six grids on the top of the NCS machine-scorable answer sheet.
6. Be sure that each teacher receives the answer sheet with her identification code number.
7. The teacher should follow the teacher instructions and have Guess Who completed when you have finished with the class.
8. Collect the Pupil Code Number Listing from the teacher. To protect the confidentiality of the child, do not leave a copy of the Pupil Code Number Listing with the teacher.
9. Collect the teacher's sealed envelope.

TEACHER RATING SCALE

1. This instrument is to be given to each teacher a given child sees.
2. Teachers will record their responses directly onto NCS machine-scorable answer sheets.
3. The questionnaire should be left with the teacher and picked up within the next day or so.
4. Prior to giving a teacher a NCS machine-scorable answer sheet, make sure you have completed the Standard Header Information on his/her machine-scorable answer sheet.
5. Refer to section entitled Information for Completing Standard Headers to complete the six grids on the top of the NCS machine-scorable answer sheet.
6. The teacher code should be the identification code number for the teacher who is going to complete the questionnaire.
7. Each NCS machine-scorable answer sheet, when given to a teacher, should have the specific child's name paper-clipped to it.
8. Use the Teacher by Pupil Listing Worksheet as a means for determining which teachers rate which children.
9. Use the Teacher by Pupil Listing Worksheet as a means for checking that you have both given and picked up a rating scale for a specific child.
10. Use the Teacher by Pupil Listing Worksheet as a check list by making a mark in the left margin next to a teacher's name when you give her the rating scale and make a similar mark in the right margin when you have picked it up.
11. When you have collected all the rating scales for a given child, place them in the appropriately marked envelope.
12. Return completed envelopes to your Director of Special Education.

TEACHER CLASSROOM CLIMATE QUESTIONNAIRE

1. This instrument is to be administered to the selected classroom teacher while her class is concurrently being administered Your School Days.
2. Teachers will record their responses directly onto a NCS machine-scorable answer sheet.
3. Prior to giving the teacher her NCS machine-scorable answer sheet and instructional booklet, make sure you have completed the Standard Header Information. Write in the code number of one of the handicapped selected children in the pupil code column.
4. Refer to the section entitled Information for Completing the Standard Header for instructions for completing the six grids on the top of the NCS machine-scorable answer sheet.
5. Be sure that each teacher receives the answer sheet with her identification code number.
6. The teacher should follow the teacher instructions and have The Teacher Classroom Climate Questionnaire completed when you have finished with the class.
7. Collect the teacher's sealed envelope containing the completed NCS answer sheet for the Teacher Classroom Climate Questionnaire.

INSTRUCTIONS FOR COMPLETING STANDARD HEADER INFORMATION

The standard header refers to the six grids which are at the top of every NCS machine-scorable answer sheet. The six grids are entitled respectively District Code, School Code, Teacher Code, Pupil Code, Select Code and Grade. These six grids are for the identification numbers which assure confidentiality and anonymity of school district, school, teacher and pupil names. Further, these six grids are the means for being able to interrelate all the different questionnaires you will be administering. It is, therefore, absolutely essential that these six grids be completed accurately for every NCS machine-scorable answer sheet.

The standard header information must be filled in prior to giving any NCS machine-scorable answer sheet to a teacher or pupil. In addition, the standard header should be the first piece of information completed on the NCS machine-scorable answer sheet when transferring children's responses from pupil answer sheets to the machine-scorable answer sheets.

The following paragraphs indicate how to use the (1) School Code Number Listing; (2) Teacher-Pupil Information Worksheet; (3) Teacher Code Number Listing; (4) Pupil Code Number Listing and (5) the label attached to the front of each classroom pack, for completing the information requested in the standard header. The District Code, School Code, Teacher Code (for the Selected Teacher), and Pupil Code (for the Selected Children) are available both on their respective listing as well as on the label attached to the front of each class packet. The identification numbers in these instances should be identical and cross-checked by the observer when completing the standard header in order to assure correspondence.

DISTRICT CODE: The District Code is a three-digit number (for example 618) to be found on the School Campus Code Number Listing. The three-digit number will precede the name of the school district. This three-digit number should be written one digit per box in the blank spaces provided in the District Code grid. Before darkening in the circles below and corresponding to each digit you have written, check that three-digit school district code on the abbreviated Pupil Code Number Listing. If the numbers do not correspond, please leave that grid blank and immediately notify your Director of Special Education. The Director of Special Education should immediately call the Project PR IE office (512-397-5385) to clarify what the correct School District Code should be. If the School District Codes do correspond, proceed to darken in the appropriate circles below the number you have written in the blanks provided in the District Code grid. (Look at District Code example.)

DISTRICT CODE		
<input type="text"/>	<input type="text"/>	<input type="text"/>
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

If the numbers have not corresponded between the School Campus Code Number Listing and the abbreviated Pupil Code Number Listing, do not darken in the circles until the Director of Special Education has notified you of the correct three-digit identification number. When you have been given the correct three-digit identification number, be sure that you make the necessary corrections on either the School Campus Code Number Listing or the abbreviated Pupil Code Number Listing, whichever change is appropriate. The three-digit number in the blanks provided in the District Code grid should now be those of the corrected school district identification number. Be sure to darken in the corresponding numbered circles below the correct number you have written in the boxes in the District Code grid.

After having checked for correspondence between the School Campus Code Number Listing and the abbreviated Pupil Code Number and after having made those changes where necessary to assure correspondence, on all subsequent machine-scorable answer sheets for this child, you may refer to either the School Campus Code Number Listing or to the abbreviated Pupil Code Number Listing for obtaining the three-digit District Code.

SCHOOL CODE: The School Code is a four-digit number (for example, 8012) to be found on the School Campus Code Number Listing. The school code number is the four-digit number on the left side of the School Campus Code Number Listing and precedes the name of each school for a given school district. The school's name is followed by the principal's name.

The selection of the appropriate four-digit school identification number is determined by the specific child or teacher for when the machine-scorable answer sheet is intended. In other words, the four-digit school identification code number reflects the specific school in which the teacher works or child attends. The names of the schools for a given school district are listed on the School Campus Code Number Listing.

The four-digit school identification code number, corresponding to the appropriate school for a given teacher or pupil should be written one digit per box in the blank spaces provided in the School Code grid.

Before darkening in the circles corresponding with the digits you have written, check that this four-digit school identification code number agrees with the four-digit school identification code numbers on the abbreviated Pupil Code Number Listing. If the numbers do not correspond, please leave that grid blank and immediately notify your Director of Special Education. The Director of Special Education should immediately call the Project PRIME office (512-397-5385) to clarify what the correct school identification code number should be. If the school identification code numbers do correspond, proceed to darken in the appropriate numbered circles below the number you have written in the blanks provided in the School Code grid. (Look at School Code grid example.)

SCHOOL CODE			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

If the numbers have not corresponded between the School Campus Code Number Listing and the abbreviated Pupil Code Number Listing, do not darken in the circles until the Director of Special Education has notified you of the correct four-digit identification number. When you have been given the correct four-digit identification number, be sure that you make the necessary corrections on either the School Campus Code Number Listing or the abbreviated Pupil Code Number Listing, whichever correction is appropriate. The four-digit number in the blanks provided in the School Code grid should now be the corrected school identification code number. Be sure to darken in the numbered circles corresponding to the corrected number you have written in the boxes in the School Code grid.

Having checked for correspondence between the School Campus Code Number Listing and the abbreviated Pupil Code Number Listing and made those changes where necessary to assure correspondence, on all subsequent machine-scorable answer sheets for this child, you may refer to either the School Campus Code Number Listing or to the abbreviated Pupil Code Number Listing for obtaining the four-digit school code.

TEACHER CODE: The Teacher Code is a six-digit number (for example, 300129) to be found on the Teacher Code Number Listing. The teacher code number is the six-digit number on the left side of the Teacher Code Number Listing and precedes the last name, first name, middle initial of each teacher for a given school. The teacher's name may be followed by an asterisk indicating that she is a selected classroom teacher.

The appropriate six-digit teacher identification code number for a pupil questionnaire is the teacher identification code number for his/her selected classroom teacher. The name of a given child's selected classroom teacher can be determined by referring to the Teacher-Pupil Information Worksheet. The Teacher-Pupil Information Worksheet is arranged alphabetically by pupils for a given school. After finding the given child's name, which is located on the left hand side of the Teacher-Pupil Information Worksheet, a list of all teachers he sees will be listed. The teacher's name which is followed by an asterisk is his selected classroom teacher. Refer now to the Teacher Code Number Listing and find that teacher's name. To the left of her name is a six-digit identification code number which should be entered into the Teacher Code grid.

The six-digit teacher identification code number should be written one digit per box in the blank spaces provided in the Teacher Code grid.

Before darkening in the circles corresponding to the digits you have written, check that the six-digit teacher identification agrees with the number on the abbreviated Pupil Code Number Listing (if the teacher is a selected teacher). If the numbers do not correspond, please leave that grid blank and immediately notify your Director of Special Education. The Director of Special Education should immediately call the Project PRIME office (512-397-5385) to clarify what the correct teacher identification code number should be. If the teacher identification code numbers do correspond, proceed to darken in the appropriate numbered circles below the number you have written in the blanks provided in the Teacher Code grid. (Look at Teacher Code grid example.)

TEACHER CODE					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

If the numbers have not corresponded between the Teacher Code Number Listing and the abbreviated Pupil Code Number Listing, do not darken in the circles until the Director of Special Education has notified you of the correct six-digit identification number. When you have been given the correct six-digit identification number, be sure that you make the necessary corrections on either the Teacher Code Number Listing or the abbreviated Pupil Code Number Listing, whichever change is appropriate. The six-digit number in the blanks provided in the Teacher Code grid should now be the corrected teacher identification code number. Be sure to darken in the numbered circles corresponding to the corrected number you have written in the boxes in the Teacher Code grid.

Having checked for correspondence between the Teacher Code Number Listing and the abbreviated Pupil Code Number Listing and made any changes necessary to assure correspondence, on all subsequent machine-scorable answer sheets for this child, you may refer to either the Teacher Code Number Listing or to the abbreviated Pupil Code Number Listing for obtaining the six-digit Teacher Code for the selected classroom teacher.

The specific instructions for each instrument included in this handbook indicate whether the Teacher Code should be that of the child's selected classroom teacher or one of the other teachers he sees. For example, the Teacher Rating Scale should be given to every teacher that sees a specific child. Any given teacher's identification code number can be found on the Teacher Code Number Listing. The teachers that a child sees can be determined from the Teacher-Pupil Information Worksheet.

PUPIL CODE: The Pupil Code is a seven-digit number (for example, 5014321) found on the Pupil Code Number Listing. The pupil code number is the seven-digit number on the left side of the Pupil Code Number Listing and precedes the last name, first name, middle initial of each pupil for a given class. The pupil's name is followed by his select code.

The appropriate seven-digit pupil identification code number for a given questionnaire can be found by referring to the Pupil Code Number Listing. The seven-digit pupil identification code number should be written one digit per box in the blank spaces provided in the Pupil Code grid.

Before darkening in the circles corresponding with the digits you have written, check that this seven-digit pupil identification code number agrees with the seven-digit pupil identification code number on the abbreviated Pupil Code Number Listing, if the pupil is one of the selected children. If the numbers do not correspond, please leave that grid blank and immediately notify your Director of Special Education. The Director of Special Education should immediately call the Project PRIME office (512-397-5385) to clarify what the correct pupil identification code number should be. If the pupil identification code numbers do correspond, proceed to darken in the numbered circles below corresponding to numbers you have written in the blanks provided in the Pupil Code grid. (Look at Pupil Code grid example.)

PUPIL CODE						
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

If the numbers have not corresponded between the Pupil Code Number Listing and the abbreviated Pupil Code Number Listing, do not darken in the circles until the Director of Special Education has notified you of the correct seven-digit identification number. When you have been given the correct seven-digit pupil identification number, be sure that you make the necessary corrections on either the Pupil Code Number Listing or the abbreviated Pupil Code Number Listing, wherever the correction is appropriate. The seven-digit number in the blanks provided in the Pupil Code grid should now be the corrected pupil identification code number. Be sure to darken in the numbered circles corresponding to the corrected number you have written in the boxes in the Pupil Code grid.

Having checked for correspondence between the Pupil Code Number Listing and the abbreviated Pupil Code Number Listing and made any changes necessary to assure correspondence, on all subsequent answer sheets for this child, you may refer to either the Pupil Code Number Listing or to the abbreviated Pupil Code Number Listing for the seven-digit Pupil Code number (for one of the selected children).

The specific instructions for each instrument included in this handbook indicate whether the Pupil Code should be that of a selected child or possibly one of his other peers. For example, Your School Days should be given to every child in a selected classroom. Any given child's identification code number can be found on the Pupil Code Number Listing.

SELECT CODE: The Select Code is a one-digit number, ranging from 0 to 9, to be found on the Pupil Code Number Listing. The select code number is the one-digit number on the right side of the Pupil Code Number Listing and follows the name of each child. If a child is not one of the selected children, he will not have a Select Code indicated on the Pupil Code Number Listing. For these children, the Select Code number should be 5.

The single digit select code number for a given child should be written in the box provided in the Select Code grid.

Before darkening in the circle corresponding to the digit you have written, check that this one-digit select code number agrees with the one-digit select code number on the abbreviated Pupil Code Number Listing (if the pupil is one of the select children). If the numbers do not correspond, please leave that grid blank and immediately notify your Director of Special Education. The Director of Special Education should immediately call the Project PRIME office (512-397-5385) to clarify what the correct Select Code number should be. If the Select Code numbers do correspond, proceed to darken in the corresponding numbered circle below the number you have written in the blank provided in the Select Code grid. (Look at Select Code grid example.)

SELECT CODE
<input type="text"/>
0
1
2
3
4
5
6
7
8
9

If the numbers have not corresponded between the Select Code number indicated on the Pupil Code Number Listing and the abbreviated Pupil Code Number Listing, do not darken in the circles until the Director of Special Education has notified you of the correct one-digit Select Code number. When you

have been given the correct one-digit Select Code number, be sure that you make the necessary corrections on either the Pupil Code Number Listing or on the abbreviated Pupil Code Number Listing, wherever the change is appropriate. The single-digit number in the blank provided in the Select Code grid should now be the corrected Select Code number. Be sure to darken in the numbered circle corresponding to the corrected Select Code you have written in the box in the Select Code grid.

Having checked for correspondence between the Select Code number on the Pupil Code Number Listing and the abbreviated Pupil Code Number Listing and made any changes necessary to assure correspondence, on all subsequent machine-scorable answer sheets for this child, you may refer either to the Pupil Code Number Listing or to the abbreviated Pupil Code Number Listing for the single-digit Select Code (for one of the Selected Children).

Remember, if a pupil is not a selected child, his Select Code should be entered as 5.

GRADE CODE: The Grade Code is a single alpha-numeric value (letter or number) to be found on the Pupil Code Number Listing. The Grade Code is indicated by "S" for a self-contained special education class or a number 1-6, standing for grades one through six respectively. The Grade Code is located at the top of the Pupil Code Number Listing. The Pupil Code Number Listing is arranged alphabetically by class by school. Thus, the grade indicated at the top of the Pupil Code Number Listing would be the grade to enter in the Grade Code grid for any child whose name appeared on that particular Pupil Code Number Listing for a specific teacher.

The Grade Code for a given child should be written in the box provided in the Grade Code grid.

Before darkening in the circle corresponding to the alphanumeric value you have written in the box, check that this Grade Code agrees with the Grade Code on the abbreviated Pupil Code Number Listing, if the pupil is one of the selected children. If the numbers do not correspond, please leave that grid blank and immediately notify your Director of Special Education. The Director of Special Education should immediately call the Project PRIME office (512-397-5385) to clarify what the correct Grade Code should be. If the Grade Codes correspond, proceed to darken in the appropriate circle below the alpha-numeric value you have written in the box provided in the Grade Code grid. (Look at Grade Code grid example.)

GRADE
<input type="text"/>
⑤
①
②
③
④
⑤
⑥

If the Grade Code for the Pupil Code Number Listing and the abbreviated Pupil Code Number Listing do not correspond, do not darken in the circles until the Director

of Special Education has notified you of the correct Grade Code. When you have been given the correct Grade Code, be sure that you make the necessary corrections on either the Pupil Code Number Listing or on the abbreviated Pupil Code Number Listing, wherever the change is appropriate. The alpha-numeric value in the box provided in the Grade Code grid should now be that of the corrected Grade Code. Be sure to darken in the appropriate circle below the alpha-numeric value you have written in the box.

Having checked for correspondence between the Grade Code on the Pupil Code Number Listing and the abbreviated Pupil Code Number Listing and made any changes necessary to assure correspondence, on all subsequent machine-scorable answer sheets for this child, you may refer either to the Pupil Code Number Listing or to the abbreviated Pupil Code Number Listing for the Grade Code.

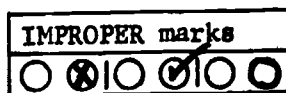
Remember, if a pupil is not a selected child, his Grade Code should correspond to the Grade which is printed on the Pupil Code Number Listing for his/her class.

You have now completed the standard header information. It is hoped that these instructions will answer your questions related to the six grids entitled District Code, School Code, Teacher Code, Pupil Code, Select Code and Grade. If you have any questions, call your Director of Special Education.

**IMPORTANT DIRECTIONS
FOR MARKING NCS MACHINE-SCORABLE ANSWER SHEETS**

The NCS Answer Sheets will be read by a machine. It is important that you follow these rules carefully:

1. Use a soft lead pencil (No. 2).
2. Make heavy black marks that completely fill the circle.



3. Completely erase any answers you wish to change.
4. Do not make any stray marks on the answer sheets.

School District:
District Code:
School Campus:
School Code:

Test Administrator: _____

TESTING TIME SCHEDULE REPORT

Date	Time of Day	Test Administered	Group Tested (indicate whether selected classroom, small group, or individual and number of children)

School District: _____
District Code: _____
School Campus: _____
School Code: _____

Test Administrator: _____

PROBLEM REPORT SHEET

Date	Time of Day	Children Involved	Name of Instrument	Describe Problem or Unusual Circumstances

TEST ADMINISTRATOR QUESTIONNAIRE

(To be filled out by the test administrator and returned to the
Special Education Director)

School District:

District Code:

School Campus:

School Code:

Name: _____

Age: _____ Less than 25

_____ 25 - 35

_____ 36 - 45

_____ 46 - 55

_____ Over 55

Sex: _____ Male

_____ Female

Ethnic Group: _____ Anglo

_____ Black

_____ Mexican-American

_____ Oriental

_____ Other (specify) _____

Years teaching experience: _____ Substitute teaching only

_____ Less than one year

_____ One year

_____ Two - three years

_____ Over three years

College Degree: _____ None, never attended college or attended less than a year
 _____ None, but attended college at least one year
 _____ None, but attended college more than two years
 _____ Associate degree
 _____ Bachelor's
 _____ Master's
 _____ Ph.D.
 _____ Other (specify) _____

Courses in testing: _____ None
 _____ One
 _____ Two or more

Types of teaching (and/or educational) certification (check one or more)

Full Certification	Special Permit	
_____	_____	Elementary certification
_____	_____	Secondary certification
_____	_____	Special education certification (in any area)
_____	_____	Visiting teacher
_____	_____	Educational diagnostician
_____	_____	Counseling
_____	_____	Supervisor and/or Administrator
_____	_____	Associate school psychologist or school psychologist
_____	_____	None

PROJECT PRIME

SPECIAL EDUCATION DIRECTOR CHECK LIST

Check List for Return of Questionnaire Material

You do not need to open any of the envelopes containing the questionnaire answer sheets. You should check to see if you have one envelope containing the following answer sheets for each selected class:

1. NCS answer sheets for Let's Pretend.
2. NCS answer sheets for How Do You Feel?
3. Children's answer sheets for About You and Your Friend.
4. NCS answer sheets for About You and Your Friend.
5. Children's answer sheets for Your School Days.
6. NCS answer sheets for Your School Days.
7. Children's answer sheets for Guess Who (Children's version).
8. NCS answer sheets for Guess Who (Children's version).
9. NCS answer sheets for How I Feel Toward Others.
10. NCS answer sheets for Guess Who (Teacher's version).

You should check to see if you have an envelope containing NCS answer sheets for the teacher rating scale for each selected child.

Group all the envelopes from each school campus together.

- Do you have the correct number and type of envelope from each school campus?
- Is the information requested on each envelope filled in?
- Are there problem report sheets for each test administrator?
- Are there time schedule report sheets for each test administrator?
- Have you collected all the unused or left over test materials (instruments, answer sheets, and manuals)?

Mail all the envelopes containing the answer sheets and the unused testing materials to the Austin office of Project PRIME using the enclosed mailing labels.

Appendix XXVI

Public Relations Material

- .1 Letter from Dr. Robert Montgomery,
October 15, 1971**
- .2 Letter from Dr. Robert Montgomery,
December 20, 1971.**
- .3 Letter from Dr. J. W. Edgar,
December 20, 1971**
- .4 Overview of Project PRIME**



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

78711

October 15, 1971

TO: THE SUPERINTENDENT ADDRESSED

Dr. Edgar's letter of September 24, 1971, detailed the importance of the evaluation of comprehensive special education (Project PRIME). On October 4 and 5 the Director of Special Education from your school district attended a conference concerning Project PRIME. At that conference the nature of the Project PRIME evaluation was described and the responsibilities of local Directors of Special Education were outlined. I greatly appreciate your Director's enthusiasm concerning Project PRIME and his willingness to participate in the study despite his fulltime commitment to the ongoing special education program.

Based on information provided by your Director of Special Education, certain elementary schools in your district have been selected to participate in the Project PRIME evaluation. The names of these campuses and the principals involved are indicated on the attached memorandum. I cannot overemphasize the priority assigned to the successful completion of Project PRIME, and the enthusiastic cooperation of the participating teachers and principals will certainly be a major factor in that success.

Part of the thrust of the comprehensive special education program is to provide special education services to handicapped children without unnecessarily isolating them from their normal peers. To evaluate this feature of the comprehensive special education program, it will be necessary to obtain information about normal as well as handicapped children. We need assurance that the integration of handicapped children is not detrimental to the education of either normal or handicapped children.

In addition, one of the major goals of all educational programs in Texas, including the special education program, has been to assure the continued emotional and social development of all children. Therefore we will be administering not only academic achievement tests but also tests of emotional and social development.

It is widely agreed that the classroom is the fundamental unit in the educational process. Project PRIME intends to observe children in the classroom setting as well as obtain a series of test scores. The teacher will be asked to fill out some questionnaires about the classroom, but we anticipate that these activities will take a minimum of the teacher's time and will not interrupt normal classroom activities. Cooperation by the teachers is greatly appreciated, as it is a necessary element in the success of Project PRIME.

In all the information collected by Project PRIME the anonymity of all school campuses, principals, teachers, and children who participate in the study will be carefully protected. Project PRIME will give each student and teacher a code number and the identity of these code numbers will be known only to the project director. Project PRIME will not be used to evaluate any local district's special or regular educational programs. It is an evaluation of the state's program. Hopefully, it will provide guidelines which local districts can use to do local evaluations.

The importance of the principal in the successful completion of Project PRIME is obvious. The study will add responsibilities and activities to your principals' already crowded schedules. Please extend to them my appreciation for their cooperation and enthusiasm. I hope that they realize the significance of the role they are playing in this evaluation.

Your Director of Special Education has already received achievement testing materials. I realize that the October 31 deadline for the completion of achievement testing presents your Director with quite a challenge. If the staff of Project PRIME can be of any assistance to your Director, please feel free to call either 512/475-3504 or 512/475-5385 and ask for Mr. Jerry Vlasak or Dr. Judith Agard.

Sincerely,

Robert A. Montgomery

Robert A. Montgomery
Assistant Commissioner of Education
for Special Education and Special Schools

RAM:bs

Enclosure: Copies for distribution to other concerned personnel

cc Special Education Director



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

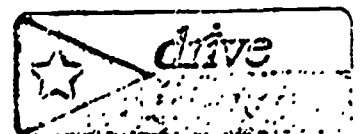
78701

December 20, 1971

TO THE SUPERINTENDENT ADDRESSED:

We are very appreciative of the time your Special Education Director was able to spend at the recent Workshop for Project PRIME. We realize that a large-scale evaluation such as Project PRIME involves a lot of effort from everyone concerned, but we feel certain that the information collected through Project PRIME will provide us with answers to many of the questions and concerns involved in the new State Plan for Special Education.

During the next few months, we will be involved in the most critical part of the Project PRIME evaluation. We will be administering attitudinal, social and self-concept questionnaires to the children, and rating scales, attitudinal scales and background information questionnaires to the teachers. We will also begin observing the handicapped and selected non-handicapped children during their school days.



December 20, 1971

Enclosed in this packet is a set of the instruments we will be using this January for Project PRIME. We are also enclosing for your general information an overview of Project PRIME and the calendars which relate to the Project schedule. These instruments have been carefully reviewed by professional personnel at the Texas Education Agency, at the Bureau for the Education of the Handicapped, and at universities throughout the country. They have also been reviewed by local school superintendents and field tested by students in selected Texas school systems. A letter from Dr. Brockett indicating his approval of these instruments is enclosed. We realize that the administration of these questionnaires and the observation of children will be time consuming. Project PRIME is willing to assume financial responsibility for this phase of the Project. The Project is willing to pay the districts' substitute teacher pay rate to personnel you choose to hire to assist you. The observation of the handicapped and contrast children requires one week of training at the Regional Service Center for the personnel you have arranged to do the observing. Project PRIME will pay the observers the standard USOE special institute stipend of \$75. per week while they are attending the Workshop and will also pay per diem and travel expenses.

In a few cases, it may be necessary for some teachers to fill out certain instruments during their non-teaching time. This should be a very infre-

December 20, 1971

quent occurrence. We are willing in these cases to pay the hourly substitute teacher rate to the regular classroom teacher for their time in filling out these instruments. Alternatively, we can arrange to pay substitute teachers to take over the regular teacher's class while she completes these forms. In most cases, however, we expect that the teachers' instruments can be filled out during the time that the questionnaire administrator is administering instruments to the children.

We appreciate your district's cooperation. We know that without your full support, we would never be able to find out answers to the questions that concern us all. Should you have additional questions concerning these or other matters concerning Project PRIME, please feel free to contact Bob Winn (512-475-3508) or Dr. Judy Agard (512-397-5385).

Very truly yours,

Robert A. Montgomery

Robert A. Montgomery
Assistant Co-missioner of Education
for Special Education and Special Schools

RAM:jm

Enclosures



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

December 20, 1971

TO PROJECT PRIME PARTICIPANTS:

As you are aware, Project PRIME is a cooperative research and evaluation project between the Texas Education Agency and the Bureau of Education for the Handicapped. All test instruments in Project PRIME thus must be approved by both parties.

To safeguard the public schools from being asked to duplicate information or give information that would not be relevant to important decision-making at the state level, a Reports Management System has been established by the Texas Education Agency. The following list of test documents in Project PRIME has been approved by our Reports Management System:

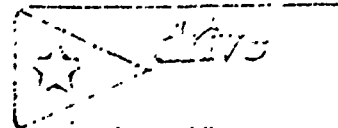
1. Teacher Rating Scale
2. How I Feel Toward Others
3. Let's Pretend
4. How Do You Feel?
5. Guess Who
6. About You and Your Friends
7. Your School Days
8. Classroom Climate Questionnaire
9. Teacher Background Questionnaire
10. Teacher Questionnaire on Selected Children
11. Childrens' Questionnaire
12. Unpleasantness Survey
13. Teacher Attitude Questionnaire
14. Understanding and General Information on Exceptional Children

In addition, these instruments have been tried in Texas public schools on a sample basis.

Very truly yours,

Commissioner of Education

BEST COPY AVAILABLE



OVERVIEW OF PROJECT PRIME:

A JOINT SPECIAL EDUCATION RESEARCH-EVALUATION PROJECT

BETWEEN THE BUREAU OF EDUCATION FOR THE HANDICAPPED

AND THE TEXAS EDUCATION AGENCY

Discussion Draft

December 20, 1971

OVERVIEW OF PROJECT PRIME

Operating since 1945, the Division of Special Education has always been dedicated to meeting the needs of handicapped children. In the twenty years between 1945 and 1965, expanded services were made available to mentally retarded, deaf-blind, emotionally disturbed, and brain-injured children; these services included the extension of age-limits and of the number of units providing instruction, the addition of more effective teaching materials and professional instructional personnel, and the provision of transportation allotments for exceptional children. In late 1966, Title VI of the Elementary and Secondary Education Act of 1965 was passed and funded in order to make federal funds available to school districts' special education programs in the various states. A Texas Education Agency in-depth study required under this legislation revealed a great need for even more widely expanded services, additional teachers, and increased funds for appraisal, materials, transportation, and consultants. Several additional statewide studies in the next few years focused on the need to provide more comprehensive services to special education students throughout the state.

A 1967 ESEA, Title VI amendment provided funds directly to the State Department of Education for the initiation, improvement, and expansion of educational services to handicapped children; between 1967 and 1969 a wide variety of projects was funded either on a statewide basis or through the twenty Education Service Centers. The priority areas covered by these projects were pupil appraisal, staff development, and new strategies, and by 1970 the number of special education units in Texas had increased by 580.

Clearly, the accomplishments in special education during these years foreshadow Plan A in the move toward more comprehensive and individually applicable services to exceptional children.

Prior to the passage of Senate Bill 230 in 1969, which was the major catalyst to change, the limitations on the freedom of all local school districts in comprehensively serving their handicapped children derived from the way in which state funds were allocated (federal funds were generally channelled through the Regional Education Service Centers). The administrative procedure was (and still is for Plan B schools) to allocate money on the basis of the actual number of identified handicapped pupils by disability categories. Since these pupils had to be counted separately from the district's eligible ADA pupils in regular classroom units, little flexibility was allowed in programming. It was simply not feasible to implement innovative programs involving integration of handicapped children into regular classrooms, and in most cases the special education pupils remained in self-contained classes. (Some Plan B schools have successfully introduced such programs into their curricula, but this has been done on a limited basis.)

This non-integrative, self-contained approach has obvious drawbacks. There is the frequently-raised objection that certain types of handicapped children could make more impressive educational gains in a normal classroom. There is the hostility of minority groups who resent the real or imagined prejudice involved in segregating handicapped children into separate classes. There is the stigma placed on the special education pupil himself which affects his emotional, social, and educational growth. And the funding procedure described above places undue emphasis on the child's handicapping condition rather than on his educational needs, which could often be better

served through an integrative approach in the classroom.

The many statewide studies conducted in the few years preceding 1970, the real need to expand special education services into a more comprehensive and flexible program, and recognition of the limitations posed by the system of funds allocation all contributed to the passage of Senate Bill 230 in 1969 and its funding in the 1970-71 school year.

Implementation of Plan A

Some of the new services authorized by Senate Bill 230 included:

1. Extension of the age limit for all exceptional children to ages 3 through 21, thus providing for Early Childhood Education.
2. Extension of the pilot program for the emotionally disturbed into a statewide program.
3. Addition of Language and/or Learning Disabilities as a new category.
4. Addition of services for pregnant students.
5. Allocation of funds for teacher aides and for supportive professional personnel.
6. Programs may be allocated on a 10, 11, or 12 month basis.
7. Allocation of funds for appraisal services, materials, consultants, special seating, special communications equipment, and special transportation where needed.

A new State Plan was developed on the basis of this legislation and established a target date of September 1, 1976 for full implementation of the comprehensive special education program, Plan A. The most obvious distinguishing characteristic of Plan A is its administrative procedure for allocating state funds to local school districts: special education resources are directed to the districts on the basis of the total numbers of pupils in ADA, rather than on the basis of the numbers of identified handicapped pupils. Thus, these funds constitute something of a "bonus"

for the district; money for 20 special education teachers, 7 aides, and 3 supportive professional personnel is available for each 3,000 pupils in ADA, regardless of the actual special education population in the district. The school districts are free to determine their educational needs and develop plans on how to use their resources to meet these priorities. Emphasis is placed on the educational needs of the children rather than on their handicapping condition, and integration of handicapped children into regular classrooms becomes a real possibility.

This new flexibility, designed to enable the local school district to determine and meet its own educational needs, offers the district a wide variety of supportive professional personnel from which to choose: Special Education Counselor, Special Education Supervisor, Educational Diagnostician, Special Education Visiting Teacher, School Psychologist, Associate School Psychologist, Consultative Services Personnel. Each of these specialists offers expertise and experience in a certain problem area, and the district may hire them in any combination which it deems appropriate.

A wide variety of instructional arrangements is also made available and offers the local school district even more flexibility in treating its handicapped children. Some of these teaching arrangements include resource rooms in which instruction is given for a few periods a day, the use of itinerant special education teachers to instruct pupils on more than one school campus, and diagnostic classes in which students' learning disabilities can be diagnosed preparatory to assigning them to special programs.

The new Plan A philosophy, which stresses a greater comprehensiveness in aiding the handicapped child and his teacher, makes possible a changed attitude toward appraisal. The emphasis in educational diagnosis is now placed on determining the individual child's educational needs rather than on simply labeling and segregating him; the trend is to return the child

to the normal classroom whenever he can profit from regular services. Special education programs can benefit not only from the expanded appraisal services of diagnostic teachers and supportive professional personnel, but also from the broadened services of the Education Service Centers which help to identify and coordinate community resources that might be useful in appraisals. The districts also have access to Regional Education Service Center instructional materials which aid in appraisal and teaching. (A portion of each district's special education materials money goes to the ESC for development of this program.) And money is allocated for special education consultative purposes, 50 percent of which goes to the ESCs for the development of consultative-related programs.

Due to this multiplicity of instructional resources and to the school districts' responsibility for providing long- and short-range plans in meeting exceptional children's needs, a new era of flexibility is opening up in special education. Never before have schools been able to adapt resources so creatively in the attempt to alleviate the problems of handicapped children.

At present, 29 districts across the state have adopted Plan A programs and are experimenting with various innovative methods of dealing with their special education students, particularly those methods involving integration of handicapped children into normal classrooms. These 29 districts were chosen because they were representative of the differences found in schools throughout the state; each year a new group of districts will be added until 1976, when all Texas special education programs will be operating under Plan A.

Project PRIME

As local school districts across the state begin implementing the wide variety of flexible programs made possible by Plan A, Project PRIME* will observe the operation and evaluate the effectiveness of these programs, especially those hinging upon integration of handicapped children into regular classrooms. In fact, the primary aims of the project are to determine which handicapped children can benefit from integration and to pinpoint the conditions under which integration is most successful. The project is also concerned with discovering whether those factors which lead to social, emotional, and academic growth in normal children produce the same effects in handicapped children.

Specifically, some of the questions the project hopes to answer are:

1. What are the effects on handicapped children integrated into regular classes?
2. What is the effect on non-handicapped children on the introduction of a handicapped child into their classroom?
3. How does the classroom teacher react to this integration of handicapped children?
4. What is the best way to allocate the special teachers, resource personnel, and professional staff resources in a school setting?
5. How does a continuum of educational services affect the academic development of normal and handicapped children?
6. How does teacher behavior in the classroom affect the social, emotional, and academic development of her students?
7. What is the effect of in-service training for teachers on the social, emotional, and academic growth of students?

It is hoped that Project PRIME will provide answers to these and many other related questions.

*Programmed Re-entry Into Mainstream Education

The first study of its kind, Project PRIME links the United States Office of Education, the Texas Education Agency, and local school districts in a cooperative three-year research evaluation effort. USOE's Bureau of Education for the Handicapped will contribute a \$1,000,000 grant to cover the federal role during the first year of the project, and a separate \$110,000 grant authorized under the federal Education of the Handicapped Act will finance TEA's role during the same period. Bureau of Education for the Handicapped experts will be particularly concerned with collecting and evaluating data from the local school districts, including school, classroom, and student variables. The Texas Education Agency will focus mainly on the administrative problems encountered by local districts, regional Education Service Centers, and the state during the implementation of new programs; TEA will also be responsible for collection of community and school district data. The findings thus gleaned by the federal and state experts will hopefully lead to further knowledge and innovations in special education both in Texas and throughout the country.

Although many educators in past years have recognized that significant gains can derive from the integration of certain types of handicapped children into regular classrooms, there has not yet appeared an exhaustive and valid research study on this subject. The most common failure in previous studies has been the neglect of the relationship between process and product variables, especially between the actual approaches taken in the classroom and the observable results in pupils' educational growth. There has been a bare minimum of classroom observation connected with these studies, and a resulting trend to neglect empirical data in favor of theoretical-philosophical opinion. Even if teacher variables were considered (age, background, etc.), teaching approaches in integrated classrooms - the only

variables that can be manipulated - have been ignored. And various statistical and methodological failures further reduced the validity of previous research, e.g., the use of the pupil rather than the classroom as the unit of statistical analysis.

A consideration of these problems makes evident the need for:

- (a) A description of those factors both within and outside the classroom which appear most relevant to the prediction of successful outcomes
- (b) The development of specific instructional programs to be used in the classroom (and of other programs to be used with peer groups, family groups, etc.)
- (c) Methodologically sound experimentation with promising "packages"
- (d) The evaluation of those variables within such packages which account for their success.

These research objectives constitute a general description of the aims of the Project PRIME evaluation study.

The magnitude and complexity of the project necessitated an intensive review of several previous research and evaluation efforts in order to gain some insight into the special problems involved in an undertaking of this scope. Those studies reviewed include the Coleman Equal Educational Opportunity project, the Westinghouse Head Start Evaluation, and the Sesame Street Evaluation, all of which provided useful information. Yet it is also recognized that Project PRIME represents a unique research effort since it is concerned with a state-wide program for the handicapped.

Experts and consultants from across the nation were also brought in to help resolve issues regarding feasibility, design, and instrumentation of the study. National expertise will continue to be utilized in dealing with problems of test and measurement, sampling, statistical analysis, and special education program development.

Project PRIME is anticipated to last for three years, depending upon continuation of funding, and will involve observation and evaluation of 23 Plan A school districts across the state. Twenty Plan B districts, to be Plan A in 1972-73, are included in the study in order to enlarge the sample. Originally chosen for their apparent readiness for Plan A and their representativeness in such areas as size, location, socio-economic status, and racial composition, the districts were examined to select appropriate schools, classes, and students for the study. One-hundred-forty-four schools and 657 classes were chosen, and about 1,100 handicapped children were picked randomly from grades 3 through 5 to ensure diversity of race, handicapping condition, and type of special education program. Only emotionally disturbed, educable mentally retarded, and language/learning disabled pupils who were previously placed in self-contained classrooms were considered for inclusion in the study.

Phase I. The primary objective during the first year of the project will be to make extensive observations of integrated classroom situations and collect descriptive data on relevant variables (student, teacher, classroom, school, school district, community, and family). Initial judgments can then be made concerning the effectiveness of the observed teaching approaches in promoting student growth. Achievement testing will be conducted early in the school year soon after the handicapped children enter the regular classes, and in the spring at the end of the school year. An intensive observational system will be employed to gather pertinent information about the teacher, behavior management, and teacher-child interactions. Also, tests for personal growth and social development will be administered, and questionnaire reflecting teacher attitudes will be completed and studied.

During the first year several prototype intervention packages will be developed including not only modification of aspects of teacher behavior but also modification of the peer culture or the home-school relationship. Treatment programs for tentative use during the second year will be developed.

Phase II and III. Continued follow-up of first-year programs and findings will take place during the next phase of the study and will provide a background for further research. The major aim of the second and third years of the project will be to put the previously determined "winning packages" into effect so that they may be studied in more depth. Approximately four distinct treatments and a no-treatment control group will be analyzed according to certain variables. Judgments can then be drawn concerning the relative effectiveness of various treatments or the absolute effectiveness of such planned treatments over an "unplanned" treatment situation. Also, information can be gathered about the overall results of integrating handicapped children into normal classrooms.

Refinement of the treatments that seem to work best according to second-year data will be the main priority of year three. Treatments will be assigned to as many classes as possible in an effort to increase the validity of previous findings, and ways of modifying and improving the larger treatments will be investigated.

Project PRIME's findings will certainly be of great importance not only to TEA and BEH, but also to local school districts. In the realm of data collection, for example, local districts will realize almost immediate gains due to the use of Regional Service Center and local personnel for this operation. If substitute school teachers from each

district are employed as observers and data collectors, the knowledge and training they receive through the Regional Education Service Centers will mean residual long-term benefits for the local districts. And the intensive study in which they are participating will provide local teachers, special education directors, and other personnel with a greater knowledge of and confidence in the programs they are developing to meet their districts' particular needs.

The implications of a study such as PRIME, both for TEA and for BEH, are obvious. Among many benefits resulting from the project will be the following:

1. The results will be used to evaluate the five-year planning of goals, objectives, and strategies of implementation for Special Education in Texas.
2. The results will provide feedback for the Texas legislature for altering Senate Bill 230.
3. The results will help establish administrative policy and guides for integrating handicapped children into regular classes.
4. The results will help provide pertinent information to local education agencies for integrating handicapped children into regular classes.
5. The results will have implications as regards the pupil appraisal process.
6. The results from the process/product paradigm will have direct implications for the pre-service and in-service training programs for teachers.
7. The study and strategies employed can sensitize professionals in other areas to the needs of special education.
8. The data from the study will provide the field with a data bank for use in future research at low cost.
9. The study has potential for serving as a demonstration model for large-scale impact studies.
10. The study will produce instruments developed specifically for handicapped children.
11. The results have potential for immediate and wide adoption in other states.

Appendix XXVII

Materials for Spring Achievement Testing

- .1 Memo to Project PRIME district**
- .2 Guidelines for Test Administration**
- .3 Problem-Time Report Sheets**
- .4 Test Administrator Questionnaire**

TO: PROJECT PRIME COORDINATORS
RE: SPRING ACHIEVEMENT TESTING

Hi. One more river to cross.

Enclosed are all the materials for the spring achievement testing.

You should have:

- 1) A roster of all the children to be tested in your district (including the level of test they should receive and their select teacher's name).
- 2) Guidelines For Test Administration, which should be read by all test administrators. This spring form is not exactly the same as the fall form, so the changes should be noted before testing any children.
- 3) New problem-time report sheets. One of these report sheets should be filled out by each test administrator immediately after each testing session. (For example, after giving PI, Tests 1, 2).
- 4) Teacher's Directions for the enclosed MAT levels. (These directions are for the test administrators, of course).
- 5) Enough MATs of each level to test all the PRIME children on the enclosed roster.

NOTE: The roster of children to be tested is as accurate as we could make it. We want to test all the children still left in your district who were given the fall MAT for PRIME, as well as get achievement data on those children who, although they missed the fall testing, were given

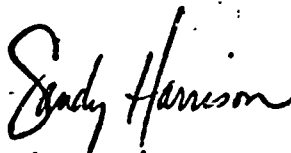
questionnaires or were observed. If we have no data at all on a child, he does not have to be tested this spring. (If a control, for example, was chosen for an E child just a week or so ago, that new control would not be tested). There may be a mistake on your roster (although we checked all rosters twice before they left the Austin office). Our scheduling of children with certain levels of test was based on the format explained in the Guidelines, p. 2. If we have a child down for the wrong level of test, please call us before you give the child a level different than the one on the roster.

Test administrators can be PRIME observers, questionnaire administrators, fall achievement test administrators or anyone on your staff. We are flexible at this point.

The only major change in the testing procedure involves the testing of EMR children on PI and PII. As explained at the bottom of page 2 of the Guidelines, if an EMR child cannot handle the material in PI, that child does not have to be tested on PII. However, some certification must be obtained that the child cannot handle the material in PII at all (for example, the child does not know his alphabet). This certification may be from the child's teacher, from the principal, from you or from anyone other than the test administrator who knows the child's academic capacities. It should be included in the packet of tests

returned to the Austin office.

Hope this answers most of the questions. If there are any more,
call person-to-person collect, as always.



Sandy Harrison
Person coordinating spring achievement
testing for PRIME

SH:jm

Enclosures

GUIDELINES FOR TEST ADMINISTRATION

ORIENTATION

Your special education director will give you a list of handicapped and normal children (and their teachers) who are the focus of Project PRIME. The special education director will also call the principal of the school where you will be testing and arrange clearance for you to test these selected children. However, you will need to contact the principal before you begin contacting teachers within his school. During this initial contact with the principal, you should find out where in the school you will take the children to be tested. In addition, the principal may wish to give you other information that will make testing easier. After meeting with the principal, you should contact each teacher whose children are involved in the project to introduce yourself.

INSTRUCTIONS FOR TEST ADMINISTRATION

Both the handicapped children and the selected non-handicapped children from the classroom will be given the Metropolitan Achievement Test. All children receiving the same version of this test may be tested together in a group.

Child	Test to administer	Estimated time
EMR's	Primary I (reading, arith.) and Primary II (reading, arith.)	90 Minutes 126 Minutes
ED's, LLD's, MBI's and 3rd Grade Regulars	Primary II (reading, arith.)	126 Minutes
ED's, LLD's, MBI's and 4th Grade Regulars	Elem. (reading, arith.)	130 Minutes
ED's, LLD's, MBI's and 5th Grade Regulars	Intermed. (reading, arith.)	125 Minutes

No more than one test unit (eg. reading or arithmetic) should be given in a single morning or in a single afternoon to any particular group of children, but it is okay to test different groups of children on different tests on the same morning or afternoon.

If a child is absent during any phase of the testing, schedule a makeup session as soon as possible. Makeup tests can be scheduled whenever there is sufficient time for them. However, be sure that a given child is not tested twice in a single morning or in a single afternoon. If there are any makeups for the Primary I tests, they should be given as soon as possible so that the children can go on to Primary II. Do not give a child Primary II before his Primary I battery has been completed. Some children may have a great deal of trouble with Primary I (for example, a retarded child who cannot read at all). In cases where the child cannot handle even the basic material in Primary I, you may skip giving that child Primary II. In these situations, you should get a note from the teacher or the principal indicating that the child cannot handle the Primary II form.*

*Due to the problems and limitations inherent in administering a standardized test to handicapped children, it may appear unfair to test these children at all. The Metropolitan is only one of several perspectives that PRIME is working from, and is certainly not a final or conclusive judgement on a child's abilities.

SUGGESTED PROCEDURE:

Day 1. Morning	- Prim. I, Tests 1, 2	Est. time = 30 Minutes
	Elem., Tests 1, 2	Est. time = 40 Minutes
	Inter., Tests 1, 2	Est. time = 40 Minutes
<hr/>		
Afternoon	- Prim. I, Test 3	Est. time = 30 Minutes
	Elem., Test 5	Est. time = 35 Minutes
<hr/>		
Day 2. Morning	- Inter., Test 5	Est. time = 35 Minutes
	Prim. I, Test 4	Est. time = 30 Minutes
	Elem., Test 6	Est. time = 25 Minutes
<hr/>		
Afternoon	- Inter., Test 6	Est. time = 25 Minutes
	Elem., Test 7	Est. time = 30 Minutes

***** SKIP A DAY *****

Day 3. Morning	- Inter., Test 7	Est. time = 25 Minutes
	Prim. II, Tests 1, 2	Est. time = 33 Minutes
<hr/>		
Afternoon	- Prim. II, Test 3	Est. time = 30 Minutes
<hr/>		
Day 4. Morning	- Prim. II, Tests 5, 6	Est. time = 38 Minutes
	Afternoon	- Prim. II, Test 7

The rationale for skipping a day between the second and third days of testing is to allow some "breathing space" for the handicapped children who will be tested on both the morning and afternoon of four days. Obviously, the above schedule may have to be adapted according to the availability of the children and according to the school's daily calendar. Feel free to modify this schedule to fit your needs, but try to keep within the suggested procedure as much as possible.

****Do not administer:**

- the spelling section (Test 4) in the Primary II booklet.
- the language and spelling sections (Tests 3 and 4) in the Elementary booklet
- the language, spelling, science and social studies sections (Test 3, 4, 8 and 9) in the Intermediate booklet

TO TEST ADMINISTRATOR

The test administrator, collaborating with the school's principal, is responsible for ensuring an efficient test administration. The responsibilities include scheduling the test, ensuring a proper atmosphere for testing and obtaining and distributing materials. If test results are to be comparable among the schools of a district, the conditions under which the test is administered must be standard.

SCHEDULING THE TESTS

Tests should be scheduled to motivate the students to do their best work. Testing is best accomplished in the morning and early afternoon on days other than those immediately preceding or following holidays or school events which especially excite the students.

PREPARING AND STORING MATERIALS

When testing materials arrive, make a careful check to be sure they are complete and appropriate. When they are not in use, the test materials should not be stored in the school building.

MAXIMIZING MOTIVATION

An effort should be made to create a test situation that is conducive to maximum motivation. Prior to the date of testing, it is advisable to inform teachers of the kind of test to be given and its purpose. Special effort to put the teachers at ease is essential to reduce the test anxiety of the students, who very frequently reflect their teacher's attitudes. A student's experience with the use of an answer sheet may be quite frustrating. If answer sheets are to be used, make certain that the children know how to use them. The setting for the administration can also maximize motivation. If possible, the testing room should be well-lighted, properly ventilated and uncrowded. The testing situation should be free from interruptions: bells, outside noises, student talking, etc. Any conditions that may be conducive to undesirable cooperation between students during the testing should be eliminated.

HOW TO PREPARE FOR TESTING WITH THE METROPOLITAN

There are several things you should do one or two days before the tests are to be administered. Taking care of these things before the testing starts will help to insure smooth administration of the test and will make interpretation of the results more meaningful. None of the steps requires more than a few minutes of your time.

First, review the test content. This is the material on which the children are being evaluated. Look over the test booklet. Read the brief description of test content given in the *Teacher's Directions*. If time permits, take the test yourself, in order to be able to reply more quickly to questions raised by pupils.

Second, read the section in the Teacher's Directions on the actual directions for administering the test. This is probably the single most important thing you can do to assure smooth and valid administration of the test in your classroom. It would be helpful to administer the test to another person without, of course, having the other person answer all the questions. Just start the administration of the test, then stop, and move on to the next test. Mark important transition points or other places in the directions where you think pupils may raise questions. Remember, if you try to give the test without being familiar with the directions, the pupils may be penalized.

Third, make sure you have a complete schedule for testing. You should have a complete schedule, listing exact days and times during the day when the tests are to be administered.

GIVING THE METROPOLITAN

If you adequately prepared for giving the test by reading through the Teacher's Directions and looking over the test booklet, the administration should proceed smoothly. In addition to the suggestions given, there are several other hints that may help you in giving the test. First, and probably most important, remember that it is your responsibility to see that pupils know what they are supposed to do in each part of the test. The best way to do this is to read the directions verbatim. Then ask if there are any questions. The directions have been tried out with thousands of pupils of different ability levels and from different parts of the country, so they

should be clear. However, you should always give the pupils a chance to raise questions if something is unclear. In answering questions, you may reword the directions, work through sample items, or put samples on the chalkboard. Under no circumstances should you help the class or an individual pupil on a specific test item. Just as with coaching before the test, giving "hints" on specific items during the test will also prevent you from getting the most accurate information about your pupils. In the long run, it will hurt the pupils rather than help them.

It is not unusual for some pupils to become discouraged during the course of the test. After all, the tests are not built to be easy or to enable every pupil to answer each item correctly. It is best to tell your class that you know some of the items are very difficult and that you don't expect them to get all the items right. On the other hand, the tests are intentionally constructed so that each test begins with some very easy items. Encourage the pupils to do their best since you know that they all can get some of the items right. As pupils move through the test, see that they don't get "stuck" on one item. If a pupil seems to be "stuck" on an item, suggest that he move on to other items and come back to that item if he has time left.

Except for the tests that are teacher dictated, all the tests have time limits. The time limits have been set to be generous so that most pupils will have a chance to try all items or at least all items that they might be able to answer correctly. You should never extend the time limit for a test. By extending the time limit, you may give your pupils an unfair advantage over other pupils and, again, this may prevent you from getting an accurate picture of their achievement levels.

Up through the Elementary Battery, pupils are not told at the beginning of a test how much time they have to work on a test. These pupils usually do not respond well to timing, and telling them the time may just be a distraction. However, if a pupil asks you how much time the class has for the test, you may give the time limit. In the directions for the Intermediate battery, pupils are told how much time they have for each test. Usually, pupils at these levels have enough "test sophistication" to know that most tests are timed, and if they are not told the time, they will often ask for it anyway.

SPECIFIC INSTRUCTIONS

1. Know the contents of the test and familiarize yourself with the directions before the testing begins.
2. Anticipate that you may have behavior problems and decide for yourself what procedures you might use to handle them.
3. Make sure each child has a #2 pencil (and an answer sheet, if appropriate).
4. Make sure you have a watch or a clock in the room.
5. Move quietly about the room throughout the testing.
6. Do not look over any student's shoulder long enough to make him overly conscious of it.
7. Make certain that every examinee is following directions. If he has obviously misunderstood, speak quietly to him and direct him in the proper way. Instructions may be supplemented with additional comments, as long as the student is not given the answers to any test item or the rationale behind it.
8. If the student is marking his answer sheet without reading the test items, encourage him to study each item carefully.
9. If the examinee finishes before the time is up, encourage him to work the problems a second time to check his work.
10. Prevent undesirable cooperation between students. Do not accuse a student of cheating during the testing situation.
11. Do not converse either unnecessarily or at length during the actual testing.

FINAL INSTRUCTIONS TO TEST ADMINISTRATORS

A. Be sure that the following information is written in the information box on each booklet.

1. The child's name and code number
2. The date(s) of testing
3. The school's name and code number
4. The child's teacher's name and code number

This should be the child's selected teacher's name, not necessarily the name of the teacher from whose class the child was taken for testing.

5. The name and code number of the school district

PUPIL INFORMATION BOX	
Name	Code Number
Date of Test	
School	Code Number
District	Code Number
Teacher	Code Number

- B. You do not have to score any booklet.
- C. Record your testing schedule on a separate sheet of paper and include it with the booklets you return to the Special Education Director.
- D. Return the completed booklets to the District Special Education Director as soon as you have finished giving the complete tests to all the children assigned to you.

TEST ADMINISTRATOR QUESTIONNAIRE

(To be filled out by the test administrator and returned to the Special Education Director)

Name: _____

Age: _____ Less than 25

_____ 25-35

_____ 36-45

_____ 46-55

_____ Over 55

Sex: _____ Male

_____ Female

Ethnic Group: _____ Anglo

_____ Black

_____ Mexican-American

_____ Oriental

_____ Other (specify) _____

Years teaching experience: _____ Substitute teaching only

_____ Less than one year

_____ One year

_____ Two-three years

_____ Over three years

College degree: _____ None, never attended college or attended less than a year
_____ None, but attended college at least one year
_____ None, but attended college more than two years
_____ Associate degree
_____ Bachelor's
_____ Master's
_____ Ph.D.
_____ Other (specify) _____

Courses in testing: _____ None
_____ One
_____ Two or more

Types of teaching (and/or educational) certification: _____

PROBLEM SHEET

(to be filled out after each testing session)

District _____

School _____

Administrator _____

Test Administered _____ Section _____

Date Administered _____ Time Administered _____

Room Size

- A. Tiny, like a large closet _____
- B. Small room _____
- C. Average classroom _____
- D. Extra large, like a cafeteria or gymnasium _____

Group Size

- A. Tested individually _____
- B. 2 - 5 children _____
- C. 6 - 10 children _____
- D. 11 - 15 children _____
- E. 16 - 30 children _____
- F. Over 30 children _____

Distractions (that have an observed effect on the children)
From outside the testing situation (noise in hall, people
unexpectedly coming into room, announcements over inter-
com, etc.)

- A. None _____
- B. Rarely _____
- C. Occasionally _____
- D. Often _____

Within the testing situation (children talking to each other, reciting
answers out loud, children moving around the room unnecessarily, etc.)

- A. None _____
- B. Rarely _____
- C. Occasionally _____
- D. Often _____

Other comments? (include any problems with individual children which
may effect the validity of their score):

TEST ADMINISTRATOR QUESTIONNAIRE

(To be filled out by the test administrator and returned to the
Special Education Director)

School District:

District Code:

School Campus:

School Code:

Name: _____

Age: _____ Less than 25

_____ 25 - 35

_____ 36 - 45

_____ 46 - 55

_____ Over 55

Sex: _____ Male

_____ Female

Ethnic Group: _____ Anglo

_____ Black

_____ Mexican-American

_____ Oriental

_____ Other (specify) _____

Years teaching experience: _____ Substitute teaching only

_____ Less than one year

_____ One year

_____ Two - three years

_____ Over three years

College Degree: _____ None, never attended college or attended less than a year
 _____ None, but attended college at least one year
 _____ None, but attended college more than two years
 _____ Associate degree
 _____ Bachelor's
 _____ Master's
 _____ Ph.D.
 _____ Other (specify) _____

Courses in testing: _____ None
 _____ One
 _____ Two or more

Types of teaching (and/or educational) certification (check one or more)

Full Certification	Special Permit	
_____	_____	Elementary certification
_____	_____	Secondary certification
_____	_____	Special education certification (in any area)
_____	_____	Visiting teacher
_____	_____	Educational diagnostician
_____	_____	Counseling
_____	_____	Supervisor and/or Administrator
_____	_____	Associate school psychologist or school psychologist
_____	_____	None

Appendix XXVIII

Materials for the Spring Questionnaire Administration

- .1 Reference Manual Supplement
- .2 Problem Sheet
- .3 Test Administrator Questionnaire
- .4 Memo on Preparation & Return of Administrative Instruments
- .5 Check List for Return of Material

PROJECT PRIME

**REFERENCE MANUAL
FOR PROJECT PRIME
ATTITUDINAL AND SOCIAL
ADJUSTMENT QUESTIONNAIRES**

— SUPPLEMENT —

(DEVELOPMENTAL STAGE)

These instruments were developed with the approval of the Texas Education Agency, Division of Special Education.

REFERENCE MANUAL FOR PROJECT PRIME QUESTIONNAIRE (SUPPLEMENT)

Project PRIME has revised this set of instruments to be administered this spring. The names of the instruments and the person to whom they will be administered are as follows.

Name	To whom Administered
Children's Questionnaire	Selected children Administered Individually
How Do You Feel? (Part II)	Selected Children Administered In groups
Teacher Attitude and classroom climate questionnaire	Selected Teachers
Selected Children's Background Questionnaire	Selected Teachers and, if necessary, other School Personnel (One per selected child)
Selected children's Educational Experience Questionnaire	Selected Teachers and, if appropriate Resource Room Teachers (one, or if appropriate, two per selected child)

For the definitions of the personnel involved, the responsibilities of the test administrator and some anticipated problems, refer to the original Project PRIME Reference Manual.

INSTRUCTIONS FOR COMPLETING STANDARD HEADER INFORMATION

The standard header refers to the six grids which are at the top of every NCS machine-scorable answer sheet or questionnaire booklet. The 22 boxes are entitled respectively District Code, School Code, Teacher Code, Pupil Code, Select Code and Grade. These six grids are for the identification numbers which assure confidentiality and anonymity of school district, school, teacher and pupil names. Further, these six grids are the means for being able to interrelate all the different questionnaires you will be administering. It is, therefore, absolutely essential that these six grids be completed accurately for every NCS machine-scorable answer sheet and questionnaire booklet.

The standard header information must be filled in prior to giving any NCS machine-scorable answer sheet or questionnaire booklet to a teacher or pupil.

The following paragraphs indicate how to use the (1) School Code Number Listing; (2) Teacher-Pupil Information Worksheet, (3) Teacher Code Number Listing; (4) Pupil Code Number Listing for completing the information requested in the standard header.

DISTRICT CODE. The District Code is a three-digit number (for example 618) to be found on the School Campus Code Number Listing. The three-digit number will precede the name of the school district. This three-digit number should be written one digit per box in the blank spaces provided in the District Code grid.

SCHOOL CODE. The School Code is a four-digit number (for example, 8012) to be found on the School Campus Code Number Listing. The school code number is the four-digit number on the left side of the School Campus Code Number Listing and precedes the name of each school for a given school district. The school's name is followed by the principal's name.

The selection of the appropriate four-digit school identification number is determined by the specific child or teacher for whom the machine-scorable answer sheet and questionnaire booklet is intended. In other words, the four-digit school identification code number reflects the specific school in which the teacher works or child attends. The names of the schools for a given school district are listed on the School Campus Code Number Listing.

The four-digit school identification code number, corresponding to the appropriate school for a given teacher or pupil should be written one digit per box in the blank spaces provided in the School Code grid.

TEACHER CODE. The Teacher Code is a six-digit number (for example, 300129) to be found on the Teacher Code Number Listing. The teacher code number is the six-digit number on the left side of the Teacher Code Number Listing and precedes the last name, first name, middle initial of each teacher for a given school. The teacher's name may be followed by an asterisk indicating that she is a selected classroom teacher.

The appropriate six-digit teacher identification code number for a pupil questionnaire is the teacher identification code number for his/her selected classroom teacher. The name of a given child's selected classroom teacher can be determined by referring to the Teacher-Pupil Information Worksheet. The Teacher-Pupil Information Worksheet is arranged alphabetically by pupils for a given school. After finding the given child's name, which is located on the left hand side of the Teacher-Pupil Information Worksheet, a list of all teachers he sees will be listed. The teacher's name which is followed by an asterisk is his selected classroom teacher. Refer now to the Teacher Code Number Listing and find that teacher's name. To the left of her name is a six-digit identification code number which should be entered into the Teacher Code grid.

The six-digit teacher identification code number should be written one digit per box in the blank spaces provided in the Teacher Code grid.

The specific instructions for each instrument included in this handbook indicate whether the Teacher Code should be that of the child's selected classroom teacher or one of the other teachers he sees. For example the Selected Children's Educational Background questionnaire will, under certain circumstances, be given to the child's Resource Teacher. Any given teacher's identification code number can be found on the Teacher Code Number Listing. The teachers that a child sees can be determined from the Teacher-Pupil Information Worksheet.

PUPIL CODE. The Pupil Code is a seven-digit number (for example, 5014321) found on the Pupil Code Number Listing. The pupil code number is the seven-digit number on the left side of the Pupil Code Number Listing and precedes the last name, first name, middle initial of each pupil for a given class. The pupil's name is followed by his select code.

The appropriate seven-digit pupil identification code number for a given questionnaire can be found by referring to the Pupil Code Number Listing. The seven-digit pupil identification code number should be written one digit per box in the blank spaces provided in the Pupil Code grid.

SELECT CODE. The Select Code is a one-digit number, ranging from 0 to 9, to be found on the Pupil Code Number Listing. The select code number is the one-digit number on the right side of the Pupil Code Number Listing and follows the name of each child.

The single digit select code number for a given child should be written in the box provided in the Select Code grid.

GRADE CODE. The Grade Code is a single alpha-numeric value (letter or number) to be found on the Pupil Code Number Listing. The Grade Code is indicated by "S" for a self-contained special education class or a number 1-6, standing for grades one through six respectively. The Grade Code is located at the top of the Pupil Code Number Listing. The Pupil Code Number Listing is arranged alphabetically by class by school. Thus, the grade indicated at the top of the Pupil Code Number Listing would be the grade to enter in the Grade Code grid for any child whose name appeared on that particular Pupil Code Number Listing for a specific teacher.

The Grade Code for a given child should be written in the box provided in the Grade Code grid.

You have now completed the standard header information. It is hoped that these instructions will answer your questions related to the six grids entitled District Code, School Code, Teacher Code, Pupil Code, Select Code and Grade. If you have any questions, call your Director of Special Education.

HOW DO YOU FEEL? (Part II)

1. This instrument is to be administered to selected children.
2. Pupils will record their responses directly onto the NCS machine-scorable answer sheets.
3. This questionnaire can be administered to small groups.
4. Prior to giving each student his NCS machine-scorable answer sheets, make sure you have completed the Standard Header Information on his/her machine-scorable answer sheet. You do not have to fill in the bubbles; but you do have to fill in the boxes.
5. Refer to section entitled Information for Completing Standard Headers to complete the six grids on the top of the NCS machine-scorable answer sheet.
6. The teacher code should be the identification number for a given child's selected classroom teacher.
7. Be sure each pupil receives the NCS machine-scorable answer sheet with his identification number.
8. This questionnaire should be administered in one session.
9. There should be a NCS machine-scorable answer sheet completed for each selected child.

BEST COPY AVAILABLE

10. Check each machine-scorable answer sheet to be sure the children darkened in the circles correctly.
11. Place all the How Do You Feel NCS machine-scorable answer sheets for a given selected class, not the testing group, in the appropriately marked envelope. Complete the information requested on the front of the envelope.
12. Return completed envelopes to your Director of Special Education.

CHILDREN'S QUESTIONNAIRE

1. This instrument is to be administered to selected children.
2. The questionnaire should be administered individually.
3. The test administrator will record the child's verbal responses directly onto the questionnaire booklet.
4. Prior to each interview with a child, the test administrator should complete the Standard Header Information on the child's questionnaire booklet.
5. The teacher code should be the identification code number for a given child's selected classroom teacher.
6. The test administrator has some flexibility in administering the questionnaire. He may find it necessary to ask probing questions to find out the requested information. However, he should write down the questions he asks on the questionnaire booklet.
7. If the child responds, "I don't know," the test administrator should probe, "Think hard, are you sure you don't know," before coding the "I don't know" response.
8. This questionnaire should be completed in one session.
9. Mark the child's response with a check (✓) on the line next to the appropriate response for each question as you administer the questionnaire.
10. Place all the Children's Questionnaire booklets for a given class in the appropriately marked envelope. Complete the information requested on the front of the envelope.
11. Return completed envelope to your Director of Special Education.

TEACHER ATTITUDE AND CLASSROOM CLIMATE QUESTIONNAIRE

1. This instrument is to be administered to selected teachers.
2. Teachers will record their responses directly in the questionnaire booklet.
3. Prior to giving the teacher her questionnaire booklet, make sure you have completed the Standard Header Information in the questionnaire booklet. Leave the Pupil Code Number and the Select Code blank.
4. Refer to the section entitled Information for Completing the Standard Header for instructions for completing the Standard Header.
5. Be sure that each teacher receives the questionnaire booklet with her unique identification code number. Paper clip her name to the outside of her questionnaire booklet.
6. Be sure that the information requested on the envelope is completed prior to giving the questionnaire booklet to the teacher.
7. If the selected teacher has two or more handicapped children in two different classroom situations (i.e., one child in one reading class and a second child in a different reading class in a departmentalized program) then she should complete only one Teacher Attitude and Classroom Climate Questionnaire unless the two class situations are very different.
8. If the selected teacher has several different instructional arrangements, you may need to clarify for her which situation to use as a reference. She should use the instructional situation which includes the selected handicapped child and his matching contrast child.
9. Collect the teacher's sealed envelope containing the completed booklet for the Teacher Attitude and Classroom Climate Questionnaire.
10. Return the completed envelope to the Director of Special Education.

SELECTED CHILDREN'S BACKGROUND QUESTIONNAIRE

1. One Selected Children's Background Questionnaire should be completed for each selected child.
2. The Selected Children's Background Questionnaire should be completed by the selected teacher and other school personnel who have information about the child.
3. Prior to giving the selected teacher and other school personnel the Selected Children's Background Questionnaire, make sure you have completed the Standard Header Information on the questionnaire booklet.
4. Refer to the section entitled Information for Completing the Standard Header for instructions for completing the Standard Header.
5. Paper clip the child's name to the outside of his questionnaire booklet.
6. Teachers and other school personnel will record their responses directly in the questionnaire booklet.
7. The selected teacher should first answer as many of the items on the questionnaire as she can based on her knowledge of the child's background.
8. The selected teacher should then return the questionnaire booklet to the Project PRIME coordinator.
9. The Project PRIME coordinator should then obtain the missing information from other school sources; the principal, Director of Special Education, Special Education Teachers and central office files.
10. It is requested that the Director of Special Education insure that all the required information has been provided. When all available information has been obtained, the Director of Special Education should initial the questionnaire book in the appropriate place.

SELECTED CHILDREN'S EDUCATIONAL EXPERIENCE QUESTIONNAIRE

1. The selected teacher should complete one Selected Children's Educational Experience Questionnaire for each selected child.
2. In addition, if the selected child is a handicapped child whose selected teacher is a regular classroom teacher, the Special Education Teacher (Resource Room Teacher or Helping Teacher) who instructs that child most frequently should also complete a Selected Children's Educational Experience Questionnaire.
3. Prior to giving the selected teacher and resource teacher the Selected Children's Educational Experience Questionnaire, make sure you have completed the Standard Header information on the questionnaire booklet. Complete the necessary information on the appropriate envelope.
4. Refer to the section entitled Information for Completing the Standard Header for instructions for completing the Standard Header.
5. Paper clip the child's name to the outside of his questionnaire booklet.
6. Teachers will record their responses directly in the questionnaire booklet.
7. When the teacher has completed all the Children's Educational Background Questionnaires given to her she should place them in the appropriate envelope, seal it, and return the envelope to the Project PRIME coordinator.

PROBLEM SHEET

(to be filled out after each testing session)

District _____

School _____

Administrator _____

Test Administered _____ Section _____

Date Administered _____ Time Administered _____

Room Size

- A. Tiny, like a large closet _____
- B. Small room _____
- C. Average classroom _____
- D. Extra large, like a cafeteria or gymnasium _____

Group Size

- A. Tested individually _____
- B. 2 - 5 children _____
- C. 6 - 10 children _____
- D. 11 - 15 children _____
- E. 16 - 30 children _____
- F. Over 30 children _____

Distractions (that have an observed effect on the children)

From outside the testing situation (noise in hall, people unexpectedly coming into room, announcements over intercom, etc.)

- A. None _____
- B. Rarely _____
- C. Occasionally _____
- D. Often _____

Within the testing situation (children talking to each other, reciting answers out loud, children moving around the room unnecessarily, etc.)

- A. None _____
- B. Rarely _____
- C. Occasionally _____
- D. Often _____

Other comments? (include any problems with individual children which may effect the validity of their score):

TEST ADMINISTRATOR QUESTIONNAIRE

(To be filled out by the test administrator and returned to the
Special Education Director)

School District:

District Code:

School Campus:

School Code:

Name: _____

Age: _____ Less than 25

_____ 25 - 35

_____ 36 - 45

_____ 46 - 55

_____ Over 55

Sex: _____ Male

_____ Female

Ethnic Group: _____ Anglo

_____ Black

_____ Mexican-American

_____ Oriental

_____ Other (specify) _____

Years teaching experience: _____ Substitute teaching only

_____ Less than one year

_____ One year

_____ Two - three years

_____ Over three years

College Degree: _____ None, never attended college or attended less than a year
 _____ None, but attended college at least one year
 _____ None, but attended college more than two years
 _____ Associate degree
 _____ Bachelor's
 _____ Master's
 _____ Ph.D.
 _____ Other (specify) _____

Courses in testing: _____ None
 _____ One
 _____ Two or more

Types of teaching (and/or educational) certification (check one or more)

Full Certification	Special Permit	
_____	_____	Elementary certification
_____	_____	Secondary certification
_____	_____	Special education certification (in any area)
_____	_____	Visiting teacher
_____	_____	Educational diagnostician
_____	_____	Counseling
_____	_____	Supervisor and/or Administrator
_____	_____	Associate school psychologist or school psychologist
_____	_____	None

PREPARATION OF ADMINISTRATIVE INSTRUMENTS

In order to provide as much anonymity as possible, please follow the general procedures outlined below before distributing the Administrative Questionnaires to participants.

Selecting Personnel Code Numbers

Rather than asking personnel to identify their completed questionnaires by name, we are asking you to assign code numbers to all personnel who have not previously been assigned such numbers.

All concerned teachers, both Special Education Teachers and Regular Classroom Teachers, should already have been assigned code numbers. If not, please assign a number from the campus "Teacher Code Number Listing" previously supplied by Project PRIME. If you cannot locate your Teacher Code Number Listings or if you do not have enough unassigned numbers left, please call the Project PRIME office in Austin.

Many Special Education Teacher Aides have already been assigned code numbers, also. A code number from the campus "Teacher Code Number Listing" should be assigned for any other aides. All teachers and teacher aides should receive code numbers from the Teacher Code Number Listing for the Elementary School Campus in which they are located. IT IS VERY IMPORTANT THAT YOU SEND A COPY OF YOUR ADDITIONS TO THE TEACHER CODE NUMBER LISTING TO THE AUSTIN OFFICE. Please note which of the additions are aides and which are teachers. Just mark "aide" next to her name for each teacher aide.

All administrative and support personnel, such as Principals, Director of Special Education, Supervisors, etc., should be assigned Project PRIME code numbers. Select these numbers from the enclosed Administrator's Code Number Listing for your district or co-op. Use any numbers on this list, in any order, but do write in the person's name and title opposite the selected number. If you are in a Special Education cooperative, indicate the district(s) the administrator or support personnel serve. Write the name of the district in parentheses next to the person's name. Be sure to return two copies of this list to the Austin office with your other materials.

Selecting Appropriate Questionnaires

The Questionnaires were written for roles performed, not for Minimum Foundation titles; therefore you will need to decide which personnel should receive which booklets. Please use the following definitions to help you decide:

Superintendent: Superintendents of school districts involved in Project PRIME -- in Special Education Cooperatives only Superintendents of Project PRIME districts should complete this questionnaire.

Director of Special Education: The person who has the direct administrative responsibility for the special education program. In co-ops, only the co-op director would complete this questionnaire.

Supervisors: Special Education personnel who provide instructional supervision to the teachers and principals of school buildings involved in Project PRIME -- people primarily involved in curriculum development, pupil educational plan writing, and/or teacher in-service activities.

Appraisal Coordinator: The person who has the responsibility for the coordination of the appraisal process in a district or co-op. If this role is divided in some way, by school campuses or districts or by type of handicap, then indicate on the Administrator's Code Number Listing and on the Questionnaire booklet the names of the campuses or districts served.

Appraisal Specialist: All personnel who administer individual or small-group tests to students, whether they are currently assigned to buildings where Project PRIME pupils are located or not.

Counselor: Special Education or Regular Guidance Counselors who work as counselors in the elementary schools where Project PRIME-selected students are located.

Principals: Building Principals of the elementary schools where Project PRIME-selected students are located.

Regular Classroom Teachers: Teachers assigned to the elementary buildings where Project PRIME students are located and who have been designated as Project PRIME selected teachers. Do not include any Regular Classroom Teachers who have not already been considered as PRIME selected teachers.

(Continued)

Selecting Appropriate Questionnaires (Continued)

Special Education Teachers: All Special Education Teachers who are assigned to buildings where Project PRIME-selected children are located. Exclude speech and hearing therapists. The Special Education Teachers do not have to instruct Project PRIME students in order to complete the administrative questionnaires for Special Education Teachers.

Special Education Teacher Aides: Teacher Aides assigned to the special education program, assigned to buildings where Project PRIME-selected children are located, and who come in contact with these children or their teachers (either Special Education Teachers or Regular Classroom Teachers).

Note: In some cases it may be necessary for one person to complete more than one questionnaire. Use your judgment in this, but we would like for at least one questionnaire of each type to be completed. For example, you may be the Director but also be the only one (or the primary one) responsible for providing instructional supervision to teachers and/or principals. If so, please fill out a Director's questionnaire and a Supervisor's questionnaire. In the cases where a person has filled out more than one questionnaire, he will be paid for both questionnaires. Persons filling out more than one instrument will undoubtedly discover similarity and/or duplication in the items. Since many items are similar but do contain subtle but important differences, please have these people fill out all items in every questionnaire completed.

Affixing Code Numbers to Booklets

After you have selected code numbers, please write these numbers directly into the booklets. This should be done before the booklets are given to the personnel completing the questionnaire. Also, complete the information requested in the standard Project PRIME header. Fill in the code numbers assigned by Project PRIME for school district, and, if appropriate, school campus.

Identifying Booklets By Name

After code numbers have been affixed to the appropriate booklets, identify books for distribution purposes by attaching (by paper clip) one of the "Participant's Request for Payment" forms to each booklet. Write the name of the person completing that booklet in the appropriate blank on the pay form. In this way the person will receive the booklet with his code number affixed. After completing the booklet, he will detach the form that has his name on it and the booklet will no longer be identifiable by anyone who does not have the code number listings.

COMPLETION OF QUESTIONNAIRE

Participants should complete the booklets as soon as possible, but it is recommended that the longer questionnaires not be completed in one sitting. Suggestions are provided on the longer booklets for avoiding undue fatigue. We will make every attempt to provide the Teacher and Teacher Aide booklets first so that these people can complete their questionnaires before the last two weeks of school in your district. Please assure these teachers especially that we realize how busy this time of year is, and ask their indulgence. It is hoped that the payment for participation will help in this matter.

RETURN OF QUESTIONNAIRES

As soon as the participant has completed the questionnaire, he should seal the questionnaire in the large white envelope provided. After this, he should complete the "Participant's Request for Payment" form. Then, both the payment form and the sealed envelope should be collected by you or your delegate. Please assure the participating personnel that when they seal their questionnaires in the envelopes, they will not be opened and/or viewed by any district personnel. After all personnel have returned payment forms and envelopes, please return all completed booklets, pay forms, and the Administrator Code Number Listing and additions to the Teacher Code Number Listings to:

Dr. Judith Agard
Project PRIME Coordinator
P. O. Box 1786
Austin, Texas 78767

Please use the boxes in which the questionnaires were shipped and use the labels provided earlier by Project PRIME.

All booklets and materials should be returned by
Thursday, June 15, 1972.

CHECK LIST FOR RETURN OF MATERIALS

Please see that all of the following are returned to the Austin office by Thursday, June 15, 1972 or before.

_____ COMPLETED ADMINISTRATIVE QUESTIONNAIRE BOOKLETS. (Be sure all categories of personnel have completed their questionnaires and are included in your shipment.)

_____ PARTICIPANT'S REQUEST FOR PAY FORM. (Be sure each person completing a questionnaire is submitting a form, and that the form is filled out completely.)

_____ ADMINISTRATIVE CODE NUMBER LISTINGS AND ADDITIONS TO OTHER LISTINGS. (Be sure that you have written on the printout the names and titles opposite each selected number.)

Please return to Project PRIME in Austin any booklets and/or forms not needed by your district.

Appendix XXIX

Information on Payment

- .1 Instruction Memo from Mr. Robert Winn**
- .2 Instructions for Completing Requests for Payment**
- .3 Statement of Services Forms**

Texas Education Agency

201 East Eleventh St
Austin, Texas



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

78701

TO: THE DIRECTOR OF SPECIAL EDUCATION ADDRESSED

FROM: Robert J. Winn, Director
Special Education Evaluation
Texas Education Agency

DATE: May 8, 1972

SUBJECT: Final Phase of Project PRIME, 1971-72

Within a few days you should begin receiving the final set of instruments to be completed this year for Project PRIME. These instruments are questionnaires designed to be completed by ten categories of personnel in school district programs and will attempt to identify the administrative processes that are occurring relative to the special education program.

We realize that completing lengthy questionnaires this near to school closing will not be an easy task to accomplish. We have made arrangements, however, to make payment for the completion of each questionnaire, and hope that this token will ease the task somewhat. Payment will be made directly to the participants from this office, and will be at the following rates which were determined by the estimated length of time needed for completion.

Completion of the Superintendent's Questionnaire	\$10.00
Completion of the Principal's Questionnaire	15.00
Completion of the Regular Classroom Teacher's Questionnaire	10.00
Completion of the Special Education Teacher's Questionnaire	10.00
Completion of the Special Education Teacher Aide's Questionnaire	2.00
Completion of the Special Education Director's Questionnaire	15.00
Completion of the Special Education Supervisor's Questionnaire	5.00

(Continued)



Completion of the Special Education Appraisal Coordinator's Questionnaire	5.00
Completion of the Special Education Appraisal Specialist's Questionnaire	5.00
Completion of the Counselor's Questionnaire	5.00

Your Superintendent should already have received a letter from Dr. Montgomery, Assistant Commissioner for Special Education and Special Schools, asking for your district's continued splendid cooperation and expressing his appreciation for your efforts this year. Extra copies of this letter will be included in your first shipment of questionnaires for your possible use in soliciting the cooperation of your district's personnel. May I add my expression of appreciation, also, to that of Dr. Montgomery for your efforts this year.

You will find attached a set of instructions concerning the procedures to follow in preparing, distributing, completing, and returning the questionnaires and other materials. If you find these instructions incomplete, confusing, or inappropriate to your district, please do not hesitate to call Mr. Jerry Vlasak, who is coordinating this effort, at 512/397-5385 (collect).

Thanks again for your support in conducting what the Texas Education Agency feels will be a valuable study to assist the implementation of Comprehensive Special Education Programs (Plan A) in our state.

INSTRUCTIONS FOR COMPLETING REQUESTS FOR PAYMENT FOR

PHASE III OF PROJECT PRIME

Project PRIME, from the very beginning, has needed the cooperation of all the involved teachers to be successful. We sincerely appreciate the time, effort and thought that all of you have given to Project PRIME. We hope that the information we obtain will be useful to everyone who is concerned with the education of children, both handicapped and normal.

Now as we near the end of the first year of Project PRIME, we are asking your cooperation once again in completing several questionnaires. The questionnaires are concerned with your own educational experiences and attitudes and with the educational experiences of the Project PRIME children. We are aware of the extensive amount of time these instruments will take, especially now at the most hectic time of the year.

We have arranged with The University of Texas to pay a reasonable amount for each instrument completed. This payment is based on a per instrument basis and is approximately \$5.00 an hour.

To obtain payment, you should complete the Statement of Services form as instructed on the following page.

Once again, we thank you for your time and cooperation.

INSTRUCTIONS

The Statement of Services form should be completed by teachers and other personnel requesting payment for the following instruments only: (A different, separate form is required for the administrative questionnaires).

1. Teacher Rating Scale (Completed in January)
2. Teacher Attitude and Classroom Climate Questionnaire
3. Selected Children's Demographic Questionnaire
4. Selected Children's Educational Experience Questionnaire
5. Selected Children's Report Cards

One form should be completed for each different type of instrument. For example, if a teacher has completed six Teacher Rating Scales, she should complete one Statement of Services form for all six rating scales.

RATE OF PAYMENT

1. Teacher Rating Scale
First three instruments completed--no payment \$1.50 for each instrument over three instruments

NOTE: On the Statement of Services form, indicate the total number completed and the payment expected for the number over three.

2. Teacher Attitude and Classroom Questionnaire \$3.00
3. Selected Children's Demographic Questionnaire \$5.00

NOTE: This instrument may be completed by several people; that is, one person may provide some information on the child's home background and another person information on his day-to-day school activities. To ease the bookkeeping here in Austin, the person who takes the major responsibility for completing the instrument should receive full payment. He may divide the payment among others involved.

4. Selected Children's Educational Experience Questionnaire \$5.00
5. Selected Child's Report Card \$3.00 per report card

THE UNIVERSITY OF TEXAS AT AUSTIN
SPECIAL EDUCATION-TRAINING OF TEACHERS OF HANDICAPPED CHILDREN
STATEMENT OF SERVICES FOR PROJECT PRIME

TO BE COMPLETED BY PERSONNEL REQUESTING PAYMENT.

INSTRUCTIONS:

NAME:

SUMMER ADDRESS:
(include zip code)

SOCIAL SECURITY NUMBER:

SCHOOL DISTRICT:

NAME OF INSTRUMENT:

TOTAL NUMBER COMPLETED:
(of this instrument only)

TIME TAKEN PER INSTRUMENT:

TOTAL PAYMENT REQUESTED FOR
THIS INSTRUMENT:

For professional services to the Department of
Special Education as outlined in PRIME Extension
of OEG-O-71-1633(603)

U.T. A/C 26-1860-6660 Other Expenses-
Support Funds

To receive payment for completing Project
PRIME questionnaires, please complete one
Statement of Services form for each instru-
ment and return the forms to the Director of
Special Education. State the address at which
you can be reached after June 1, 1972. Checks
will be mailed directly to you. Complete each
form in triplicate; keep one copy for your
records and return two copies to the Director
of Special Education.

(DO NOT WRITE IN THIS SPACE)

TOTAL APPROVED: \$ _____

I certify that the above statement is correct and that it corresponds in every particular
with the services contracted for. I further certify that the account is true, correct,
and unpaid. YOU MAY EXPECT YOUR CHECK WITHIN THREE WEEKS. (This allows for processing
of the check and postal services).

(Date)

(Signature)

PARTICIPANTS REQUEST FOR PAYMENT PROJECT PRIME ADMINISTRATIVE QUESTIONNAIRES

To receive payment for completing Project PRIME's Administrative Questionnaire(s) please complete this form and return it to the Director of Special Education for your district or cooperative program. State the address at which you can be reached after June 1, 1972. Checks will be mailed directly to you at that address. Although the fee is already stated on a per instrument basis it would be helpful to us if you indicated the approximate time it took you to complete each questionnaire. Your social security number and signature are essential to your check being processed.

Name _____ Social Security No. _____

Summer Address: _____
Street or P.O. Box No.

_____ City _____ Zip Code _____

School District _____

Check if Completed			Estimated Time To Complete	Payment
_____	Questionnaire For	Superintendents	_____ Mins.	\$10.00
_____	Questionnaire For	Directors of Special Education	_____ Mins.	\$15.00
_____	Questionnaire For	Instructional Supervisors	_____ Mins.	\$ 5.00
_____	Questionnaire For	Appraisal Coordinators	_____ Mins.	\$ 5.00
_____	Questionnaire For	Appraisal Specialists	_____ Mins.	\$ 5.00
_____	Questionnaire For	Counselors	_____ Mins.	\$ 5.00
_____	Questionnaire For	Principals	_____ Mins.	\$15.00
_____	Questionnaire For	Regular Classroom Teachers	_____ Mins.	\$10.00
_____	Questionnaire For	Special Education Teachers	_____ Mins.	\$10.00
_____	Questionnaire For	Special Education Teacher Aides	_____ Mins.	\$ 2.00

TOTAL AMOUNT DUE \$ _____

I hereby certify that the above services were rendered for data collection for PROJECT PRIME; and that the request is true, correct, and unpaid.

Signature of Participant

Appendix XXX

Categories of the Classroom Observation Systems

- .1 Indiana BMS II**
- .2 ICDS**
- .3 IPPS**
- .4 FLACCS**

Categories of the

Indiana Behavior Management System II (IBMS II)

Pupil Categories

Behavior	Description
Task Behavior	
1. task	Pupil's head and eyes are oriented towards persons or objects related to the lesson or lesson instructions. "Lesson" is defined by the teacher.
Off-Task Behavior	
1. self-involvement	Student is "alone" and quiet. No verbal or physical interaction with others, e.g., staring, daydreaming, playing with self or other objects, muttering to self, wandering around by himself, sleeping.
2. noise	Verbal and physical behavior which is non-communicative and disruptive, e.g., slamming a desk, tapping feet, whistling, clapping, singing, etc., when not an integral part of the task.
3. verbal interaction	Talking when not supposed to; not aggressive, e.g., interrupting teacher or another student when inappropriate.
4. physical interaction	Non-verbal interactions that are not aggressive: playing a game, passing notes, touching someone else.
5. verbal aggression	Insulting, abusive, angry statements directed to peers and/or teacher.
6. physical aggression	Physical attack: punching, hitting, spitting, throwing something at someone--directed to peers and/or teacher.

7. verbal resistance Verbal refusal to carry out teacher's directions--either to do a particular task or to stop misbehaving. This only occurs during an interaction with the teacher.

8. physical resistance Physical refusal to cooperate with teacher directions. May include verbal responses, continues misbehavior, sits silently refusing to follow directions, uses physical force to resist teacher. This only occurs during an interaction with teacher.

Teacher Categories

Behavior

Description

Task Behavior

1. Task Any teacher behavior related to lesson, whether social or academic. In general, this includes all teacher behavior which has not been initiated by a pupil off-task behavior.

Off-Task Behavior

1. Demand Direct verbal commands to "cease and desist" in firm, authoritative tone. No pupil response expected, e.g., "Be quiet!"

2. Value Law Teacher explicitly reminds pupil of the established rules of behavior in the classroom by describing or referring to a norm of behavior: e.g., "You know we raise our hands when we wish to speak."

3. Conditioned Stimulus A "signal" for the pupil to stop misbehaving; short phrases and gestures like "O.K.", calling the pupil's name, "Sh," pauses, stares.

4. Criticism-Demeaning Psychological degradation of pupil with verbal attack, criticism, or sarcasm, e.g., "I suppose you think you're being clever!"

-
5. Punishment A direct, verbal or physical application of negative sanctions, including loss of privileges and restrictions on pupil freedoms.
-
6. Empathy-Sympathetic Teacher expression of his understanding of the pupil's feelings.
-
7. Interpretive Teacher statements which explain the reason for a pupil's misbehavior, e.g., "You're not paying attention because you didn't get enough sleep last night."
-
8. Humor Teacher efforts to reduce tension and control pupil behavior by means of jokes, clowning, asides, etc. No intent to criticize pupil.
-
9. Consequences Verbal statements stating or implying consequences to behavior. Incentives, rewards, or promises are positive consequences (Q+); threats are negative consequences (Q-).
-
10. Redirection Teacher subtle use of "task" to control behavior; a positive refocus of attention without reference to the misbehavior. Verbal or physical, but not punitive; e.g., "Will you read the next paragraph, John?", "Will you and George change seats for today?"
-
11. Probing Teacher questions to find out (or get the pupil to think about) the reason for his misbehavior. The teacher expects the pupil to answer.
-

Categories of the
Individual Cognitive Demand Schedule (ICDS)

Summary of Teacher and Pupil Categories: Low Level Cognitive Demands

Behavior	Description
1. Habitual Responding	An activity that requires a simple, habitual, almost automatic response. This response requires little or no thinking or memory.
2. Observing-Discriminating	The child is required to notice, identify, and/or describe things which are in front of him (no memory is involved.) The child just reports what he observes without having to transform the information in any way.
3. Stringing	The child is required to make already-learned responses which form a natural sequence. Each part of the response suggests the next one to come so that the child is able to string the response without much thought: e.g., spelling, counting, reciting by rote, singing.
4. Remembering	The child is required to remember and tell something he has experienced himself or through reading. The response does not require any transformation of information-- just direct recall.

Summary of Teacher and Pupil Categories: High Level Demands

Behavior	Description
5. Explaining	The child is required to pull together information and rules and explain the cause of an event. The rules used in the response are those which the child already knows and understands. He is not required to construct rules or to interpret them.

-
- | | |
|-----------------------------|---|
| 6. Defining-
Classifying | The child is required to demonstrate his understanding of a concept by supplying the correct meaning of a term or by giving the correct label for a set of examples. The response may involve grouping of various objects, matching examples with different labels, giving examples of concepts, etc. |
|-----------------------------|---|
-
- | | |
|---------------------------|---|
| 7. Applying-
Comparing | The child is required to compare and/or contrast concepts and to formulate generalizations. |
|---------------------------|---|
-
- | | |
|--------------|--|
| 8. Inferring | The child is required to arrive at his own conclusions, deductions, hypotheses, or interpretation from available information. The response should involve some new discovery by the child, rather than a relation of previously learned facts. |
|--------------|--|
-
- | | |
|-------------------|--|
| 9. Making Believe | The child is required to fully elaborate on an idea without any constraints. The response should involve free associations and personal and original outcomes. |
|-------------------|--|
-
- | | |
|-------------------|--|
| 10. Value-Judging | The child is required to judge goodness, (worth, suitability, etc.) of something or to express how he feels about something. The response involves making comparisons with an explicit standard or implicit one as in the case of giving an opinion. Requiring the child to justify his judgement also belongs in this category. |
|-------------------|--|
-
- | | |
|---------------------|---|
| 11. Problem Solving | The child is confronted with a puzzling situation and is required to analyze the situation and come up with a solution. |
|---------------------|---|
-

Additional Cognitive Demands

Behavior	Description
Going Over	The child is required to present a completed assignment (or parts of it) to the class or to the teacher. This includes all tasks which the child has completed at some previous time.

Clarification

Before a teacher can make a clarification demand, the child should have responded to a previous demand. The teacher then asks the child to repeat, rephrase, or revise his previous response.

Teacher Feedback

Behavior**Description**

No Feedback

The teacher does not respond to the pupil response.

Positive Feedback

The teacher "accepts" the pupil response. She can indicate that the response is correct, or she may praise the child, or she may repeat the child's response.

Negative Feedback

The teacher does not "accept" the pupil's response. She may scold the pupil for not giving an acceptable response or she may criticize the child's response, or she may indicate that the response was incorrect.

Informational Feedback

The teacher provides cues and additional information to aid the child in responding. She may direct the child's attention to some item of information, or hint at the correct answer. Sometimes she may even give the correct answer. She may explain why a response is correct or incorrect. She may add information to the response and clarify it or she may ask the child to elaborate on a previous response.

30.3

Categories of the

Indiana Pupil Participation Schedule (IPPS)

1. Pupil raises hand
2. Pupil raises hand; called on by teacher
3. Pupil raises hand; called on by teacher; makes response
4. Pupil does not raise hand; called on by the teacher
6. Pupil does not raise hand; called on by the teacher; makes a response
6. Not called on by teacher; speaks to the teacher
7. Pupil asks a question

FLORIDA CLIMATE AND CONTROL SYSTEM[®]
Practice Form

Robert S. Soar, Ruth M. Soar, and Marjorie Regosta*

Trainee's Name _____

Tape _____ Episode _____

Score _____ of _____ correct.

TEACHER	NONVERBAL CONTROL	PUPIL (Continued)
1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Teacher Central	31 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Tolerates deviant behavior	62 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Engages in out-of-bounds behavior
2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Leads singing, games, storytime	32 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Positive redirection	63 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Parallel work or play
3 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Moves freely among pupils	33 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Nods, smiles for control	64 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Work with socialization
4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Withdraws from class	34 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Positive facial feedback	65 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Collaborative work or play
5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Uses blackboard, A-V equip.	35 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Uses "body English"	66 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Works, plays competitively
6 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Ignores, refuses to attend pupil	36 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Gestures	67 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Task related movement
7 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Attends pupil briefly	37 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Gives tangible reward	68 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Aimless wandering
8 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Attends pupil closely	38 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Touches, pats (gentle)	69 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Fantasy
9 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Attends pupils in succession	39 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Holds, pushes, spansks (firm)	70 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Uses play object as itself
10 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Attends simultaneous activities	40 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Takes equipment, book	71 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Seeks reassurance, support
	41 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Signals, raps	72 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Shows pride
	42 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Shhh! Shakes head	73 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Shows fear, shame, humiliation
	43 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Glares, frowns	74 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Shows apathy
VERBAL CONTROL.	PUPIL	SOCIALIZATION
11 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Praises	44 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Pupil Central	75 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Almost never
12 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Asks for status	45 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Pupil -- no choice	76 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Occasionally
13 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Suggests, guides	46 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Pupil -- limited choice	77 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Frequently
14 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Feedback, cites reason	47 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Pupil -- free choice	
15 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Questions for reflective thought	48 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> (Seat work w/o teacher	
16 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Correct w/o criticism (SM)	49 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> (Seat work with teacher	
17 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Questions for control	50 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> (Works, plays with much supervision	
18 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Questions states behavior rule	51 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> (Works, plays with little supervision	MATERIALS
19 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Directs with reason	52 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> (Resists, disobeys directions	78 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Structure Teacher behavior
20 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Directs w/o reason	53 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> (Obeyes directions	79 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Structure Pupil behavior
21 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Uses time pressure	54 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Asks permission	
22 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Calls child by name	55 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Follows routine w/o reminder	
23 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Interrupts pupil, cuts off	56 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Reports rule to another	
24 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Warns	57 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Tattles	PUPIL INTEREST ATTENTION (Rank 1 low to 5 high)
25 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Supv. pupil closely, imblizes.	58 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Gives information	1 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
26 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Criticizes	59 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Gives direction	2 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
27 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Orders, commands	60 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Gives reason	3 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
28 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Scolds, punishes	61 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Speaks aloud w/o permission	4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
29 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Uses firm tone		5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
30 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Uses sharp tone		

(Continued next column)

*Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601.

FLORIDA CLIMATE AND CONTROL SYSTEM[®]
Practice Form

NEGATIVE AFFECT

TEACHER VERBAL

- A 1 Says "Stop it," etc.
- A 2 Uses threatening tone
- A 3 Rejects child
- A 4 Criticizes, blames
- A 5 Warns
- A 6 Yells
- A 7 Scolds, humiliates
- A 8 Other
- A 9 Code Involvement

PUPIL VERBAL

- A 10 Says "No," "I won't," etc.
- A 11 Teases
- A 12 Laughs
- A 13 Tattles
- A 14 Commands or demands
- A 15 Makes disparaging remark
- A 16 Demands attention
- A 17 Makes someone "feel small"
- A 18 Finds fault
- A 19 Threatens
- A 20 Other
- A 21 Code Involvement

TEACHER NONVERBAL

- A 22 Waits for child
- A 23 Frowns
- A 24 Points, shakes finger
- A 25 Pushes or pulls, holds
- A 26 Shows disgust
- A 27 Takes material
- A 28 Refuses to respond to child
- A 29 Other

PUPIL NONVERBAL

- A 30 Makes faces, frowns
- A 31 Pouts, withdraws
- A 32 Uncooperative, resistant
- A 33 Stamps, throws, slams
- A 34 Interferes, threatens
- A 35 Takes, damages property
- A 36 Picks at child
- A 37 Pushes or pulls, holds
- A 38 Hits, hurts
- A 39 Is left out
- A 40 Other

POSITIVE AFFECT

TEACHER VERBAL

- A 41 Says "Thank you," etc.
- A 42 Agrees with child
- A 43 Supports child
- A 44 Gives individual attention
- A 45 Warm, congenial
- A 46 Praises child
- A 47 Develops "we feeling"
- A 48 Is enthusiastic
- A 49 Other
- A 50 Code Involvement

PUPIL VERBAL

- A 51 Says "Thank you," etc.
- A 52 Sounds friendly
- A 53 Agrees with another
- A 54 Initiates contact
- A 55 Offers to share, cooperate
- A 56 Supports another
- A 57 Is enthusiastic
- A 58 Praises another
- A 59 Helps another
- A 60 Other
- A 61 Code Involvement

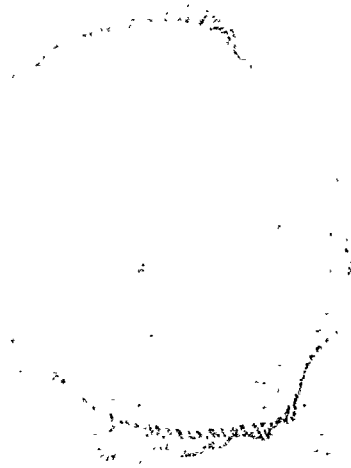
TEACHER NONVERBAL

- A 62 Accepts favor for self
- A 63 Waits for child
- A 64 Gives individual attention
- A 65 Warm, congenial
- A 66 Listens carefully to child
- A 67 Smiles, laughs, nods
- A 68 Pats, hugs, etc.
- A 69 Sympathetic
- A 70 Other

PUPIL NONVERBAL

- A 71 Helpful, shares
- A 72 Leans close to another
- A 73 Chooses another
- A 74 Smiles, laughs with another
- A 75 Pats, hugs another
- A 76 Agreeable, cooperative
- A 77 Enthusiastic
- A 78 Horseplay
- A 79 Other

CODE INVOLVEMENT: 0 = None involved 1 = Few involved 2 = Up to 1/2 the class 3 = More than half



Appendix XXXI

Organization of the Special Project PRIME Unit

Organization of the Special Project PRIME Unit

Melvyn I. Semmel
Acting Director, CITH

S. Thiagarajan
IDL Coordinator

Meredith Adler
Coordinator, CITH, PRIME Unit

Robert S. Soar
Director

IBMS II	ICDS	IPPS	FLACCS
Manuals			
Instructional Programers Ted Frick Ted Hasselbring Anne Briggs	Senior Programer S. Thiagarajan Instructional Programer Ted Frick Editor Chris Barger	Instructional Programer Chad Sivasailam	Instructional Programer Ruth Soar Marjorie Ragosta
Audiovisual			
Anne Briggs Ted Hasselbring Ted Frick	Audio Chris Barger Video Chris Barger Ted Frick Ted Hasselbring Anne Briggs	Chris Barger Ted Hasselbring Anne Briggs Ted Frick Chad Sivasailam	Video Ruth Soar Marjorie Ragosta Stephen Soar Linda Soar
Role Play Unit			
Anne Briggs			

Appendix XXXII

Contents of Observation Training Systems

- .1 ICDS Training Kit**
- .2 IBMS II Training Kit**
- .3 IPPS Training Kit**
- .4 FLACCS Training Kit**

Contents: ICDS Training Kit

Item	Contents	Description
Observer's Training Manual	109 pages and Abridged Manual	Programed instruction book. Introduces categories and coding rules.
ICDS Training Booklet	134 pages and 64 pages con- firmation	Instructions and feedback for audio visual materials.
Coding Booklets		Recording device for coding status data, classroom data, and ICDS codes
Audio Tapes:		
Tape 1	Exercise 1	10 minutes
	Exercise 2	
		Examples of categories with immediate feedback.
		Discrimination of specific categories from choice of two demands, immediate feedback.
Tape 2	Exercise 3	20 minutes
	Exercise 4	
	Exercise 5	
		Demand coding introducing use of coding booklets. Ten sets of five demands, feedback after each set.
		Five sets of ten demands with feedback after each set.
		Two sets of twenty-five demands, feedback after each set.
Tape 3	Exercise 6	30 minutes
		Recognition and count of interchanges, interchanges identified in feedback.
Tape 4	Mother Bear A	30 minutes
Tape 5	Mother Bear B	30 minutes
		Counting of interchanges. Confirmation.
		Tapes A & B can be used together in different lengths of segments to suit indiv- idual needs.

Item	Contents	Description	
Tape 6	Mother Bear C	30 minutes	Coding both teacher demands and pupil responses.
Tape 7	Mother Bear D	30 minutes	Coding feedback only.
Tape 8	Mother Bear E	30 minutes	Coding teacher demand, pupil response, and feedback.
Tape 9	Exercise 7	30 minutes	Teacher demand, pupil response, and feedback in simulated classroom lessons.
Tape 10	Exercise 8	30 minutes	Teacher demand, pupil response and feedback in simulated classroom lessons.
Tape 11	Exercise 9	30 minutes	Coding for the Experimental and Contrast children added.
Tape 12	Exercise 10	30 minutes.	Same as above.
Role Playing Unit: Audio Role Playing Tape and 4 Sets of Cards	45 minutes	Teacher cards, pupil cards, and number cards. Self instructional unit for simulation of classroom setting.	
1. Practice Video Tape (3 segments)	30 minutes		
2. Practice Video Tape (3 segments)	30 minutes		
Criterion Video Tape (5 segments)	30 minutes		
Classroom Data Instruction Manual	31 pages	Lists ground rules, defines terminology, and gives examples of coding system for collection of classroom data common to all systems	
Head Cleaning Kits	cotton swabs, head cleaner for magnetic heads	Materials and instructions for cleaning magnetic heads of audio visual equipment.	
Data collection sheets	120		
Data Collection Rules Observation Coding Rules	50 pages	Provides checklist of rules and procedures for coders to follow, including conduct, coding, and relay of data.	
Master Scoring Sheets	20	Punched cardboard keys for facilitating rapid hand scoring of coding booklets.	

Item	Contents	Description
Pretest:		
Either:		
IBMS Pretest of Coder Ability	6 pages	Test of category recall and application.
Or:		
The Auditory Acuity Test		Audio tape and discrimination exercise of word classifications occurring within the context of the tape.

Contents: IBMS II Training Kit

Item	Contents	Description
Observer's Training Manual	147 pages and Abridged Manual	Programed instruction book. Introduces categories and coding rules.
IBMS Training Booklet	113 pages	Instructions for operation of video equipment and audio visual materials.
Coding Booklets	50 minutes	Recording device for coding status data, classroom data, and IBMS II codes.
Video Tapes:		
1. Training Tape (15 segments)	1 hour tape, played twice	Simulated classroom lesson. Each segment shows one teacher category and one pupil category. The pupil categories are coded in the first run and the teacher categories in the second run.
2. Practice Tape (7 segments)	1 hour	Practice coding of IBMS II. Simulated classroom lessons.
3. Criterion Tape	30 minutes	To be used as criterion measure for IBMS coders
Audio Tapes:		
16 Second Beep Tapes	1 hour	Beep occurs every 10 sec. on the entire tape. For use with practice tapes. Can be used alone for training coders' internal clocks.
Audio Supplement Tapes (4)	30 minutes	Used simultaneously with training tape. Cues the trainee to code at the occurrence of the beep. Training booklet provides feedback on the category at the occurrence of the beep.
Role Playing Unit: Audio Role Playing Tape and 4 Sets of Cards	45 minutes	Teacher cards, pupil cards and number cards. Self instructional unit for simulation of classroom setting.

Item	Contents	Description
Classroom Data Instruction Manual	31 pages	Lists ground rules, defines terminology, and gives examples of coding system for collection of classroom data common to all systems.
Data Collection Sheets	120	
Head Cleaning Kit	cotton swabs, head cleaner for magnetic heads	Materials and instructions for cleaning magnetic heads of audio visual equipment.
Data Collection Rules Observation Coding Rules	50 pages	Provides checklist of rules and procedures for coders to follow, including conduct, coding, and relay of data.
Master Scoring Keys	20	Punched cardboard keys for facilitating rapid hand scoring of coding booklets.
Pretest:		
Either: IBMS Pretest of Coder Ability	6 pages	Test of category recall and application.
Or: The Auditory Acuity Test		Audio tape and discrimination exercise of word classifications occurring within the context of the tape.

228

Contents: IPPS Training Kit*

Item	Contents	Description
Observer's Training Manual	47 pages	Programed instruction book. Introduces categories and coding rules.
Video Tape Sessions Booklet		Instructions for audiovisual materials
IPPS Training Tape (5 segments)	30 minutes	Coding of simulated class-room lesson from video tapes.
Coding Booklets		Recording device for coding status data, classroom data, and IPPS codes.
Data Collection Sheets		
Data Collection Rules Observation Coding Rules	50 pages	Provides checklist of rules and procedures for coders to follow, including conduct, coding, and relay of data.
Either: IBMS Pretest of Coder Ability	6 pages	Test of category recall and application.
Or: The Auditory Acuity Test		Audio tape and discrimination exercise of word classifications occurring within the context of the tape.

*For Project PRIME, materials for IPPS were combined with contents of individual kits for the other three systems.

Item	Contents	Description
Observer's Manual	30 pp.	Overview of Classroom Observation Systems & Introduction to categories
Training Manual	147 pp.	Transcripts of videotape segments & their appropriate codes
FLACCS Practice Tapes	4 30-min tapes	Live classroom activities depicting each category
Coding Booklets		Recording device for coding status data, classroom data & FLACCS categories
Data Collection Rules Observation Coding Rules	50 pp.	Provides checklist of rules & procedures for coders to follow
FLACCS Criterion Tape	1 30-min. tape	Criterion measure for FLACCS coders
Classroom Data Instruction Manual	31 pp.	Lists ground rules, defines terminology, & gives examples of coding system for collection of classroom data common to all systems

Appendix XXXIII

Training Material Production Schedules

- .1 Videotaping Schedule**
- .2 Audiotaping Schedule**
- .3 Personnel for Audio-visual Components**
- .4 Developmental Testers**
- .5 Preview Workshop for CITH Staff**

Video Taping Schedule

October 30, 1971 - 8:30 am to 12:30 pm

8:30 - 9:00	Equipment set-up and rehearsal for teachers
9:00 - 12:00	Tape IBIS Practice Tape
12:00 - 12:30	Evaluation

Resources

8 pupils - high school
4-6 teachers
video equipment
production room - TEL

November 6, 1971 - 8:30 am to 12:30 pm

8:30 - 9:00	Equipment set-up and rehearsal for teachers
9:00 - 12:00	IBMS-ICDS Criterion Tape
12:00 - 12:30	Evaluation

Resources

10-12 pupils, elementary
4-6 teachers
video equipment
production room - TEL

November 13, 1971 - 8:30 am to 12:30 pm

8:30 - 9:00	Equipment set-up and rehearsal for teachers
9:00 - 12:00	IBMS Teacher Training Tape
12:00 - 12:30	Evaluation

Resources

10-12 pupils - elementary
4-6 teachers
video equipment
production room - TEL

Video Taping Schedule

IBMS Taping Schedule

Saturday, November 13, 1972 8:30 am -12:30 pm

Time	Group	Activity	Coordinator	Teacher	Behaviors
8:30 - 8:45	all	Organization: Grouping, name tags, model tapes	Ted Anne	None	
8:45 - 8:55	1	Prepare segment 1	Anne	Judy	t T
8:55 - 9:05	1 2	Tape segment 1 Prepare segment 2	Anne Ted	Judy Mona	t T si CS
9:05 - 9:15	2 1	Tape segment 2 Prepare segment 3	Ted Anne	Mona Karin	si CS n D
9:15 - 9:25	1 2	Tape segment 3 Prepare segment 4	Anne Ted	Karin Judy	n D vi VL
9:25 - 9:35	2 1	Tape segment 4 Prepare segment 5	Ted Anne	Judy Mona	vi VL pi CD
9:35 - 9:45	1 2	Tape segment 5 Prepare segment 6	Anne Ted	Mona Karin	pi CD va Q+
9:45 - 9:55	2 1	Tape segment 6 Prepare segment 7	Ted Anne	Karin Judy	va Q+ pa Q-
9:55 - 10:05	1 2	Tape segment 7 Prepare segment 8	Anne Ted	Judy Mona	pa Q- pr Pu
10:05 - 10:15	2 1	Tape segment 8 Prepare segment 9	Ted Anne	Mona Karin	pr Pu vr I
10:15 - 10:45	all	BREAK!	all	all	
10:45 - 10:55	1 2	Tape segment 9 Prepare segment 10	Anne Ted	Karin Judy	vr I t Pr
10:55 - 11:05	2 1	Tape segment 10 Prepare segment 11	Ted Anne	Judy Mona	* Pr * Es
11:05 - 11:15	1 2	Tape segment 11 Prepare segment 12	Anne Ted	Mona Karin	* Es va H
11:15 - 11:25	2 1	Tape segment 12 Prepare segment 13	Ted Anne	Karin Judy	va H * R
11:25 - 11:35	1	Tape segment 13	Anne	Judy	* R
11:35 - Noon	all	Watch tape	all	all	all

Audio Taping Schedule

The following schedule for audio taping of adult readers for the ICDS training program has been set up:

Thursday, November 11th	10:00 - 12:00	Chris Barger Bill Zimmerman Karin Myers Meredith Adler
	10:00 - 12:00	Chris Barger Bruce Baum Renie Adams Karin Myers Meredith Adler
	1:00 - 3:00	Chris Barger Meredith Adler Karin Myers

Audio taping will be done at TEL.

Personnel for Audiovisual Components

1. The following served as planners, teachers, students and technical assistants in early model tapes. Each worked approximately 15 hours.

Bruce Berning
Steve Kramer
Gary Albrecht
Nick Stayrook
Jeri Hasselbring
Pat Pfala
Jan Malinowski
Idajean Windell
Renee Utt
Karin Myers
Meredith Adler
Ornest Orchitwa
Albert Fink
Stewart Swenson
Cindy Nichols
Ted Frick
Ted Hasselbring
Anne Briggs
Judy Lack
Tracy Calloway
Mona Ballard

2. High school students participating in video tapings in October for approximately 6 hours each;

Jeannette Brown
Mora Conners
Randle Reinier
Ernest Spencer
Mary Vanderwerp

3. Fifth grade students from St. Charles School, Bloomington, who participated in videotaping November 6, 13, and 20. Each participated for 15 hours

Ruth Sutton
Chris Rhea
Lev Kravczuk
Billy Flisher
Sherry Dickhoff
Scott Reardon
Brian Gerth
Tammy White
Cathy Weltz
Jean McDevitt
Thad Chance
Joe Thomas
Betsy Hoff
Barbara Robinson

4. CITH personnel who assisted at these sessions by serving as teachers, planning lessons, cueing children, changing signs, and arranging and running equipment:

Ted Hasselbring
Ted Frick
Anne Briggs
Meredith Adler
Chris Barger
Judy Lack
Bruce Baum
Karin Myers
Mona Ballard
Tracy Calloway
S. Thiagarajan
Chad Sivasailam
Tom Coffman
Bob Zuckerman
Bill Zimmerman

5. High school and junior high students from University School who appear in audiotape components. Each participated approximately 15 hours, including planning, rehearsal time, and actual taping. Taping was done after school at the TEL from November 5 through 15.

Anne Blaishell
Laura Deaspaira
Scott Murray
Mark Westworth
Mary Westworth
Robin Fitch
Beck Ellenwood
Michelle Hemeger
Karen Hrisomolos
Heidi Marer
Tom Richardson
Matthew Zimmer
Edda Navarro
Jamie Calloway

6. CITH personnel who prepared scripts, wrote and coded questions, supervised sessions, or served as teachers were:

Chris Barger
Karin Myers
Tracy Calloway
Meredith Adler
Lynn Shoff
Ted Hasselbring
Idajean Windell
Karen Greenough
Bill Zimmerman
Lib Buck
Judy Lack
Barbara Senden

Developmental Testers

The following people spent approximately
35 hours each in developmental testing
programs prior to January 1, 1972:

Nancy Mott

Kathy Schiaffino

Sherry Reiche

Jane Simon

Margaret Porter

Barry Gillespie

Elizabeth Buck

Chad Sivasailam

Elizabeth Friedman

Elizabeth Coolman

31.3
Preview Workshop for CITH Staff

January 3 - 7, 1972

Instructional Development Coordinator

Systems Coordinator

Trainers

S. Thiagarajan

Meredith Adler

Ted Frick

S. Thiagarajan

Anne Briggs

Ted Hasselbring

Chad Sivasailam

Trainees

(40 hours)

IBMS II -- IPPS

Elizabeth Buck

Judy Dibble

Barbara Senden

Sue Shuster

Albert H. Fink

Idajean Windell

Chad Sivasailam

ICDS -- IPPS

Bill Zimmerman

Dorothy Semmel

Judy Lack

Karen Myers

Bob Zuckerman

Karen Greenough

Lynn Shoff

Barry Gillespie

Appendix XXXIV

**Assignment of Texas Training Team to Classroom
Observation Systems**

177

Texas Training Team (University of Texas Students)

January 9 - 14, 1972

Center for Innovation in Teaching the Handicapped		University of Florida
ICDS - IPPS	IBMS II - IPPS	FLACS - IPPS*
Martha Bates	Mitzi Chambers	Barbara Balfour
Linda Bishop	Vicki Gomez	Carlos Gris
Nancy Fanning	Johanna Hulls	Karen Litton
Margaret Garner	JoAnn Miller	Linda Sheets
Manuel Mirabal	Linda White	Kent Skipper
Steve Selby	Phyllis Winford	Jeanette Wendt
John Stammer		

* Chad Sivasailan and Robert Zuckerman of CITH also attended the FLACS workshop.

Appendix XXXV

Classroom Observation Workshops

- .1 Schedule for Workshops**
- .2 Workshop Data Collection Forms**
 - 1. IBMS**
 - 2. ICDS**
 - 3. IPPS**
- .3 Observation System Workshops in Texas**

Texas Training Team Workshop January 9-14, 1972
 Center for Innovation in Teaching the Handicapped, Indiana University
 Institute for Development of Human Resources, Florida University

	8:00-10:00 a.m.	10:00-12:00 am	1:00-3:00rpm	3:00-5:00 pm*
Monday January 10	Introduction: Classroom Data Instruction Manual; IPPS Training Manual.	IPPS: Video Tape.	Classroom Coding.	Classroom Simulation.
Tuesday January 11	IBMS II: Written Program, Pupil Behavior plus Chapters 21 & 22 ICDS: Introduction; Read Observer's Training Manual, Chapters 1-11. FLACCS: Quiz on Categories; Review Quiz; Video Tape Categories 1-10.	Training Tape; Pupil Behavior at TEL Discussion; Read Chapters 12-16. Video Tape on Verbal Control Categories.	Finish Training Tape Part I, TEL; Finish Written Program. Chapter 17; Discussion. Video Tape on Non-verbal Control Categories.	Teacher Behavior, Cottage K. Audio Tape Exercises #1, 2, 3, 4, 5. Video Tape Pupil Pupil Categories.
Wednesday January 12	IBMS II: Quick Test on Categories; Finish Training Tape, Teacher Behavior. ICDS: Test and Review; Audio Tape: Ex. #6, Mother Bear A & B. FLACCS: Video Tapes Pupil Behaviors, Socialization, Materials, & Pupil Interest Sections.	IBMS Role Playing. Discussion; Mother Bear C, D, E. Review all Categories.	Practice Tape in TEL. Exercise #7. Classroom Observation.	Continue Practice Tape. Role Playing; Exercise #8. Discussion of Classroom Coding.
Thursday January 13	IBMS II: Criterion Tape Trial I at TEL; Discussion; Good Coders and Good Trainees. (continued on next page)	Continue Discussion; VTR Practice.	Classroom Coding in Schools.	Classroom Simulation at TEL.

	8:00-10:00 am	10:00-12:00 am	1:00-3:00 pm	3:00-5:00 pm *
January 13 (continued)	<p>ICDS: Test and Review; Video Practice Tapes # 2,3,4,5,6.</p> <p>FLACCS: Video Tape on Teacher Verbal & Non-verbal; Pupil Verbal & Non-verbal Negative Affect Categories.</p>	<p>Criterion Tape I.</p> <p>Video Tape Teacher Verbal & Non-verbal; Pupil Verbal & Non-verbal Positive Affect.</p>	<p>Procedures for Entering; Classroom Coding.</p> <p>Classroom Observations.</p>	<p>Code Classroom Simulation, take turns teaching.</p> <p>Criterion Test; Discussion of Categories.</p>
January 14	<p>IBMS II: Criterion Tape Trial 2 at TEL; Classroom Coding in Schools.</p> <p>ICDS: Question and Answer; Code Criterion Tape II.</p> <p>FLACCS: Classroom Observation.</p>	<p>Continue Classroom Coding; Discussion at TEL.</p> <p>Score Criterion Coding Sheets.</p> <p>Review of all Categories.</p>	<p>Farewell,</p> <p>Final Preparation for Texas Training.</p> <p>Discussion of Workshop structures in Texas; Operation & Maintenance of VTR equipment.</p>	<p>Discussion of Workshop Procedures, etc.</p>

*Additional evening instruction was made available for those trainees desiring it.

Texas Training Team Workshop, January 9-14, 1972
Institute for Development of Human Resources

Sunday evening: Distribute manuals and ask trainees to study for a quiz.

Monday:

9:00-9:30 Introduction
9:30-10:30 Introduce categories for Participation Scale
10:30-10:45 Quiz on categories
10:45-11:00 Break
11:00-12:30 Observe video-tape & study 7 participation categories
12:30-1:30 Lunch
1:30-3:00 Role-play & review participation categories
3:00-3:15 Break
3:15-3:45 Criterion tape for 7 categories of participation scale
3:45-4:15 Review criterion tests
4:15-5:00 Discuss status data & compilation of machine-scoreable coding booklets

Tuesday:

9:00-9:30 Administer quiz on categories
9:30-9:45 Review quiz
9:45-10:30 Observe video-tape & study first 10 categories
10:30-10:45 Break
10:45-12:00 Observe video-tape & study verbal control categories
12:00-1:00 Lunch
1:00-2:30 Observe video-tapes & study nonverbal control categories
2:30-2:45 Break
2:45-4:30 Observe video-tape & study pupil categories

Wednesday:

9:00-10:30 Observe video-tapes, study pupil behaviors, socialization, materials & pupil interest sections
10:30-10:45 Break
10:45-12:00 Review
12:00-1:00 Lunch
1:00-3:00 Live classroom observation experience
3:00-3:30 Return from Laboratory School
3:30-5:00 Discuss observing experiences

Thursday:

9:00-10:30 Observe video-tape & study teacher verbal & nonverbal; pupil verbal & nonverbal negative affect categories.
10:30-10:45 Break
10:45-12:30 Observe video-tape & study teacher verbal & nonverbal; pupil verbal & nonverbal positive affect categories
12:30-1:30 Lunch
1:30-3:00 Live classroom observation experience
3:30-5:00 Take criterion test & discuss categories giving the most difficulty

Friday:

9:00-10:30 Live classroom observation experience
10:30-11:00 Return from Laboratory School
11:00-12:30 Review categories
12:30-1:30 Lunch
1:30-3:00 Discuss workshop structures which trainers are to
conduct
3:00-3:15 Break
3:15-5:00 Continued discussion of future workshops, use of
materials, etc.

Saturday morning: Trainers return to Austin

IBVS II Coder Data Collection Sheet

Trainer Name: _____ District Number: _____
 Trainer Number: _____ Date: _____
 Region Number: _____ C.T. Administration Number: _____

Coder Name	PUPIL BEHAVIOR CATEGORIES											TEACHER BEHAVIOR CATEGORIES												
	t	si	r	vi	pi	va	pa	vr	pr	T	D	VL	CS	CD	Pu	ES	I	H	Q+	R	Pr	Q-		
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																								
12																								
13																								
14																								
15																								

ICDS Coder Data Collection Sheet

Trainer Name: _____
 Trainer Number: _____
 Region Number: _____

District Number: _____
 Date: _____
 C.T. Administration Number: _____

Coder Name	TEACHER BEHAVIOR CATEGORIES										PUPIL BEHAVIOR CATEGORIES										TYPE OF PUPIL		TEACHER FEEDBACK													
	HR	OD	St	Re	Ex	DC	AC	In	MB	VJ	PS	CO	Cl	HR	OD	St	Re	Ex	DC	AC	In	MB		VJ	PS	CO	Cl	E	C	K	O	+	-	I		



IPPS Coder Data Collection Sheet

Trainer Name: _____
Trainer Number: _____
Region Number: _____

District Number: _____
Date: _____
C.T. Administration Number: _____

	1	2	3	4	5	6	7	
1	E	K	E	K	E	K	E	K
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

TABLE 20

Observation Systems Workshops in Texas
January 17 - February 3, 1972

Location	Week 1		Week 2		Week 3		
	No. of trainees	failed criterion	No. of trainees	Systems	No. of trainees	Systems	failed criterion
Region I Laredo (13)	4	1	4	FLACCS* IPPS	5	IBMS II IPPS	
Region II Corpus Christi (27)	11	1	7	IBMS II IPPS	9	ICDS IPPS	
Region III Victoria (30)	10	2	10	ICDS IPPS	10	IBMS II IPPS	3
Region IV Houston (63)	21	2	22	FLACCS IPPS	20	ICDS IPPS	2 2
Region V Beaumont (16)	6	1	4	IBMS II IPPS	6	FLACCS IPPS	
Region VII Kilgore (2)	2						
Region VIII Mt. Pleasant (25)	8	3 3	9	IBMS II IPPS	8	FLACCS IPPS	
Region X Richardson (41)	13	1	13	ICDS IPPS	15	IBMS II IPPS	8
Region XI Ft. Worth (37)	9		13	IBMS II IPPS	15	ICDS IPPS	2 2
Region XII Waco (71)	24	3 7	23	FLACCS IPPS	24	IBMS IPPS	6 5

* FLACCS has no criterion test.

Table 20 (continued)

	Week 1			Week 2			Week 3		
	No. of trainees	Systems	Failed criterion	No. of trainees	Systems	Failed criterion	No. of trainees	Systems	Failed criterion
Region XIII Austin (19)	7	IBMS II IPPS		6	FLACCS IPPS		6	ICDS IPPS	2
Region XIV Abilene (6)	2	ICDS IPPS		2	IBMS II IPPS		2	FLACCS IPPS	
Region XV San Angelo (36)	12	IBMS II IPPS	1	12	FLACCS IPPS		12	ICDS IPPS	2 2
Region XVI Amarillo (6)	2	FLACCS IPPS		2	ICDS IPPS		2	IBMS II IPPS	
Region XVII Lubbock (55)	11	ICDS IPPS		10	IBMS II IPPS	1 1	12	FLACCS IPPS	
Region XVIII Midland (30)	10	IBMS II IPPS	1	10	ICDS IPPS		10	FLACCS IPPS	1
Region XX San Antonio (73)	23	IBMS II IPPS	2 1	24	ICDS IPPS	4 4	26	FLACCS IPPS	13

	Total Trained	Total Failing Criterion
IPPS	528	81
IBMS	174	11
ICDS	176	20
FLACCS	178	--

Appendix XXXV

**Materials Submitted In Advance of the Regional
Observation Training Workshops**

- .1 Letter to Regional Education Service Center
Directors**
- .2 List of Responsibilities of the Regional Service
Center**
- .3 Problem Check List**
- .4 Time Schedules**
- .5 Audio-visual Survey of Regional Service Centers**



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

December 23, 1971

TO: REGIONAL EDUCATION SERVICE CENTER DIRECTORS ADDRESSED:

We wish to apologize for the confusion in communication that has occurred regarding Project PRIME. The confusion has resulted from the problems in developing a training model which has a high probability of success. We regret not having kept the Regional Service Centers fully informed of the progress of Project PRIME. We hope that the enclosed Overview of PRIME will clarify some of the confusion and will provide you with some of the information you need about the Project. Also enclosed are the names of the local education agencies, school campuses and the number of children and teachers in your region who are participating in Project PRIME, and a set of the attitudinal, social adjustment and self-concept questionnaires which we will be administering in January. A year-long calendar of events and a detailed calendar of January are also included.

One of the most innovative features of Project PRIME is its attempt to evaluate what is actually occurring in the day-to-day activities of handicapped children. We have developed four classroom observation systems (systematic methods of reporting teacher-classroom behavior) which we will be using in Project PRIME. We have developed training procedures and will be training people to teach the systems to local personnel in each school district involved in the Project. The observation systems we will be using could be used by other local districts and by regional service center personnel for types of evaluation and in-service training other than that being conducted by Project PRIME. For example, the classroom observation systems which will be presented during the workshops could be used by your regional service center for assisting LEA's in describing the instructional programs handicapped children are receiving.



We would like to ask your regional service center to be the sponsor for three training workshops for the different observation systems. We would provide all the training materials and a skilled group trainer. These workshops are intended primarily for observers from districts involved in Project PRIME, but personnel from your regional service center and from other school districts in your region are welcome to attend if your facilities permit. These workshops would be held January 17 through 21, January 24 through 28 and January 31 through February 4. The primary responsibility of the regional service centers would be to serve as hosts for these workshops and to make certain administrative and hospitality arrangements. These responsibilities are outlined further in the enclosure entitled, "Responsibilities of the Host Regional Service Center."

We will be calling your Special Education Director during the week of January 3 to discuss the workshops more fully, but please feel free to call one of the following people if you have any questions: Don Weston, Bob Winn or Judy Agard.

Sincerely,

Robert A. Montgomery

RAM:jw

Enclosures

RESPONSIBILITIES OF THE HOST REGIONAL SERVICE CENTERS

From all our estimates, the number of local district people coming to each workshop in your region to receive training is _____. Consider this number as you make plans for the workshops.

1. The Host RSC is asked to arrange for the necessary equipment as indicated on the attached equipment list.
2. The Host RSC is asked to arrange for a meeting room.
3. The Host RSC is asked to arrange for practice observation in public school classrooms.
 - a) Classrooms may be either Special Education or regular classes, grades 3-5, but not a resource room.
 - b) Practice observations should NOT occur in any classroom or school involved in the Project PRIME study.
 - c) We will need the classrooms Tuesday morning, all day Thursday and Friday morning.
 - d) We will need one classroom for every two people attending the workshop.
 - e) Transportation to and from these classrooms should be arranged by the Host RSC.
4. The Host RSC is asked to assist in providing hospitality for the group trainer as well as for workshop participants. This may include meeting participants at airports and making reservations at local motels.
5. The Host RSC is asked to review workshop arrangements with the group leader before the workshop begins on Monday morning.

We are enclosing a problem check list for you to return to us as soon as possible. This will enable us to assist you in hosting the workshops.

PROJECT PRIME

PROBLEM CHECK LIST

REGIONAL SERVICE CENTER

WORKSHOPS

ON CLASSROOM OBSERVATION SYSTEMS

PLEASE RETURN THIS CHECK LIST ON FRIDAY,

JANUARY 8TH OR SOONER.

PROBLEMS

1. Equipment

Quantity

Source of availability (and estimated rental costs if necessary)

2. Meeting space

3. Classrooms for practice observation

Quantity

Time available

Transportation

4. Accommodations

Motel rooms

Transportation (motel to RSC) for participants

Transportation of workshop leader from airport to motel

5. Coordination of workshop arrangements

Sunday pre-planning session with workshop leader and ESC coordinator

TIME SCHEDULE
FOR
JANUARY 3 - FEBRUARY 11

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT.
2						1
3		4	5	6	7	8
		Locate, request, and collect questionnaires and verification worksheets Completion of Code Listing Worksheets	Administrators and Observers Collection and verification of Teacher and Pupil Information			
9	10	11	12	13	14	15
	Continued administration of questionnaires	Administration of Children's and Teacher's Questionnaires				
15	17	18	19	20	21	22
	Continued administration of Classroom Observation Training worksheets	Administration of Children's and Teacher's Questionnaires Classroom Observation Training (First 1/3 of Observers-Observation System I)				
23	24	25	26	27	28	29
	Classroom Observation questionnaires	Classroom Observation (Observer System I)	Classroom Observation (Observer System I)			
30	31	FEBRUARY 1	2	3	4	5
	Classroom Observation questionnaires	Classroom Observation (Observer System I and II)	Classroom Observation (Observer System I and II)			
5	7	8	9	10	11	12
	Classroom Observation questionnaires	Classroom Observation (Observer System I, II and III)	Classroom Observation (Observer System I, II and III)			



CHECK LIST

SECTION I--VIDEO TAPE RECORDERS

1. Do you have any Video Tape Recorders (VTR)? (Y)____ (N)____
 _____→If NO go to question #9.
2. How many do you have? _____
3. Are they Sonys? (Y)____ (N)____
 _____→If NO go to question #5.
4. Are/is your Sony(s) a AV 3600/AV5000 model unit? (Y)____ (N)____
 _____→If YES go to Section II.
5. What make and model # is/are your unit(s)? _____
6. Is/are your unit(s) compatible with the Sony AV 3600/AV5000 unit? (Y)____ (N)____
 _____→If YES go to Section II.
7. Do you have facilities for dubbing (copying) video tapes so that your equipment may be used? (Y)____ (N)____
 _____→If YES go to Section II.
8. Do you have access to any facilities for dubbing tapes to be compatible with your equipment? (Y)____ (N)____
 _____→If YES, go to Section II.
9. Can you borrow any units? (Y)____ (N)____
 _____→If NO, go to Section II.
- 9A. What type? _____

SECTION II--AUDIO TAPE RECORDERS

10. Do you have access to over 5 reel-to-reel audio tape recorders (ATR) with a tape speed of 3 3/4 ips? (Y)____ (N)____
 _____→If YES, go to question 15.

Appendix XXXVII

List of Coders Recommended to be Dropped

Recommended Coders To Be Dropped List

Week I

Region	System	Coder's Name	Region	System	Coder's Name
1	IPPS	Richards	12	ICDS	Bush
2	IPPS	Davenport	12	ICDS	Davis
3	IPPS	Wimper	15	IBMS	Bradley
3	IPPS	McLung	18	IPPS	Leeton
4	IPPS	Rhoades	20	IPPS	Adame
4	IPPS	Mayo	20	IBMS	Silva
5	IPPS	Jolly	20	IBMS	Longoria
8	IPPS	Cox			
8	ICDS	Cox			
8	IPPS	Bevers			
8	IPPS	Carter			
8	ICDS	Bowers			
8	ICDS	Bell			
10	IPPS	Johnson			
12	IPPS	Hunt			
12	IPPS	Davis			
12	IPPS	Caskey			
12	IPPS	Bush			
12	IPPS	Woodall			
12	IPPS	Orr			
12	IPPS	Winton			
12	ICDS	Morris			

Week II

Region	System	Coder's Name	Region	System	Coder's Name
2	IPPS	Leal	17	IPPS	Cook
3	IPPS	Smith	17	IBMS	Cook
3	ICDS	Smith	20	IPPS	Day
3	ICDS	Mohavitza	20	ICDS	Day
5	IPPS	Stephens	20	ICDS	Perez
5	IPPS	DuBose	20	ICDS	Perez
5	IBMS	Campbell	20	IPPS	Burkhardt
10	ICDS	Bayouth	20	ICDS	Burkhardt
10	ICDS	Hrloacek	20	ICDS	Rose
11	IPPS	Baker	20	IPPS	Maucha
11	IPPS	Wendland			
11	IPPS	Kennemer			
11	IPPS	Minor			
12	IPPS	Warden			
12	IPPS	Mudd			
12	IPPS	McIner			
12	IPPS	Stephens			
12	IPPS	Valentino			
12	IPPS	Massey			
12	IPPS	White			
13	IPPS	Boone			
13	IPPS	Garcia			
15	IPPS	Weitz			

Week III

Region	System	Coder's Name	Region	System	Coder's Name
2	ICDS	Flores	12	IPPS	Pearson
2	ICDS	Cortez	12	IPPS	Scruggs
3	IPPS	McAskill	12	IBMS	Ramsey
3	IPPS	Spells	12	IBMS	Campbell
3	IPPS	Dowden	13	IBMS	Simmons
4	IPPS	Dewveall	12	IBMS	Powell
4	IPPS	Harris	12	IBMS	Carter
4	ICDS	Blaha	12	IBMS	Scruggs
4	ICDS	Loeckle	13	IPPS	Fegyson
4	ICDS	Leggett	15	IPPS	Williams
10	IPPS	Quast	15	IPPS	Tharp
10	IPPS	Howard	15	IPPS	Bradbury
10	IPPS	Cockrill	15	ICDS	Jackson
10	IPPS	Long	18	IPPS	Hill
10	IPPS	Judkins	20	IPPS	Melendrez
10	IPPS	Millender	20	IPPS	Charles
10	IPPS	Wade	20	IPPS	Parker
10	IPPS	Stallbohm	20	IPPS	McMillan
11	IPPS	Rodriguez	20	IPPS	Moss
11	IPPS	Hines	20	IPPS	Esparza
11	ICDS	Odom	20	IPPS	Castillejo
11	IPPS	Hines	20	IPPS	Trevino
11	ICDS	Wahlstrom	20	IPPS	Sanchez
12	IPPS	Campbell	20	IPPS	Hoefuck
12	IPPS	Simmons	20	IPPS	Regan
12	IPPS	Powell	20	IPPS	Witte
			20	IPPS	Cedillo

Appendix XXXVIII

Reliability Workshops

- .1 Workshop Announcement**
- .2 Master Workshop Schedule**
- .3 Video Schedule**

WORKSHOP ANNOUNCEMENT

April 29, 1972

Dear

We imagine that you, as a Project PRIME coder, have now seen quite a number of different classrooms, teachers, and pupils since you were trained last January. The observation data you have collected for us will be extremely important in terms of assessing the effects of putting handicapped children back into regular classroom situations. It will also help to answer many other questions about the process of education in general.

We think you should know that you have made an important contribution to the future of American education--and for this we sincerely say, "thank you!"

We would like to get together with you again in order to obtain some additional feedback from you, now that you have probably seen more different classrooms on an extended basis than most classroom teachers will ever see. In order to get our original groups back together at one time, we will be holding workshops throughout the state of Texas during the week of May 8 - 12. We will be in each region only one day. During that day we will hold 3 sessions--one for each of the major observation systems. This means that each observer selected is being asked to attend one specific session only. This session will last no longer than 3 hours.

We have selected you to come to this workshop. Your presence is so important to us that we will have a check for \$15.00 (that's \$5.00 per hour) waiting for you at the workshop. In addition, we will pay you 10 cents per mile up to a maximum of \$15.00 for travel to and from the workshop. Unfortunately, we will not be able to pay for your travel expenses when you come to the workshop since we're not sure how far you have to travel. We will have a mileage form for you to fill out at the workshop, and we will reimburse you later by a check through the mail.

WHY ARE WE HOLDING THIS WORKSHOP?

Frankly, we need your help. We need to know the effects of intensive practice in coding classroom observation systems. Another major reason is that we would like some feedback from you on various aspects of classroom observation that were not included in the coding booklets. During your 3-hour session, we will be asking you to code a number of videotape examples specific to your observation system and to complete a short survey questionnaire.

WHERE AND WHEN IS YOUR WORKSHOP BEING HELD?

The workshop for your region will be held at _____

on _____, May _____, 1972.

The time you come depends on which observation system you learned:

FOR FLACCS If you coded on the Florida Climate and Control System (FLACCS)
CODERS ONLY: your session will be held from 8:00 - 11:00 A.M. ONLY.

FOR IBMS If you coded on the Indiana Behavior Management System (IBMS)
CODERS ONLY: your session will be held from 11:00 - 2:00 P.M. ONLY.

FOR ICDS If you coded on the Individual Cognitive Demand Schedule (ICDS)
CODERS ONLY: your session will be held from 2:00 - 5:00 P. M. ONLY.

Unfortunately, we will be in your region only one day, and we can hold only one session for your observation system at the one time specified above. If it is absolutely impossible for you to attend this workshop on the given day and time specified above, please notify the Austin PRIME office immediately (Call collect, person-to-person, to Dr. Judy Ward, (512) 397-5385).

At the workshop, you will be coding both your major system and IPPS. Since our schedule is very tight and we have a full three hours of activities for you, it is crucial that you be at the workshop at least 15 minutes early. We will begin and end promptly at the above specified times.

We'll be lookin' forward to seein' you there.

Sincerely,

MASTER WORKSHOP SCHEDULE

	Monday, May 8	Tuesday, May 9	Wednesday, May 10	Thursday, May 11	Friday, May 12
Hasselbring	Lubbock Arnett Rm.-2nd Fl. Citizens Tower 14th and Ave. K David Cobb Intrcom Inn	Holiday Inn, San Angelo	Holiday Inn	Camelot Inn 4801 W. Naco Dr. 817-772-7830	Waco Audio Visual Rm. Wilson Elem. School; 1101 S. 2nd St. Jack Ross
Ted	Fort Worth ESC 2821 Cullen St. Yvonne Mesler		Richardson ESC - Ford Room 210 Abrams Rd. Jim George		Mt. Pleasant ESC 100 N. Riddle St. Betty Shepherd
Ida Jean	Midtown 1401 S. U. Dr. 817-336-9311	Continental Inn, Richardson	Continental Inn Motel	Holiday Inn, Mt. Pleasant	
Windell	Houston Holiday Inn East East Freeway Stewart McKinty		Corpus Christi ESC 109 N. Chaparral James Harper		Victoria Amer. Bank of Commerce--Americana Rm. 1908 N. Laurent Kenneth Crow
Ted Frick	Holiday Inn East East Freeway	Ranada Inn, Corpus Christi	Ranada Inn		
Meredith Adler	Austin ESC conference Rm. 6504 Tractor Lane	San Antonio ESC 1550 N.E. Loop#10 Jack Himes	Austin	Midland ESC Plyaska Drive David Mitchell	Austin
	La Quinta Airport Western Sun Motel.	La Quinta Airport Western Sun Motel	Skyway Motel, Midland	Skyway Motel	

TENTATIVE CRITERION MAINTENANCE
(VIDEO) SCHEDULE FOR MAY 8-12

	TIME	ACTIVITY
FLACCS	7:00 - 8:00	Set up equipment and chairs and tables..
	8:00 - 8:30	Introduction, Survey Questionnaire...
	8:30 - 9:30	Administer FLACCS tape... IBMS tape, do 1st 2 minutes of Segment #1 and 2; Last 2 minutes of Segment #4. Repeat Segment #1 and 2. Total 5 pages. Do Status Data and evaluate last teacher.
	9:30 - 9:35	Short break and pass out IPPS booklets.
	9:35 - 10:20	ADMINISTER IPPS tape (1st 40 segments from ICDS tape: 20 + 20, THEN REPLAY 1st 40: 20 ±20) Will have 4 spreads. Pass out checks.
	10:30 - 11:30	Grab Lunch
IBMS	11:00 - 11:30	Introduction, Survey Questionnaire
	11:30 - 12:15	IPPS
	12:15 - 2:00	IBMS (90 segments + 3 (4 min.) segments and replay 1st 3 (4-min.) segments = 1 full book. Pass out checks.
	2:00 - 2:30	Introduction, Survey Questionnaire
	2:30 - 3:15	IPPS
	3:15 - 5:00	ICDS (108 segments + 3, 4 minute - segments + replay 1st 2, 4-minute segments) = 2 full books. Pass out checks.
ICDS	5:00 - 5:45	Die, but tear down equipment while dying.
	5:45 - Rebirth	Beer, food, wine, etc.....

Appendix XXXIX

Instructions & Content for Telephone Reliability Check

DIRECTIONS FOR ADMINISTRATORS OF AUDIO TAPES

Before you begin calling, you should have the following equipment and materials:

1. Reel-to-reel audio tape recorder and take-up reel.
2. An extension cord, if the phone is not near an electrical outlet.
3. Either the IPPS--IBMS or the IPPS--ICDS audio tape, depending on whether you are calling IBMS or ICDS coders.
4. A list of those coders you are going to call. (They are the circled ones on the masterlist).
5. A pen or pencil.

You will be contacting observers on the WATTS line. (If you do not know how to use it, ask Sandy Harrison or Judy Agard.) Unfortunately, we do not have the telephone numbers of the people you are to call. However, you do have their names and addresses on the masterlist.

PROCEDURE FOR ADMINISTRATION OF AUDIOTAPE

0. Rewind tape and get it ready to play.
1. Call the Information Operator. Give her the full name and address of the observer you are going to contact. Record that observer's phone number on the masterlist. (Be sure to include AREA CODE)
2. Place your call and ask for the observer. Then ask the following questions:
 - a) "Just to make sure I've got the right person, did you work for Project PRIME, coding on the _____? (IBMS or ICDS)
 - b) "Great, I just wanted to make sure. Did you get a large brown envelope from us thru the mail recently--the one with the coding booklets and transcripts?
 - 1) If the observer says "No", then you cannot administer the tape at this time. Tell him that a letter was sent to him, and he should have received it by now, but apparently the mail has been slow. Briefly explain why you called and then tell him that he should be receiving the letter shortly and you will call back in a few days. ...And say "Sorry for the mixup", or something like that. (Make a note on your masterlist if this happens).
 - 2) The observer should say "Yes", by the you should respond: "Good, then you know why I'm calling. Is it convenient for you to talk for the next 15 minutes?"

(If not, ask him when it would be more convenient to call back.
and make a note on your masterlist)

If so, then continue:

- c) "By the way, have you had a chance to code the written scripts yet?"
- 1) If he says "yes"; then say "Fine".
 - 2) If he says "no"; then say (nicely) "Well that's O.K. Try to do that as soon as possible. I had hoped that you would have already done that so you would have had a chance to practice coding before I called."
- d) Now say, "The reason I'm calling is to play an audio tape for you to code. We're doing this for a number of reasons. The main reason is that we're trying to find out what kinds of effects all the practice you've had coding in the classroom has had since you were trained last January. If we find that calling over the phone like this is successful, then we have gained some important feedback for future projects. One advantage to this is that it is much more convenient for you than if we had asked you to travel to your Regional Service Center to code videotapes. This way you can help us out without having to leave home."
- e) "Now, there are a couple of questions I'd like to ask you before I start the tape."
- 1) "Do you have your IPPS and _____ coding booklets that we sent you?"
 - 2) "Do you have a #2 pencil?"
 - 3) "Do you have a place to write on?"
 - 4) "Is it quiet enough around you in order to concentrate on and listen to the tape without being interrupted for the next 10 minutes or so?"
- f) When they've got everything and are ready to go:
- 1) "Please take your IPPS coding booklet. You should have already filled out the inside front page." (if not, tell them to be sure to do so later, according to the directions accompanying the IPPS written script).
 - 2) "Now, turn past the coding page on which you've coded the written script, to the next page."
 - 3) "In TIME STARTED (Box 16) enter 4:00 p.m., regardless of what time it is now."
 - 4) "Are you all set? First, I'm going to play a few seconds of the tape to give you a feel for the pacing and also to see if you can hear it OK. Don't code anything, just listen."

- 5) Start tape and let it play for 20 seconds or so. Stop tape. While rewinding, say "Can you hear the tape clearly?" (If not turn up the volume).
 - 6) "Now we're ready to go. This tape will only last a few minutes and I'll only play it one time straight through. If something should seriously interfere with your coding (e.g., you break your pencil or drop the phone), please yell loudly into the phone so I can stop the tape. All set? I'll start the tape."
 - 7) Play tape to the end of IPPS segment.
 - 8) "All finished? OK I'm going to ask a favor of you. Would you be sure to fill in the bubbles for total tallies after you hang up? This way we can get on to the 2nd half of the tape on your major observation system."
- g) "Now would you please get your IBMS (or ICDS) Coding booklet."
- 1) "Please turn to the first blank coding page and enter 4:00 in TIME STARTED (Box 16)".
 - 2) "OK? This tape will be paced about the same speed as the IPPS tape segment."
 - (a) IBMS only: "There will be 48 examples. Each example will be numbered, corresponding to the numbers on the bubble boxes on your coding sheet. For each example there will be one pupil behavior and one teacher behavior. Code these in the same box. Then there will be a short pause, and the next example will begin. After you have done the first 24 examples, you should have completed one page. . . I'll stop the tape and check and see if you're doing OK."
 - b) ICDS only: "Code the following discussion just like you would code in the classroom."
 - 3) "Are you ready?" (If so) "I'll start the tape now and play it straight through only once." OK?"
 - 4) Play IBMS (or ICDS) segment of audio tape.
- h) When finished with this last tape segment, be sure to say something about the following things. "Oh, just a couple of things:"
- 1) "When you hang up would you be sure to fill in the total tally bubbles on your Indiana Pupil Participation coding booklet?"
 - 2) "As soon as you've done that, and if you've already completed the 2 written scripts and the survey questionnaire and IBM scoring sheet, then you can stick everything in your brown envelope, and mail it. Directions for mailing are attached to the letter that you received in the brown envelope."

- 3) "Thank you, etc....we really appreciate your cooperation.
We'll remember that if we hire observers in the future, etc."
(Talk to them for a few minutes if you like).

AUDIO TAPE ADMINISTRATION CHECKLIST

- 1) Did you record observer's telephone # on the master list?
- 2) If it was inconvenient for observer, or she was not home, did you make a note to call back that observer (and when, if possible)?
- 3) If you contacted the observer, and administered the audio tape, did you check his name off on the master list so anyone will know that he has been taken care of?
- 4) Did you remind the observer to enter 4:00 in the time started box for IPPS? The other major observation system?
- 5) Did you ask the observer if he has completed the 2 written scripts and the survey questionnaire and IBM scoring sheet?
- 6) Did you remind the observer to mail his completed materials as soon as possible?
- 7) Did you thank the observer?

387a

1p0

IBMS Audio Script

E = Tom

- 1) The pupil is sleeping in class.
T: I know it's very hot in here today, and you're very tired from last night, but please do your best to stay awake.
- 2) The pupil is whispering to a friend.
T: You know that we don't talk during class.
- 3) The pupil says to the teacher, "I hate you, this class, and everything this school stands for."
T: Go to the Principal's office this minute.
- 4) The pupil grabs his neighbor's test paper and tears it into small pieces.
T: If you apologize to Suzie, then we'll go to recess right now.
- 5) The teacher has asked the pupil to come to the blackboard, but he sits with folded arms and won't budge.
T: The teacher stands with hands on hips and stares intently at the child.
- 6) The pupil violently kicks the pupil next to him.
T: If you do that again I'll send you out of the class for a week.
- 7) The pupil is folding a paper airplane at his seat.
T: Tom would you please read the next paragraph.
- 8) The teacher asks Tom to come up to the board but he says, "No, I won't do it."
T: Get up here right this second!
- 9) Tommy is banging on the top of his desk with a pencil.
T: Are you practicing to become a drummer, Tommy?
- 10) Tom is intently watching the teacher put the assignment on the blackboard.
T: Tomorrow you should have all of these problems finished.
- 11) Tommy says to his neighbor, "Give me back my pen, you thief!"
T: What's wrong, Tommy. Are you two having a little trouble today?
- 12) Tommy puts his arm around his friend's neck.
T: Tommy you're doing that just to see if you can get me mad!
- 13) Tommy and his friend are playing tug-of-war with a string.
T: Tom you are the most disgusting example of a pupil I have ever seen.
- 14) Tommy deliberately drops three books onto the floor with a bang!
T: If you do that again you'll have to stay indoors during recess.

- 15) Tommy interrupts the teacher's lecture and asks what time it is.
 T: You keep doing that because of the bad grade you received in Math.
- 16) The teacher asks Tommy to put his chair back in line and Tommy says,
 "I won't do it and you can't make me!"
 T: In here, Tommy, we do what I say.
- 17) Tom is listening to the teacher talk about the Civil War.
 T: Does anyone know in what year the surrender at Appomattox took place?
- 18) Tommy is sitting backwards in his chair and when the teacher tries to
 turn him around he holds on to the chair for dear life.
 T: If you turn around, I'll let you stay outside an extra five minutes.
- 19) Tommy props his feet up on his desk.
 T: I know it's nice outside and it's hard to concentrate, but this lesson
 is also important.
- 20) Tommy sits next to the heater and kicks it which makes listening to
 the teacher impossible.
 T: Leave this room right now and don't come back until you can act right.
- 21) The teacher asks Tommy to spell 'management,' but Tommy says he won't
 do it.
 T: You are an impudent and spoiled child.
- 22) Tommy pushes the child next to him out of the chair.
 T: Tommy!
- 23) Tommy is playfully poking his friend in the side.
 T: Tommy, stop that!
- 24) Tommy says to the boy next to him, "If you ever call me that again
 I'll beat you silly."
 T: Tommy you sound more like Mohammed Ali every day.
- 25) Tommy is whistling a song in class.
 T: Tommy would you read the next paragraph for us?
- 26) Tommy is talking to his friend.
 T: Tommy why are you talking to Sam? Is it really something important?
- 27) The teacher is trying to get a comic book away from Tommy, but he
 won't let go.
 T: If you don't let go of this book, you'll have to sit in the corner
 the rest of the day.
- 28) Tommy is reading out loud for the class.
 T: Good, Tommy. Who wants to read next?
- 29) Tommy is singing his favorite song out loud in class.
 T: That's it, Tommy, you just lost your recess.

- 30) Tommy is combing his hair in class.
T: You're doing that, Tommy, just to see if you can make me angry.
- 31) Tommy is up wandering around the room.
T: Tommy, why are you walking around the room?
- 32) The teacher asks Tommy if he will read the next paragraph.
Tommy says, "I won't do it and you can't make me."
T: There you go acting like a baby.
- 33) Tommy tells the teacher, "I hate this class; you never do anything interesting."
T: We don't talk back to teachers in this school.
- 34) Tommy interrupts another student's answer by telling the teacher the answer he had to the problem.
T: Tommy, don't ever do that again.
- 35) Tommy takes a rubberband and snaps the pupil in front of him in the ear.
T: If you do that again, Tommy, I'll have you expelled from my class.
- 36) Tommy and his friend are playing tic-tac-toe at Tommy's desk.
T: Tommy, please come up and write the word 'glass' on the board.
- 37) Tommy says to another pupil, "You're the dumbest kid in the class."
T: The teacher snaps her fingers and shakes her head at Tommy.
- 38) Tommy blows a whistle in class.
T: Tommy, are you practicing to become a policeman?
- 39) Tommy is sitting on the floor and the teacher asks him to sit in his chair, but he just looks at her with arms folded and doesn't move.
T: I know it's hard to sit in these hard chairs all day, and it isn't much fun, but it's easier for me.
- 40) Tommy is sitting in his chair looking at the ceiling.
T: Tommy, if you pay attention, the rest of this class, I'll let you go home early.
- 41) Tommy is talking to the person behind him.
T: Tommy, turn around and stop talking.
- 42) Tommy asks another pupil, "Where did you get that ugly shirt?"
T: We don't talk like that in this class, Tommy.
- 43) The teacher asks Tommy to pick up the paper on the floor, but Tommy says he won't do it.
T: You're saying that just to get attention.

- 44) Tommy pushes the girl beside him out of the chair.
T: You are the most rude and unmannerly boy I have ever seen.
- 45) Tommy is reading a comic book during class.
T: Are you taking a course in Mickey Mouse this semester Tommy?
- 46) Tommy and his girlfriend are holding hands during class.
T: Tommy please stand up and read the next paragraph.
- 47) Tommy is rolling up the sleeves on his friend's shirt.
T: Tomorrow we will finish the next two chapters.
- 48) Tommy interrupts the teacher in the middle of a sentence.
T: If you do that again I'll have to punish you.

"What you Look for You Will Find"

Mrs. Fogle: Jim will you please read the last paragraph?

Jim: "And after that, she did not hear any more complaining from the courtiers, and the unhappy quarreling ceased."

Mrs. Fogle: First, let's clear up any problem with unfamiliar words. How about "courtier"? Sally, will you say it?

Sally: "Courtier."

Mrs. Fogle: Sally, can you define "courtier"?

Sally: Well, it must be some kind of person.

Mrs. Fogle: Why do you think that, Sally?

Sally: It sounded to me as if the courtiers were the same as the ladies and lords.

Mrs. Fogle: Does anyone think there's a difference between "courtiers" and ladies and lords" as these words were used in the story?

(Pause) Jim?

Jim: No.

Mrs. Fogle: Look at the first paragraph of the story. Can you find a sentence that helps to clarify both the words "courtier" and "lord"?

(Pause) Jim?

Jim: The first sentence.

Mrs. Fogle: Good, read it for us.

Jim: "There was once a queen who was very unhappy because the ladies and gentleman of the royal court were always quarreling."

- Mrs. Fogle: O.K. Now who can give me one word which covers all the members of the royal court? (Pause) Sally:
- Sally: "Courtiers."
- Mrs. Fogle: That's right. Now, Sally, did you have trouble with any other words?
- Sally: No.
- Mrs. Fogle: O.K., then, let's go on. Jim, remember when the queen made her assignments to the pages?
- Jim: Yes, I remember.
- Mrs. Fogle: How did she do it?
- Jim: She called them in one at a time and sent the first one off before she called the second one.
- Mrs. Fogle: Do you think it would have changed the outcome of the story if the pages had known each other's assignment? Sally?
- Sally: If the one looking for weeds knew that the other was looking for flowers, then he might have seen flowers, too.
- Mrs. Fogle: I'm not sure I understand. Would you say that again.
- Sally: If the pages knew about both assignments they might have seen both flowers and weeds.
- Mrs. Fogle: Jim, do you think it was a good strategy for the queen to see the pages one at a time?
- Jim: Yes, it couldn't be better.
- Mrs. Fogle: Let's read the title again. Jim?
- Jim: "What You Look for You Will Find"
- Mrs. Fogle: Let's pretend we're hiking in the country. Jim you write down things you would see if you were very hungry. Sally, you write down what you would see if you were very hot. (Pause) Jim, what did you write down?

Jim: Apples, fish swimming, walnuts on the ground.

Mrs. Fogle: Sally, read your list.

Sally: I have a big shade tree and a swimming hole.

Mrs. Fogle: Jim, what would a thirsty man see in the middle of the desert?

Jim: An oasis.

Mrs. Fogle: Good! I think this lesson has taught us that people don't see everything. They see the things they are in some way prepared to see. In the story the pages saw what they were told to see. In our make-believe we saw things that would fulfill our needs. Jim, how could we prepare ourselves to see more in our environment than just the things we're told to see or need to see?

Jim: We can make a game out of seeing things. We can list everything we see and the person who lists the most can win a prize.

Mrs. Fogle: Sally do you have a solution?

Sally: If it's true that we see what we are prepared to see, I don't see how just practicing will train us to see more. I would suggest that before we go on a looking trip, we learn everything we can about the place in which we will be doing the looking.

Mrs. Fogle: Could you give us an example?

Sally: Well...ahh...If you told us you would take us to the Art Institute next week, then you should tell us a lot about the kinds of things we would be seeing there.

Mrs. Fogle: In other words the way to see more is to expand our preparation. Remember in the beginning of the story the lords and ladies saw only the unpleasant portions of their lives. What point did the queen's assignment to the pages have for the courtiers?

Jim: She made the point that you can be prepared to see either good things or bad things---if you think of flowers as good and weeds as bad.

Mrs. Fogle: Okay, Sally. Do you think the courtiers were prepared to see more in their lives at the end than they were in the beginning?

Sally: Well, yes, the courtiers were taught to see the good in their lives as well as the bad.

Mrs. Fogle: Sally did you like the story?

Sally: Yes; very much!

Mrs. Fogle: Jim?

Jim: No!

Mrs. Fogle: Why?

Jim: Because weeds aren't bad.

IPPS AUDIO SCRIPT

Characters:

Ms. Adams: Teacher

Tyrone: E Pupil

Lucy: Klass

This is Ms. Adams' class on the importance of maize in the United States.

T: Tyrone, why is maize so important in the US?

Tyrone: I don't know. What is maize?

(Lucy raises her hand and answers without being called on)

Lucy: Maize is the same as corn.

T: You're right, Lucy. Now, Tyrone, can you tell me why maize is so important in the US?

Tyrone: Corn is important in the US because we eat a lot of popcorn at ball games and movies.

(Lucy raises her hand)

T: Okay, Lucy, what do you think?

Lucy: Corn is important for a lot of food we eat, not just popcorn.

T: Right, Lucy, can you name some foods that are made from corn?

Lucy: Breakfast cereal, corn bread and corn on the cob!

(Tyrone raises his hand)

T: Yes, Tyrone, what is it?

Tyrone: Well, we feed a lot of corn to the pigs on the farm.

Lucy (blurts out): You are a pig.

T: That's enough of that, Lucy. Tyrone has made a good observation. Do a lot of farmers feed corn to their livestock, Tyrone?

Tyrone: Yes, Ms. Adams, all of the farms around us feed their pigs corn.

Lucy: Ms. Adams, do farmers all over the US feed corn to their pigs?

T: Yes, Lucy, more corn is fed to livestock than to people in the US.

(Lucy raises her hand)

T: Yes, Lucy, do you have a question?

Lucy: Wouldn't it be better to give starving people all of this corn instead of feeding it to livestock?

(Tyrone raises his hand)

T: What do you think, Tyrone?

Tyrone: Well, if we did that, what could we feed our pigs?

T: That's a good point, Tyrone. What do you think we should do, Lucy?

(Lucy sits with a puzzled look on her face and says nothing)

T: Well, Tyrone, it looks as if you have stumped Lucy.

Tyrone (Blurts out): That's not hard to do, Ms. Adams. She doesn't know any more than most girls!

T: Okay, let's get back on task.

(Lucy raises her hand and is called on by Ms. Adams)

Lucy: We could feed the pigs leftover food that we don't eat. Does that make sense Ms. Adams?

(Tyrone raises his hand)

T: Yes, Tyrone.

Tyrone: I don't think we can feed the pigs leftovers because the government doesn't like the farmers to do that.

T: That's right, Tyrone. Do you know why the government doesn't want pigs to eat leftovers?

Tyrone: Is it because people may get sick if they eat the pigs?

T: Yes, Tyrone, the people have a greater chance of getting trichinosis if the pigs eat leftovers.

W V

AUDIO SCRIPT AND SURVEY QUESTIONNAIRE ANNOUNCEMENT

Project PRIME
Box 1786
Austin, Texas 78701

May 1, 1972

Dear

We imagine that you, as a Project PRIME Coder, have now seen quite a number of different classrooms, teachers and children since you were trained last January. The observation booklets which you have completed for us will be extremely important in describing the educational experiences of handicapped and non-handicapped children. We sincerely say "Thank you" for your cooperation in Project PRIME.

Now that you've gained a great deal of practice in coding in the classroom, we're interested in the effects of that experience on your observational skills. In addition, we'd like some feedback from you on aspects of observation that were not included in the coding booklets.

In order to obtain this information, we are asking for approximately 45 minutes of your time -- 3/4 of an hour that you can spend at home. Specifically, there are 2 written scripts that we would like you to code, on the two different coding booklets provided in this envelope. Also there is a short survey questionnaire that we are asking you to complete. All this should take you less than half an hour.

During the remaining 15 minutes, we will be contacting you on the telephone sometime during the week of May 8-12 or possibly during the following week. We will be calling in the evenings between 6:00 p.m. and 10:00 p.m. You need not plan on staying home every evening during that week. In order to make this as convenient as possible for you, we will keep trying to get hold of you until we finally do contact you at home.

When we call you, we will play an audio tape over the telephone. This short tape will contain examples of teacher and pupil behavior on your major observation system for you to code on the enclosed coding booklet. It will also contain some examples from the Indiana Pupil Participation Schedule for you to code on the enclosed IPPS coding booklet.

Explicit directions on what you are to do are attached to each of the enclosed written scripts and the survey questionnaire. We urge you to code the written scripts and complete the questionnaire as soon as possible. Enclosed is a pre-paid, addressed mailing label. Please paste this label on top of the label addressed to you on the large brown envelope in which you received this letter and the accompanying materials. This will cost you nothing in postage, nor will you need a large brown envelope -- as long as you save this one. Finally, we ask you NOT to mail your completed materials until after you have been contacted by phone. This way you can

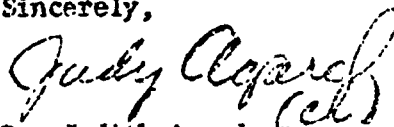
Page 2
May 1, 1972

send us everything in the one envelope provided.

We certainly appreciate the fine work you have done for us all along. We want to thank you for helping us obtain this additional and extremely important information.

We'll be looking forward to talking to you.

Sincerely,

A handwritten signature in cursive script that reads "Judith Agard". To the right of the signature, there are initials "J.A." written in a similar cursive style.

Dr. Judith Agard
Project PRIME Coordinator

Appendix XL
Instructions & Content for Written Reliability
Maintenance Check

WRITTEN SCRIPT ANNOUNCEMENT. -- MAJOR SYSTEM AND IPPS

Project PRIME
Box 1736
Austin, Texas 78701

May 5, 1972

Dear

We imagine that you, as a Project PRIME Coder, have now seen quite a number of different classrooms, teachers, and children since you were trained last January. The observation booklets which you have completed for us will be extremely important in describing the educational experiences of handicapped and non-handicapped children. We sincerely say "Thank you" for your cooperation in Project PRIME.

Now that you've gained a great deal of practice in coding in the classroom, we're interested in the effects of that experience on your observational skills. In order to obtain this information, we are asking you for approximately 30 minutes of your time--half an hour that you can spend at home. Specifically, there is an IPPS written script that we would like you to code on the enclosed IPPS coding booklet. Also there is a script on your major observation system that we are asking you to code.

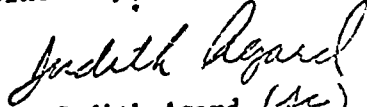
Explicit directions on what you are to do are attached to the enclosed written scripts. We urge you to code these written scripts as soon as possible. Enclosed is a pre-paid, addressed mailing label. Please paste this label on top of the label addressed to you on the large brown envelope in which you received this letter and the accompanying materials. This will cost you nothing in postage, nor will you need a large brown envelope--as long as you save this one.

Be sure to enclose the completed IPPS booklet and your major observation system booklet when you mail your completed materials back to us.

We certainly appreciate the fine work you have done for us all along. We want to thank you for helping us obtain this additional and extremely important information.

We'll be looking forward to hearing from you.

Sincerely,


Dr. Judith Agard (sc)
Project PRIME Coordinator

WRITTEN SCRIPT ANNOUNCEMENT -- IPPS ONLY

Project PRIME
Box 1786
Austin, Texas 78701

May 1, 1972

Dear

We imagine that you, as a Project PRIME Coder, have now seen quite a number of different classrooms, teachers, and children since you were trained last January. The observation booklets which you have completed for us will be extremely important in describing the educational experiences of handicapped and non-handicapped children. We sincerely say "Thank you" for your cooperation in Project PRIME.

Now that you've gained a great deal of practice in coding in the classroom, we're interested in the effects of that experience on your observational skills. In addition, we'd like some feedback from you on aspects of observation that were not included in the coding booklets.

In order to obtain this information, we are asking you for approximately 30 minutes of your time--half an hour that you can spend at home. Specifically, there is an IPPS written script that we would like you to code on the enclosed IPPS coding booklet. Also there is a short survey questionnaire that we are asking you to complete.

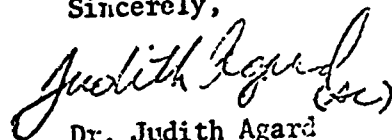
Explicit directions on what you are to do are attached to the enclosed written script and the survey questionnaire. We urge you to code the written script and complete the questionnaire as soon as possible. Enclosed is a pre-paid, addressed mailing label. Please paste this label on top of the label addressed to you on the large brown envelope in which you received this letter and the accompanying materials. This will cost you nothing in postage, nor will you need a large brown envelope--as long as you save this one.

Be sure to enclose the completed IPPS booklet, survey questionnaire, and IBM scoring sheet when you mail your completed materials back to us.

We certainly appreciate the fine work you have done for us all along. We want to thank you for helping us obtain this additional and extremely important information.

We'll be looking forward to hearing from you.

Sincerely,



Dr. Judith Agard
Project PRIME Coordinator

DIRECTIONS FOR CODING IBMS WRITTEN SCRIPT

Attached is a short script containing examples of the Indiana Behavior Management System. It should take you no more than 10 minutes to code this script on the enclosed IBMS coding booklet. Before you code this script, however, please carefully and completely follow the directions listed below:

DIRECTIONS:

- 1) You must use a #2 pencil. You should have a couple of these lying around from your previous coding in the classroom. If not, please get one--otherwise it will be impossible to "score" your coding booklet.
- 2) Open the IBMS Coding Booklet to the inside front page:
 - a) In Box #1, please write in your "District Code" number and blacken the appropriate bubbles.
 - b) In Box #8, fallout "Today's Date" and blacken the appropriate bubbles.
 - c) In Box #9, "Select Code", please write in the number "3", and blacken in the "3" bubble.
 - d) In Box #10, record your observer number, and blacken the appropriate bubbles.
- 3) On the opposite page, which is the first coding page in your booklet:
 - a) Record 8:00 in TIME STARTED, Box #16, regardless of what time it actually is.
 - b) Look at the beginning of the written script. Notice that each of the examples are numbered. These numbers refer to the numbers on the bubble boxes on your coding booklet. In each of the numbered examples there is one behavior for the Experimental (E) pupil (Sammy) and one teacher behavior directly across to the right. Assume that the pupil and teacher behavior for each numbered example occur simultaneously. Therefore, you will code both a pupil behavior and a teacher behavior in each bubble box.
 - c) Begin coding the first 24 examples of the script. Work as quickly as possible. When you have completed the 24th example, you should have completed the first page in your coding booklet.
 - d) Turn to the 2nd page of your coding booklet and record 9:00 in TIME STARTED, regardless of what time it actually is. Continue coding the remaining 24 examples in the written script.
- 4) Now, please get the DIRECTIONS ~~to~~ the IPPS written script, and code that script on the enclosed IPPS (brown) coding booklet (if you have not

IBMS WRITTEN SCRIPT

Note: Sammy is the Experimental (E) Pupil. All other pupils are Class pupils.

(Record on Page 1 of your coding booklet)

BOX	PUPIL BEHAVIOR	TEACHER BEHAVIOR
1.	Sammy: (Slumped over on his desk, sleeping)	Ok, class, let's begin by reviewing some of the things we know about vowels. (Ms. Arturo writes the following words on the blackboard: cake, strike soap, cute.)
2.	Sammy: (Still Sleeping)	What do all these words have in common? Raise your hand if you know.
3.	Sammy: (Still Sleeping)	Notices that Sammy is slumped over his desk) Sammy, Sammy, are you sleeping?
4.	Sammy: (Straightening up) I'm sorry, Ms. Arturo.	Why are you sleeping during your phonics lesson?
5.	Sammy: My brother kept me awake all night.	Well, I'm sorry you're so tired, Sammy.
6.	Sammy: Yeah, he was practicing his drums.	Oh, well, if you will please join the class now, I will let you take a nap during art period
7.	Sammy: Ok.	Margarita, can you tell us what all these words have in common?
8.	Margarita: They have silent e. Beth: No, no! <u>Soap</u> doesn't have silent e. Sammy: (Begins making paper airplanes)	(Listening)
9.	Sammy: (Finishes making airplanes)	Beth, you know, I will not listen to anyone whom I have not called upon.
10.	Beth: (Raises her hand) Sammy: (Throws paper airplane and goes after it.)	Beth?

	Beth: Soap doesn't have silent e.	
11.	Sammy: (Continues on his way to get the airplane. Talks to his neighbor, Manuel, on his way.)	That's right. Soap doesn't have silent e. Sammy do you see another word that doesn't have silent e?
12.	Sammy: (Sammy is still whispering something to Manuel and doesn't hear Ms. Arturo.)	(Snapping her fingers and shouting) Sammy!
13.	Sammy: Yes, Ms. Arturo.	I'll assume you and Manuel were engrossed in an important discussion of vowel sounds.
	Beth: (Laughs loudly)	
14.	Sammy: (Makes a face at Ms. Arturo and sits down.)	Now what word besides <u>soap</u> doesn't have silent e?
15.	Sammy: Uh...eat?	(Listening)
	Beth: You dummy. <u>Eat</u> has silent e. I found the only word without silent e. There aren't any more!	(Looking at Beth.)
16.	Sammy: (Glaring at Beth.)	
	Beth: (Snearing at Ms. Arturo)	
17.	Sammy: (Grinning at Beth)	I want you to stop talking out of turn!
	Beth: But I'm right and I'll say so if I want to!	
18.	Sammy: (Watches Ms. Arturo)	Beth, the word <u>eat</u> has the letter <u>e</u> but is the <u>e</u> silent?
19.	Sammy: (Looks at Beth)	
	Beth: Oh, it's the long sound.	Yes.
	Beth: (Looks contrite)	
20.	Sammy: (Grins at Beth, then makes a face at her)	Sammy was right. <u>Eat</u> does not have <u>silent e</u> . And you were wrong. In addition to being wrong, you are a rude and disruptive person.
21.	Sammy: (Snaps back of Beth's head with rubber band)	
	Beth: Ouch!	Now, who can tell me what <u>all</u> these words have in common?

22.	Beth: (Rubs back of her head) Sammy: (Looks out window nonchalantly)	Beth, what happened?
23.	Beth: Sammy snapped the back of my head with a rubber band. Sammy: (Outlines the clouds with his fingers)	(Ms. Arturo walks toward Beth)
24.	Sammy: (Watches Ms. Arturo)	For that, Sammy, you may walk right over here and sit next to me for the remainder of the day.

(Record the following 24 examples on Page 2 of your coding booklet. Please record 9:00 in the TIME STARTED box on the 2nd page.)

1.	Sammy: (Doesn't move)	(Walks over to Sammy)
2.	Sammy: (Holds on to his desk)	If you don't move yourself, I'll have to move you.
3.	Sammy: (Struggles)	(Ms. Arturo forces Sammy away from his desk and leads him to a chair beside her desk.)
4.	Sammy: (Writes on gum wrapper) Beth: (Begins to cry loudly)	Now, I hope we can go on. What do these words have in common?
5.	Beth: (Continues crying) Sammy: (Folds up gum wrapper)	Beth, does your head hurt?
6.	Beth: (Cries quietly) Sammy: (Reaches behind with gum wrapper)	Beth, <u>some</u> of these words have silent <u>e</u> . But look at the board and tell me now what <u>all</u> of them have.
7.	Beth: (Looks at the board and thinks) Long vowels? Sammy: (Passes note to Manuel)	That's right. They all have long vowels. (Ms. Arturo sees Sammy pass a note to Manuel)
8.	Sammy: (Watches Manuel read note)	Give me the note.
9.	Sammy: (Cringes)	(Reading note out loud) "Manuel, will you share your lunch with me?"
10.	Sammy: (Listens)	Sammy, didn't you bring your own lunch to school?

BOX	PUPIL	TEACHER
11.	Sammy: I had it, but some big kid took it from me outside.	(Listens)
12.	Sammy: And when I get home I'm going to tell my brother and he's gonna beat his brains out and plaster them all over the lunch room and make him eat 'em!	(Walks toward Sammy, shaking her head no.)
13.	Sammy: (Listens)	I think you've been having trouble paying attention because you've been hungry!
14.	Manuel: I'll split my lunch with him. Sammy: (Smiles)	Good, then that problem is solved. Now, let's go on with long vowels...

15.	Sammy: (Rocks his chair back and forth, Making banging sounds.)	What are the vowels in the word, battery?
16.	Sammy: (Stops rocking. Looks at teacher)	Sammy, you should know that rocking back and forth in your chair is inappropriate during class.
17.	Sammy: (Shouts violently) "You're always picking on me. Why don't you pick on somebody else!!!"	(Looks at Sammy)
18.	Sammy: (Arms folded. Looks at teacher.)	If you'll promise to behave I'll let you stay out an extra 5 minutes during recess.
19.	Sammy: No way. I'm not gonna be bribed that easily!	(Stares at Sammy)
20.	Sammy: (Arms still folded.)	Sammy, you're just angry because you think I'm picking on you.
21.	Sammy: (Angrily) Oh, now you're trying to act like a psychiatrist--you don't even!	(Hands on hips. Looking at Sammy)
22.	Sammy: (Looks at teacher)	(Gently) I'm sorry that you're upset, Sammy. I guess it's been one of those rough days. First somebody stole your lunch, and now you think I'm picking on you. But I'm really not Sammy. (Pats him on the shoulder)
23.	Sammy: (Begins to smile)	Now, Sammy, why don't you tell me what the vowels are in the word, battery?
	Sammy: There's an "a" and an "e", and the "y" is like the vowel "i".	(Smiles, nodding head)

DIRECTIONS FOR CODING ICDS WRITTEN SCRIPT

Attached is a short script containing examples of the Individual Cognitive Demand Schedule. It should take you no more than 10 minutes to code this script on the enclosed ICDS coding booklet. Before you code this script, however, please carefully and completely follow the directions listed below:

DIRECTIONS:

- 1) You must use a #2 pencil. You should have a couple of these lying around from your previous coding in the classroom. If not, please get one--otherwise it will be impossible to "score" your coding booklet.
- 2) Open the ICDS Coding Booklet to the inside front page:
 - a) In Box #1, please write in your "District Code" number and blacken the appropriate bubbles.
 - b) In Box #8, fill out "Today's Date" and blacken the appropriate bubbles.
 - c) In Box #9, "Select Code", please write in the number "3", and blacken in the "3" bubble.
 - d) In Box #10, record your observer number, and blacken the appropriate bubbles.
- 3) Turn to the first coding page in the coding booklet:
 - a) Record 8:00 in the TIME STARTED Box (#16), regardless of what time it actually is.
 - b) Look at the attached written script. Please code this script as if you were coding in the classroom. Notice that Mark is the Experimental (E) Pupil. All other pupils are Klass pupils.

.. You might find it convenient to read through the script and first mark off and number the interchanges. This way you will be less prone to getting "lost" while you're coding.
 - c) This entire script should take no more than 40 interchange boxes.
- 4) After completing this ICDS script, please refer to the Directions for Coding IPPS Written Script and code the IPPS script (if you haven't done this already).

ICDS WRITTEN SCRIPT

Code Mark as the Experimental (E) Pupil. Code all other pupils as Klass.

Teacher: Today we are going to talk about something we have all around us but we cannot see. Can anybody guess what it is? ...Mark?

Mark: People.

Teacher: No, that's not correct. We can see other people. Listen to me. I've got something in this jar. Susan, what do you see in this jar?

Susan: I don't see anything. I see a label on the side...

Teacher: But that's on the jar, not in the jar. Renie, can you tell us what is in the jar?

Susan: I don't see anything.

Teacher: The thing inside the jar is also all around you. Anybody want to guess? Okay, can you wave your hand in front of your face? What does it feel like, Barbara?

Barbara: I feel air moving.

Teacher: That's right. Even though we cannot see air, we can feel it. Air is all around us. How do you know that there is air all around us, Mark?

Mark: Because if you move your hand, you can feel the air.

Teacher: That's right! Do you think air has weight, Renie?

Renie: Yes.

Elizabeth: No, that's silly. Air does not have any weight.

Teacher: Elizabeth thinks air has no weight, but you think it has. How can you show air has weight, Mark?

Mark: If you take a lot of ballons and fill them up with lots of air, and put them on a scale you'll see they have weight.

Teacher: That's right. Lots of times we feel the air pushing against things. Now, who can tell me what will happen if there was no air at all? Yes, Barbara?

Barbara: We will all die 'cos we can't breathe! We need air to breathe.

Mark: But you don't breathe air, you breathe oxygen.

Barbara: But that's just the same. Oxygen is air and air is oxygen.

Mark: No, it isn't.

Teacher: Tom, could you tell us if oxygen means the same as air? Is there any difference between oxygen and air?

Tom: I don't know.

Teacher: Actually, air is a mixture of a number of different gases. And one of these gases is oxygen. It's got other gases too. Mark, can you give me the name of some other gases?

Mark: Sure, Shell, Mobil, Gulf and my father uses...

Teacher: I wasn't talking about that kind of gas, Mark. Tom, could you help Mark? Can you tell him what we mean by the word gas?

Tom: A gas is something you cannot see. It comes out of tubes. You can pump it.

Teacher: That's good. Renie, do you know any gas which you can see?

Renie: I remember the gas in our stove burns blue. Sometimes it burns yellow.

Teacher: That's true, but I wasn't thinking of that. That's the color of the flame. The gas is blue only when it burns. Yes, Mark?

Mark: I remember now. I've seen colored gas coming out of an airplane. They made letters with the colored gas. Boy, it was exciting!

Teacher: Very good Mark! Yes some gases have color. Some gases smell and others don't. But you can put all gases in containers. That means you can pump all gases. But let's get back to

what we have been talking about, air. Remember the movie about the Apollo moon landing we saw yesterday? Does anybody remember what the movie said about air on the moon?

Mark: There's no air on the moon. It said there's no air on the moon.

Teacher: That's right! There's no air on the moon. How did the space men breathe on the moon then, Mark?

Mark: They took oxygen with them. They carried the oxygen on their backs and they had a tube to their noses.

Teacher: Okay. Remember I told you that air is a mixture of gases? What's one of the gases we know it has? Renie?

Renie: Oxygen.

Teacher: Air has other gases, too. One of the other gases is called nitrogen. Mark, can you say the word "nitrogen?"

Mark: Nitrogen.

Teacher: Does anybody know anything about nitrogen? No? Well, it is a very important gas. Most of air is nitrogen. Air also has some carbon dioxide and water vapour. Nowadays air has a lot of bad gases around cities because of automobile exhaust and factory chimneys. Do you think this is a good thing, Tom?

Tom: No, air pollution is bad.

Teacher: Why do you say that Tom? Why is air pollution bad?

Tom: Because the man in the TV said so. He said if the air gets more bad we'll all die.

Teacher: That's true. The air around big cities is dirty and the air in the country is clean. Why do you think this happens?

Mark: Because of people.

Teacher: I didn't hear what you said. Could you repeat that for me,
Mark?

Mark: Because of people air gets dirty in cities.

Teacher: Can you explain why you think so, Mark.

Mark: Because more people in the city smoke. They have big cars too.
In the country there are only animals and they don't smoke.

Teacher: Let's talk about something else. Let's see who remembers the
most things that float on air. Barbara?

Barbara: My brother flew a kite yesterday. Kites float on air. Birds
fly too. Sometimes balloons float on air. Airplanes float in
air.

Renie: And clouds float in air too.

Teacher: Let's all make believe we are clouds floating in air. Clouds
don't walk or talk, they just float in the sky. Feel your
shoulders, hands and heads as clouds. You must concentrate
very hard and close your eyes....Elizabeth, how do you feel
as a cloud?

Elizabeth: I'm floating. I'm floating on the air. I am high up in the
sky and people down there look small. There's an airplane
coming near me. It's getting very close. It's going to go
through me. Help, help! It's going through me!

Teacher: That's very good, Elizabeth. Let's all open our eyes now.
If you boys and girls are good today, we can play some more
cloud games later. Now I want all of you to write down
one important thing you learned about air today. (Pause)
Renie, what did you write down?

- Renie: Air has different gases. It can push things.
- Teacher: Mark?
- Mark: You can't see air, but it is real.
- Teacher: That's good. Now we are all going to do an interesting experiment. Everybody watch. Do you see these two glasses? I'm going to pour all the air from this glass into the other one. How do you think we could do that, Elizabeth?
- Elizabeth: Just turn that glass upside down over the other one.
- Teacher: Do you think that will work, Tom?
- Tom: No. The other glass is already full of air. That will be like trying to pour milk into a glass of milk. It'll all spill out.
- Teacher: That's very good, Tom. I'm going to try to do this in a different way. First, I am going to remove all the air from this glass. How do you think I can do that, Barbara?
- Barbara: You can use a straw and suck out all the air.
- Teacher: That's right, but then the air from outside will rush into the glass to fill up the empty space. No, we have to try harder. We've got to replace the air with something else....
- Yes, Tom?
- Tom: We can put lots of rocks in the glass and that will push the air out.
- Teacher: That's true, but we cannot get all the air out of the glass that way. There will still be lots of gaps and air will be there. How do you think we can remove all the air from the glass, yes, Renie?
- Renie: If you pour water into the glass all the air will have to go out. If you pour the water to the top, there will be no air inside.

Teacher: That's very good. Instead of pouring water in the glass, I'm going to do it slightly differently. Watch what I'm doing. See this big glass jar full of water? I am pushing the glass inside the water. You see bubbles coming out? What do you think these bubbles are?

Children: Air, air!

Teacher: That's right. Now all the air from this glass escaped outside. The glass is now full of what, Mark?

Mark: Water.

Teacher: Now instead of pouring down the air from this glass into the other one, I'm going to pour it up. Watch how I do it.

DIRECTIONS FOR CODING IPPS WRITTEN SCRIPT

Attached is a short script containing examples of the Indiana Pupil Participation Schedule. It should take you no more than 10 minutes to code this script on the enclosed IPPS coding booklet. Before you code this script, however, please carefully and completely follow the directions listed below:

DIRECTIONS:

- 1) You must use a #2 pencil. You should have a couple of these lying around from your previous coding in the classroom. If not, please get one--otherwise it will be impossible to "score" your coding booklet.
- 2) Open the IPPS Coding Booklet to the inside front page:
 - a) In Box #1, please write in your "District Code" number and blacken the appropriate bubbles.
 - b) In Box #8, fill out "Today's Date" and blacken the appropriate bubbles.
 - c) In Box #9, "Select Code", please write in the number "3", and blacken in the "3" bubble.
 - d) In Box #10, record your observer number, and blacken the appropriate bubbles.
- 3) Turn to the 1st coding page in your IPPS coding booklet.
 - a) In Box #16, record 8:00 in TIME STARTED, regardless of what time it actually is.
 - b) Look at the attached IPPS written script. Notice that Zeke is the Experimental (E) child. All other pupils are Klass (K) children.
 - c) Code this entire script, as if it were a 10 minute lesson.
 - d) Then blacken the appropriate bubbles for total tallies in each category for both E and K, like you normally do. Leave the bubbles for the "c" child blank.
- 4) If you haven't already coded the other enclosed script on your major observation system, please do so now.

IPPS WRITTEN SCRIPT

This is Mr. Jones' class. The subject being discussed is the sport football.
The E Child is Zeke.

Teacher: Can anyone tell me why he thinks football has become such a great sport?

(Zeke, John and Sue raise their hands)

T: John, what do you think?

John: Football has become a great sport because it generates a great deal of excitement among the fans.

T: (Zeke's hand is still raised) Zeke, what do you think?

Zeke: Do you really think football is such a great sport? I would much rather watch ice hockey.

T: Well, Zeke, why would you rather watch ice hockey?

Zeke: Because it is a much faster game than football, and a lot rougher.

Sue (blurting out): You're crazy, Zeke. Football is much faster than ice hockey.

T: Okay, let's get back on task. Does anyone think football is taking over as the national sport?

(Zeke, Ted, and Anne raise their hands)

T: What do you think, Ted?

(Before Ted can answer, Zeke blurts out:) Ice hockey will be the national sport someday. Don't you agree, Mr. Jones?

T: I'm sorry for Zeke's rudeness, Ted, but do you think football will ever become the national sport?

Ted: (Sits there with a blank expression on his face and does not respond.)

T: Anne, maybe you can help Ted. Do you think football will become the national sport?

Anne: I really don't care, Mr. Jones, but I do think they should let women play football.

T: That's a good point, Anne. Sue, do you agree with Anne?

Sue: Well, I think women should be able to play football if they want to, but personally I don't think that most girls would want to play football.

T: I see your point, Sue. Well, what do you think about having professional football teams for women?

(Zeke and Anne raise their hands, but Anne blurts out without being called on)

Anne: That would be super, but do you think women would be paid as much as men?

Zeke (blurts out): They shouldn't be paid as much as men, should they, Mr. Jones?

T: Well, Zeke, if they do the same job as men, they should be paid the same.

(Zeke raises his hand and is called on by the teacher.)

Zeke: But, hockey players work harder than football players and they don't get paid as much. Do you think that is fair?

T: What do you think about Zeke's question, John?

John: I think it was a dumb question. Zeke just thinks that hockey is best. If ice hockey were such a good sport, the players would be paid more.

Zeke (blurts out): Oh, what do you know, Johnny? You're a big sissy anyway.

T: Okay, that's enough. Since we can't seem to carry on a meaningful discussion today, everyone get out his math book and solve the problems on page 108.

Appendix XLI

Classroom Observation Schedule

- .1 Observation Coding Schedule 1 (6 Observers)**
- .2 Observation Coding Schedule 2 (9 Observers)**
- .3 Actual Observation Schedule (6)**
- .4 Actual Observation Schedule (9)**
- .5 Individual Observation Schedules**
- .6 Information on Observation Schedules**

Trainers in Observation Systems Workshops in Texas
January 17 - February 3, 1972

Region	Week 1	Week 2	Week 3
I. Laredo	Manuel Mirabal	Karen Litton	Phyllis Winford
II. Corpus Christi	Kent Skipper	JoAnn Miller	Linda Bishop
III. Victoria	Barbara Balfour	John Stammer	Linda White
IV. Houston	Ted Frick(CITH) JoAnn Miller Mitzi Chambers	Carlos Gris Jeannette Wendt	S. Thiagarajan(CITH) Jorje Carrasco*
V. Beaumont	Steve Selby	Johanna Hulls	Steve Bury* Sandra Harrison (Austin PRIME staff)
VII. Kilgore	Jeannette Wendt		
VIII. Mt. Pleasant	John Stammer	Phyllis Winford	Joan Zinober (Washington PRIME staff)
X. Richardson	Chad Sivasailam(CITH) Linda Sheets	Manuel Mirabal S. Thiagarajan(CITH)	Mitzi Chambers
XI. Ft. Worth	Carlos Gris	Vicki Gomez	Mona Ballard (CITH)
XII. Waco	S. Thiagarajan(CITH) Nancy Fanning Linda Bishop	Linda Sheets Joan Zinober (Washington PRIME staff)	Anne Briggs(CITH) Nancy Derryberry*
XIII. Austin	Phyllis Winford	Barbara Balfour	Steve Selby Margaret Garner
XIV. Abilene	Martha Bates	Linda White	Robert Zuckerman (CITH)
XV. San Angelo	Johanna Hulls	Kent Skipper	John Stammer
XVI. Amarillo	Karen Litton	Margaret Garner	Julia Mendina*
XVII. Lubbock	Margaret Garner	Mitzi Chambers	Karen Litton
XVIII. Midland	Vicki Gomez	Mona Ballard(CITH)	Kent Skipper
XX. San Antonio	Ted Hasselbring(CITH) Idajean Windell(CITH) Linda White	Martha Bates Linda Bishop Steve Selby	Barbara Balfour Linda Sheets

*Outstanding observers who had been trained in earlier workshops were used as aides and trainers during Week III.

Week 4: A make-up Workshop was held in San Antonio (XX.) in which five IBMS II observers were trained. Mitzi Chambers conducted the Workshop.

CITH Personnel Who Conducted Workshops in Texas

Week 1	Week 2	Week 3
Ted Frick Chad Sivasailam Ted Hasselbring Idajean Windell S. Thiagarajan	Mona Ballard S. Thiagarajan	Mona Ballard S. Thiagarajan Bob Zuckerman Anne Briggs

Observation Coding Schedule 1: 6 Observers

1, 2, or 3 pairs of subjects/day

2 passes/pair

A = IBMS II Two Observers: A₁ & A₂
 B = ICDS Two Observers: B₁ & B₂
 C = FLACCS Two Observers: C₁ & C₂
 * = IPPS (coded during a.m. only)

Pass 1--Kids							Pass 2--Kids								
Block	Day	E ₁	C ₁	E ₂	C ₂	E ₃	C ₃	Block	Day	E ₁	C ₁	E ₂	C ₂	E ₃	C ₃
1	(M)	1	A ₁ B ₁	C ₁ *C ₂	A ₂ B ₂			6	(M)	21	B ₁ C ₁	*A ₂ A ₁	B ₂ C ₂		
	(T)	2	B ₂ C ₂	*A ₁ A ₂	B ₁ C ₁				(T)	22	C ₂ *A ₁	A ₂ B ₂	C ₁ *B ₁		
	(W)	3	C ₁ *A ₂	A ₁ B ₁	C ₂ B ₂				(W)	23	*B ₂ A ₁	B ₁ C ₁	*C ₂ A ₂		
	(Th)	4	*B ₁ A ₂	B ₂ C ₂	*C ₁ A ₁				(Th)	24	A ₂ B ₂	C ₂ *C ₁	A ₁ B ₁		
E ₄ C ₄ E ₅ C ₅ E ₆ C ₆							E ₄ C ₄ E ₅ C ₅ E ₆ C ₆								
2	(F)	5	B ₁ C ₁	*A ₂ A ₁	B ₂ C ₂			7	(F)	25	C ₁ *A ₂	A ₁ B ₁	C ₂ *B ₂		
	(M)	6	C ₂ *A ₁	A ₂ B ₂	C ₁ *B ₁				(M)	26	*B ₁ A ₂	B ₂ C ₂	*C ₁ A ₁		
	(T)	7	*B ₂ A ₁	B ₁ C ₁	*C ₂ A ₂				(T)	27	A ₁ B ₁	C ₁ *C ₂	A ₂ B ₂		
	(W)	8	A ₂ B ₂	C ₂ *C ₁	A ₁ B ₁				(W)	28	B ₂ C ₂	*A ₁ A ₂	B ₁ C ₁		
E ₇ C ₇ E ₈ C ₈ E ₉ C ₉							E ₇ C ₇ E ₈ C ₈ E ₉ C ₉								
3	(Th)	9	C ₁ *A ₂	A ₁ B ₁	C ₂ *B ₂			8	(Th)	29	*B ₂ A ₁	B ₁ C ₁	*C ₂ A ₂		
	(F)	10	*B ₁ A ₂	B ₂ C ₂	*C ₁ A ₁				(F)	30	A ₂ B ₂	C ₂ *C ₁	A ₁ B ₁		
	(M)	11	A ₁ B ₁	C ₁ *C ₂	A ₂ B ₂				(M)	31	B ₁ C ₁	*A ₂ A ₁	B ₂ C ₂		
	(T)	12	B ₂ C ₂	*A ₁ A ₂	B ₁ C ₁				(T)	32	C ₂ *A ₁	A ₂ B ₂	C ₁ *B ₁		
E ₁₀ C ₁₀ E ₁₁ C ₁₁ E ₁₂ C ₁₂							E ₁₀ C ₁₀ E ₁₁ C ₁₁ E ₁₂ C ₁₂								
4	(W)	13	*B ₂ A ₁	B ₁ C ₁	*C ₂ A ₂			9	(W)	33	A ₁ B ₁	C ₁ *C ₂	A ₂ B ₂		
	(Th)	14	A ₂ B ₂	C ₂ *C ₁	A ₁ B ₁				(Th)	34	B ₂ C ₂	*A ₁ A ₂	B ₁ C ₁		
	(F)	15	B ₁ C ₁	*A ₂ A ₁	B ₂ C ₂				(F)	35	C ₁ *A ₂	A ₁ B ₁	C ₂ *B ₂		
	(M)	16	C ₂ *A ₁	A ₂ B ₂	C ₁ *B ₁				(M)	36	*B ₁ A ₂	B ₂ C ₂	*C ₁ A ₁		
E ₁₃ C ₁₃ E ₁₄ C ₁₄ E ₁₅ C ₁₅							E ₁₃ C ₁₃ E ₁₄ C ₁₄ E ₁₅ C ₁₅								
5	(T)	17	A ₁ B ₁	C ₁ *C ₂	A ₂ B ₂			10	(T)	37	B ₁ C ₁	*A ₂ A ₁	B ₂ C ₂		
	(W)	18	B ₂ C ₂	*A ₁ A ₂	B ₁ C ₁				(W)	38	C ₂ *A ₁	A ₂ B ₂	C ₁ *B ₁		
	(Th)	19	C ₁ *A ₂	A ₁ B ₁	C ₂ *B ₂				(Th)	39	*B ₂ A ₁	B ₁ C ₁	*C ₂ A ₂		
	(F)	20	*B ₁ A ₂	B ₂ C ₂	*C ₁ A ₁				(F)	40	A ₂ B ₂	C ₂ *C ₁	A ₁ B ₁		



Observation Coding Schedule 2: 9 Observers

A = IBMS II A₁, A₂, A₃
 B = ICDS B₁, B₂, B₃
 C = FLACCS C₁, C₂, C₃
 * = IPPS (a.m. only)

Pass 1--Kids

Block Day	1	2	3	4	5	6	7	8	9
(M) 1	A ₁	B ₁	C ₁ *	B ₃	A ₂	B ₂	C ₂ *	C ₃	A ₃
(T) 2	B ₂	C ₂ *	C ₁	A ₂	B ₃	C ₃ *	A ₁	A ₃	B ₁
(W) 3	C ₃ *	A ₂	A ₃	B ₃	C ₁ *	B ₂	A ₁	B ₁	C ₂
(Th) 4	*A ₃	A ₁	B ₁	C ₁ *	B ₃	A ₂	B ₂	C ₂ *	C ₃

1

Pass 2--Kids

Block Day	1	2	3	4	5	6	7	8	9
(M) 21	B ₃	C ₃ *	C ₂	A ₃	B ₁	C ₁ *	A ₂	A ₁	B ₂
(T) 22	C ₁ *	A ₃	A ₁	B ₁	C ₂	B ₃	A ₂	B ₂	C ₃
(W) 23	*A ₁	A ₂	B ₂	C ₂ *	B ₁	A ₃	B ₃	C ₃ *	C ₁
(Th) 24	A ₃	B ₃	C ₃ *	B ₂	A ₁	B ₁	C ₁ *	C ₂	A ₂

6

2

Block Day	10	11	12	13	14	15	16	17	18
(F) 5	B ₂	C ₂ *	C ₃	A ₂	B ₁	C ₁ *	A ₃	A ₁	B ₃
(M) 6	C ₃ *	A ₂	A ₃	B ₃	C ₁ *	B ₂	A ₁	B ₁	C ₂
(T) 7	*A ₃	A ₁	B ₁	C ₁ *	B ₃	A ₂	B ₂	C ₂ *	C ₃
(W) 8	A ₂	B ₂	C ₂ *	B ₁	A ₃	B ₃	C ₃ *	C ₁	A ₁

7

3

Block Day	19	20	21	22	23	24	25	26	27
(Th) 9	C ₃ *	A ₂	A ₃	B ₃	C ₁ *	B ₂	A ₁	B ₁	C ₂
(F) 10	*A ₃	A ₁	B ₁	C ₁ *	B ₃	A ₂	B ₂	C ₂ *	C ₃
(M) 11	A ₂	B ₂	C ₂ *	B ₁	A ₃	B ₃	C ₃ *	C ₁	A ₁
(T) 12	B ₃	C ₃ *	C ₂	A ₃	B ₁	C ₁ *	A ₂	A ₁	B ₂

8

4

Block Day	28	29	30	31	32	33	34	35	36
(W) 13	*A ₃	A ₁	B ₁	C ₁ *	B ₃	A ₂	B ₂	C ₂ *	C ₃
(Th) 14	A ₂	B ₂	C ₂ *	B ₁	A ₃	B ₃	C ₃ *	C ₁	A ₁
(F) 15	B ₃	C ₃ *	C ₂	A ₃	B ₁	C ₁ *	A ₂	A ₁	B ₂
(M) 16	C ₁ *	A ₃	A ₁	B ₁	C ₂ *	B ₃	A ₂	B ₂	C ₃

9

Block Day	37	38	39	40	41	42	43	44	45
(T) 17	A ₂	B ₂	C ₂ *	B ₁	A ₃	B ₃	C ₃ *	C ₁	A ₁
(W) 18	B ₃	C ₃ *	C ₂	A ₃	B ₁	C ₁ *	A ₂	A ₁	B ₂
(Th) 19	C ₁ *	A ₃	A ₁	B ₁	C ₂ *	B ₃	A ₂	B ₂	C ₃
(F) 20	*A ₁	A ₂	B ₂	C ₂ *	B ₁	A ₃	B ₃	C ₃ *	C ₁

10

423

Block Day	28	29	30	31	32	33	34	35	36
(Th) 29	*A ₁	A ₂	B ₂	C ₂ *	B ₁	A ₃	B ₃	C ₃ *	C ₁
(F) 30	A ₃	B ₃	C ₃ *	B ₂	A ₁	B ₁	C ₁ *	C ₂	A ₂
(M) 31	B ₁	C ₁ *	C ₃	A ₁	B ₂	C ₂ *	A ₃	A ₂	B ₃
(T) 32	C ₂ *	A ₁	A ₂	B ₂	C ₃ *	B ₁	A ₃	C ₃	C ₁

Block Day	28	29	30	31	32	33	34	35	36
(W) 33	A ₃	B ₃	C ₃ *	B ₂	A ₁	B ₁	C ₁ *	C ₂	A ₂
(Th) 34	B ₁	C ₁ *	C ₃	A ₁	B ₂	C ₂ *	A ₃	A ₂	B ₃
(F) 35	C ₂ *	A ₁	A ₂	B ₂	C ₃ *	B ₁	A ₃	B ₃	C ₁
(M) 36	*A ₂	A ₃	B ₃	C ₃ *	B ₂	A ₁	B ₁	C ₁ *	C ₂

Block Day	37	38	39	40	41	42	43	44	45
(T) 37	B ₁	C ₁ *	C ₃	A ₁	B ₂	C ₂ *	A ₃	A ₂	B ₃
(W) 38	C ₂ *	A ₁	A ₂	B ₂	C ₃ *	B ₁	A ₃	B ₃	C ₁
(Th) 39	*A ₂	A ₃	B ₃	C ₃ *	B ₂	A ₁	B ₁	C ₁ *	C ₂
(F) 40	A ₁	B ₁	C ₁ *	B ₃	A ₂	B ₂	C ₂ *	C ₃	A ₃

OBSERVATION SCHEDULE

(1) = 1st observer trained on that system
 (2) = 2nd observer trained on that system

District: _____

School: _____

Pupil: _____

IRMS (1) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:	IPPS (FLACCS-2) Obs:	IRMS (2) Obs:	ICDS (2) Obs:
ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (IRMS-1) Obs:	IRMS (2) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:
FLACCS (1) Obs:	IPPS (IRMS-2) Obs:	IRMS (1) Obs:	ICDS (1) Obs:	FLACCS (2) Obs:	IPPS (ICDS-2) Obs:
IPPS (ICDS-1) Obs:	IRMS (2) Obs:	ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (FLACCS-1) Obs:	IRMS (1) Obs:

School: _____

Pupil: _____

ICDS (1) Obs:	FLACCS (1) Obs:	IPPS (IRMS-2) Obs:	IRMS (1) Obs:	ICDS (2) Obs:	FLACCS (2) Obs:
FLACCS (2) Obs:	IPPS (IRMS-1) Obs:	IRMS (2) Obs:	ICDS (2) Obs:	FLACCS (1) Obs:	IPPS (ICDS-1) Obs:
IPPS (ICDS-2) Obs:	IRMS (1) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:	IPPS (FLACCS-2) Obs:	IRMS (2) Obs:
IRMS (2) Obs:	ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (FLACCS-1) Obs:	IRMS (1) Obs:	ICDS (1) Obs:

District: _____

School: _____

Pupil: _____

FLACCS (1) Obs:	IPPS (IBMS-2) Obs:	IBMS (1) Obs:	ICDS (1) Obs:	FLACCS (2) Obs:	IPPS (ICDS-2) Obs:
IPPS (ICDS-1) Obs:	IBMS (2) Obs:	ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (FLACCS-1) Obs:	IBMS (1) Obs:
IBMS (1) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:	IPPS (FLACCS-2) Obs:	IBMS (2) Obs:	ICDS (2) Obs:
ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (IBMS-1) Obs:	IBMS (2) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:

School: _____

Pupil: _____

FLACCS (1) Obs:	IPPS (IBMS-2) Obs:	IBMS (1) Obs:	ICDS (1) Obs:	FLACCS (2) Obs:	IPPS (ICDS-2) Obs:
IPPS (ICDS-1) Obs:	IBMS (2) Obs:	ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (FLACCS-1) Obs:	IBMS (1) Obs:
IBMS (1) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:	IPPS (FLACCS-2) Obs:	IBMS (2) Obs:	ICDS (2) Obs:
ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (IBMS-1) Obs:	IBMS (2) Obs:	ICDS (1) Obs:	FLACCS-1) Obs:

District: _____

School: _____

Pupil: _____

IBMS(1) Obs:	ICDS(1L) Obs:	FLACCS(1) Obs:	IPPS(FLACCS-2) Obs:	IBMS(2) Obs:	ICDS(2) Obs:
ICDS(2) Obs:	FLACCS(2) Obs:	IPPS(IBMS-1) Obs:	IBMS(2) Obs:	ICDS(1) Obs:	FLACCS(1) Obs:
FLACCS(1) Obs:	IPPS(IBMS-2) Obs:	IBMS(1) Obs:	ICDS(1) Obs:	FLACCS(2) Obs:	IPPS(ICDS-2) Obs:
IPPS(ICDS-1) Obs:	IBMS(2) Obs:	ICDS(2) Obs:	FLACCS(2) Obs:	IPPS(FLACCS-1) Obs:	IBMS(1) Obs:

---SKIP A WEEK---

School: _____

Pupil: _____

ICDS(1) Obs:	FLACCS(1) Obs:	IPPS(IBMS-2) Obs:	IBMS(1) Obs:	ICDS(2) Obs:	FLACCS(2) Obs:
FLACCS(2) Obs:	IPPS(IBMS-1) Obs:	IBMS(2) Obs:	ICDS(2) Obs:	FLACCS(1) Obs:	IPPS(ICDS-1) Obs:
IPPS(ICDS-2) Obs:	IBMS(1) Obs:	ICDS(1) Obs:	FLACCS(1) Obs:	IPPS(FLACCS-2) Obs:	IBMS(2) Obs:
IBMS(2) Obs:	ICDS(2) Obs:	FLACCS(2) Obs:	IPPS(FLACCS-1) Obs:	IBMS(1) Obs:	ICDS(1) Obs:

*This week should provide sufficient time for the catching up on clerical tasks associated with observing, and for picking up any children which the observer could not observe on the originally specified day.

District: _____

School: _____

Pupil: _____

FLACCS (1) Obs:	IPPS (IBMS-2) Obs:	IBMS (1) Obs:	ICDS (1) Obs:	FLACCS (2) Obs:	IPPS (ICDS-2) Obs:
IPPS (ICDS-1) Obs:	IBMS (2) Obs:	ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (FLACCS-1) Obs:	IBMS (1) Obs:
IBMS (1) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:	IPP (FLACCS-2) Obs:	IBMS (2) Obs:	ICDS (2) Obs:
ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (IBMS-1) Obs:	IBMS (2) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:

School: _____

Pupil: _____

IPPS (ICDS-2) Obs:	IBMS (1) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:	IPPS (FLACCS-2) Obs:	IBMS (2) Obs:
IBMS (2) Obs:	ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (FLACCS-1) Obs:	IBMS (1) Obs:	ICDS (1) Obs:
ICDS (1) Obs:	FLACCS (1) Obs:	IPPS (IBMS-2) Obs:	IBMS (1) Obs:	ICDS (2) Obs:	FLACCS (2) Obs:
FLACCS (2) Obs:	IPPS (IBMS-1) Obs:	IBMS (2) Obs:	ICDS (2) Obs:	FLACCS (1) Obs:	IPPS (ICDS-1) Obs:

District: _____

School: _____

Pupil: _____

IBMS (1) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:	IPPS (FLACCS-2) Obs:	IRMS (2) Obs:	ICDS (2) Obs:
ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (IBMS-1) Obs:	IRMS (2) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:
FLACCS (1) Obs:	IPPS (IBMS-2) Obs:	IBMS (1) Obs:	ICDS (1) Obs:	FLACCS (2) Obs:	IPPS (ICDS-2) Obs:
IPPS (ICDS-1) Obs:	IBMS (2) Obs:	ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (FLACCS-1) Obs:	IBMS (1) Obs:

School: _____

Pupil: _____

ICDS (1) Obs:	FLACCS (1) Obs:	IPPS (IBMS-2) Obs:	IBMS (1) Obs:	ICDS (2) Obs:	FLACCS (2) Obs:
FLACCS (2) Obs:	IPPS (IBMS-1) Obs:	IBMS (2) Obs:	ICDS (2) Obs:	FLACCS (1) Obs:	IPPS (ICDS-1) Obs:
IPPS (ICDS-2) Obs:	IBMS (1) Obs:	ICDS (1) Obs:	FLACCS (1) Obs:	IPPS (FLACCS-2) Obs:	IBMS (2) Obs:
IBMS (2) Obs:	ICDS (2) Obs:	FLACCS (2) Obs:	IPPS (FLACCS-1) Obs:	IBMS (1) Obs:	ICDS (1) Obs:

PASS (1)

31.4

OBSERVATION SCHEDULE

District: _____

School: _____

Teacher: _____

Pupil: _____

Week One

Day	IBMS (1)	ICDS (1)	FLACCS (1)	IPFS (ICDS-3)	IBMS (2)	ICDS (2)	FLACCS (2)	IPFS (FLACCS-3)	IBMS (3)
T-1	IBMS (1)	ICDS (1)	FLACCS (1)	IPFS (ICDS-3)	IBMS (2)	ICDS (2)	FLACCS (2)	IPFS (FLACCS-3)	IBMS (3)
T-2	ICDS (2)	FLACCS (2)	IPFS (FLACCS-1)	IBMS (2)	ICDS (3)	FLACCS (3)	IPFS (IBMS-1)	IBMS (3)	ICDS (1)
T-3	FLACCS (3)	IPFS (IBMS-2)	IBMS (3)	ICDS (3)	FLACCS (1)	IPFS (ICDS-2)	IBMS (1)	ICDS (1)	FLACCS (2)
T-4	IPFS (IBMS-3)	IBMS (1)	ICDS (1)	FLACCS (1)	IPFS (ICDS (3))	IBMS (2)	ICDS (2)	FLACCS (2)	IPFS FLACCS (3)

District: _____

School: _____

Teacher: _____

Pupils: _____

Week Two

Day

430

F-5	ICDS (2)	FLACCS (2)	IPFS (FLACCS-3)	IMS (2)	ICDS (1)	FLACCS (1)	IPFS (IMS-3)	IBMS (1)	ICDS (3)
Y-6	FLACCS (3)	IPFS (IMS-2)	IMS (3)	ICDS (3)	FLACCS (1)	IPFS (ICDS-2)	IBMS (1)	ICDS (1)	FLACCS (2)
T-7	IPFS (IMS-3)	IMS (1)	ICDS (1)	FLACCS (1)	IPFS (ICDS-3)	IBMS (2)	ICDS (2)	FLACCS (2)	IPFS (FLACCS-3)
Y-8	IMS (2)	ICDS (2)	FLACCS (2)	IPFS (ICDS-1)	IMS (3)	ICDS (3)	FLACCS (3)	IPFS (FLACCS-1)	IMS (1)

District: _____

School: _____

Teacher: _____

Pupil: _____

Book Three

Day	FLACCS (3)	IPPS (IBMS-2)	IBMS (3)	ICDS (3)	FLACCS (1)	IPPS (ICDS-2)	IBMS (1)	ICDS (1)	FLACCS (2)
T-9	IPPS (IBMS-3)	IBMS (1)	ICDS (1)	FLACCS (1)	IPPS (ICDS-3)	IBMS (2)	ICDS (2)	FLACCS (2)	IPPS (FLACCS-3)
M-11	IBMS (2)	ICDS (2)	FLACCS (2)	IPPS (ICDS-1)	IBMS (3)	ICDS (3)	FLACCS (3)	IPPS (FLACCS-1)	IBMS (1)
T-12	ICDS (3)	FLACCS (3)	IPPS (FLACCS-2)	IBMS (3)	ICDS (1)	FLACCS (1)	IPPS (IBMS-2)	IBMS (1)	ICDS (2)

District: _____

School: _____

Teacher: _____

Pupil: _____

Week Four

<u>Day</u>										
W-13	IPPS (IENS-3)	IENS (1)	ICDS (1)	FLACCS (1)	IPPS (ICDS-3)	IENS (2)	ICDS (2)	FLACCS (2)	IPPS (FLACCS-3)	
Th-14	IENS (2)	ICDS (2)	FLACCS (2)	IPPS (ICDS-1)	IENS (3)	ICDS (3)	FLACCS (3)	IPPS (FLACCS-1)	IENS (1)	
F-15	ICDS (3)	FLACCS (3)	IPPS (FLACCS-2)	IENS (3)	ICDS (1)	FLACCS (1)	IPPS (IENS-2)	IENS (1)	ICDS (2)	
M-16	FLACCS (1)	IPPS (IENS-3)	IENS (1)	ICDS (1)	FLACCS (2)	IPPS (ICDS-3)	IENS (2)	ICDS (2)	FLACCS (3)	

District: _____

Schools: _____

Teacher: _____

Pop11: _____

Week Five

DAY

T-17	IMS (2)	ICDS (2)	FLACCS (2)	IPPS (ICDS-1)	IMS (3)	ICDS (3)	FLACCS (3)	IPPS (FLACCS-1)	IMS (1)
V-18	ICDS (3)	FLACCS (3)	IPPS (FLACCS-2)	IMS (3)	ICDS (1)	FLACCS (1)	IPPS (IMS-2)	IMS (1)	ICDS (2)
TH-19	FLACCS (1)	IPPS (IMS-3)	IMS (1)	ICDS (1)	FLACCS (2)	IPPS (ICDS-3)	IMS (2)	ICDS(2)	FLACCS (3)
F-20	IPPS (IMS-1)	IMS (2)	ICDS (2)	FLACCS (2)	IPPS (ICDS-1)	IMS (3)	ICDS (3)	FLACCS (3)	IPPS (FLACCS-1)

PASS (2)

OBSERVATION SCHEDULE

District: _____

School: _____

Teacher: _____

Pupil: _____

434

Week Six

Day

X-21	ICDS (3)	FLACCS (3)	IPPS (FLACCS-2)	IBMS (3)	ICDS (1)	FLACCS	IPPS (IBMS-2)	IBMS (1)	ICDS (2)
T-22	FLACCS (1)	IPPS (IBMS-3)	IBMS (1)	ICDS (1)	FLACCS (2)	IPPS (ICDS-3)	IBMS (2)	ICDS (2)	FLACCS (3)
W-23	IPPS (IBMS-1)	IBMS (2)	ICDS (2)	FLACCS (2)	IPPS (ICDS-1)	IBMS (3)	ICDS (3)	FLACCS (3)	IPPS (FLACCS-1)
Th-24	IBMS (3)	ICDS (3)	FLACCS (3)	IPPS (ICDS-2)	IBMS (1)	ICDS (1)	FLACCS (1)	IPPS (FLACCS-2)	IBMS (2)

District: _____

School: _____

Teacher: _____

Pupil: _____

Week Seven

Day	FLACCS (1)	IPFS (IENS-3)	IENS (1)	ICDS (1)	FLACCS (2)	IPFS (ICDS-3)	IENS (2)	ICDS (2)	FLACCS (3)	IENS (3)	ICDS (3)
F-25	FLACCS (1)	IPFS (IENS-3)	IENS (1)	ICDS (1)	FLACCS (2)	IPFS (ICDS-3)	IENS (2)	ICDS (2)	FLACCS (3)	IENS (3)	ICDS (3)
M-26	IPFS (IENS-3)	IENS (2)	ICDS (2)	FLACCS (2)	IPFS (ICDS-3)	IENS (1)	ICDS (1)	FLACCS (1)	IPFS (FLACCS-2)	IENS (2)	ICDS (3)
T-27	IENS (3)	ICDS (3)	FLACCS (3)	IPFS (ICDS-2)	IENS (1)	ICDS (1)	FLACCS (1)	IPFS (FLACCS-2)	IENS (2)	ICDS (3)	
W-28	ICDS (1)	FLACCS (1)	IPFS (FLACCS-3)	IENS (1)	ICDS (2)	FLACCS (2)	IPFS (IENS-3)	IENS (2)	ICDS (2)	ICDS (3)	

District: _____

School: _____

Teacher: _____

Pupil: _____

Week Night

Day

436

Th-29	IPFS (IBMS-1)	IBMS (2)	ICDS (2)	FLACCS (2)	IPFS (ICDS-1)	IBMS (3)	ICDS (3)	FLACCS (3)	IPFS (FLACCS-1)
F-30	IBMS (3)	ICDS (3)	FLACCS (3)	IPFS (ICDS-2)	IBMS (1)	ICDS (1)	FLACCS (1)	IPFS (ICDS-2)	IBMS (2)
M-31	ICDS (1)	FLACCS (1)	IPFS (FLACCS-3)	IBMS (1)	ICDS (2)	FLACCS (2)	IPFS (IBMS-3)	IBMS (2)	ICDS (3)
T-32	FLACCS (2)	IPFS (IBMS-1)	IBMS (2)	ICDS (2)	FLACCS (3)	IPFS (ICDS-1)	IBMS (3)	ICDS (3)	FLACCS (1)

District: _____

School: _____

Teacher: _____

Pupil: _____

Week Nine

Day

457

H-33	IMS (3)	ICDS (3)	FLACCS (1)	IPPS (ICDS-2)	IMS (1)	ICDS (1)	FLACCS (1)	IPPS (FLACCS-2)	IMS (2)
Tb-34	ICDS (1)	FLACCS (1)	IPPS (FLACCS-3)	IMS (1)	ICDS (2)	FLACCS (2)	IPPS (IMS-3)	IMS (2)	ICDS (3)
P-35	FLACCS (2)	IPPS (IMS-1)	IMS (2)	ICDS (2)	FLACCS (3)	IPPS (ICDS-1)	IMS (3)	ICDS (3)	FLACCS (1)
N-36	IPPS (IMS-2)	IMS (3)	ICDS (3)	FLACCS (3)	IPPS (ICDS-2)	IMS (1)	ICDS (1)	FLACCS (1)	IPPS (FLACCS-2)

District: _____

School: _____

Teacher: _____

Pupil: _____

438

Week Ten

Day

Day	Week Ten	Day	Week Ten	Day	Week Ten	Day	Week Ten	Day	Week Ten	Day	Week Ten	Day	Week Ten	Day	Week Ten	Day	Week Ten
T-37	ICDS (1)	FLACCS (1)	IPPS (FLACCS-3)	IBMS (1)	ICDS (2)	ICDS (2)	FLACCS (2)	IPPS (IBMS-3)	IBMS (2)	ICDS (3)	ICDS (3)	IBMS (2)	IPPS (IBMS-3)	IBMS (2)	ICDS (3)	ICDS (3)	IBMS (2)
W-38	FLACCS (2)	IPPS (IBMS-1)	IBMS (2)	ICDS (2)	FLACCS (3)	FLACCS (3)	IPPS (ICDS-2)	IBMS (1)	IPPS (ICDS-2)	IBMS (2)	ICDS (2)	IBMS (2)	IPPS (ICDS-2)	IBMS (2)	ICDS (2)	FLACCS (2)	IPPS (FLACCS-3)
Th-39	IPPS (IBMS-2)	IBMS (1)	ICDS (3)	FLACCS (3)	IPPS (ICDS-2)	IBMS (2)	IBMS (1)	ICDS (1)	IBMS (1)	ICDS (2)	IBMS (2)	IBMS (2)	FLACCS (2)	IBMS (2)	ICDS (2)	IBMS (2)	FLACCS (2)
F-40	IBMS (1)	ICDS (1)	FLACCS (1)	IPPS (ICDS-3)	IBMS (2)	IBMS (2)	IBMS (2)	IBMS (2)	IBMS (2)	IBMS (2)	IBMS (2)	IBMS (2)	IBMS (2)	IBMS (2)	IBMS (2)	IBMS (2)	IBMS (2)

INDIVIDUAL OBSERVATION SCHEDULE FOR

OBSERVER ICDS (2)

DISTRICT: _____

OBSERVER: _____

SCHEDULE FOR WEEK I

CHILD OBSERVED	SCHOOL	OBSERVATION SYSTEM USED	DONE ()
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

SCHEDULE FOR WEEK II

CHILD OBSERVED	SCHOOL	OBSERVATION SYSTEM USED	DONE ()
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

SCHEDULE FOR WEEK III

CHILD OBSERVED	SCHOOL	OBSERVATION SYSTEM USED	DONE ()
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

SCHEDULE FOR WEEK IV

CHILD OBSERVED	SCHOOL	OBSERVATION SYSTEM USED	DONE ()
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

SCHEDULE FOR WEEK V

CHILD OBSERVED	SCHOOL	OBSERVATION SYSTEM USED	DONE ()
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

SCHEDULE FOR WEEK VI

CHILD OBSERVED	SCHOOL	OBSERVATION SYSTEM USED	DONE ()
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

SCHEDULE FOR WEEK VII

CHILD OBSERVED	SCHOOL	OBSERVATION SYSTEM USED	DONE ()
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

SCHEDULE FOR WEEK VIII

CHILD OBSERVED	SCHOOL	OBSERVATION SYSTEM USED	DONE ()
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

PROJECT PRIME

INFORMATION ON THE SCHEDULING OF OBSERVERS

The observers you have sent to the Regional Service Center Workshop have had a week of very intensive training. In most cases, the observers have done very well and will return to your district well trained and eager to work. They have been told to contact you early Monday morning for information about whom they are to observe and when. They will also want to know the pupil's code number and the numbers for all his teachers. Refer to your teacher and pupil code number listings for this information.

The Austin office of Project PRIME will send, under separate cover, schedules for your observers. However, these schedules may not reach you on Monday. If you have not received your schedules by noon on Monday, call the Austin office immediately and we will provide you with the first week's schedules for your observers.

It is very important that you meet with your observers some time on Monday so they can start observing on Tuesday. Otherwise, they may forget all that they have learned during the workshop. During this conference on Monday, you should describe the school policies to be followed by your observers, make sure they have a copy of the Coding Rules Check List and have sufficient coding booklets. Also inform them of the code numbers of the children and all teachers to be observed.

The materials we are sending you contain two types of observation schedules. The first schedule is for your information. It specifies the school and the pupil to be coded each day and what

system should be used. The initials IBMS, ICDS, FLACCS and IPPS refer to the different observation systems. The observers know what systems they learned. You will need to assign the different observers on each system as Observer 1, Observer 2, Observer 3, etc.

Once having assigned observers as Observer 1 and Observer 2, you can assign a schedule to each observer for each system. The schedules we have arranged can be adjusted if absolutely necessary but we recommend that the schedules be followed as closely as possible. If you find it necessary to change a schedule, notify us. We have tried to arrange schedules so that as few observers as possible will be in the same school on the same day.

The observation schedules you have received do not contain the teachers' names. Each observer should ask the principal or secretary in the school building for the child's schedule or at least the room number of the teacher the child sees first in the morning. It is not necessary for the observer to know who the selected teacher is. She should know the code numbers, however, for all the teachers in that building she is likely to observe.

If you have fewer than six observers, follow these instructions. The schedule you have been sent is for six observers; two each on each of the major observation systems, i.e., two people on one system who were trained the first week; two people on another system who were trained the second week, etc. Assuming your district has only one person trained on each system, that person will have to do all the observations on that system. That is, she will have to do Observer 1 and Observer 2 schedules. You will receive separate week-by-week

schedules for each observer. The observer on a given observation system should observe the children listed on weekly schedule 1 (for Week 1) the first week. She should observe the children listed on the schedule for Observer 2, Week 1, during the second week. She should alternate between Observer 1 and Observer 2 schedules each week.

If your district has nine observers, your observation schedule should provide for all nine observers. If your district has more than nine observers, you will get several observation schedules for your district. Assign each person trained on each system as Observer 1, Observer 2, Observer 3, Observer 4 as necessary. Have your observers follow the schedules as indicated.

If your district trained extra personnel, they may be used in several ways.

- . They may substitute for the other observers in that system.
- . They may serve as coordinators or do other test administration.
- . They may do the IPPS halfday observing in place of the regular observers.

We will know at the end of the workshop which observers did the best job in learning the observation system. If you trained extra observers, you may want to call the Austin office of Project PRIME to find out which of your observers to schedule as regular observers and which to use as substitutes. If you wish all of your observers to work an equal amount, we will be glad to send you a new schedule based on the number of observers you have trained.

If a child is absent on a day he is scheduled to be observed, the observer can substitute another child from her weekly schedule who is in the same building. She should then observe the child who was absent on the day when she would have observed the child she has substituted. We have left a week in the middle of the observations for observing children who were absent.

Please have each observer return his schedules to you after he completes all his observations. Have him note any deviations from this schedule.

Notify your observers that the column marked "Done" is for the date that the child was observed.

Please call the Austin office of Project PRIME if you have any problems interpreting these schedules or if you wish to make major changes.

We certainly do apologize for the confusion involved in beginning the observations. Hopefully, things will have smoothed out in a few days. We are certainly appreciative of your efforts on behalf of Project PRIME.

Enclosed are some envelopes and mailing labels which will help you get started during the first week of observation and enable you to mail the Master File Listing and Attitudinal Questionnaires if you have completed them.

The procedure to be followed for returning the Observation Coding Booklets is:

1. The observer should put each day's booklets in an envelop and seal it.
2. She should write on the outside of the envelop:

School District _____

Code Number _____

School Campus _____

Code Number _____

Observation System _____

Date of Observation _____

Child's Code Number _____

Child's Name _____

3. At the end of each week, she should return all the envelops to the Special Education Director.
4. She should return to her Special Education Director her schedule of observation with all changes noted on it.
5. Once a week the Special Education Director should mail all the envelops containing the Observation Booklets and the Observation Schedules to the Project PRIME office.

Appendix XLII

- .1 Guidelines Sent to the Special Education Directors for Observers
- .2 What Do I Do If...
(Coding Instructions for Common Problems)



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

February 24, 1972

TO SPECIAL EDUCATION DIRECTOR ADDRESSED:

Please see that each observer receives a copy of these "Guidelines" to check his own work. We receive volumes of improperly coded data each day and the task of checking all of it has become overwhelming. Some of the errors can be eliminated by the individual observer, though, and this would greatly expedite our data reviewing procedure.

Thank you.



GUIDELINES FOR CHECKING COMPLETED OBSERVATION BOOKLETS

GENERAL INSTRUCTIONS

1. Check front page: All boxes should be marked except Box 4 or 5 and Box 7. (If Select Code is 4, Box 5 should be filled in; if Select Code is 1, 2, or 3, Box 4 should be filled in.)
2. Check back page: Make sure that Box 24 is filled in. Box 25, however, should be blank.
3. Check all status data boxes: Make sure there is no double coding for K in Boxes 20 and 22. Make sure there is no double coding at all for the target child.
4. Make sure that both E and C are never coded in the same booklet, or by the same observer in different booklets used in a single day.
5. Make sure all bubbles are filled in completely.

INSTRUCTIONS FOR SPECIFIC INSTRUMENTS

IPPS--

- (a) There should be a 10-minute span between the times coded in Boxes 16 and 23 on a given page. If there is not a 10-minute span, then check the next page in the booklet. The time in Box 16 on this next page should be less than 15 minutes later than the time coded in Box 16 on the preceding page, and different activities should be indicated for the two observation intervals. If there is nothing at all in the rest of the booklet, go to the next booklet for that observer. This next booklet should indicate a change in teacher or room or that a break has occurred. (e.g., recess).

- (b) Check the tallies for Categories 1-7. There should always be at least as many tallies in Category 1 as in Category 2; at least as many tallies in Category 2 as in Category 3; and at least as many tallies in Category 4 as in Category 5.
- (c) Check to see if the number of the tally marks and the number bubbled in coincide. If they do not, correct the bubbles.

ICDS--

- (a) There should be a four-minute span between the times coded in Boxes 16 and 23 on a given page. If there is not a four-minute span, check the next page in the booklet. The time in Box 16 on this next page should be less than five minutes later than the time coded in Box 16 on the preceding page, and different activities should be indicated for the two observation intervals. If the rest of the booklet is blank, go to the next booklet for that observer. The next booklet should indicate a change in teacher or room or that a break has occurred. (e.g., recess.)
- (b) In going over the observation data itself, check that no boxes have been skipped, then check student responding and teacher feedback. Make sure that either the E or C bubbles are coded consistently (that is, no filling in of E bubbles and C bubbles on the same page). Also, make sure that either 0, +, or - is marked. "I" must be accompanied by either a "+" or a "-" feedback. Also, make sure that there is only one teacher and student feedback coded per box. It is not necessary to have a teacher demand or to have pupil response.

PLACCS--

- (a) There should be a 2-minute span between the times coded in Boxes 16 and 23 on a given page. If there is not a 2-minute span, check the next page of the booklet. The time in Box 16 on this next page should be less than 10 minutes later than the time coded in Box 16 on the preceding page, and different activities should be indicated for the two observation intervals. If there is nothing at all in the rest of the booklet, go to the next booklet for that observer. This next booklet should indicate a change in teacher or room or that a break has occurred. (e.g., recess.)

- (b) In checking the observation data on each page, check to see that K is filled in only once on each of the 3 modal items (i.e., seat work with/without teachers; works, plays with little/much supervision, and obeys/resists, disobeys directions). Make sure that K is coded once under SOCIALIZATION and that there is a code for E (or C) on the PUPIL INTEREST/ATTENTION scale.
- (c) "Speaks aloud without permission" is coded ONLY when "TEACHER CENTRAL" is coded and this speaking aloud is NOT necessarily deviant behavior.

IBMS--

- (a) There should be a four-minute span between the times coded in Boxes 16 and 23 on a given page. If there is not a 4-minute span, check the next page of the booklet. The time in Box 16 on this next page should be less than 5 minutes later than the time coded in Box 16 on the preceding page, and different activities should be indicated for the two observation intervals. If there is nothing at all in the rest of the booklet, go to the next booklet for that observer. This next booklet should indicate a change in teacher or room or that a break has occurred (e.g., recess).
- (b) Every box for observation data should be marked, but no more than one code for the child and one code for the teacher should be marked in a given box.
- (c) If every box is coded for deviant behavior, something is wrong.
- (d) If there are never misbehavior codes for K, and there are many for E (or C), something is wrong.

OBSERVATION SYSTEMS --- "What do I do if..."

The decisions listed below are based on what seem to be the most frequent problems being encountered across the state. If there are other circumstances that you are uncertain about coding, please feel free to contact us through your Special Education Director.

1. If a teacher other than the selected teacher is absent, code the substitute teacher. Lightly write the sub's name in the boxes for the teacher code, then during a break, contact your Special Ed Director for a code number for this substitute. When you have the code number, erase the name thoroughly and write in the sub's code. If the selected teacher is absent, and there are hopes of his/her returning in a few days, do not code the child scheduled for that day. Pick up that child on a day when his selected teacher is present.

2. If an aide is interacting with the target child, do not code the aide as being in the teacher's role unless the aide is in charge of at least 1/2 the class and the target child is with the aide's group.

3. If the class is watching television, do not code the TV teacher's behavior nor the children's responses to her. But continue to code the classroom.

4. If the class goes on a field trip, the observer should go with them. Code only the teacher--- not the bus driver or the fire chief.

5. If the child complains that he is being followed, introduce yourself and say something like: "I've been told to see what it's like in the classes that you go to. I'm just coding things that happen in your room."

6. You do not need to follow the child into the bathroom. You do need to follow him to the principal's office; find yourself a place out in the hall or somewhere else inconspicuous from which you can observe. Always try to draw as little attention to yourself as possible.

7. IPPS should be coded for the first half of a day only.

8. Code PE if you can. Code recess if the teacher goes out with the class and directs or coordinates activities.

9. Do not code lunch.

10. Do not worry if a child does not follow his daily schedule exactly. Just code wherever it is that he does go.

11. If you are coding a class of more than 99 children (for example, where all 4th graders have PE together), code "99".

12. If the child sees any teacher not listed on the Teacher Code Number Listing, call your Special Ed Director for a code number for that teacher. Do not assign a number to that teacher yourself.

13. If a class is seeing a movie, TV, or working with tape recorders or a record player, pupil task is "Working with non-print material". Playing games like checkers would also be coded "Working with non-print materials" However, games with explicit academic purpose and which require computational or reading skills (eg. Bingo, Scrabble) would be coded as "Working with print materials".

14. If the class is listening to another child give a book report, code pupil task as "Listening to teacher".

15. If the target child goes somewhere to work by himself with a teacher or an aide (for example, for tutoring), leave K blank.

16. If teachers in a team-teaching situation are equally involved in leading the class, flip a coin to decide whose number to write in the teacher code number boxes. (No kidding.)

17. If a PE class, or any class, is conducted outside, the observer may leave Boxes 13 and 15 blank.

18. Self-contained special ed classes should be coded "0" in Box 6 (Grade).

Notes on General Procedures during Observation Months

1. Send in completed booklets at the end of each week. It really isn't necessary to send them in every day.
2. When filling out paysheets, indicate the dates you worked as well as the days of the week.
3. If necessary to reschedule, try to follow the following guidelines:
 - a. try to observe a given child on different days of the week (eg. FLACCS on Monday, ICDS on Tuesday, IPPS on Thursday, IBMS on Friday... or some schedule like that. Try not to observe a given child only on Mondays or Fridays.
 - b. Each child should be observed by a different coder on each system (if possible) on Pass II. (If your district has only one person trained on each system, of course that person will observe all the children on both of the passes).
 - c. Each observer should observe about the same number of contrast children as she observes handicapped children. A given observer should not observe only contrast or only handicapped children.
4. When in doubt, contact your Director of Special Education.

"WHAT DO I DO IF..." (PART II)

WHAT DO I DO IF...

1. The room is totally dark, as it is when a movie is being shown.

DO NOT CODE.

2. The teacher is not in the room long enough for the observer to assess her teaching style.

LEAVE BOX 24 BLANK UNDER "TEACHER" HEADING.

3. A test administrator is testing in the class.

THE OBSERVER SHOULD CODE THE GOINGS-ON. CODE THE TEST ADMINISTRATOR AS BEING IN THE TEACHER'S ROLE, BUT GET THE TEST ADMINISTRATOR HER OWN CODE NUMBER.

4. A child who is not the E (or C) joins a classroom where an E or C child is being observed.

DON'T BOTHER TO CHANGE BOXES 11A OR 11B. HOWEVER, IF SEVERAL CHILDREN COME IN AT THE SAME TIME, CHANGE BOOKLETS.

5. The teacher changes classes so that the E child is still with her, but all the other kids are new.

CHANGE CODING BOOKLETS.

6. A child or a teacher asks to see a coding booklet.

LET THEM LOOK AT ONE, BUT DO NOT LET IT OUT OF YOUR SIGHT. YOU DO NOT HAVE TO EXPLAIN IN DETAIL WHAT YOU ARE DOING UNLESS YOU'RE SORELY PRESSED.

7. The children take a nap during the day, and the room is darkened.

ONLY OBSERVERS ON ICDS MAY STOP CODING DURING THIS PERIOD. ON THE OTHER 3 OBSERVATION SYSTEMS, THE OBSERVERS SHOULD CONTINUE TO CODE, EVEN IF VERY LITTLE IS HAPPENING.

BEST COPY AVAILABLE

8. The children are lined up to go somewhere (e.g. bathroom, lunch, recess).

ALL OBSERVERS EXCEPT THOSE ON ICDS AND FLACCS SHOULD CONTINUE TO CODE.

PROCEDURAL NOTES

1. Please do not observe controls or I.LD/MBI Experimentals unless they are specifically listed on your master observation schedule. We had some financial limitations on the number of children we could afford to observe. For that reason, we are dropping some of these types of children from the observation phase of the study. NOTE: These kids are being dropped ONLY for this particular observation phase. These children are still 100% in the project.

2. If you have any extra materials from the questionnaire administration, including any copies of the Test Administrator's Instructions, please return them as soon as possible.

3. Please notify all the observers in your district to watch that they consistently code for either an E or a C in a given day. We are finding that in many booklets the regular data are recorded, for example, for C and K, while the status data at the bottom of the page are coded for E and K. Each observer should look through his/her booklets at the end of each day to make sure that errors of this type do not occur.

4. Each observer should note on his problem sheet the times he's not coding if it's other than recess, lunch or P.E. That is, note when teachers show films or when there are unusual reasons for not coding.

5. Observers should fill in all bubbles completely. Also, on the IPPS, "0" bubbles should be filled in for the target child or for K when there were no instances of a given behavior during an observation interval. For example, if we are watching a C target child where the class raises hands but C never does, this situation should be coded as illustrated.

Pupil raises hand.	E			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	C			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	K	III II		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
				7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

"0" bubbles should not be filled in for a child category that is not being observed that day. That is, if the observer is watching an E child, she may leave all the bubbles blank in the "C" rows.

NOTE: Pass II for Amarillo, Jasper, Birdville, Bastrop and Longview is the second half of the observation schedule we originally sent you.

Appendix XLIII

Data Screening Procedures for Project PRIME Instruments

- .1 Procedures for Handling Incoming Achievement Test Materials**
- .2 Guidelines for Checking Completed Observation Booklets**
- .3 Instructions for Checking the Children's Instruments**
- .4 Instructions for Checking Teacher Instruments**
- .5 Editing Instructions for Children's Questionnaires**
- .6 Checking Procedures for Spring Teacher's Instruments**

PROCEDURES FOR HANDLING INCOMING

ACHIEVEMENT TEST MATERIAL

I. First Overview

- A. Are there completed flow charts listing the names of all children tested in the district?
- B. Is there a Problem Report Sheet for each test administrator?
- C. Is there a Time Schedule Report Sheet for each test administrator?
- D. Is there a Test Administrator's Questionnaire for each test administrator?
- E. Are all the Test Administrator's Packets enclosed?

II. Problem Report Sheets

- A. Indicate school district and school on form (see sample).*
- B. Read over and note major crisis with yellow pen.
- C. Put in a pile.

III. Test Administrators Forms

- A. Note district and school involved on Testing Time Schedule (see sample).**
- B. Note administrator's name on Testing Time Schedule (see sample).**
- C. Fill in Time Record.
 1. Call for additional information if necessary.
- D. If test administrator did not work a full day, find out if we can pay for half a day.
- E. Put Time Record and Testing Time Schedules in pile.
- F. Code questionnaire.
 1. Fill in school district and school at the top.

2. Write appropriate code numbers by each category.

G. Put questionnaires in a pile.

IV. Achievement Tests

A. Check flow charts to be sure we have a test for each child.

*B. Check to be sure we have enough non-handicapped children for the handicapped children assigned a regular classroom teacher.

1. If flow chart says teacher is a grade level teacher, we should have one non-handicapped child in her room PLUS one extra per class.

C. Check to be sure that the following are on the test booklet.

1. The child's name.

2. His/her sex.

3. The date(s) of testing.

4. The school.

5. The name of the school district.

6. The child's grade level ("Sp. Ed." if in self-contained room).

*7. The child's teacher's name--be sure this is the same teacher as indicated on the flow chart. Tell discrepancy to Judy.

8. Whether the child is handicapped or not; write "E" on the booklet if the child is handicapped, "C" if the child is not handicapped. If "E", add type of handicap.

9. Name of test administrator.

D. Make out brown teacher sheet for each teacher and level of test.

1. Make out green school sheet for each school.

2. Change "city" to "school district" (or co-op).

E. Mail complete school district to NCF.

SCHOOL DISTRICT: _____

TEST ADMINISTRATOR: _____

SAMPLE

PROBLEM REPORT SHEET

DATE	TIME OF DAY	CHILDREN INVOLVED	SCHOOL	DESCRIBE PROBLEM OR UNUSUAL CIRCUMSTANCES

TEST ADMINISTRATOR: _____

SCHOOL DISTRICT: _____

SCHOOL: _____

TESTING TIME SCHEDULE REPORT

DATE	TIME OF DAY	TEST ADMINISTERED	CHILDREN (INDICATE NUMBER AND/OR NAMES TESTED OF CHILDREN)	SCHOOL

GUIDELINES FOR CHECKING COMPLETED

OBSERVATION BOOKLETS

GENERAL INSTRUCTIONS

1. Check front page: All boxes should be marked except Box 4 or 5 and Box 7. (If Select Code is 4, Box 5 should be filled in; if Select Code is 1, 2 or 3, Box 4 should be filled in).
2. Check back page: Make sure that Box 24 is filled in. Box 24, however, should be blank.
3. Check all status data boxes: Make sure there is no double coding for K in Boxes 20 and 22. Make sure there is no double coding at all for the target child.
4. Make sure that both E and C are never coded in the same booklet, or by the same observer in different booklets used in a single day.
5. Make sure all bubbles are filled in completely.

INSTRUCTIONS FOR SPECIFIC INSTRUMENTS

IPPS

- a) There should be a 10-minute span between the times coded in Boxes 16 and 23 on a given page. If there is not a 10-minute span, then check the next page in the booklet. The time in Box 16 on this page should be less than 15 minutes later than the time coded in Box 16 on the preceding page, and different activities should be indicated for the two observation intervals. If there is nothing at all in the rest of the booklet, go to the next booklet for that observer. This next booklet should indicate a change in teacher or room or that a break has occurred (e.g., recess).
- b) Check the tallies for Categories 1-7. There should always be at least as many tallies in Category 1 as in Category 2; at least as many tallies in Category 2 as in Category 3; and at least as many tallies in Category 4 as in Category 5.
- c) Check to see if the number of the tally marks and the number bubbled in coincide. If they do not, correct the bubbles.

ICDS

- a) There should be a four-minute span between the times coded in Boxes 16 and 23 on a given page. If there is not a four-minute span, check the next page in the booklet. The time in Box 16 on this next page should be less than five minutes later than the time coded in Box 16 on the

preceding page, and different activities should be indicated for the two observation intervals. If the rest of the booklet is blank, go to the next booklet for that observer. The next booklet should indicate a change in teacher or room or that a break has occurred (e.g., recess).

- b) In going over the observation data itself, check that no boxes have been skipped, then check student responding and teacher feedback. Make sure that either the E or C bubbles are coded consistently (i.e., no filling in of E bubbles and C bubbles on the same page). Also, make sure that there is only one teacher and student feedback coded per box. It is not necessary to have a teacher demand or to have pupil response.

FLACCS

- a) There should be a two-minute span between the times coded in Boxes 16 and 23 on a given page. If there is not a two-minute span, check the next page of the booklet. The time in Box 16 on this next page should be less than ten minutes later than the time coded in Box 16 on the preceding pages, and different activities should be indicated for the two observation intervals. If there is nothing at all in the rest of the booklet, go to the next booklet for that observer. This next booklet should indicate a change in teacher or room or that a break has occurred (e.g., recess).
- b) In checking the observation data on each page, check to see that K is filled in only once on each of the three modal items (i.e., seat work with/without teachers; works, plays with little/much supervision, and obeys/respects, disobeys directions). Make sure that K is coded once under SOCIALIZATION and that there is a code for E (or C) on the PUPIL INTEREST/ATTENTION scale.

EBMS

- a) There should be a four-minute span between the times coded in Boxes 16 and 23 on a given page. If there is not a four-minute span, check the next page of the booklet. The time in Box 16 on this next page should be less than five minutes later than the time coded in Box 16 on the preceding page, and different activities should be indicated for the two observation intervals. If there is nothing at all in the rest of the booklet, go to the next booklet for that observer. This next booklet should indicate a change in teacher or room or that a break has occurred (e.g., recess).
- b) Every box for observation data should be marked, but no more than one code for the child and one code for the teacher should be marked in a given box.
- c) If every box is coded for deviant behavior, something is wrong.
- d) If there are never misbehavior codes for K, and there are many for E (or C), something is wrong.

INSTRUCTIONS FOR CHECKING THE
CHILDREN'S QUESTIONNAIRES

The questionnaires which have been given to the children contain the only information about how the children evaluate their school's program. It is important that these instruments be treated carefully.

Keep together all the instruments from a given school district.

Keep together the instruments from a given school campus.

I. INSTRUCTIONS FOR LOGGING IN QUESTIONNAIRES

1. Fill out page four of the child's flow chart--the page entitled "Children's Questionnaires."
2. Fill in handicapped child's name and code number.
3. Fill in the name and code number of the person who was the selected teacher during the questionnaire administration. (In some cases, this teacher will be different from the selected teacher for the achievement testing and the observations, but in most cases, it should be the same person.)
4. Fill in the control children. If control children have already been assigned to a particular handicapped child on the observation flow chart, assign those same control children to that same handicapped child. If controls have not already been assigned, follow the random number procedure for dividing control children among the handicapped children. All the control children must be assigned to a handicapped child even the control children who were not observed. To assign the handicapped children a random number, give the child with the highest number the extra control child.
5. As you open the children's questionnaires, check to be sure that the selected children have the correct selected teacher code number on the standard header.
6. The code numbers written on the questionnaires for the control children, the handicapped child and the selected teacher must agree with the questionnaire flow chart code numbers. Control children must not have a different selected teacher from the handicapped child.
7. Check off the instruments received on the flow chart.

II. STANDARD FILE CHECK

1. Check the district and school numbers against the master code.
2. Check the year against the master code. The teacher code number for the Teacher Rating Scale should be three digits.
3. Check the select code against the master file. Compare the select code against the master file. The non-selected students should be marked "0" in the select code box.
4. Note that there are no select codes in the master file. Please check these districts against the district, school, teacher or title.

III. GENERAL INSTRUCTIONS FOR THE TEST

1. Be sure the student has completely filled out.
2. Be sure the student has filled out the machine-scorable answer sheet completely.
3. Check for any bubbles filled in for different bubbles filled in for the same item. The yes bubbles should be filled in for the happy faces, etc.
4. Check to be sure that a bubble is filled in for each item. There should be no blank bubbles.
5. Check to be sure that the student has filled in, i.e., that the student has filled in on the items. Reports any problems to the teacher. Follow the booklets to Sany or J.

IV. INSTRUCTIONS FOR THE TEST

A. Let's Pretend

1. Check the instructions in Part II.
2. Check the instructions in Part III.
3. Group the students as indicated in the Packet.

B. How Do You Feel

1. Check the standard number as instructed.
2. Check the answer sheets as instructed.
3. Check the following items for validity:
 - a) Item 14 - it should be a neutral or sad face
 - b) Item 34 - it should be a happy face
- If these are not done by the student, show the answer sheet to Sandy or Judy as directed.
4. Group the machine-scorable answer sheets as indicated.

C. About You and Your Friend

1. Check the standard number as instructed.
 2. Check the answer sheets as instructed.
 3. About You and Your Friend has two answer sheets. One, the pupil answer sheet, was filled in by the child, and the other, the teacher answer sheet, was filled in by the teacher as instructed.
- Check to be sure the pupils' written answers correspond to the bubbles filled in on the machine-scorable answer sheet. Compare the child's answer sheet, items 5, 10, 15, 20, 50, 55, 60, 65, 70, 75, with the machine-scorable answer sheets. Report any errors as directed.
4. Check the following items for validity: Question 10 -- should be yes; Question 15 -- should be no.
 - If these are not done by the student, show the answer sheet to Sandy or Judy.
 5. Group the machine-scorable answer sheets as directed.

II. Your School Days

Your School Days will be done by the entire classroom. The checking of the questionnaires for this class will be a spot check procedure.



1. Check all the quest. summaries for correct standard headers. The non-selected children should be blank or coded "5" in the select code.
2. Check all the machine-scorable answer sheets as instructed.
3. Remove from the pile of answer sheets all the answer sheets for the selected children and 3 answer sheets for the non-selected peers. You should check these answer sheets carefully. If there are problems with any of them, check the answer sheets for the entire class.
4. Using the selected children's answer sheets and the 3 sample answer sheets, check comparability. Your School Days has two answer sheets, the pupil answer sheet filled in by the pupil and the machine-scorable answer sheets filled in by the test administrator.

Check to be sure the child's written answers correspond to the machine-scorable answer sheet. Check items 5, 20, 40, 60, 65 on the child's answer sheet and compare them with the machine-scorable answer sheets. Report any discrepancies.

5. Using the selected children's and sample peer answer sheets, check item 21 -- it should be yes; check item 65 -- it should be yes.
6. Group together the machine-scorable answer sheets for the entire class. Put the selected children's answer sheets on the top of this pile.

E. Guess Who

Guess Who was completed by the entire classroom. The checking of the questionnaires for the classroom will be a spot check procedure.

1. Check all the standard headers to be sure they are correct.
2. Any answer sheets with coding changes of the type "7698301=91" should be reported to you before further checking.
3. The teacher code should be that of the selected teacher.
4. The select code should be blank or coded "5" for all the non-selected children.
5. Locate the Guess Who machine-scorable sheets for the selected children and for 3 non-selected peers.

6. Using the answer sheets for the selected children and the 5 non-selected children, check for comparison of the pupil answer sheet with the machine-scorable answer sheet.

The machine-scorable answer sheet contains 31 boxes and an ID box. The number in the ID box should be the last two digits of the pupil code in the standard header. Check that.

7. The Guess Who machine-scorable answer sheet should have the last two digits of the code for one pupil whose name appears on the pupil answer sheet.

For example: If number 3 is Joe T. on the pupil answer sheet, the last two digits of Joe T.'s code number (6783906) should appear in the number 3 box (i.e. "06") and should be bubbled in. We cannot check this procedure for all children but we will see if the selected children are mentioned on the pupil answer sheet and, if so, if they are correctly coded on the machine-scorable answer sheet. If they are not, report this to Judy or Sandy. It may then be necessary to check all the answer sheets with the pupil code number listing.

8. Check the 5 non-selected children answer sheets to see if the handicapped child is coded in one of the following: item 10, 12, 17, 22, 23, if not, check with Judy or Sandy.
9. Check the answer sheets to be sure there are numbers filled in for all the items and that different numbers appear for different items.
10. Put together all the machine-scorable answer sheets for a given class with the selected children's sheets on top.

F. How I Feel Toward Others

How I Feel Toward Others was completed by the entire classroom. The checking will be a spot check procedure.

1. Check all the standard headers. The teacher code should be the same for the entire class. The non-selected peers should be blank or coded "5" in the select code box.
2. If any answer sheets have a note like "1907501 = 91" on the top, please tell Judy before further processing.
3. Remove the answer sheets for the selected children and for 5 of the non-selected children from the classroom pile.

4. Compare the sample answer sheets to be sure the children are listed in the same order. If not, report to Judy.
5. Check the answer sheet to be sure a face is marked by each name and a code gridded.
6. If there are more than 30 children, check to see if there is a second answer sheet with the bubbles filled in.
7. Check to see if there is dispersion in the answers.
8. Find the names of the selected children on the five non-selected children's answer sheets. Check to see if their last two digits are correctly filled in.

If the selected children's names are not correctly identified on the other answer sheets, it will be necessary to check all the answer sheets.

9. Group the class answer sheets together with the selected children on top.

V. GROUPING AND MAILING INSTRUCTIONS

When you have finished checking all the instruments from a given district, group them for NCS as follows:

1. All the instruments for a school campus should be mailed together. That is, all the children's "Guess Who" machine-scorable sheets from a given school should be together, all the "Let's Pretend" for a given school should be together, etc.
2. Within the sets of instruments for each school campus, the answer sheets should be grouped so that all the selected children from the same teacher are together.
3. If the instruments are from an entire classroom, (i.e. Guess Who, How I Feel Toward Others, About You and Your Friends), the answer sheets for the selected children should be on top.
4. Clamp or rubber band the answer sheets from the same teacher together.
5. Put each campus' instruments together into a district pile and get ready to mail.

For example:

Let's Pretend	Teacher 1	School 1
Let's Pretend	Teacher 2	School 1
Let's Pretend	Teacher 3	School 1
Guess Who	Teacher 1	School 1
Guess Who	Teacher 2	School 1
Guess Who	Teacher 3	School 1
Etc.	Etc.	Etc.

Repeat for school 2.

The stacking order for a school campus should be:

1. Let's Pretend
2. How Do You Feel
3. About You and Your Friends
4. Your School Days
5. Guess Who
6. How I Feel Toward Others

INSTRUCTIONS FOR CHECKING

TEACHER INSTRUMENTS

I. LOG IN THE TEACHER'S INSTRUMENTS ON THE TEACHER'S QUESTIONNAIRES FLOW CHART

1. Fill in all information needed on the flow chart.
2. The selected teacher should be the teacher indicated as the selected teacher on the master file. Note whether the teacher is a regular teacher (E) or special education (S).
3. Fill in the names and numbers of any resource teachers (if they are not already coded as the selected teacher).

Resource teachers are coded "2" in the class type column of the Teacher by Pupil Information Worksheet.

II. GENERAL INSTRUCTIONS ON INSTRUMENTS

1. Check the standard headers for all instruments. Check the school district code and school campus code.
2. Check to be sure all changes on the yellow sheets are made in the code numbers on the instruments.
3. Be sure the bubbles are filled in completely and there are no unvilled items.
4. Check to be sure one and only one bubble is filled in for each item. There should be NO blanks and NO bubble coding.

III. SPECIFIC INSTRUCTIONS

A. Guess Who

1. If there is a special note "code 91 = 8710601", tell Judy or Sandy.
2. The pupil code should not be filled in. The select code should not be filled in.
3. If a teacher has more than one class and/or more than one number, she may fill in more than one Guess Who. You will have to guess which answer sheet belongs with which class.
4. Place the teacher Guess Who answer sheets with the children's answer sheets from her class. Put the teacher's answer sheet on top of the set, then the sheets for the selected children, then those for the rest of the class. Put a band around the entire class. Stack together all the "Guess Who" from a given school.

B. Teacher Rating Scale

1. The Teacher Rating Scale was filled in by all the teachers who instruct the selected children.
2. Check to see if there is a rating scale from the selected teacher for both the handicapped and control children.
3. Check to see if there are rating scales from the resource teacher for the experimental child.
4. Check for blanks. There may be blanks on some of the rating scales answer sheets but not on the selected teacher's sheet. No rating scale should have more than 10 blank items
5. Count the remaining rating scales.
6. Group together all the rating scales on a given child. Group together all the rating scales from a given school.

EDITING INSTRUCTIONS
FOR
CHILDREN'S QUESTIONNAIRES

May, 1972

There are two children's instruments administered in May that you will be checking.

1. How Do You Feel, Part II

This instrument was administered to all selected children in a small group. The answers were recorded on a machine-scorable answer sheet.

2. Children's Questionnaire

This instrument was administered to all selected children individually. The answers were recorded directly in the questionnaire booklet.

I. Instructions for Logging the Questionnaires

1. Add the name of the two instruments to the list on the Children's Questionnaire Chart of the Child Flow Chart. (See Example)

EXAMPLE:

	As Printed			
School Code	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	4	5	6	7
	Corrected			
School Code	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	4	5	6	7

2. Check to see if you have a How Do You Feel, Part II NCS answer sheet and a Children's Questionnaire booklet for each selected handicapped child and each of his matching contrast children. Check off the answer sheets and booklets received on the Flow Chart.
3. Check the standard header code numbers. Be sure each and every number on each and every standard header is correct.

NOTE: The Children's Questionnaire booklet was misprinted. The school code should have an extra box. Correct the standard header school code so that there is a box over the number 7 and the school code is in the boxes. If there are discrepancies, see the Supervisor (Jenny, Betty or Judy).

4. Check to be sure that the selected children have the correct selected teacher code number on the standard header. If it is not correct, one of three things may have happened: a) there is a mistake in coding; b) the child has changed classes and selected teachers, check with Jenny, Betty or Judy to find the explanation; or c) the teachers have changed. If the child has changed teachers or the teachers have changed, note that on his flow chart on the General Information Chart and on the Children's Questionnaire Chart. (See Examples)
5. The code numbers written on the instruments for the contrast children, the handicapped child and the selected teacher must agree with the flow chart code numbers. Control children should not have a different selected teacher from the handicapped child. If they do, it may be for one of three reasons: a) the standard header is miscoded, b) the selected handicapped or contrast child has changed teachers or c) the teachers have changed. Check with Jenny, Betty or Judy for an explanation. If the contrast child has changed teachers or a new teacher has replaced the old one, note that fact on the flow chart on the General Information Chart and on the Children's Questionnaire Chart. (See Example)

II. Standard Header Instructions

1. Check the district code and school code numbers against the master code.
2. Check the teacher code number with the master code. The teacher code number for all the instruments should be that child's selected teacher.

3. Check the pupil code number with the master file. Compare the select code number with that given in the master file.
4. Note that there have been changes made in the master file. Please check these changes to see if they apply to your district, school, teacher or child.

III. General Instructions on Instruments

1. Be sure the standard header is completely filled out.
2. Be sure the faces on the machine-scorable answer sheets are filled in completely.
3. Check for dispersion. There should be different bubbles filled in for different items, not just the happy faces filled in.
4. Check to be sure one and only one bubble is filled in for each item. There should be NO blanks and NO double coding.
5. Check to be sure the entire answer sheet is filled in, i.e. that the child did not stop responding before the end of the items. Report any problems on the Problem Sheet and show the booklets to Jenny, Betty or Judy.

IV. Instructions for Specific Instruments

A. How Do You Feel, Part II

1. Check the standard header as directed in Section II.
2. Check the answer sheets as directed in Section III.
3. Group the machine-scorable answer sheets as indicated.

B. The Children's Questionnaire

This instrument is not being machine-scored. Instead, it will be keypunched directly from the answer booklet. We are responsible for doing everything we can to make the keypunching easier, faster and more accurate.

1. Check the standard header as directed in Section II. Be sure to correct the school code boxes as indicated.
2. You will notice a pink strip with numbers along the left margin. These numbers are keypunched numbers and you don't need to be concerned with them.

If we have keypunched instructions, they should go in the WHITE margin between the pink strip and the question number.

INSTRUCTIONS FOR INDIVIDUAL QUESTIONS

- | <u>Question Number</u> | <u>Specific Instructions</u> |
|------------------------|---|
| #1 | <p>a. Make two boxes in the white margin.</p> <p>b. Write in the box the number of people in the home. For example: If the 4 line is check (\checkmark 4), code the number <input type="text" value="0"/><input type="text" value="4"/> in the boxes. Always fill both boxes. Use a zero in the left box if appropriate.</p> <p>c. If the line, "11 or more" is checked, write in the number "11".</p> <p>d. If the actual number over 11 (i.e., 15) is written somewhere, code that instead of "11".</p> <p>e. If "don't know" is written in, code "99".</p> <p>f. If the question is blank, leave the boxes blank.</p> <p>g. If more than one number is checked, see Jenny for instructions. (Pick the even number).</p> |
| #2 | <p>a. Make two boxes in the white margin.</p> <p>b. Code in the box the exact number of children. Be sure to fill both boxes. Use a leading zero in the left box if the number is less than 10.</p> <p>c. If the line "11 or more" is check, write in the number "11" unless the exact number is available.</p> <p>d. If the actual number is available, code the actual number.</p> <p>e. If "don't know" is written in, code "99".</p> <p>f. If the question is blank, leave the boxes blank.</p> <p>g. If two numbers are checked, see Jenny for instructions or write in the odd number.</p> |

Question
Number

Specific
Instructions

#3 - 11

The only problem that could arise with these questions are parenthetical notes in the margins. Read the notes and see if the note contradicts the check mark. If it does, check with Jenny as to whether or not to change the check mark. Consistency in the decisions regarding questionable items is more important than the decision itself. [NOTE: The coding supervisor should keep a Decision Record Book listing all the problems and decisions]. If the item is not marked, leave it blank. If two responses are marked, and one of the responses is "I don't know", erase "I don't know". If both Yes and No are checked, flip a coin; Heads, it's no, Tails, it's yes.

#12a-31

These questions are all of a similar form. A "Yes or No" question followed by a "How many" question.

12a,13a,14a,15a,
16a,17a,18,19,
20,21,23,24a,
25a,26,27,29,
30,31

For the Yes/No questions, follow the instructions given for questions 3-11.

Note, however, the following problems:

#14a,15a

These questions have no response line for "I don't know." If the test administrator has written in "I don't know", make a box in the margin and write "3" in the box. Erase any checks on the Yes or No response lines. (The keypuncher is instructed to look for a box if the question is blank--if she has a choice between a box and a check mark, she will be confused).

#17a,18,23

These questions may be inappropriate if:

17a and 18--the child has no games (see question 16a)

23--the child has no T.V. (see question 23)

- a) If the response for these questions is "Yes" - leave it (the child may play games with his friends using his friends' games).
- b) If the response for these questions is "No" - leave it.
- c) If the response is "I don't know" and the child has No games or No T.V., change the response to No.
- d) If the response for these items is blank and the child has No games or No T.V., check the No response.

Question
Number

Specific
Instructions

e. If the response for these items is blank and the child has games and/or T.V., leave it blank,

12b,13b,14b,
15b,16b,17b,
18b,19b,20b,
24b,25b,

These questions are all nested questions; that is, they should have been asked only if the child had responded "Yes" to the previous question.

a) Check to be sure that the answer to the previous question is "Yes".

b) If the answer to the previous question is "No", then these questions should be blank. If these questions are not blank, check with Jenny, Betty or Judy.

NOTE: It may be better to change the Yes/No question to a Yes.

c) If the answer to the previous question is Yes, then check to be sure that only one response line is checked. If two or more responses are checked, report the situation to the coding supervisor.

d) If the answer to the previous question is Yes, then these questions MUST NOT be blank.

If they are blank, check the "I don't know" response.

#20b

You should note that this question does not have any response, Almost never. If the test administrator has written in "I don't know" then a) make a box, b) code a 6 (six) in the box, and c) erase any other check marks.

#22

The number of possible responses listed here is too long for the keypuncher to tell at a glance what she should punch.

a) Make a box in the margin.

b) Code in the box as follows:

- | | | | |
|----|----------------------|----|--------------------------|
| 0. | None or almost none | 6. | About 4 hours a day |
| 1. | About 1/2 hour a day | 7. | Five or more hours a day |
| 2. | " 1 " " " | 8. | I don't know |
| 3. | " 1 1/2" " " | | |
| 4. | " 2 " " " | | |
| 5. | " 3 " " " | | |

Question
Number

Specific
Instructions

- c) Code 0 in the box if the question is blank and the child has No T.V. (see question 21)
- d) Code 9 in the box if the question is blank and the child has a T.V.
- e) If the child has No T.V. (question 21) but still watches T.V. (question 22). Code the amount he watches.

29. 30-31

#32

leave any inconsistencies.

The answer given to this question should be written in the space next to the question. We want to keep as much of the richness of the child's response as possible so instead of coding "clerical and sales personnel", let's develop a more descriptive code with items such as "work in a store."

- a) Make a two-digit box in the white margin.
- b) Consult the Master Code Listing for the number to write in. If the occupation listed is not there, check with Jenny or Judy about adding it.
- c) A "don't know" response is 99, and a blank is 98.
- d) The test administrators were asked to probe. So if you see a "don't know" followed by a response, code the response.
- e) Don't code such things as "My father wants me to be a _____". Code that 99. But you can code "Do what my father does--he works in a gas station."

#33-38

There should be no problems with these questions.

If a question is blank, leave it blank.

If two responses are given, report it to Jenny for a decision.

If there are confusing marginal notes, report them to Jenny.

#38

This question has no "I don't know" response.

If an "I don't know" response was written down:

- a) Make a box
- b) Code a 4 in the box
- c) Erase any other response checks

V. Grouping and Mailing Instructions

When you have finished checking all the instruments from a given district, group them for NCS as follows:

1. All the instruments of the same type (i.e., all the How Do You Feel, Part II and all the Children's Questionnaires) from a district should be together.
2. Within this, the instruments from the same school should be together, schools should be separated by YELLOW paper.
3. Within the sets of instruments for each school campus, the answer sheets should be grouped so that all the selected children from the same teacher are together.

NEW OCCUPATION CODE FOR CHILDREN'S QUESTIONNAIRE

01. Policeman, sheriff
02. Fireman
03. Nurse
04. School teacher
05. Mechanic (automobile, airplane, truck)
06. Doctor, dentist, veterinarian
07. Actress, musician, artist, performing artist
08. Athlete
09. Secretary, office worker, bank teller, telephone operator
10. Salesman in department store, clothing store
11. Work in grocery store
12. Maintenance (building and grounds, general
13. Airline stewardess, model
- ~~14. Transportation--bus, cab, truck, (moving man) train~~
15. Designer, interior decorator, commercial artist, fashion designer, photographer
16. Animal worker, groomer, zoo keeper, animal trainer
17. Electrician, plumber, carpenter
18. Repairman (T.V., appliances)
19. Rancher, work on a ranch
20. Cowboy, cowgirl
21. Airplane pilot, air force
22. Lawyer
23. Army, soldier
24. Navy, sailor, marines
25. Farmer, work on a farm

26. Waitress, bartender, cook, work in a restaurant
27. Housewife
28. Babysitter, child care
29. Domestic, maid, janitor
30. Construction worker (road, house, building)
31. Factory worker
32. Racer, motorcycle racer
33. Gambler
34. Upholsterer, carpet layer
35. Missionary, clergyman
36. Nurses' aide
37. Beautician, barber
38. Research scientist, (biology, chemistry)
39. Shoe shiner
40. News media, disc jockey, news writer, commentator
41. Welder, metal worker
42. Gas station attendant
43. Insurance
44. Technician (list: dental assistant, optician)
45. Banking - finance
46. Teachers' aide
47. Mortician, Taxidermist
48. Painter, Bricklayer
49. Forest ranger
50. Mailman, civil service

51. Engineer
52. Architect
53. Medical, other than doctor, dentist (list: pharmacist, optometrist, medical technician, dental hygienist)
54. Mining, oil rigger, oil field worker
55. Lumber man
56. FBI, secret agent
57. Garbage collector
- 58.
- 59.
- 60.

- 90. Professional, not otherwise classified
 - 91. Self-employed (own my own business)
 - 92. Manager, managerial position
 - 93. Clerical and/or sales (not otherwise specified)
 - 94. Skilled worker
 - 95. Semi-skilled worker
 - 96. Unskilled worker
-
- 97. Other (make a note on the listing)
 - 98. Blank
 - 99. Don't know
 - 00. Don't want to work (do not code housewife, stay home with family)

DECISION RECORD

DISTRICT NO.	SCHOOL NO.	TEACHER NO.	CHILD NO.	PROBLEM	DECISION

CHILDREN'S OCCUPATION

LISTING OF OTHER (CODE 97)

DISTRICT NUMBER	SCHOOL NUMBER	TEACHER NUMBER	CHILD NUMBER	OCCUPATION

PROJECT PRIME

CHECKING PROCEDURES FOR SPRING TEACHERS INSTRUMENTS

I. Log-in instructions

Log-in the instruments received:

1. Teacher Attitude and Classroom Climate Questionnaire (TACCQ)
There should be one TACCQ for each selected teacher. Log-in this instrument on the handicapped child's teacher flow chart. If a teacher has more than one selected handicapped child, be sure to log-in the TACCQ on each child's flow chart.
2. Selected Children's Background Questionnaires (SC BackQ)
There should be one SC Back Q for each selected child and it should have the selected teacher's code number as the teacher code.
3. Selected Children's Educational Experience Questionnaires (SC Ed Exp Q)
There should be one SC Ed Exp Q for each selected child from his selected teacher. In addition, for integrated handicapped children, there should be at least one SC Ed Exp Q from the resource room teacher.
4. Report Cards (RC)
There should be at least one report card for each child. If there is more than one RC, then write the number received in the RC box.

Log-in the instruments according to instructions given in the "Instructions for Completing the Child Data Flow Chart."

Check the standard header CAREFULLY.

Check the district and school code.

Check the correspondence between the pupil code and teacher code. The pupil code and select code on the TACCQ should be blank. Erase pupil numbers, if any.

There is no :II.

PROJECT PRIME

III. Checking Instructions—Specific Instruments
2. SC Back Q-Con't.

Question
Number

- 1 Date of Birth
 Change what is written here to the form 02/01/38. Fill in leading zeros and change words for months to the numerical equivalent.
- 2 Sex
 Should be all right. If left blank, check with Jenny. We may have his sex somewhere else.
- 3 Ethnic Group
 Should be all right. If left blank, check with Jenny. We may have his race somewhere else.
- 4,5 Occupation
 Make a two-digit box between the blue strip and question number for both questions. Code the occupation in the box as follows:
 (See next page)
-

III. Checking Instructions--Specific Instruments

1. Teacher Attitude and Classroom Climate Questionnaire(TACCQ)

Be sure each response is clearly marked and that the circle (or check or X) covers only one item.

2. Selected Children's Background Questionnaire (SABQ)

The procedure for checking this questionnaire is similar to those for checking the Children's Questionnaire. The responses will be keypunched direct from the questionnaire. Our role is to be sure the items to be keypunched are clear.

a. For all items:

If "don't know" is written in the margin and there is no "don't know" category, make a box and code 9.

b. Many items require numerical responses. For these items we need to fill in the leading zeros.

c. If an entire question is blank, leave it blank. If some items of a question are marked and others are not, see specific question instructions.

PROJECT PRIME

III. 2. SC Back Q-Con't.

01. Professional and semi-professional
02. Farmers and farm managers
03. Proprietors, managers, and official
04. Clerical, sales
05. Craftsmen, formen
06. Operational
07. Domestic service workers
08. Protective service workers
09. Service workers
10. Farm laborers
11. Laborers
12. Housewife
13. Unemployed--no job
14. Retired
15. Armed forces
16. Unemployed due to illness
90. Other (cannot be assigned)
If "Other" is check and specified, then try to assign
it to a category. If it cannot be assigned, code 90 and
make a list.
99. Don't know
00. No father or no mother

PROJECT PRIME

III. 2. SC Back Q-Cont'd

Question
Number

6,7

Education

Make a two-digit box in the margin between the blue strip and question number. Code the education as follows:

01. None
02. Some grade school
03. Completed grade school (1st-6th grades)
04. Some junior high (7th-8th grade)
05. Completed junior high (7th-8th grade)
06. Some high school but did not graduate (9th grade is included in high school)
07. High school graduate
08. Vocational or business school after high school
09. Some college-less than four years
10. College graduate
11. Attended graduate or professional school
99. Don't know (give best estimate or try to assign)
00. No father or father substitute, or mother or mother substitute

8,9,10

Socioeconomic Status

Welfare and family status. Should be all right.

11

Days absent

Fill in leading zeros (three digits). Example: 4 days absent should read 004 days absent. If "none" is written, change to 000.

Change month, day to numbers and fill in leading zeros (two digits for month; two for day) as of 6/1 should read as of 06/01

III. 2. SC Back Q Con't.

Question
Number

12 **Preschool Experience**

Make a box and code as follows:

1. Headstart or preschool sponsored by public school
2. Headstart or preschool sponsored by O.E.O. or other public (federal, state or local) agency (other than public school)
3. Preschool or nursery sponsored by private agency (including churches)
4. Headstart, preschool or nursery (sponsorship unknown)
5. Kindergarten sponsored by public school
6. Kindergarten sponsored by other public agency
7. Kindergarten sponsored by private agency (including churches)
8. Kindergarten (sponsorship unknown)
9. Information unavailable

If more than one is checked, code "Kindergarten" rather than "preschool". Make a record of all double checked.

If blank, code 0 in the box.

13 **Schools attended**

If more than 8, code 8 (erase number and code 8)

If blank, fill in 0.

If "don't know" is written, write in 9.

14 **Predominant Language**

Should be all right.

15 **IQ**

15. The IQ score should be given in Question 15c, 15d, 15e, so transfer any score written after Question 15.

15a. Date-change to numbers and fill in leading zeros.

15b. Code as follows:

1. WISC, WPPSI (Wechsler)
2. Otis/Lennon
3. Stanford-Binet
4. Primary Mental Abilities
5. California Mental Maturity
6. California Aptitude Test
7. California Basic Skills Test
8. Peabody Picture
9. Don't know or left blank
0. Other (make a list)

PROJECT PRIME

III. 2. SC Back Q-Con't.

Question
Number

- 16 Parental Involvement
If the periodic conferences with other school personnel is checked, add to the Master List who the personnel are.
- 17,18 Parental Involvement
Should be no problems.
- 19 Age of Referral
Fill in leading zero(two digits)
- 20 Grade of Referral
Should be no problems.
- 21a Repeat a grade-no problems
- 21b What grades repeated
Make a two-digit box and code in the left box, the lowest or only grade repeated. Code in the right box, the second grade repeated. If the second line is blank, code 0 in the right box.
If Kindergarten was repeated, code 7.
If the entire question is blank, code 99 in the boxes.
If child did not repeat a grade(Question 21a is No) code 00 in the boxes.
- 22 Age Placed
Fill in leading zeros(two digits)
- 23 Months in Self-Contained Program
Fill in leading zeros(two digits).
If "none" is written, change to 00.
If "don't know" is written, change to 99.
- 24 Instructional Arrangement
Should be no problems.

PROJECT PRIME

III. '2. SC Back Q-Con't.

Question
Number

25 Hours Spent

Each of these columns should be written in the form 05.5 hours or 02.0 hours. Change responses to fit that form. For example; Reading 1 1/2 hours should be changed to 01.5. You may need to copy responses onto a new page and glue it in.

If any specific item is blank, code 00.0.

If entire question is blank, leave it blank.

Check to see if the totals are reasonable. Report any major discrepancies.

If the "Other" line is marked, try to assign it and ^{move} ~~more~~ hours listed there. If you cannot then make a list and leave the hours there. Write in the word "hrs" hrs. on the Questionnaire if there is an "Other".

26 ADA eligible

Should be no problems.

27 LLD disability

If the child is coded "✓ Not LLD child", then nothing else should be checked.

Do not erase any diagnosis if the child is not LLD, however.

PROJECT PRIME

III. 3. Selected Children's Educational Experience Questionnaire(SC Ed Exp Q)
The procedures for checking this questionnaire are similar to those for checking the SC Back Q. Watch for "I don't know" responses. If they occur, make a box(or boxes) and code 9 or 99. Watch also for leading zeros.

Question
Number

1 ; English Ability
Should be all right.

2,3 Reading and Arithmetic

Note the little blue boxes on the left margin.
In boxes 24-25 put the beginning of the year reading level.
In boxes 26-27 put end of year reading level.
In boxes 28-29 put beginning of school year math level.
In boxes 30-31 put the end of year math level.

For example:

<u>15</u>	Reading	Beginning	End
24 25	1.0		
	1.5	✓	
<u>20</u>	2.0		✓
26 27	2.5		

Do not put in decimal point.
Put 99 if don't know or blank.

4,5 Hours of Activity

Subject matter

Each of these items should be written in the form 05.5 hours.
Change responses to fit that form.

"1 hours Individual instruction" should be 01.0 hours.

If "Other" is checked, try to assign it. If it cannot be assigned, then add it to listing

Question 5 does not have space for "Other". If an "Other" is pencilled in, it must be assigned.

If any specific item is blank, code 00.0.

If the whole question is blank, leave it blank.

6 Ranking

Fill in leading zeros(two digits)

7 Grading Policy

Only one should be checked.

PROJECT PRIME

III. 3. SC Ed Exp Q-Con't.

Question
Number

8

Objectives

This is a winner!! Read the question carefully (most teachers have not filled it in properly. We will have to approximate somehow.)

Assuming it is filled in properly:

1. Fill in leading zeros in the first column (numbers should go from 1 to 17. If they don't, we'll make adjustments.) There should be nothing blank in the first column.
2. Fill in leading zeros for columns 2 and 3. There should be 10 objectives ranked in each of these columns. There should be blanks in these columns.
3. Check that one and only one box is checked for the Degree of Success (columns 4-7).

If the question is not properly filled in, we will need to clean it up. For example, if the teacher does not order her objectives, then we need to randomly order the objectives she has selected. If she selects more than 10 objectives, we need to drop one (#11) or if no rank is assigned, we will randomly drop one. We will handle each incorrect case as it occurs.

9,10,11 Techniques Used

These questions look complicated but actually are fairly simple. First, draw a straight line (with a ruler or cardboard) between Frequency and Effectiveness. This will make keypunching easier. Second, check to be sure that one and only one column is checked for Frequency and one and only one column is checked for Effectiveness. Be sure the check is in a column, not at some half-way point.

12 Instructional Techniques

This should be all right except for making a list of the "Other". If there are more than 2 "Other" techniques listed, add them to the Master List and indicated whether they were "used but not effective" or "used and was effective." (The keypuncher has room for only two other categories.)

III. 3. SC Ed Exp Q-Con't.

Question

Number

13 Specific Techniques and Materials

This question permits the teacher to write nothing or fill in the whole area. I would like a list of exactly what's indicated here and I want it somehow reduced and coded in the two little boxes.

The code for the boxes is as follows:

00. None or blank

Codes 10-69 refer to materials (commercial and teacher-made)

10. Language arts--reading (items included on pp. 1-34 in orange book)

11. To be assigned later

12. " " " "

13. " " " "

14. " " " "

15. " " " "

16. " " " "

17. " " " "

18. " " " "

19. " " " "

20. " " " "

21. " " " "

22. " " " "

23. " " " "

24. " " " "

25. " " " "

26. " " " "

27. " " " "

28. " " " "

29. " " " "

30. Language arts--language development (items included on pp. 103-138 in orange book)

31. To be assigned later

32. " " " "

33. " " " "

34. " " " "

35. " " " "

36. " " " "

37. " " " "

38. " " " "

39. " " " "

40. Mathematical

41. To be assigned later

42. " " " "

43. " " " "

44. " " " "

45. " " " "

46. " " " "

47. " " " "

48. " " " "

49. " " " "

PROJECT PRIME

III. 3. SC Ed Exp Q Con't.

50. Perceptual/motor development
51. To be assigned later
52. " " " "
53. " " " "
54. " " " "
55. " " " "
56. " " " "
57. " " " "
58. " " " "
59. " " " "
60. Other academic instructional materials (not listed below)
61. Social Studies
62. Spelling
63. Handwriting
64. Composition, grammar, writing
65. Foreign language, bilingual material
66. Show & Tell
67. Role playing - dramatics
68. Audio/visual equipment
- 69.
70. Non-academic activities (not listed below)
71. Vocational activities
72. Athletic activities
73. Arts and crafts
74. Music
75. Motor activities
76. Social/emotional development materials
- 77.
- 78.
79. Science
80. Instructional arrangements (not listed below)
81. Individual instruction
82. Teaching machine
83. Peer teaching
84. Educational Games
85. Samll group instruction
- 87.
- 88.
- 89.
90. Other (not able to categorize) Love, praise
00. Blank

The code for the question 13 is not going to be easy to use. If the material is commercially prepared, it should be listed in the orange SEIMC materials book. Betty Neal can also help decide if the materia is "reading" or "mathematics". However, the biggest headache will be listing EVERYTHING every teacher writes on the "Other" listing.

PROJECT PRIME

III. 3. SC Ed Exp Q-Con't.

Question

Number

14,15 Occupational and Educational Potential

Make a one digit box and assign a number. Since this booklet already has some boxes printed, put the boxes near the number (above) as it is when printed(see Question 13).

3 3 3

(You can make your boxes bigger.)

14 What do you estimate is the occupational potential of this child?
(Check only one.)

1. Could never hold any job
2. Would be able to work only in an unskilled job in a sheltered employment situation
3. Could work in an unskilled position(factory assembling line)
4. Could work in a semi-skilled position
5. Could work in a position requiring skill and training
6. Could work in a supervisory position involving skill and training
7. Could work in a professional position
9. Don't know or blank

15 What do you estimate is the educational potential of this child?
(Check one only.)

1. Finish elementary school or less
2. Finish junior high or eight years
3. Finish some high school
4. Graduate from high school
5. Attend post high school institution other than four-year school
6. Attend college(or junior college)
7. Graduate from college
8. Graduate from college or professional training
9. Don't know or blank

PROJECT PRIME

III. 3. SC Ed Exp Q-Con't.

Question

Number

16-26 The questions 16-26 were intended for handicapped children. However, some teachers completed them for normal children. If they did, leave these responses.

If the teacher writes "don't know", "not Plan A", "inappropriate", etc. in the margin, put a check in the "No" category.

If the response is blank, leave it.

If there are parenthetical remarks, read them and adjust the checked response

16-21 Involvement of Teacher in Special Education Program
These questions should be all right except for parenthetical remarks. Also, check for double checks.

22,23 Educational Plan
These questions need one digit boxes.
Code as follows in the boxes:

22 When did you receive the educational plan for this child? (Check only one.)

1. Before the child joined my class
2. Within a week after the child joined my class
3. One to two weeks later
4. Three to six weeks later
5. Seven to twelve weeks later
6. Twelve weeks or more after he joined my class
0. Did not receive an educational plan (If blank, code 0.)

23 How often do you refer to this child's educational plan? (Check only one.)

1. Several times during the year
2. Once a day
3. Once or twice a week
4. Once every other week
5. Once a month
6. Once during the semester or marking period
7. Never used the educational plan
0. Never received as educational plan (If blank, code 0.)

24 Topics in Educational Plan
One and only one column should be checked for each item.

PROJECT PRIME

III. 3. SC Ed Exp Q-Con't.

Question

Number

25

Revision of Plan

This needs a one digit box.

Code as follows:

How often is the child's educational plan revised? (Check only one.)

1. Once a month
2. Once every two or three weeks
3. Once a month.
4. Once every two or three months, every report card marking period
5. Once every 4 to 6 months, every semester
6. Once every 7 to 10 months, once a school year
7. Never
9. Don't know
0. No plan, doesn't have an educational plan

26

Instructional Materials Evaluation

Check to see that only one column is checked and the check mark is clearly in the line of the column(not half-way between fair and poor).

If the teacher writes "don't know" or "never got any", make a column called "Never received any" and put check marks down the side.

27

Special Education Service

Follow the same instructions as those given for Question 26.

PROJECT PRIME

III. 4. Report Card

The report cards will have to be coded onto an 80 column coding sheet. (We will have some soon.)

We want to use the same coding format for all the report cards. This will require some decisions as to what report card item corresponds to what coding item.

You will be transferring information from the report card to an 80 column chart. The numbers you write in each box are called codes. Each row on the chart represents a different IBM card. The code or number in the box is what is punched into that column on the IBM card.

APPENDIX

SC Back Q

Other lists needed for:

- Occupation (Questions 4 and 5)
- Preschool Experience-double checks (Question 12)
- IQ Tests (Question 15b)
- Parental Involvement-other school personnel (Question 16)
- Subjects (Question 25)
- LLD Diagnosis (Question 27)

SC Ed Exp Q

Other lists needed for:

- Activities with Child (Question 4)
- Subject Areas (Question 5)
- Instructional Techniques (Question 12)
- Specific Materials (Question 13)

"OTHER" Listings

Instrument Name _____

Question or Item _____

District School Teacher Pupil Other _____