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AUTHOR Batten, Murray O.; Burello, Leonard C.
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ABSTRACT

Presented is the final report of the Special Education Simulation and Consultation (SECAC) Project designed to provide simulation-based inservice training to Michigan building principals. Part I reviews project goals, objectives, procedures, results, and learnings. It is explained that the training employed the Special Education Administrators Task Simulation game (which simulates the role of the special education director in local districts) and the Organizational Development conceptual framework. Included in Part II are light papers on aspects of change and organizational development and descriptions of training activities on role clarification and role interaction, establishment of new norms, and on development of alternative service delivery models. (CL)

Final Report

Special Education Simulation and Consultation Project
Special Training Project
OEG-0-72-4309

Part I

Results and Learnings

Murray Batten, Director of Special Education and Project Director

Leonard C. Burrello, Institute Project Director

James E. Siantz, Project Associate

Linda Cunningham, Project Associate

September 1975

United States Department of Health, Education and Welfare
Office of Education
Bureau of Education for the Handicapped
Division of Personnel Preparation

A cooperative project of the Michigan State Department of Education, Special Services Area and Institute for the Study of Mental Retardation and Related Disabilities, University of Michigan

Organization of Final Report

The final report of the Special Education Simulation and Consultation Project (SESAC) is presented in two parts. Part I is a description of project goals, objectives, procedures, results, and derived learnings. Part II represents the conceptual framework, its application in an operational plan, and finally a series of papers which demonstrate training activities used with the various client systems in the State of Michigan.

Acknowledgements

As the project director, I sought to establish a relationship with the Director of Special Education, Marvin Beekman, who immediately endorsed the project. His chief assistant, Dr. Harrold Spicknall, altered the initial direction of the project by recommending the involvement of the Special Education Director's immediate super-ordinate. This addition proved to be a significant factor in our initial and subsequent contacts in almost every district.

During the first year of the project, Murray Batten became the new Director of Special Education in Michigan. Mr. Batten quickly became actively involved in the project's direction and focus. He, too, continually demonstrated his interest and support. Currently, he leads still another project with us designed to assist him in developing a series of recommendations to increase the effectiveness of special education personnel at each level in the state's service delivery network. I shall always be indebted to him.

The SESAC project was originally identified and labelled as a project designed to provide inservice training to building principals. From the inception of the project, the major target to facilitate that broad charge were directors of special education in local school districts in Michigan. To these leadership persons and their colleagues in intermediate school districts, the project owes its successes and learnings. They are:

Local Districts

Albert Ansted	Ann Arbor
Joseph Angileri	Warrenwoods
David Barrett	Jackson
Edward Birch	Grand Rapids
Harry Butler	Lansing
Thomas Caldwell	Hazel Park
Timothy Catalina	Port Huron
Roy Chestnut	Wayne-Westland
Geraldine Doutt	Van-Dyke
Kayte Fearn	Saginaw
Dale Flynn	Ferndale
Josephine Gambini	Dearborn
Robert Guarino	Kalamazoo
Robert Haggerty	Hazel Park
Carl Komor	Kalamazoo
Robert Luce	Bay City
Bernard Maslanik	Birmingham
Paul Mason	East Detroit
David Mills	Region 5, Cooperative District
Margaret Naumes	Garden City
Ray Rafford	Wayne-Westland

Intermediate School Districts

Annlee Decent	Kalamazoo Valley
Dale Fassett	Charlevoix Emmett
James Griener	Wayne
David Haarer	Ingham
Arnold Larson	St. Clair
Helen Moore	Sanilac
Joseph Noorthoek	Kent
Noel Ranger	Mecosta-Osceola
Cash Schesky	Jackson
Tracy Stockman	Muskegon

The project owes its initial success to the entry achieved through the simulation activities performed with everyone of the twelve districts in the first year. Dr. Robert Guarino, now Director of Special Education in Kalamazoo and his training team of Dr. Roger Reger, and Sallyann Poinsett spearheaded these initial project activities.

In the second year of the project, Sallyann Poinsett, James, Gillman, and the remainder of the staff including: Evan Peelle, Nancy Kaye, James Siantz, Linda Cunningham, David Vernon, and Carol Coon, performed multiple functions within their dual lives of doctoral students and staff members.

In the third year of the project, both James Gillman and Linda Cunningham expanded their roles and performed with distinction. The addition of Tony Cavallero, Dottie Feldis, Ronald Nutter, and Duane Kuik increased the depth and breadth of the SESAC staff. And to both Patricia DuFort and Catherine Hickner for their patient assistance in coordination of all of us, thank you.

Throughout the life of the project, Drs. Daniel Sage of Syracuse University and Michael Tracy of both the University of Michigan and the University of Indiana were both paid and unpaid consultants to the project. They, along with their colleagues, Drs. Thelma Graeb, Chauncey Rucker, Frank Hewitt, and Matthew Trippe, served important roles as evaluators, editors, trainers, and process helpers to many of the staff besides myself.

A special note of thanks must also be extended to Dale Fassett, the former Director of Special Education in Charlevoix Emmett Intermediate School District. Dale was the first director who invited us into his district and provided us with a setting to pilot test our simulation package. He later served with the project's advisory council before his death. His humor and encouragement were a source of reassurance to us in our first days.

Leonard C. Burrello

Part I

Table of Contents

The Special Education Simulation and Consultation Project:

A Cooperative Project of the Michigan State Department of Education

And the Institute for Study of Mental Retardation and Related

Disabilities, The University of Michigan

1. Rationale and Needs

Many special educators have been redefining their role within the larger system of education because of their disenchantment with the traditional service delivery system, i.e., the special class model (Dunn 1968). Major changes now occurring in special education, such as the integrated programming model using the itinerant teacher in resource rooms, are, in Gallagher's (1971) opinion, too superficial. He sees a need to "redesign special education and the attitude toward the whole delivery system of services. The cry for change comes from all categorical areas." He goes on to say that some of the major headaches in special education relate to the absence of an effective back-up or support system for the special class teacher or clinician.

John Melcher (1971) cautions that although special educators are striving for the "normalization" of educational programs for handicapped children, they should be aware that a large percentage of regular teachers and administrators continue to advocate the special class or segregated approach as a means of serving children with special needs. Many special education teachers have developed programs for normalization in an in-service capacity and have worked with the regular classroom teachers in their individual situations. They have been able to work out cooperative arrangements so that some of their handicapped children could be integrated into the regular classroom for part of the

day. This approach is highly individual and may involve only two or three regular classroom teachers. While this approach should be fostered, it provides for the normalization of relatively few handicapped children, and only after the child has been so identified and placed within the special class model. The primary issues of identification and alternatives in placement are not dealt with.

Mercer (1970) has charted the referral and placement process in public schools in Riverside, California, in an epidemiological study of mental retardation. She indicated that once a child manifests a combination of low academic achievement and an inability to play the ascribed student role, he is likely to be perceived as mentally retarded by the classroom teacher. The elementary teacher is one of the key individuals in the labeling process. The other key figure in the school is the building principal, who must put a stamp of approval on children who are being placed for special services. Once the regular classroom teacher identifies a child as having problem, it is crucial that help be provided with whatever resources are available. The building principal is a key resource in identifying personnel who can be helpful in problem resolution. Fostering an atmosphere of mutual support for children and teachers is primarily the building principal's responsibility.

Morse, Culter and Fink (1964) reported that most building principals who are in daily contact with programs for disturbed children have had little specialization in working with the disturbed in their professional training. They mentioned they felt uncomfortable in making decisions concerning these children when they did not have adequate insight. While they saw the need to broaden the scope of their programs for handicapped children, they also felt inadequate in their knowledge of what was the best for these children. They indicated that more and better in-service education was needed for both administrators and teachers.

One of the major objectives listed in a recent document entitled, "State Plan for the Delivery of Special Education Programs and Services, February, 1971" was to increase the knowledge and understanding of handicapped persons among all educators in Michigan. It was noted that one of the most disturbing and stubborn obstacles to the delivery of special education programs and services to handicapped is the attitude of general educators. In order to improve this attitude, the Special Education Services of the Michigan Department of Education indicated that they would utilize the following strategies:

1. Encourage local and intermediate school districts to provide inservice training to acquaint all their teachers and administrators with the field of special education and handicapped children.
2. Participate in local and intermediate in-service training programs for general educators by providing Special Education Services personnel as presentors or by assisting in the planning.
3. Develop and sponsor institutes, conferences and workshops to stress educational programming based on individual differences for general educators.

It is the responsibility of the leadership personnel in Michigan to move general educators to a new level of awareness and cooperation in the delivery of services to handicapped children through in-service training. Professionals in the state department of education and in universities, and administrators within local and intermediate school districts could participate in such a training effort. In the final analysis, however, it is the latter leadership personnel who will be charged with the task of providing continuous support as programs evolve and are implemented.

The work of Burke and Sage (1970) is a recent example of how special education administrators have attempted to change the attitudes of general education administrators. Sage (1967) under a grant from the Bureau for the Education of the Handicapped developed the "Special Education Administrators Task Simulation (SEATS) Game."

The SEATS Game (Sage 1971) is described below:

> The SEATS Game consists of both background material and task inputs demanding problem solving activity. The materials utilize both written and audiovisual media with the major input of tasks taking the form of a communication in basket, supplemented by telephone calls, filmed classroom observations, and role played conferences. The content was selected with the objective of broad sampling of situations confronting the director of special education in a medium sized and typically organized administrative structure involving a comprehensive program of special education services.
>
> The background material was designed to provide a realistic framework from which decisions and actions could be determined. Information is provided to establish both factual data and general feeling tone in order to enhance the participants' involvement in the problem situations. Unlike previous school district simulations, the environment for the SEATS Game was not taken directly from any existing locality, but represents a composite of a number of real places and organizations. This composite resulted in a school district of sufficient size to guarantee the existance of children of all types of exceptionality, yet too small to permit independent operation of programs for some of the low incidence types of handicaps, and therefore, requiring cooperative arrangements which are characteristic of many actual special education organizations, and which constitute a major source of the problems peculiar to special education.
>
> In recognition of the fact that community socio-economic conditions have influence on the development of special education, the background materials were contrived so as to present issues for consideration most representative of those facing the greatest number of persons in the field. State laws and administrative regulations were simulated to represent a composite of those to be found in states occupying a h[illegible] average position in terms of sophistication and development at the state level, but leaving noticeable room for growth and improvement.

Burke and Sage found that when they used the SEATS Workshop with regular administrators playing the specialist role, they obtained the following results:

1. That building principals were less inclined to think that all handicapped persons should be placed in special education classes.
2. That moderately handicapped children could be placed in the regular classroom.
4. That the special education administrator should not have the sole responsibility for handicapped children within individual school buildings.

The authors concluded the following about their experiment: (1) that the workshop could be lengthened to obtain better results, (2) that a control group could be utilized to more clearly demonstrate the workshop's effectiveness, and (3) that this type of workshop appears to have great potential for helping the local special education director form a better and more effective working relationship within his district. The use of the SEATS in this manner is viewed as a catalyst facilitating the development of new models of service delivery to the handicapped children. The real program of behavioral changes apparently is developed following the workshop, with the local special education administrator working more closely with the general education administrator.

Burke and Sage reported on one follow-up of the workshop done in New York in the spring of 1970. At that time, eleven of the twenty principals who participated in the workshop were present and expressed continued concern for programming, and a willingness to invest more of their own time in the programming for the subsequent year.

Carmen (1972) attempted to explore the possibility within the Special Education Administration Task Simulation Exercise (S.E.A.T.S.) to test a human

relations laboratory training experience and its effect upon the decision making responses of administrators to problem solving and human relations problem diagnosis. Within the context of the State Education Agency Simulation Exercise (SEASE) developed by Sage and Sontag (1971), Carmen sought to determine whether or not the 20 subjects, 18 incumbent state officers, and 2 graduate students randomly divided into experimental and controlled groups, would engage in different activities after a weekend of human relations laboratory training. The human relations training occurred during the middle of a two week training program using the SEASE. The resource model in this study was a pre and post test control group design. The dependent variables included group problem solving and human relations problem diagnosis. Results indicated that participants who underwent the human relations laboratory training exhibited no significant differences in group problem solving and human relations diagnosis. Contrary to what was predicted the experimental group became less open and more withdrawn over the three testing period years of the study. The author suggested that more would be needed for in laboratory training beyond the two days that were used in this experiment. He recommended careful screening of applicants for selection in the human relations training should also be undertaken.

If behavioral change is to be sustained after similar workshops, the special education administrator must provide the general education administrator with continuous support. There is not sufficient evidence to suggest that simulation workshops promote significant change over extended periods of time. The issue needs further study.

Langdon (1972) surveyed building principals who had operational programs for educationally handicapped children in their schools with those principals who had no programs for the educationally handicapped. He employed a stratified

sample of elementary building principals from 16 California school districts, using ethnic minority, density, and size of school districts as the factors in the selection process. The sample population included 61 building principals who had educationally handicapped programs and 80 without such groupings. Data was obtained using an extensive mail questionnaire.

In terms of principal's characteristics, principals who operated EH programs tended to be younger, tended to be in their schools fewer years than those principals who did not have EH programs, and tended to be ones who had taken their graduate education programs outside of educational administration.

These principals also viewed EH programs as successful as they returned children back to their regular grades. They indicated that they were moderately successful in achieving that goal. These administrators felt their districts could not be as effective without such programs.

It was recommended to the State Department of Education and the local school districts that principals need specific information about educational handicapped programs and students. The principals need assistance in developing and establishing EH programs intervening with behavior problems and giving remedial assistance. The study also indicated that additional research was needed to determine the qualitative nature of the building principals' involvement in district policies regarding the establishment of programs for the educationally handicapped. It was suggested that continued studies of attitudes towards educational handicapped programs, special education course work and experience would be variables affecting the establishment of/or quality of education handicapped programs.

The skills needed to sustain significant behavior change in the principals go beyond providing technical information. Sage (1967) found

in the CEC report on Professional Standard of Administration that technical skills were given a relatively strong emphasis by doctoral students in special education administration. Administrators of special education who were the subjects of a random sample differed from the students, however, in that they believed human skills required a greater time commitment than technical skills. Based on a study of tasks as perceived by general and special education administrators or supervisors, Sloat (1969) recommended that leadership personnel develop the human skills that are required to meet the expectations held for them by others. He suggested field training and sensitivity workshops in conjunction with formal course work be used as vehicles for developing further the human skills of education leadership personnel.

In the most recently published study of the role of administrators of special education programs, Kohl and Marro (1971) reported that over three-fourths or 822 of 1067, of those surveyed felt that school system in-service programs were very important. The authors also solicited the amount of time both these administrators and elementary building principals devote to professional growth activities. They reported a mean of 7.6 hours per week for special educators and a median of 5 hours per week for elementary principals. In addition, institutes or workshops were ranked as the most valuable types of training experiences.

Within the state of Michigan, the Michigan Association of Administrators of Special Education has already committed time and energy to professional growth and development activities. They expressed an interest in pursuing the use of simulation as a vehicle for training.

The human skills in administration described by Katz (1955) relate closely to those described in the literature on consultation. Consultation has been defined by Rhodes (1962) as "a person-to-person transaction which is contracted to resolve problems associated with work roles. It is a human exchange involving the offering and acceptance of assistance, in which the

recipient opens himself to the change effect of the assistor. The immediate goal is problem resolution, the long term goal is permanent change in the problem-solving approach of the recipient."

Unlike an outside consultant to the educational system, the special education administrator has a formal, intrasystem relationship to others in the school district. His freedom of movement is restricted because of his legitimized authority through role description and role expectations. The administrator, however, can gain from the knowledge of consultation theory new insights into planned change within individual building programs as well as in the entire school district. Some basic concepts in consultation theory that relate to education settings are planned entry, development and maintenance of a relationship, feedback and evaluation procedures, and finally, withdrawal techniques.

In summary, the special education administrator is a crucial keystone position within school systems. If new models of service delivery are to be realized in local school buildings, the administrator of special education must play a leadership role. A vehicle was suggested: in-service training of building principals in the theory of simulation methodology, and continued support of them by special educators through consultation. Followup will be an integral part to determine the effectiveness of the intervention.

2. Objectives

1. To train special education administrators as co-trainers in the utilization of the SEATS Game as a catalyst to change the perceptions of general education administrators (superintendents or assistant superintendents or building principals) toward special education programming.

   a. to provide knowledge and present the status of special education today.

b. to change the attitude of general education administrators toward the delivery of services to handicapped children in their school district.

2. To train special education administrators in consultation skills in order to develop the skills of general educators as resource personnel in the development and implementation of more integrated models of service delivery to handicapped children.

3. To evaluate the effectiveness of the SEATS model for in-service training of building administration by determining the extent of change over time.

4. To develop new support systems for both the regular and the special education classroom teachers through the building principal.

5. To stimulate the development of more integrated service delivery models for handicapped children within their individual school buildings.

3. Prototype Training and Consultation Model

A. Planned Change Model

The Planned Change Model is a generalized model which outlines a set of procedures by which an innovation determined by a system is identified, implemented, and sustained. The SESAC Project used this model in establishing an instructional program at the local district level which worked toward the goal of integrated service delivery to the mildly handicapped child. The process illustrated in the model was used in each district to aid them in the planning and implementation of their program.

Figure I illustrates the model as developed by Havelock and as modified by the Project. The model consists of six stages with overlapping features. The first stage is building a relationship and refers to establishing and

FIGURE 1

THE STAGES OF PLANNED CHANGE

AS DEVELOPED BY

RONALD G. HAVELOCK
PROGRAM DIRECTOR
CRUSK
INSTITUTE FOR SOCIAL RESEARCH
UNIVERSITY OF MICHIGAN

EDUCATION

THE WAY IT IS NOW

STAGE I
Building a Relationship
(between change agent & client)

STAGE II
Diagnosing the Problem

STAGE III
Acquiring Relevant Resources

STAGE IV
Choosing the Solution

STAGE V
Gaining Acceptance

STAGE VI
Stabilizing the Innovation and
Generating Self-Renewal

EDUCATION

THE WAY WE WOULD LIKE IT

THE STAGES OF PLANNED CHANGE

AS MODIFIED BY

SESAC
INSTITUTE FOR THE STUDY OF
MENTAL RETARDATION AND
RELATED DISABILITIES
UNIVERSITY OF MICHIGAN

EDUCATION

THE WAY IT IS NOW

I. Identify Decision Makers in Local School Dist.. Through conversation define parameters of District's value system & sketch out current district priorities.

II. Force field analysis to further define priorities. Needs Assessment for base line information. First draft of instructional sequence based on needs

III. Detailed Planning of instructional sequence based on district & SESAC resources. Generate alternatives

IV. Use information generated in previous stages as criteria to choose the best alternative.

V. Repeat first four stages with new audiences.

VI. Training in previous stages & practice for audience generates the capability to replicate process on new problem.

CONTRIBUTES FOR DECISION MAKING

CLIENT SATISFACTION AT EACH STAGE

FEEDBACK CONTINUOUSLY ACCS DEFINITION

ADDITIONAL SEARCH

MODIFICATIONS

INVOLVEMENT

THE ARROW IS THE PROCESS TO DEFINE AND

IMPLEMENT INNOVATION

INTEGRATED SERVICE DELIVERY TO THE

defining the consultant role. During this stage decision-makers in the Local School District are identified, and through their input the parameters of the District's value system and goal priorities are defined. This stage overlaps with the other stages in that maintenance of client satisfaction is a must.

During stage II, diagnosing the problem, force field analysis is used to further define the District's priorities. Additional details are added to District goals in terms of resources available in the system, as well as restraints which could block the completion of the goal. Force field analysis is the beginning point of a needs assessment. Needs assessment defines the scope of the problem by providing baseline information. Local district personnel were trained in these technologies by the Project.

During stage III, educational personnel were trained to identify resources within their district, allowing them to implement their objectives. Resources were provided linking one district to another where appropriate, and subsequently, alternative solutions to the problem were outlined. During stages IV and V, educational personnel were trained to design interventions and aided in the implementation of their designs.

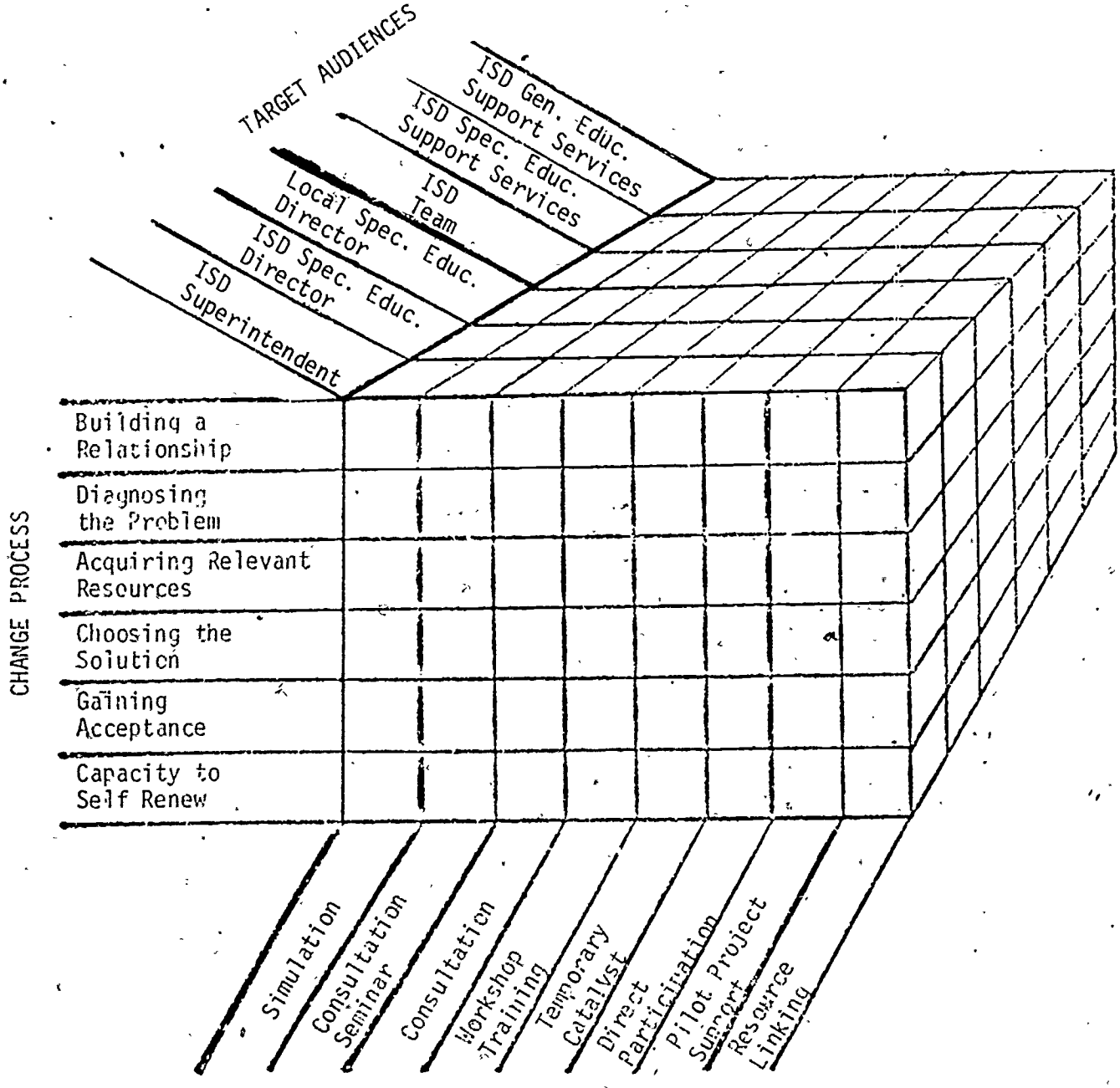
Through the stages of planned change the development of the interface between general and special education was advanced. By using this model to involve the system, the Project accomplished two things: (1) the likelihood that the innovation continue and (2) skills and procedures which enabled the district to replicate the process on a new problem which is the final stage of the model.

The rationale which prompted the Project to employ this particular model is the following. Once the district program has been designed, it is desired that the treatment effect be continued after SESAC terminates. This means that the team trained in the planned change process are able to continue its

SESAC

INTERACTION & COORDINATION

WITH ISD PERSONNEL



work because they have been trained in the technologies by working through a particular problem with SESAC guidance.

The team, by the experience working on the district program, learns how the change process relates to target audiences and instructional formats. Figure 2 illustrates this relationship. The team is trained in strategies for soliciting input and support from significant decision-makers, and in coordinating the effort with several target audiences.

B. SESAC Procedures

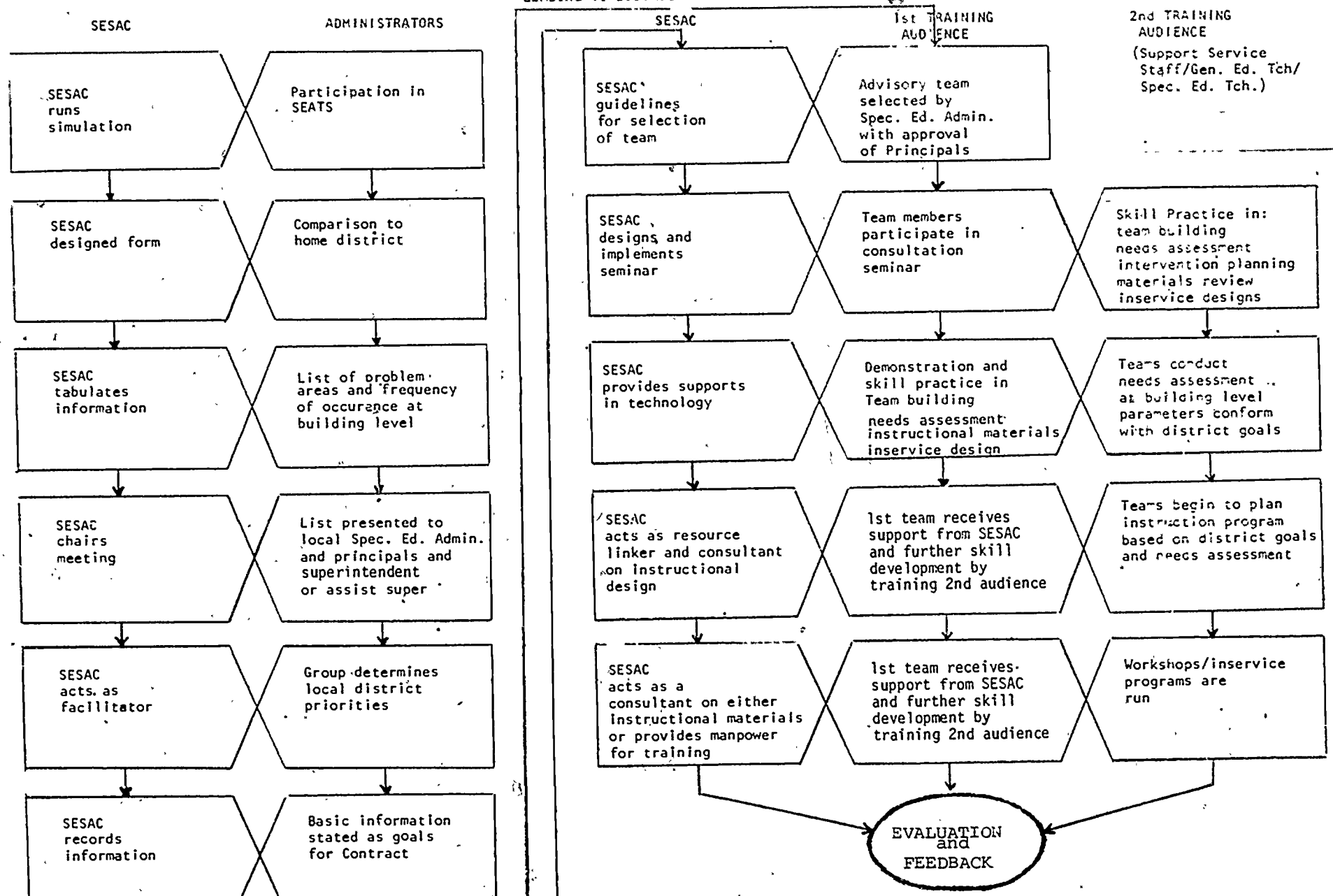
The Planned Change Model was implemented by the following set of procedures. The Project employs a trainer of trainers strategy. After initial phone conversations and meetings, a Prototype Workshop was run. This was the first exposure to the Special Education Administrators Task Simulation (SEATS) Game. The Prototype was how the Project first involves a district. The audience consists of Special Education Directors, Superintendents or Assistant Superintendents, and Administrators from Support Services. The SEATS was also run for the Building Principals from each district. The SEATS game was used as a preliminary diagnostic instrument with each district. During this building relationship stage the workshop also provided an opportunity to meet the client system and to introduce them to the Project.

The SEATS (Sage, 1972) game simulates the role of the Special Education Director in a Local District. Examples of coordination of problems between general and special education both at the administrative level and at the online teacher level are included. The simulation illustrates how apparent individual problems at various administrative levels are really symptoms of a large district-wide problem. The administrators use the metaphor of the simulated district to begin to define major priorities for their own district.

FIGURE

FLOWCHART OF ACTIVITIES

LEADING TO DISTRICT PROGRAM



Additional definition occurs through the input of an advisory group representing the educational personnel. This team was the first group trained by the Project, their function being to train others. As co-planners and implementers of the district program working in conjunction with the SESAC staff their role was well defined. Figure 3 summarizes SESAC's role in terms of training audiences. Table 1 describes target districts.

4. Problems

A. Expected Problems

The most obvious problem the project staff experienced was the communication gaps that lead to low enrollments in some individual district workshops, delayed follow-up and entry into fact-finding in other districts. The key variable in project relationship with individual districts is seen as the security or the level of risk taking behavior individual directors of special education feel or are willing to engage.

The SESAC project staff, therefore, restrained from initiating some entry behaviors which would intimidate directors. Major emphasis was placed on providing non-evaluative feedback and generating alternatives to foster a climate of cooperation rather than coercion. The acceptance of students as consultants by these districts was also dealt with directly in sessions with directors and consultants.

Additional expected problems included heavy time commitments for all SESAC staff and the field personnel as well. The lack of data responses from control group #2, which includes principals from second year districts, principals who were not receiving either simulation training and/or consultation services were also to be expected. The amount of time required to complete the data forms was evidently too time consuming for most randomly selected control subjects.

TABLE I

SESAC PROJECT

SCHOOL DISTRICTS - YEAR I AND YEAR II

YEAR I

SCHOOL DISTRICTS	SIZE	ISD
Ann Arbor	19,200	Washtenaw
Bay City	16,000	Bay
Birmingham	18,000	Oakland
East Detroit	13,000	Macomb
Van Dyke	7,200	Macomb
Warrenwoods	8,900	Macomb
Garden City	14,000	Wayne
Jackson	15,000	Jackson
Kalamazoo	19,000	Kalamazoo
Lansing	32,500	Ingham
Saginaw	23,000	Saginaw
Wayne-Westland	21,000	Wayne

YEAR II

SCHOOL DISTRICT	SIZE	ISD
Dearborn	22,000	Wayne
Ferndale	13,000	Oakland
Grand Rapids	35,000	Kent
Hazel Park	11,000	Oakland
Port Huron	15,000	St. Clair
Region 4	8,000	Washtenaw

Finally, the project director felt that Ann Arbor and Lansing were already inundated by University forays, and that this would severely hinder the SESAC's project successful initial entry into these districts. After three years of relationship building, the SESAC project is just experiencing significant entry into Ann Arbor; Lansing terminated its relationship with the project after simulation training.

B. Unexpected Problems

The most significant unexpected problem encountered in the project was the late resignation of the project's principal investigator on August 10, 1973. This personnel change precipitated a chain of reactions that will be presented below under departures.

A second problem was the inordinate or seemingly infinite amount of time it took to introduce, clarify, re-define and re-clarify each major commitment from local school districts. Delays in obtaining commitments made the SESAC staff revise their project time table back by at least six weeks. It made follow-up time in the consultation phase upto ten weeks late.

5. Departures from the Original Project Plan

A. Personnel

As indicated above, personnel changes caused the SESAC staff to consider alternatives to staffing the grant. In late summer when the principal investigator's resignation was submitted, it was judged to be very difficult to attempt to replace the principal investigator. The SESAC project staff recommended to the first year directors and consultants the following alternative staffing pattern:

(1) Dr. Burrello as Project Director would move from a 20% time commitment to a 50% one effective September 1st.

(2) Two project associates be retained instead of employing the principal investigator. First year continuing consultation functions would be split from the second year simulation and initially fact-finding functions. These project associates would be assigned at least 60% or 24 hours per week and would work directly under the supervision of the Project Director for 1973-74.

(3) In order to overcome the lack of administrative credibility of the project assistants and to fulfill the continuing training objectives of the first year district personnel, the SESAC project would begin to establish a statewide consultation training network by expanding its human resource pool to include first year directors and consultants, who in conjunction with project staff, would participate:

1) as co-trainers with SESAC project staff in the simulation training of second year district building principals; and 2) as co-consultants with project staff in other first year and second year districts on the basis of indicated needs and interests and skills. The match of first year participants with specific kinds of problems will be under the direction of the Project Director. The research project costs include reimbursing first and second year directors and consultants with a stipend plus the expenses of their involvement in the project. A time commitment of three days per month during the simulation laboratory training and approximately two days per month during the consultation phase was also earmarked.

B. Cross-District Technical Assistance

A second revised training objective was to plan and implement five technical assistance workshops, which involved bringing to the SESAC project expertise from within or outside the State of Michigan; individuals who will participate with project staff in developing workshops around specific issues such as program needs, assessment, educational planning, team building, progress evaluation, and others.

For first year directors and consultants, a survey of specific training needs was undertaken. Besides continued participation in simulation training,

they indicated interest in topics cited above. The SESAC Project staff also sought a vehicle to maintain the group cohesiveness that evolved from the monthly consultation seminars. Consequently, the SESAC Project provided a series of 4-5 technical assistance workshops on these topics as well as to continue district-wide sharing with one another during the 1973-74 year.

C. Training Intermediate School Districts and State Education Department

1. Rationale

During the first two years of the Project, SESAC worked with eighteen mid-city school districts. The third and final year of the Project was designed to carry our learnings from these local districts to the next organizational level in Michigan--the intermediate school districts. This was implicit early in 1972, but with the new State Director in Michigan, it was mandated that the Project move to this population.

The intermediate districts represent the method the state has devised for aggregating school districts and distributing funds. They are truly intermediary in that they support local functioning and act as a coordinator between the State Department and local districts. The evolution of the role of the intermediate has been gradual from somewhat amorphous county districts to a more highly organized regional entity. The Mandatory Act #198 provided a new and dramatic impetus to the development of viable intermediate districts through giving them responsibility for planning, monitoring and evaluating special education programs in local districts. This was highlighted by the lack of good management systems at the ISD level and brought into focus the conflict between monitoring or evaluating programs and enforcing compliance with the law and the more traditional role of program consultant/advisor. The State Special Education Director required that the SESAC Project transmit its learning to this vital group in the state's delivery network.

2 Conceptual Framework

It was decided to use Organizational Development as our broad conceptual basis for describing S.E.S.A.C. activities and the kind of approach we used with school systems. Earlier, a planned change model was identified. This is not really a split in conceptual orientation but rather an extension and elaboration. For this purpose, O.D. can be defined as "a professional field which utilizes the processes of planned change in order to assist organizations to develop successful methods of self-renewal within the integrity of their environments." This is a somewhat simplified synthesis of the definitions of Beckhard (1969), Burke (1972), Hornstein (1972), and Schein (1969) and was intended to emphasize the focus on the organization and its norms and culture rather than on managerial training, as such. This framework is considered appropriate for school systems in that it stresses systematic planning and problem-solving rather than changing individual psyches and involves the system in examining its own social processes (such as decision making and communication) and legitimizes and institutionalizes procedures for adapting to needed change. It is a long term process which can help an organization through a crisis as well as develop methods for self-renewal and planning. It promotes training as an active rather than a passive pursuit for the trainee and puts the context for that training in the everyday work of the organization itself. It is applying behavioral science and systems knowledge to action for the purpose of making organizations more effective. Although the short time span with the ISDs did not allow for a full exploration and development of O.D., the conceptualization does provide administrators with a helpful framework they could use and build upon in the years ahead.

3. Planning Phase

It was apparent from the start that S.E.S.A.C. could not work with all 58 ISDs and that some method needed to be devised to select a workable number

given our limited resources of staff and time. To help us in this process, in 1974, an advisory committee met in August to assist us in developing strategies to inform the intermediate school districts of S.E.S.A.C. and what we could offer them. In attendance at that session were the State Director of Special Education and staff of state consultant/supervisors as well as the directors of special education at Ingham, Muskegon, and Jackson intermediate school districts. This group discussed the problems faced by the intermediate school district and began the process of prioritizing those concerns which essentially revolved around unclear role definition for the intermediate and lack of management systems with which to deal with data collection, evaluation and in-service functions. It was made clear that there are a great number of differences between intermediate school districts across the state in their level of organizational sophistication and the ways in which they relate to local districts.

Both the S.E.S.A.C. staff and the advisors supported making information about S.E.S.A.C. available to all the intermediates and allowing them to self-select participation. No process for doing this was defined at this meeting. S.E.S.A.C. suggested a State Department team participate in the training offered and a state liaison was assigned to the Project. The initial focus was to be to provide an orientation of S.E.S.A.C. to the intermediate school district director and whomever he chose to involve in order to increase their understanding of S.E.S.A.C. so that they could decide whether or not to participate in the training sessions.

In September the State Department mailed an invitation to all intermediate school directors of special education to attend a 1 1/2 day workshop to learn about S.E.S.A.C. and to explore the possibility of utilizing the project's resources in their districts. During the October workshop with the directors, S.E.S.A.C. set all of the technologies, processes and interventions demonstrated

in local districts to the Organization Development perspective. S.E.S.A.C. also outlined the underlying values of O.D. to prompt making their own values explicit. From this overview, the temporary task force structure was explained as a short term O.D. intervention with considerable probabilities for replication in dealing with specific organizational problems. (See TABLE II.)

The temporary task force model based on Luke's (1972) ten components was the strategy for forming a task force as well as for the evaluation of the task force training effort in June. It also became the focus of the service offered to self-selected intermediate school districts. Those interested were to define a problem area that could be dealt with in a 6-8 month time span, at least to the point of developing a plan for implementation the following school year. They were to consult key decision makers in their system and begin thinking of possible task force members whose resources would be vital to solving their particular problem. They were asked to return in November with at least one or two additional staff members to further explore their problem area and to decide whether the task force model as proposed by S.E.S.A.C. would be beneficial to their system. Of the 31 directors present, about 10 agreed to return in November. Six monthly one and a half day training sessions were developed to support and assist the task force in problem-solving as well as to provide training that would enable them to use the intervention in the future on other problems. Additional rationale for the task force approach was as follows: It would allow each district to focus on a need of importance to them; building a team that works off-site and on-site together supports both individual learning and organizational change; teams focus on competency, not power; groups can generate valid information for effective problem-solving and decision making; the on-going work back home would provide for immediate transfer of learning from off-site training; it was a viable, teachable model in the time frame suggested.

At the end of the November session, six ISDs had committed to the training

TABLE II

SESAC Project

Initial Dissemination Districts - Year III

Intermediate School Districts

Bay Arenac

Branch

Calhoun

Charlevoix-Emmett

Cheboygan-Otsego-Presque Isle

Clinton

Genesee

Ingham

Ionia

Jackson

Kalamazoo

Kent

Lapeer

Lenawee

Livingston

Manistee

Marquette-Alger

Mecosta-Osceola

Monroe

Saginaw

Sanilac

St. Clair

St. Joseph

Traverse City

Van Buren

Washtenaw

Wayne

State Education Department

via the task force model. Two others needed to defer decision making until they conferred with others back home. On-site visits were scheduled with each district. These sessions were designed to enable S.E.S.A.C. to touch base with top policy makers (superintendents), to assess the commitment level to and understanding of the chosen problem focus at both task force and decision maker levels and to answer questions task force personnel had about the project. To collect this data, a structured interview with the superintendent was used which assessed his knowledge of S.E.S.A.C. and the task force and its problem focus, his support of the task force and his perception of the importance of the task force problem to the organization. Next, S.E.S.A.C. met with the entire task force and administered a short questionnaire which explored their understanding of the project and problem focus, their commitment to it, their perception of why they were chosen, what support they felt they needed from the intermediate school district, and tested the trust level by asking whether they were willing to share their answers in the groups. (See Table III.)

4. Description of Task Forces

The following paragraphs will describe each task force, their chosen problem focus and factors which affected their performance.

1. Wayne ISD - The two directors of their area learning centers (one later dropped out due to vague program administrative arrangements) and three intermediate school district consultant/supervisor staff made up their task force. The consultants had been on the job 15 months, the learning center directors were new. They decided to focus on the problem of coordinating in-service training to the local districts, both general and special education. Before training began in January, they reduced this focus to coordinating in-service training to the local districts, both general and special education. Before training began in January, they reduced this focus to coordination of

TABLE III

Description of Dissemination Training Participation

October, 1974	20	ISD Directors of Special Education
	3	Local District Directors of Special Education
(33 people)	3	Directors of Diagnostic Learning Centers
	6	ISD Project Staff (Supervisors)
	1	State Dept. Staff Member
November, 1974	8	ISD Directors of Special Education
	3	Local District Directors of Special Education
(34 people)	2	State Department
	13	ISD Professional Staff
	5	Local School Personnel (2 ass't. superintendents, 1 principal, 2 special education staff)
	1	ISD Superintendent
	2	Directors of ISD Diagnostic Centers
January, 1975 through June, 1975	5	ISD Directors of Special Education
	1	ISD Superintendent
	12	ISD Project Staff
	2	Local District Directors of Special Education
(34 people)	1	Elementary Building Principal
	4	Assistant Superintendent of Local Districts
	1	Director of Regional Media Center
	2	Directors of Diagnostic Centers
	1	Remedial Reading Teacher
	1	Local Special Education Supervisor
	1	Psychologist from Child Guidance
	3	State Department Staff

Roles by Task Force:

#1. ISD Director of Special Education
ISD Staff
Ass't. Superintendent - Local
Principal - Local
Remedial Reading - Local

#2. ISD Director of Special Education
ISD Superintendent
3 ISD Ass't. Directors

#3. ISD Director of Special Education
3 ISD Program Consultants

#4. ISD Director of Special Education
ISD Consultant
2 Local S.E. Directors
2 Local S.E. Consultants
1 Child Guidance Psychologist

#5. ISD Director of Special Education
ISD Consultant
3 Assistant Superintendents - Local
1 Director of Regional Media Center

#6. 2 Directors of ISD Diagnostic Centers
3 ISD Consultants

#7. 3 State Department Staff Members

special education in-service. This is the state's largest intermediate school district with 36 local districts ranging in size from 1,800 to 250,000 student population. They received their first special education millage in 1974-75. The director in Wayne became and continues to be an avid supporter of S.E.S.A.C.

2. Kalamazoo Valley ISD - The Director of Special Education and the three program consultants formed the task force and their focus was to develop an evaluation model for EI, EMI, and LD programs. This group probably had the most active commitment and support from the district superintendent of any group. This group was intact and committed in November and met every week as a staff. They began well ahead of other groups since their focus was an important part of their jobs. This intermediate district is dominated by a large city with sophisticated programs surrounded by more rural areas with fewer special education personnel.

3. Mecosta-Osceola ISD - The Director of Special Education, an intermediate school district social worker, and three local district personnel (an Assistant Superintendent, elementary building principal and reading teacher) made up this task force. There was no support for the task force or S.E.S.A.C. in this district; in fact, the superintendent was openly resistant. In spite of this, the group wanted to develop a model for helping building staffs deal with children's problems at the building level. They intended to work it through in one school system successfully and, hopefully, to disseminate it elsewhere. This is a predominately rural intermediate school district with no coordination between districts and no leadership from the intermediate. Special education is not a priority matter; personnel matters are handled peremptorily and there is low morale and high turnover. This group faced the hardest task at highest risks and would lose two members by the end of the year to firing and resignation.

4. Ingham ISD - The Director of Special Education and his three administrative assistants plus the Superintendent made up this task force which focused on the problem of assigning intermediate staff to local districts in the most effective manner possible for both intermediate and locals. Ingham is another intermediate school district dominated by a large city (Lansing) surrounded by more rural areas. It is also the home of the state capitol and a major university and has access to many resources. Its director is influential and well respected statewide and is a member of our S.E.S.A.C. advisory committee. This was another intact work group but somehow had trouble digging into their problem or making use of the training in the beginning. They later had a breakthrough and went on to meet their goals in staff assignment and hope to work next year on building teams of local and intermediate district people.

5. Sanilac ISD - The Director of Special Education, one intermediate school district staff member, three local assistant superintendents and the Director of the Regional Media Center made up this task force originally. This is a rural district with a short history in special education and no history of coordination or planning. The task force focus was to develop long range plans for special education for the entire county. Support from the Superintendent was good and commitment level high, especially since they had never worked together. The Director retired, the intermediate staff member was fired and the final task force consisted of two Assistant Superintendents and the REIMC Director who focused their efforts on becoming ad advisory committee to the intermediate district superintendent in special education and, in particular, the hiring of the new director.

6. St. Clair ISD - The Director of Special Education, an intermediate school district consultant, two local special education directors, an EI supervisor for the city schools, a mental health professional and a local district

consultant made up this task force whose focus was to develop programs for the emotionally disturbed including a day treatment center. This group was late in forming, with very mixed levels of commitment to involvement with S.E.S.A.C. and little cohesiveness due to changes in the problem by the director and because they had never really dealt with the resistance to training or to process learning (especially leadership issues). This intermediate school district is also dominated by one large city surrounded by rural areas but is near to a number of outside resources and far more sophisticated than its rural neighbors. (S.E.S.A.C. also worked simultaneously working with the dominant city school administrators.) Much of their background work had been done by a previous task force which allowed them to concentrate on getting their plan accepted.

7. State Special Education Department - Three state consultants made up this team, one of whom had been assigned as liaison to S.E.S.A.C. by the director and who talked two colleagues into joining him. They selected the development of a complaint procedure on non-compliance as their focus and narrowed it down to writing a document outlining how state staff will deal with formal complaints. They had little time to meet back home due to work pressures and their focus did not really lend itself to the task force model on which the training was based. Commitment, at least most of the time, was moderate and very sporadic and only at the end did they begin to form a team. The issue they picked was not really of great concern to any of the three--simply a job that had to get done, and probably could have been done by one person in a few days. Having State Department staff at the sessions, however, was very valuable in terms of their exposure to the field in a new way and the resources they could bring to the intermediates. No on-site visit was conducted nor did we meet with their superior, the director, except on matters of general concern to the entire S.E.S.A.C. Project.

The on-site visits did enable the S.E.S.A.C. staff to become better acquainted with the clients, showed commitment level to be generally high and indicated support from the top in all cases but one. The staff also gained a better understanding of the vast differences in the seven groups in terms of make-up, problem focus, interpersonal relationships, working conditions and demographic considerations.

The staff's next task was to design the six training sessions to maximize learning and give support to these diverse groups.

5. Description of Training Program

The conceptual framework for the six training sessions grew out of the Organizational Development basis of the S.E.S.A.C. Project which stresses human values and commits to self-renewal for organizations and individuals. Lyman Randall has written, "the aim of O.D. is to bridge the gap between individual needs and goals and those of the organization" . . . and "to fight the past in the present in order to choose freely the future."

Both organizations and individuals attain their goals through effective problem-solving. Problem-solving is the orderly, rational method of addressing needs which rests both on planning and group process skills and knowledges for successful achievement. It is possible for an individual to utilize the stages of problem-solving and appropriate planning procedures when working alone. When the task determines that people must work together (as the organizational setting usually demands), then group process skills become the essential link for both problem-solving and planning. Luke (1972) is adamant about developing these skills for a successful task force endeavor.

Below is a schematic showing the integration of the three interdependent functions of problem-solving, planning and process that formed the rationale

for the six training sessions. The staff designers used an eight stage problem-solving model that combines ideas of Havelock (1973) and Lippitt (1968): 1) identify a felt need, 2) set goal for change with criteria, 3) collect and analyze data, 4) generate alternative solutions, 5) choose a solution (and test when possible), 6) implement, 7) evaluate, and 8) modify, recycle, stabilize.

The planning function covered both macro and micro planning and involved processes such as goal and agenda setting, dividing the task into component parts, scheduling, assigning tasks, coordinating efforts, integrating components and a continual effort of evaluating and setting next steps. Ghant charting and other forms of timelining deal with these processes as do most accountability models.

In the area of group processes, the S.E.S.A.C. staff looked at the stages of group development as researched by Bennis and Tuchman (1965) and used a four-stage model cited in Jones and Pfeiffer (1973.) This model lists developmental stages of groups in the interpersonal and concurrent task phases as follows:

Interpersonal	Task
Dependency	Orientation
Conflict	Organization
Cohesion	Data Flow
Interdependence	Problem-Solving

Important to helping groups develop in this model are a great number of interpersonal and group process skills. Therefore, it was decided to focus our training on the following: communication skills such as paraphrasing, reflecting and perception checking; shared leadership behaviors, decision making (especially consensus), accurate observation skills; giving and receiving helpful, non-judgmental feedback; and task and process

facilitation which necessitates learning to differentiate between the two.

In summary, our objectives for the six months of work with our seven task forces were as follows:

1. Individuals will increase their knowledge of and skill in using group process with emphasis on communication, decision making, task and process facilitation, leader/member functions, conflict resolution, observation and feedback.

2. Individuals will increase their knowledge of and skill in using a step-by-step problem-solving process.

3. Individuals will gian knowledge of and skill in using effective planning processes.

4. Task forces will become cohesive productive teams.

5. Task forces will produce a product to meet their own stated goals.

6. Individuals will understand the applicability of all of the above to future work on problems/needs in their systems.

To do this the staff used an integrated process of planning and problem-solving in an orderly fashion in each of the six sessions. Group process skills and group cohesiveness was pre and post tested and each task force was required to keep a log of its activities, make a verbal presentation of their project to the group and write a final report of their work.

The staff had originally hoped to emphasize cross-district resource sharing through consultation trios and other groupings but were unable to work this in logistically. Some of this did occur, particularly near the end, and it did afford the staff an opportunity to learn to introduce this another time.

D. Dissemination: Traditional Orientation to SESAC

The SESAC project was also charged with informing others both within the State and elsewhere on traditional forums, for example, State and National Council for Exceptional Children Conventions, other University training programs, and to other interested people. These sessions were primarily experiential and designed to assist the participant to effectively engage the SESAC objectives and procedures. The basic intent was to provide a living and demonstrative model through SESAC staff in order to give the participant skill practice in planning, designing, and be a part of the process. Finally, these sessions were often an opportune time to test the generalizability of our process to others who share a similar need to those our districts represented. In other words, it provided the SESAC staff the chance to re-run or use a training design intact a second time. This truly speaks to the unique context each consultation and training session was originally developed with local district personnel keeping foremost in our minds their unique set of circumstances. In essence then, we could not replicate any design but merely adapt it to a different set of objectives.

E. Pre-Service Training and Action Research

It may be clear by now that the SESAC staff members were almost exclusively doctoral students drawn from special education, educational psychology, educational administration, social work, and educational measurement. All were

experienced practitioners with at least eight years of teaching, consultative or supervisory experience. Only the measurement personnel were less experienced. Part of the draw to the project lay in the fact that they were all in need of dissertations, and it was a paid experience which was meaningful and related to their potential professional practice. Besides these staff, others were recruited to work with staff from the same departments. Those staff were assigned as practicum students to the project. Most staff served two full years. They all received credit for participation in the project seminars. Listing of their dissertations by topic and district will be presented in the results section below.

6. Results

Introduction:

During the 3 years of SESAC, the project had 6 major components:

A) Simulation

B) Direct Consultation (meeting unique district needs)

C) Consultation across districts (meeting needs of several districts at one time)

D) Dissemination Training with ISD's

E) Traditional Dissemination: Orientation to SESAC

F) Pre-Service Training

The results section is organized in the following order for each of the project components. After an introduction describing the component, tables illustrate the number of people trained and the number of days spent in training. Following the preliminary information is a narrative discussing the relative impact of SESAC's efforts.

A. Simulation Component

During the first two years of the project, representatives of each of our 18 districts experienced the Special Education Administrators Task Simulation (SEATS) game. SEATS allows the participants to experience the role and related workday problems of a special education director in a simulated mid-city size local district. The project had two main objectives in conducting workshops using this simulator:

1). To change the attitude of General Education administrators, so that they could work in a more cooperative effort with Special Education.

2) To establish a common language system in discussing district needs, which in turn became a basis for further work with SESAC.

The data collected evaluates the simulation component in terms of these two objectives. In addition, data was also collected focusing on the quality of the training from the vantage point of the participants.

Table 1 reports the number of administrators trained in the two prototypes in the two years that the component was active. The ultimate evaluation of these workshops was the fact that all districts represented by these higher levels of administrators believed the training to be of value. This is demonstrated by the fact that each set of administrators from 18 districts requested that their respective principals also be trained using this process.

The second table (Table II) lists the number of principals trained through simulation. These numbers are reported by districts. The table illustrates that more were trained the first year than the second. This was because the consultation component began the second year.

Table 3 simply summarizes the numbers of administrators trained. The data is reported by administrative role and year of the project. Table 3

Table

NUMBER OF ADMINISTRATORS
IN PROTOTYPE
SIMULATION WORKSHOP

Region 4

DISTRICTS	YEAR 1 1972-1973			YEAR 2 1973-1974			Endorsed Principals Involved
	Superintendents	Assistant Superintendents	Spec. Ed. Directors	Superintendents	Assistant Superintendents	Spec. Ed. Directors	
1. Ann Arbor		1	1				x
2. Bay City		1	1				x
3. Birmingham		1	1				x
4. East Detroit		1	1				x
5. Garden City	1	2	1				x
6. Jackson		1	1				x
7. Kalamazoo		1	1				x
8. Lansing		1	1				x
9. Saginaw		1	1				x
10. Van Dyke		1	1				x
11. Warren Woods		1	1				x
12. Wayne-Westland		1	1				x
13. Dearborn						1	x
14. Ferndale				1	1	1	x
15. Grand Rapids					2	1	x
16. Hazel Park					1	1	x
17. Port Huron				1	1	1	x
TOTALS	1		12	2	5	5	18

Table 5

NUMBER OF PRINCIPALS PARTICIPATING
IN SIMULATION PHASE
REPORTED BY DISTRICT AND YEAR

DISTRICTS	P*	YEAR 1 1972-1973	YEAR 2 1973-1974
Charelevoix-Emmett	16	11	
Ann Arbor		11	
Bay City		23	
Birmingham		21	
East Detroit		8	
Garden City		21	
Jackson		14	
Kalamazoo		20	
Lansing		13	
Saginaw		6	
Van Dyke		8	
Warren Woods		8	
Wayne-Westland		14	
Dearborn			9
Ferndale			11
Grand Rapids			24
Hazel Park			6
Port Huron			28
TOTAL	16	167	78

-- Modified seats reported on District Consultation

*Initial prototype was implemented just after funding was secured.

also notes the two-day simulation attended by State Education Department personnel.

The net result was that a total of 303 administrators were trained. A total of 19 two-day workshops were held to train these individuals. This investment in time produced the following results.

Results of Simulation

An external evaluation* of the project was conducted during the first year of the project. Operationally, the first year was devoted to simulation training with the consultation begainning the second year. This delay was caused by the length of time required to schedule the workshops. The evaluation design looked at both simulation and consultation activities. Consequently, only the findings of the simulation activities are reported here.

The external evaluator, Thelma Graeb (1974), found that building principals' attitudes toward integration of handicapped students improved after involvement in SEATS. The measure used was the Rucker-Gable Educational Programming Scale. The comparison was between the participants and a randomly determined control group of their district peers.

This finding was confirmed by another instrument, the School Building Statistical Report (SBSR). As the name implies, this instrument reported frequency counts of children by category of service given by the school. The data indicates that principals who participated in simulation training demonstrated the most even distribution of placements across all categories, and changes in programming were towards an integrative setting. By contrast, the controls were less likely to try integrative settings as placements.

*Thelma Graeb's dissertation

Table 6

NUMBER OF ADMINISTRATORS PARTICIPATING
IN SIMULATION PHASE
REPORTED BY ROLE AND YEAR

ADMIN ROLE	YEAR 1 1972-1973	YEAR 2 1973-1974
*Superintendents	1	1
*Assistant Superintendents	11	6
*Special Education Directors	12	5
Principals	167	78
TOTAL	191	90
**State Department Staff	14	
	213	90

*Participated in Preview Session of S.E.A.T.S. before contracting for workshop for principals.

**Simulation developed for State Department of Education Personnel

Consequently, there is evidence to support the fact that the training did modify attitudes.

The second objective was to produce a common language system for discussing district needs. The simulated district in SEATS became a common referent point in subsequent meetings within the individual district. The examples illustrated in the simulation became a convenient, non-threatening way for the special education director to describe district problems. It is also interesting to report that principals, as a rule, also were represented in these first meetings at each district. It is worthy of note, because it evidences some increase of motivation on their part, since these meetings were not mandatory.

Table 7 reports the participants' ratings of the various facets of the simulation workshop. The entries on the table are mean scores based on ratings on a 1 to 5 scale with 1 being "poor" and 5 "excellent". It is readily apparent that the participants rated the workshops highly. The workshop for the State Education Department was also favorably received. The original State Special Director, whose support was instrumental in the design of the project, Marvin Beekman, retired during the middle of the first term. Murray Batten was appointed to that position. The State Directors Simulator (SEASE) was used as a vehicle to orient the Director and this staff to the SESAC project and to acquaint them with the simulation methodology. One week after the new director took office the workshop was held.

Table 8 reports how that audience judged the simulation. Verbally summarizing that table, there are several points to make. All of them agreed the simulation approach was highly appropriate, interesting and very realistic. Reports continue to be received from SED staff regarding the worthiness of that experience to this day. The simulation came during the first months of transition between the new leadership in the State offices and provided an excellent vehicle to hear the new director share his notion of State Department functioning.

Table 7

CONSUMER SATISFACTION

N = 245 Principals

S.E.A.T.S. EVALUATION QUESTIONNAIRE RESULT

Excellent - 5
Very Good - 4
Good - 3
Fair - 2
Poor - 1

	YEAR 1 N=167	YEAR 2 N=78	AVERAGE N=245
ACTIVITIES			
Individual	4.3	4.6	4.18
(e.g. Phone Call situations, in basket items)			
Group	4.5	4.08	4.29
(e.g. Feedback and interview sessions; committee meetings; case conferences)			
MATERIALS	3.9	3.82	3.86
(e.g. Orientation slide-tape tour; classroom observation film; litigation film)			
PRESENTATIONS.	4.4	3.89	4.15
(e.g. Introduction; Teacher-Supervisor Interaction; Problem-Solving Analysis)			
OVERALL VALUE OF WORKSHOP.	4.5	3.87	4.19

Sample Comments:

- "worthwhile experience"
- "hope to do follow-up"
- "new appreciation of special ed."
- "excellent; good leadership"
- "gained understanding of values involved in special ed. decisions and operations"
- "staff support"
- "very valuable for all educators"

MOST POSITIVE FEATURE OF WORKSHOP

- "whole program excellent"
- "excellent resource people; knowledgeable in their field; well planned; good pace"
- "group interaction; realistic problems"
- "new insight and respect for special ed."
- "inter-relationships developed among principals"
- "in-basket (items) and feedback"
- "good staff and interaction with participants"
- "excellent opportunity to fall into role of another administrator and think realistically about what we do to and with kids in special education"
- "gained insight into special ed. programs and trends in the field"
- "in-basket items realistically true to life, frustrating"
- "well organized; well prepared"
- "problem-solving method"
- "good personnel conducting workshop"

(continued, next page)

(Table 4 cont.)

MOST NEGATIVE FEATURE OF WORKSHOP

- '"teacher-supervisor interaction" (presentation)
- "not too sure of what we were to learn"
- "too much in too short of time" (Ed. repeated at least 4 times)
- "pressure of too many things to do and react to--frustration"

Table 8

S.E.A.S.E.
Opinionaire

Responses in Percentages
based on N=14

Directions: Please circle the letter in front of the response that most nearly approaches your opinion to the statement.

1. As compared to other methods by which a workshop in special education administration at the state level could have been presented, I feel that the use of simulation exercises in this workshop has been

a. a highly appropriate and valuable approach	71%
b. a better than average approach	29%
c. no better nor worse than any other approach	0%
d. not as good as some other methods might have been	0%
e. generally inappropriate	0%
	100%

2. Specifically, the written "in basket" items seem to be

a. outstandingly realistic	71%
b. fairly realistic	29%
c. conceivable	0%
d. somewhat lacking in realism	0%
e. highly unrealistic	0%
	100%

3. In terms of time spent on follow-up discussion of the simulation material, discussion was

a. far too lengthy	0%
b. more than enough	7%
c. about the right amount	43%
d. not quite enough	43%
e. not nearly enough	7%
	100%

4. In terms of the total time spent on simulated activities versus other workshop content, the emphasis on simulation was

a. way too much	0%
b. a little too much	22%
c. about right	44%
d. could have been much more	7%
e. should have been much more	7%
	100%

5. The variety simulation approach could be enhanced most by greater

a. role playing situations	8%
b. oral communication situations	33%
c. visual pictorial input	17%
d. written communications	0%
e. an equal mix of the above	42%
	100%

6. In terms of the amount of time which needs to be spent on background information as a prerequisite to problem solving activity, the amount of background data provided should be

a. much more	7%
b. somewhat more	36%
c. about as we had it	57%
d. less than we had it	0%
e. not really necessary at all	0%
	100%

7. The group size was

a. much too large	0%
b. a little too large	0%
c. just about right	93%
d. a little too small	7%
e. much too small	0%
	100%

8. This workshop would be best for people who were

a. administrators in special education units in state education agencies	54%
b. administrators with more than two years experience in state education agencies	32%
c. state directors of special education programs	7%
d. local directors of special education programs	0%
e. students majoring in special education administration	7%
	100%

9. The telephone calls I received were

a. very realistic and a valuable experience	53%
b. very realistic but not a valuable experience	0%
c. realistic and a valuable experience	32%
d. realistic but not a valuable experience	15%
e. unrealistic but a valuable experience	0%
f. unrealistic and not a valuable experience	0%
	100%

10. The role playing situation developing regulations for "Educationally Handicapped" was

a. very realistic and a valuable experience	14%
b. very realistic but not a valuable experience	0%
c. realistic and a valuable experience	65%
d. realistic but not a valuable experience	21%
e. unrealistic but a valuable experience	0%
f. unrealistic and not a valuable experience	0%
	100%

11. The Legislative work session was

a. very realistic and a valuable experience	24%
b. very realistic but not a valuable experience	7%
c. realistic and a valuable experience	69%
d. realistic but not a valuable experience	0%
e. unrealistic but a valuable experience	0%
f. unrealistic and not a valuable experience	0%
	100%

12. The role playing situation (Personnel Training Issue) was

a. very realistic and a valuable experience	0%
b. very realistic but not a valuable experience	0%
c. realistic and a valuable experience	64%
d. realistic but not a valuable experience	36%
e. unrealistic but a valuable experience	0%
f. unrealistic and not a valuable experience	0%
	100%

13. The overall value of the workshop to me was

a. extremely worthwhile	57%
b. worthwhile	43%
e. possibly worthwhile	0%
f. a waste of time	0%
	100%

14. As compared to the usual class having one instructor, the team teaching available in this situation (multiple instructors) was

a. a great advantage	86%
b. of some advantage	7%
c. of little or no consequence	7%
d. somewhat clumsy	0%
e. a source of considerable confusion	0%
	100%

15. In terms of replication of this activity in other states with special education administrators/consultants, it would be

a. extremely worthwhile	64%
b. worthwhile	36%
c. possibly worthwhile	0%
d. a waste of time	0%
	100%

As the project completed the simulation workshops, many learnings were reflected upon. Although the simulation did result in a change of attitude towards mildly handicapped by principals, our contact with Special Education Directors produced anticipated findings and fruitful results.

The Directors and Principals throughout the sessions countinually pointed out similarities and difference between the simulation and their home district. During the first year these informal observations led to the development of the contract for the consultation phase. In the simulation phase during the second year, a more formal system of recording these observations was devised.

At the completion of the first year the directors agreed that the simulation had to some extent sensitized principals to special education needs, and was therefore beneficial in the long run. However, as the directors conversed it became apparent that each district had unique priorities for moving toward the goal of cooperative service with General Education.

These priorities became the focal point for the other phases of the project: District Consultation, cross district consultation or technical assistance. The project's experience became the basis for the remaining project phases: Traditional Dissemination, sharing out learning from local district experience; and ISD Dissemination with Training, training based on learnings from local Districts.

Table 9

COMSULTATION PHASE
NUMBER OF DAYS INVESTED ON SITE

(Reported by district and type of service requested)

DISTRICT	Staff Consultation	Building Inside Teams	Needs Assessment	Evaluation	Staff Development	Leadership	Assessment & Programing	S.E.Prog. Devel. & Coordination	Alternative Service Del.	G.E.-S.E. Relationship	Media Presentation	TOTAL By GROUP
State Educ.Dept.	6		2									8
Ann Arbor	2					1						3
Bay City	3	4	2	16	1			4				30
Birmingham	1		1									2
Charlevoix ISD-Emmet	1											1
East Detroit	2	1	1							1		5
Garden City	2	2	2		8			6		3		23
Jackson	1	1										2
Kalamazoo	1	4	2			1		4		5		17
Lansing	1											1
Saginaw	10	4	4	14		8	3	4	8	16	2	71
Van Dyke	1	2	2							1		6
Warren Woods	2	2	2	6	6					2		20
Wayne Westland	6	2	4		4		3		5	4		28
Dearborn	1		1									2
Ferndale	1		1									2
Grand Rapids	2		1		2					1		6
Hazel Park	2		1		3					4	8	18
Port Huron	2		2		2	8						14
Region 4	1											1
Wayne ISD	1				2							3
TOTAL BY REQUEST	49	22	28	36	28	18	6	18	13	37	10	262

B. CONSULTATION COMPONENT

The Consultation Phase began late in the first year of the project. The various requests for service can be classified in 11 major categories. These categories are consistent with Table 9 showing the amount of days spent in the district. The following narrative described the project's activities in the districts in terms of the category of activity.

Staff Consultation and Entry into Local School Districts

The purpose of these meetings was to determine what services the districts wanted to prioritize and to determine the level of support which the district's chief administrator or designee for both general and special education programs and personnel was willing to endorse them. These needs then were matched to SESAC criterion (see objectives) and resources. Each of the districts contacted expressed some interest in receiving consultation via SESAC. Of the original 18 contacted, 11 actively sought the project's services, four districts could not schedule this type of service, and three districts after some initial activities had to respond to other more pressing priorities. The net result of these meetings were 11 contracts with SESAC.

Building Inside Teams

The inside team was a multi-disciplinary advisory committtee to the Special Education Director. Nine districts developed these teams. The original purpose was to aid the Special Education Director and the SESAC staff members in the district. For the Director, tne inside teams represented either a narrowly or broad-based support system designed to validate and extend the needs administrators identified. Data on system needs was gathered from teachers, supportive services, and parents before a specific contract was written.

In the districts who requested the most service the team became

institutionalized. The skill they gained in diagnosing in-service training needs and co-designing appropriate training experiences, as well as actual experience in conducting these in-service training sessions, made them to an extent independent of SESAC. Six districts still have ongoing teams after the termination of the project's consultation and training activities. The concept of inside-outside change agent teams was a critical element in many districts. The districts were always advised that the establishment of teams either permanent or ad hoc was an organization intervention which could be used independently from the project. Their existence continuing in many districts, therefore, was not surprising.

Needs Assessment

This type of consultation involved the further definition of training needs within the district. Of the 14 districts requesting this service, each of them devised needs assessment procedures which involved general educators in the planning process. Some of the outstanding examples of this type of service are represented by the following districts: Bay City, Warren Woods, and Wayne-Westland.

The focus of needs assessment in Bay City was to determine to what extent the regular education teachers could use special education services in the identification and programming for pre-school and kindergarten children who were having difficulty succeeding. The net effect of this pre-school assessment program was to restructure the service delivery network to optimally meet the needs of potentially learning or language disabled children and regular education teachers. The results in an abbreviated summary were: Hopefully, this early intervention would reduce the likelihood of a special education alternative until the resources in the regular school program and supportive services to it were fixed beyond reasonable parameters.

Employing a slightly different focus, Warren Woods developed a needs assessment instrument designed to identify the needs of the district's special education consultants. Through a series of iterative questionnaires with summary data reported back after each questionnaire, a process known as the delphi technique was used, in which two groups were surveyed with regard to the desired role for the special education consultant. The two groups surveyed were the consultants themselves and the district's school principals. The results were that although both groups agreed with regard to the majority of role functions and responsibilities, there was evidence that there was minimal cooperation between the groups. This lack of communication was primarily because formal and informal communication structures were lacking, and these persons were now expected to play new roles. Since many of the consultants were previously counselors, social workers, and psychologists, they were apprehensive about providing instructional interventions to children or regular teachers. Consequently, the results of this survey were to design a series of workshops in which both groups contracted a definition of the consultant role. Disparities identified in the survey between what the consultants were actually doing and what they desired became the basis for specialized skill training.

Wayne-Westland designed a survey administered to teacher, educational consultants and parents. The survey was used to determine the educational needs of potential dropouts in a junior high school. Initially, a vague estimate of the needs of 30-40 children were identified by four counselors. Some 400 children were identified eventually by all three groups. To meet the needs of these youngsters, an in-service training program was implemented after an extensive four-day in-service paid for by the districts during the summer of 1973. In 1973-74 the resource-consultant program was initiated and continued consultation and small group training was provided

by the project.

Evaluation

The Project received four requests for program evaluation. Bay City was interested in the evaluation of their Developmental Learning Program. Saginaw requested the evaluation of a project designed to produce alternate service delivery systems at the building level. The evaluation in Warren Woods concerned the present operating strength of their Teacher Consultant Program which became the basis of the needs assessment activities described above. The fourth evaluation activity was designed in conjunction with the staff at the junior high school to evaluate the resource program.

STAFF DEVELOPMENT

Staff development activities of the SESAC project were both district-based and across districts. The latter will be reported as a Team Building Workshop under the Technical Assistance section of this document.

Table 9 reflects that eight districts requested staff development in-service training or consultation. In five of the districts, role conflict between principals and supportive service staff or between different levels of special educators was the source of the conflict. In each district careful data and roles collection occurred with the warring parties separately. This included a specification of the pain, its source and etiology, and the assessment of the separate parties to commitment of psychic energy and time to deal with their dissatisfaction together aided by a SESAC staff member. In four of the five cases, successful reduction of the pain can be reported in the fifth case, and a significant stalemate was identified between district psychologists and social workers.

The remaining three districts contracted for more specific group process training for their principals or special education staff. These sessions were two to four days. The most significant results that can be reported is that in two of the three cases the district staff continued to work on tasks in small groups at the termination of the supported activities. One small group produced alternative program descriptions for secondary students. This project became the basis of an advanced degree for a staff member.

LEADERSHIP TRAINING

Leadership training was often an implicit if not an explicit objective of the SESAC staff especially in their interactions with directors, principals, and other supervisory personnel through the project. Two highlights besides the simulation training which was always very well-received occurred in Saginaw and Port Huron. A technical assistance workshop was also undertaken

by project staff in this area. Some mention will be made of it later.

The Saginaw leadership training occurred through the United Services Project and was directed at the director of the project, the director of special education, and a sub-group of the project participants called the Steering Committee. Ongoing consultation and use of an outside consultant by the project director proved successful in his gaining support of the project by the district's chief administrator. This was demonstrated by the endorsement and the commitment of resources to the implementation phase of that project. The Director of Special Education was also facilitated to utilize her outside consultant to argue for planning time and content skills needed to get her project off the ground. The utilization of new, significant constituencies was also a prime concern in assisting her in initiating structure and gaining recognition for the systematic impact of this project beyond her special education. The Steering Committee was composed of four teachers, two resource teachers, a reading specialist and a supervisor of speech and language. This group received training in planning, designing team meetings, and the presentation of proposals for program support and facilitating needed resources. Again the fact that all proposals were in essence accepted and supported with additional resources speaks to the success of the consultation and training in the necessary leadership skills to initiate and organize structures to facilitate change.

The second leadership consultation and training activity was implemented in the Port Huron schools. This sequence was initiated after consultation with the Assistant Superintendent and in conjunction with the Technical Assistance Workshop on Leadership. This latter activity was most significant in that the participants were largely from a sub-group of building

principals from Port Huron. This sub-group became part of the assistant superintendent's cadre who became the trainers of 60 other central office, building administrators, and department heads participating voluntarily in three two-day training sequences. The major outcome of the training is yet to be determined in that data collection on the generalization of the training to building principal work group interactions is still being analyzed by a SESAC doctoral student staff member. The delay in reporting is due to an administrators' strike in the district. This effect became part of the study as well as the measurement of the training and diffusion model utilized in this study. It should also be noted that the superintendent of the district was released by the Board of Education. The assistant superintendent, however, continues in the district still maintaining good relations with his work group, other central office building administrators, and department heads.

ASSESSMENT AND PROGRAMMING

These activities are related to the implementation of in-service training derived from consultation with administrators and staff in Saginaw and Wayne-Westland. In both districts, a contract to provide this service for University credit as an incentive to staff was obtained. SESAC staff with University teaching status or support gave in-service courses on classroom teacher assessment of learning and/or behavioral problems along with prescriptive programming skill practice. Here again in Saginaw the results of the projects are not yet analyzed due to the late date of the final data collection activities. What can be reported now, however, is that the instructors need extensive support in the implementation of learning prescriptions in classroom settings. Targets for continued in-service have been

identified for both regular and special education.

In Wayne-Westland a similar experience was provided the initial group of twenty-two teachers seen in the summer of 1973 and spring of 1974. This group reported strong interest in continued development of their skills in providing for the pluralistic needs of their students. Two of the 18 are considering advanced study. The commitment to extend the initial resource consultation program to a full resource room and consultation program has been received with great enthusiasm and support from this staff of teachers.

SPECIAL EDUCATION PROGRAM DEVELOPMENT AND COORDINATION

Four districts requested and received consultation related to a predominant issue on special education both in Michigan and in the nation, the fragmentation of special education services. In Table 9 the four districts are presented who either expressed the need before or during consultation on district concerns. The related problem or direct implication of this need is the lack of identity, and in some cases, direct confrontation between special education personnel. This consultation was directed as surfacing the problems related to the fragmentation of services with the director and/or the inside teams. The outcome of the consultation was professional staff development with Garden City, facilitating role changes in Bay City. In-service of special education consultation, reading specialists, and compensatory education in Kalamazoo around issues of how to target the differences and similarities in children and work with regular class teachers. The fourth district again was Saginaw. Here the issue of the impact of the United Services Project on special education was merely surfaced. The project's only identifiable successes here related to the consultation provided the director and helping her deal with the variety of administrative and supervisory relationships between special education program needs and those perceived by her colleagues and peers, two assistant superintendents

for elementary and secondary education. She reports directly to the superintendent.

ALTERNATIVE SERVICE DELIVERY OF SERVICES TO EXCEPTIONAL CHILDREN

The SESAC project worked with two districts over the course of our three years in identifying or developing program alternatives for a variety of exceptional children types. The project role was often knowledge training about program alternatives, working with staff to plan new alternatives and assisting in the implementation or in the evaluation of program alternatives. The results of project activities have already been related in previous sections for both districts, Saginaw and Wayne-Westland. It should be noted that in July, 1975 Wayne hired two staff members who were to participate in a new Learning Center project that included Saginaw and Ann Arbor from the Master's program in special education. Both students have been trained by SESAC staff.

GENERAL-SPECIAL EDUCATION RELATIONSHIP

The issue was the subject of every relationship in all 18 districts, if the simulation and consultation sequence can be seen in the following way. The initial purpose of the project was to sensitize assistant superintendents and directors of special education to the general-special education relationship so that they would endorse the participation of other general education administrators in simulation training around the role of special education in their building. The consultation phase, where nine of the districts spoke to this need in the area, the topic was highlighted in the project contracts.

Besides what has already been said, Saginaw and Garden City were extensively committed to dealing with this issue. Saginaw proceeded to obtain over $160,000 to work directly with this issue, because the SESAC project solicited and wrote the prototype project in less than two days to obtain the

funds. The district's special education director performed miracles in just the same space of time (note the objectivity in reproducing these results). Both Wayne-Westland and Kalamazoo activities in this have already been noted.

In Garden City the district receives assistance in the adaptation of the SEATS material and utilizes their adaptation in a design developed by the project with every teacher and administrator in the entire system. The intent of their in-service training was to sensitize regular educators to the planning and placement process for individual children through role differentiation and program responsibility. Six hundred staff were involved over three separate building-by-building sessions. The most obvious issue here is that a system is demonstrating its capacity to provide in-service leadership for their entire system. It was reported to be one of the best in-service training activities the system has ever had.

MEDIA

Two media projects were initiated and completed in Hazel Park and Saginaw. Both produced video-tape and slide tape descriptions of their programs for use in orienting new parents, staff, and administrators to special education in their systems. Resource directories were also produced by Saginaw.

C. Cross District Consultation and Training: Technical Assistance

The results of these activities are placed in this section to indicate that they were implemented during the consultation phase of the project in each of the project's three years. Table 10 provides a summary.

Besides the two yearly consultation seminars, which were for directors and one additional staff from each district and pre-service students assigned for practicum to SESAC, the project offers a series of technical assistance workshops designed to meet the stated needs of staff from the districts.

Table 10

TECHNICAL ASSISTANCE
ACROSS DISTRICT TRAINING

Reports name of workshop, number in attendance, and number of days

	Number of people	Number of days
Consultation Training (a seminar)		
Year 1	28	6
Year 2	18	6
Co-Training Workshop in Simulation	6	1
EPPC Workshop	37	1
Team Building Workshop (State)	31	2
Team Building Workshop (Regional)	25	
Leadership Workshop	10	1
Futures Conference	10	3
Total	225	20

These workshop topics were identified through a survey undertaken in the summer of 1973.

Consultation Seminars

These yearly seminars were for two district staff members (one had to include the director of special education) and project pre-service students. They ran concurrent with staff consultation activities and were offered by the project for University credit through the extension service. In each year of the seminar, participants were exposed to consultation theory and practice. Models of relationship between SESAC and district staff were conceptualized as an outside-inside relationship. This relationship is analogous to the special education (outside) relationship to regular educators (inside) the system. Participants were selected and brought on board during the initial entry phase of the project's consultation in the district. Efforts were made to secure a supportive dyad for the director in order to provide for the integration and backhome application of learning. Participants were urged to develop contracts with their partners to pilot-test their learnings in staff meetings, supervisory conference, and in other consultative relationships in their jobs.

The participants evaluations of the seminars were 1.94 on a scale where 1=superior and 5=poor for the first year, and 4.4 on a scale where 5=superior and 1=poor. In other words, ratings of overall value of seminars were good and excellent for each of the two years.

Co-Training Simulation Workshop

During the summer survey of directors and supervisors for first-year districts, a total of 10 out of 24 requested training in the use of simulation. Six of the ten were able to finally commit themselves to a one-day workshop designed to upgrade their training skills and familiarity with simulation.

These six directors were then selected to participate in one of the five simulation workshops that were held in the second year of the project.

EDUCATIONAL PLANNING AND PLACEMENT CONFERENCE WORKSHOP

The first technical assistance workshop was held on December 5, 1973. Thirty-one participants representing 18 local and intermediate districts attended as well as two representatives from the State Department of Public Instruction. The workshop focuses on two areas: the Educational Planning and Placement Committees (EPPC's) and alternative service delivery models.

Participants shared information on their local district's policies and procedures for conducting EPPC's. The new mandatory law for special education had just recently gone into effect, and this was the first opportunity local districts had to share their procedures, policies and concerns regarding this aspect of the law. Data was collected and disseminated to all of the participants.

The second part of the workshop, alternative service delivery models, was conducted by Dr. Gary Adamson, Chairperson of the Special Education Department at the University of New Mexico. His present action on the Fail Save Program sparked a discussion concerning the need for alternative service delivery models, the EPPC as a mechanism for decision-making regarding placement, and the methods of accountability that could be used to monitor a student's progress within the system.

The workshop was successful in accomplishing several objectives. It provided the participants knowledge concerning EPPC's. It stimulated them to design new procedures for conducting EPPC's. It provided participants the opportunity to gain resources by linking with other districts. It

provided S.E.S.A.C. with needs assessment data on how EPPC's are conducted and what S.E.S.A.C. could do to help the local districts. In addition, new service delivery models were explored and their feasibility for local districts determined.

TEAM BUILDING WORKSHOP

This workshop plan was also based on the tremendous interest expressed in team building on the survey form completed by the first year special education directors and their consultants in June, 1973.

The goals of the workshop included:

1. To increase an individual's effectiveness both as a leader and as a member of a work group.
2. To help leaders release the fullest human potential among members of work groups.
3. To provide an opportunity to practice human relations skills that will be helpful in building effective team relationships.

Learning targets were around the following issues:

1. Getting verbal messages across and clearly understanding other persons' verbal messages.
2. Becoming more aware of personal and other persons' nonverbal messages.
3. Bringing to the surface and constructively dealing with hidden feelings, thoughts and intentions that are within and between persons.
4. Becoming more able to accept and deal with differences - personal and others.

5. Developing supportive openness in different settings, such as in one-to-one, small group, and large group situations.

6. Raising own and other persons' feelings of security and reducing feelings of personal anxiety.

Most of the participants in the workshop were positive in their evaluation of the workshop. They felt they had improved their skills "somewhat", but felt more strongly that they "could demonstrate" the activities of the workshop with little, if any assistance. There were no significant differences across districts with regard to these items.

Looking at the measures of how "Involved," "Comfortable," and "Useful" the participants felt with each activity, we found involvement was high, usefulness moderately high, and comfort was neutral (i.e., some people were comfortable and an approximately equal number were not comfortable).

On all three of these measures, we found significant differences between different districts.

The instruments used in this workshop are being redesigned. It is felt that extending the scales to five-point and eight-point scales will allow the participants to more precisely express their opinions and feelings.

The Human Development Inventory was given at the beginning and at the end of the Team Building Workshop. Participants' mean scores on all four scales (Genuineness, Understanding, Valuing, and Acceptance) increased from Pre-test to Post-test. There were significant differences ($p < .05$) on three of the four scales as well as on the overall score.

Table 11

Pairwise T-Statistics: HDI (Pre-Test, Post-Test)

N = 32 of 37

Variable	Means-Post Pre	Diff.	Signif.
Genuineness	14.84 14.06	.78	.0316
Understanding	14.63 13.94	.69	.0958
Valuing	15.69 14.84	.85	.0419
Acceptance	15.94 15.00	.94	.0069
Total Score	61.09 57.84	3.25	.0052

Analyses of variance showed no significant differences across districts on either pre-test or post-test measures.

A second team building workshop was implemented in July, 1974 with the Wayne County Intermediate School District serving as a total of 28 social workers and psychologists. In the one-day session, similar results were obtained from this regional sample of local and intermediate school district personnel.

LEADERSHIP SKILLS WORKSHOP

A survey was distributed to principals through directors of special education in the 18 districts. The results indicated that the major training needs, in order of priority were:

1. Group facilitation skills (especially dealing with blocking behaviors and dealing with feelings).
2. Problem-solving skills.

3. Leadership style.

The workshop was then designed using that data. Ten principals were selected to attend the two-day workshop. Foci were attitudinal, knowledge and skill development accomplished through lecturettes, readings, and experiential activities. Backhome strategies for continued change were planned.

Activities included skill practice in group facilitation, practice using a problem-solving procedure, applying both of the above in a simulated EPPC meeting, experiencing the effects of various leadership styles and clarifying roles and values as related to leadership.

Participants completed an evaluation at the end of the workshop, rating the experience at 5.5 on a 1-6 scale. Participants indicated 4-9 learnings gained.

Informally, much discussion involved the role of the principal in the EPPC process, with many indicating they were considering an attempt at a new leadership role.

Another form of evaluation to be completed is an organizational climate survey. The instrument was designed to measure backhome application of learnings over time. The instrument deals with communication patterns, openness, decision-making responsibilities, effectiveness of meetings (especially EPPC's) and the role of the principal in EPPC's. The Organizational Climate Survey (pre-test only) was given in May; the data is being analyzed. A post-test is to be considered in October.

In the planning stage now is a training program in which several of those participating building principals will, along with the director of special education, the superintendent, several program directors, and special education supervisors, receive further training in leadership skills and then train the

remaining 80 administrators in their district. This program was implemented during the 1974-75 school year in the Port Huron schools. It is reported in the consultation results section.

This Organizational Climate Survey was sent to some of the building principals in the districts we are serving with instructions to distribute to their teachers and return. We received 137 returns, including 20 principals, and 117 teachers and other staff. This data is part of a research project to determine if there are any effects from the Leadership Workshop. More extensive evaluation is underway and will include post-test administration of the questionnaire.

Preliminary analysis of the data has shown the need for training and consultation for some schools in leadership, problem-solving, and decision-making. As expected, there are signficant differences across districts with regard to these measures.

Measures examining "perceptions of contributions to effective meetings" have revealed most people underestimate others' perceptions of their contributions (including those of the principals). There are significant differences across districts with regard to perceptions by teachers of their principals' contributions. More analyses of these data are underway.

FUTURES: Long-Range Planning for Special Education

The last of the technical assistance cross-district's workshops were two conferences called "The Futures: Long-Range Planning for Special Education". These conferences were designed to assist educational leaders in general and special education at the local regional, state, federal and university levels to project a set of alternative futures for education and specifically special education for the year 1980. Participants were first, however, introduced to the concepts of futures and future technologies from futurist, bio-medical,

economic, social-psychological, and educational perspectives. These scholars operating as interacting resource persons with the participants, board members, superintendents, and directors of special education set goals, prioritized goals, and set action steps for the accomplishment of those goals.

The data was then organized into a scenario depicting the year 1980. It was also used in the establishment of a Focus Delphi composed of eight goals and twenty-two action steps. The questionnaire was distributed to the conference participants and sent to another 150 special education administrators through Michigan. Approximately 65% of all potential respondents returned the questionnaires. . .

The data was sent out in two rounds. The second round contained the percentage responses of the first round participants. The second round data was then analyzed and all fed back to the original conference participants in a second conference held three months after the initial conference. Additional data was also collected from 15 state departments and a few state board members. The second round results were a little better than 55% of potential respondents.

The purpose of the data feedback was designed to generate implications of the data, the process, and the results for State Department usage, regional and local school district use, and finally use by the University personnel. The results and implications of the entire Futures activities were fed back to the State Director, respondents who did not participate in either of the two conferences in August. There will also be printed copies of the proceedings as well as videotapes and suggested conference formats to provide each potential user of the software and process in their own backhome situations.

D. Dissemination Training - Intermediate School Districts and State Education Department

This section of the report considers each of the six training workshops in terms of the goals for the workshop, the participants' overall satisfaction with the workshop, and a summary of learnings from the workshop. The overall satisfaction rating is based on a 5-point scale.

Session I: January 28, 29

Goals:

1. Individuals will be introduced to the concept of identifying and sharing their competencies and roles related to task force membership and functions.

2. Task forces will begin and continue to develop as teams through the following:

a. increased communication skill
b. increased knowledge of group interactions
c. increased knowledge of task force members

3. Task forces will estimate the level of group cohesiveness and assess changes over the course of the workshop.

4. Task forces will identify and commit to specific responsibilities to carry out before next session (e.g., set next meetings and individual tasks).

5. Task forces will be introduced to the problem focus of the task forces and begin to identify the resources represented by individuals in them.

6. Participants will have a beginning awareness of S.E.S.A.C. staff resources that are helpful to reach their objectives.

Objectives:

1. Begin the understanding of differences among task forces.

2. Begin work on development of a task force team.

3. Begin understanding of S.E.S.A.C. staff resources.

4. Individual contracting with task force for own learnings.

5. Skill practice in identifying behaviors in groups, paraphrasing, and giving and receiving feedback.

6. Begin understanding of problem-solving format including both task and process issues.

7. Task force individual time to begin planning.

8. Utilize Human Development Inventory (HDI) at beginning of workshop and end of workshop sessions to get an assessment of the task force cohesiveness.

9. Utilize Group Skills Questionnaire (GSQ) to get an individual assessment of abilities an individual is willing to share with the ta force and those skills the individual wants to learn; to provide data for S.E.S.A.C. staff in designing future workshops to meet individual needs.

10. Bring on board members of the task force who are new to the training design.

11. Indicate to task forces S.E.S.A.C.'s expectations of them for the training period.

Satisfaction Evaluation:

The participants rated the workshop at 4.25.

Summary Learnings:

1. Utilizing a singularity of focus--building viable task force teams--give a sense of cohesiveness to the flow of the workshop which allowed the training staff to treat all the task forces in the same manner.

2. The HDI, as a measurement tool of group movement, is probably not a conclusive instrument but it does engender discussions by groups on their interpersonal relations.

3. Leadership style, decision-making, dealing with conflict and disruptive behavior, and effecting openness and trust were the skill areas identified as the highest learning needs, which could be classified as predictable.

4. Two areas--time to practice skills and time to work on the task force problem--were identified by participants as having the highest priority in terms of the allocation.

Session II: February 25, 26

Goals:

1. Each task force will identify their mission goal statement and will put the statement into a model format for problem-solving and macro planning.

2. Each task force will continue to assess their group maturity and its implications for the task force functioning, both as a team and in terms of other groups back home.

3. Each task force will identify their data needs--how it might be collected and how it will be used--and what power the task force has over data.

4. Each task force will assess the instruments and materials used in the January workshop.

Satisfaction Evaluation:

The participants rated the workshop at 4.13.

Summary Learnings:

1. Evaluation must be placed in a time that emphasizes its importance.

2. Having participants evaluate a workshop at the very conclusion of the workshop, as people are departing, does not facilitate good data collection.

3. The nature of a particular activity must be understood to be able to plan for a sufficient amount of time to actualize the activity, including summary processing.

4. Dependent upon the particular focus, a lecturette after the experience rather than before can reinforce learnings by participants in a special way.

5. A method of working at the discrepancy between "where the system is," "where the system wants to be," and what data needs to be collected is a difficult concept to teach. (This is based on staff observation of the progression of moving groups from mission goals to identification of specific outcomes in order to generate data needs.)

6. Participants ranked their preferences on workshop time utilization: task force work time, experiential learning, conceptual input from staff.

Session III: March 25, 26 & April 9 (Sanilac & St. Clair)

Goals:

1. Each task force will examine resource materials provided by S.E.S.A.C. and determine applicability to data collection and use.

2. Each task force will time line their project through implementation and evaluation.

3. Each task force will become aware of the need to plan for gaining acceptance for their change project.

4. Each task force member will practice skills in conflict resolution with the focus on interpersonal and intergroup conflict.

Satisfaction Evaluation:

The participants rated the workshop at 4.50.

Summary Learnings:

1. Awareness of the need for acceptance of innovation must be designed into the sequence to match the readiness level of the participants.

2. There is a dilemma of when to introduce particular learning components in the sequencing when working with different task forces at different places in problem-solving.

3. A staff rehearsal, when there is a heavy responsibility on the staff to facilitate cognitive inputs and to help groups practice skills of initiation, differentiation, and problem-solving around conflict, is desirable.

4. Through giving feedback on the previous workshop, the importance of evaluation is increased and data feedback modeled.

5. By allowing individuals to choose whether or not they are going to participate in any given activity, individuals within groups may choose differing activities and thus raise conflict within the group. Need to build in even more time to allow group to resolve differences around willingness and desire to participate and its trade off with group task perception or needs.

6. Staff may be seen more as information/knowledge resources than as process facilitators when groups are struggling with a very emotional issue.

7. Groups may have difficulty defining the kind of help they need.

Session IV: May 6, 7

Goals:

1. Task forces will experience conflict in differing power relationships where rules apply.

2. Task forces will become aware of the need for and gain skill in designing data feedback presentations.

3. Task forces will develop their own evaluation schema with staff at workshop (see Summary Learnings #9, 10).

Satisfaction Evaluation:

The participants rated the workshop at 3.8.

Summary Learnings:

1. In planning data collection, you often do not know in advance what you really want to find out, which may necessitate two rounds of data collection.

2. The people who collect data and those who give it often have different ideas on what is important. However, if you take this into account by being open-ended, you may end up with little that can be compared across population from whom you collected.

3. It is difficult to separate opinion type data from inferences. When generating inferences during the presentation, it is important to have carefully planned structure to facilitate this.

4. Data feedback is most difficult when the audience is composed of both informed and non-informed people.

5. It is difficult for people to remember data that is only verbally presented and thought should be given to charts and/or handouts.

6. Although we all criticize presentations, it is difficult to have a group generate and agree upon the criteria for evaluating a presentation they have not yet heard.

7. The greatest learning was reported by those people who discussed data collection, had data collected from them and were part of evaluating the presentation.

8. We learned what kinds of criteria are important to the participants as they evaluate the workshop (i.e., time allotment, seeing activities clearly related to objectives, seeing activities related to their needs, being able to clearly see learnings in an activity).

9. We have a better idea of those aspects of the workshop that contribute to "overall satisfaction" ratings.

10. Perhaps because it was their own evaluation format, we received the greatest number of comments yet. Thinking about the evaluation in a new way triggered constructive critiquing.

11. In having participants generate expectations for the next workshop, it appears that they have difficulty in analyzing or predicting their future needs. This may mean that some kind of context may be needed.

12. It is possible that groups appreciate staff most when staff is deployed as consultants to groups dealing solely with their particular needs.

Session V: May 28, 29

Goals:

1. Task forces will know the format for written final reports due in June.

2. Task forces will determine the process of their final report presentation to the entire group in June, within parameters set by staff (time, evaluation, feedback).

3. Task forces will surface their needs and identify the kind of help they want from staff.

4. Individual task force members will assess their needs in group process, select one to work on, and gain additional skill in this area through learning centers.

5. Staff will feed back data collected from the group on May 7th.

6. Task forces will discuss and derive learnings from the task force assessment data feedback in the area of problem solving.

Satisfaction Evaluation:

The participants rated the workshop at 4.31.

Summary Learnings:

1. Assessment tools are most helpful when participants have a follow-up opportunity to use the data to further their own learning.

2. There seems to be an intractable resistance to taking the time to plan and design presentations to meet specific outcomes with specific audiences. One assumption may be that educators are patterned to stand in front of groups and talk and find it difficult to deal with interaction and feedback.

3. The success of the last chance learning centers support that participants did learn the value and relevance of group process skills.

4. Process skills may be best learned when the participant expresses the need and has a choice of experiences.

5. Process learning may be better highlighted outside the intact task force through cross-groupings.

6. Planning ample time for processing an activity enhances learning and increases participant satisfaction.

Session VI: June 18, 19

This workshop was designed differently than the past five. The goals were in terms of getting post workshop data: HDI, GSQ, and a final evaluation form. The other goal was in terms of the task force presentations. Each of the task forces presented an hour session on their project. In addition, the training staff filled out an assessment of the presentation.

Summary Learnings:

1. Each group was sincerely eager to hear other presentations, paid close attention, and participated willingly when asked for feedback.

2. We became aware of how much more staff knew about each group than the groups knew of each other.

3. Their desire to know and learn from other groups' experience emphasized the need for more cross-group sharing during training.

4. All groups but one utilized all the resources of the task force in their presentation.

5. Three of the five groups who presented designed a process for obtaining feedback. (Both 4 and 5 indicate the application of training.)

RESULTS OF DISSIMINATION TRAINING

Besides an evaluation of each work shop by participants there were four other major evaluation activities that occurred during the simulation training with Intermediate School Districts. The four remaining measures are listed below: (1) the Human Development Inventory (HDI) pre-post tests to measure group development in four areas geniuneness, understanding and acceptance in living; (2) the Group Skills Questionnaire (GSQ) which identifies a series of group skills; (3) the final workshop evaluation which presents both task force self report of growth and perception of SESAC staff performance over the six month period; and, finally (4) product evaluation of each of the documents produced by the seven task forces.

1. (THDI) - At the end of six and one-half days of training, the seven task forces showed an increase in development as teams, as measured by the human development inventory (THDI) crossed three of the four variables a) as a total group they increased significantly across the four variables of geniuneness, understanding, acceptance and between pre- post- test period from January to June. Three individual task forces gained in one variable and one gained significantly in all four. In January there were significant differences between groups on genuineness only, and in June we found significant differences between task forces on understanding first and accepting. In summary, all seven task forces increased developmentally as functional teams.

2. (GSQ) - At the end of the training it was expected that individuals would increase in their self rating on the individual and group skills as a composite score and in the five subtest scores labeled group process, communication, group facilitations, leadership style and problem solving. Unfortunately, only sixteen persons of thirty-four who took both the pre-test in January took the post-test in June. Of the sixteen, fifteen

increased their composite scores and one decreased, not significantly, however. In terms of sub-scores, eight of the sixteen increased in all five categories, there were not, however, enough respondents to test for significant changes in groups. Individual increases scores varied from .3 to 1.8 on a 5 point scale with the total score.

3. Final Evaluation - The following evaluation of the task forces include their perception of their learnings, related to usefulness and probability of future use. They covered the following areas: Problems solving, group process, task force development. There were ten components within the conceptual model that were rated both by the task force members themselves, the staff perception task forces and the task forces perception of staff. An overall rating was also achieved. Finally, there was a series of evaluation questions related to future commitment and desire for SESAC project services activities, including a willingness to pay for these services with a much more substantial commitment than they had under the Federal or partial State funding.

   A. All groups self rated their own learning lowest and future usefulness of what occurred under the task forces higher.

   B. In terms of total group responses on component of the task forces, the mean scores ranged from 5.18 to 7.54 on the 10 components of the task force. Lowest ratings occurred on insufficient time to complete tasks and in support of superintendent. Highest mean ratings for the total community were between the relationships between roles and tasks.

      Individual tests were means for each component ranged from 1.4 on support for superintendent to 8.0 on several variables.

   C. Total community response for total satisfaction of the training reached a mean score of 6.6 range. Task force's response on overall satisfaction ranged from a low 4.8 to a high 8.0 in two task forces.

Table 12

Seven Task Force Mean Ratings of

Staff, Themselves, and Staff Perceptions of Task Forces

	Task Forces of Staff	Task Forces of Task Forces	Staff of Task Forces
	7.75	5.43	4.55
	7.72	6.40	5.93
	7.61	7.86	7.00
	7.70	5.86	5.26
	8.00	6.91	5.65
	6.86	6.95	4.22
	7.90	6.61	7.16
Total Group Means	7.48	6.49	5.68

D. Ratings on staff-rating of staff cohesiveness ranged anywhere from 7.09 to 7.90 the lowest score was on openess and highest was on support of project director. The total group meaning regarding task force perception of staff was 7.48 on the 8 point scale, the group mean for the task force rating themselves on components task forces was 6.49 and our staff rating of the seven task forces was a rating of 5.68. The staff here obviously did not share the same perceptions task force members had of themselves on the 10 components of the task force model outlined by Luke. Table 12, above, presents the findings.

E. On the question of selection of SESAC for future consultation and training in their systems and the willingness to pay of the 16 respondents to the final questionnaire, 14 or 16 indicated that they would be willing to buy the services and a total of 14 of 16

indicated that they wanted the services for the future.

To summarize the final evaluation we suggest the following comments: MOST DISAPPOINTING ASPECT OF EXPERIENCE:

1. Task forces were under heavy time pressures to do this task in addition to regular job.. If Task Force mission is important to organization, then release time should be provide. (concrete support from system).

2. Training Time: Fewer sessions, longer sessions with more time for process skill training, closer together, not distributed over six months. Task Force time at work shops should be pre-planned by each group with specific goals to be accomplished in a pre-determined time frame (i.e., you will have two hours to complete your agenda). Could use staff as process observers. Spend thirty minutes critiquing the process of their work session.

MOST SIGNIFICANT LEARNING SUMMARY

1. Learning support conceptual training model. Validate importance of group process skills and planning their link to effective problem-solving.
2. Indicates transference of learning.
3. Increased self-confidence (self-worth) of trainees.

GENERAL COMMENTS

1. Strong Support for integrating a variety of ISD Groups: knowledge and understanding of other ISD's, meaningful contacts across state, shared problems, get outside perspective and feedback, tended to minimize minor gripes and help focus on major problems. A summary recommendation was to build in and legitimize sharing across groups in every way possible. One comment on wanting chance to select own learning components - might be tried again like "last chance centers".

PRODUCT EVALUATION

All seven groups turned in a written final report of their activities, most of which followed the format suggested by the SESAC staff. They included the context in their district in which the task force was formed, the problem they worked on, their goal for change, all activities the task force had accomplished, a time line of their project through evaluation, and what future actions they intended. These reports varied in extensiveness and completeness as could be expected. Two were highly sophisticated documents suitable for distribution to the system's management. Two concentrated most heavily on their learnings throughout the training sequence. One contained complete documentation of their project, but delegated the report writing to one member only and did not address learnings from the experience or delineate future plans. One report had to be put together by the three remaining members of their group since they had lost the other three due to system changes in personnel.

In summary, the reports verified our expectations that each group would demonstrate learning of the problem-solving and planning processes which were two of the objectives of the dissemination training phase.

In our last session in June, each task force had one hour to present their project and solicit feedback from colleagues if they so desired. Five of the seven groups did so. Unforeseen circumstances prevented the other two from being able to do this. All five presentations demonstrated some learning about designing information-giving sessions and two did an outstanding job of designing a process for soliciting feedback that would be helpful to their projects. Since we had devoted one-half of one training session to designing data feedback sessions, we were able to see a demonstration of learning in this area. The genuine interest in and support for other groups underscored the benefits to be gained from mixing diverse groups in training. Had we designed more cross-district sharing throughout the six months, we could have increased these benefits greatly.

E. Results of Dissemination: Traditional/Orientation

In Table 13 a total of 26 actual information-sharing and knowledge or skill practice sessions were held with over 220-224 persons. The table presents the number of participants broken down by role and the type of session they attended. The class of activity varied with project needs within the state as well as the nation. In both the New York and Rhode Island experiences, skill practice was again the focal point of the training. It should also be noted here that the State Education Department Special Services Area staff sometimes highlighted individually. Since the project did not get closely involved with the Department until the third year, the State Director used the project for periodic updating.

F. Results of Pre-Service Training and Action Research

A total of 24 advanced students were a part of the SESAC project over the three years it existed. Students were solicited from a variety of speciality areas in education and psychology as well as from social work, because this SESAC project was a part of the University of Michigan's Institute for the Study of Mental Retardation and Related Disabilities (ISMRRD). The Institute is an interdisciplinary training facility for students from at least twelve disciplines. The Institute is also organized into two parts: (1) clinical training services and (2) community training services. This project represented a major thrust into the second category. It was also one of the first large-scale efforts to train pre-service trainees within this component of the Institute. Finally, it was important to interface pre-service students with their disciplinary practitioner colleagues to create similar work groups within the project in order to model certain interdisciplinary behaviors and certainly smooth-functioning teams of staff with different interests and experiences.

Table 13

TRADITIONAL DISSEMINATION/ORIENTATION

	State CEC	Spec. Ed. Directors Meetings and Directors Summer Institute	State Education Dept. Advisory Committee Meetings	SESAC Share Out Conf.	Mich. Sub Total Days	Natl. CEC	N.Y. State CEC	N.Y. BOCES #2	Rhode Island College	TOTAL
DAYS SPENT:	2	3	6	4	15	1	1	6	3	26
Assistant Superintendents				9						
Principals									12	
Special Education Directors	1	*		20ISD 3LD		50	12	1	8	
University						10	1			
Regular Teachers							2		2	
Other Administrators						20	2	4	2	
Special Education Staff	25							18		
State Education Staff			12	1						
Special Education Advisory Committee			9							

The following is a breakdown of the number of students by speciality area and tenure on the project.

Number of Pre-Service Students	Area of Study	Tenure on SESAC
12	Special Education Administration	4 - 1 year 6 - 2 years 1 - 3 years 1 - 1 year
4	Teacher Training General Education Administration	1 - 1 year 2 - 2 years
6	Educational Psychology Interpersonal and Organization Processes	2 - years 1 - year
	Exceptional Children	1 - year
	Measurement	2 - years
	Curriculum and Instruction	1 - year

The paid staff who are also doctoral students has numbered from 3 in 1972 to a high of 9 in 1974-75. This total of 12 students includes 7 doctoral students who have either finished their doctorates or will finish by fall, 1975. In this group of seven, six will complete their degrees under the auspices of the SESAC Project. Their dissertation topics and districts contributing to their dissertation are presented below.

Name	Topic	Districts
James E. Gilliam	Influence and Contributions of Participants in E.P.P.C.	Grand Rapids, Garden City, Warren Woods, Wayne-Westland
Thelma Graeb	First Year Evaluation of SESAC Project Activities	All first year districts except Garden City
Duane Kuik	Evaluation of United Services for Exceptional Children Project	Saginaw
Evan Peele	Peer Training and Diffusion of Leadership Training	Port Huron and St. Clair ISD
Roger Reger	Analysis of Building Principals Decision-making in Simulation	All 12 first year districts, Garden City
Thomas Rivard (Ed.S.)	Projecting Alternative Secondary Programming	Kalamazoo Valley, Wayne, Kent
James Siantz	Futures: Long Range Planning for Special Education	Ingham, Jackson ISD's, Grand Rapids, Livonia, Bay City, Kalamazoo, Saginaw

Summary of Results

Table 14 and Federal Table II give the final tallies of SESAC efforts in terms of time in days, a total of 352 on site and 1,825 trainees over the life of the project. The trainee time commitment to pre-service students was purposely omitted. Since the entire project was designed to provide learning opportunities for all students involved, it was impossible to estimate student time, supervised time especially.

Table 14

TOTAL TIME INVESTED

(Reported in days)*

	Days:
A. SIMULATION PHASE	36
B. CONSULTATION PHASE	260
C. TECHNICAL ASSISTANCE	18
D. TRADITIONAL DISSEMINATION (Orientation)	26
E. DISSEMINATION (Training with ISD's)	12
TOTAL:	352

*Reflects time spent delivering service of site.

Table IB

Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time *(As Full-time Equivalents)*
Professional Personnel *(excluding teachers)*		
Teachers		
Paraprofessional		

Table IC

If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	
Diagnostic and Evaluative	
Found to Need Special Help	
Other Resource Assistance	

Table II

Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training			Number of Students Received Preservice Training by Degree Sought			
				AA	BA	MA	Post-MA
Multihandicapped							
Administration	1st 300	2nd 332	3rd 295				1st 8 2nd 12 3rd 4
Early Childhood							
Trainable Mentally Retarded							
Educable Mentally Retarded	25	58	14				
Specific Learning Disabilities	200	88	29				
Deaf/Hard of Hearing							
Visually Handicapped							
Seriously Emotionally Disturbed		15	18				
Speech Impaired	25	12					
Crippled and Other Health Impaired			37				
Regular Class Teachers		383					
TOTAL	(550	868	393)				24

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

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7. Learnings and Implications

This section of the report will be organized consistent with the Results format. The SESAC project learnings were obviously numerous - some expected but many unexpected learnings, too. From learnings in the simulation, consultation and training activities, implications for other practitioners will be drawn. A series of next steps will also be identified within a statewide service delivery network.

A. Simulation

As the objectives and results indicate, the Special Education Administrator Task Simulator (SEATS) proved to be a valuable vehicle to sensitize general educators, both assistant superintendents and building administrators. Simulation adaptations were also made by both project staff and the project's clients in Garden City and Saginaw. Over 680 additional personnel in those two districts were exposed to critical issues in the education and placement of handicapped children.

Since the project staff had the opportunity to have the SEATS game author as a project consultant when it came time to update SEATS, our learnings in the area of small group planning, collective bargaining, power and especially in designing training activities were solicited by Dr. Daniel Sage. Three staff members worked with Dr. Sage and generated a series of new activities and designs for the New SEATS, or NSEATS, as it will be published.

Two other major learnings that can be derived from our simulation experience were: (1) requiring the participation of assistant superintendents in the initial workshop in each of the first two years of the project and in the negotiation process before contracting with a local district; (2) identification of building principals' needs to implement similar training programs with their professional staffs.

B. Consultation

The single most difficult concept to comprehend about the SESAC project was the range and breadth of the consultation activities in each of the local districts. While each district was involved in exactly the same manner during simulation after the initial needs assessment upon which contracts were written, each district moved in a unique direction. It became a major task to maintain staff awareness of each district's needs and focus. The obvious demands made upon project staff were frequent and varied. One of our first learnings during the consultation phase was how overextended the staff quickly became. Even with the apparent assistance of six students assigned to the project for practical experience, they were not adequately involved in preplanning. Modeling and debriefing sessions were frequently the most beneficial training activities along with the consultation seminar which received high marks from the students.

During the first year, it became apparent that entry into each of the school districts was a time-consuming process. The single most significant factor in gaining entry into these districts was the sense of security or risk-taking behavior the director of special education and/or support this role incumbent received from their superordinate, the assistant superintendent. Instrumentation and data collection were also significant factors in evaluation of consultation and training activities. This learning was quickly evidenced again in the initial contacts with the second-year districts, too.

The most difficult task during the consultation phase was evaluation of change due to project-district staff relationship. A number of organizational development milestones were achieved, such as the establishment of inside teams which still existed after the project terminated its contract. Still the need to establish evaluation criteria for each contractual item was evident. In

many cases the original project objective related to creating more favorable climates in the general-special education interaction. Hard data around a number of children placed in more integrated settings within regular classes was impossible to assess, however.

A project objective that evolved was the desire to develop within Michigan a human resource pool. This pool of experts or experienced problem-solvers with first-hand experience ready to share was developed, tested, and evaluated by the project. In every case where the project solicited the assistance of directors in other districts, both the district and the visiting director found the relationship profitable and rewarding. They quickly agreed to continued exchanges. The implication for the staff was the need for closer logistical support and communication between project staff, a resource person and a district liaison. The project director insisted upon frequent progress reports since the project staff had established the district relationship, and would continue their work with the district relationship after the resource person finished.

C. Cross-District Training

Each cross-district training activity was well received. This gives support to the need for continued professional development for practitioners. They will come and participate if they identify their needs, and a group of trainers or consultants would honestly try to meet their needs.

These activities were excellent illustrations of the unique contributions that a number of practitioners could make to one another. It was our best advertisement for the concept of a human resource pool of practitioners sharing and learning from one another. We wish we could only have done more for them. Many of our participants report these activities were major mental health supportive mechanisms.

The variety of roles that project staff played during the consultation phase were: (1) catalyst, (2) process helper, and (3) resource linker. The fourth role described by Havelock as solution-giver surely intruded during our more impulsive moments. The critical learning that grew out of our consistent examination of roles was related to the independent-dependent relationship that was developing between project staff and directors or other inside team members. A summative learning and consequence was that when the outside SESAC team member gets enamoured with a training design to a particular intervention tactic, the design or tactic has probably become the raison d'être, not the client's need.

The project will continue to draw learnings from experiences with the district. One final staffing issue that has significance for replication of outside-inside team models employed in SESAC is the need for continued team development and dyad change efforts on the part of staff. Often intervention tactics demand process observers so that participants or consultant-trainers do not involve themselves in the task or process of the groups at work. Co-training obviously demands pre-planning and co-designing to obtain team involvement and commitment to the training or intervention strategies and tactics. At least two days of planning became our rule-of-thumb before each day of on-site interaction with the client system.

D. Dissemination Training

The project director, the State Director of Special Education changed over the course of the project from Mr. Beekman to Mr. Batten. Both, however, were committed to involving personnel from intermediate school districts (ISD) in SESAC. They believed the project's focus on developing local district personnel and their relationship to general educators should be a primary function of ISD's. The project therefore had to involve all ISD's through an orientation

to SESAC. The basic strategy the project committed itself to was training, not building awareness of its objectives, strategies or tactics. Therefore, a task force model was selected where each district formulated its own problem-focus supported from the top administrator, and team members were chosen on the basis of their competence or key role in planning for eventual implementation of a proposed plan in the following year. Building a commitment of task force members to group development and the necessary group norms needing group performance on task was initial and continuous SESAC staff work. The results indicate that team growth was evident within teams and by staff observation of task forces over the six months. Here again staff cohesiveness was a determining factor in their ability to model and process task force activities. The data again suggests that the staff had more cohesiveness than the task force initially, and the staff grew even more cohesive over time.

Learnings from this third year of the SESAC project have been many and varied and will probably continue to emerge in the future as we digest the experience more thoroughly. There are still many questions to keep in mind as to the efficacy of the choices we made along the way, especially in terms of selection of clients, method of training and use of resources, lack of on-site work and inability to do follow-up.

Initially, it was difficult for people to learn about SESAC's efforts in local school districts and to extrapolate any meaning for their own application. This became confused with what staff were able to offer ISD's, which was a much more limited service model. It might have been better to do the information sharing at a separate session for that purpose in the spring of 1974. We might then have begun the fall with sessions that dealt only with ISD's and what they might need. This would have enabled us to group clients according to a major problem focus, such as in-service problems or program evaluation,

and concentrate training to deal with this. It also would have legitimized a concrete cross-district sharing of perspectives, problems and resources. This, in turn, would have been the beginning of a statewide technical resource sharing that was one of the goals of SESAC. We also think it would have lessened the chances of task forces disintegrating along the way.

A second weakness was the lack of on-site work with our clients. Over the course of time we did learn a fair amount about each district's unique environment and working conditions, but on-site work would have given us important diagnostic information earlier and supported the task force in its back-home environment. This idea is supported by the concept of consultation as the base from which training activities can and do emerge. Training, by itself, has a much more limited impact on a system and faces the problem of transfer of learning being solely left to the clients' understanding and motivation. Training alone also runs the risk of seeing only the small group as the client rather than the total organization. This near-sightedness is a hazard for both client and consultant and can result in pre-screening out of information sources that are vital to the success of a change effort. In addition, there is the risk that necessary linkages to other parts of the systems will not be considered, legitimized, or made available.

The third problem which is related to the second was the inability to do follow-up work with each task force. In most cases, their products were plans that are to be implemented in the future. They have invested a great deal of time and effort and could undoubtedly benefit from consultant assistance and support through the difficult period of involving others in implementing, evaluating and modifying their change plans.

What did occur gave us a much broader and deeper understanding of the tremendous diversity within and across intermediate school districts. From sophisticated, diversified staffs of 111 professionals to only 1 staff in

Lake County, intermediate school districts range widely in almost every aspect of organization and services performed. Several have access to outside resources and many may not be aware of or near to needed supportive assistance. All staff have gained a new appreciation for the job of our State Department professionals who must provide services for all these constituents.

It can be said that the SEAC training experience verified the relevance of group process skill training as being needed and wanted by educators who continually must work with others to accomplish their goals. It would be important in the future to use this vehicle to increase the quantity and quality of interaction between local districts and intermediates, and between the State Department and intermediates.

Working closely to develop an emergent training sequence over time was of great challenge and fun to the SEAC staff. It required us to search our various [illegible] backgrounds, to maximize the use of all the talents available, and to weld them together in a productive, effective team. That we were successful was one of the most worthwhile accomplishments of the year. Only seven staff members were consistently with the Project; three others gave bits and pieces of time to the effort and two more contributed special skill assistance. We often disagreed on where or how to proceed with the training, but always we were able to creatively utilize the best thinking of all. Almost importantly, every staff member took the time and effort to learn the particulars of our client groups, where they were, and where they wanted to go. Sharing this data with each other enabled all of us to keep in step with the needs of the various task forces and to maximize effectiveness of our interventions in their behalf. We continually evaluated the training designs both in terms of ability to meet our objectives and for matching client

needs. We searched for and tried out many new methods of training and evaluation and thereby increased our repertoire as trainers. We learned from both failures and successes and were constantly open to critiquing ourselves and our team efforts. It was a challenging job and done well.

E. Dissemination Traditional/Orientation

We did not have time to move outside of Michigan. Basically, road shows gave us a chance to replicate our designs without major modifications. This only occurred three times. In other disseminations we basically applied our learnings but had to create new designs due to the nature of the request from the client systems.

F. Pre-Service Training

It should be noted that project staff were primarily hired as employees. They were experienced practitioners who interrupted their professional careers to pursue advanced doctoral studies. The project did serve a practicum requirement for those majoring in special education administration under Dr. Burrello. For others in educational psychology, the project afforded an opportunity to practice in designing of training, implementing and evaluating their efforts. For other students not project staff per se, our major problem was time commitments and the length of time it took to bring them on board in the project so that they could move into their consultant relationship with a district.

Our experience tells us that a concommittant seminar needs to be offered independent of project staff meetings if students are to be involved in the future or in any replication. The students as well as the staff need opportunities to extend learnings and integrate their learnings within the conceptual frameworks used in the project. They also need assistance in planning for evaluation, sharing designs, readings, and new training games and materials.

The overall success of the district intervention as well as the dissertation

project staff members who were able to develop and complete other forms of technical assistance because of the project gives testimony to the fact that University students in need of research sites can work in an interdependent fashion. No district refused participation in student research.

8. Next Steps

As the SESA project was nearing its completion, the State Director and Project Director committed $75,000 to its continued role in assisting him and his staff re-examining their roles and functions in relation to ISD and local school district personnel in the administrative, supervisory and consultative ranks. Some continued federal dollars - $40,000 and an additional $20,000 from ISD's - are currently in hand or projected for a four-year term. Another $12,000 is already committed from the Saginaw schools to follow through on last year's appropriation of $24,000 to complete seven building plans to integrate and maintain handicapped children in regular programs where possible, a fitting future direction for a project which had children with special needs as the ultimate beneficiaries of its purpose.

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Final Report

Special Education Simulation and Consultation Project
Special Training Project
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Part II

Conceptual Framework and Training Activities

Leonard C. Burrello, Institute Project Director and Editor

with Project Assistants:

Evan Peelle
Anthony Cavallero
Dorothyann Feldis
Ronald Nutter

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Division of Personnel Preparation

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Part II

Table of Contents

Preface

These chapters are based upon three years of planning, implementing evaluating hundreds of interactions between practitioners and university based personnel committed to improving the relationship between special and general educators who deliver services to exceptional children. Professional personnel from twenty-five regional and local school districts with school populations ranging from 10,000 to 40,000 participated in the mutual development of these materials. The practitioners who worked with our staff were drawn from the ranks of teachers, principals, psychologists, social workers, therapists, consultants, supervisors, directors of special education, curriculum or in-service and assistant superintendents, and superintendents themselves. These same client groups were participants as well as co-planners and co-trainers.

In these chapters we have attempted to outline the basic principles from the literature on change and organizational development that guides our practice with these client groups. We also describe how we apply those principles and, finally, a series of specific in-service training activities for the reader to review before adopting or adapting them to their own unique context. The specific in-service training activities grew directly out of the needs of our clients. We feel they are representative of the current issues in special education as it evolves under legislative and judicial mandates for full, equal and quality services for all children.

These chapters are primarily designed to assist the practitioner who is confronted with needs for change in the nature of relationships between regular and special educators. It should serve those practitioners in

administrative and supervisory relationships to either regular or special educators who are examining their working relationships. Finally, it is designed to assist those practitioners whose major responsibility is the design and implementation of in-service training sessions for regular and special education personnel.

Chapter I

CONCEPTS RELATED TO CHANGE IN EDUCATIONAL SYSTEMS

Evan Peelle

Change

As educators, we have traditionally been concerned with the individual child. Change and innovation efforts are made with the child in mind, ultimately. Various strategies for bringing about change have been employed such as variations of direct service to children, alternative programs, curriculum development, teacher training, etc. Such innovations have focused on changing individuals or on minimal modifications of methodology or structure. Few innovations have actually been evaluated, shared or rooted. For the most part, innovation in education has occurred in a vacuum, resulting in piecemeal projects and criticism of "innovation."

Those of us concerned with improving education for children are involved in one way or another in attempts to bring about change or innovation. In this time of rapid change, pluralism, increased interaction and interdependence, it becomes necessary to consider the complex relationships of individuals, organizations and systems. Most importantly, as educators it is crucial and possible for us rationally and humanely to plan change. Powerful forces for change, as well as strong criticism of education, necessitates a commitment to being proactive rather than reactive. Planning change using a systems approach increases the possibility of bringing about meaningful change.

In any social system, both change and resistance to change are natural phenomena. A variety of forces, individuals or groups are

constantly working together toward or in opposition to some outcome. The forces may come from inside or outside the system. Usually, the strength of the force for change is accompanied by a proportionately equal force opposing the change. Sometimes forces for and against change may exist simultaneously within the same system.

"Change", or an alteration of the status quo, can occur in different ways. Evolutionary change emerges slowly and in small increments. The changes are not radically different from the status quo; therefore, little resistance accompanies this type of change. Change may also result from a more purposeful attempt to bring about larger, though incremental, reforms. Since the change goals involve more obvious alterations, more resistance is likely to arise. Revolutionary change involves a planned attempt to alter drastically the state of affairs. Resistance to this type of change is usually high. The type of change effort usually employed in educational systems and organizations is of a reformist nature. While there are advantages and disadvantages associated with reformist change, it is easily applied to the systems with which we are concerend, so discussion of change will focus on this particular type of change.

The force for change is related to a gap between "what is" and "what should be." The width of the gap varies from intense dissatisfaction to the desire to do something better--in a sense, to try to improve something which is relatively adequate. A system may or may not be aware of the need for change. Within a system, various components may view the need for change differently.

There are some generalizations and recommendations that can be made regarding resistance to change (Watson, 1967):

A. Who brings the change?
   1. Resistance will be less if persons involved, teachers, board members, and community leaders, feel that the project is their own--not one devised and operated by outsiders.
   2. Resistance will be less if the project clearly has wholehearted support from top officials of the system.

B. What kind of change?
   3. Resistance will be less if participants see the change as reducing rather than increasing their present burdens.
   4. Resistance will be less if the project accords with values and ideals that have long been acknowledged by participants.
   5. Resistance will be less if the program offers the kind of new experience that interests participants.
   6. Resistance will be less if participants feel that their autonomy and their security are not threatened.

C. Procedures in instituting change
   7. Resistance will be less if participants have joined in diagnostic efforts leading them to agree on the basic problem and to feel its importance.
   8. Resistance will be less if the project is adopted by consensual group decision.
   9. Resistance will be reduced if proponents are able to empathize with opponents, to recognize valid objections, and to take steps to relieve unnecessary fears.
   10. Resistance will be reduced if it is recognized that innovations are likely to be misunderstood and misinterpreted, and if provision is made for feedback of perceptions of the project and for further clarification as needed.
   11. Resistance will be reduced if participants experience acceptance, support, trust, and confidence in their relations with one another.
   12. Resistance will be reduced if the project is kept open to revision and reconsideration if experience indicates that change would be desirable.

While resistance can be reduced, there is a certain amount of pain connected with change. Before change can occur, it is sometimes necessary to increase the pain level by surfacing conflict or dissatisfaction. Adequately planning, implementing and evaluating a change effort involves commitment of a good deal of time and energy to the task, living through

frustrations and ambiguity, struggling with goals and values, frequently the learning of new skills, new ways to work together, new leadership styles and often, modification of structures, procedures or policies. It means making time to do more than "fight fires." Such a commitment is necessary if change is to be significant, lasting and on-going. The purposeful planning of change can lead toward adaptation of innovations and self-renewing systems.

Systems and the Organization

There is a theoretical, empirical and practical rationale for employing a systems approach in order to bring about change. Change does not occur in a vacuum; it occurs in a social system and should be planned within the context of that system. Numerous interacting variables in the human system also interact with a change effort and, in reality, those variables may both affect and be affected by that effort.

A system is an aggregate of dynamic elements which are in some way interconnected and interdependent and operate on the basis of missions with functions and tasks related to those missions. Individuals, groups and subsystems comprise the system which is surrounded by the larger environment of the community, society and the future. Any component may be a subpart of any system; in other words, any system may be surrounded by a larger system. All systems have an environment. Monetary, physical or human resources are fed into the system and allocated among components in order for missions to be accomplished. Systems may be open or closed; an open system is related to and makes exchanges with its environment, while a closed system is the opposite. The way the components work together, utilize resources and interact with the environment to fulfill its mission determines the

effectiveness of the system.

Organizations are special cases of the more general concept of systems, being social units created for attaining specific goals through prescribed activities which are determined by a particular structure. Subparts of organizations are interdependent upon each other in terms of goals, functions, resources and their relationship to the larger organization. There may be a variety of organizations which are interrelated in terms of their op ration within the larger system. The interactions and interrelationships are complicated by overlapping membership of components as well as one or two-way communication with internal or external components. In simple terms, the relationship of components looks something like this:

SYSTEM
INTERACTION
PARADIGM

1
2
3
4
5
6

1. Individual - can be part of one or any number of groups
2. Group - can be part of one or any number of subsystems
3. Subsystem/subpart - any number of subsystems can exist in a system
4. System/organization - any number of systems can exist in a suprastructure
5. Suprasystem/larger system - a number of suprasystems can exist within the environment.
6. Environment/community/society/the future

To illustrate, the image is of a teacher (individual) who initiates a sex education curriculum unit within a group of 5th grade teachers (group) within a school building (subsystem) within a school district (system or organization) within a "people-helping" unit of society (suprasystem) within a community or society (environment). That action is initiated on the basis of projected future needs and will have some impact on the future (environment). Individuals, groups, subsystems and other organizations interact within the suprasystem and interact with the immediate community environment and the remote state, national and world environment as well as the environment of the future.

In thinking about change, it is important to understand this complex interaction. The problem and change goal, the target component, and the mode of intervention need to be carefully planned within the context of the system. Frequently, multiple problems and goals, multiple target components and multiple intervention modes need to be considered.

Change at one level of a system may affect and be affected by other levels within the system. When change occurs in any part of a system, other parts are usually affected, demonstrating positive or negative reactions to the change. For example, change in an individual may have impact on a group and change in a subsystem may have impact on individuals within that subsystem, on other subsystems or on the larger system.

In essence, a change plan should consider possible consequences as well as power and influence patterns. Within the context of the system, support and commitment to a plan can be developed. From the beginning,

an adequate change plan should include ways to support, maintain and stabilize the change, ways to spread, diffuse or disseminate the change and ways to modify and continue to change.

Early change efforts showed that individual change has limited transfer to real settings and is minimally effective in bringing about larger, long lasting changes (Havelock, 1973a; Nord, 1972; Schmuck & Miles, 1971). One must consider the social setting, norms, role expectations and support from administration, peers, and other significant groups. For learning to transfer, individuals need the opportunity to apply their learning "back-home" and to receive support and feedback. Along with this, experience has taught us that the most significant change often results from working with many levels or components within an organization. Support from top level administration is often critical. Usually, the change goal requires alteration along several dimensions--e.g., normative, interpersonal, skill, knowledge, process or structural.

A single innovation is more readily adopted when a systems approach is employed. More importantly, though, a system can learn the processes necessary for creating a climate in which innovation can continue to occur. Miles (Schmuck & Miles, 1971) says:

> It is time for us to recognize that successful efforts at planned change must take as a primary target the improvement of organizational health--the school system's ability not only to function effectively, but to develop and grow into a more fully functioning system...Attention to organizational health ought to be a priority one for any administrator seriously concerned with innovativeness in today's educational environment.
>
> (p. 1)

Empirical evidence reported by the Cooperative Project for Educational Development (COPED) (Schmuck & Miles, 1971) supports that claim. The

Project found that school district and building innovativeness was a function or organizational variables such as the degree of leadership sharing and personal support provided by principals, the adequacy of problem-solving procedures, perception of the reward system favoring creativity, the degree of trust among colleagues and the amount of teacher initiation of innovative proposals. No relationship, however, was found between innovativeness and per pupil expenditure (p. 21).

It is believed that change and innovation can occur in effective, healthy organizations. Those organizations are considered to have a conducive climate in that they are dynamic, organic and open systems rather than static, mechanistic and closed. A number of dimensions upon which to judge organizational effectiveness have been suggested by Schmuck & Miles (1971), Likert (1961), Churchman (1964), Watson (1967), and Zaltman, et. al. (1973). The recommended characteristics are, of course, ideal. We are suggesting, however, that administrators can have a critical role in establishing the norms, processes and structural means to enable their organizations to approach the ideal. Each of these dimensions can be considered in terms of "the way things are," "the way things should be" and "how to get there."

Dimensions of Organizational Effectiveness

1. Goal focus: In a healthy organization, the goals are clear to members and are accepted by them. Organizational and personal goals of staff mesh reasonably well. Those goals are congruent with the demands of the environment, implying, as well, a congruence of goals between related organizations.

2. Communication adequacy: In a healthy organization, there is relatively distortion-free, open and direct communication vertically and horizontally within, between related organizations and with the larger environment. There is seeking and sharing of information and feedback mechanisms are established.

3. Climate: In the healthy organization, members are attracted to membership and have a sense of well-being and satisfaction. The climate exists wherein peers support each other's growth. There is openness, trust and risk-taking. In conflict or negotiation situations, there is trust that "the rules of the game" will be followed. The affective state of the organization is a legitimate focus.

4. Resource utilization: In the healthy organization, resource allocation is planned and coordinated based on needs established by administrators, implementors and consumers. Roles are established according to needed function and skill available; role boundaries remain flexible. The fit between people's disposition and role demands affords "self-actualization." Attention is paid to resource renewal through training, linking, peer sharing and acquisition of new resources.

5. Optimal power equalization: In a healthy organization, the distribution of influence is relatively equitable. Collaboration and negotiation rather than coercion exist and influence is based on competence, information and the involved individuals' or group's stake in the outcome. Leadership style is flexible, adapted to the need of the group and administrators are committed to using, when possible, a participatory/shared influence style.

6. Conflict: A healthy system recognizes conflict as a healthy, natural part of the change process and deals with it openly and constructively. Attempts are made to equalize or, at least, balance the power distribution so that negotiation can occur.

7. Innovativeness: A healthy organization is self-renewing and is involved in a problem-solving process related to itself, other organizations and the environment. It is a "future-sensor" and is prepared to move proactively in positive directions rather than reactively responding to crises or overwhelming forces for change. It develops and utilizes skill and knowledge diffusion and dissemination technologies. It seeks to influence as well as utilize innovations in related fields. Risk-taking, creativity, support and sharing are rewarded and legitimized. Resources are allocated for the purpose of innovating. The change function is legitimized and supported by providing the internal change specialist.

8. Future orientation: A healthy organization is able to tolerate ambiguity and uncertainty. The organization scans the environment to anticipate needs and trends and continually makes adjustments over time. Both short and long range planning occur and evaluation and a feedback process exist. In essence, there is a "plan to change."

Planning Change

Within the generic framework of planning for change, Organization Development (O.D.) and Planned Change are the basic approaches employed for effecting reformist change in systems and organizations. Both approaches are relatively new and are still being developed. The distinction between them is unclear and, for our purposes, is unimportant.

Organization Development was first introduced in the industrial and business setting. More recently, its applicability to the educational setting has been demonstrated. The COPED findings (Schmuck & Miles, 1971) suggest that crucial dependent variables such as innovativeness are correlated with organizational variables (e.g., trust) which have been shown to respond to O.D. efforts (p. 22).

The Organization Development approach aims to help administrators improve the effectiveness of organization. It is a planned and sustained effort to supply behavioral science for organization improvement. O.D. is employed to maintain as well as to modify an organization. Emphasis is on the system rather than the individual. "System" can mean the entire organization or a subsystem such as a department. Emphasis, however, is on improving the ability of a total system to cope with relationships within the system and with the environment.

Organization Development is concerned with four basic interfaces (Lawrence & Lorsch, 1969):

1. Organization-environment: key problem--assessing and adapting to changes in the environment.

2. Group-group (within the organization): key problem--integrating and coordinating.

3. Individual-organization: many problems--motivation, role expectations, commitment to goals, self-actualization, etc.

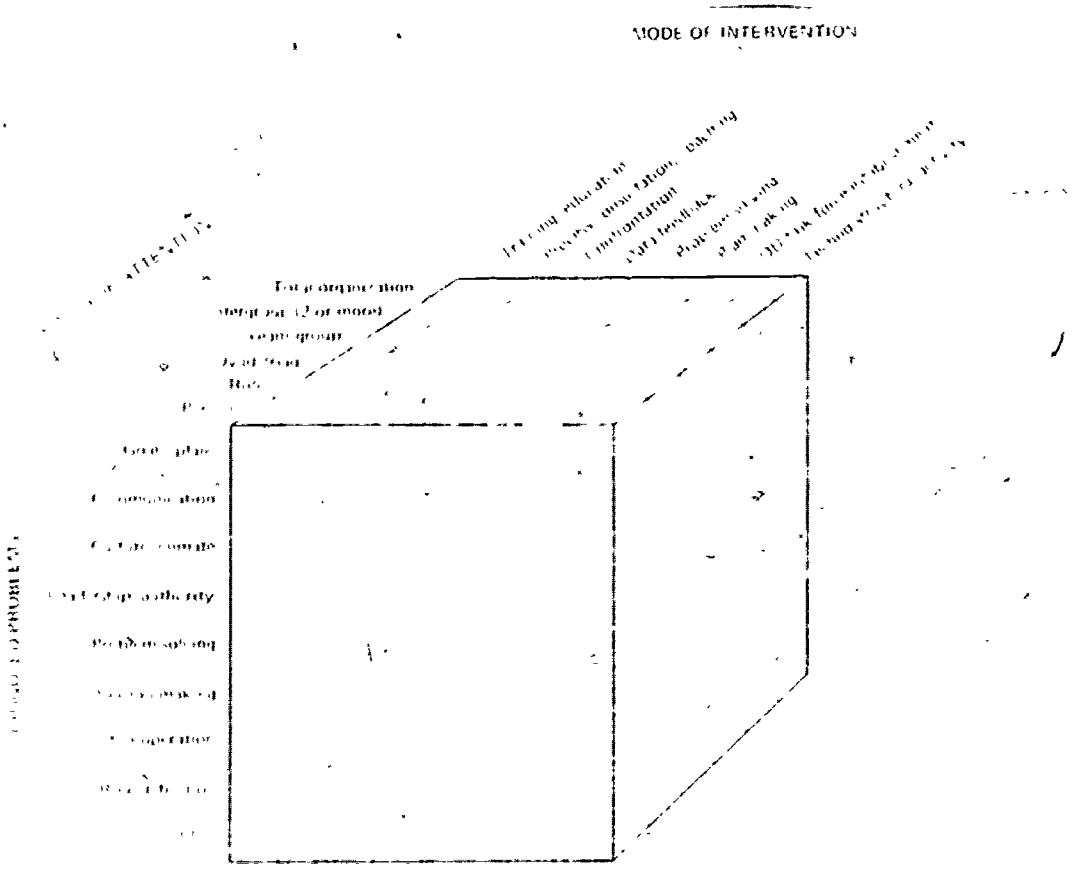
4. Person-person (interpersonal relations with the organization): key problem--people working together in groups or superordinate-subordinate interactions.

Organization Development may be understood in terms of three dimensions:

1. Problems diagnosed by the inside-outside team (shown on vertical edge on model below).

2. Focus of attention or target of change effort (shown on diagonal edge).

3. Modes of intervention which may be employed (shown on horizontal edge).



The O.D. Cube: A Scheme for Classifying O.D. Interventions

(Schmuck & Miles, 1971, p. 8).

The modes of intervention which may be employed are as follows:

1. Training or education: procedures involving direct teaching or experience-based learning. Such technologies as lectures, exercises, simulations, and T-groups are examples.

2. Process consultation: watching and aiding on-going processes and coaching to improve them.

3. Confrontation: bringing together units of the organization (persons, roles, or groups) which have previously been in poor communication; usually accompanied by supporting data.

4. Data feedback: systematic collection of information, which is then reported back to appropriate organizational units as a base for diagnosis, problem-solving, and planning.

5. Problem-solving: meetings essentially focusing on problem identification, diagnosis, and solution invention and implementation.

6. Plan-making: activity focused primarily on planning and goal setting to replot the organization's future.

7. O.D. task force establishment: setting up ad hoc problem-solving groups or internal teams of specialists to ensure that the organization solves problems and carries out plans continuously.

8. Techno-structural activity: action which has as its prime focus the alteration of the organization's structure, work-flow, and means of accomplishing tasks.

(Schmuck & Miles, 1971, p. 9)

These interventions are not mutually exclusive. They may be used simultaneously, and can flow into each other. Strong O.D. programs typically involve many or all types of interventions at one time or another.

Any O.D. intervention may be analyzed according to problem, focus and mode of intervention. For example, there may be lack of clarity about roles of special services personnel (problem-role definition); general education administrators are concerned that role definition occur and that information be shared with teachers (focus-intergroup). This may involve process

consultation, perhaps some confrontation regarding need; data feedback regarding perceptions of existing services, needs, problems, etc.; problem solving meetings involving special and general education subgroups; and techno-structural activity, establishing of some form of team, perhaps building teams or a joint special ed/general ed advisory task force (mode of intervention-multiple).

O.D. involves members of the system in diagnosis and planning change in their own organization. Rather than accepting diagnosis and solutions from an outside "expert," organization members work with the aid of an outside consultant. Because change is ongoing rather than limited to a specific period of time, a subsystem within the organization is often created to plan, manage and evaluate the continuous process or organizational self-renewal. Members of such a subsystem operate as inside change agents and frequently link with outside consultants. Such subsystems may be called "task forces" or "inside change teams" and may expand, contract, disband or reform based on need. Change does not come easily or quickly and two or three years is a typical time period for completion of significant and self-sustaining change. An organization is not changed permanently, but is involved in continuous self-renewal.

Planned Change is a process which is intended to make more likely the acceptance by and benefit to the people who are changed (Havelock, 1973). This approach is more concerned with bringing about change or innovation and less with system maintenance than is O.D. The emphasis is on using resources to assist a client system in problem solving. The training mode of intervention is deemphasized and process consultation emphasized by many practitioners of Planned Change.

There are several roles a change agent can employ. These roles are not mutually exclusive although a change agent should, with the client system, mutually determine which role is to be utilized at a particular time. Change agents can be either inside or outside the system and hold any title or position. Four roles according to Havelock (1973a) are:

1. Catalyst: upsetting the "status quo," energizing the problem-solving process, "getting things started."

2. Solution giver: giving solutions while aware of appropriate timing, audiences and strategies facilitating adaptation.

3. Process helper: collaborating with the client in the process of change by employing problem-solving skills to:

- help the client recognize and define needs;
- help diagnose problems and define goals and objectives;
- help the client acquire relevant resources;
- help the client generate, evaluate and choose solutions;
- help the client adapt and implement solutions;
- help evaluate progress.

4. Resource linker: helping clients find and use resources inside and outside the system.

A fifth is added by other practitioners of Planned Change:

5. Trainer: learning at awareness, attitudinal, knowledge and/or skill level. "Expert" resource in content or process area. Purposefully teaches or designs opportunities for learning to occur.

Many of the change specialists stress the problem-solving focus and each has an individual variation of the stages in the process (Havelock, 1973a; Lippitt, et. al., 1958; Zaltman, et. al., 1973; Churchman, 1968). For our purposes, those numerous problem-solving models can be synthesized into a basic model:

1. Entry: building relationship, learning about the system (people, resources, etc.), defining roles.

2. Fact-finding: diagnosis, data collection, needs assessment, force-fielding, defining the problem.

3. Establishing change goals

4. Generating solutions: evaluating and choosing

5. Action plan: articulating explicitly a step-by-step plan including plans for a "trial period" and an evaluation plan; resembles the writing of objectives.

6. Implementation: carrying out plan, collecting evaluation data

7. Evaluation and modification

These stages are not necessarily sequential. Typically, building and maintaining relationships occurs throughout a project as does fact-finding and acquiring resources from inside or outside the system. Evaluation may lead back to other stages. Efforts in the various stages may occur out of order or even simultaneously.

All along the way, actions are taken to gain acceptance, increase the possibility of adaptation, stabilize the innovation and enable the system to become self-renewing. Involving members of the system facilitates acceptance and stabilization of change. Key people to involve at appropriate points might be: decision makers, influential people, innovators and resisters, people who are sources of information, people who are affected by changes and those who will implement changes. Frequently, forces for and against change are analyzed and strategies are developed for

either increasing or decreasing those forces. By discussing and demonstrating the innovation, awareness, interest and commitment can be developed. Involving members of the system in planning change increases the possibility that change agent skills will be diffused, further enabling the system to become self-renewing.

Working much the same way as the O.D. process consultant, a process helper change agent develops a collaborative relationship with the client. Usually, an inside change team is established. The team changes and makes contact with key people as the need arises.

A Case Study

The previous example of a change effort involving the initiation of a sex education curriculum can be used to illustrate critical points that should be considered when planning for change. As an inside change agent, the teacher would probably have a difficult time implementing such a change single handedly, even if she had been to a workshop on sex education. Therefore, the teacher, aware of a need, might enlist the support of several teachers, parents, and, perhaps, students to gain legitimization from administration. That group might become an ad hoc inside change team. They might enlist the help of outside consultants who are experts in the change process and in the content area.

The team might do some fact finding related to perceived need, norms, support and resistance, interest, existing skill knowledge, expertise, etc. Data might be collected from other teachers, parents, students and community agencies. Reviewing the current legislation, literature and research in the field might add valuable data. Having diagnosed the situation, they would probably define the problem and develop a rationale. They might learn that venereal disease has increased; that with the trend toward deinstitutionalization, sex education for the handicapped has become a recognized need; that students indicate little knowledge and high interest; that the community mental health center has been interested in starting a program; that no program exists; that parents and teachers are ambivalent; that teachers do not have the adequate relationship with students or knowledge to teach sex education; that no time or means exists for training the teachers or teaching the students; that a

good program with developed materials has been tried in a nearby region, etc. The next step would be to define change goals based on information gained through fact-finding. Broad parameters and outcomes of the program would be defined.

Alternative strategies for accomplishing those goals would be brainstormed and evaluated regarding feasibility, consequences and impact. Appropriate solutions would be chosen and an action plan (objectives) would be written. For example, the team, comprised of particular teachers, parents, students, administrators, counselors, mental health staff members and outside consultants would investigate resources. Release time would be established for visitation, planning, inservice and support group meetings. By a certain date, a curriculum unit would be developed to be piloted in one school and then disseminated. A certain number of inservice days involving parents and teachers would be planned to bring about attitudinal, knowledge and skill changes. A counselor would supervise a group of student "peer counselors." Mental health staff members and teachers would team-teach courses, providing each other support and feedback. During the dissemination period, those teachers and mental health workers would team with teachers at other school. Information sharing and demonstration would occur involving other schools. Formative and summative evaluation would occur dealing with perceptions, knowledge and skill gain, results such as changes in V.D. statistics, recommendations for change, etc.

While this example is simplistic and brief, it demonstrates a number of important points related to planning change. Change was planned within the context of a system. Various components were involved in data

collection, planning, implementation and evaluation. The attempt was made to understand the system, assessing its norms, resources, etc. The school did not operate in a vacuum, but involved parents and community agencies. It involved those people to be affected by the change--students as well as teachers. Inside and outside resources were identified and linkages established for effective utilization to occur. Support was built in for attitudinal, knowledge, behavioral and role change via legitimization, team practice and feedback. Diffusion and evaluation were planned from the beginning. A problem-solving process was followed and an appropriate trial period planned. Consequences were considered. Power and influence was diagnosed and the plan included key people. Administrative support was sought. Changes were planned along different dimensions--normative, interpersonal, skill and knowledge. Process and mechanisms were planned to facilitate the change. Role function and policy changes were included. The system has adopted an innovation and has developed new ways of operating which will encourage self-renewal.

Summary

The purpose of this section was to provide a conceptual framework for planning change in a system or organization. Basic concepts were discussed involving:

1. Change
2. Systems theory and organizations
3. Two approaches employed in planning change in organizations--Organization Development and Planned Change
4. Critical points to consider when planning change

Change - alteration of the status quo

Change agent - one who tries to facilitate change

Client system - person, group, organization, system with which the change agent works

Component - element; any unit within a system, from a single individual to a subsystem

Environment - circumstances beyond the control of the system. Includes "givens", constraints, future, time community, society

Group - an informal collective with which the individual identifies. An individual may be a member of any number of groups. Any number of groups may exist within a system

Innovation - implementation of an idea conceived of as "new"

Organization - a more specific case of a "system"; a recognized aggregate of individuals who perform distinct but related tasks in order to accomplish a goal. Created for attaining specific goals through prescribed activities determined by a particular structure. Emphasis on goal attainment and formal structure distinguish the organization from other systems

Organization Development (O.D.) - the planned and sustained effort to apply behavioral science for organizational improvement. Concerned with organizational health and maintenance as well as change.

Planned Change - purposeful designing of change to improve the functioning of a system. Is intended to enhance the possibility of acceptance and benefit regarding an innovation. Stresses a "problem solving" approach to innovation.

Resources - human, monetary, physical things put into the system in order for it to accomplish its mission

Self-renewal - a system's ability to continuously sense and adapt to changing external and internal circumstances in such a way as to strengthen itself and to optimize interactions that occur within the system, between the system and other systems and between the system and the environment

Subsystem - subpart of a system; has the characteristics of a system; has mission of the system, may also have own related mission. Subsystems are interdependent upon each other in terms of their relationship to the encompassing system

Suprasystem - larger system encompassing any number of systems

System - a delimited aggregate of dynamic elements that are interdependent and interconnected. Has a mission, members, member functions, resources and an environment. All but the simplest have subsystems. May be a subsystem of a larger system or suprasystem

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Chapter 11

APPLICATION OF CHANGE PRINCIPLES IN SPECIAL EDUCATION

Leonard C. Burrello

In this chapter, a description of the Special Education Simulation and Consultation Project (SESAC) is developed to demonstrate the application of organizational development and planned change principles to the special education social system in the public schools. While special education may be viewed independently as a social system itself, it largely parallels the hierarchical structure of the larger social system of the schools. Functionally, the interdependent relationship between general and special education is apparent in allocating and integrating roles and resources to achieve the goals of the school system. Operationally, the interdependent relationship takes effect in the day to day personal interactions between staff, children and parents. A more complete delineation of the relationship between general and special education placed within a social systems framework can be found in Burrello (1973) and Burrello and Sage (1976).

For three years this project was supported almost exclusively by the Bureau for the Education of the Handicapped through the Michigan State Department of Special Education. At the termination of the project in 1975, federal, state, intermediate and local school district, and university funds sustain its focus and activities. The goals and objectives of the project are designed to create a climate for organizational and interpersonal change in school districts. The major vehicle to accomplish this task is the continuous development of outside-inside task force teams to assist in the

re-definition of special education as a quasi-independent instructional sub-system of general education to a process helper-trainer role within the schools.

Burrello, Tracy, and Schultz (1973) have provided a set of assumptions to outline a conceptualization of special education labelled experimental education:

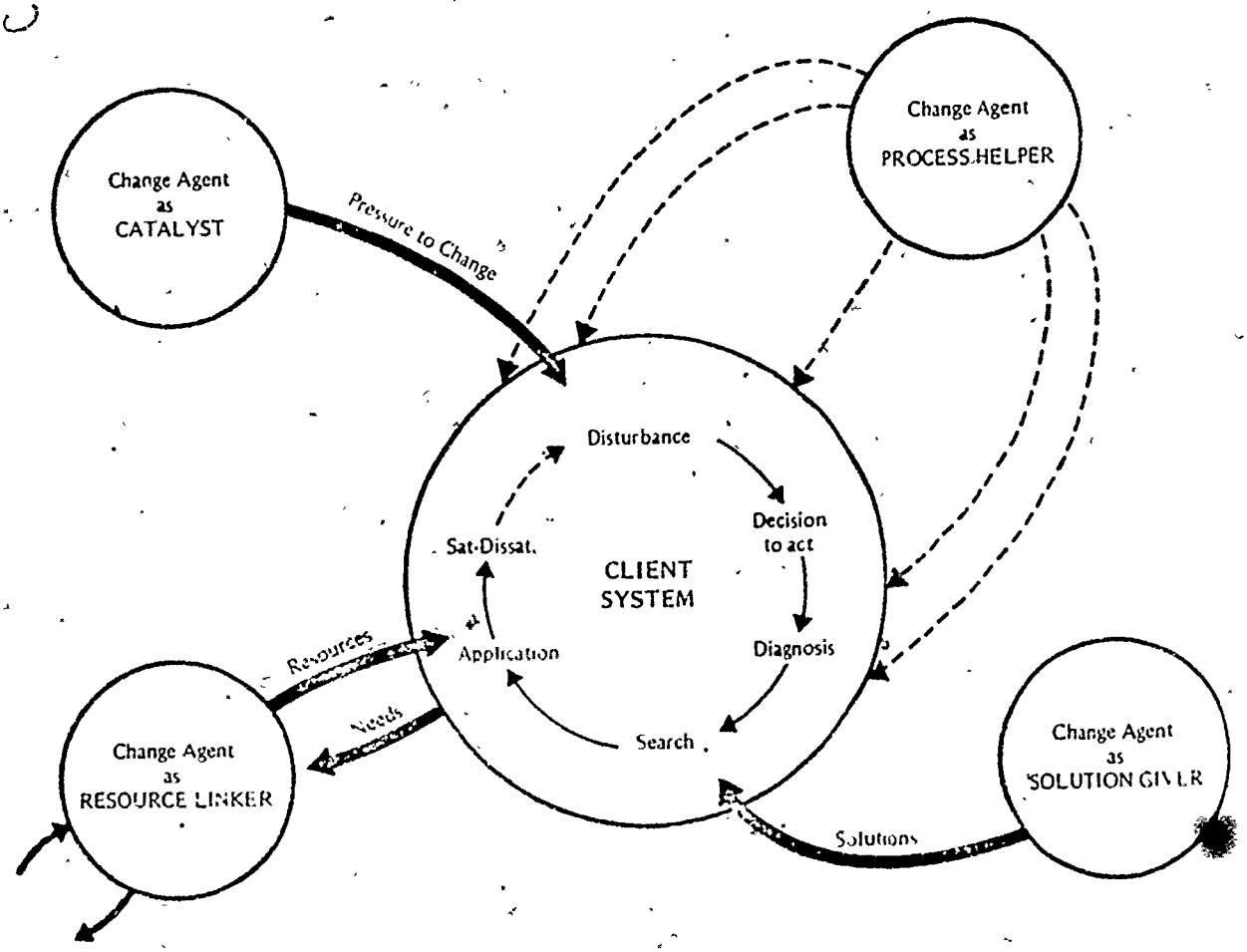
> This conceptualization has two major thrusts. The first is the determination of services on the basis of experimentation and evaluation as opposed to an unplanned response to a large number of children with special needs. The other centers on the delivery of services or alternative educational options within the general administrative and management structure of schools as opposed to the continued development of the delivery system within a separate administrative organization or sub-structure.

SESAC project staff attempt to model a change agent role for consultees--local special education directors and consultants. They, in turn, hopefully model behaviors consistent with a process helper and resource linker to their client systems, administration, teachers, parents, and children. These outside relationships have been described dynamically by Havelock (1973) in Figure 1.

The current issues facing special educators include mandatory legislation, new administrative rules and regulations, mainstreaming, severely handicapped children, continued litigation, and finally, limited resources to implement the mandates and changes in reaching the goal of quality services to exceptional children. These issues require careful study before initiating changes in the structure, functions, and relationships between personnel in schools and communities they serve. The transition from current practice to new responsibilities of special education first

Figure 1

Four Ways to Be a Change Agent



must include a description of clients. Figure 2 illustrates popularly conceived notions of who special education's clients are and what personnel generally serve those groups by screening, certifying, and placing them within a special education subsystem which has had and continues to have little relationship to the mainstream of education in spite of some new labels for alternative service arrangements to regular classes. The description might best be identified as the process of attaining membership

in the class of deviants, Mercer (1972), for the purpose of instruction of basic skills, socialization, and internalization of differences which require the development of compensatory mechanisms to reduce the person's visibility as deviant.

Figure 2

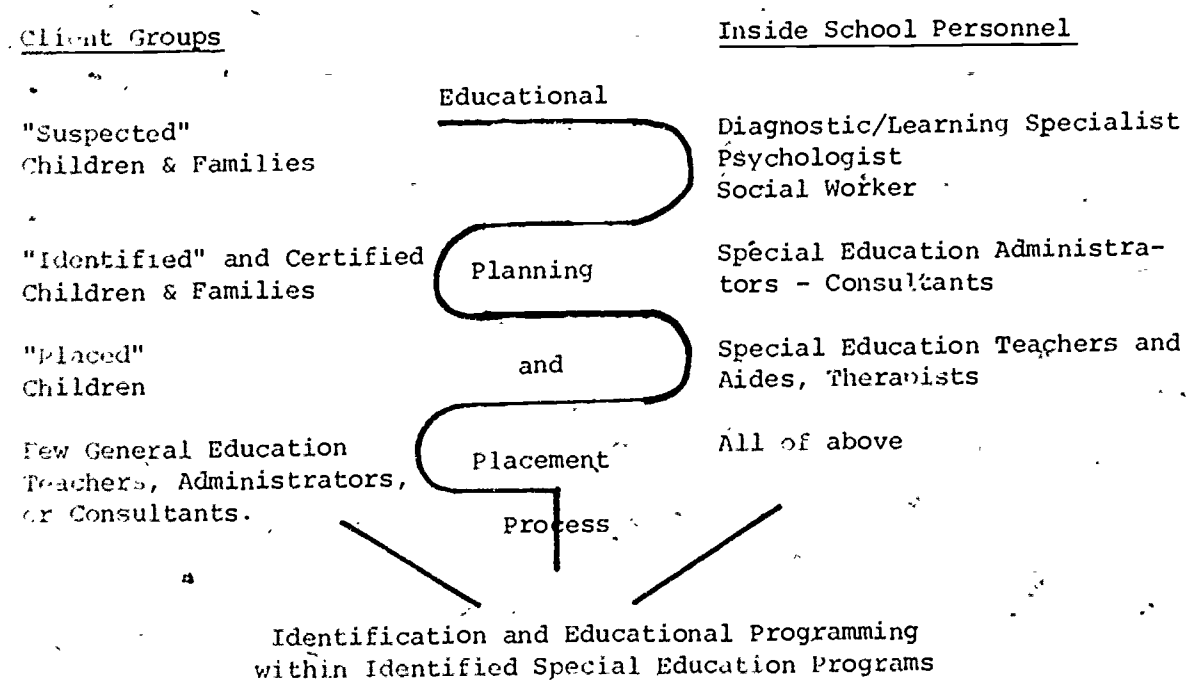
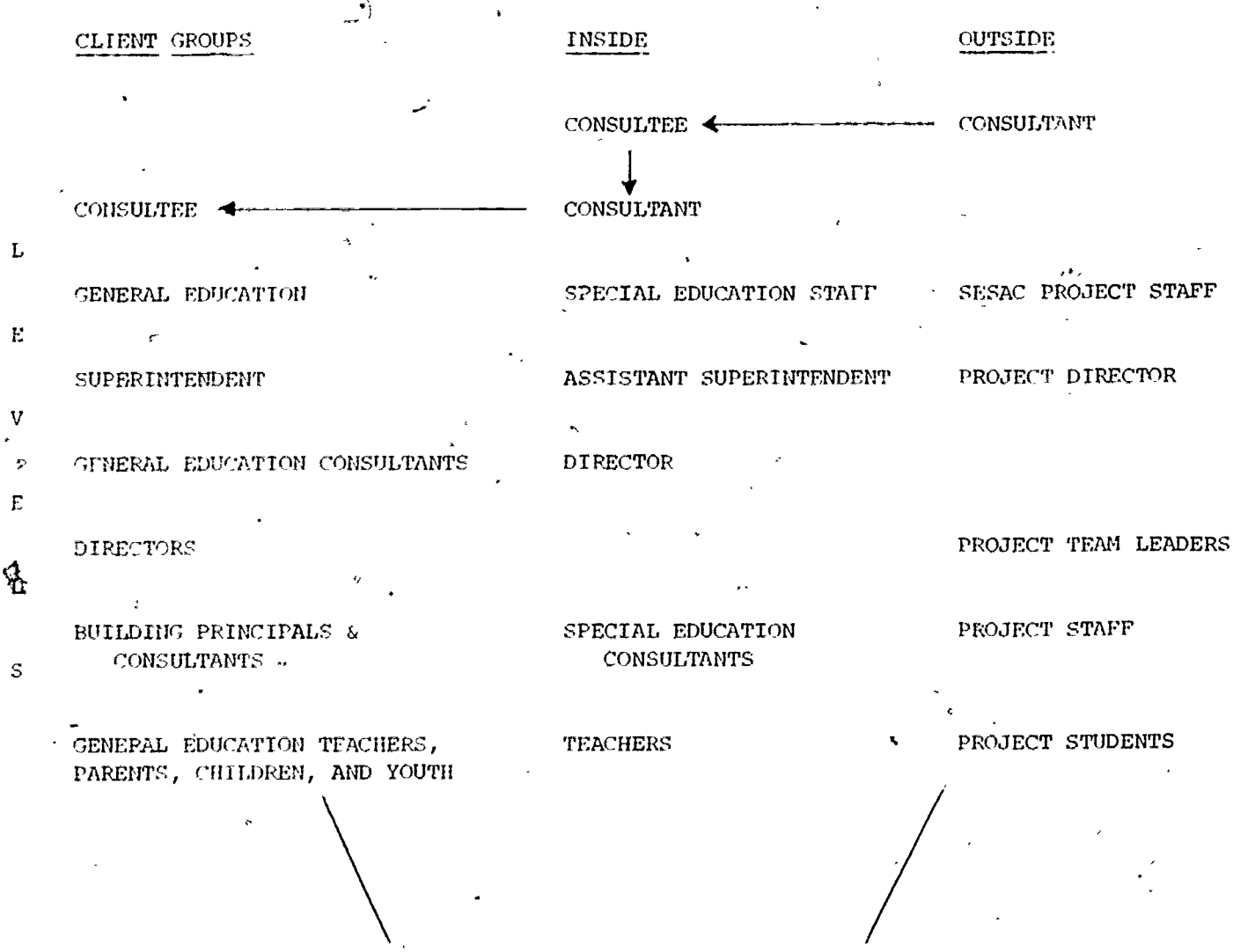


Figure 3 illustrates how the SESAC Project attempts to model a series of behavior for internal initiators of change in a planned, deliberate fashion. Here the client groups include those persons who serve children and youth directly or indirectly by their role and function in the hierarchical structure of the schools.

Figure 3


CLIENT GROUPS
INSIDE
OUTSIDE
CONSULTEE
CONSULTANT
CONSULTEE
CONSULTANT
L
GENERAL EDUCATION
SPECIAL EDUCATION STAFF
SESAC PROJECT STAFF
E
SUPERINTENDENT
ASSISTANT SUPERINTENDENT
PROJECT DIRECTOR
V
GENERAL EDUCATION CONSULTANTS
DIRECTOR
E
DIRECTORS
PROJECT TEAM LEADERS
BUILDING PRINCIPALS & CONSULTANTS
SPECIAL EDUCATION CONSULTANTS
PROJECT STAFF
S
GENERAL EDUCATION TEACHERS, PARENTS, CHILDREN, AND YOUTH
TEACHERS
PROJECT STUDENTS
GENERATING EDUCATIONAL ALTERNATIVES
FOR ALL CHILDREN

Through direct training, co-training, and joint collective problem-solving strategy sessions, inside change agents learn to fix on new roles with a variety of client groups within their school district or building. Other activities are designed to assist insiders with new skills through practice outside of training sessions, including their participation with project staff in other school districts who indicate a need for peer resources that have experienced all phases of initiating changes in special education in other settings. For another discussion of this transitional process see Burrello, Guarino, and Poinsett (1974).

Throughout the organizational development and change literature, consultants have debated the pros and cons of being an insider or an outsider to the system. After tallying the advantages and disadvantages of each position, it seems apparent that neither state alone is optimal. Armed with this information, the SESAC staff capitalized on the positive aspects of each approach and developed inside-outside change teams to maximize the effectiveness of their efforts. An outsider can bring expertise to the insider, who in turn legitimizes this presence. The insider understands the client system and its reaction to the change process. Figure 4 provides a listing of the relative advantages of the inside and outside change agent.

Developing and implementing an education innovation can be facilitated within a planned change model. Havelock (1973) has developed a step ladder approach which not only describes stages in planned change but strategies to assist in obtaining a system acceptance and, eventually, building its own mechanism for self-renewal.

Before any innovation can be introduced in a school setting, usually there is an expressed "felt need for a change." Once this need is recognized

Figure 4

Inside-Outside Relationships

INSIDE CHANGE AGENT		OUTSIDE CHANGE AGENT	
ADVANTAGES	DISADVANTAGES	ADVANTAGES	DISADVANTAGES
1. KNOWS SYSTEM POWER DIMENSIONS PRESSURE POINTS	1. MAY LACK PERSPECTIVE	1. STARTS FRESH	1. STRANGER
2. SPEAKS LANGUAGE	2. MAY LACK SPECIAL SKILL	2. HAS PERSPECTIVE OBJECTIVITY	2. LACK KNOWLEDGE OF #1, 2, AND 3 OF INSIDER
3. UNDERSTANDS NORMS, ATTITUDES, BELIEFS	3. MAY LACK ADEQUATE POWER BASIS	3. INDEPENDENT OF POWER STRUCTURE	
4. IDENTIFIES WITH SYSTEM NEEDS AND ASPIRATIONS	4. MAY HAVE PAST FAILURES AND SUCCESSES	4. INNOVATION STEMMING FROM EXPERTISE	4. "DOESN'T CARE ENOUGH"
5. FAMILIAR FIGURE	5. MAY BE IDENTIFIED WITH SPECIFIC MEMBERSHIP		
	6. MAY NEED TO REDEFINE ONGOING RELATIONSHIPS		

by the consultant, his agent can begin to guide the process of innovation through the six stages enumerated by Havelock. Although this change model allows for six stages, it should be mentioned that they are not mutually distinct or exclusive of one another. Many times the ordering of the stages does not follow a strict developmental sequence.

A Modified Planned Change Model

The Planned Change Model is a generalized model which outlines a set of procedures by which an innovation determined by a system is identified, implemented, and sustained. The SESAC Project used this model is establishing an instructional program at the local district level which worked toward the goal of integrated service delivery to the mildly handicapped child. The process illustrated in the model was used in each district to aid them in the planning and implementation of their program.

Figure 5 illustrates the model as developed by Havelock and as modified by the Project. The model consists of six stages with overlapping features. The first stage is building a relationship and refers to establishing and defining the consultant role. During this stage, decision makers in the local school district are identified and, through their input, the parameters of the district's value system and goal priorities are defined. This stage overlaps with the other stages in that maintenance of client satisfaction is a must.

During Stage II, diagnosing the problem, force field analysis is used to further define the district's priorities. Additional details are added to district goals in terms of resources available in the system, as well as restraints which could block the completion of the goal. Force field

analysis is the beginning point of a needs assessment. Needs assessment defines the scope of the problem by providing baseline information. Local district personnel were trained in these technologies by the Project.

During Stage III, educational personnel were trained to identify resources within their district, allowing them to implement their objectives. Resources were provided linking one district to another where appropriate and subsequently, alternative solutions to the problem were outlined. During Stages IV and V, educational personnel were trained to design interventions and aided in the implementation of their designs.

Through the stages of planned change, the development of the interface between general and special education was advanced. By using this model to involve the system, the Project accomplished two things: (1) the likelihood that the innovation continue and (2) skills and procedures which enabled the district to replicate the process on a new problem which is the final stage of the model.

The rationale which prompted the Project to employ this particular model is the following. Once the district program has been designed, it is desired that the treatment effect be continued after SESAC terminates. This means that the team trained in the planned change process is able to continue its work because the members have been trained in the technologies by working through a particular problem with SESAC guidance.

The team, by the experience with working on the district program or problem needs, learns how the change process relates to target audiences and instructional formats. Figure 6 illustrates this relationship. The team is trained in strategies for soliciting input and support from significant decision-makers.

THE STAGES OF PLANNED CHANGE

Figure 5

AS DEVELOPED BY

RONALD G. HAVELOCK
PROGRAM DIRECTOR
CRUSK
INSTITUTE FOR SOCIAL RESEARCH
UNIVERSITY OF MICHIGAN

EDUCATION

THE WAY IT IS NOW

STAGE I
Building a Relationship
(between change agent & client)

STAGE II
Diagnosing the Problem

STAGE III
Acquiring Relevant Resources

STAGE IV
Choosing the Solution

STAGE V
Gaining Acceptance

STAGE VI
Stabilizing the Innovation and
Generating Self-Renewal

EDUCATION

THE WAY WE WOULD LIKE IT

THE STAGES OF PLANNED CHANGE

AS MODIFIED BY

SESAC
INSTITUTE FOR THE STUDY OF
MENTAL RETARDATION AND
RELATED DISABILITIES
UNIVERSITY OF MICHIGAN

EDUCATION

THE WAY IT IS NOW

I. Identify Decision Makers in Local School Dist.. Through conversation define parameters of District's value system & sketch out current district priorities.

II. Force field analysis to further define priorities. Needs Assessment for base line information. First draft of instructional sequence based on needs

III. Detailed Planning of instructional sequence based on district & SESAC resources. Generate alternatives

IV. Use information generated in previous stages as criteria to choose the best alternative.

V. Repeat first four stages with new audiences.

VI. Training in previous stages & practice for audience generates the capability to replicate process on new problem.

CLIENT SATISFACTION AT EACH STAGE

FEEDBACK CONTINUOUSLY ADDS DEFINITION

ADDITIONAL SEARCH

FORMALIZATION

INVOLVEMENT

CONTINUOUS FEEDBACK FOR DECISION MAKING

RECYCLE AT ANY STAGE

KEY CLIENT GROUPS INVOLVED AT ALL STAGES

THE ARROW IS THE PROCESS TO DEFINE AND

IMPLEMENT INNOVATION

INTEGRATED SERVICE DELIVERY TO THE

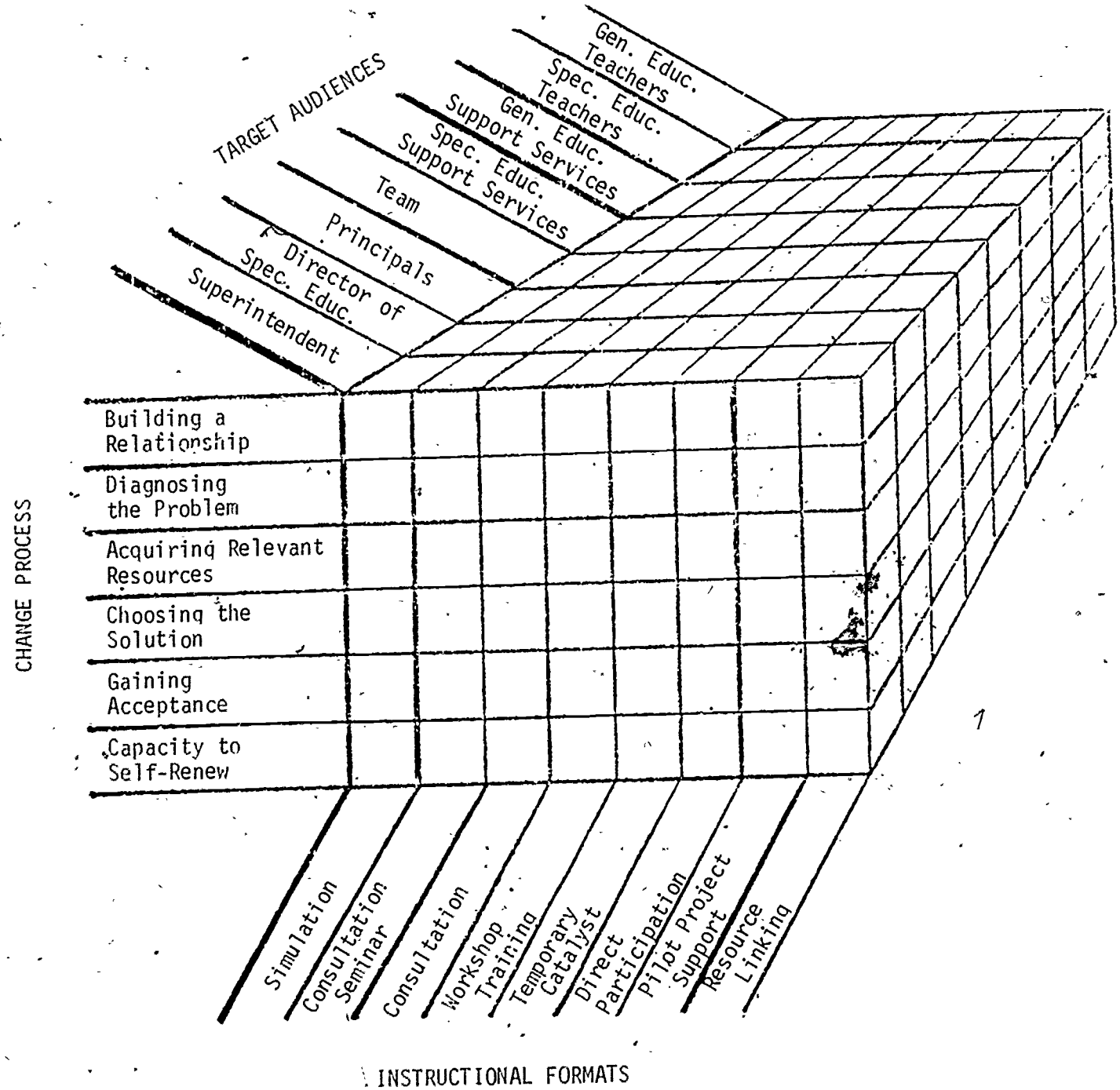
MILDLY HANDICAPPED CHILD

FIGURE 6

SESAC

INTERACTION & COORDINATION

WITH LOCAL DISTRICT PERSONNEL

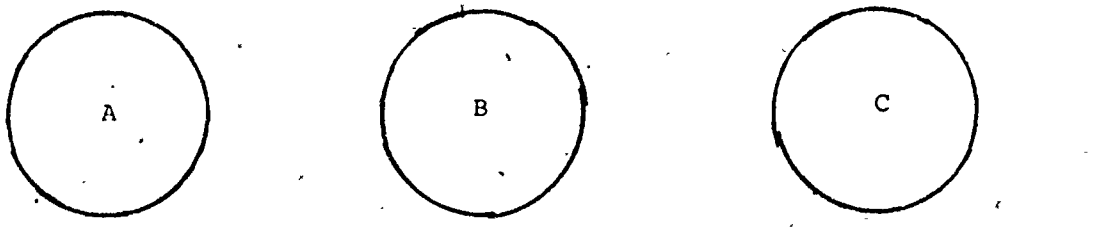


SESAC Procedures--Building Contracts with School Districts

Entry

The problem of entry into school districts for the purpose of any training, research, or change project is met with increasing resistance on the part of insiders. The federal project syndrome carries its unique barriers to participation, such as, short funding periods, differing priorities, additional temporary staffing and mandated evaluation components as a contingency before district participation. Much like an insider, the SESAC Project staff had a series of good relationships with the State Department and local school district personnel. With their support, a series of personal telephone and interviews were held with central building and office administrators in both general and special education. Administration in school districts can be viewed in terms of top, middle, and front-line management levels. As soon as possible, relationship building must occur with those significant facilitators at each level in the structure of the schools. They are represented here as three circles in Figure 7.

Figure 7



Special Education Administration

Central Office Administration

Individual School Administration-Principals

It is conceivable that anyone of the three levels may identify problems which would prompt them to seek consultant services. The majority of school systems develop very specific bureaucratic roles. A problem identified at any one level may be as isolated as the role. A change agent trying to solve such a problem will possibly find his/her solution consciously or unconsciously blocked by the other levels. This blocking can often be attributed to the simple fact that the three levels do not agree that the problem exists; or, if they do agree in its identification, they do not agree to its severity or potential solutions.

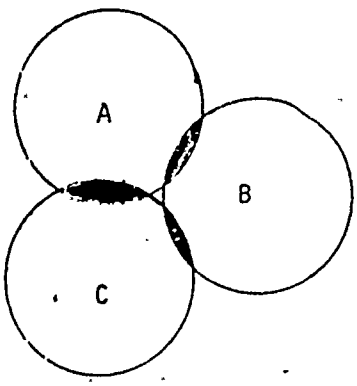
In SESAC, simulation is employed as a means of breaking down this bureaucratic isolation. The Special Education Administration Task Simulator (S.E.A.T.S., Sage, 1973) teaches central office administrators and building principals the role of special education administrators. It provides definition of certain aspects of the role which are frequently masked by the bureaucracy. It allows the special education administrator to demonstrate various administrative role styles. Most importantly, it provides a setting in which the three levels develop skills in group problem solving.

Initial System Needs Assessment

The process of breaking down bureaucratic isolation is implemented in two phases. The prototype workshop is the simulation with the special education administrators and two central office administrators from each district. During the prototype, these sets of administrators solve and are exposed to a large variety of simulated problems involving the integrative placement of exceptional children. They identify a set of similar problems

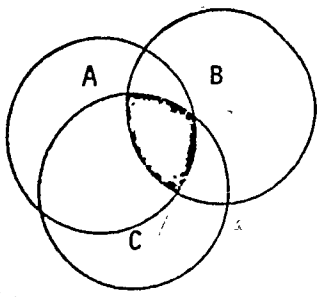
which occur in their respective districts. This procedure is replicated for the building principals in each district with their own special education administrator participating as a process observer. The problems identified by each of these groups is then recycled to the central office administration via the special education director. The net effect is illustrated in Figures 8 and 9.

Figure 8



shaded areas represent the hypothetical identification of problems requiring consultation services prior to SEATS

Figure 9



shaded areas represent mutually identified problems requiring consultation services after SEATS

The simulation is important for two reasons. The shaded area in Figure 8 and 9 is a function of participation in the SEATS game. It represents consensus among the administrators that a certain set of behaviors or visible manifestations exist and represent a potential set of problems. This intersect is also a collection of potential goals for specific consultation activities based upon the district's priorities.

Prior to the actual contract, the inside-outside teams were formed. This group is a coalition of project staff and district staff which explore various potential goals prompted by the simulation. In reality, it is a series of needs assessment efforts designed to represent an informal system analysis.

Change Contracts

The actual contracts to provide assistance to the 18 local school districts and 6 intermediate or regional schools evolved out of the consensus decision-making process used with the chief administrators at the three levels described earlier and subsequent discussions with those identified members of the inside teams or task forces designed by the chief administrators.

The contracts identified the nature and focus of the change projects within their system, identification of district staff to be involved, and the role they would play. It also involved the commitment of local funds if the project required resources above the level the project could support. The project staff identified expected outcomes of the district project in behavioral terms, commitment of resources in time and days, print and computer, etc. The evaluation measures and agreed upon criteria were also included where possible.

Conceptual Framework and Training Activities

Thus far we have been presenting the basic assumptions that have guided our practice as outside change agents and trainers in school systems. We have pointed out the importance of initial data gathering before moving to training or further consultation within a system. In the remaining chapters, we present example training activities that are representative

of a variety of special education system or program needs from our work with 18 school districts. The basic format for these chapters is as follows: a short conceptual lecturette, introduction to the training context, a description of how the system presented or we perceived its needs, a set of objectives to guide the training, and a series of specific activities used with the populations of administrators, teachers and a variety of supportive personnel.

The reader should note that a great deal of literature exists in the area of instructional design that we have not reviewed at this time, but certainly has guided our practice. Such literature includes laboratory and other forms of group process training, research, assumptions, design, and evaluation schemes. Some basic references for the reader can be found in Jones and Pfeiffer (1972, 1973, 1974.)

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Chapter III

Lecturette on Role Definition

Anthony Cavallero

Social positions are distinguishable from the individuals who occupy them. For instance, Gerald Ford is President of the United States, but in 1976 someone else may be. The occupant or role incumbent will have changed and the position remained the same. In general, a social position (or "status") is a location in a social structure. Husband, father, woman, teacher, and president are examples.

Let us start by calling the active dimension of a social position a "role." "Role" thus draws our attention to any behavior regularly emitted by the occupant of a position, behavior that is therefore predictable to role partners and informed observers. "Role" also describes the rights and responsibilities which are inherent in the occupancy of a social position, the norms or moral rules which define the behavior you are entitled to receive from your role partners and that you should engage in with them (Jackson, 1972). This concept of social role, however, says nothing yet of how the individual is related to his role, of whether or how he reflects it.

It is possible, of course, that there may not be complete agreement, either among the incumbents of a position or among their role partners, on the content of the role norms, and it is equally possible that, even with normative consensus, some people will fail to live up to expectations. In addition, some role analysts use the term "role" to

refer to the normative expectations governing the relationship between a position-incumbent and role-partners occupying a "particular position," e.g. role of teacher in relationship with students (Merton, 1957). Thus, each social position has an array of such roles associated with it--the "role set." Thus, the teacher has roles governing his relationships with administrators, parents, fellow teachers, as well as students. The usefulness of this perspective lies with its implied suggestion that different role-partners may have different and conflicting expectations of the position-incumbent.

"Role" is a core concept, to be used explicitly or implicitly in studying small groups or large organizations, and in focusing on social conflict as well as stressing social consensus. It represents a link between individual personality and social structure, since the individual actor as role-player performs on the stage of the broader society. Roles are an "emergent" property, not understandable in terms of the qualities of individuals alone, but developing out of the interaction of individuals in particular environmental settings (Bradbury, Heading, Hollis, 1972).

In attempting to analyze face-to-face interpersonal behavior of people in organizations, Goffman (1959) drew a useful analogy between "real life" situations and the unfolding of a play on the stage. People in organizations have definite roles to perform, and many interactive factors help to determine precisely what kind of "performance" each role will receive. Each "actor" must interpret his role, and this interpretation depends to some extent on the kind of person he is and what he

brings to the role. But, behaviors in a role as part of an organization--no less than for an actor on the stage--will be influenced to some extent by dynamic interplay with other people, other actors, and the audience. Role performances are also shaped by the expectations of the director and others attempting to control a situation. Presumably, each actor attempts, to some degree, to behave in conformity with these expectations and with the expectations of his colleagues and others in his referent group as well.

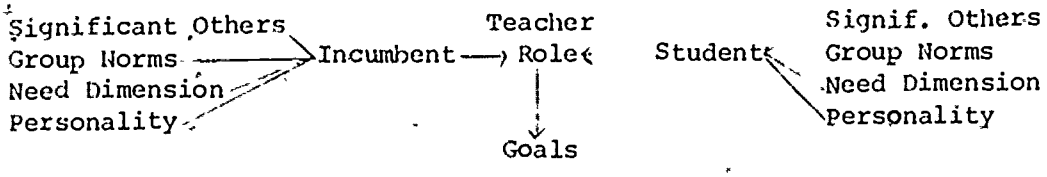
In any given social situation or setting a person must decide what behavior is appropriate on his part. In making this decision, he defines his social role. This decision involves two dimensions:

Prescribed Role Expectations	Nomothetic--Those aspects of social relations oriented to goal attainment by the social system
Personal Need Dispositions	Idiographic--Those aspects of human interaction oriented toward fulfillment of personal needs or expression of personal characteristics

The product of these two sets of demands is the actual role behavior. It may vary from one situation to another, but the process of definition involves two dimensions: (1) what is expected of him in the particular situation; (2) what specific behaviors are in keeping with these expectations (Getzels and Guba, 1957).

As an example of the process we can look at role definition in the classroom. The teacher and student come to the classroom with cer-

tain institutionalized expectations for incumbents to each position; students will learn--teachers will teach. However, in a given class both the teacher and the students play parts in defining the unique relationship they will have. The expectations for a teacher which evolve from this definition center around what behavior is perceived to be appropriate to the achievement of the particular class goals. Certain of these goals are prescribed by the institutions (school), others are determined by the teacher in relation to these institutionalized goals, and others are determined by the class and teacher as a unit. Regardless of how the goals are established, after this has been accomplished, behavioral expectations for the "teacher" evolve in the part of the incumbent and his students. The influences which come to bear on this definition are diagrammed below.



Role Conflict

Role conflicts are commonly thought to be a source of less-than-satisfactory performance in interpersonal behavior in organizations. There are so many sources of role conflict, all of which inhibit optimum performance by the role incumbents. An obvious role conflict is a situation in which two persons are unable to establish a satisfactory complementary, or reciprocal role relationship, which can result from

a wide variety of causes and--not frequently--may involve a complex set of conflict behavior. Confusion over role expectation and role perception is commonly observed. Moreover, frequently role conflict exists within a single individual; the role expectation held by institutional or organizational superiors may well clash with the individual personality needs of the role incumbent.

Different theorists state that if the occupant of a certain position has expectations for his role which are incompatible with the expectations of the institution of which his position is a part, he has three alternatives:

Getzels	Gross	Lewin
1. Compliance--behave in accordance with the institutional expectations	Conformity--same as compliance	Allow field of forces to direct him toward the given goal
2. Risk Sanctions--behave as he sees appropriate regardless of institutionalized expectations	Nonconformity--same as risk sanctions	Attempt to maneuver around established barriers
3. Partial Compliance--find behavior which incorporates selected demands of his own and of the instructor	Modification	Analyze field of forces, find area where propulsion in two directions neutralize one another

A case in point is that of a school principal who was employed by a school district largely because of his innovative skill and strong leadership qualities. When a taxpayer revolt in the school district

suddenly caused a sharp reversal of school board policy, the superintendent was dismissed and the school board put strong emphasis on economy of operation and conformity to mediocre educational standards. The school principal was plunged into a role conflict situation in which he could not perform to his, or anyone else's satisfaction and ended up seeking another job with a more manageable amount of conflict (Owens, 1970).

A common source of tension from role conflict results from the expectation that the incumbent, perhaps an administrator, will be empathetic and understanding in his dealing with his subordinates and will still be expected to enforce the rules of the organization. Many administrators feel this sort of conflict when they zealously attempt to build trust, confidence and high morale in the teaching staff and then are required to conduct a formal evaluation procedure that seems to be in conflict with these same goals.

Role Ambiguity

Somewhat similar to role conflict, but significantly different, is a situation where the role norms or expectations are contradictory or vague; the situation is not so much one of conflict as it is of confusion. Role ambiguity is rather commonly observed in the attempt to preserve the distintion between administration and supervision; the first is generally seen as "line" authority, where the other is thought to be a "staff" responsibility (Owens, 1970). Yet supervisors are often perceived as being in hierarchical authority over teachers; not infre-

quently supervisors feel they are being maneuvered, against the spirit of their roles, into the exercise of authority over teachers which threatens their more appropriate collegial relationship with them.

Role conflicts--some of which have been described above--produce tension and uncertainties which are commonly associated with inconsistent organizational behavior. In turn, this inconsistent behavior, being unpredictable and unanticipated, often evokes further tension and interpersonal conflict between holders of complementary roles. Frequently, those who must perform their roles in the ambiguity and tension outlined here develop dysfunctional ways of coping with the situation.

Thus, we find such socially acceptable avoidance behavior as joking about the conflict or ambiguity. In organizations where this kind of avoidance is not acceptable, and schools are a case in point, rather elaborate and mutually understood avoidance patterns may exist. These can include a studied avoidance of any discussion of the problem or substituting any kind of "small talk" instead. A common avoidance technique is found in ritualistic behavior which permits parties to get through their role performances with a minimum of actual conflict. The use of vagueness, pomposity, complex structure, cliches, and overobscure vocabulary in communication is one popular avoidance technique (Boguslaw, 1965).

There will undoubtedly be some role conflict present in most situations, as well as some role ambiguity. Role set, as mentioned earlier, is used by Robert Kahn and his colleagues to describe and measure role conflict and ambiguity and to correlate their presence with

attitudes that members of the set have toward their work situation and to the behavioral functioning of these people in the work group (1964). Thus the role set is an important concept in a consideration of the ecology of the social setting in which the individual makes his contribution to the organization. It is a useful way of conceptualizing the connection between personality and the organization.

Summary

To possess knowledge of role theory and some of its concepts is, in itself, of little use. However, the construct can be useful in analyzing some of the interpersonal behavior that we encounter in work groups of organizations. For example, leaders are concerned with facilitating the acceptance, development, and allocation of roles that are necessary for the group to function well. In educational settings an excellent example may be the interrelationship between regular and special educators in terms of planning and programming for the needs of special students. Its interdisciplinary focus demands complementary role functioning and efficient interpersonal communication, both of which can be hampered significantly by any of the role conflict and ambiguity constructs that have been discussed Where such a problem may be found to exist in a particular organization or group, corrective measures or intervention would be indicated to perhaps surface and illuminate the conflict, provide a process for examining the contributing factors to the conflict, and facilitate the necessary interactive and feedback processes to reach resolution. Methods and approaches may differ according to particular situational demands, yet the intrinsic

rationale and conceptual framework for dealing with the problem may be seen to rest in role theory and its associated constructs.

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TRAINING ACTIVITIES ON INTRODUCING NEW ROLES RE-CLASSIFICATION OF ROLES, CONFLICT RESOLUTION: ROLE CLARIFICATION AND ROLE INTERACTION

Interaction

Dorothyann Feldis

Introduction

The following examples of activities are designed for the purpose of developing and clarifying the expectations associated with different roles. They emerged from a variety of different situations where role confusion caused the equilibrium of the system to be disrupted. In order to clarify the activities and their purposes, they have been divided into three categories: introduction of new roles, re-classification of roles, and role conflict.

Introduction of new roles refers to the creation and inclusion of a role that previously has not existed within the system. Re-classification of roles refers to a situation where the structure of the system has been re-organized in such a way that the established expectations of a particular role were changed and re-identification and re-training emerged as system needs. Role conflict is divided into two sub-sections: role clarification and role interaction. This section is designed to develop skills that will enable individuals to clarify their perceptions of their role, to interact with other roles, and to identify and deal openly and effectively with conflicting situations.

In reviewing the following activities, the reader should observe the sequence as well as the nature of the individual activities. Generally, the initial activities of each section are desinged to establish an open, trusting atmosphere and to surface the needs of the participants. The remaining activities attempt to develop particular skills in a way that enables participants to address the needs they have identified. For this reason, it is important to consider the activities in modules.

The type and order of the activities changes according to each situation; however, all groups need to be equipped with certain skills before they can analyze, as a group, the nature of any problem. The development of skills that enable groups to identify and eventually solve role related problems is an aspect of training that can never be overlooked. Solutions can never be achieved without the skills necessary to develop and implement them.

System Need

In this particular example, the role that was introduced into the system was that of an educational advocate. The development of the concept of educational advocacy and of the eventual formation of the educational advocate role emerged from concerns articulated by the special education supervisory staff. They felt that no one represented the child's interests after he was referred or placed into a special education program.

The concept of advocacy was not new to this district. It was part of standard procedures to assign a supervisor as an advocate to each child in special education. However, the supervisors were unable to fulfill any advocate responsibilities and holding the title of advocate had become extremely frustrating to them.

The system response to the need for a more adequate advocacy program was the establishment of a task force composed of twelve members of the special education supervisory staff. Their task was to develop the concept of child advocacy as a functioning and integrated aspect of special education procedures within the system.

An outside consultant was employed to help facilitate the process of the group. The consultant did not serve as chairperson of the group, but functioned as a resource person who provided feedback regarding the group's progress and facilitated the development of effective group process techniques.

Since the primary responsibility of the consultant in this situation was to facilitate the process of the task force, most of the activities

centered on developing procedures to help them work effectively as a group. Communication skills, including listening and clarifying, were stressed along with techniques to monitor group climate. Group problem-solving procedures were also introduced to help the group surface and consider all possible functions of educational advocacy. The following sequence of activities describes how problem-solving techniques were adopted to meet the needs of the particular task force in developing both a conceptual framework for educational advocacy and effective group process skills.

Setting

The following activities should be conducted in a moderately sized room equipped with tables and chairs that can be arranged in seminar fashion. Also, a chalk board and wall space is necessary. (Table space is important so that participants can comfortably take notes and organize their working materials. Wall space is important so that proceedings can be recorded on newsprint and remain visible for reference by the participants.)

Materials

The basic materials needed are a plentiful supply of newsprint and three or four different colored magic markers.

Coffee and tea should be available at a separate table. This provides participants with the opportunity to move from their seats when they need to stretch.

Overview of activities

All of the activities are basic methods instrumental in generating numerous alternatives and considering the implications of those alternatives for the existing equilibrium of the system. They tend to encourage

examination of the desired goals in terms of forces existing in the system that support progress towards the goal and forces existing that restrain progress towards the goal.

The estimated time necessary to implement each of the following activities is approximately three hours. This particular task force met on a monthly basis. The time span between sessions should be kept in mind while reading the activities because it allowed participants the opportunity to contemplate the issues away from the group and its pressures.

Activity I

Objective:

1. To establish the goals and objectives of the educational advocacy program.

Method of Development:

The facilitator should begin this session by instructing the participants on the rules of brainstorming (refer to instructions to group members). Time should be allowed for discussion of the procedure and the rationale for using it. Brainstorming is a basic technique that the group will have occasion to use in the future; therefore, the participants should understand its purpose. After the instructions for brainstorming have been discussed, the facilitator should ask the group to begin to generate ideas or outcomes they envision within the concept of an educational advocate and record them on newsprint. If the ideas emerge very rapidly, the facilitator can ask one or two group members to help him/her record the responses.

Following the brainstorm, the facilitator instructs the group to review the list of suggested ideas or outcomes and translate them into objective statements making objectives and their implications. This

discussion should clarify comments made during the brainstorm. A record should be kept on newsprint of the clarified and restated objectives. The facilitator should remember to place the newsprint in a place easily visible to the group members so that they have a record of their suggestions constantly available for their review.

This part of the meeting is usually laborious. Sifting through numerous ideas is frustrating and time consuming. However, the facilitator should be aware of the difficulties that group members experience while they are involved in this activity and should be ready to summarize the accomplishments of the group throughout the session and encourage them to continue the process. This process takes a long time and the facilitator must be able to support the group and, at the same time, allow them to struggle with the issues. Paraphrasing techniques are helpful when the discussion seems to become entangled. The facilitator needs to be sensitive to the frustration level of the group and the progress of the group in order to be able to suggest tabling certain issues to the next meeting, ending the discussion early, or suggesting that more information be obtained. Another possible way of easing the frustration level is to divide the participants into small discussion groups and have them concentrate on one issue that they will present to the total group for review. A combination of all of these suggestions may be necessary.

After the group members are satisfied with their list of objectives, the facilitator instructs them to review the list and group the objectives into categories. An efficient way to record the suggestions is to mark on the newsprint with different colored magic markers those items that the group feels belong together. When the group is satisfied with the groupings,

they should be asked to label the categories.

The projected amount of time needed to implement the entire meeting is about three hours. Again, the facilitator must be sensitive to the group climate and be able to adjust the time schedule accordingly. The brainstorm and discussion should probably take about two hours and the categorizing about 45 minutes.

At the end of the meeting, the newsprint should be collected so that a list of the categories and the items can be typed and distributed to each member of the task force for review at the next session.

Instructions to the Group Members:

Brainstorming is a technique often used with groups to help them generate all the ideas that the members have on a particular topic. The rules are simple. You call out your idea or brainstorm and a recorder writes it on the newsprint posted on the wall. You may not question or discuss a person's brainstorm. You may, however, ask for clarification. The purpose is to stimulate the thinking process. One idea should trigger another and so on.

At the end of the brainstorm, you will have an opportunity to discuss each item in terms of its relevance to your task and in terms of its implications. The final list of suggestions can then be grouped into categories

Activity II

Objectives:

1. To discuss the implications of the objectives generated in Activity I [illegible], parents, teachers and the system.
2. To select, by group consensus, a final set of objectives for the advocacy program.

Method of development:

The purpose of this meeting is to review the objectives developed during the first meeting. During the interim, members should receive a typed summary of the objectives developed and the defined categories. This meeting should be conducted by the chairperson. A procedure he/she can follow is simply to review the objectives within each category, one at a time, asking the members for any further revisions, deletions, etc. The chairperson should keep a record of the proposed changes on a master copy that can be retyped and distributed to the members. Since members also have personal copies, they are free to record changes and keep their own personal notes.

The group facilitator's responsibilities during this meeting are to provide feedback regarding the process of the group. Group climate and personal interaction between members are two aspects of group process that the facilitator should be prepared to periodically feedback to the group. Interventions by the facilitator should be reserved to situations where members are entangled in a discussion that seems to stem from failure to listen, lack of clarity, or unwillingness to compromise, or where the group climate has reached a high level of frustration, anger, antagonism, or disappointment.

Some intervention techniques the facilitator can use when these situations arise are to ask members to restate their point another way, to clarify the points as they appear to them, or to ask the chairperson to summarize the original purpose of the discussion. These techniques serve two purposes: reclarification of members' responses and reclarification of the purpose of the discussion.

In dealing with the general climate of the group, the facilitator may ask the members to reflect on the tone of the group any time during the session as well as at the end. This can be accomplished by sharing the observations of the facilitator and/or group members on the group's process and the group's productivity, either by group discussion or a written evaluation. Figure 1 is an example of a written evaluation that is effective with groups. Probably the most accurate data regarding group climate is obtained by using a combination of both techniques. Group members should be made aware of the fact that they may provide feedback pertaining to the process of the group or request a group discussion regarding group process at any time during the session. Freedom to react at a feeling level within the framework of a task force emerges as techniques are modeled by the facilitator and as members begin to feel secure in the group.

Techniques of clarifying and assessing group climate are stressed during this session for two reasons: to familiarize the participants with some group process techniques and to set a precedent for the use of facilitating procedures in future planning sessions.

The second activity, related to objective 2, is the selection of a final set of objectives for an educational advocate. This will involve a group rating or ranking process. This discussion should begin with a listing of some criteria to be used in rating or ranking the objective statements. Figure 2 provides five criteria and a format to be used in a ranking exercise. The directions to participants are contained in the format.

The estimated time for implementation of this meeting is approximately three hours.

Instructions to Group Members:

Techniques of paraphrasing

Paraphrasing is a technique used to help individuals listen to each other more effectively and to help individuals clarify thoughts or issues presented before they respond to them. The rules of paraphrasing are simple. You simply restate the speaker's thought as you understand it before you respond with your thought. The speaker must have an opportunity to clarify his point if he feels you have not understood it correctly.

Figure 1

GROUP RATING SHEET

Name _____ Meeting Place _____

Date _____ Local Task Force _____

S.E.S.A.C. _____

1. How good are you at being a team member?

   Among the best — Among the poorest

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

2. How much of a leader are you among the other team members?

   Among the best — Among the poorest

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

3. How good are you at problem clarification?

   Among the best — Among the poorest

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

4. How good are you at assisting in staying on task?

   Among the best — Among the poorest

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

5. How do you feel professionally about the decision/progress right now?

   Among the best — Among the poorest

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. What is your gut level feeling about decision/progress right now?

   Among the best — Among the poorest

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

7. How much of an "owning" feeling do you have about decision/progress right now?

   Among the best — Among the poorest

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

8. Where are you on your readiness to act on task force recommendations?

   Among the best — Among the poorest

   1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Activity III

Objective:

To develop a list of action steps necessary to accomplish each of the stated objectives.

Method of development:

The facilitator's task during this session is to help the group formulate specific activities or action steps for each of the objectives. The facilitator can begin by explaining the term action step (refer to Instructions for Work Groups) and then suggesting that the group examine each objective and generate a list of action steps that could be used to accomplish the objective. The list should be recorded on newsprint. When all of the ideas have been surfaced, the facilitator should prompt the group to discuss the suggestions and clarify their meanings.

Following this activity, group members should choose one objective for which they would be willing to prepare a specific method of implementation. Essentially, this procedure is dividing the task force into work groups.

The next step is for the facilitator to explain the task of the work groups and present them with a process for determining which alternatives the training program should concentrate on if advocates are to have an impact on the system. (For a detailed description of these instructions, refer to "Instructions for Work Groups.") A suggested model is the forced-field technique of diagnosing a problem.

The total estimated time for this session is approximately two hours and 30 minutes. Generating action alternatives, a clarifying discussion, and priortizing can take as long as two hours. The remaining 30 minutes is for assigning individuals to work groups and clarifying the task of the work group. The facilitator should remember that the objective of this type of session may be accomplished in a shorter time. This depends on the scope of the objectives and the number of possible implications that need to be discussed and clarified. This particular subject area is extremely complex and requires more time for discussion than some other areas would. An approximation of the amount of time needed for this type of activity is a judgement that the facilitator has to make for each situation separately.

Instructions to Work Groups:

Action Steps

Action steps are specific activities that either provide movement in the direction of the stated objective or provide movement away from the stated objective. In trying to accomplish specific objectives, it is important to analyze whether action steps are positive forces or negative forces in a particular situation. If a force is positive, you may wish to strengthen its influence and if it is negative, you may wish to weaken or destroy its influence.

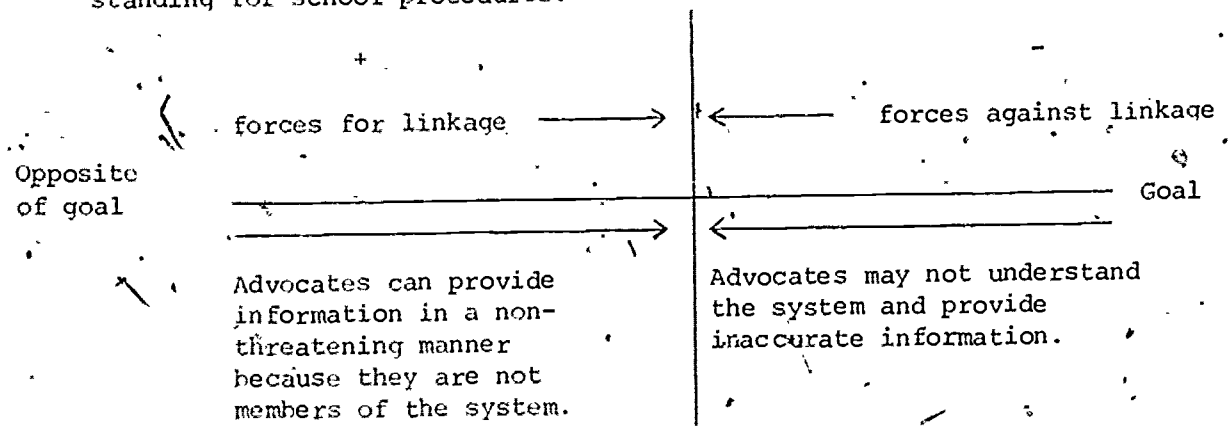
Forced-Field Technique

The next step of this task force is to prepare a set of specific activities that meet the objectives of the advocacy program. The group has already brainstormed possible action alternatives.

Your task is to analyze each alternative in terms of the existing forces

within the system and the community that support its development and the forces that oppose or restrain its development. Here is an example of a process that may help you accomplish this task.

Objective: An educational advocate provides a linkage between home and school that will help parents develop a better understanding for school procedures.



(Diagram and Discussion of the forced-field technique of diagnosing a problem is adapted from Charles Jung, 1966)[1]

In this situation, the negative force needs to be weakened or eliminated in order for the positive force to move in the direction of the goal. Consequently, the activities prepared should concentrate on the removal of the negative force or on ensuring that advocates are provided with accurate information themselves. Observation of a planning and placement meeting, participation in a planning and placement meeting, and attending a workshop on the state and local special education procedure are some specific activities that might be included.

Team Reports

During each of the following sessions your team will be asked to give a progress report stating what you have accomplished since the last meeting and

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[1] Charles Jung, "Forced Field Technique of Diagnosing A Problem," Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, Sept., 1966.

the problems you are having. It would be helpful for the group, in responding to your report, if you could duplicate any materials or examples of activities you have done. This would facilitate the group discussion and provide you with more accurate feedback.

Activity IV

Objectives

1. To review the progress of each work team.

2. To provide suggestions for further development to each work team.

Methods of development:

The group facilitator's job during this session is to suggest a procedure for the group to follow that will be helpful to them in accomplishing the stated objectives.

The meeting should begin by reviewing the work teams and their assignments and deciding in what order the progress reports should be presented. This can be facilitated by writing the teams and their objective on newsprint and then ordering the items.

At this point, the facilitator should encourage the participants to follow the format presented at the last session in reporting their progress to the group. The facilitator should help the teams present relevant information by using the following trigger questions during the progress reports:

1. What did your group accomplish?
2. What do you feel you still have to accomplish?
3. What problems are you having obtaining the necessary resources?
4. Do you need any more help from anyone in the group.
5. Do you feel any aspect of the objective should be altered or changed?
6. Do you think any additional objectives are necessary?
7. What steps do you anticipate completing by the next meeting?

Following the report out, the total group should discuss the information presented, ask questions, offer suggestions, and, most of all, offer support. Acknowledgement of the time, effort and commitment of the group members is important for the morale of the group. The facilitator can encourage praise among members by being sensitive to group members and by calling attention to the efforts made in overcoming difficulties, finding resources, and struggling with issues. Also, the facilitator should constantly remind the group of their progress towards the goal. This is particularly important when movement seems to be slow and when efforts have not been met by a completed project.

This session is not meant to complete the educational advocacy program. Five or six of these meetings may be necessary before all the activities are completed and the task force is ready to implement a training program. The estimated time for implementation of one of these sessions is between two and three hours, depending on the amount of information that needs to be reported out and discussed. However, the estimated time for development of the role of educational advocate is from six to nine months, depending upon how often the task force can meet.

Instructions to Work Teams:

Hang in there!

Outcomes:

The final outcomes of this sequence of activities are a detailed description of a role that previously had not been a functioning part of a local school district and a detailed training package consisting of specific activities. The process presented in this sequence of activities illustrates more than the simple development of a role description. It illustrates the

development of a role description within the context of a system considering the effects that the role will have on the existing equilibrium of the organization. Action alternatives were chosen according to the support or resistance they would provide for the functioning of the role within the system. Careful consideration was given to action steps that would be met with negative forces and activities were developed to weaken those forces.

The success of this program can be attributed to two conditions. The first is the commitment of the members of the task force. They initiated the idea of advocacy and were determined to make it a part of special education services. The second is the luxury of being able to project their own time line. The absence of external time line pressures allowed the group to struggle with process issues and work until a satisfactory end product was completed.

The frustration level was high at some meetings, but the end product is an innovative program that a group of special educators will not allow to die.

Figure 2

PRIORITY PROCESS EXERCISE

From: Action Research Designs for Training and Development by M.E. McGill and M.E. Horton Jr., 1974.

In the Priority Process Exercise, goal statements are numerically ranked on four separate dimensions.

SIGNIFICANCE TO PROGRAM	LIKELIHOOD OF SUCCESSFUL SOLUTION	POTENTIAL FOR DIRECT INFLUENCE BY CHANGE TEAM	TIME/COST
1. Most Significant	1. Most Likely	1. Most Influence	1. Least Time/Cost
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.
10.	10.	10.	10.

For each goal, the numerical rankings are totalled. Those problems with scores of 4-12 have great promise as the cornerstones of a general plan as they are important, likely to be successfully solved, open to influence by the change team and not unusually costly in time or money. Accordingly, goals with higher scores will be less desirable as a starting point for planning.

System Need

This section is based on a situation where the formal organization of the system was changed in an effort to provide more effective and appropriate services to children. The change included elimination of the separate roles of social worker, guidance counselor, and special education consultant for the emotionally disturbed and distribution of this portion of the special education staff in a non-categorical fashion under the title of education consultant.

The new structure provided each elementary building with a full time educational consultant, whose responsibilities included planning and implementing an effective way to provide services to children in the building. Their responsibility was not to deliver all the necessary services to children themselves.

Essentially, the special service staff was being requested to function in a non-categorical fashion. Instead of working directly with children, they were being asked to direct their interventions to other components of the system; teachers, parents, and principals.

Designing interventions oriented towards personnel, rather than towards individual children, required some different skills. Consequently, a need to re-train staff in the areas of modes of consultation, techniques of intervention, and systems analysis emerged.

Changing role expectation within a system, as exemplified by this situation, temporarily creates a state of disequilibrium between the individual's role identity, and the system's role expectation. In this case, the learning of new skills was identified as one way to re-establish the systems equilibrium within a new set of norms.

Overview of Activities

The activities in this section are designed to develop skills and knowledge in the areas of consultation, intervention strategies, and systems analysis. They are divided into three major categories: modes of consultation, observation, a method of data collection, and systems analysis. Each category consists of a series of activities that attempt to develop a set of particular skills.

Briefly, modes of consultation concentrate on developing an understanding of the modes of consultation and observation of oneself as a consultant. Observation, a method of data collection, deals with the skill of observation as a method of data collection, and feedback of data as an intervention strategy. Knowledge of the system presents a way of perceiving the sylem in terms of its norms and expectations for special services staff. The activities attempt to surface the differences between the individual's role inferences and the systems role inferences, and the normality of this difference within the process of change.

Setting

All of these activities should be conducted in a comfortable, moderately sized room with movable table and chairs. Probably the room should be located in a building that is separated from the group's working environment. For example, if all of the participants work in elementary buildings, the high school would provide them with some sense of separation from their own settng. This can help to facilitate a relaxed, open atmosphere.

Section 1: Modes of Consultation

Activity I: Lecturette (Modes of Consultation)

Objectives:

1. To acquaint participants with the basic modes of consultation.

2. To provide participants with background knowledge necessary for future activities.

Materials:

Newsprint and magic markers

Handout (Consultation styles Fig. 2)

Method of Development:

The purpose of this activity is to acquaint participants with the three basic consultation styles: expert, service, and collaborative. These three styles are outlined on the handout and should be briefly explained to the participants. The trainer should stress that any helper-helpee relationship can be identified according to these three aspects. No one method is better than the other method. The appropriateness of a method depends on the situation, and part of the consultant's responsibility is understanding the implications of each of the techniques, and then choosing the most appropriate one for a particular situation.

The success of this activity depends on the clarity of the trainers' lecturette. The presentation should be brief, no longer than 20 minutes, and the participants should be encouraged to ask questions and discuss the concept. It is imperative for the trainer to prepare the lecturette in advance. The handout discusses the basic information that should be presented. If the trainer is not familiar with the information himself, he/she should study the handout until he/she is certain that he/she can explain the points clearly. Praticing the lecturette on a tape recorder before the actual presentation is an excellent way to develop effectivenss.

Newsprint and magic markers should be available for the trainer to illustrate points, make diagrams, or write key words as he/she speaks.

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CONSULTATION STYLES

Factors & Behaviors	(Expert) EXPERT CONSULTATION "Rescue Me"	(Pair of Hands) SERVICE CONSULTATION "Serve Me"	(Process) COLLABORATIVE CONSULTATION "Let's Work Together"
. Dependency Issues	Client passive & dependent - consultant prescriptive & client responsive	Consultant dependent - client prescriptive & consultant responsive	Interdependent. Mutually agree to delay premature prescription. Eventual prescriptions product of both client & consultant
. Decision Making	Unilateral - consultant determined	Unilateral - client determined	Bilateral - decision made through mutual exchange and respect for appropriate expertise of both parties
. Problem Analysis & Diagnosis	Info collection by expert - "answer" provided by expert for client	Info collection primarily by client - consultant may seek elaboration. Other info sought only for reinforcement, not disconfirmation	Info collection by both. Consultant raises issues regarding biases, checks client assumptions, seeks other info sources, etc.
. Control & Conflict Issues	Control rests with expert. Conflict unlikely or unnecessary since "lay" client cannot challenge "expert wisdom"	Control rests with client. Conflict unaddressed by consultant. Avoidance and appeasement mode.	Control issues surfaced and addressed. Conflict viewed as expected and a source of growth and new ideas/alternatives
Degree of Collaboration	None - willingness of client to express or reveal data or problem is not collaborative, but dependent	None - willingness of consultant to accept & accede to client diagnosis is merely pseudo-collaboration	High - responsibility for accurate diagnosis, action implementation shared - both client & consultant accept responsibility for assuring collaboration
Communication Modes	Client responsive - consultant initiates an interrogation mode. Two-way, but limited to active consultant and responsive client	Consultant responsive - client initiates in descriptive/evaluative mode. Two-way, but limited to active client & responsive consultant	Both parties initiate depending upon issue - and rely upon problem solving mode. Two-way and unlimited by dependency or control issues
. Implementation	1) Consultant implements & client may learn by observation. 2) Consultant provides "cookbook" or instructions	1) Consultant implements with token "support" of client. 2) Client implements after consultant provides vehicle	1) Mutuality of implementation sought with different aspects examined for appropriate responsibility

Figure 2

The estimated amount of time needed for implementation is approximately 20 minutes for the lecturette and 10 minutes for questions and discussion.

Activity 2 : Role play

Objectives:

1. To practice responding within each of the identified modes of consultation.
2. To be able to identify a consultant's response within the three modes of consultation.

Materials:

none

Method of Development:

The trainer begins this activity by requesting the participants to divide into groups of three. After the groups are assembled, the trainer presents the participants with instructions for the activity. (refer to instructions to work groups). After the instructions are given, the trainer should ask for questions and allow time for clarification. If the group seems to be confused by the instructions, the trainer should repeat them, using one group as an example.

As the groups are working , the trainer should walk from group to group in order to determine the nature of the interaction between members. If a group seems to have misunderstood the directions, or to be stymied, the trainer may intervene by clarifying the directions or contributing a few suggestions that may trigger their thinking. Also, the trainer should inform the groups when they should switch roles. This is important in order to avoid one group having to wait for another to finish.

After all of the groups have finished, the trainer should request the participants to join together as a total group to discuss the implications

of the activity. The purpose of this discussion is to summarize the participants learnings about the three modes of consultation and their implementation.

The estimated time for implementation of this activity is about one and a half hours. The traid group take about 20 minutes per round, and the total group discussion about 20 minutes.

Instructions to Participants:

The purpose of this activity is to provide you with the opportunity to practice the different styles of consultation. Your task is to provide each member of your group with a problem situation that they can respond to and a situation that they can observe. Begin by assigning each group member the letter A, B, or C. Each member who is assigned the letter A assumes the role of helpee and thinks of a problem situation. This problem is then presented to B., who assumes the role of helper, and responds to the helpee. C assumes the role of observer and provides feedback to A and B regarding the type of response that B made to A and A's reaction.

After this interaction, B becomes the helpee, C becomes the helper, and A, the observer. The process is then repeated. This process is repeated three times, so that each person has a turn in each of the different roles.

The entire activity lasts 20 minutes, which means each interaction should last only 6 or 7 minutes. The trainers will inform you when you should be ready to switch roles.

Activity 3: Self-Analysis of Consultation Styles

Objective:

1. To practice observing one's own response in terms of the different modes of consultation.

Materials:

Educational consultant-consultation Log (Fig 3)

Method of Development:

This activity is meant to follow the two previous activities. It is a homework assignment that involves practicing identifying one's own mode of consultation in "back home" situations.

The trainer should distribute the worksheets and then present the instructions. (Refer to Instructions to Participants) Time should be allowed to answer any questions the participants may have about the activity.

Instructions to Participants:

This activity is designed to give you an opportunity to observe the types of responses that you use in specific "back home" situations. Your task is simply to keep a log of the problem situations you handle during the next few weeks, and your responses to those situations. As you enter a situation and a response you are to identify in your log the type of response according to the styles of consultation we discussed today; expert service, and the collaborative.

Please bring these worksheets with you to the next session so that we can share our learnings together.

Activity 4: Followup

Objective:

1. To focus on learnings from self-observation of consultation styles.

Materials:

none

Method of procedure:

This activity is meant to begin the workshop immediately following

Figure 3

EDUCATIONAL CONSULTANTS -- CONSULTATION LOG

DATE	THIS IS MY BEHAVIOR: (describe specifically)	THIS IS WHAT HAPPENED WHEN I used the described behavi	MODE OF CONSULTATION used

the previous group of activities, or to occur at some point 3-4 weeks following the first three activities. The trainer should facilitate a total group discussion of the homework assignement. Some trigger questions that could be used to direct the discussion are:

1. What did you learn about your consultation style from this activity?
2. What did you learn about yourself?
3. What did you learn abou the nature of the problems you are confronted with?
4. Did you enjoy the experience? Why or why not?
5. Did you have difficulty completing the assignment? Why?

The estimated time for completion of this activity is about 25 minutes.

Instructions to Participants:

The purpose of this discussion is to share any learnings and/or feelings that you may have had regarding the homework assignment with the other members of the group. The purpose is also to focus on observation as a method of obtaining data. In this case the observation was of oneself.

Section 2: Observation - A Method of Data Collection

Activity 1: Naturalistic Observation

Objective:

1. To practice collecting data through naturalistic observation.

Setting:

The room setting for this activity is the same as for all of these activities; however, the group needs to have a school building, where they can do some naturalistic observation, accessible to them during the session. A high school building is preferable because of the

movement in the hallways and lobbies.

Materials:

Pencils and paper.

Method of Development:

The trainer begins this activity by introducing the concept of naturalistic observation. He/she should stress that observation is a method of collecting data about situations and can be useful in presenting cases to a principal or teacher in a building. (refer to instructions to participants)

Following this introduction to the activity, the trainer should present the participant with their instructions, (refer to instructions to participants), explaining their specific task, the time frame, and the follow-up use of the data. After the participants have had the opportunity to clarify the instructions, they should be deployed.

The estimated time for implementation of this activity is about 2 hours. Introduction, team assignments, and directions should take about 30 minutes, observations about 1 hour, and preparation of reports about 30 minutes.

Instructions to Participants:

Naturalistic Observation :

Naturalistic observation is the observation of behavior within its naturalsetting. It demands not only observation of behavior, but also observation of incidences that preceded, surrounded, and follow a behavior. Any assumptions or inferences must be supported by data, or a specific set of observed behaviors. If the observer implies that one behavior causes another, supportive data must be presented.

Naturalistic observation is a way that you can collect data in your

school setting. Presenting the data to the principal or teacher as evidence of an existing situation is called data feedback intervention strategy. Essentially, this means intervening in a situation by using the strategy called data feedback.

Directions:

Your mission is to present a situation for which you have collected data that supports your position. Your task consists of two parts. The first part is to spend one hour in the hallways, lobby, cafeteria, etc. of this building observing. The situations will be unstructured; however, your observations should be very specific. Record everything you see.

After you have observed for one hour, return to this room, and prepare a report regarding your observation for the principal of this school. Remember, you are going to make an intervention based on your observations, so be sure you have data to support any conclusion that you make.

After you have completed your report, we will take a break.

Activity 2: Data Feedback

Objective:

To practice feeding back data collected through naturalistic observation to the client.

Materials:

None

Method of Development:

The trainer should begin this activity by reviewing the latter part of the preceding activities and stress that the purpose of this activity is to make an intervention by using the data feedback strategy. After a review of the preceding activity, the trainer explains the directions

for this activity to the group. (refer to instructions for work groups) Participants should then be asked to move into groups of three and begin the activity.

During the activity, the trainer should move from group to group and offer support and/or help when appropriate. The trainer should inform the groups when they should switch roles.

Following this, the trainer should facilitate a discussion with the total group on the implications of data feedback and an intervention strategy. Some trigger questions to help direct the discussion are:

1. What did you learn about data feedback from this experience?
2. Were you supported? If you were not supported, how did you feel.
3. Why do you think your invervention was supported or not supported?
4. Do you think you will use this technique in your building?

Instructions to Work Groups

The estimated time for completion of this activity is 40 minutes. Each member should have about 10 minutes to present his intervention. The remaining 10 minutes is for total group discussion.

The purpose of this activity is to provide you with the opportunity to practice the data feedback strategy of intervention. Your task is for each member of the group to spend ten minutes feeding back their data to the other two members of the group who will assume the role of principal. The "Principals" may respond to the intervention in whatever manner they feel is appropriate to the intervention.

When you have finished, we will discuss the activity as a total group.

Activity 3: Observation in Buildings

Objectives:

1. To practice observing the interaction between staff members within a building.
2. To practice observing the interaction.
3. To practice observing the interaction between staff members within a building.
4. To practice preparing an environmental description of the building based on observation data.

Materials:

Handout (Instructions to workgroups)

Method of Development:

The trainer begins this activity by assigning the participants to teams consisting of 2 or 3 people. The specific team assignments should be made by the trainer in advance of the session. This allows the trainer to consider the interactions that have occurred between participants during the previous sessions in terms of who would best be able to support whom.

After the teams are assigned, the trainer should clearly explain the directions to the participants. Time should be allowed for the participants to question and clarify the directions. This is important because the assignment is to be completed in the absence of the trainer, and if the participants do not understand the directions, they probably will not complete the task.

The estimated time for completion of this activity is a time span of about 3 - 4 weeks. This will allow the teams time to meet and plan their observation schedules and evaluation time.

Instructions to Participants:

The purpose of this assignment is to help you provide information and support to your colleagues that will enable them to understand the interaction in their building better, and to develop more effective intervention strategies.

Your task is to meet with your team and plan an observation schedule. Each team member is to observe for three or more one hour blocks of time in another team member's building. The total team should meet after each member has been observed once to feedback the data to each other. After the second round of observations is completed, the team should meet again to feedback the data. The process should continue in this manner, for as many observations as your team chooses to do.

The following questions can be used to help you direct your observations and feedback sessions.

1. What kind and frequency of teacher-teacher interaction occurs?
2. Who talks to whom? Are there cliques? Does their seem to be a power group?
3. What kind and frequency of teacher to principal interaction occurs? Who initiates? Where is the interaction initiated?

Activity 4: Debriefing activity 3

Objectives:

1. To present each team's process and outcomes regarding the observation assignment.
2. To critique the outcomes of each team.

Materials:

None.

Method of Development:

The trainer should begin this activity by stressing the purpose of determining whether or not naturalistic observations can be helpful in

understanding the environment within a building. The procedure is to ask each group to present their process and results to the total group and then ask the group to respond to the report. In order to facilitate the team reports the trainer should use the following trigger questions:

1. Did you accomplish what you set out to accomplish?
2. Was the information gathered useful?
3. What did you expect from the observations? Was this expectation met?
4. How did it feel to have someone else observing in your building?
5. How did you feel about the feedback you received?
6. What was helpful? What was not helpful? How?

The estimated time for implementation of this activity is about 75 minutes; approximately 15 minutes for each of the four group reports and 15 minutes for a summary discussion at the end.

The purpose of this discussion is to share the process that your group went through in organizing and conducting the observations and the outcomes of the observation sessions. Your task is to report your experiences as a team to the group and to respond to the reports presented by other groups.

Section 3: The System

Activity 1: Lecturette (Getzels - Guba Model of Social Behavior)

Objectives:

To provide the participants with a theoretical evaluation of a system.

Materials:

Handouts:

"Getzels-Guba Model -- A Synthesis" (fig. 4)

"Getzels Model of Social Behavior" (fig. 5)

Newsprint and magic markers

Figure 4

GETZELS-GUBA MODEL -- A SYNTHESIS

We propose that the process of providing meaningful experiences for all children in school can take a giant humanitarian step forward, if educators begin to focus on the structure of the system which includes all significant individuals and "n" number of children.

In order to illustrate this process, we will begin with a description of an administrative process developed by Getzels & Guba (1957) and expanded by Getzels, Lipham & Campbell (1968). This process includes many of the salient points we wish to emphasize. While the Getzels-Guba model may be deemed to be unique to administration, we maintain that it can be used for two reasons:

(1) it provides a conceptual framework for thinking about the educational planning process and

(2) it provides a method for analyzing many of the significant issues in the process.

The theory of the social process of administration in the context of a social system was developed through a hypothetico-deductive analysis of Talcott Parson's theory. Parsons (1951) believed that the structure of an organization may be analyzed from the point of view of the roles. He states that "the fundamental focus for the analyses of the system . . . concerns the ways in which roles within it are differentiated and, in turn, these differentiating roles are "integrated together, that is 'mesh' to form a functioning system." (p. 114) The social system theory was perceived by Getzels & Guba to be isomorphic to administrative process. The analogy to the social system is intrinsic.

Getzels, et. al. proposes that the social process may be viewed from three points of view: structurally, functionally and operationally (p. 52).

Structurally, administration is a "hierarchy of superordinate-subordinate relationships with a social system." (p. 52) Functionally, it is a hierarchy of relationships that serve as a focus for "allocating and integrating roles and facilities in order to achieve the goals of the system." (p. 52). Operationally, the process "takes effect in situations involving person-to-person interaction.

The social system in conceived of as having two classes of phenomena:

(1) institutions which are made up of expectations and roles (nomothetic dimension) and

(2) individuals each having personalities and need-disposition (ideographic). The phenomena are considered to be "conceptually independent and phenomenally interactive." (p. 56)

Conceptually the phenomena of the sociological aspect (institution) and the psychological aspect (individual) can be independently analyzed, but are also understood to be interactive. The two dimensions are mutually permeable.

Both dimensions operate within and interact with a culture comprised of ethos and values in a larger environment.

The elements in each dimension serve as the analytic unit for the element preceding it. Roles are considered to be the most important element of the institution. Roles are the "structural or normative elements defining the behaviors expected of role incumbents . . . their mutual rights and obligations . . . It is what is supposed to be done in order to carry out the purposes of the system, rather than what is actually done that defines institutional role." (p. 60)

Expectations are the maps delineating what a person should and shouldn't do in various circumstances as the incumbent of a particular role. Personality is the dynamic organization within the individual. The forces of need-disposition, which are thought of as affective sets and cognitive styles and capacities, impel the individual to behave in certain ways. It is important to understand that the need-disposition of an individual has two aspects: content, or what is received from the interchange and, secondly, the patterns in which the relations are organized.

Getzels, et. al. (1968) summarize the two components of behavior as one component "arising in institutional goals and fulfilling role expectations, the other arising in individual goals and fulfilling personality dispositions." (p. 78)

One very critical application of this model concerns conflict. Getzels, et. al (1968) define conflict as "the mutual interference of parts, actions and reactions in a social system." (p. 108). They note four types of conflict:

(1) between cultural values and institutional expectations,

(2) between the pattern of expectation attached to a given role and the pattern of needs-disposition of the particular incumbent of that role,

(3) role conflict (refers to incumbents being required to conform to a number of mutually exclusive expectations simultaneously) and

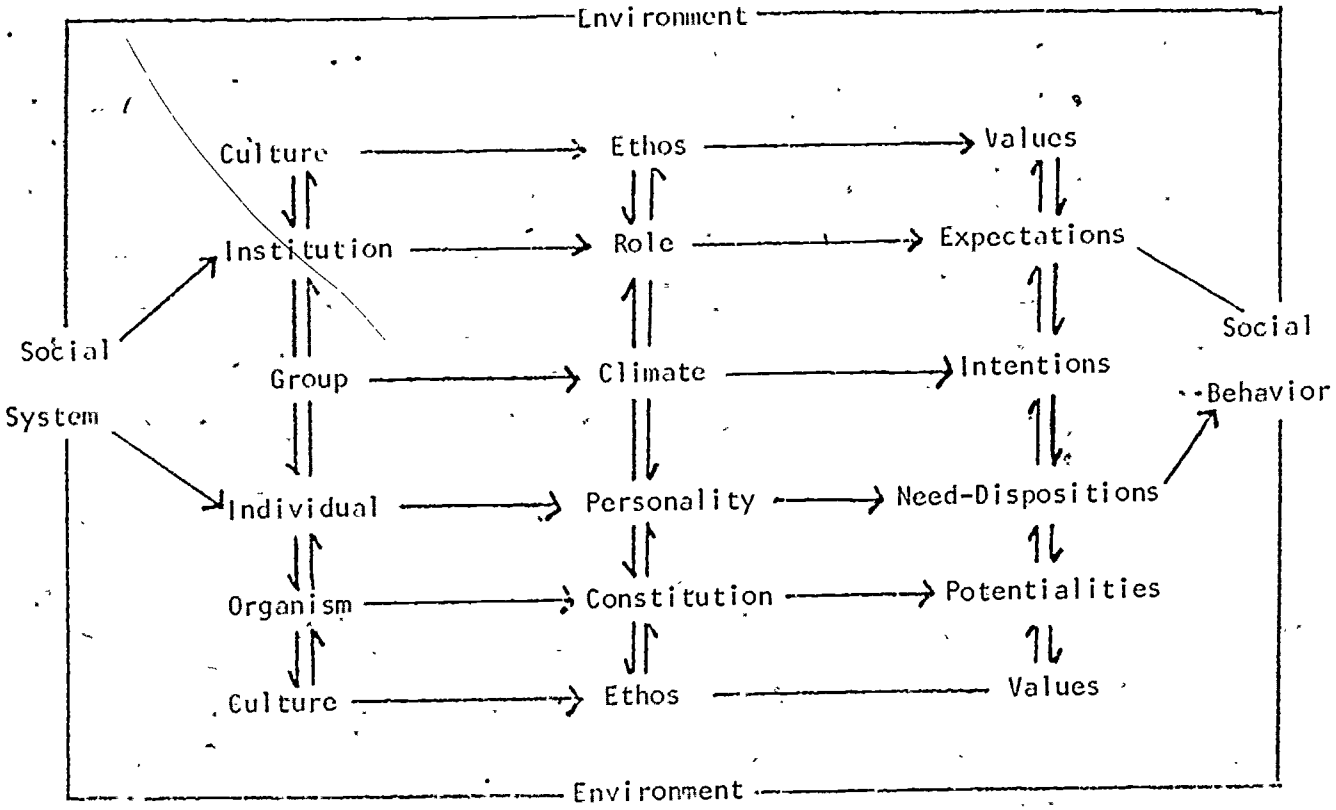
(4) personality conflict (opposing and contradictory needs and dispositions within the personality of a given role incumbent).

The administrative process is seen as an attempt to integrate the

expectations of the institution and the personality of the individual so that the goals of the institution are achieved and individuals are satisfied in the organization.

Figure 5

Getzels Model of Social Behavior



Getzels, Jacob, W., Lipham, James M., and Campbell, Ronald F. Educational Administratation as a Social Process. New York: Harper and Row, 1968, p. 105.

REFERENCES

Getzels, J. & Guba, G. Social behavior and the administrative process. In School Review. 1957.

Getzels, Jacob, W., Lipham, James M., and Campbell, Ronald F. Educational Administration as a Social Process. New York: Harper and Row, 1968.

Parsons, Talcott. The Social System. New York: The Free Press, 1951.

Method of Development:

The material to be presented to the participants is synthesized in the two handouts. The trainer's job is to interpret the material in the form of a lecturette so that when the participants read the synthesis at a later time, they will be able to easily follow the theory. The trainer should fully acquaint himself/herself with this theory before attempting to deliver the lecturette. If the material is unfamiliar to the trainer, the following reference is suggested:

Getzels, Jacob W., Lipman, James, M., amd Campbell, Ronald F., Educational Administration as a Social Process New York: Harper and Row, 1968.

In preparing the lecturette, the trainer should try to draw the model, as illustrated in the handout, (Getzel's Model of Social Behavior) on newsprint as he talks. This helps to maintain the interest level of the participants.

The estimated amount of time necessary for this lecturette is about 20 minutes. Ten minutes may be allowed following the talk for discussion among the group.

Instruction to the participants:

This information has been prepared to help you understand the sytem that you are a part of, and to analyse the expectations that it has for your role and the expectations that you have for your role.

Please feel free to ask questions as I proceed, if the concepts are not clear.

You have been given two handouts that apply to the information I will be presenting. I hope you will find time to read them.

Activity 2: Consultation Log

Objectives:

1. To develop the ability to recognize the role expectations of the system.
2. To develop the ability to recognize your personal role expectations in relation to the role expectations of the system.
3. To develop the ability to recognize the incongruence between your expectations and the system's as part of the change process.

Materials:

Handout - "Educational Consultants --- Consultation Log" (Fig.6)

Method of Development:

The trainer begins this activity by passing out the hand-outs and explaining the purpose of the activity and explaining the specific task to be completed by the participant. (refer to instructions to the participants)

The trainer should ask for questions from the group and should be sure that the directions are clear.

This activity requires a time span of two-three weeks. Following this lapse of time, the group should be reconvened to process the experience.

Instructions to the participants:

The purpose of this activity is to analyse your role within the system in order to understand what others expect from your responses. Your task is to keep a log for the next few weeks. You are to record, on the sheets given to you, who initiates contacts with you, the nature of that person's behavior, and the inference that behavior has for your role. For example, a teacher may bring a child to your office and says that he/she can no longer deal with the child's behavior in his/her classroom. The teacher initiates the contact. She brought a child to

Figure 6

EDUCATIONAL CONSULTANTS--CONSULTATION LOG

Date: _____

Who initiates?: _____ Inference for role expectation: _____

Behavior of initiator: _____

Who responds?: _____ Inference for role expectation: _____
(Name)

Behavior of responder: _____

your office and stated that she/he could not deal with the child in her room. The inference from your role expectation might be to respond as a crisis teacher and rescue the teacher and/or the child from a difficult situation.

The next part of the form deals with the response to the behavior initiated. For example, if you take the child from the teacher, you have rescued him/her and your behavior implies that you expect to function as a crisis teacher. This situation displays no incongruencies between the initiators inference regarding a role and the respondents inference regarding a role. However, if you respond by saying that you will be glad to discuss the problem with both of them so that they may return to the classroom together you have implied that you are not going to rescue the teacher or the child, but that you will help them both to solve their problem together. This response illustrates some incongruence between the initiators inferences regarding your role and your inferences.

These types of illustrations should help you to understand conflict situations between yourself, other roles, and the system.

Activity 3 - Consultation Logs - Follow-Up

Objective:

To provide participants with the opportunity to discuss their learnings from the consultation log assignment.

Materials:

Newsprint and magic markers

Method of Development:

The trainer begins this activity by asking the participants to divide into groups of three or four to discuss their logs. After the participants have assembled into groups, distribute the newsprint and

magic markers to each group, and then proceed with the instructions. (refer to work groups)

Following the small groups discussions, the trainer should facilitate a discussion with the entire group on the learnings that were gained from the experience. Emphasis should be placed on the amount of incongruence that participants find between the role expectations they hold for themselves, and the role expectations others hold for them. The general trend of incongruencies among the participants should be surfaced.

Instructions to the Participants:

The purpose of this exercise is to synthesize the data you collected on your log sheets. Your task, in this small group, is to share with each other inferences you made regarding role expectations from behaviors that were initiated, and inferences that you made regarding role expectations from responses, and to summarize the nature of these inferences with each other. This process can be facilitaed by choosing a group member to record the discussion on newsprint. Divide your newsprint as follows:

Role inferences of initiated behavior	Role inferences of responses

Each member of the group is to share their list of inferences, and the recorder is to briefly write them on the newsprint. If inferences are repetitive simply put a slash mark next to the statement as it reads on the list. This eliminates writing duplicate information, but also provides you with data regarding frequency of occurence.

When your group has completed this process, summarize the major areas of incongruence that emerge from the data.

Outcomes:

One of the major outcomes of this sequence of in-service activities is that participants begin to understand their new role definition by understanding the concepts associated with the role function; consultation, intervention strategies, and systems analysis. They also were given the opportunity to learn and practices some skills that would enable them to function more easily in their new role definitions.This relieves some tensions, and increased the amount of energy available for constructive problem-solving activities.

The workshops also taught the consultants a procedure that they could use to support each other. They learned the skill of observation and data feedback in a way that could be used to help each other increase their functioning within the new role.

Some of the participants were able to follow through with the assignments better than others. The problems of changing a role appeared at times to be conncected to the individual's perception of himself/herself as a social worker, guidance counselor, etc. The title of a degree and one's identification with that specific training was more difficult for some some staff members to relinquish than others. Even where skills were not new, some individuals had difficulty performing them within a new set of norms.

Although the training exposed the consultants to some new concepts and skill training, this brief exposure was not enough to enable individuals to totally integrate the learnings. Consequently, there was a tendency to drift back to familiar approaches.

The impetus to change may have been stimulated, had principals also had access to some re-training. Special education staff cannot implement

methods based on new educational standards if the standards are not supported by the principal.

Power and authority positions must understand and support the non-categorical consultant approach to delivering services to children, if consultants are to be motivated to apply the new skills in a way that will effect any substantial change within the functioning of the school.

CONFLICT RESOLUTION: ROLE CLARIFICATION AND ROLE INTERACTION

The following activities are examples of approaches that were designed to resolve a role conflict situation. The sequence is divided into two sections: role clarification and role interaction. Each section is presented separately; however, the two sections together represent the solution to the conflict situation. The activities are aimed primarily at causal variables. Emphasis is placed on dealing with the causes or the roots of the conflict, not with temporary resolution of the surface problem. Long-range results involving the increased effectiveness of staff is given priority over short-term relief.

System Need

The problem situation referred to in this section addresses the dilemma of a director of special education in dealing with a high level of tension among special education staff and between special education staff and building principals. Responsibility for the different aspects of delivering services to children appeared unclear; consequently, accountability for certain tasks was often misplaced. People were being held accountable for tasks they did not feel were part of their responsibilities. The result was a highly antagonistic, defensive, and non-supportive staff.

The system identified a need for clarification of both special education and building principal rol. and for more effective communication between special education staff and building principals.

Overview of activities

Initially, the two groups, special education staff and principals, were dealt with separately. The purpose was to help them gain professional and personal insight into their own roles before they presented the other group with a description of how they perceived themselves.

The activities in the first section were conducted separately with special service staff and principals. They stress the development of communication skills, the development of trust, and the ability to share knowledge with peers. This emphasis was maintained with both groups.

The second section was conducted with special service staff and principals together. This sequence of activities requires the two groups to interact with each other and was designed to help them share their perceptions of their own role, listen to others' perceptions of their role, identify conflict areas, and develop solutions. The success of this section is dependent upon the communication skills learned in section one. Sharing perceptions with others implies one has developed and clarified those perceptions. Also, feelings of inter-group security need to evolve before intra-group communication can emerge in a way that will effect conflict resolution.

Setting

All of the activities in both section one and section two should be conducted in a comfortable, moderately sized room with movable tables and chairs. This type of physical structure is necessary in order to permit easy flow from small to large group activities. Carpeting is also desirable because it allows participants the option of sitting on the floor. This often helps to create a more relaxed atmosphere.

Section I: Role-Clarification

Activity I: Self-List

Objectives:

1. To focus on internal role clarification and its meaning for oneself and for others.
2. To communicate more openly with colleagues.
3. To increase awareness of others' roles.

Materials and setting:

- Paper and pencils
- Stimulus questions written on large newsprint:

  1. The three most difficult functions I perform are . . .
  2. In my view, the most unique aspects of my professional role are . . .
  3. What unique professional and/or personal skills or knowledge do I have?
  4. If things could be just the way I'd like them to be, what kind of role would I be playing in this school district?
  5. The three most important things I'd like my colleagues to know about me are . . .

Method of Development:

This activity is divided into three segments. The first involves the participants working individually to answer the stimulus questions. These questions are designed to help the participants focus on their role and the way they function in it. The second involves their choosing a partner and sharing some of the information they generated in the first section. The third involves a total group share-out regarding the participants' feelings about the activity and the value that it had or did not have for them.

The trainer begins the activity by passing out the paper and pens and then instructing the participants to answer the questions posted on the newsprint. Allow 15 minutes for this first segment and then give directions

for segment two of the activity. At this point, the participants are requested to move into dyads. Allow 15 minutes for these discussions and then ask the participants to join together in one circle.

At this time, the trainer leads a discussion focused on the participants' feelings about the activity and any learnings that may have occurred or insights that may have been precipitated as a result of their participation. Some trigger questions that the trainer can use to facilitate the direction of the discussion are:

1. How easy or difficult was it to write about your roles? to share information?
2. Were you listened to? Accepted?
3. Did the activity help you in clarifying your own role or provide help in "seeing" or understanding other people's roles?

The total estimated time for implementation of this activity is 45 minutes. Each segment requires about 15 minutes.

Directions to Participants:

Segment 1

During this activity, you will be asked to participate in three different tasks. The first task involves thinking about your role and answering the five questions listed on the newsprint. Please write your answers on the paper you have been given. You have 15 minutes so relax, take your time, and enjoy the process. You will be given directions for the next part of the activity after you have completed this one.

Segment 2

Now, choose a partner to work with. Choose someone you'd like to know better or someone with whom you usually are not able to spend much time. Spend the next 15 minutes:

1. Sharing information that you choose to share from your answers to questions 1-5.

2. Identifying what functions you share in common with other disciplines.

You have approximately 15 minutes to work with your partner.

Segment 3

At this point, it would be helpful if you could arrange yourselves in one circle. We have allowed time in the planning for you to share among yourselves how you felt about the activity and your experiences during the past 30 minutes.

Activity II: A-B-C Design

Objective:

To provide an opportunity to practice the skills of paraphrasing and feedback.

Materials:

Handout on feedback. (Fig 7)

Methods of Development:

This activity requires that participants work in groups of three. Preferably, they should be composed of people who do not know each other well or who do not have an opportunity to work together often. Explain the activity to the group and pass out the handout. Give the participants a few minutes to read the handout; then, instruct them to move into groups of threes.

Before the groups begin to work, ask for questions about the task and clarify any concerns that participants may have. Inform the group that they have one hour to complete the assignment.

Figure 7

FEEDBACK

"Feedback" is a way of helping another person to consider changing his behavior. It is communication to a person (or group) which gives that person information about how he affects others. As in a guided missile system, feedback helps an individual keep his behavior "on target" and thus better achieve his goals.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reactions, it leaves the individual free to use it or not to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or face attack from you."

3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some short-coming over which he has no control.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he had received to see if it corresponds to what the sender had in mind.

8. It is checked for accuracy and external agreement. When feedback is given, in a group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one man's impression or an impression shared by others?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions; and it is a means for establishing one's identity.

At this point, the trainers should make themselves available to any group that is having difficulty or does not seem to understand the task by moving from group to group. Do not stay in a group for any length of time or if they appear to be uncomfortable or inhibited by your presence. Interventions by the trainer should be reserved to situations where the process is stymied and the group needs to be redirected in order for the experience to be beneficial.

Notify the groups when they have fifteen minutes left to complete the task so that they have time to bring closure to their activities.

Instructions to Participants:

This activity is designed to provide you with the opportunity to practice the skills of paraphrasing and feedback. The first thing you need to do is to join with two other people who you do not know well or rarely have the opportunity to work with. After you are in your groups, each member will choose a letter--A, B, or C. "A" will begin by taking about 15 minutes to address the question "How would you like to be operating in your role at the building level?". "A's" comments are to be directed to "B", who may respond only after he has paraphrased the thought presented to "A's" satisfaction. In order for "A" to respond back to "B", he/she must also paraphrase the thought expressed to "B's" satisfaction. "C" assumes the role of observer and intervenes if the rules are broken.

When "A" has finished, "B" addresses the question using the same format from his/her vantage point. "C" becomes the respondent and "A" the observer. The roles rotate until each member of the group has had a chance to assume each role.

You have approximately one hour to complete this activity. We will help you keep time by informing you when it is time to switch roles.

Activity III: Referent Group

Objectives:

1. To identify factors that help or hinder the interaction of special service staff in three work situations: special education roles with the building principal, special education roles with each other in a building, and special education roles with special services as a whole.
2. To share problems and perceptions with peers.
3. To practice working cooperatively on a task in an interdisciplinary setting.

Materials:

Newsprint, magic markers, and tape for each work group.

Method of Development:

Before beginning this activity, stress the connection between personal role clarification and personal ability to share role functions with peers. Review the preceding activities in terms of their objectives to develop personal awareness of one's functioning within a role and to develop ways of effectively communicating with others in similar roles. Explain to the participants that the communication skills learned in Activities 1 and 2 are the foundation for group interaction, the objective of this activity.

The trainer begins this activity by dividing the participants into three work groups, composed of people who represent the different disciplines

within special education. This can be accomplished rapidly by the trainers simply by selecting certain participants to join together to form a group.

After the participants are divided, each work group is assigned one of the three reference situations and instructions are given to the groups. Time should be allowed for questions and clarification before beginning the activity.

While the participants are working on their tasks, the trainers move from group to group, providing help and support when needed.

This segment of the activity takes about 30 minutes. Ten minutes before the groups are to conclude, the trainers announce the time remaining. This encourages the groups to bring closure to their discussions. When the 30 minutes has expired, the trainers terminate the small group activities by requesting the participants to join together and form a circle in the middle of the room.

At this point, the trainers conduct a half hour discussion with the total group. The purpose of this discussion is to identify items from the lists that have similar implications, both positive and negative. Those items that occur on all of the lists are considered items of high priority for all of the groups and are recorded by the trainer on newsprint. This portion of the activity synthesizes the information shared by the participants and identifies problems that are common to the group as a whole.

The estimated time for implementation of this activity is 65 minutes. The group discussions take 30 minutes, the share-out 5 minutes and the final discussion 30 minutes.

Instructions to work groups:

This activity is designed to help you look at role interactions in three different reference settings that are common to your job. The three settings to be considered are:

1. Special education roles with the building principal;
2. Special education roles with other special education roles in the same building;
3. Special education roles with special services as a whole.

Each group will be assigned one situation. Your task is to discuss and list in two columns on newsprint:

1. What enhances my effectiveness in this situation?
2. What detracts from my effectiveness in this situation?

Please make sure each column is labeled appropriately.

Before beginning, select a person to record the group's points on the newsprint. Post the finished list on the wall for the other groups to review. Explain the items during the total group share-out at the end of the activity.

Outcomes:

These activities resulted in a series of outcomes, based on the original objectives, that were instrumental in helping two conflicting groups move into a second sequence of activities--dealing with interaction across groups.

Specifically, the participants--special service staff and principals--were able to articulate how they as individuals functioned within their role, how they would like to function within their role, and how they would like to be viewed by their peers. They also became aware of their uniqueness and special areas of knowledge.

Once they could identify some of their unique qualities and some important aspects of their role, they were able to share some of their thoughts with

other colleagues and in the process discover the uniqueness of others. Some were even able to share some of their weaknesses and some tasks that were difficult for them to perform.

The fact that the participants were reflecting only on certain aspects of their professional role and had control over how much, if anything, they wished to reveal seemed to diminish threat and build trust. Problems were revealed and, as a result, people felt closer and more sensitive to each other. Relationships began to form on a level of support and understanding.

Also, participants learned as a group to collect data around difficult situations in an objective manner and to use the data to identify a problem. The final result of these three activities was a list of conditions from both principals and special service staff that enhanced or hindered their effectiveness in three different work situations. These lists helped to identify misunderstandings and frustrations of both special services and principals that were the seeds of the existing conflicts.

The next step was to bring the two groups together to deal jointly with the data they had generated in their separate groups.

The following set of activities is based on the results of this sequence. The skills developed in this section provide a foundation for both groups to deal with problem situations together.

Section II - Role Interaction

(Special Service Staff and Principals)

Activity I: Costs/Benefits

Objectives:

1. To acquaint people with one another.
2. To facilitate feelings of trust and openness.
3. To surface role expectations and concerns.

Materials:

- Newsprint, magic markers
- Trigger questions written on large sheet of newsprint.

  1. What is it costing you to be here?
  2. What are you expecting to happen?
  3. What are some of the positive and negative consequences that might result from this experience?
  4. What are you willing to risk so that something positive will happen?

Method of Development:

This activity is designed to create an open, receptive atmosphere among the participants. When the trainers are ready to introduce the activity, the trigger questions should be hung in a visible place in the room. This will allow the participants to refer to them throughout the activity.

The first part of the activity requires that participants choose a partner, preferably across groups, and interview them according to the questions listed on the newsprint. The second part of the activity requires the participants to divide into two groups, but remain with their original partner. After the participants are arranged in two groups, they are each to introduce their partner, in regard to the trigger questions, to the group.

After all of the participants have been introduced, the groups spend about ten minutes discussing what happened during this activity. At this point, a trainer can join each of the two groups and facilitate the discussions. Some trigger questions are:

1. What did you learn about your partner and the other members of your group?
2. Were there differences and/or similarities in what you said and others' responses?

The estimated time for implementation of this activity is one hour and ten minutes. Part one, interviewing a partner, takes about 30 minutes, part two, group discussion, 30 minutes and part three, process, about ten minutes.

Instructions to Participants:

The following activity is divided into three sections. The first part involves working with one other person, the second with a small group, and the third is a process or evaluation section.

The first thing you are to do is to choose someone to work with who is from another reference group. For example, if you are a principal, choose someone from special services and vice versa. Find a spot in the room that is comfortable and interview each other according to the four questions listed in the newsprint. You will have about 30 minutes, 15 minutes per person, to complete this task.

After all partners have finished interviewing, you will be asked to divide into two groups. The trainers will inform you when to move. Your task in this group is to introduce your partner to the rest of the group in regard to the questions used during the interview. You will have about 30 minutes for this portion of the activity.

Following the introductions, spend about ten minutes evaluating the experience in relation to what you learned about your partner and other members of your group and identifying any differences or similarities in your comments and others' responses.

Activity II: Self-List

Materials:

Trigger questions written on large newsprint:

1. (Principals) The three most difficult aspects of my role in relation to special services are . . .
1a. (Special Services) The three most difficult aspects of my role while working in buildings are . . .
2. Three things that I do well and feel good about in my professional role are . . .
3. If things could be just the way I'd like them to be, what would I be doing in this school district?

Methods of development:

This activity is meant to follow Activity I, and the participants should remain in their same groups. The trigger questions should be posted in a place easily visable to all participants and reviewed with the participants.

The purpose of this activity is for the participants to practice self-disclosure and risk-taking and to begin to surface individual role problems and working relationships in groups consisting of both special services and principals. Since the purpose of the first activity was to establish rapport between the participants, the groups should remian consistent. The feelings developed in the first activity are the foundation for this activity.

Within these groups the participants are to share, with members of their specific role group, the answers to the trigger questions. While the special service people are discussing the questions, the principals observe the process. Their task is to provide feedback regarding the use of paraphrasing

and feedback skills. After the interchange between special service people, the same procedure is followed only with principals discussing the questions and special service people observing and providing feedback at the end of the interchange.

This activity is followed by an evaluation discussion designed to provide the participants with the opportunity to discuss across groups what they learned and how they felt about the activity.

Stimulus questions for this discussion are:

1. Did you learn anything new about your colleagues or their roles?
2. How did you feel about sharing personal perceptions and information?
3. What are some of the problems that were surfaced?

The estimated time for implementation of this activity is approximately one hour twenty minutes for each group to answer the questions and receive feedback, and ten minutes to process the activity at the end. After completion of these two activities, the group should be provided with a break, either lunch or a fifteen minute coffee break.

Instructions to Work Groups:

This activity is designed to provide you with the opportunity to practice the paraphrasing and feedback skills we have been using in the previous activities. As you move through this activity, try to remember to paraphrase the speaker's thought before you respond to ensure that you understand his perceptions and are responding directly to them.

The task is for both special service and principals to discuss the three questions listed on the newsprint in the group setting, separately, and provide feedback to each other. For example, while special service people are responding, the principals observe their interaction in regard

to their use of paraphrasing and feedback skills. Following the interaction of the special service staff, the tasks are reversed and principals discuss the questions and the special service staff observes the interaction. After each discussion, the observers provide feedback to the other group.

After each role group has had the opportunity to share their thoughts regarding the questions, your group joins together to evaluate the experience in terms of what you felt you learned about your colleagues and their roles and your feelings about sharing perceptions across role groups.

Activity III: Card Exercise

Objectives:

1. To surface major problems existing in person interrelationships.
2. To share personal concerns and problems without personal threat.
3. To give positive and negative feedback.

Method of development:

The trainers begin this activity by giving one index card to each participant. On the first side the participants are to write one major concern they have about their role that they would like to do something about but that involves a risk on their part. On the second side, they are to write something positive they would like to say to someone they work with and something negative they would like to say to someone they work with. No names are to be used.

When the participants have finished filling out their cards, they are collected by the trainers and pooled into one pile. Participants are then asked to select a card from the pool. These cards are then shared out to the entire group.

Following the share-out the trainers lead an evaluation discussion of the activity where the participants are helped to understand their learnings and the implications for their "back home" situation. Questions that should be answered during the evaluation section are:

1. How did you feel making personal comments about someone even though no one knew who they were directed to or who they came from?
2. What information was brought out that you didn't know before?
3. Did you feel any of the statements made had personal applicability to you?

The estimated amount of time for implementation of this activity is about one hour. Forty-five minutes should be allowed for writing comments on the cards, reshuffling the cards and the share-out. Fifteen minutes should be reserved for the evaluation discussion.

Instructions to participants:

This activity is designed to help you share personal concerns and confidentially surface problems involving other colleagues. Your task is to think about one concern you have regarding your role that you would like to change even though it may involve a major risk on your part. Write this thought down on the first side of your card. Next, think about something positive that you would like to say to someone with whom you work and, likewise, think about something negative you would like to say to someone with whom you work. Write those comments down on the second side of your card. Do not use any names.

After you have finished writing, the cards will be collected and pooled into one large pile and you are to pick one card randomly from the pile. Your task is to share the thoughts on the card you choose from the pile with the total group. This will be followed by a discussion about the implications of the information surfaced on the cards.

Activity IV: Task Force Role Play

Objectives:

1. To acquaint participants with the problems others have to deal with in their roles.
2. To share concerns and problems.
3. To initiate procedures to deal with the identified problems.
4. To plan for future activities.

Materials:

- Newsprint and magic markers
- Role scripts (seven cards with a description of the role to be played written on it)

  1. elementary school principal
  2. social worker
  3. school psychologist
  4. special education consultant for the emotionally impaired
  5. regular elementary classroom teacher
  6. special education classroom teacher (secondary, EMI)
  7. parent of a hearing impaired pre-school child in the district

- Description of the scene typed on a 3x5 card:

  The director of special education in this district has been observing the functioning of special services and feels that some changes are needed in order to improve delivery of service to children. He has assembled this task force, composed of different members of the system concerned with the delivery of appropriate services to children, to develop a list of changes that should occur along with some specific action steps. Your task is to:

  1. list the areas of concern you feel need to be dealt with
  2. list the areas where you feel more information is needed and the source of the information
  3. list the action steps or things you might do to implement 1 & 2.

Method of development:

This activity requires that the participants divide into two groups. The trainers can accomplish this by simply asking them to separate into two equal groups, making sure that there is a mixture of roles in each group.

After the participants are in their groups, randomly hand out the role script cards. If someone receives their own role, ask them to exchange with someone else in the group. Explain the activity to the groups and then give each group a description of the task. Give them time to read the task and ask questions.

While the participants are working in groups the trainers drift between groups in order to observe their process. Interventions should be made if the groups seem to be confused by the task. However, the trainer should not remain in a group or function as a member of a group. After an intervention is made, the trainer leaves and allows the group to deal with the new information in its own way.

After the task forces have completed their assignment, instruct each group to discuss the process that emerged during the role play. For example, ask them to consider the communication patterns that were established by noting who spoke, who didn't speak and why.

Following the small group evaluation, bring the small groups together and lead a total group share-out of the problems and solutions that emerged in each group. Facilitate the discussion to answer the following questions:

1. Are the problems identified real and can they be changed by altering variables controled within the district?
2. What are some things that you think could be done in this district to effect the changes?

At this point, the trainers record the action steps on newsprint for the group. They are to become the basis for future decisions regarding innovations in the district.

The estimated time for implementation of this activity is approximately one hour and fifteen minutes. The role play takes about 30 minutes. The process in the small group requires about 15 minutes and the total group share-out and process about 30 minutes.

Instructions to work groups:

You have been appointed to this task force by the director of special education to identify problems in the system and to develop some action steps that will lead to changes. You have each been given a card that describes what role you are to play. Your group has been given a card describing the situation in detail.

Your task as a group is to answer the questions of your situation card in the next half hour. When you have finished the role play, you will be asked to process the interaction that occurred in your small group. We will then discuss the activity and its outcomes as a total group.

Outcomes of Activity I, II, III, IV:

The outcome of this set of activities is that two conflicting groups were brought together and, by progressing through a sequence of activities, were able to begin to find ways to communicate with each other in a systematic and effective manner. They developed an understanding and awareness of their own role and of the roles of others, and thus were able to identify problem areas that affected both of them.

In this situation, the principals and special service staff learned how to listen to each other and how to eliminate distortions in the communication

process by use of the technique called paraphrasing. Along with the ability to share more effectively, the groups began to trust each other. As a result, they were finally able to systematically address major areas of concern together, without feeling that an expressed concern was an attack on a colleague. The culmination was a list of specific action steps that both the principals and special service staff felt could be implemented within the system and that, if implemented, would begin to solve some of their problems.

Perhaps one of the most important aspects of this sequence of activities is that two conflicting groups came together and learned to share information and ideas and learned to listen to the responses of their colleagues.

Chapter IV

LECTURETTE ON ESTABLISHING NEW NORMS

Ronald Nutter

Definition of Norms

Any educator who has been a new staff member, new to a system, or new to a part of a system has probably become aware of some explicit or implicit rules of behavior, that is, expectations commonly held by the person who performed the behaviors, expectations of themselves or their colleagues. The phrase "We do things this way!" is an explicit informal statement of these expectations, a job description may be a formal statement of these expectations, while the accepted way the job is done or the affirmed style in which the work is done may be informal implicit statements of the expectations. The role expectations for the teacher are different from those of the principal, which are different from those of the director, which are different from the assistant superintendent's and so forth.

These role expectations are generally held by all members of the system, and in that sense they can be seen as norms. Haas (1973) defines norms as "ideas about how classes we categorize of persons ought to behave in specified situations, norms are ideas about how persons ought to behave, rather than the behavior itself; norms vary in degree of specificity in that some are narrow and specific, whereas others are vague and loosely defined, some norms specify behavioral action." Kahn (1964), in discussing the relationship between organizational climate and the normative structure, points out that norms make up the overarching shalts and shalt nots which, given the actions, imply the sanctions and, in time, permeate the souls of organization members. A norm consists of expectations held in common and usually shared by all or nearly all members of the organization.

Types of Norms

Haas (1973) suggests that the normative structure of an organization is composed of categories of norms. He identifies five general categories: (1) Task norms which specify the appropriate tasks and how or when they are to be carried out; (2) Power norms which designate the authority dimension between the members in the organization; (3) Position norms which indicate the status differences which exist between members of the organization; (4) Interpersonal norms which specify the affective nature of the relationship between members within the organization; (5) Sanction norms which specify the appropriate sanctions to be applied when the rules or regulations of the organization have been violated.

Mead (1934) contends that an unique function of the human is his ability to develop a consciousness both of himself and of others. This is accomplished as the individual identifies parts of his self with others. This is accomplished as humans communicate with each other--communication in which one person assumes the attitude of the other individual and, by so doing, calls out that attitude in the other person.

Establishing Norms

Norms do not just appear; they may come from one of a combination of sources. Haas says that norms may be carried in to the organization by its members, norms may be initiated by sources outside the organization, or norms may be generated from within the organization as a consequence of the ongoing interactions within the organization. Norms are reflections of the members' cultural experience, which influences the expectations that members bring to the organization. The beginning teacher, although

having limited first-hand experience in the teacher role, has been acculturated to believe that there are a set of behaviors that are "teacher." Additionally there are norms for what "schools" do that are determined by the understood cultural definition of schools as an institution.

Members then come into an organization with some sense of the norms of that organization, based upon the culture's defintion of the organization rather than any first hand experience of the organization. Norms for an organization may be initiated from sources outside the organization. Governmental regulatory agencies, judicial rulings, or legislative mandates may act to influence the normative structure of an organization. The most common example is when departments of education in the various states establish rules and regulations, which may determine sets of norms that will be put in place in the school organizations.

Changing Norms

An organization or group is an ongoing, growing, changing organism; as such, it may change the norms for its own behavior without a stimulus from outside sources. The members of the organization make the major contribution to this development. Each member brings his/her cultural set or expectation of the "right" norm for the various roles within the organization and of the organization itself. These expectations may have broad aspects in common, while at the same time having critical areas of difference. As the organization of groups continues, these varying perceptions are melded and shaped into a normative structure that most members of the organization will believe in and support. Groups may change a norm that no longer is acceptable. Haas describes this as a process in which those persons in the

group who are seen as promulgators of new norms will initiate a discussion of the needs for a new norm. Other members of the group will participate in an exploration of what the new norm will mean to the group. In time there will be a broad based understanding of the significance and content and utility of the new norm.

Aside from its source(s), the normative structure has another critical aspect which the change agent must be sensitive to. Norms can be official or unofficial. Official norms are those supported by the officials of a group or organization. Certain officials in an organization are expected to see that members' behaviors are congruent with the norms which have apparent group support. In school systems, school administrators and teacher organization officers may be the legitimated sources of official norms which influence the "teacher" role.

It is also apparent that there are norms which are enforced by the majority of the members of the groups or organizations without the open approval of officials or superiors. Haas makes an important observation when he says, "Where members of an organization group are hostile toward and suspicious of higher level officials, there is almost certain to be a sizable unofficial norm component in the total normative structure of the group....No set of planners and norm makers outside of a group or even the head of a group can ever anticipate all possible situations that arise within the groups...unofficial norms develop to fill the gap for normative guidelines."

It can be seen, then, that the normative structure of a group or organizations is multifaceted. It includes the category of behavior to which the norm applies, the source of the norm and the official or unofficial status of the norm.

Figure 1 illustrates the aspects of the normative structure. Norms form the context out of which comes the regularities described by Sarason (1971) in his discussion of the culture of schools and change within the schools. Sarason makes two points (1) that there are behavioral regularities in schools that have no relationship to the stated outcomes of schools, but which are in fact indicators of the intended outcomes of school programs. (2) "Any attempts to introduce an important change in the school culture requires changing existing regularities (norms) to produce new intended outcomes."

Figure 1

Behavior Categories	Sources: Cultural Expectation	Outside Agencies	Group Generation
Task			
Power or Authority			
Position or Status			
Interpersonal Affective Dimension			
Sanctions			

Establishing New Norms

To affect a meaningful change in a school system, the change agent in Special Education must determine which norms the intended change will affect and develop a set of strategies to prepare the client system to put new norms in place. Special educators are prompted by the national movement bringing about closer and more meaningful interaction between general and special education so that the apparent social mandate for "normalizing" the handicapped child could be met. At the state level, legislation and Department of Education regulations were enacted which implicitly and explicitly mandated new role relationships and consequently an examination of some existing norms. These regulations mandated that school districts would establish mechanisms to develop educational plans and instructional alternatives for handicapped children. They specifically state that "any special education program or service should be planned to assist the impaired student to remain in regular education as much as possible or return to regular education as soon as possible." Implicit in this mandate is a redefinition of the ways that general educators and special educators interact with each other. Generically, the issue was one of role definition and an examination of the norms associated with those roles and a readiness for establishing new norms.

The task is now to assist groups (special education and general education) within the organization (the school district) to understand the implicit new norms being generated by the state's mandate. In order to accomplish this task, the need to focus on the facts of the normative structure is paramount.

Task norms: What should special educators do to meet the needs of handicapped children? How much should classroom teachers participate in the

development of building level plans which provide services to meet the needs of handicapped children? How much should district administrators participate in the development of building level plans which provide services to meet the needs of handicapped children? What should the school psychologist, classroom teacher, supportive personnel, and building principals do in the educational planning process for handicapped children? How much responsibility for the change process should the outside change agent assume? How much responsibility for the change process should the clients assume?

Status: Should handicapped children be regarded as having equal access to normal educational services at the same level as non-handicapped children? Are outside agents equal with teacners or administrators, or with neither? Are directors of special education equal to building principals?

Authority: Should teachers have the same information about resources as top level administrators? Do teachers have the right to be responsible for planning what services will be delivered in their buildings? Should teachers have the authority to make policy for a research project in the school district?

After conceptualizing these questions, the special educator must also decide whether to assist the client system examining the discrepancy which may exist between the official and unofficial aspects of these norms.

The status and task norms are usually the first addressed. The outside resource person and clients should at this point examine the contract that determines the relationship of the outside consultant with the system. This effort should result in a recapitulation of the original contract, but with the "non-officials" of the client system arriving at a consensus around

the task of the consultant, the behavior of the consultant, the client expectations of the consultant, the appropriate client behaviors, the kind and amount of resources the client will invest in the change effort, and the kind and amount of resources the consultant will invest in the change effort. This exploration of the normative structure relative to the consultant/client relationship will probably be ongoing, but it must be focused upon the above guidelines for the resolution of the aforementioned issues, and should be developed before a serious examination of other aspects of the normative structure can proceed.

Changing Norms: Interventions and Tactics

Since norms are ideational in nature, a critical intervention in examining norms is a discrepancy analysis. This technique entails an analysis of what the clients state as desired behavior and what are the observed behaviors.

Departmental rules may specify that certain personnel (support specialist) will perform tasks in conjunction with the other teacher in the various school buildings. Observation and/or personal reports may indicate that the tasks being performed differ from those ascribed to the role. There may be a policy statement or a state regulation that specifies equal status (as measured by allocation of instructional resources) for special education programs and regular education programs. A review of the allocation procedures in several buildings or district-wide may reflect an inequality.

The districts table of organization may indicate that the director of special education has equal authority with other personnel on his level. Observation or data gathered from the role incumbent and knowledgeable others may indicate that such is not the case. Top administration may verbalize

that subordinates can be responsible for program development, but an examination of the history of such efforts indicates that top administration has always demonstrated behaviors in which they made the final and crucial decisions as to what programs would be developed and implemented. Each of the above is an example of a discrepancy between the norm and the behaviors associated with the norm.

The initial task is to develop an assessment process which will assist the clients' focusing on appropriate discrepancies in the normative structure. Such assistance can be given by asking the clients to describe (informally, or by questionnaire) the present state of the issue under discussion (behavior of supportive personnel) and then to describe the way they think it should be. The consultant analyzes the responses and shares the results of the analysis with the clients. The clients then must decide if they want to continue the status quo, i.e., the normative discrepancy, or if they are ready to begin to develop new norm(s). If the decision is to reduce the discrepancy between what is and what should be, the consultant then poses at least the following questions:

1. What are the present behaviors that support the discrepancy?
2. Who performs these behaviors?
3. What assumptions underly the present discrepancy?
4. Should the discrepancy be reduced toward what is or what should be?
5. What behaviors need to be changed in order to reduce the discrepancy?
6. What training or resources are needed to evaluate the viability of the new behaviors?
7. What focuses in the organization may act against the institution of new behaviors?

8. What focus in the organization may act to support instituting the new behaviors?

An example of key interventions to decrease the discrepancy and make the official norm a viable part of the new normative structure of the organization are listed below. These interventions are:

1. Confronting the organization's officials with the unofficial norm.
2. Facilitating the formulating behavior that the organization official could demonstrate which might assist in decreasing the discrepancy between the official norm and the unofficial norm.
3. Assisting a policy making board (the committee comprised of the clients) in conceptualizing those behaviors which they could practice which would help to decrease the discrepancy between the official and unofficial norms.
4. Give the policy making body opportunities to practice the behavior associated with the new norm. Specifically, a consultant trainer may present germaine issues, which require decisions. What tasks should be assigned to the membership or staff? The policy making group should gradually increase their responsibility for designing in-service meetings for other participants in the system.
5. Facilitating the client system in establishing its authority over what services will be delivered in their various settings. The consultant may work with the building teams to increase their skills in assessing the needs in the school building, determining the professional climate in the building, and conceptualizing what alternatives the staff of the building would support.

6. The consultants might be resource linking the policy or building client groups to others in similar systems who have already demonstrated how teachers have developed service delivery plans which reflected their systems needs.

7. Legitimization of planning activities or new role expectations is required. This may be accomplished by a face to face confrontation with the designated organizational officials. The purpose of this presentation is to (1) serve as a vehicle for members of the client system to use the behaviors which demonstrated their acceptance of the new norm regarding tasks, authority, and status of the teacher role and (2) serve as a vehicle for the official to demonstrate those behaviors which indicated that they were ready to accept the new norms regarding tasks, authority, and status of the teacher role.

Earlier in this chapter it was pointed out that norms are ideas of the way things should be. By inference, then, one can assess the presence of a new norm by a group's behavior or verbal statement of that new norm and/or the consultant can make observations behavioral changes in an attempt to measure the effectiveness of the effort to assist a client system in establishing new norms. Evidence of the new norm as a behavioral regularity at the building or setting level might be:

1. Commitment to support with dollars the planning effort by teacher building groups by central office administration
2. New roles in job descriptions for personnel of building and district programs

3. Organizational officials encouraging different teaching groups in other buildings to embard on similar efforts

4. System publication and endorsement by still other significant groups like Board or Union, in the school district

TRAINING ACTIVITIES ON

ESTABLISHING NEW NORMS

Ronald Nutter

Introduction

A training program to assist in the establishment of new norms should have the following objectives: to identify the official and unofficial norms, to identify the role behaviors currently operating, to identify role behaviors needed to establish a new norm, and to provide a low risk opportunity to practice behaviors associated with the new norm.

In the initial stage of the training, the consultant uses discrepancy analysis as the major intervention; in the next stage the consultant assists the participants as they define what behaviors they will perform to establish the new norm; in the final stage the consultant is the supportive resource as the participants practice the new behaviors of the new norm.

System Need Attachment

A school district submitted a proposal designed to change and improve the relationship of general and special education services and personnel in the delivery of services to children with special needs. The project was to (1) increase the knowledge of the teaching staff about the recent special education legislation; (2) increase the understanding of special services abailable in the district; (3) develop in seven building plans to meet the needs of exceptional children in each of the buildings. The proposal provided that outside consultants would work with the district to carry out the project.

The critical norm to be examined was: Teachers should plan those school programs which they will implement. This statement assumes that (1) program planning is a task which is included in the teacher role and that (2) the authority to make programmatic decisions is also a part of the teacher role. The administration position was that this should be and was

the present state; the proposal was meant as a statement of the norm. The consultation contract was made with an executive committee composed of assistant superintendents for instruction and directors of inservice, special education and the project director. The tentative assumption was that there was no contradictory unofficial norm around these issues. The assumption had to be tested as a part of building a relationship with the remainder of the client system in the service buildings and other selected central office staff. This was done through a cluster of interventions which were designed to establish an understanding of the project, the expectations for consultant behavior and client behavior, and consensus on the goals of the project.

The interventions were:

1. A week-long workshop during which the entire project was perceived in microcosm.
2. An activity during that workshop which gave the clients an opportunity to exercise authority over the project budget.
3. The establishment of a policy making body composed of teachers, which had at least equal status with the project director, outside consultants and (within the mission of the project) greater status than top administrative officials.

At the next two meetings of the client systems the following intervention was used: a process to clarify the expected and desired project outcomes. At this point, as the clients were probed to reveal what they expected, they began to voice the unofficial norm regarding the norm assumption listed earlier. It became clear to the consultants that a major discrepancy existed between the official norms for teacher tasks, status, and authority

as implied in the project proposal and the unofficial norm in the school staff as evidenced by the prior behavior of the executive committee amd building administrator, when teachers exercised the behaviors congruent with the official norm.

Simply put, the unofficial norm was that teachers' tasks did not include program planning, that teachers should not have the status to make a significant contribution to what happens in their own buildings, and that teachers should not have the authority to make policy in service training projects. These unofficial norms had developed as a reaction to top administrations' response to previous attempts by teachers to be responsible for what happened in programs in their own buildings.

The discrepancy was stated by the clients, "You (the consultants) say that they (top administrators) will let us be in charge of developing these plans. We know they won't. Look at the _____ project. They said the same thing about us being responsible and then when we are, they shoot us down."

The consultants then asked the clients what condition they preferred, the one implied in the official norm, or the one associated with the unofficial norm. The decision was, albeit with a good deal of circumspection, to attempt to decrease the discrepancy by moving toward the official norm.

Objective I: To identify the pertinent official and unofficial norms.

Activity #1: Identification of present norm

Materials: Pencils
Paper
Newsprint, marker

Method of development:

This activity may itself be a new behavior for the participants. It may not be usual or acceptable to publically verbalize one's perception of the "shoulds" of a system or subset of a system. Therefore, this activity should be done at different times during the training programs. Initially the participants may only do a superficial examination of the normative structure, later they may be willing to engage in a more intense look at that structure. The consultant's role at this point is that of question asker, however the consultant should be prepared to share his beliefs about the roles under examination as such a sharing is often necessary to develop trust between the participator and consultant. If a copy of an administrative statement, which either affirms present norms or implies new ones is available, this document may serve as the context for the initial conversation about the normative structure.

Setting:

The setting should be a room that is large enough to provide flexibility in seating arrangements, but separated from areas where the ongoing operations of the system are taking place. A relaxed, informal atmosphere will be conducive to an open exchange between participants and consultant.

Directions to participants:

On your paper write these statements:

- In this school district, the Assistant Superintendent does . . .
- In this school district the Director of Special Education does . . .
- In this school district a principal does . . .
- In this school district a teacher does . . .

- Complete each statement by listing those behaviors that you think are correct for those people to do in this school district. (5 min.)
- Choose one other person and share your list with him/her. (10 min.)
- Here on the newsprint list the same statements, one on each sheet of newsprint. Fill them in with the "do's" that you name for each one. So just call them out and someone will record them.
- On each of these "do" lists, let's identify those things that we agree are consistent or at least seem to be approved by the most people in the system.
- Post and save this list of "do's." We can use it to check back to be revised as we go along.

Activity#2: Identify official and unofficial norms.

Materials: See 1

Method of development: See 1

Directions to participants:

- Given your task for this project, will you list those "do's" that you will be able to perform in the project.
- Rank the "do's" associated with the project from one to five. Give a one as those least likely to happen and a five to those most likely to happen.

- What ideas or notions are existing in the system or in your building that will keep you from performing those behaviors that you think you should do?

Objective #2: To identify role behaviors needed to establish new norms.

Activity#1: Describing preferred role behaviors

Materials:

- Pencil
- Paper
- Markers
- Newsprint

Method of development:

Consultant poses questions and facilitates discussion. A short lecturette and subsequent prompt for this activity might include a discussion of the relationship of teachers in the project's work groups present at these sessions versus others in their back home building setting. The issue of relationship is critical since these teachers, by their project involvement and pilot testing of project learnings that will be applied in their respective schools, will be viewed differently by their colleagues. An examination of project involvement and its impact on their relationship in the back home work situation should include:

1. Are you establishing a new relationship with your colleagues, such as, discussion leader, organizer of meetings, communication linker for the first time?
2. Are you re-defining a good relationship with your colleagues? (You have previously been seen as a discussion leader, etc.?)
3. Are you re-defining a poor relationship, you were a victim of circumstances in a previous pilot project or faculty activity that failed?

Directions to participants:

Given the project task, what behaviors do you think will be required of you?

- Of the behaviors you have named, which ones are new to your present role? Make a list of these.
- On one side of a sheet of paper write today's date and describe what you do in your role as _____.
- On the other side of the paper put the date of the end of the project. Describe what you see yourself doing in your role at that time.
- On a separate sheet list those things that would be helpful to you in performing your projected role.
- Can we share with the group your descriptions of your projection and those helpful things to get you to your projected role performance. Consultant leading activity record those on newsprint for possible future reference.

Objective III: To establish low risk opportunities for participants to practice new role behavior.

Activity #1: Task which requires new role behavior

Materials: Those germaine to the task

Method of development:

The consultant determines which of the normative dimensions the projected role behaviors fall, and then designs tasks as part of the training which will give the participants opportunities to practice functioning in a new normative structure.

For example, the projected new behaviors may require a different norm concerning teachers authority to plan the programs in their buildings. Prior to embarking upon the practice function, the participant should receive the conceptual information about normative structures. This is delivered in a short lecturette, the major points of which can be found in the first part of this chapter.

Directions to participants:

Consistent with the behaviors that you identified as being embodied in your projected role, what we need to do is get practice in doing some of those behaviors now that will be a part of your projected role at the end of the project.

Activity #2: Demonstration of behaviors consistent with the new norm.

Materials and setting:

- Meeting room
- Copies of printed material where indicated

Method of development:

This activity brings together those participants in the system who will be most affected by the new norm. If behaviors by more than one group are needed to establish the norm, then members of all groups must participate and perform those behaviors consistent with the new norm. This activity can take several forms: it can be a decision making activity in which subordinates and superiors interact as peers (tasks norm change) ; it can be the presenting of plans by teachers to top administrators (authority norm change;) it can be a series of meetings between teachers and top administration held in the teachers' building instead of at the central administrative offices (status norm change.)

The consultant's role at this point is that of supportive resource to all involved participants. If it is necessary to bring various elements of the system together, the consultant does so. He indicates to each segment that this activity is an opportunity to practice those new behaviors identified earlier.

Directions to participants: (Include central office administrators, building teams and their selected presentors)

As you all know, teams of staff from seven buildings in the district have been planning alternative programs for children with exceptional needs. One task here today is to share with the central office personnel, the results of the planning period including requests for additional resources, if necessary, to implement the plans.

The central office administrators have been given written statements from each of the teams. Undoubtably they have questions to pose to each team's planning effort before they can individually or in unison sanction this individual plan. At this time we will draw straws and each team's representatives will present their plan in ten minutes. Then the central office panel will have twenty minutes to ask questions. No decisions need be reported at this time. The expectation is that each team will check out with the help of the process helper, that the central office panel clearly understands both the plan and their request for additional resources or support for new behavioral norms either in the building or between building personnel and central office district program staff. A ten minute checking out and summarization will be recorded and copies forwarded to all parties by tomorrow afternoon.

After today's set of seven presentations of ten, twenty, and ten, the dentral office panel will convene a second time with the resource process helper to prepare a written response to each of the items presented in the seven plans. An individual interview will be arranged if building teams need any clarification by the central office panel.

Let's begin with the team with the shortest straw. Since each straw was numbered, each team knows when it will be presenting to the panel.

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Chapter V

LECTURETTE ON THE DEVELOPMENT OF ALTERNATIVE DELIVERY SYSTEMS FOR EXCEPTIONAL CHILDREN

Dorothyann Feldis

Alternative delivery systems is a concept that has recently emerged in education in response to social pressures for local school districts to provide educational opportunities for handicapped children. The response of the schools tends to interpret alternatives as "special" programs for children who can't achieve established standards through established procedures. Solutions tend to emerge in the form of compensatory programs and the labeling of these programs as alternatives ensures their distinction from established standards.

The educational system has not considered examination of the established standards and re-establishment of educational procedures by the adoption of new standards. This section is an attempt to develop the concept of alternative delivery systems in a way that focuses on the educational process as it is functioning and as it needs to function if equal educational opportunities are to be provided for all children.

The term alternative delivery system is viewed as a system where all children are considered part of the structure and where appropriate learning opportunities are provided for them as members of the system. From this vantage point, a discussion of alternative schools cannot overlook the role of the school as an agent of society. Society determines the standards on which schools function at two levels: legal and normative. The function of the legislature is to mandate what is legal according to a state constitution and the function of norms is to mandate what will

maintain the existing social class system. Each is influential in the process of developing alternatives in schools and change requires consideration of both.

Judicial action can be viewed as a directive to the schools from the legal social context in which the schools exist. This has been expressed in the last 20 years through cases where individuals challenged the state in regard to their rights and privileges as human beings. Brown vs. Board of Ed., 1954, set a precedent in that it overturned earlier decisions upholding "separate but equal" educational facilities for children of different races and outlawed school segregation. J.W. Davis, the attorney for South Carolina in the Brown case, opened his argument to the supreme court in this manner:

> May it please the court, I think the appellant's construction of the Fourteenth Amendment should prevail here, there is no doubt in my mind that it would catch the Indian within its grasp just as much as the Negro. If it should prevail, I am unable to see why a state would have any further right to segregate its pupils on the ground of sex or on the ground of age or on the ground of mental capacity.[1]

In later years, cases for the right to an education of the handicapped were argued on that very premise. This is one of many cases involving the rights of the individual versus the institution that have occurred in the last two decades and have drawn attention to the individual's right to an education, regardless of his race, sex, mental capacity, or physical abilities. Awareness of the individual's rights in relationship to the institution has forced schools to seriously consider the education of all children.

In most states, the legislature is responsible for providing mandates

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[1]Brown vs. Board of Education, 347 U.S. 483, 74 S.Ct. 686 (1954).

to legally ensure the education of all children in that state. As a result, the structure of the school system within each state is controlled by the action of the legislature. This can be viewed as one vehicle through which society expresses desires for change.

During the past five years, school systems have found themselves confronted by legislative mandates that require a change in the way services are delivered to children with special needs. The mandates outline certain rights and privileges that must be afforded; however, they have no way of ensuring that the child will be regarded as a member of the system. Consequently, the delivery of any service to children is affected by the norms of those who deliver the service. Legislation may ensure the delivery of services, but it does not ensure inclusion of the services as part of the established standards of the system. Legislation is instrumental in overcoming a child's physical exclusion from the system, but it does not overcome psychological separation from the system. Legislation cannot control the norms and attitudes of the individuals who operate the system.

In considering the development of educational opportunities for a wider range of child variance, physical placement of children into the system is only one small aspect of program development. The valuation of achievement and behavior are norms on which the internal functioning of the organization are built and that school personnel, as well as the community, support. Talcott Parsons (1968) describes the situation succinctly when he states:

> The elementary school class is structured so that opportunity for particularistic treatment is severely limited. (Parsons, p. 75)

Consequently, developing alternative systems that provide for child variance refers not only to the availability of services but to the nature of their delivery. Traditional, accepted, and unquestioned norms govern the functioning of schools in such a way that structural changes do not greatly influence internal functioning. The functioning of the classroom was not designed to deal with child variance. Schools need a process to examine the norms that the present system is maintaining and the consequences of changing those norms that are inhibiting the social growth of the educational system.

Opening the doors of schools to handicapped children is not the same as providing educational alternatives designed to meet a child's individual needs with the mainstream. Developing educational alternatives demands a re-examination of the internal functioning of the organization and the values, attitudes and relationships from which the existing structure emerged.

Sarason (1971) suggests that educational systems should focus on the situation rather than on the individual and what is good or bad for him, in order to discover new procedures. This is an ecological approach and provides an opportunity to view the situation and the way it functions. In essence, this procedure begins to raise questions regarding accepted traditional practices that "no longer require reflection and scrutiny." Sarason (p. 91) acknowledges that questioning existing procedures is threatening and disconcerting; however, he also emphasizes that failure to examine the existing situation will prevent us from discovering the existing "universe of alternatives."

Some specific alternatives emphasizing integration of the handicapped child into the mainstream have been developed by educators throughout the country. However, most of them concentrate on diagnosing academic deficits and providing alternative instructional techniques to compensate for the deficits.

These alternatives are instructional alternatives, not educational alternatives. The child is still being asked to comply with the established educational structure. The merits or lack of merits of the existing structure have not been reviewed and the possibility of developing alternative structures has not been considered.

Educators are responding to the external or social pressures to develop educational alternatives in a variety of ways. Most of the responses can be classified as either liberal, conservative, or radical. Educators responding within a liberal framework stress the rational, logical, and humanistic reasons for instituting new alternatives and relying on the rational and logical components of man's nature for change to occur.

John Dewey (1938) was one of the first liberal theorists to discuss education as a process, a gleaning of experiences from which certain phenomena are recognized, stimulated, and created. He speculated on the various possibilities of education. His arguments are logical and exciting, but they do not offer educators strategies to implement such procedures into an existing system. The rationale itself is assumed to be the motivation for change.

Those responding in a conservative vein consider aspects of re-education and the introduction of new roles. They tend to focus their attention

on the child, his academic deficits, and the development of compensatory programs. Diagnostic-prescriptive teachers and resource room programs appear to be efforts to help the child meet regular classroom expectations. Headstart programs are another example of tremendous efforts on the part of society to have children reach certain accepted standards. These programs applaud a rise in reading levels; however, they do not examine the academic criteria that is used as an entrance requirement for membership into the educational system. These criteria are simply accepted and programs are addressed to them. Evaluation of the existing structure and its functioning is not prevalent.

The more radical responses condemn the present procedures and stress the damage inflicted on the development of human potential by the schools. In an effort to develop a new basis on which the structure of the educational system can be based, many radical educators have left the established system and have started their own schools. Generally, a new set of norms is accepted by the collective group of individuals who are implementing the standards. The efforts of Jonathan Kozol (1972) and Herbert Kohl (1969) express the establishment of alternatives based on new norms. Theorist Ivan Illich (1972) supports the idea of establishing new ways to interpret the concept of school and education, but stresses that in order for alternatives to occur society must first be "deschooled."

In the midst of all of these reactions, schools remain unchanged. These responses to uncomfortable situations are not, in themselves, solutions. Specific strategies need to be developed to systematically implement alternatives that school personnel are encouraged and rewarded for implementing.

Chin and Benne (1969) outline three strategies for facilitating change. They are the rational-empirical, the normative-re-educative, and the power-coercive. The rational-empirical assumes that man is rational and change is adopted if it is rationally justified. The normative re-educative strategy addresses the belief that actions and practices are governed by socio-cultural norms and an individual's commitment to those norms. Change occurs as norms shift and new commitments to new standards develop. Chin and Benne (1969) emphasize that this strategy involves changes in

> attitudes, values, skills, and significant relationships, not just changes in knowledge information, or intellectual rationales for action and practice. (p.34)

The power-coercive strategy uses power and coercive tactics to gain compliance of those with less power. This does not imply a change in attitude or approach of those implementing the directives.

Most of the discussion in this section deals with the normative-re-educative strategy, a process used in schools to identify and consider established procedures and the consequential programming. The purpose is not to present a specific alternative delivery system, but to illustrate strategies that will raise to a level of consciousness various alternative approaches in particular situations and techniques that will facilitate their adoption within the educational system.

Whether or not the proposed process actually can change traditional norms is an unanswered question. However, it is an attempt to recognize existing norms and their impact on the development of alternative delivery systems.

This theoretical framework assumes that schools are conservative institutions, based on norms that are traditional to American heritage. Changes within such a system involve not only the rational thinking of the liberals, but also re-education procedures that can be instrumental in acquainting personnel with new viewpoints and also support in their attempts to implement the changes. Planning for change needs to involve those individuals whose daily activities will be affected as well as those who have decision-making positions and power within the system.

Change itself can be defined as "any significant alteration in the status quo . . . which is intended to benefit the people involved" (Havelock, 1973, p. 4). Planned change is intentional and evolves through a deliberate process. The success of the change depends on the process from which the change emerges.

In the development of educational alternatives, a change in the functioning of educational institutions is requested. Theoretically, if change which represents the commitment to a new set of norms is to occur, the individuals that are responsible for operationalizing the change need to participate in the process of developing the new standards. This is the basic concept of the planned change model developed by Havelock (1973). Group decision-making requires the inclusion of all elements of the system affected by change. Often such a group is called a task force and consists of all personnel affected by the problem under investigation. This approach provides the opportunity for those who implement the proposed alternatives to be a functioning part of the decision-making and planning of alternatives.

The actual development of alternative systems can be analyzed, within

specific situations, by plotting the stages and process of the decision-making group or task force. The following set of activities is an illustration of a process that was used to assist a school district in becoming more conscious of the "universe of alternative" in choosing alternatives in specific situations and in systematically developing a procedure to implement alternatives that would more adequately meet the needs of all children as members of the system:

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TRAINING ACTIVITIES ON ALTERNATIVE SERVICE DELIVERY MODELS

Ronald Nutter

Introduction

Developing service delivery models can be a counter productive activity if the models developed have little or no real possibility of being implemented. The possibility for implementation is increased if the developers of the models are also the persons who will be responsible for implementing the models. In school systems, the development of service delivery models is often seen as a planning function and, therefore, the job of administrative personnel. Often the administrative personnel are not persons who will implement any plans developed. Teachers and other staff members will find themselves in the position of being expected to implement plans in which they had no significant part in developing. The effort to develop service delivery models with significant input from the prospective implementors must include the following steps:

- legitimization of planners' role
- establishing consensus decision making as a standard
- identifying planners as persons responsible for the development of the plans
- identifying planning skills needed by plan developers
- facilitating practice application of planning skills

The following examples of activities are based on three objectives which reflect the above steps. These activities will illustrate how an outside consultant can work with a school district to develop service delivery models in a set of buildings within the school district.

System Need

A school district instituted a project to develop plans in selected school buildings for meeting the needs of exceptional children.

This project required that in seven buildings (1) the staff would be provided the knowledge and attitudes toward exceptional children would be assessed and addressed (2) staff would become aware of the present mandatory legislation regarding the education of children with exceptional needs (3) the staff would become aware of the supportive services presently available in the district and (4) a building specific and comprehensive plan to deliver services to children with exceptional needs would be developed.

The system was committed to developing alternative service delivery models for handicapped children. The top administrative personnel wished that these models would include plans which had a high likelihood of being implemented. To achieve this goal, the system was ready to support efforts in obtaining the significant involvement of those persons (teaching staff) who would implement the plans.

The consultants worked with a group of representatives from the schools in the project. These representatives were to receive training and disseminate this training to other members of their school staffs. The consultants met with this group on the average of twice a month during the school year.

The overall training design should have objectives addressed to these specific issues in the following sequence: commitment to task, planning skills, application of planning skills, production of plans.

Setting:

The activities should be conducted in a small room, large enough to allow for a variety of seating arrangements (around a table, circle, separate groups;) a chalkboard and projection screen should also be available.

Training Program

Objective I: To develop the participants' commitment to the planning task.

Activity #1: Defining the task

Method of development:

This activity is done by all members of the group. If a proposal, project description or memo exists which gives the official definition of the task, each of the group members should have a copy of this and should have read it prior to this activity.

The consultant lists the definition on newsprint.

Directions to participants:

1. Take a piece of paper and write down what you think your task as a member of this project is. (5 min.)
2. Select one person with whom you will share your thought. (10 min.)
3. What are the thoughts that we have? (These are listed on newsprint before the group) (10 min.)
4. Now can we define what we see the task to be in a sentence or two? (10-20 min.)
5. Building task forces write project major goals and identify specific objectives within.

Activity #2: Insuring commitment to task.

Materials and setting:

- Markers, newsprint
- Two half sheets of paper with carbon paper between them

Method of development:

There whould be a short time interval between this activity and the preceeding one. The participants should have had a least a night since the

prior activity.

Directions to participants:

You have had some time to think about the task before us. Some of you may no longer feel that you can be a part of the effort. Now is the time for you to drop out if you so desire.

The half sheet of paper you have is a blank contract. You will fill in the details. You all have a sense of what the project's task is. Given that understanding, write a response to these statements.

1. As part of the project I will do . . .
2. So that I can do the things that I want to, I will need to . . .

Be sure that your responses to number one refer to behaviors that you are willing to perform in the project. Your responses to number two should specify additional help or skills that you feel you need, to do what you want to on the project. Date the contract, keep a copy and turn one in.

Activity #3: Success identification

Materials:

- Crayons
- Newsprint
- Masking tape

Method of development:

This activity will require some private space for each participant. It whould be done in a fairly relaxed atmosphere with all participants being involved.

Directions to participants:

It is sometimes helpful to remind ourselves of how competent we are. This activity is based on the assumption that each of us has succeeded and can continue to succeed and that we do not have to be shy about our successes.

One way to get ready to continue to succeed is to stop for a moment and review some past significant successes. The neat thing about personal success is that you are the only one who has to judge something your success for it to be so.

I am going to ask you to draw a series of pictures showing a success during a specific part of your life. The parts of your life are elementary school years, between the ages 5-12; the teen years from 13-16; the young adult years from 17-22; the first three years of your teaching career; and last week. Draw a picture of your success during each of those periods of your life. (30 min.)

Get into groups of four and share your successes with the other three people in your group. (15 min.)

Project Successes

Activity #4: Costs and Benefits of participation in the project

Materials and Setting:

- Pencils
- Paper
- Small meeting room, informal seating arrangement

Method of development:

All members of the group participate in the exercise. This activity should occur fairly soon after the preceeding three activities.

Directions to participants:

Assuming that doing one set of things means that we don't do some other things, we can look at what you will give up due to your participation in the project and what you will gain as a result of your participation in the project.

Take a couple of minutes and think about those two sets of things. On your sheet of paper make two columns, one headed "Costs" and the other headed "Benefits." Under "Costs" list the thing that you might lose as a result of your participation. Your list might include time, privacy, lunch hours, etc. Under "Benefits" list those things that you hope to gain as a result of your participation. This list might include such things as release time, chances to meet with colleagues, recognition of professional growth, etc. (15 min.)

"Are you willing to share your list with the rest of us? Let's compile a large list up here on the newsprint. I'll record as you dictate." (30 min.)

Objective II:

To develop the participants' planning skills.

- Generate a list of the activities
- Identify those that were effective and those that were less effective.
- Given what you have done this far in your buildings, what do you see to be the next steps?

Activity #1: Data gathering

Materials and setting:

- Overhead projector
- Transparencies
- "Present state of services/desired state of services" questionnaire

Method of Development:

The first part of this activity is conducted as a planning skill building lecturette. The major point of the lecturette is that data gathering should be seen as an activity in which specific questions about specific phenomena are asked by designated means to clearly defined populations. Figure 1 illustrates the data gathering cube that was used as a visual aid to support the major thrust of the lecture.

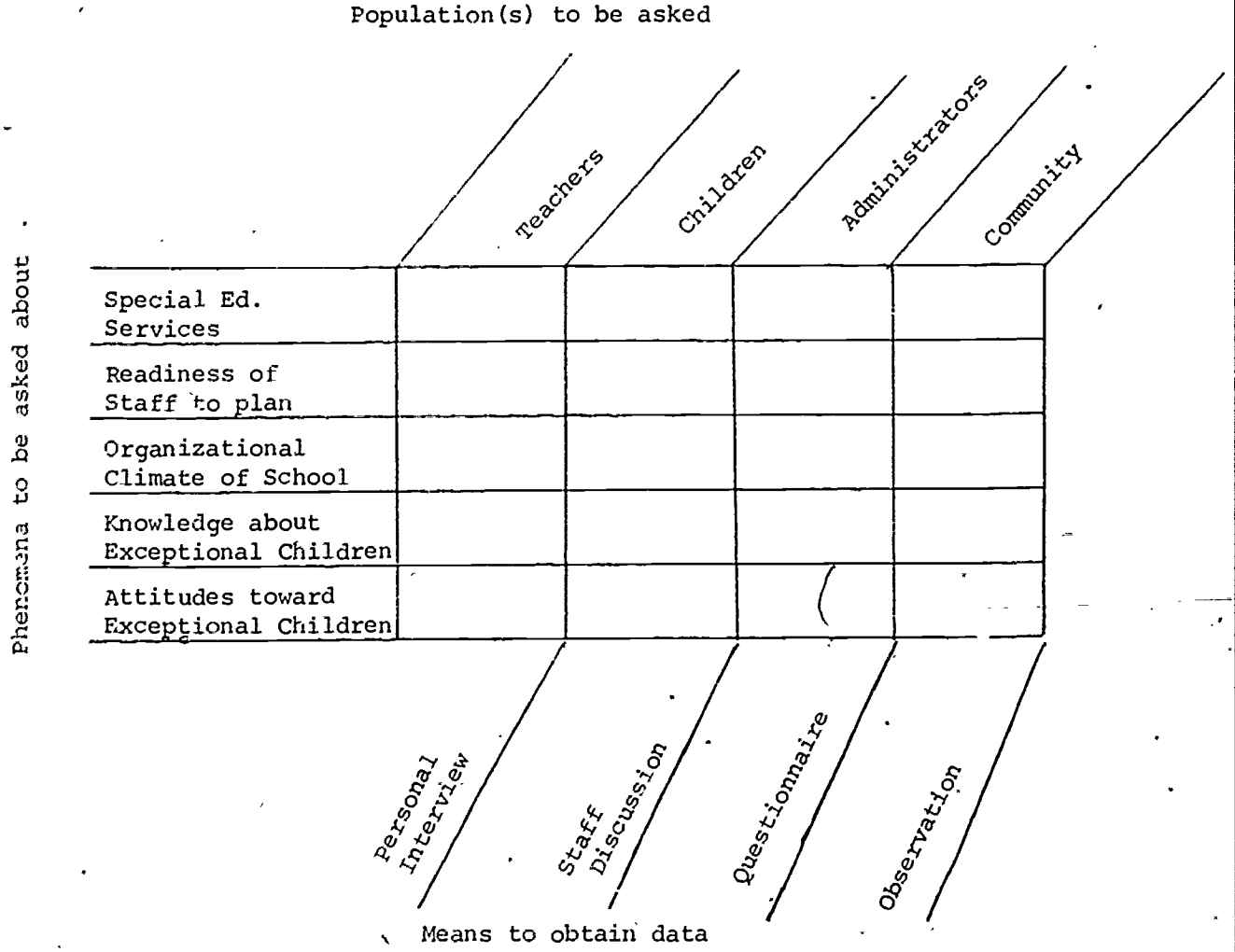

Figure 1

The second segment of the activity consists of discussing an informal data gathering instrument. This instrument asked the respondent to indicate what types of exceptional children were being served in the building, who was providing the service, how often the service was being provided, how the service was being provided, and where the service was being provided. On the other page of the instrument the respondent is asked to indicate what should be the services in the building across the same dimensions as defined in the "what is" part of the instrument. The third segment of the activity is a discussion of the formal data gathering instruments available to the teams. These included the Rucker-Gable, 1974; Graeb (1974) the Changing Organizational Patterns of Service Delivery (SQPSD), and a professional climate questionnaire.

The fourth segment of the activity is an opportunity for the participants to develop a data gathering cube for their individual buildings.

Instructions to participants:

- Using the data gathering cube as a model, develop a guide for your team's data gathering effort in your building.
- Select an appropriate data gathering instrument to use in your building to gather data for your analysis.

Activity #2: Data analysis

Materials and setting:

- Markers and newsprint
- Copies of completed informal data gathering instruments
- Copies of completed formal data gathering instruments

Method of development:

As a first step, the consultant does a model analysis of one data gathering instrument. The data emphasized is that which points out what the

respondents in one building want to be the service package for that building. Next, the participants are asked to perform an analysis of their data.

Directions to participants:

Using the data from your instruments, arrive at a consensus statement which describes the needs of your building at this time.

Activity #3: Developing data based plans

Materials and setting:

- Results from data gathering instruments
- Statement of the analysis from the data
- Markers and newsprint

Method of development:

This activity should be repeated as a way of increasing the ability to use data for planning. Recently gathered data should be used for each of the repetitions.

Directions to the participants:

- Brainstorm a series of statements which are the opposite to the problem statement generated from your data analysis
- Arrive at a consensus on a purpose statement derived from your list
- Identify the parts of the purpose statement which are directly related to parts of the problem statement

Activity #4: Lecturette on components of service delivery models

Objectives:

- To increase participants' ability to develop a conceptual framework for alternative service delivery plans

Materials and setting:

- Overhead projector
- Transparencies
- Small meeting room

Method of Development:

This activity is conducted in an hour to an hour and a half session.. The lecturette stresses that any building-based service delivery system for children with special needs must include the following components: strategies for referral and identification, strategies for child and educational program assessments, strategies for educational planning, strategies to evaluate and monitor the educational plans implemented.

The lecturette is most effective when it is presented to a small group with ample opportunity for questions and exchanges between the speaker and the audience.

Directions to the participants:

Incorporate the concepts presented in the lecture into your proposed building service delivery plans.

Activity #5: Examining Feasibility limits

Material and setting:

Paper and pencils

Method of development:

This activity is primarily a discussion to identify what alternatives the participants feel are appropriate and feasible within the system. They determine what components must be included in any alternative service delivery plan for their building.

Questions for participants:

1. How varied can a program for serving children be in your building?
2. What must be in the plan to be acceptable to you and your peers?
3. What must be in the plan to ensure that it will help to serve the needs of children?

Activity #6: Alternative instructional arrangements

Materials:

- PTP filmstrip, Principals' Training Program (1974)
- Audio cassette
- Projector
- Audio recorder
- Newsprint
- Pens

Method of development:

This activity is begun by showing the Principals' Training Program filmstrip which discusses three models for instructional alternatives. This is an information input for the participants, it is intended to give them a frame of reference for one direction for their plans to go. It is not to be presented as the answer.

The participants are then divided into three groups, one for each model presented in the filmstrip. Each group appoints a recorder and a discussion leader (if the total group is large enough) who responds to the questions below. Each group records and presents the results of learnings to the other two groups in twenty minutes. A comparison grid can be generated and used in subsequent discussions with teams.

Directions to participants:

- "As each of you sees it, what are the advantages and disadvantages of the model you are looking at?"
- As the members of the group give an opinion, the other members are not to argue or debate that opinion; each opinion stands as is and is to be recorded on the newsprint for each group.
- Look at the list from each group, compare the strengths and weaknesses of each model, especially in light of what you know about your building.

Objective III:

- To provide an opportunity for participants to demonstrate their planning skills

Activity #1: Simulated presentation of final plans.

Method of development:

This activity is done using two groups. One group takes the role of the critical audience as the other group presents. The critical audience should represent a real audience that the presenting group will have to discuss its plans with.

Materials and setting:

- Pencil, paper
- Copies of plans to be presented
- Audio visual equipment as necessary

Instructions to participants:

You are a group of (parents.) You are somewhat familiar with the planning activity that has been going on at the school since the teachers doing the planning have contacted you as they have been developing the plan.

You have been asked to attend a meeting with the planners to discuss the final plan. Your questions should reflect your concern that the proposed plan contains the necessary elements to enable it to meet the needs of handicapped children in the school. You also want to get a clear understanding of the plan and any demands that it may make on you.

Presenters:

The audience is composed of people that you know and have contacted on other occasions. Their questions will reflect their concern that the plan will in fact meet the needs of handicapped children in your school.

As part of your preparation for the presentation, do the following:

- decide which member or members of your team will lead the presentation
- assign specific tasks to each member of the group
- if you are using audio-visual equipment, make sure it works before you need to use it

are there members of the team who should not speak? If so, make it a part of their task to remain silent.

The "rehearsal" should take place in a small meeting room with a table large enough for both groups to be seated around it. Individual roles should be assigned to the members of the critical audience if it is known that there are specific persons in the real critical audience who need to be identified and addressed.

General roles should be assigned to the members of the critical audience if the real audience does not contain specific individuals who need to be thought of in the plan presentation.