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ABSTRACT

This document describes the five types of programs that the Task Force on Educational Programs for Disruptive Youth identified as needed to serve disruptive or potentially disruptive youth. The five are a continuum of alternatives and services for students with problems, human relations and interpersonal training for all segments of the school population, expanded counseling services, a community diagnostic-treatment center, and training programs for teacher specialists. The continuum of services includes an extensive school-based program, a special day school for children for whom an intervention in a special setting seems essential, residential placements in group homes, and a medical facility that may be residential but also provides out-patient therapy and medical intervention. The human relations training focuses on communication and intergroup and intercultural conflict. The expanded counseling services have a tripartite thrust--indirect prevention, direct prevention, and direct remediation. The diagnostic center focuses on early identification of developmental problems due to physical, emotional, or learning difficulties and includes professional and parental cooperation. (Author/IRT)

MARYLAND ASSN. OF SECONDARY SCHOOL PRINCIPALS

Program Models

STATE TASK FORCE ON EDUCATIONAL PROGRAMS FOR DISRUPTIVE YOUTH

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PREFACE

The Maryland Association of Secondary School Principals in cooperation with the Maryland State Department of Education is pleased to make available the following models of the five types of programs which are outlined in the Final Report of the Task Force on Educational Programs for Disruptive Youth to deal effectively with the problems of "disruptive youth."

As indicated in the Report of the Task Force, the most important piece of work performed by the forty workshop groups (over 500 participants) in the three regional workshops held in May 1975 was the identification of the "types of programs needed to serve disruptive or potentially disruptive youth." The program recommendations of the forty workshop groups were summarized and analyzed by the Task Force. Consultants and writing teams were then identified and asked to write models of the recommended type of program. The tentative program prescription and the models were published in the Task Force Interim Report.

During the fall and winter of school year 1975-76, the twenty-four local task forces studied and reacted to the tentative program prescription. In addition, subcommittees within the State Task Force studied the program models, reviewed research studies, made visitations to various programs and continued to peruse the literature concerning promising programs. The recommendations of these subcommittees and the local task force reaction reports were utilized by the State Task Force in arriving at its final decisions in the spring of 1976 and in refining the proposed models.

It will be noted that each model may, and, in reality, does encompass varying individual programs. It is hoped, therefore, that these suggested models can provide assistance to local school systems in developing local programs to serve the unique needs and concerns of students.

MODEL FOR PROGRAM #1

CONTINUUM OF ALTERNATIVES AND SERVICES FOR DISRUPTIVE YOUTH - A MODEL DESIGN

I. RATIONALE

The public school of today is stretched as at no other time to accomplish a multitude of tasks. In addition to transmitting academic skills, it is expected to preserve the old virtues, to develop social competencies, to educate humanely, to maintain order, to provide for vast individual differences, and to avoid complete separation of children with handicaps from the mainstream. The pressure to accomplish these tasks comes not only from systems outside of the school but also from ever-increasing sensitivity of the profession itself to individual needs of its clientele. At the same time there are challenges to the traditional controls of religion, family, and government, and a tendency to assume that the schools should be responsible for taking up the slack. This assumption of responsibility is encouraged by some elements of the community -- and criticized by others. Yet at a time when more and more pressure is put on the schools to absorb problems which are economic and social in origin, the children and youth, receivers of the service, seem less willing than ever to accept the traditional limits expected by teachers, administrators, and the community. There is disruption from those able to learn easily as well as those who have problems which impede learning. Educators are increasingly aware of students who are impeding or preventing school from being a successful learning environment for themselves and others. The search for a cure is as bewildering as the causes. To look for any one cure would be naive and fruitless.

Although the term disruptive is a product of the 70's, the literature of the 60's indicates widespread interest in and concern for many of the same children, labeling them emotionally disturbed. As these concerns began to be articulated by teachers, administrators, and by mental health professionals, it was recognized that public schools had been making little provision for students with these problems. Following fast upon the recognition that children with so-called "emotional problems" were the business of the school because the school was where they were, was the mainstreaming movement. The continuum concept, with its emphasis on providing the most minimal intervention necessary, recognizes the validity of the need to make a difference for children who have special needs by differentiating the intensity of service rather than labeling the child.

The need for consideration of alternative programs for students with problems has been felt nationally, in both rural and urban communities. In 1964 The California State Department of Education, responding to public concern over emotional and social breakdown in students, attempted to determine the etiology of learning and behavior problems. They concluded that children with learning and behavior problems could be helped to gain

in achievement and in better school relationships, but that diversified educational programming was required. They noted that programming should be based on the educational needs of the child rather than the medical, psychological or sociological diagnosis. (Lambert and Grossman, 1964) A project undertaken in New York City to improve the teaching of maladjusted children in grades 2-12 through the use of additional staff and supportive services noted that labeling the child might verify the problem for the teacher but did nothing to help the child or the situation. Recommended was increased teacher training for special programming. (Tannenbaum, 1966) Citing the paucity of public facilities for the diagnosis and treatment of the disturbed child, a study in Eugene, Oregon attempted to develop and evaluate a treatment procedure designed to reduce the incidence of maladaptive behaviors in public school classrooms. They found that change was effected by minimal contact; selection of the children for inclusion in the study and the personal interaction with the investigator was sufficient to bring about improvement in the children and a change in the attitude of the adults working with them. (Collins, 1967) In Cheyenne, Wyoming, a center was established to diagnose academic and behavioral difficulties in their early stages and to design, implement, and improve individualized programs. Underachieving students showed noticeable improvement in their attitude and their peer relationships. (Gloeckler, 1968) The Columbus, Ohio, public school system stressed the need for innovative programming and coordination with community resources in order to prevent or reduce emotional disorders in children. They recognized the need for residential treatment for severely disordered children. (Mussman, 1968) Implementation of a diagnostic-intervention model in Austin, Texas led to the conclusion that problem children could be helped witnout labeling them or removing them from the regular classroom, with non-problem children serving as behavior models. (Phillips, 1970) The New York State Education Department developed guidelines relating to the problem of disruptive students in the classroom. They indicated the need to intertwine programs for disruptive youth with the total educational policy and the resources of the community. Recommended was the use of diversified programs within regular classrooms to avoid the self-fulfilling prophecy constituted by labeling and separation.

The concept of a continuum of services and alternatives to handle disruptive behavior seems to make sense because it recognizes that no single answer is applicable to all cases. It recognizes that what surfaces as disruptive behavior may have multiple causes, and because it allows for a range of services within a school and school system. The model presented in this paper is predicated on:

A. The willingness of the classroom teacher to ask for support without a wholesale handing over of responsibility to the so-called expert

B. The recognition that for some children the expertise of the specialist and the consistency of a total environment is more appropriate than the regular classroom

C. The realization that there are degrees of intervention between

The system is built on a referral system which stimulates that the least drastic intervention will be tried before more radical methods are used. It carries the expectation that where more intervention is used, return to more minimal support should be the rule rather than the exception. It recognizes that no one type of classroom instruction or environment is suitable for all teachers or students, and guided choice should be exercised and encouraged. It emphasizes the need for more than one discipline to be involved in planning and delivery of service.

Some movement has been made toward providing a continuum of educational services for students with special needs. New York State has established regional systems of cooperative educational services. Minneapolis, Minnesota has provided elementary students,whose learning and behavior problems retard their academic progress, with specially trained teachers for individual instruction and counseling in the regular classroom. (Bergeth, 1972) The Bellwood Avenue School in Linqood, New Jersey has established a learning resources center for mainstreaming special education students. Their experience substantiates the notion that isolating problem children only tends to fortify and magnify their problems. (Anderson, 1972)

One of the most fully documented continuum programs in public education is in Montgomery County, Maryland. Through federal funds granted in 1966, the county public school system undertook to study the feasibility of designing and operating a model demonstration school for children whose needs were not being met by existing programs. To identify the nature and incidence of student needs, a survey was made of teacher perceptions of children's needs for specific educational programs and services. Results of the survey indicated that 3% of all the students were perceived by their teachers as emotionally handicapped. For pupils in secondary schools, 15-19% were perceived to have problems with work habits, attention span, and written expression, while 40-50% were seen to need remedial instruction and counseling services. The project staff concluded that of all educationally disadvantaged children, those with emotional handicaps were the least adequately provided for in terms of available therapeutic, residential, and educational programs. One of the recommendations of the study was the development of a multi-level program for the evaluation, reeducation, and adjustment of emotionally handicapped adolescents in three settings, to include an adolescent development center for the rehabilitation of youth with severe problems, special classes and services in selected secondary schools for the less seriously involved, and a pilot program for mentally retarded adolescents with emotional handicaps in another setting. Also recommended were transitional programs for those awaiting or returning from institutions, to be coordinated, with a spectrum of residential services such as group and foster homes, a residential dormitory, and hospitals.

Based on three sources, the short-term Re-ed Program in Tennessee, the model of the resource room proposed by William Morse at the University of Michigan, and the Hawthorne day school in Northfield, Michigan, the Mark Twain Programs constitute an attempt to provide a continuum of appropriate educational alternatives to all children, labeling services rather than children.

Serving children and youth who can function with support in regular schools are special programs in selected middle, junior, and senior high schools. The objective is to increase the capability of the regular school staff to meet the special academic and behavioral needs of students who experience difficulty in meeting school expectations. Specially selected and trained student resource teachers work with teachers and other staff to produce a support system that will increase the student's chance to succeed in the mainstream of regular education. The program is designed to extend the range of in-school alternatives and to help students make a successful transition from the special school to the regular school. For students whose needs cannot be met in a regular school, there is a special school for 250 students, grades 5-12. A task-oriented curriculum is used to develop scholastic skills, promote insights into social behaviors, and encourage constructive self-organization to enable students to better cope with circumstances in their school environments. With a maximum length of stay of two years, the primary program goal is to return students to local schools with increased probability for effective functioning. Also included is a staff development program, which has as its objective the professional development of personnel serving the target population of students. It aims to promote the effectiveness of personnel serving students with special needs and to increase the number of career personnel in the field, through in-service and pre-service programs and dissemination of training information. The model proposed below is based largely on the Montgomery County program, which to date has expanded its in-service programs to 32, approximately half the secondary schools in the county, where it has served approximately 20% of the students and 80% of the staff, and provided an educational program for more than 500 students in its special school, approximately 61% of whom have been returned to regular classrooms with staff recommendation.

Although the Montgomery County continuum has gaps and has been operating for a short period of time, the results to date are promising. The school-based resource programs, started in three schools in Fall, 1970, have grown to 32, nearly half the secondary schools in the county. Since new schools are designated for resource programs at the request of the administrators and staff, the rapid growth itself is some indication of acceptance and success. The special school, opened in February, 1972, has not returned a large number of students, given the two year enrollment period. Of the 101 former students who have been attending regular schools in the county for at least one year, data indicates that the majority have made a satisfactory adjustment, with approximately 20% experiencing difficulty. One gap that has become apparent is the need for a special school for students who will need a longer term placement. Some movement has been

made toward establishing alternative programs, such as groups of students who have their educational program in another setting, including a park, a store, and an elementary school, while utilizing the resources of the settings. More needs to be done on this level of the continuum. Still needed are residential facilities for students who need to live away from their homes while attending day schools, residential facilities which have self-contained educational programs, and a hospital component for ill students. Unresolved is the problem of responsibility for different aspects of the program. Guidelines need to be clarified in state, local, and specific agency responsibilities for programming and funding.

II. PROGRAM DESCRIPTION

The continuum program presented here is designed to serve the entire student population of the schools with different intensities of service. The focus is on individualization of program based on the skills, interests, and needs of students and staff rather than the specific weaknesses or problems of an identified population.

The philosophy of a continuum of services is built on an assumption that the availability of a range of different services is linked to an expectation of a reasonable standard of school achievement and behavior from all students and staff that given an entrance point on the continuum, intervention can be increased or decreased as needed and a range of alternatives are available.

This model does not attempt to take consideration the services for specific handicaps which should be provided throughout the continuum; nor does it mean to ignore all the supports which already exist: administrators, curriculum specialists, counselors, pupil personnel workers, psychologists, nurses, social workers, and many others. Although its scope is greater than providing an educational program for disruptive youth, the emphasis is on a continuum which builds in extra supports to prevent some of the disruption presently felt by schools and provides extra service for those students who are already disruptive and are themselves "disrupted." It also aims to provide for those students who may never act out their frustrations and dissatisfactions but are seeking alternatives.

Alternatives, in addition to the usual curricular and administrative support to the classroom teacher are listed below. These should not be construed as or confused with levels of service in the Maryland Continuum of Education. Several alternatives may be at the same level of service. (See Appendix A)

A. A school-based program which offers both classroom support for teachers and students and support in a specially equipped and staffed room. (Levels 2 - 4 on the Maryland Continuum of Education.) An essential concomitant is the presence of alternative educational programs. These should include both in-school and out-of-school alternatives:

   1. A variety of academic offerings within the same school, or a cluster of schools, which present substantial variation in methodology and offerings. (Levels 1 - 4 on the Maryland Continuum of Education)

A. 2. Alternative programs sponsored by a school or a cluster of schools off the regular school premises which provide substantially different options from the traditional junior high school and the large comprehensive high school. (Level 5 on the Maryland Continuum of Education)

B. A special day school for children for whom a prognosis of return to a regular environment after 6 months to two years intervention in a special setting seems essential. (Level 6 on the Maryland Continuum of Education) Special settings and/or school which act as longer-term educational placements may be needed. (Level 6 on the Maryland Continuum of Education)

C. Residential placements in group homes under the joint sponsorship of community social services, the courts and the school system. (Levels 6 - 7 on the Maryland Continuum of Education)

D. A medical facility may be residential for some but also supports the educational establishment by providing therapy and medical intervention where appropriate. (Level 7 on the Maryland Continuum of Education)

Each alternative, wherever possible, should include a partnership with parents or parent surrogates. Community input and guidance is also necessary in selecting appropriate alternatives. It is seldom possible to make significant change without taking into account the whole system affecting the child's life.

III. SCHOOL SUPPORT PROGRAM

A. Function

The school-based alternative, referred to as a School Support Program, has specially trained teachers housed in a classroom called the School Support Center. The function of the School Support Center is to provide a staffed facility which increases the options available to students, teachers, and administrators of the regular school.

The content of school support teachers are the needs of the school; their measure of accomplishment is the success of others in the school. School Support Programs offer the following services:

1. Crisis support to individual students when behavior of student indicates that something unusual has happened. The student receives immediate attention which the classroom teacher cannot provide at the time. It offers immediate separation from the regular classroom. After such a crisis referral the Student Support Teacher contacts the referring teacher to discuss the reason for the behavior and the advisability of any follow-up.

2. Classroom observation of students who are referred for academic help or behavioral support. This observation is made to gather information about how the student functions in the classroom, in order to facilitate further planning with the regular teacher.

3. Consultation with the referring teacher after observation in order to share perceptions and initiate a plan for the student. This plan might include direct support to the student and/or initiation of other classroom strategies of classroom management or curriculum delivery.

4. Assessment of student needs through consulting student records, informal or formal testing, observation of referred students in other school settings.

5. Development of appropriate educational management plans for individual students. This may require the Student Support Teacher to work with the student one-to-one or in a small group for a regular time each day, in order to deliver an academic program or a program for modifying behavior.

6. Service as regular members of the school educational management team.

7. Co-teaching and planning for classroom management strategies with teachers who find certain classes present unusual problems in achieving academic goals or behavioral standards.

8. Providing or planning for in-service offerings to meet the expressed needs seen by school staff.

9. Responding to student requests for academic help or help with personal problems by acting as resources or provoding appropriate resources. Such resources may be student tutors, community groups or agencies.

10. Acting as negotiators in conflicts which arise between individual students, groups of students, or students and teachers.

11. Occasionally accepting an assigned class of students, where students exhibit gaps in academic skills or social skills.

12. Participation in school-wide duties as do other faculty members.

13. Initiating and maintaining contact with parents of students with whom they have intensive involvement and, when appropriate, conduct ongoing parent groups.

14. Acting as case managers for children returning from other placements in the continuum (i.e. special schools), providing information useful in facilitating appropriate alternative placements.

15. Where alternatives in the regular school or beyond the regular school are under consideration, providing information to

facilitate appropriate placements, and guiding students to their choices of these alternatives.

B. Staffing

For every five-hundred students in a school there should be one Student Support Teacher. Where a school population is more prone to have academic or behavioral difficulty (i.e. an inner city school) a ratio of one teacher for every two-hundred and fifty students is recommended. In order to keep the Student Support Center open at all times as well as give the Student Support Team the mobility needed, there should be a specially trained paraprofessional assigned to the S.C.C. (Student Support Center). In secondary schools, the usual expectation is a team of two teachers and one aide.

Student support teachers should have:

1. Knowledge and proficiency in behavior management techniques such as life-space interviewing, behavioral contracting, behavior modification, surface management.

2. Awareness of and ability to use and interpret a wide range of assessment techniques and to recommend instructional interventions based on the information provided by them.

3. A broad knowledge of curriculum and an awareness of instructional alternatives fitting a wide variety of subjects and abilities.

4. Facility in using individual and group counseling process.

5. Ability to analyze and use strengths of school organization and personnel in designing school educational management plans for individual student needs.

6. Excellent human relations skills.

7. Knowledge of community resources, private and public.

8. Ability to confer with and act as consultant to teachers and parents.

9. Ability to plan teaching strategies with staff members and to co-teach with them without taking over completely.

C. Education and Training

There is at present no state certi[illegible] student support teachers or for teachers doing a job [illegible] one described here. The formal training most ge[illegible] the skills and abilities needed has been provided by [illegible]ington University's Crisis Resource Program and the Mark [illegible]tern Program. Other special education training such as that provided by American University in teacher training for children with emotional disabilities is applicable. Generally speaking, it is recommended special training should follow a minimum two years of successful teaching or some equivalent experience. There are many teachers and counselors who, because of their interest in and natural skill with young people with problems, need only some exposure to the job and some in-service training in consultation skills and program management. Appendix B includes a statement of competencies considered applicable for the training of teachers for both the Student Support Center and the special schools. It has been developed by the Mark Twain Staff Development Program. Instructors for the delivery of this staff development have been recruited from the Programs themselves. Staff development courses are aimed at regular school staff and special education as well as Mark Twain School and School-Based staff. At present, federal funding is making possible work on production and dissemination of instructional packets based on the five competencies of the Mark Twain Internship Program.

D. Supervision and Administration

Although student support teachers need to be an integral part of the school in which they operate, it is helpful if they can get support and supervision from a special department which has an awareness of what is particularly required for the operation of a successful Student Support Room. There is a danger that teachers without an assigned roster of students will be absorbed into the performance of administrative tasks or "filling in," and the function of the school support center will be changed in the eyes of students and faculty.

Ongoing staff development of student support teachers and teacher assistants should be a responsibility of the supervisory staff of the program.

E. Physical Facility

The support center should be easily accessible to students and faculty. The location should be a frequently traveled student area, preferably in an academic wing of the building. It should not be in the administrative area. If possible, the center should be equipped with or be near a bathroom.

The room should have a minimum capacity of 30-35 persons and should be structured to allow confidential, personal conferencing as well as group work to function simultaneously. The center should have a warm, relaxed atmosphere, with areas for study as well as discussion.

A student support center should allow for various activities to be carried on simultaneously. Activities in an S.C.C. may include - -

1. One-to-one or small group tutoring
2. One-to-one or small group counseling
3. Running communication skills groups
4. Arts and crafts activities
5. Viewing filmstrips
6. Utilizing tape recorders
7. Video-taping activities
8. Conferencing with staff, administrators, parents, and community people

Furniture and equipment needed for a student support center would ideally be - -

1. Couches and/or easy chairs
2. Carpeting
3. Round tables and straight-backed chairs
4. Bookshelves (for books anf magazines)
5. Locking file cabinet (for confidential records)
6. One to three teachers' desks
7. Sink
8. Movie Screen
9. Chalkboard
10. Bulletin boards
11. Stove (for special student projects and reward periods)
12. Phone
13. Typewriter
14. Tape Recorder
15. Filmstrip Projector

As with everything listed in the model, it is understood that each school or school system would provide what is available or makes sense in the local scene.

F. Forms, Procedures, and Record Keeping

Each school and school system should structure a referral procedure, method of accounting for activiti staff and students, and evaluation procedure which is in keeping w eds and procedure appropriate to the school and school system. xa f forms and reports are contained in Appendix C.

General guidelines found to be important are suggested below:

1. There should be a standard written referral form for teachers to use which is concise but indicates in behavioral terms what the teacher sees as the problem, what steps have been taken prior to referral, and what the teacher sees as a reasonable change expected. This serves to pinpoint the area of concern as well as to evaluate any changes which occur as a result of the intervention.

2. There should be a standard process for maintaining communication with the referring teacher to indicate how the student support teacher is handling the referral. Referring teachers should have a way of reporting back on progress or lack of progress in student behavior seen after a referral is made.

3. Where intensive support is given to students with academic and/or behavioral needs folders should be kept which contain appropriate records of formal and informal assessments, observations, achievement levels, attendance dates, written plan of objectives, materials, and strategies used, and evaluation of progress. These should be available to students, parents, and other school staff where appropriate.

4. Records should be kept to indicate numbers of students and staff who use the services of the student support center and the reasons for which the center is used.

   (Where the center is being used for academic referrals as well as behavior referrals which include disruptiveness and withdrawal, it can be anticipated that 20% of the student population will be served at some time by the student support center.)

5. Consumers of the program -- students, teachers, other staff should have a way of formally evaluating the service they receive from the student support center in order to provide feedback to the support center staff for program improvement and to make evaluation of services possible.

6. Except for crisis referrals or unusual circumstances, use of room by students should be pre-arranged with teachers and students.

7. Provision should be made for self-referral by students and parent referrals.

G. Relationship Between Administration And Student Support Center

The disruptive child is the business of the whole school but especially the concern of administration and the student support teachers. Although it falls to the lot of administration to enforce school rules and law, the long range management plan for the disruptive youngster is one major responsibility of the student support teacher. Administration should encourage teachers to refer students to the student support center before there is an open rebellion or serious infraction of school law. Sometimes it is possible to head off such a confrontation by some special attention, program adjustment, cooperative planning between home and school. On some occasions students on in-school suspensions are assigned to the program, although this should be rare as it limits the potential of the room to function normally.

H. Use of Student Support Center By Students

In order to prevent the center from having an image as the place where the "bad kids" and the "retards" go, it is important for many different kinds of students to have legitimate access to it and to the teachers and teacher assistant. Some ways of accomplishing this are:

1. Using student government leaders and strong students as tutors

2. Working in classrooms

3. In luding students other than those who would normally be referred in groups or when special curricular devices of high interest are used, such as outward bound activities.

4. Involvement in the extra-curricular life of the school by the student support teachers.

To the question, if you could have only one alternative program beyond the regular teaching staff what would it be, the majority of the administrators involved in a program similar to this type of program the School Support Program reported this alternative to be their first preference. The flexibility of the program to deal with behavior, academic deficiency, class teaching, in-service needs, group techniques, parent contacts and ongoing parent programs, and the concern for general school welfare rather than any individual program are the reasons administrators give for their choice.

I. In-School Program Alternatives

One of the functions of the Student Support Center is to encourage the establishment of other alternative programs in a school through creative use of staff. Such alternatives will not be dealt with in detail as part of a continuum program for disruptive youth for two general reasons. First, they should be available for all students who are hurting in the regular programs, not only disruptive students.

Second, what they should be depends on the needs of the individual school - which students are hurting the most and which are hurting others.

With alternatives available, the Student Support Teachers help identify candidates, counsel students into them, may assume some of the teaching load, and coordinate the progress of students in the alternative programs in the regular school programs. If these alternative programs also fail to reverse the failure pattern of students, the student support teachers are informed enough to recommend other programs.

J. Alternative Programs In Other Settings

It has become apparent that for some students a program in a traditional secondary school building is not appropriate. Some of these often become disruptive in the regular programs, others do not. Alternatives outside the building which maintain contact with the parent school or cluster of schools are needed to serve these students. What they should be depends upon the needs of the school district. The Student Support Teachers should help identify candidates and counsel students into these alternative programs, too.

IV. SPECIAL DAY SCHOOLS

A. Function

The major purpose of the school should be to provide an educational program for preadolescents and adolescents who are having difficulties in human relations or behaviorally-linked learning programs so that they can return and function effectively in a lower level continuum service. For this group of students, the separate facility should be supportive and offer opportunities for growth that a special program or wing in a regular school setting could not provide as effectively. What happens in the separate school should be sufficiently different from regular program to justify the expense involved. While creating a problem of reentry into another level of the continuum, the separate facility offers a means for students, once enrolled, to avoid the daily confrontation of their need for separation from other students sharing the facility. The environment created in a separate building fosters a sense of community among students and staff. At the same time, it permits flexibility of programming for the students without scheduling conflicts with other students not needing this type of special programming. The goal should be to keep students at this special school for as short a period of time as necessary, from six months to two years. This school should be planned to accommodate approximately 2% of the student population in the school district. In addition, there should be a similar school for 100 children who will need a longer term placement in a program of this nature.

Students should be referred to the school through the school system, reserving placement at the special school for students whose needs cannot be met on lower levels of the continuum. The Student Support Teachers who should have been involved in trying lower level interventions with these students, should be involved in the referral process. Admission requirements should be specified for students referred with an admission committee from the school to review their records and decide on the capability of the school to provide a program to meet the students' needs. Transportation should be provided for all students attending the special school. Since busing large numbers of children with poor impulse control presents problems, other means of transportation should be sought to avoid long trips with many stops. Personnel transporting the students should be given special training in anticipating and avoiding behavior problems and reducing behavior contagion. Incoming students' strengths and weaknesses should be identified by perceptual cognitive, and affective assessment, with the results used to design a program. Emphasis should be placed on the development of appropriate behaviors for positive interaction with peers and adults. Time should be allocated in the program for students to meet with their teacher-advisors for individual and group counseling. Specialized materials and techniques should be designed to assist students in their behavioral and academic growth. Curriculum materials may have to be revised for students with poor academic skills and low motivation. The small class size should stimulate the use of diverse techniques in a variety of settings and growth on another dimension. Staff should interact with students at the beginning and end of the school day as well as during breaks, snacktime, and lunchtime, to help students develop social skills and positive peer interaction. Students' progress toward meeting specified academic and behavioral goals should be assessed regularly. Students should be involved in setting their goals and should be kept informed of their progress.

Parents should be involved in the special school program. They should be provided information on the program prior to the student's entry, and should be willing to work with the school staff to help the student. Parents should be available to confer with school staff for reporting progress and behavioral concerns. In addition, evening programs should be provided to inform parents of the school program and to offer optional skill courses. For students not living at home, there should be cooperation between the special school and residential facilities where the student may be housed. Coordination will have to be established with other agencies for funding facilities and personnel for children needing support or separation from the school environment for a few hours or children needing temporary or long-term residence. Liaison should be maintained with community agencies serving the school's students. Methods for referring students and parents to appropriate resources should be developed. Close cooperation should be maintained with other levels of the continuum to assure smooth transition of students. Procedures for returning students to other placements should be specified to assure appropriate placement and sharing of information on the students' needs. Where return to a regular school is concerned, the Student Support Teachers should be involved as an integral

part of the educational management plan for that student. Where necessary, personnel from the special day schools should continue to support the student in the new setting. A method for monitoring the school program should be developed which should include procedures for following the progress of former students. Parents' impressions of the school program should be surveyed annually. There should also be established a procedure for dissemination of information to the professional and lay communities to communicate the status of the school program as well as materials and techniques found useful at the school.

B. Staffing

The special school should be staffed by personnel who have training and skills in working with students with special needs. Staff should be assigned on the basis of 1:10 in the classroom plus additional support personnel to meet the needs of the students and the program. The instructional staff should be organized into interdisciplinary teams of subject matter teachers. Each team should be supported by an aide and a secretary and have a team leader to provide coordination for the program. Subject matter teachers should also serve as teacher-advisors to counsel students on an informal and a regularly-scheduled basis. The staff of the instructional resources center should support classroom instruction by providing specialized materials and equipment as well as by assisting teachers in the classroom with instruction and development of materials. Teachers of each subject matter area should meet regularly to coordinate the curriculum. There should be a physical education staff to provide activities for the development of all the students' personal and social competencies as well as their physical skills. There should also be an arts team to staff labs in each of the arts disciplines to provide opportunities for all students to develop their aesthetic appreciation and expression.

Other staff members should provide support to the instructional program. Health personnel should be based at the school to serve as resource persons to the students and the staff. Social workers should provide liaison with students' families. Psychologists should provide guidance on the behavioral program for students. Staff should also be designated to recommend placements and to provide support for returning students.

Important to effective staff functioning is the concept of teaming. An initial training program should build in a system of mutual support for the staff. Also necessary is a system of ongoing support for the teachers, to be provided by supplementary support personnel who could meet weekly with the team to discuss problems and strategies to resolve them. Staff also need to be involved in the decision making process. Far more important than an ideal facility for a program is staff comfort about decisions on use of the facility and resources. In addition to their work with each other and with the school administration, the staff should work closely within their teams, and should coordinate their strategies with other teams. Participation should be expected in in-service programs and workshops to increase and to share skills. Time should be allocated in the schedule for staff to coordinate with staff members on other levels of the continuum regarding incoming and outgoing students.

C. Physical Facility

The school should be built on sufficient acreage to assure privacy for the students and space for outdoor activities. Since the school will

be serving students from all areas of the school system, it should be centrally located.

To establish an environment for balanced groups of students in small units based on age, physical maturity, and social development, the school should be designed as several schools within one. There should be separate wings for the upper elementary, junior high, and senior high programs, with sufficient overlap to avoind transferring students within the school during the enrollment period. Separate wings should also be provided for the physical education and arts programs.

Classrooms should be small, with space allocated for students to work privately when necessary. There should be a room for a diagnostic/prescriptive center. An instructional resources center should contain both print and nonprint materials to allow for student selection of appropriate media. An observation and closed circuit system should be built into the school, to allow students and staff to observe themselves, thereby promoting self-understanding and growth. The school should contain an information storage and retrieval system for use in each classroom as well as the school media center, to provide for opportunities to individualize the curriculum and to offer poor readers an alternative means of securing information. In addition to providing science labs in each of the schools, there should be a room reserved for "hands-on" activities for students who learn better by doing than by reading or listening. There should be consideration given to having a pool, with its opportunities for building trust level and providing valuable experiences in yet another medium.

The facility should be planned to avoid trouble spots wherever possible. Recommended are:

1. Individual bathrooms located between classrooms instead of large group bathrooms.

2. Individual dressing-shower units for student privacy instead of community dressing rooms and showers.

3. Several small cafeterias with small round or octagonal tables instead of a large cafeteria.

4. Easy maintenance msterials and surfaces such as carpeted floors, high gloss surfaces, and sturdy furnishings.

While more costly initially, these furnishings would avoid easy damage and facilitate quick repair.

The surroundings should promote a sense of caring and prevent a feeling of deprivation for students needing a special placement. Care for the facility should be integral to the program as an adjunct to improving the students' self-image. The favility should be planned for use by other groups of students and adults, with respect for the students' privacy and the integrity of the program, so that the special school would be seen realistically by the community.

V. RESIDENTIAL SCHOOLS

A. Function

The major purpose of the residential school should be to provide an educational program in a therapeutic setting for 100 children in need of day and night supervision. Children whose needs cannot be met in the special day school should be referred through the school system. For each child admitted, a treatment plan should be formulated by the staff of the unit to which he is assigned. The instructional program should include the development of academic skills and the remediation of deficiencies. The program should be nongraded and individualized for students whose emotional problems may have severely retarded their academic progress. To help children learn constructive use of their leisure times there should be a full program of sports instruction, games, and hobbies. For children with impaired motor skills, there should be an adaptive program of physical education.

The therapeutic program should include psychotherapy and milieu therapy. Individual, group, and family therapy should be provided, the latter to insure close contact with the child's parents. Maintenance of communication between the child and his family should foster mutual growth and understanding under the guidance of mental health professionals. Unless therapeutically contraindicated, children should be encouraged to spend weekends with their families. Daily living routines, group programs, and leisure time activities should be structured to provide a therapeutic environment directed at fulfilling the requirements of each child's treatment plan.

Each child's treatment plan should be reviewed regularly, and his progress evaluated, so that he can be moved to another level of the continuum as indicated.

B. Staffing

The residential school should be staffed by educators, mental health professionals, and recreation specialists with training and skills to work with children in need of this level of service. The ratio of staff to students should be 1:4. The staff should be organized into units to work with children grouped by social, emotional and educational development levels. Each unit's staff should function as a treatment team to provide continuity in the effective implementation of each child's treatment plan. Unit staff should meet frequently to review treatment plans, and should have guidance provided by a director of each unit. Staff should maintain liaison with the children's families and with staff at other levels of the continuum.

C. Physical Facility

The facility should be located to assure access by the families of the children enrolled. There should be space provided for playing fields and recreational activities.

The buildings should contain three wings. One wing would house clusters of classrooms, craft rooms, and therapy rooms which could be shared by the units on a staggered basis. Another wing would house bedrooms for double

occupancy, with staff bedrooms located to separate the units. Each unit should have its own dining room, located in the third wing with the kitchen and recreation rooms.

VI. THE HOSPITAL FACILITY

A. Function

The goal of the hospital should be to provide a comprehensive therapeutic program for 50 emotionally and mentally disturbed adolescents to minimize their disabilities and to promote their recovery and rehabilitation. In addition to the inpatient program for students requiring full time hospitalization, there should also be provision for students attending day schools to receive medication and therapeutic support at the hospital on an outpatient basis. Incoming patients, referred from other levels of the continuum, should be placed in a separate closed unit where they can be under the continuous observation and supervision of the staff. Upon admission, a complete psychiatric and medical evaluation should be made and a treatment program planned for each patient. A counselor should be assigned to assist the patient on a daily basis. Patients should be assigned to a psychotherapy group based on their needs and the nature of their problems. As improvement occurs, the patient should gradually be permitted to leave the closed unit for specified periods of time. With continued improvement and the maintenance of responsible behavior, the patient should be moved to the open unit where he is under less supervision. Wherever the patient is located, he should remain in constant contact with his counselor until he is discharged from the hospital. This close contact enables the counselor to report on the patient's progress at the bi-weekly staff meetings where treatment programs are reviewed and different therapies scheduled to assure maximum use of hospital resources for each patient.

The hospital program should have three major thrusts: clinical, educational, and therapeutic. The clinical program should be eclectic, including individual and group psychotherapy as well as techniques ranging from psychodrama to behavior modification and transactional analysis. The psychiatric and nursing staff should use drug therapy as required. The educational program should be year-round to help patients use their time constructively and to maintain their academic skills. The instructional staff should coordinate the curriculum with the total school system to facilitate smooth transition to other levels of the continuum. Patients too ill to participate in the classroom should receive tutoring as appropriate. The therapeutic program should include occupational, arts, and recreational activities to help patients achieve socially acceptable self-expression. Opportunities for sharing accomplishments should be provided. Patients should take an active role in planning occupational, therapeutic, art, and recreational activities.

The hospital staff should provide guidance to parents about expectations for their participation and limits on their involvement in order to strictly monitor the patient's treatment program. When it is determined that the patient is ready to receive visitors, parents should visit on a scheduled basis. Communication should be maintained with the parents by the social worker. Parents should be scheduled for counseling sessions alone, with their children, or in groups, as deemed appropriate by the clinical staff.

B. Staffing

The hospital facility should be staffed by psychiatrists, psychologists, nurses, counselors, educators, social workers, and paraprofessionals on a ratio of one staff member for each two patients. The medical director of the hospital should be a psychiatrist. All personnel should have special training and skills in working with disturbed youngsters. The counseling staff should be in most direct contact with the patient. The paraprofessional staff should include occupational, arts, and recreational specialists. Twice each week representatives of the various components of the staff should meet with the counseling staff to review patient progress and to maintain close coordination between the therapists and educators working with the patient. Continuous liaison should be maintained with staff at other levels of the continuum to prepare for incoming patients and to return those ready to move toward lesser levels of service.

C. Physical Facility

The hospital should be a U-shaped building, with a large central area containing classrooms, recreational and occupational and therapeutic rooms separating the open and closed units. The open and closed units should contain bedrooms for staff and patients, a dining room, a recreational lounge, and private quartets for visiting. The recreational and occupational rooms should be large enough for art, music or dance therapy to be conducted. The therapy rooms should have folding doors to accommodate individual or group counseling sessions. The grounds should be enclosed to assure privacy and security for disturbed youngsters.

VII. BUDGET

Producing a budget for a program of so many dimensions that would vary greatly for each locale is an impossible task. Some alternatives can be housed in already existing buildings and some staff be reallocated and retrained. The following are very rough estimates of annual per student cost of the more clearly defined programs.

1. Student Support Programs	$900 per student
2. Special Day Schools	$6,000 per student
3. Residential School	$10,000 per student
4. Hospital Facility	$20,000 per student

VIII. CONCLUDING STATEMENTS

The intervention system outlined here is an attempt to give some idea of a continuum of services which seem indicated by system needs. Some form of each alternative proposed is presently in operation somewhere. To our knowledge, the full range is not implemented anywhere in a smooth-flowing continuum. Each school and community must evaluate its own needs and come up with its own priorities. It is offered not as a model to be followed but as a springboard which will promote discussion, criticism, and original planning by each LEA. Cooperation between LEA's should also be pursued, as some expensive interventions can be planned and financed cooperatively.

No intervention system, however, can make the schools the remedy for all the ills of society. Involvement of the community in school affairs occurs most often when there is dissatisfaction. There are, however, people in the community who have the commitment and dedication to turn criticism into thoughtful action. Educators, social service professionals, juvenile services workers, and health service personnel must join with them in working for solutions. No one sector can plan or finance alone. Funding should be program oriented rather than aimed at specific recipients. When dealing with the individuals who need multiple services and present concerns to the whole community, it is difficult,if not impossible, to figure out what percentage of the problem is an educational concern, a health concern, a welfare concern. or a court concern. The money spent on the failures is considerable but often comes too late. Cooperative planning and financing at top levels could help prevent this.

Although private schools, homes, clinics, and hospitals have often done an excellent job of providing alternatives, recipients of their services are often those who have the energy, knowledge, and money to get the service. Indications are that public agencies must provide these services themselves to insure more equitable availability and to prevent students from dropping through the cracks because their parents are not informed or articulate about getting these services for their children. With good inter-agency planning and cooperation they might also be provided less expensively.

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MODEL FOR PROGRAM #2

HUMAN RELATIONS AND INTERPERSONAL TRAINING FOR ALL SEGMENTS OF THE SCHOOL POPULATION, INCLUDING STAFF AND STUDENTS

I. ABSTRACT

Four models of programs for human relations and interpersonal training are presented here and addressed to specific problems. Since each local school system will have different needs, selection of one or more of the models (or a segment thereof) might be made to meet each school's needs. With this in mind, the writing team is aware that certain objectives and/or types of activities might overlap in this presentation.

The activities and plan of implementation for each program/model are to be considered as suggested guidelines only. Depending on the staff available to implement the program, the population served, and the budget limitations, a system may modify the program as needed. The writing team has strived to present some of the essential objectives of a human relations program and to make some basic suggestions for activities which will meet those objectives.

II. RATIONALE

A. Problem Definition

The problems addressed by the programs described below are:

1. Poor communications
2. Intergroup conflict
3. Intercultural conflict
4. Prejudicial behavior

Poor communications may be manifested among and between students, school staff, parents, and community members resulting in unclear expectations and misunderstandings regarding boundaries for appropriate behaviors. Therefore, without clear communications, intergroup conflict, intercultural conflict, and prejudicial behavior are almost guaranteed.

Clear communications, however, do not guarantee absence of intergroup conflict, intercultural conflict, or prejudicial behavior. Intergroup conflict is characterized by a lack of misunderstanding of, and a sensitivity to, the value of others and by an inability to develop alternative behaviors in the face of new situations. Intercultural conflict, similarly, is characterized by ignorance of, and insensitivity to, cultural differences, needs, and expectations.

The existence of poor communications, intergroup conflict, and intercultural conflict ensures that prejudicial behaviors will occur. All of these problems are compounded by a lack of focus on human relations as a necessary component of the school program.

B. Needs Assessment

That school disruption is seriously impeding learning in American schools appears irrefutable. A recent U.S. Senate Committee report sponsored by Senator Birch Bayh indicates that acts of interpersonal and intergroup violence in schools has reached crisis proportions in some urban centers. It seems evident that much of this disruption originates in a lack of clear communication, intergroup conflicts, and prejudicial behavior (see Appendix A for research data).

In fact, reported local and national data and the collective responses of workshop participants suggest the need for various institutional responses to disruption. The plans described here present one set of alternatives.

C. General Description of Approach

1. Assumptions

There are a number of basic assumptions which provide a framework for the planning, implementation, and evaluation of human relations activities for all levels of students and staff. They include the following concepts:

a. Individuals and groups have an innate desire to grow.

b. Most people have a desire to communicate and work at levels which are more effective than the ones at which they are currently functioning.

c. Behaviors and attitudes can be changed.

d. The success of a human relations program is dependent upon the administrators and teachers modeling and supporting what they define as desired behavior.

2. Theoretical Bases

In attacking the problem of disruption to the educational system, the program models focus on the nature and interaction of roles and on the behavior of students, school personnel, parents, and community. This human relations thrust is valid since research findings indicate that there is a high positive correlation between improved human relations and school/work performance.

Since the human relations program will, by definition, deal with sensitive issues, a participatory leadership style is considered crucial. Increased participant involvement in planning, implementation, and evaluation raise the level of participants' commitment to desired changes. The human relations programs, therefore, can utilize a participatory model involving:

a. Dissemination of information which results in an initial level of acceptance

b. Changes in individual behavior and attitude; and ultimately

c. Changes in group behavior and attitude

The emphasis on improving interpersonal and intergroup relations is a viable means for reversing the cited data on increased suspensions and racial incidents. The program models all focus on two major goals, which are:

(1) To provide opportunities for students, staff, and community to function as human beings rather than as mere resources in the educational process; and

(2) To provide opportunities for each individual, as well as the educational organization itself, to develop to his full potential.

3. Reports of Existing Programs

A number of programs in Maryland have focused on the kinds of problems previously described, and most of them operate according to the previously discussed assumptions and theoretical considerations (see Appendix B for reports)

III. PURPOSE

The programs presented below attempt to describe examples of activities which will:

A. Improve communication skills among and between school staffs, students, parents, and community groups;

B. Reduce the incidence of intergroup conflict in the school community, or at least use conflict as a vehicle for positive change;

C. Reduce the incidence of intercultural conflict and increase intercultural understanding; and

D. Reduce the incidence of prejudicial behavior.

IV. PROGRAM MODELS

A. Improving Communications

1. Statement

An individual's interpersonal life is dependent upon his facility for making his thoughts, feelings, and needs known to others and on his receptiveness to the attempts of others to share similar data with him. Communication, a multi-faceted phenomenon, is the result of efforts by individuals to accomplish this. Communication can be considered as the sending and receiving of messages, since both elements must be present for communication to take place. However, the fundamental transaction of messages sent and received does not presuppose that communication has occurred. Often, it has only partially occurred as a result of the circumstances surrounding the occasion when the attempt was made. These circumstances may be environmental, emotional, verbal-skill oriented, or a result from a variety of conditions present within the individuals who are attempting to relate. It is felt, therefore, that any attempt to improve communication in the schools should include the development of basic communication and group discussion skills.

2. Objectives

a. Members of the school population, students and staff, will be better able to listen empathetically and non-defensively.

b. Members of the school staff and students will improve their ability to speak and write in a manner which is clearly perceived by the receiver.

c. Students will be able to participate more effectively in group discussions.

d. Students and teachers will more effectively interpret nonverbal communications clues.

3. Population

The population to be served should include local central office staff, administrators, guidance and pupil personnel workers, teachers, students, and other school staff including paraprofessional, custodial, and cafeteria workers.

4. Program Activities

The following activities would be considered an essential part of the program. (See Appendix C for supplementary suggeations.)

a. Resource and evaluation seminars - Participants will come together periodically to share the training and experiences of their peers and communication specialists in resource seminars. These groups will be encouraged to schedule meetings throughout the school year and to actively seek the services of available resource persons in the school community.

b. Follow-up support by trained personnel as needed - A network of teams of trained professionals will visit participating schools upon request to offer assistance to staffs having specific problems in areas of communication. These professionals will be prepared to conduct mini-sessions, to demonstrate procedures for skill development, and to conduct problem-centered group sessions.

c. Workshops

(1) Basic Communication Skills Workshop - Good communication skills include the ability to listen attentively, to listen critically, and to listen openly and objectively. Good listening implies the need to respond to others on the feeling level. For some, this may require training and experience. This workshop will provide techniques for developing these skills. Participants in this workshop will role-play and engage in experiential activities in dyads, triads, and small groups. A mixture of students, teachers, and other school staff should work together. (See Appendix D for a list of typical activities recommended for inclusion in this workshop.)

(2) Group Discussion Skills Workshop - The ability to participate effectively in group discussions is vital to the educational process. There is a need to understand group dynamics so that classes can function as a group. The teacher needs to be able to facilitate the growth of the class as a group, to assist it in establishing goals and seeking ways of meeting those goals. The class must be able to understand its behavior as a group; it must be able to recognize and resolve conflict among its members. The teacher needs to develop participatory leadership in the class and to ensure that the dual functions of task and maintenance are being effected.

As a group develops its skills, some of the behaviors which will manifest themselves are the clear establishment of goals, concern for the needs of group members, frequent attempts at shared leadership, and the development of norms which allow maximum input into the group by the members. Behavior which reflects the ability of the group to turn conflict into creative opposition should also emerge. (See Appendix D for a list of typical activities recommended for inclusion in this workshop.)

5. Plan of Implementation

Initially one group of representatives from each segment of the school population (students, staff, and support services) who have exhibited leadership skills will be trained as Communications Assistance Teams (C.A.T.). The training will include the development of skills in each of the identified areas in addition to basic leadership skill training. This group of approximately 30 persons will function in teams of two to provide system personnel with instruction on the program models. The process will begin with central office staff and continue to the classroom teacher. The number of team members will be expanded by selecting group participants who exhibit outstanding qualities of leadership in the four areas. Responding school systems may secure the services of the Maryland State Department of Education's Human Relations Unit staff to provide training for the initial C.A.T. members. The design of the model is such that inservice training time will provide the optimum result. However, where necessary, systems may opt to use weekend training sessions or use summer training sessions.

6. Evaluation

The success of the project will be measured by:

a. A decrease in the number of reports of conflicts stemming from problems of communication;

b. An increase in the number of cooperative communication contacts between and among school segments as determined by check-list survey;

c. A decrease in the number of reports of student class cutting; and

d. An analysis of narrative reports made by the students and by parents' surveys.

7. Budget

As stated earlier, it is possible that initial training may be provided by personnel already employed by the local education system (Human Relations Specialists) or by Maryland State Department of Education personnel. Consultant services will be used only where necessary. Budget proposal information, therefore, is provided only for guideline purposes and is projected to provide for a pupil population of 25,000 (see Appendix E for proposed budget breakdown).

B. Intercultural Relationships

1. Statement

The United States of America is made up of diverse societies and cultures. Unless each citizen can learn to understand and appreciate his own cultural heritage and contributions as well as the heritage and contributions of others, conditions will be right for the nurturing of suspicion, misunderstanding, and prejudice. In the effort to develop a more effective educational system, educators and others must be aware of these concerns and work to close these psychological and attitudinal gaps that create intercultural conflicts.

2. Objectives

a. Participants will develop an awareness of cross-cultural similarities and differences.

b. Participants will be provided opportunities to examine various ethnic cultures to dispel existing biases and myths and to develop a respect for diversity in a learning environment.

c. Participants will become familiar with principles and perspectives of minority-majority group relations.

d. Participants will identify and examine pertinent resource materials and provide for their own use.

e. Participants will demonstrate an understanding of the impact of biased behavior and develop classroom strategies to resolve these issues.

f. Participants will be provided with opportunities to examine curricular materials which perpetuate biases in the educational process.

3. Population

This program is designed to serve a population that includes students, parents, teachers, administrators, school-based clerical, custodial, and cafeteria workers, central office staff, and the community in general.

4. Program Activities

a. These activities will be implemented in three phases which include:

(1) The training of local board of education members, local central office staff, and one or more contact persons from each school to be used as resource persons

(2) The establishment of local school workshops to involve in-school personnel

(3) The development of follow-up activities

b. The basic-training workshop is designed for a period of three days during which:

(1) Each person will be responsible (individually or in groups) for critiquing materials and developing a curriculum design for a culturally-diverse school.

(2) Each participant will develop a project for assessing cultural similarities and diversity within his school setting.

(3) Participants will exchange strategies and resources for developing and implementing local programs.

(4) Content for reaction will be developed to include social sensitivity and multi-ethnicity in the classroom. (Methods utilized for accomplishing these activities will include games and simulation, role-playing, socio-drama experiences, and experimentally based exercises.)

c. Activities for the school-based workshop will be developed in the basic-training workshop. These workshops will be completed in one school day. It is anticipated that the staff trained in the three-day workshop will be utilized as leaders.

d. After regular school hours, inservice programs for credit should be available for in-depth studies of various cultures by professional employees as a follow-up to these local school workshops. In addition, multi-ethnic courses should be provided for students as part of the established curriculum or provided on a separate basis.

5. Plan of Implementation

Initially, the three-day workshop will be planned and implemented by existing Human Relations Personnel or some other designee of the local Superintendent. This workshop should include representatives of the local board of education, the community (parent groups should be represented), the Superintendent's staff, and one or more contact persons from each school. Since viable workshop groups should not include more than thirty participants, large school systems may plan for more than one three-day workshop as needed. Individual school workshops to include in-school personnel should be a direct outcome of the initial workshop. Changes in instructional approaches, selection and use of curricular materials, and other conditions which improve intercultural understandings and relationships should follow. Continued in-service programs and curricular developments should be ongoing activities to improve intercultural relationships.

6. Evaluation

The evaluation process would be a three-phased Content Impact Process Model. Initially, participants would be evaluated in terms of their knowledge and perceptions of the content presented. Ongoing evaluation techniques would be administered to analyze the impact of the degree of participants' application of the training they have received. As each activity is conducted, evaluation focusing on the on-processes used in terms of suitability and fulfillment of objectives should also be administered. Possible indicators of success could include:

a. A percentage increase in the use of human relations materials by individual schools

b. The development and implementation of an ongoing curriculum design which includes cultural contributions of minorities and women

c. A greater awareness, utilization, and effectiveness of human relations programs and materials as assessed by survey techniques

7. Budget

In many school systems, there are trained personnel who could be used to develop and coordinate the implementation of this model. Where existing staff could not carry out such functions, consultant services will be needed. Suggested time factors as

well as budget proposal information is provided only as a guideline for local jurisdictions (See Appendix F for proposed budget).

C. Intergroup Conflict

1. Statement

Intergroup conflicts arise when children with different economic and social backgrounds, different experiences, and different cultures come together in the school setting without understanding of and respect for each other. There is no final solution to intergroup conflicts as group interaction in a school is fluid and constantly changing. However, it is hoped that this model will help to convert destructive and disruptive behavior into positive behavior. While conflict has its negative outcomes, it can be useful in bringing about change if the individuals involved go through certain processes. Dysfunctional conflict can be moved into the realm of functional conflict.

2. Objectives

a. Teachers and other professional staff will develop better understanding of group dynamics.

b. Students and school staff will develop attitudes of acceptance toward change.

c. Students will examine and identify their roles in intergroup relations.

d. Students will develop an increased awareness of their own values and of those of others.

e. Teachers and professional staff will develop an awareness and understanding of societal and community changes.

f. Students, parents, and school staff will develop improved communication skills in order to discover the hidden feelings which tend to cause disruptive behavior.

g. Students, parents, and professional staff will develop skills and understanding in changing dysfunctional conflict into functional conflict.

3. Population

This program is designed to serve students, parents, members of the community, teachers, administrators, local central staff, and members of the local board of education.

4. Program Activities

The following activities will include training of a cadre of personnel who can then assume responsibilities for working with local school groups:

a. Basic Training Workshop to Reduce the Incidence of Intergroup Conflict

Participants will include representatives of the central staff, members of the community, and at least one representative from each local school. Consultants will provide guidelines to help participants act as mediators between conflicting groups, to establish rumor control centers and to identify and appoint ad hoc group leaders who might have a positive influence on disruptive groups. Consultants will also assist the participants in developing techniques to make improved relationships among groups lasting. During the process of this two-week workshop, participants will become familiar with successful programs and techniques that have been developed to alleviate intergroup conflicts in school settings.

b. Local School Workshops

These workshops will utilize the local school personnel trained in the system-wide workshop who will act as coordinators of in-school activities which includes continued training of all personnel in the establishment of techniques and programs to deal with intergroup conflicts.

5. Plan of Implementation

The Human Relations Specialist or a designee of the local superintendent will plan an intensive two-week workshop for people representing a cross-section of the group listed under "population." To introduce the workshop, the various student groups within the school system should be identified to increase the participants' awareness of the diversity of students with which they work. The consultants should then plan their presentations so that the objectives can be achieved. Following the two-week workshop, the local school coordinator will work with the students, parents, teachers, and administrators in his school to conduct sessions for the local school community. The coordinator will also work with teachers to help them incorporate activities into their curriculum which will help to improve intergroup relationships.

The coordinator should make use of a variety of community and non-school based professional personnel whenever possible. These activities should continue throughout the school year and the summer. There should be constant reassessment of the human relations project in each school.

6. Evaluation

A reduction of intergroup conflicts within the schools following the intensive training provided by system-wide and local school workshops should be noted as the most positive assessment of these programs. Students, teachers, parents, and administrators should be asked periodically to evaluate the progress of the program and to suggest improvements on an on-going basis. It should be noted that assessment instruments such as The Organizational Climate Description Questionnaire or The Student School Questionnaire could be used for the purpose of evaluation. The existence of local school plans on a broad basis that demonstrate an awareness of the problems and an organizational team to deal with these issues will be still another way to assess the effectiveness of the workshops.

7. Budget

In many school systems, there are trained personnel who could be used to develop and coordinate the implementation of this model. When existing staff cannot carry out such functions, consultant services will be needed. Suggested time factors as well as budget proposal information is provided only as a guideline for local jurisdictions (See Appendix G for details).

D. Prejudicial Behavior

1. Statement

The element of prejudice is often present in a school where disruption is prevalent, and it may be manifest through both overt and covert behaviors. Some of the more overt behaviors motivated by prejudice can result in severe and violent dis-disruption.

In order to deal with prejudice, it must be understood by both students and adults in terms of its history and role in daily situations. The school and the local school system must be aware of the relationship between institutional prejudice (usually a covert form) and the more overt forms which result in disruption. School personnel must recognize that the reduction of prejudice as a disruptive force can be accomplished only by creating an atmosphere in the total climate that is as free from prejudice as possible.

2. Objectives

a. Participants will establish a definition of prejudice as a social idea.

b. Participants will identify specific problems that are the result of prejudicial behaviors.

c. Participants will identify their own prejudices.

d. Participants will identify and examine ways people communicate their prejudices.

e. Participants will identify their reactions to the prejudices of others.

f. Participants will develop a formative evaluation system that monitors changes in prejudicial behaviors in the school.

3. Population

The program designed to reduce prejudicial behaviors will serve students, teachers and support personnel, building administrators, and local central staff personnel.

4. Program Activities

a. An In-Service program dealing with prejudicial behavior

This program should involve the training of selected local central office personnel and representatives from individual schools to explore the problems caused by prejudicial behaviors and to identify programs and curricular changes that might bring about improvements.

b. Local school activities dealing with prejudicial behaviors

(1) Representative who participated in the systemwide workshop will plan and implement activities in the local school.

(2) Guidance personnel should assist students in identifying and altering prejudicial behaviors. They should also serve as resource personnel for teachers.

(3) Teachers and other school employees should participate in an evaluation of their own prejudices and work to effect changes that will set positive examples for the student body.

(4) Building administrators should set a positive model for human relations and provide resources and support for all in school personnel.

5. Plan of Implementation

The Human Relations Specialist or other designee of the local superintendent will plan and implement a one or two-day workshop to include selected members of the central staff and one or more representatives from each local school. Local school representatives will then plan and coordinate programs and activities in their specific schools to involve students, parents, and non-professional staff as well as teachers, guidance personnel, and administrators. These local school activities should be on-going throughout the school year and may involve curricular changes as well as instructional approaches.

6. Evaluation

A decrease in the number of disruptive acts caused by prejudicial behavior would indicate an increased awareness and success in dealing with this problem. A record of office referrals and classroom instances relating to prejudicial behaviors can also serve as an on-going assessment of the effectiveness of this program. In addition, several evaluation instruments could be used to assess local needs and/or success. These include

- The Reciprocal Category System, developed at the University of Florida by Over, Wood, and Roberts.
- The Situation Attitude Scale, developed at the University of Maryland by Brooks and Sedlacek.

7. Budget

It is possible that much of the program model can be implemented by existing staff, especially on the local school level. Budget proposal information, therefore, which includes consultants (where needed) is provided for guideline purposes and is projected to provide for a pupil population of 25,000 students. (See Appendix H for details)

APPENDIX A

RESEARCH DATA ON SCHOOL DISRUPTIONS

In Disruption in Urban Schools, Stephen K. Bailey (1970), reported that 18 percent of responding schools in a national sample had experienced serious protests. Among reported protests, over 50 percent of those in schools of 1,000 or more revolved around racial issues. Among protests occurring in schools of less than 1,000, 30 percent were racially motivated.

In a separate survey conducted by Syracuse University, 85 percent of responding schools reported some type of disruption over a three-year period. The types of disruption reported included student boycott, arson, property damage, rioting, student-teacher physical confrontation, picketing, presence on campus of unauthorized nonschool persons, and abnormal unruliness. Among these forms of disruption a substantial proportion of schools reported a substantial or somewhat racial basis. In Maryland, a survey conducted by the Maryland Association of Secondary Schools reported the ten most common disruptions are (1) class disruption, (2) disobedience, (3) insubordination, (4) tardiness, (5) smoking, (6) fighting, (7) truancy, (8) class cutting, (9) profanity, and (10) verbal abuse. In three regional workshops sponsored by the Maryland Association of Secondary School Principals and the Maryland State Department of Education, teacher, student, administrator, and community participants generated suggestions for reducing disruptive behavior. The vast majority cited as the greatest need human relations training for members of the school community. Although variously defined, all of the suggested programs indicated a need for work on communications, intergroup conflicts, intercultural conflicts, and prejudicial behaviors. Perhaps the clearest institutional response to disruptive behavior can be gleaned from the numbers and racial composition of school suspensions. The Office of Civil Rights, Department of Health, Education, and Welfare, compiled a report of student suspensions for 1972-73 in 18 of the 24 school districts of Maryland. The attached summary table suggests that not only are a large proportion of students suspended from school, but that the suspensions are unequally distributed by race.

Appendix H

OCR DATA ON STUDENT SUSPENSIONS
1972-1973
Table II
MARYLAND

School District	1972-1973 Student Enrollment[1]						No. of Schools (No. Reporting Suspensions)			Total Students Suspe (Total Suspens	
	Total	White	Black	Sp. Surn. Am.	Am. Ind.	Asian Am.	Total	Elem.[2]	Sec.[3]	Total	White
Anne Arundel Co.	77,093	66,881	9,713	182	93	214	97 (67)	78 (48)	19 (19)	2,801 (12,499)	2,031 (8,361)
Baltimore City	186,600	57,350	129,250				218 (143)	163 (95)	55 (48)	1,683[12] (64,183)	
Baltimore Co.	131,987	125,677	5,604	260	51	395	175 (118)	132 (78)	43 (40)	6,915[13] (18,515.5)	6,386 (16,894.5)
Calvert Co.	6,287	3,125	3,161	1			15 (7)	13 (6)	2 (1)	418 (2,286)	165 (1,098)
Caroline Co.	5,344	4,010	1,313	14	4	3	10 (8)	6 (4)	4 (4)	363 (962)	237 (628)
Charles Co.	15,681	10,036	5,592	9	9	35	27 (17)	23 (13)	4 (4)	1,048 (3,400)	429 (1,391)
Dorchester Co.	6,373	3,745	2,618	4		6	22 (10)	17 (5)	5 (5)	567 (2,626)	194 (883)
Harford Co.	32,418	29,062	2,994	159	58	145	39 (9)	32 (4)	7 (5)	1,470 (3,129)	1,325 (2,710)
Howard Co.	20,429	17,915	2,306	70	13	125	35 (21)	28 (15)	7 (6)	700[14] (1,685)	548 (1,329)
Kent Co.	3,850	2,647	1,233				9 (8)	8 (7)	1 (1)	209 (740)	99 (322)
Montgomery Co.	126,707	113,795	8,131	2,690	194	1,897	197 (75)	147 (28)	50 (47)	1,974 (4,446.5)	1,606 (3,568.5)
Prince Georges Co.	161,969	119,033	40,397	1,137	191	1,211	235 (201)	176 (142)	59 (59)	10,333 (40,889)	5,842 (23,032)
Queen Annes Co.	4,717	3,386	1,330	1			11 (4)	9 (2)	2 (2)	123 (290)	57 (149)
Saint Marys Co.	11,792	8,446	3,249	21	23	53	23 (9)	20 (7)	3 (2)	934 (4,841)	577 (2,976)
Somerset Co.	4,508	2,342	2,151	10		5	17 (12)	14 (9)	3 (3)	487[15] (1,416.5)	238 (665)
Talbot Co.	4,983	3,361	1,622				12 (9)	10 (7)	2 (2)	224 (1,016)	116 (552)
Wicomico Co.	14,371	10,087	4,278	2		4	27 (14)	20 (7)	7 (7)	842 (2,184)	438 (1,016.5)
Worcester Co.	6,589	3,725	2,859		1	4	14 (8)	10 (4)	4 (4)	578[16]	239
TOTAL (18 Districts)	821,718	584,623	227,801	4,560	637	4,097	1,183 (740)	906 (481)	277 (259)	31,699[17] (165,108.5)	20,527 (65,575.5)

APPENDIX B

REPORTS OF EXISTING PROGRAMS

A systemwide project, formed under ESEA, Title III, is operating in Carroll County. Designed to raise student self-concept, improve staff morale, and reduce prejudice, the Understanding Ourselves project has met with some success. According to self-reports, teachers experienced increased awareness of the need for improved human relations. Committees within every school are in the process of implementing a school-level relations plan, new human relations curriculum materials have been developed, and a number of human relations classes for staff, students, and adults were developed.

Another ESEA, Title III project has been in operation for two years at West Frederick Junior High School in Frederick County. The problems and plans of action for the project emerged from a program planning process which involved teachers, students, and community members. Interim results indicate a more positive organizational climate as measured by the Organizational Climate Description Questionnaire and the Leader Behavior Description Questionnaire, a 25 percent increase in faculty attendance, a reduction in student suspension, and positive self-reports from staff and student group counseling participants. The Montgomery County Schools adopted a three-year plan of action (1974-1977) for human relations. The areas for development cited were Human Relations Education, Student Rights, Parent and Community Involvement, Human Relations, Evaluation of Curriculum, and Relationships. Evaluation will occur in 1977.

A program to train junior high school teachers in Prince George's County in classroom management techniques to reduce disruptive behavior was positively received by participants. Self-reports indicated greater classroom success and lessened frustration.

In Harford County, a series of Human Relations classes or workshops has been offered to teachers and administrators throughout the system. Emphasizing communications, group processes, and intergroup relations, the classes and workshops were evaluated positively by participants. Through a Technical Assistance Grant under Title III, a countrywide inservice program was implemented to provide training in Human Relations skills for leaders. The emphasis was on an effective approach to learning and to discipline.

In Baltimore County, Project Start has been in operation for the last two years. Working with identified schools, it provides in-depth training of staff to enable them to better cope with conflict, and to develop positive climate among faculty and within the classroom. Effort is directed toward involving the total community.

Another program is The Family Meeting. Sponsored by individual schools, this program involves students, parents, and teachers in identifying problems, developing solutions, and formulating action plans.

Many schools in Baltimore County are involved in a self-assessment process. Here, the individual school assesses its own needs in terms of human relations, after which an on-site inspection team visits the school and makes suggestions.

The ongoing staff development program has a strong component of conflict management. Approximately, half of the first phase of the program is devoted to human relations, as is a large part of Phase Two.

Inservice workshops for teachers and administrators are periodically conducted in human relations, communications, human interaction, and transactional analysis.

In response to the anxieties stemming from implementation of its secondary school desegregation plan, the Baltimore City Public Schools held a citywide Desegregation Work Conference. Coordinated by the system's Office of Staff Development, the three-day conference provided a forum for staff, parents, students, and representatives from business and community agencies to come together for planning a smooth opening and operation of the secondary schools. The work conference resulted in the formation of Positive Intervention Teams in all secondary schools. The Teams, comprised of parents, teachers, security officers, social workers, psychologists, and other educational personnel, developed strategies for implementing short- and long-term human relations activities. The success of this human relations effort so far is manifested by the opening of schools, which was unmarred by any major incidents. Self-reports indicate a growing awareness by staff and parents that human relations is an area which has been virtually ignored and which warrants the concentrated efforts of the Positive Intervention Teams. Furthermore, the plans and activities growing out of the conference have brought together groups who functioned in the same educational setting, but who communicated very little. The increased communication and resulting activities can be attributed, to a large extent, to the Desegregation Work Conference.

Project Impact, a Title III program in three Baltimore City junior high schools, has provided a year of human relations training for teachers. The success of the project is reflected in increased parent involvement within the schools and teachers' increased awareness of adolescent development and relationships.

APPENDIX C

ADDITIONAL SUGGESTED WORKSHOPS

Boundary Setting Workshop. The goal of this workshop is to give teachers the capability of setting acceptable limits for students' behavior by use of a process which will involve the students. When students have a voice in establishing rules for the classroom, it is more likely that they will be committed to following the rules.

Participants will be able to use the process of boundary setting through activities such as negotiations of mutual respect, setting rules with the class, dealing with logical and natural consequences, identifying for students the leadership style used by the teacher, effective use of classroom meetings, and demonstrating the possibility of changing the boundaries as students assume more responsibility.

Behaviors which participants will be able to employ include flexibility in establishing rules, collaborative leadership, responsibility for the student's own actions, and treatment of others in the classroom which conveys mutual respect.

Transactional Analysis Workshop. Through an approach to interpersonal relations called Transactional Analysis, the communicative climate can be described and understood more clearly. Particular attention will be given the teacher/student relationship and classroom transactions. Through the use of a shared vocabulary, individuals become aware of a greater number of options available in each situation.

The goal is to develop the basic cognitive skills necessary to make competent transactional analysts of each participant. Specifically, each person will be able to identify and apply the following Transactional Analysis concepts: Parent, Adult, Child, Games, Trading Stamps, Transactions (three basic types), Stroking, Life Positions, OK, Not OK, Winners, and Losers.

Behaviorally, each participant will be able to use the concepts by identifying the sources for his own motivation. A demonstration of competence in dealing with the concepts would enable him to analyze typical classroom dialogue, anticipate the options for change in communication patterns based upon this analysis and formulate a strategy for understanding and/or altering his communication with students and co-workers.

A 15-hour workshop should include a study of the basic concepts of transactional analysis with the addition of newly developed insights and understandings. Emphasis will be on application of the theories to actual classroom and school situations. The workshop will provide extensive skill practice with opportunities for coaching and feedback.

Participants will keep a notebook account of classroom and school situations which occur between sessions. These will be used for group analysis. Techniques for class sessions will include lectures, small group activities, total group discussions, and video taping of transactions for observation and feedback.

A tentative schedule of events would be: We Can Change (Basis of Parent, Adult, Child, Life Positions, Winners, and Losers in the Classroom); Basic Transactional Vocabulary (Parent, Adult, Child, Stroking); Analyzing Transactions (Complementary, Crossed, Ulterior); Time Structuring in the Classroom (Trading Stamps, Games, Rackets, and Authenticity); Coming on Straight (Not OK Kits and OK Teachers, Updating Parent, Adult, Child); Observing Parent, Adult, Child in the Classroom (Assumptions about Students and Their Work); "Oughtmanship," Cashing-in In the Class, Improving Efforts to Improve and Implications.

APPENDIX D

SUGGESTED WORKSHOP ACTIVITIES

Based on the results obtained from previous workshops, the following lists of activities are considered to be those which will ensure the greatest degree of effectiveness.

Basic Communication Skills Workshop

Developing listening skills

Describing feelings vs. describing behavior

Giving feedback

Dangers of making assumptions

Communications network

Nonverbal communications

Johari Window theory of interpersonal relations

Inventory of personal and group communication skills

Developing trust

Group Discussion Skills Workshop

Experiential activities or simulation games

Discussion skills

Group goals

Leadership skills

Group norms

Task and maintenance skills

Creative use of opposition

Dealing with the hidden agendas

Experiential activities to test group functioning

Evaluation of discussion skills

APPENDIX E

PROPOSED BUDGET BREAKOUT
FOR MODEL A

Item	Amount
* Consultant services (if needed) Two consultants for 5 days @ $100	$ 1,000.00
Coordinator - Teacher salary plus summer increment	16,000.00
* Secretary	6,500.00
Logistical	
Duplicating	
Printing	500.00
Audio-Visual Materials	1,000.00
Resource Materials	1,500.00

APPENDIX E

PROPOSED BUDGET BREAKOUT
FOR MODEL A

Item

* Consultant services (if needed)
Two consultants for 5 days @ $100

Coordinator - Teacher salary plus
summer increment

* Secretary

Logistical

Duplicating

Printing

Audio-Visual Materials

Resource Materials

Item		Amount
Amount		
* Consultant services (if needed) Two consultants for 5 days @ $100		$ 1,000.00
Coordinator - Teacher salary plus summer increment		16,000.00
* Secretary		6,500.00
Duplicating		1,000.00
Printing	TOTAL	$ 24,500.00
Audio-Visual Materials		1,000.00
Resource Materials		1,500.00
	TOTAL	$ 24,500.00

*If presently staffed positions, this budget item would not be additional expense.

*If presently staffed positions, this budget item would not be additional expense.

APPENDIX F

PROPOSED BUDGET BREAKOUT
FOR MODEL B

Item	Amount
* Coordinator (full time Human Relations Specialist)	$ 16,000.00
Consultants (workshop trainers) 2 people @ $100 per day for 9 days to provide 3 workshops	1,800.00
* Secretary for Human Relations Consultant	6,500.00
Logistical	
Duplicating	750.00
Printing	1,250.00
Audio-Visual Materials	1,000.00
Resource Materials for Workshop	200.00
Resource Materials for Individual Schools	1,000.00
TOTAL	$ 28,500.00

*If presently a staffed position, this budget item would not be an additional expense.

APPENDIX C

PROPOSED BUDGET BREAKOUT
FOR MODEL C

Item	Amount
* Coordinator (full time Human Relations Specialist)	$ 16,000.00
Consultants (workshop trainers) 4 people @ $100 per day for 10 days plus expenses	5,000.00
* Secretary	6,500.00
Logistical	
Duplicating	500.00
Materials for Workshop	1,500.00
Materials for Schools	2,000.00
TOTAL	$ 31,500.00

* If presently a staffed position, this budget item would not be an additional expense.

APPENDIX H

PROPOSED BUDGET BREAKOUT
FOR MODEL D

Item	Amount
* Coordinator (full time Human Relations Specialist)	$ 16,000.00
Consultants (workshop trainers) 2 people @ $100 per day for 2 days	400.00
* Secretary	6,500.00
Logistical	
Duplicating	500.00
Materials for Workshop	1,500.00
Materials for Schools	2,000.00
TOTAL	$ 26,900.00

* If presently a staffed position, this budget item would not be an additional expense.

MODEL FOR PROGRAM #3

EXPANDED COUNSELING SERVICES

I. ABSTRACT

The continued existence of disruption in the schools provides the primary rationale for expanding and innovating counseling services for youth. The nature and extent of disruption goes beyond newspaper accounts of increased vandalism, assaults, and abuse of drugs and alcohol. A recent survey of Maryland secondary school principals indicates that of the total enrolled grades seven to twelve students (305,917) represented by the responding administrators, 15,685 or five percent were classified as disruptive (Secondary School Survey, Task Force on Disruptive Youth, 1975). The interruption of an individual's education and that of other students is only part of the loss from behavioral disruption. To this, we must add the cost of teacher, administrator, and pupil services staff time used in dealing with disruptive youth.

The expanded service programs are conceived in three major thrusts with regard to the way they impact on the child.

1. Indirect preventative programs which intervene in the environment by dealing with persons, facilities, materials which can cause disruptive behavior. Examples of such programs are: parent education, staff development in human relations, relevant curricular offerings, student involvement, school-community articulation, student informal-use areas, extended-day services, coordinated referral services. A parent educational program has been developed below for this report.

2. Direct preventative programs which provide systematic student exposure for developing effective skills for interacting with the environment. Such programs include: communication skills, decision-making skills, self-management strategies, parenting education, student leadership curriculum, human growth and development curriculum, group procedures for self-understanding, career exploration, and psychodrama. For purposes of this report, communication skills, decision-making skills, and self-management skills programs will be described.

3. Direct remedial programs which deal with students who exhibit disruptive behavior. Included in this group are various counseling activities (individual, counseling with problem groups, staff-teaming, parent consultation, program planning and placement, referral services), student crisis center, classroom management, work experience arrangements. For this report, peer counseling and the student crisis center will be described.

II. RATIONALE

A. Problem Definition

"A disruptive student is one whose overt and/or covert behavior pattern prevents or impedes the learning process for himself and others."

This results from failure to develop appropriate academic and social skills which lead to low self-esteem, inability to make effective decisions, frustration, anger, and the consequent perception of oneself as a victim of society--a failure. Disruptive behavior is seen as non-constructive attempts to cope with a stressful situation and may take aggressive, acting out, or apathetic withdrawing forms. Aggressive behavior is generally viewed as more healthy than withdrawal.

Some specific examples are: truancy, fighting, non-participation, verbal outbursts, property destruction, vandalism, chronic tardiness, drug and alcohol abuse, overt sexual acts, smoking, stealing, sleeping, mob-riot and/or demonstrations, bomb threats, fire setting, firecracker explosions, extortion, throwing objects, obscene gestures, extreme dress, suicide, spitting, runaway, hygiene (stink), pregnancy, gambling, firearms, cheating, excessive lavatory use, and ingesting non-edibles.

B. Needs Assessment

The continued existence of disruption in the schools provides the primary rationale for expanding and innovating counseling services for youth. The nature and extent of disruption goes beyond newspaper accounts of increased vandalism, assaults, and abuse of drugs and alcohol. A recent survey of Maryland secondary school principals indicates that of the total enrolled grades seven to twelve students (305,917) represented by the responding administrators, 15,685 or five percent were classified as disruptive (Secondary School Survey, Task Force on Disruptive Youth, 1975). The interruption of an individual's education and that of other students is only part of the loss from behavioral disruption. To this we must add the cost of teacher, administrator, and pupil services staff time used in dealing with disruptive youth. Pupil services staff report that the major part of their time is spent in working with a small number of problem youth leaving little or no time for preventative activities. (Pupil Services for the 70's in Maryland, IRCOPPS, 1970).

Past data collected from Maryland school systems indicate that over 11,000 students are withdrawn annually because of incompatability with the school program. During the 1972 and 1973 school years, it is estimated that some 30,000 temporary suspensions from school were recorded.

While the Secondary School Survey cited above indicates a reported five percent of students are disruptive, the effect on other students and staff cannot be readily estimated.

The need for programs which will prevent and remediate disruptive behavior appears to be well established. Expanded counseling and related pupil services are one part of the school's attempt to deal with the problem.

C. General Description of Approach

The expanded service programs are conceived in three major thrusts with regard to the way they impact on the child.

1. Indirective preventatives programs which intervene in the environment by dealing with persons, facilities, and materials which can cause disruptive behavior. Examples of such programs are: parent education, staff development in human relations, relevant curricular offerings, student involvement, school-community articulation, student informal-use areas, extended-day services, and coordinated referral services. A parent education program has been developed below for this report.

2. Direct preventative programs which provide systematic student exposure for developing effective skills for interacting with the environment. Such programs include: communication skills, decision-making skills, self-management strategies, parenting education, student leadership curriculum, human growth and development curriculum, group procedures for self-understanding, career exploration, psychodrama. For purposes of this report, communication skills, decision-making skills, and self-management skills programs will be described.

3. Direct remedial programs which deal with students who exhibit disruptive behavior. Included in this group are various counseling activities (individual, counseling with problem groups, staff-teaming, parent consultation, program planning and placement, and referral services), student crisis center, classroom management, and work experience arrangements. For this report, peer counseling and the student crisis center will be described.

Approach (1) - Indirect Preventative - Parent Education

The role of the home in socializing the child and providing for major developmental needs and skills has been well established in professional literature. *

* References:

1. Clarizio, H. and McCoy., Behavior Disorders in School Aged Children, Chandler, 1970.

2. Dreikers, R., Children: The Challenge, Meredith Press, 1964.

3. Ginot, H., Between Parent and Child, Macmillan G., 1965.

4. _____, Between Parent and Teenager, Macmillan G., 1969.

5. Gordon, T., Parent Effectiveness Training, Wyden, 1970.

6. Harris, T., I'm O.K.--You're O.K., Avon, 1969.

7. H.E.W., Perspectives on Human Deprivation: Biological, Psychological, and Sociological, 1968.

8. Maryland State Department of Education, The Alienation of Youth, 1972.

9. Woody, R., Behavioral Problem Children in the Schools, Appleton, Century, Croft, 1969.

The learning of needed skills at each stage of the child's development is dependent on the role of the parents and siblings. Studies of dropouts, low achievers, and maladjusted children indicate high correlations with parental attitude, competence, and ability to communicate effectively with their children. While parent-education programs for the purpose of aiding the school in dealing with problem students have been discussed at length, few existing programs are reported in the literature. Programs do exist which teach parents various child-rearing skills. However, these are not tied in with other programs for dealing with disruptive students.

III. PURPOSE AND OBJECTIVES

Objective: To enable parents to develop learning and skills in child development, problem-solving, and decision-making.

IV. PROGRAM DESCRIPTION

A. Population to be served: Middle, junior, and senior high school students and parents

B. Program Activities

Conduct a parent-education program for a high school with the middle or junior high school feeding into it. The program consists of academic and skill learnings related to child development, problem-solving, and decision-making over a ten-week period, one two-hour session per week. It would include the involvement of students both in the course and with parent-child exercises designed for use in the home.

C. Personnel

Qualified counselors or other pupil services staff, teachers, and administrators could serve as course instructors or co-instructors. Teaming by several staff is highly desirable (counselor, school psychologist, social studies teacher). Parent facilitators will be used to administer the course and in class activities.

D. Training

The assumption is that existing staff have the needed competencies to offer the above program. If not, it would be advisable to employ a specialist, or seek a person from a community mental health agency. Staff could be trained by taking the course initially with parents and getting additional supervision from consultants. Where existing staff will be used, additional consultant help may be used for planning and evaluating.

V. PLAN OF IMPLEMENTATION

This program can be offered to parents through the adult education program facilities, if available. If there is no locally operated adult education program, existing staff can be assigned to this activity as an additional paid responsibility. The program will operate within each semester, and parents will be made aware of the course, its objectives, and benefits. Parents from the high school and feeder middle or junior high school will be involved. Counseling staff will be made available to parents beyond the regular school day as part of this program.

VI. EVALUATION

Evaluation will be based on three procedures. First, a parent-response form will be used to determine the usefulness of the course and the interest level throughout the semester. Secondly, a follow-up instrument will be used to determine the usefulness of the course in problem-solving and decision-making with their children. Third, a record of the frequency of behavioral disruption referrals of students whose parents participated will be kept and compared with a matched group of other students.

VII. BUDGET - FOR ONE YEAR

A.	Cost of program instructors 10 two-hour sessions per semester for two semesters = 20 two-hour sessions. Two co-instructors at $30 per session = $60 x 20	$ 1,200.00
B.	Materials Texts for 30 parent participants per semester = 60 texts at $8.00	480.00
	Other materials, evaluation forms $50 per semester	100.00
C.	Secretarial services $75 per semester x 2	150.00
D.	Miscellaneous costs Postage, phone, custodial, equipment/media rental	70.00
E.	Consultant costs	200.00
F.	Parent facilitators Two facilitators at $25 per session - 20 x $50	1,000.00
G.	Extended day walk-in counseling services 20 hours per week	8,000.00
	Total	$11,200.00

Approach (2) - Direct Preventative

Recent emphasis within the counseling areas has been to change the counselor's role from a reflexive crisis-oriented one to one in which he assumes responsibility for preventative, developmental programs. Programs with a preventative emphasis have the advantage of reaching a greater number of students, and, in the long run, probably decreasing the number of crisis occurrences. The focus of these programs is to provide students with those skills necessary to cope in a school environment in non-aggressive ways.

When looking at the broad area of disruptiveness in the schools, preventative programs should receive utmost emphasis and attention. Research has shown that comprehensive, preventative programs have promoted student identification with schools, decreased alienation, and increased school learning.* (Ivey and Alschuler, 1971 and Mosher and Sprinthall, 1971). Not widely researched because of difficulties in positioning a causal relationship, would be the logically related decrease in disruptive behaviors.

Several important preventative skill areas have been chosen as the focus for establishing a model for a comprehensive school-wide counseling program. The skill areas include decision-making, self-management, and communication skills. A program including these three skills would provide students with the ability to make thoughtful decisions, assume control over their lives, change behaviors that are of concern to them, and communicate accurately and clearly. With this new arsenal of alternatives to deal with themselves and their environment, we should see a decrease in student disruptiveness. No l nger will disruptive acts be the only way of getting attention or dealing with a problem.

* References:

1. Ivey, Allen E. and Alschuler, Alfred S., guest eds., "Psychological Education: A Prime Function of the Counselor," The Personnel and Guidance Journal, May 1973, Vol. 5, No. 9, pp. 581-691.

2. Mosher, Ralph L. and Sprinthall, Norman A., "Psychological Education: A Means to Promote Personal Development During Adolescence," The Counseling Psychologist, 1971, Vol. 2, No. 4.

A. Decision-Making Skills Program

1. Rationale

   a. Planned or deliberate deciders have been reported as leading more satisfying lives
   b. Planned decision-making is a skill that can be taught (Gelatt, 1962)
   c. Implications for educational-vocational choice; many people feel their career choices are simply a matter of chance (Roe and Beruch, 1964)
   d. Predicting consequences leads students to feel they have self-control and autonomy; behavioral differences have been reported between people who feel in control of their environment and those who feel controlled by it (Rotter, 1966)

2. Population

   a. K-12
   b. All learners

3. Implementation

   a. Whole class instructtion - possibly infused with subject area such as social studies
   b. Small group instruction
   c. One-to-one
   d. Students teaching one another (peer counseling)

4. Program activities

   Organized around the steps in a systematic decision-making process; one such process includes the following:

   a. Define choice to be made
   b. Information gathering (sources of information)
   c. Select alternatives and priorities
   d. Predicting outcomes
   e. Defining values
   f. Employ choice strategy
   g. Choose
   h. Action implementing the choice
   i. Consequences - what was the outcome

5. Personnel roles	Responsibilities
a. Counselor	Consult and coordinate program Teaches skills Works with individuals using decision-making model
b. Administration	Supports program Provides space, materials, time Promotes adoption within content area
c. Total staff	Other teachers would serve in cooperative teaching role Modeling the decision-making process Provide situations where the process can be used
d. Students (Peer Counselors)	Model and teach the process

6. Training

   a. The counselor is trained in the model
   b. The staff is trained and consulted with by counselor
   c. Students are trained by counselor or teacher

7. Plan implementation

   a. "...ramid" or multiplier effect with:

      1) Counselor teaching staff and students
      2) Teachers teaching students
      3) Students teaching students

   D...ision-making training is a scheduled, sequenced s...ries of "lessons."
   S...dents demonstrating difficulty with decision-m...king can be further instructed in small groups.
   C...-to-one work with students actively involved in m...king a decision.

8. Evalu...tion

   a. E...fectiveness of skill acquisition (Eighty percent c... the school population can list the steps in d...cision-making)
   b. F...llow-up of trained deciders

9. Budget

Traini...g for ten counselors (from two elementary, two ju...ior high, one senior high)

M...terials cost at $25/counselor	$ 250.00
C...nsultant costs for two days at $...00/day	200.00
H...lf-time counselor for two ele-m...ntary schools	13,000.00
Total	13,450.00

10. Existi...g programs and materials

    a. DU...O - American Guidance Service
    b. MA...IC CIRCLE - Palomeres and Bessel
    c. S...A. materials
    d. Oj...mann's materials
    e. De...ding - Decision and Outcomes - College Entrance Examination Board
    f. Li...e Career Game - Bob Merrill Company
    g. Co...umer Decision-Making Programs

11. References

a. Gelatt, H.B., "Decision-Making: A Conceptual Frame of Reference for Counselors," J. Counsel, Psychology, 1962, Vol. 9.
b. Gelatt, H.B. and Varenhorst, Barbara, A Decision-Making Approach to Guidance, National Association of Secondary School Bulletin, January 1968.
c. McBrien, R.J., "Decision-Making Training," Clearinghouse, October, November 1974.
d. Roe, Ann and Baruch, Rhoda, Factors Influencing Career Decision: A Pilot Study, Harvard Studies in Career Development, No. 32, Cambridge, Mass.: Center for Research in Careers, Graduate School of Education, Harvard University, 1964.
e. Rotter, Julian B., "Generalized Expectancies for Internal versus External Control of Reinforcement," Psychological Monographs: General and Applied, American Psychological Association, Vol. 80, No. 1, Whole No. 609, 1966.
f. Simon, Sydney B., Howe, Lelander, and Kerchenbaum, Howard, Values Clarification: A Handbook of Practical Strategies for Teachers and Students, New York: Hart Publishing Company, 1972.

B. Self-Management Skills Program

1. Rationale

a. Major goals of any counseling endeavor are self-control, self-management, and self-reinforcement (Goldfried and Merbaum, 1973)

b. Self-management can be defined as being able to specify and change a behavior of choice using one's own resources
c. Promotes the educational goals of responsible leadership
d. Increased number of students using this skill would decrease number of crisis situations
e. Self-management consists of a set of skills that can be taught (Bandura, 1969; Kahn, Leibowitz, and Levin, 1973)

2. Population

a. K-12
b. All learners

3. Implementation

a. Whole class instruction
b. Small group
c. One-to-one
d. Students teaching other students (peer counseling)

4. Program activities

Organized around the steps in a self-management process. These steps include:

a. The ability to define a problem or concern you want to work on
b. In regard to the problem area, the ability to answer the questions

   (1) How often?
   (2) Where?
   (3) When?
   (4) What would you like to be doing differently?

c. The ability to arrange conditions in one's life so that appropriate learning experiences leading to change can occur
d. The ability to carry out a plan to acquire these learning experiences
e. The ability to assess the results of that plan

In addition to didatic learning, students will select a behavior they desire to change and apply the above steps. Learning activities could include a variety of modes such as: observing other people's behavior, or applying the above model to characters from literature or television.

5. Personnel roles - same as for Decision-Making

6. Training - same as for Decision-Making

7. Plan of implementation - same as for Decision-Making

8. Evaluation

   a. Knowledge of skill through specifying steps
   b. Student presents data on attempts to change behavior
   c. Changed behavior evidenced by another person

9. Budget

Training costs for ten counselors

Materials		$ 250.00
Consultant costs		200.00
	Total	$ 450.00

10. References

a. Bandura, A., Principles of Behavior Modification, New York: Holt, Rinehart and Winston, 1969.
b. Clement, P.W., Film, The Self Management of Behavior, produced, directed and distributed by Phillip R. Blake, UCLA, Neuropsychiatric Association, 1972.
c. Goldfried and Merbaum, Behavior Change Through Self-Control, Holt, Rinehart and Winston, 1973.

C. Communication Skills Program

1. Rationale

a. To ensure clear and effective communication skills.
b. To promote the ability to engage in mutually satisfying relationships (Adelaide, James and Jonegward, 1971; Carkhuff, 1973).
c. To decrease the feelings of alienation by satisfying relationships within the school setting.
d. To promote the ability of students to resolve conflicts and express needs through verbal, non-aggressive modes (Alberti & Emmons, 1974).
e. To allow the opportunity for students to learn how their verbal behavior affects others.

2. Population

a. K-12
b. All learners

3. Implementation

a. Whole class instruction
b. Small group
c. One-to-one
d. Students teaching other students (peer counseling)

4. Program activities

Several skill areas should be included in a comprehensive communication skills program. These include:

a. Effective listening
b. Accurate responding
c. Non-aggressive expression of needs
d. Group communication
e. Leadership behaviors
f. Mutual problem solving

Learning activities would be augmented by role playing, audio and video taping, or observation of communication modes of others. Such a course could be offered through the guidance department on a regularly scheduled basis, or it could be incorporated into an existing curriculum area such as English or Speech.

A proliferation of commercial programs and books with various theoretical bases exist in the communication skills area. Several could be combined as a basis for a communications skills course. Some suggestions include:

(1) Your Perfect Right, Robert E. Alberti and Michael L. Emmons, Impact Press, 1974.
(2) T.A. for Kids, Alvyn Freed.
(3) P.E.T. and T.E.T., Thomas Gordon.
(4) The Art of Helping, Robert Garkhuff & Associates.
(5) Born to Win, James & Jonegward.
(6) Curriculum For Student Development, MSDE, 1975.

5. Personnel roles/Responsibilities - same as for Decision-Making

6. Training - same as for Decision-Making

7. Plan of implementation - same as for Decision-Making

8. Evaluation

a. Student ability to discriminate between effective and non-effective communication using commercial instruments
b. Student self-report on use of skills
c. Faculty observation

9. Budget

Training costs for ten counselors

Materials	$250.00
Consultant costs	200.00
Total	$450.00

D. Self-Understanding Group Program

1. Rationale

a. General Description

Self-understanding groups are an approach to humanizing education by creating the opportunity for a staff/student interaction outside the traditional relationships. With the opportunity to discuss issues and concerns informally with peers and an adult leader, each participant is encouraged to function more effectively. Counselors, administrators, and teachers become involved in establishing some type of helping relationship with students.

b. Research

Research by Ivey and Alschuler and others has shown that comprehensive preventative programs have promoted student identification with schools, decreased alienation, and have increased learning. This program is based in part on the Frederick County Rap Group Project, Donald Hindman, Project Coordinator.

2. Goals and Objectives

a. The Goals

(1) To provide extended counseling services which will enhance the humane setting of the schools.
(2) To expand the guidance program by enhancing the counseling skills of the staff to interact with students.
(3) To expand the counseling role of the guidance staff to train other staff to recognize and specify the need for referral of students for more sensitive counseling.
(4) To provide the student with an opportunity for weekly discussions of items of personal concerns.
(5) To provide administrators with alternatives to supervision and disciplinary action.

b. Objectives

Objectives should be planned to meet the needs of individual schools but could include:

(1) Faculty participant's perception of the guidance program will show a positive change.
(2) Teacher-leader's classroom strategies will become more student oriented.
(3) Students' perception of teachers will change.
(4) Students will show an ability to interact more effectively with others.
(5) Students will show an improvement in attendance.
(6) Students will show an improved self-concept.
(7) Group will show improvement in quality of discussion topics.

3. Program Description

a. Population: Middle, Junior, Senior High students referred by themselves or staff; administrative referrals of behavior problems should be made with two or more years of experience.

b. Program Sequence

(1) Counselor with administrative approval, will present the program to entire school staff.
(2) Skills needed will be identified. Responsibilities

of the program by the leader will be made known to the faculty.
(3) Volunteers will be solicited and screened by trainer.
(4) Trainer reviews results of process with administrators, solicits recommendations and approval.
(5) Student groups will be formed by students volunteering to participate.
(6) Teacher-leaders meet for training for two two-hour meetings before meeting groups, then weekly as they work with groups. (It is recommended an administrator and a counselor be in each group.)
(7) Leaders will conduct weekly group meetings with students.

c. Personnel

Trainer	Facilitates group experience, provides training, evaluates program.
Counselors	Coordinate program. Provide referral process for problems identified in the group. Participates in training.
Administrators	Supports program. Provides space, materials, and time. Participates in training.
Volunteer staff	Participates in training. Serves as leader of group.
Volunteer students	Participates in group

d. Training

Training consists of a maximum of ten group trainees meeting for two, two-hour training sessions before beginning student groups; then meeting on a weekly basis for two hours while conducting one-hour student group.

Training will include:

(1) Developing skills in observing group process
(2) Developing skills in leading student counseling group
(3) Identifying group stages or themes by experiencing group processes
(4) Developing an awareness of behavior attitudes, communication, roles
(5) Experiencing other/new patterns of interaction
(6) Experiencing giving and receiving feedback
(7) Discriminating between functional and dysfunctional group behavior
(8) Discovering positive ways for dealing with conflict in a group setting
(9) Identifying the indicators of improved trust and openness among group members

4. Implementation Procedures

Administrators, counselors and volunteer staff are trained in the model and in leading groups of students.

5. Evaluation

The following instruments will be used:

a. Self-concept pre-post testing using standardized scale
b. Hills Interaction Matrix pre-post for leader groups and student groups for quality of topics
c. Improved school attendance as shown by disciplinary file
d. Decrease frequency of referrals for students as shown by disciplinary file
e. Evaluation of leaders and students by questionnaires as to attainment of Objectives (changes in their perception of themselves as a result of group experiences)

6. Budget

Trainer:

One Consultant x $100 x 32 days	$ 3,200.00
Ten Leaders - Workshop Credit	--
Materials $5 x 10 participants	50.00
Total	$ 3,250.00

Approach (3) - Direct Remedial

Remedial treatment is designed as after-the-fact responses to behavioral disruption. Various direct interventions are available through the regular program of pupil services, including the services of counselors, pupil personnel workers, social workers, psychologists, health services staff. Two programs which can be offered in addition to regularly provided services are described below.

A. Peer Counseling

1. Rationale

a. Students do turn to their peers for advice and as sounding boards (Stockdale, 1972; Jensen, 1955).
b. Students trained in helping skills will be able to do a better job in listening and helping their peers (Leibowitz and Rhoads, 1974).
c. Students generally speak the same language and it is sometimes easier for them to communicate with one another.
d. Students are generally responsive to peer pressures, influences, and controls; trained students will be able to help with these concerns.
e. A peer counseling program will expand the traditional counseling program and give more students the opportunity to receive help.
f. Students can serve as a bridge between the troubled youth and the professional counselor.

2. Population - students in grades seven to twelve referred by themselves or by staff

3. Program activities

Areas to be covered in training include:

a. Developing and strengthening skills in approaching, listening, and observing
b. Learning how to assist another person in utilizing the decision-making and problem-solving process in dealing with various concerns
c. Learning to apply skills related to particular issues such as family problems, health problems, and peer relations planning.
d. Assessing behavior and characteristics of students for possible referral to parents, counselors, and other resources

e. Learning to demonstrate responsible behavior in accordance with confidentiality and ethics

The above areas would be covered in weekly group sessions or alternatively would be incorporated into a "mini" curriculum offering such as social psychology or forming helping relationships.

4. Training

Counselors or personnel involved in teaching the various skills must have a thorough theoretical understanding of the skills and must receive training in their use and application. A trained cadre of peer counselors, under supervision, can be used in training subsequent groups.

5. Plan of implementation

Peer counselors can be used in a variety of ways in a school setting. They could be housed in a school-wide resource center and operate in a formalized way, or they can operate informally throughout the school. Other ways of using peer counselors include teacher and counselor referrals or as co-leaders in counselor-led group counseling sessions.

A critical component in a peer counseling program must be regularly scheduled supervisory sessions with counselors and/or other pupil services staff. These sessions should provide opportunity for further skill training, as well as a discussion of peer counselor concerns in dealing with other students.

6. Evaluation

   a. Peer counselor acquisition of the skills included in program
   b. Evaluation of students receiving peer counseling
   c. Administration and faculty evaluations

7. Budget

   Training costs for one high school - Ten peer counselors

Materials at $25/peer counselor	$250.00
Consultant costs	
Three days at $100/day	300.00
Total	$550.00

8. References

   a. Cooke, Laramore, Leibowitz, Nelson and Rollins, Peer Counseling Training Curriculum, Montgomery County Public Schools and Maryland State Department of Education, 1975 (draft).
   b. Leibowitz and Rhoads, "Adolescent Peer Counseling," The School Counselor, Vol. 21, No. 4, March 1974.
   c. Varenhorst, Barbara, "Training Adolescents as Peer Counselors," Personnel and Guidance Journal, Vol. 53, No. 4, December 1974.

B. Student Resource and Crisis Center

1. Rationale

Disruptive students are frequently responded to punitively by school officials. They are given detention, denied parts of the school program, kept out of class, verbally reprimanded, suspended, and expelled from school. An alternative to these actions beyond counseling services typically offered by the school is a student resource and crisis center. Such a place in the school is similar to the resource room provided by some special education programs and was exemplified by the Center program developed in North Dorchester High School in 1970-71. The goal of that program was designed to accomplish two things: .."help students whose indifference and hostility were making education for them a virtual waste of time, and help those students in regular classes to find more satisfaction in their school experience..." Gains in reading and math were recorded during the first three months of operation, total suspensions were markedly decreased, and teachers began to seek out Center staff for assistance in classroom management (Public Education in Maryland, MSDE, June 1971.)

They would provide the following:

a. An alternative to immediate disciplinary action and the resultant student alienation
b. A non-authoritarian climate for more effective problem-solving, resolving of interpersonal conflict
c. An opportunity to learn non-disruptive coping skills
d. The opportunity to begin needed treatment or be referred for needed treatment
e. The opportunity to diffuse a potentially, emotionally volatile situation in a constructive manner

2. Purpose and objectives

a. To provide a non-punitive response to disruptive behavior, and thereby reduce the frequency of such punitive actions as suspension, repetitive disciplinary referrals, detention, and disciplinary conferences with students and/or parents.
b. To provide students with a package of services which enable the learning of new skills for dealing with potentially disruptive situations.

3. Program description

a. Population to be served: Referred students in one senior high
b. Program activities

(1) Small group counseling focused around common problem areas (truancy, aggressive behavior, drug and alcohol abuse, insubordination)
(2) Immediate supportive individual counseling
(3) Interpersonal conflict resolution procedures (Effectiveness Training Program)
(4) Programmed self-management activity
(5) Tutorial services
(6) Career exploration and work experience placement services
(7) Coordinated referral services
(8) Extended day walk-in counseling services for students, parents
(9) Program placement advising
(10) Hot Line

c. Personnel--roles and responsibilities

(1) School counselor: Grpup and individual counseling; walk-in counseling (extended-day services); supervision of peer counselors, student aides, guidance associate, volunteers; consultation for teacher-advisors; referral
(2) Teacher-advisors: Program placement advising, referrals, tutorial, self-management program, career exploration

(3) Peer counselors: Individual supportive counseling and co-group counseling, tutorial, self-management program, career exploration, conflict-resolution program, hot lines, intake
(4) Guidance associate: Career information and placement, referral, hot line, records maintenance, intake
(5) Community volunteers: Career information and placement, hot line, conflict resolution program, referral, tutorial, intake
(6) Student aides: Tutorial, hot line, referral

d. Training

(1) Appropriate individual and group counseling procedures for counselors, peer counselors, teacher-advisors
- Listening and responding techniques
- Goal setting
- Exploring alternatives
- Constructive choice-making
- When to seek professional assistance and/or refer to other resource
- Working in the group setting
- Dealing with the emotionally explosive client

(2) Conflict-resolution program training for peer counselors, community volunteers, counselors, teacher-advisors. Effective training (Gordon) and conflict management procedures can be used to provide skills in resolving teacher-student, student-student, intergroup conflicts.
(3) Self-management program training for counselors, teacher-advisors, peer counselors. This is a programmed-tutorial procedure for teaching students how to modify their own behavior.
(4) Career exploration group sessions training for counselors, teacher-advisors, guidance associate in the Vocational Exploration Group (Study of Urban Man, Inc.) Program. Other group career exploration procedures may be used.
(5) Work experience placement skill training for guidance associate and volunteers. This may include field trip to prospective employers.
(6) Use of hot line and referral procedures training for all personnel.

4. Plan of implementation

a. Obtain faculty, administrative, and community support.
b. Establish a private, appropriately furnished and equipped room in school.
c. Establish referral process for intake into Center.
d. Select staff and begin training.
e. Staff throughout regular school day and for walk-in counseling services on extended day bases at least three afternoons and evenings per week.
f. Develop records, internal administrative, intake, consultation, and other organizational strategies.
g. Publicize services available to students, faculty, parents, and community.

5. Evaluation

   a. Frequency of self and other referrals will serve as index of use
   b. User evaluations of services rendered
   c. Teacher observation report of re-entry to class behavior of student
   d. Administrator observation/rating of changes in school climate/level of disruption
   e. Frequency of recidivism
   f. Reduction in disciplinary referrals, suspensions, disciplinary conferences, detention
   g. Number of students completing rehabilitative programs--self-management, career exploration, specialty group counseling, work experience

6. Budget - one senior high school

Guidance Associate salary	$ 8,500.00
Extended day walk-in counseling 15 hours/week x 40 at $10/hour	6,000.00
Equipment Carpet, files, audiovisual, furniture	1,500.00
Materials, books, commercial programs, tapes, supplies, phone	1,200.00
Training costs Consultant costs - 15 days at $100/day	1,500.00
Materials	500.00
Substitute teacher - 30 days at $20/day for two teacher-advisors	600.00
Vocational Exploration Group	1,000.00
Travel expenses for work experience placement activities	300.00
Secretarial and miscellaneous administrative costs	4,500.00
TOTAL	$25,600.00

MODEL FOR PROGRAM #4

COMMUNITY DIAGNOSTIC-TREATMENT CENTER

I. ABSTRACT

Children in all communities have a variety of problems which, if diagnosed early enough, might be moderated or corrected by appropriate treatment. The Center developed in this presentation is meant to serve the youth of a community from birth through age twenty with a variety of diagnostic services which can be used to produce plans and treatments to aid the child toward normal development. Each community agency with responsibilities for youth will be involved in management of the facility and will offer in-kind services of a diagnostic nature where possible. All of the agencies can avail themselves of the services and take part in the cooperative planning of programs from the client child to remedy the diagnosed problems. Funding by the elected government officials with fiscal authority is proposed, thus necessitating access to the service by all citizens, professional individuals, and groups who have concern and responsibility for the children of the community.

II. RATIONALE

A. Problem Definition

The primary focus of the MASSP/MSDE Task Force is on disruptive youth in the schools and this proposal includes diagnostic services for these young people. However, the design of the Diagnostic Center will be considerably broader in scope because of economic and program considerations.

The causes of disruptive behavior in young people are diffuse. It is difficult to pin-point causative factors with precision, especially when dealing with the child in only one of his environments. Many students act out in class because of things that happen in the home the evening before. A teen-ager may exhibit inappropriate behaviors caused by factors which shaped him in his pre-school years. Obviously, the teacher or administrator groping in the dark for effective solutions would be helped by a knowledge of causes.

A quick classification, by no means exhaustive, can point out the complexity of the origins of disruptive behavior:

1. Physical causes
   - Birth defects which produce unsightly physical characteristics or subtle brain damage causing developmental lag or hyperactivity
   - Abuse by parents leaving visible scars and psychic wounds
2. Psychological causes
   - Emotional neglect resulting in low self-concept
   - Repeated failure at home and school leading to maladjustment and inappropriate compensative behavior
3. Socio-economic causes
   - Dietary deficiency causing poor health and physical damage
   - Poverty induced attitudes and behaviors which are anti-social and maladaptive
   - Deprivation of stimuli and experiences at appropriate stages leading to developmental lag in the child

Any effective program should be based on a knowledge of the individual. A medicine appropriate for the brain damaged requires prior diagnostic procedure. A behavior management program can be used effectively if it is directed at a clearly identified need. Each of these solutions should be specific in aim and produce results which are observable and measurable. A thorough diagnosis is a prerequisite to effective program design.

This precision, necessary to assure a reasonable chance of success, is rare as is the coordination of community services which might be of help. Many of the disruptive are dealt with piecemeal by several agencies. The school and Social Services or Juvenile Services have little idea of what the other is doing. Their efforts are sometimes complementary by chance rather than design. More often than not the individual programs are counterproductive and characterized by gaps and overlaps.

This is caused by lack of facilities, models, and traditions for cooperative action. Recently, many schools have begun interagency teaming to deal with particularly crucial cases. Too often, a territoriality prevails where restrictive rules and procedures inhibit sharing of information. Funding of programs is jeopardized unless one agency has complete control. For example, school administrators find it difficult to provide monies to pay for the educational part of a program when a child is sent to an institution or center by Juvenile Services. Without both contributing, the bill cannot be paid.

A solution can be shaped when agencies develop guidelines, procedures, and precedents for cooperative action. The expertise of each agency, the available funds, and coordinated treatment seem essential to any meaningful solution. School people have long talked about dealing with the "whole child" and the lack of interagency cooperation expands the problem into another set of dimensions in community work.

It is obvious that this lack of systematic approach leads to gaps through which individual children drop and overlaps where valuable funds are squandered. Economy of human and financial resources dictates a coordinated interagency approach. Not only will money be saved, but the effectiveness of a unified program will allow a larger percentage of troubled youth to take a contributing role in our communities.

B. Needs Assessment

There is considerable testimony of a non-statistical nature to establish the need for developing programs to cope with the problems of disruptive students. A Senate Committee, chaired by Senator Birch Bayh, held sessions in recent months investigating a range of behaviors from drug abuse to in-school incidence of crime. Counties in Maryland continue to suspend and expel students, all the while under a legislative and judicial gun to provide programs for all children regardless of handicapping condition, not the least of which is uncontrolled disruptive emotional behavior.

Based upon a youth population of about 25,000, for which this project is written, the following conditions are projected using MSDE figures:

Intellectual Limitations	484
Learning Disabilities	1,664
Visual Impairment	23
Hearing, Language, Speech	1,053
Physical Disabilities	58
Emotional Impairment	420
Multiple Impairment	13

Every one of these conditions will not result in disruptive behavior, but each is a potential underlying cause, especially the area of emotional impairment. The categories of intellectual limitations and learning disabilities are similarly suspect. No figures of socio-economic deprivation are included in this analysis but experience indicates that poverty pockets produce more than their share of disruptive youth.

C. General Description of Approach

To this point, this proposal has focused on the Task Force's major target, disruptive youth. As pointed out in Section I, the Community Diagnostic Center for Youth has a broader scope. The needs of young people from birth through age twenty are diverse and urgent. The Diagnostic Center seeks to deal with the full range.

1. Theoretical Basis

Many agencies and individuals have responsibilities for working with young people. They all have some diagnostic procedures as part of their operation. If these remain isolated, the treatment will be fragmented, and will not take into account the need to examine a child in his total living environment and help him adjust to it.

The Community Diagnostic Center for Youth is designed to be a comprehensive and coordinated community service to work within a community of approximately 100,000 persons about 25-30,000 of whom are under 21 years of age. The model is built upon experience in a community this size with a realization that adjustments would have to be made in another community with different demographic or socio-economic composition.

Referrals to the center may come from public and private schools and agencies, parents, physicians, and dentists. The children, in the main, are referred because of suspected physical, emotional, and learning disabilities which the referring agency or person feels need more close evaluation. The process begins with an intake interview at which past developmental and medical history are gathered. Consultations are arranged in indicated areas such as:

Occupational and physical therapy
Language development
Nursing and social services
Psychology and child development
Pediatrics, dentistry, neurology, and psychiatry

The diagnostic procedures are followed by a conference involving the parents of the child, the referral source, and persons or agencies whose help is needed in planning for the child. The findings of the diagnostic work-up and intake interview are the basis for the conference and the result is a coordinated multi-agency plan to treat any identified problems. The Coordinator of the Center makes periodic checks on progress in the case and, when needed, reschedules the group to consider program effectiveness and decide upon further diagnostic procedures, or appropriate program changes. The Agencies cooperating in operation of the Center are:

Social Services
Board of Education
Medical Society
Juvenile Services
State Health Department
Community Mental Health Services

It is obvious from the services offered and broad agency representation that a varied and coordinated program can be evolved. Thus the clients can be anything from small babies in need of corrective surgery to young adults needing rehabilitative vocational training in a sheltered workshop. It is obvious that conditions which may be indicative of future disruptive behavior can be identified and the necessary medical or psychiatric intervention begun early. In addition, cases of disruptive activities can be examined and coordinated programs developed for effective solution rather than disjointed efforts.

2. Research Results

At the present time, there are a few examples of a center of this sort in existence. The one on which much of this model is built exists in Frederick County's Rock Creek Diagnostic Center.

An ERIC search produced no data on interagency or cooperative diagnostic work of the sort proposed here. The following data is extracted from a report by the Coordinator of the Rock Creek Diagnostic Center to the Frederick County Commissioners who fund the facility. It shows the variety and quantity of case referrals.

Diagnostic Center Referral Services - Not including those within Rock Creek School or Scott Key Center (adjacent facilities for Special Education).

Distribution by Age, Source, Problem, Staff Activity and Disposition: Two Hundred and Fifty-four children were referred for some service. (This does not include telephone calls and brief consultations such as when information was needed concerning community resources, or appropriateness of referrals, and further involvement was not needed.)

1. Age Distribution:
   - Under 6 years - - - - - - - - - - - - - - - - - - 51
   - 6 - 13 years - - - - - - - - - - - - - - - - - - -115
   - 14 and over - - - - - - - - - - - - - - - - - - - 59
   - Not recorded - - - - - - - - - - - - - - - - - - - 29

2. Source of Referral:
   - Schools - 92
   - Parochial and Private - - - - - - - - - - - - - - 7
   - Parents - 33 (several had called Mental Health and were asked to call R.C.D.C.)
   - Physician - 32
   - Social Services - - - - - - - - - - - - - - - - - 25
   - Health Department - - - - - - - - - - - - - - - - 12
   - Juvenile Services - - - - - - - - - - - - - - - - 13
   - Community Action Agency - - - - - - - - - - - - - 4
   - Minister - 1
   - Re-open - 15

3. Staff Activity:
   - Social Worker - - - - - - - - - - - - - - - - - - 65
   - Psychologist - - - - - - - - - - - - - - - - - - 97
   - R.N. - 45
   - Physician - 53
   - Psychiatrist - - - - - - - - - - - - - - - - - - 11
   - O.T./P.T. - 44

4. Disposition:
   - Interagency Planning Conference - - - - - - - - - 20
   - Parent and School Program Conference - - - - - - - 50
   - "Mental Health" - - - - - - - - - - - - - - - - - 16
   - Diagnostic & Advisory Clinic - - - - - - - - - - - 11
   - Social Services - - - - - - - - - - - - - - - - - 10
   - Physicians - 5
   - Parent Group Rock Creek School - - - - - - - - - - 10

Health Department	10
Juvenile Services	2
Vocational Rehabilitation	10
Outreach and YMCA	4
OT and PT Therapy - Outpatient	2
Residential	2
Jeanne Bussard Workshop	1
Kennedy Institute	1
School Psychologist	4
Reading Tutor	1
Speech and Hearing	6

III. PURPOSE AND OBJECTIVES

The problem of disruptive youth, though clearly visible in schools, is not likely to be solved by teachers, administrators, and auxiliary school services. The causes are varied, evident at many stages of development, and most susceptible to correction when a coordinated program is brought to bear on the troubled student. The purpose of this proposal is to provide the diagnostic services necessary to give essential information to agencies and offer an organizational pattern of interagency cooperation which will produce an effective plan of action. Among the individuals served will be the actual and potential disruptive youth though the objectives which follow are more global and designed to set up an agency which can deal with the full range of problems experienced by children and adolescents.

Objective #1

Early identification of developmental problems due to physical, emotional, or learning difficulties.

Objective #2

Diagnosis and consultation with parents and involved professionals for children who have special needs.

Objective #3

Coordination of home, school, and community in comprehensive planning for the individual child and his needs.

IV. PROGRAM DESCRIPTION

A. Population to be served

The population to be served is all children from birth through age twenty. This model supposes a geographic or governmental unit encompassing 100,000 total population and a youth count of approximately 25,000 births through twenty.

B. Program Activities

As developed earlier in the proposal, referrals can originate from a number of sources including public and private schools and agencies, parents, and physicians.

Intake Interviews are conducted by the social workers. Pertinent family and medical background is developed and involved social agencies are contacted to provide appropriate information. The scheduling of indicated diagnostic procedures is completed under the direction of the Coordinator of the Center and his staff.

Medical Evaluations are conducted by the pediatrician who is available one morning each week. He is assisted by the Public Health nurse who, after the examination, carries out the doctor's direction and aids the child and family in securing treatment when necessary. She is, in effect, a case manager.

Dental Evaluations are carried out by the dentist who is available one morning each week. He is assisted by a Dental Health Coordinator who also aids in scheduling any necessary treatment.

Psychological Evaluations are done by the staff psychologist. This is an area where the schools can make an in-kind contribution of time of one or several of their regular educational psychologists. Outside professionals with special qualifications can be brought in through a contractual arrangement. Information from the evaluation is used at later interagency teamings. At times referrals can be made directly to community Mental Health if quick action is necessary.

Occupational and Physical Therapy diagnostic work-ups are often done simultaneously by the two specialists in the field because of the similarity of their missions. Orthopedic problems and physical disabilities are identified and referrals to special treatment centers and programs made.

Language Development evaluations are done by the Speech Pathologist. This is another area of close alliance with the school system for the specialist can do actual therapeutic work in conjunction with special education students as part of her regular assignment.

The Diagnostic Center also provides facilities for other diagnostic experts and teams. In the case of Rock Creek Diagnostic Center, the room used by the regular pediatric consultant is also used by contracted neurologist three times a year and a Diagnostic and Advisory Team from the Maryland State Department of Health each month. In these two cases, the Diagnostic Center nurse collects the data from earlier procedures and meetings, schedules the child for the visiting service, and aids during the examination procedures.

Similarly, a psychiatrist on special contract uses space which is available for other purposes when he is not in consultation. His services are scheduled by the Coordinator of the Center when conferences using data collected earlier indicates more specific diagnostic expertise.

When the various procedures have been completed and the Center staff members have gathered the information, the Coordinator sets up a "Teaming" composed of appropriate agency personnel, persons who are needed to interpret diagnostic data and, when possible, the parents. At that time, a summary of the child's characteristics is drawn. More important is the cooperative production of a program in which the Coordinator of the Diagnostic Center acts as leader. Social agencies commit themselves to perform parts of the total plan which are within their ability. At that time, a date for a later check-up on progress called a "staffing" is agreed upon. The Coordinator may call a special meeting if the situation warrants such action.

A final function of the Diagnostic Center is needs assessment. As referrals come in and agencies interact, problems of a similar nature are identified. Recommendations for preventative programs or new treatments can result. Recently, the need for pupil personnel workers with special capabilities of a psychiatric nature for analysis and therapeutic treatment of families has been identified. Such information becomes part of the flow of information to helping agencies, such as the local board of education, and aids in their personnel decisions for planning purposes. Such information is also valuable in helping agencies seeking grants and special project funds. A recent grant to Frederick County for prevention of developmental lag through a home visitation and parent education program developed from Diagnostic Center identified needs. More will be said about this in the next section.

C. Personnel - roles and responsibilities

Interagency Board -- consists of the following persons

- Director of Social Services
- Superintendent of Schools
- Political leader such as a County Commissioner or Mayor
- Dentist representing the Dental Association
- Director, Department of Juvenile Services
- Director of Community Mental Health Services
- Deputy State Health Officer
- Pediatrician representing the Medical Society
- Consumer, Parent of child who has used the services
- Coordinator of the Diagnostic Center, ex-officio

- - their duties include:

- Formulate policy
- Review budget as submitted by staff
- Submit budget to fiscal authorities
- Provide staff from agency to serve at operational level
- Periodic review of activities and Diagnostic Center operation

Director of the Diagnostic Center

- Direct the activities of the regular and consultant staff according to policies set by the Interagency Board.
- Chair the meetings which review diagnostic materials, aid in assignment of responsibilities, and provide periodic follow-up checks on programs.
- Produce annual budget for submission to the Interagency Board.
- Maintain ongoing needs assessment and aid cooperating agencies in planning solutions to problems.
- P.R. throughout the community to inform public as to services available.

School Community Center Liaison Officer

- Consult with guidance counselors, pupil personnel workers, parents, and teachers.
- Interpret student and family behaviors and problems to the proper agency representative on the Interagency Board.
- Implement prescribed treatment program in the school and community.
- Assume responsibility for frequent, periodical communications with referring agency as to case status.
- Review the school's programs to determine whether or not they have been adjusted to meet the child's needs.
  (Licensing for this person should require certification in education and counseling. This is a full-time position.)

Staff Health Nurse (part-time)

- Schedule facilities and clients for all medical consultants and team.
- Assist in diagnostic procedures.
- Organize and maintain records.
- Present diagnostic data at teamings.
- Manage cases where medical action is indicated by scheduling client with local clinics, treatment facilities, and private physicians.
- Provide explanations to parents of the medical implications of diagnostic results.

Staff Dental Health Coordinator (part-time)

- Schedule facilities and clients for dental consultants.
- Assist in diagnostic procedures and during the treatment performed on the premises.
- Organize and maintain records.
- Present diagnostic data at teamings.
- Manage cases by scheduling clients with local dentists or dental clinics.
- Provide counseling and information to clients and parents.

Social Workers (two, part-time)

- Conduct intake conference.
- Coordinate plan for diagnostic and treatment services.
- Gather and present appropriate data at teaming conference.
- Act in follow-up capacity at the direction of the Center Director.
- Provide counsel to child and parents in explaining process and programs and the need for their action and cooperation.

Occupational Therapist and Physical Therapist

- Conduct diagnostic procedures.
- Present findings and suggestions at teamings and staffings.
- Develop plan appropriate to the characteristics of the child.
- Follow up case to assure appropriateness and effectiveness.
- Provide therapeutic services to child.
- Consult with parents and school in program development.

Child Psychiatrist

- Conduct psychiatric evaluations.
- Interpret test results to parents and agencies.
- Participate in staffings to develop programs.
- Provide consultant services to agencies and families needing help in formulating preventative and institutional programs.

Educational Diagnostician

- Conduct in-depth educational evaluations.
- Interpret psychiatric test results to parents, schools, and teachers.
- Participate in teamings and staffings to develop programs.
- Provide follow-up to insure program adjustments in the school.

Psychologist

- Conduct psychological evaluation procedures.
- Interpret results of testing to parents and cooperating agencies.
- Participate in teamings and staffings to develop and monitor programs.
- Consult with agencies in formulating needed programs for individual.
- Provide consultant service to agencies needing help in formulating preventative and institutional programs.

Speech Pathologist

- Conduct diagnostic evaluation
- Consult with school, parents, and other agencies in formulating corrective program.
- Provide therapeutic service, where necessary.

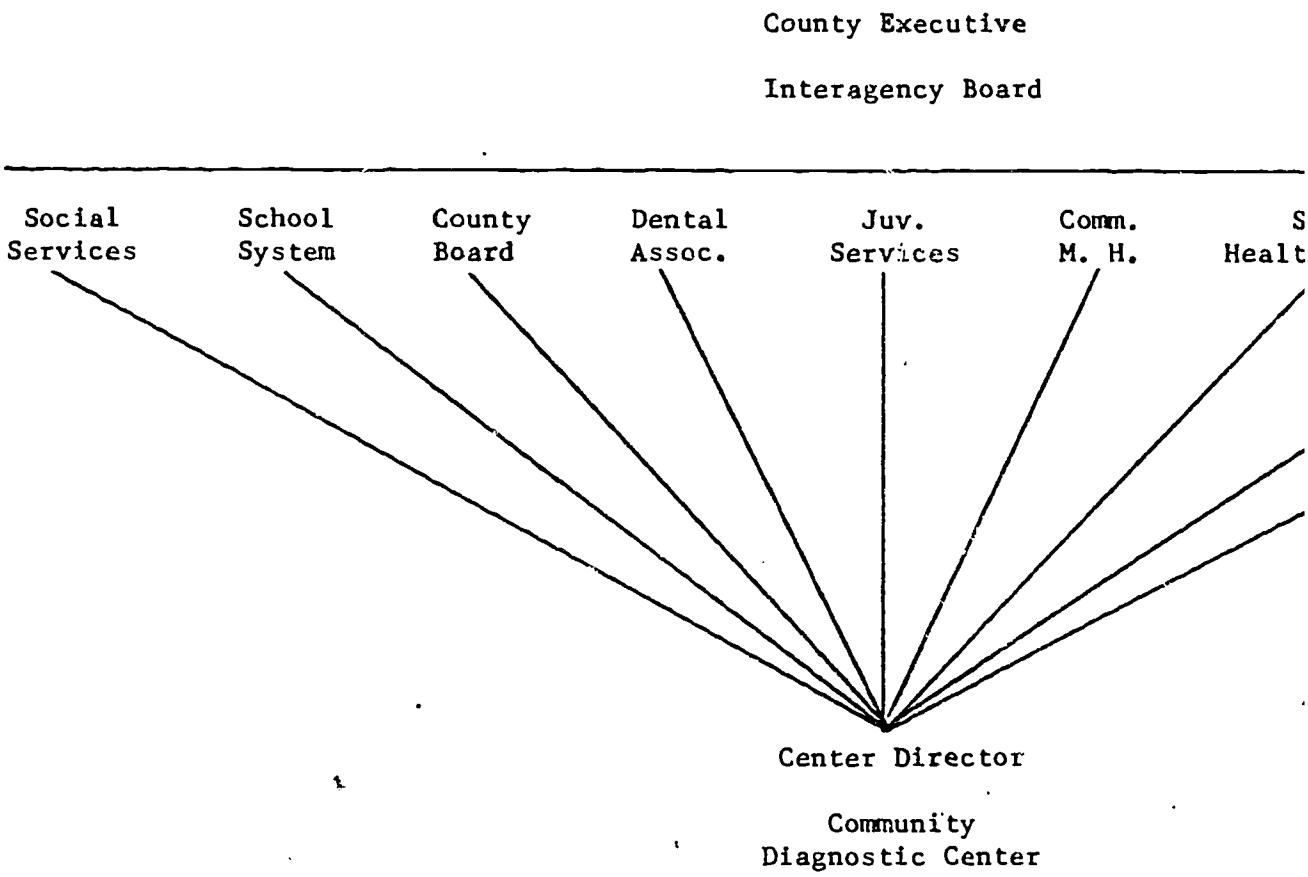
Consultants

- Provide diagnostic services appropriate to specialty.
- Assure the accuracy and completeness of the records for use by cooperating agencies.

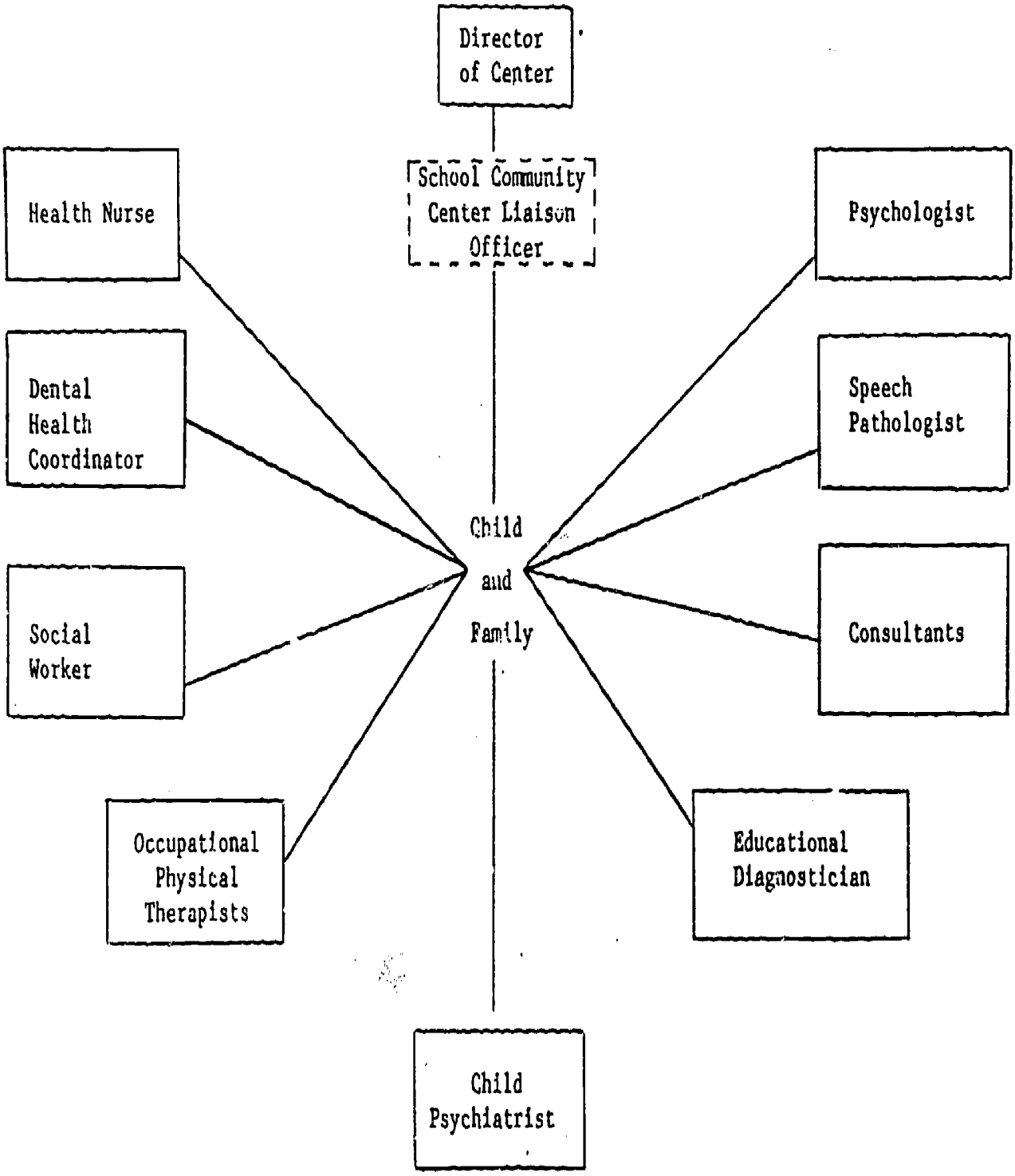
D. Training

The members of the Diagnostic Center staff all represent specialized fields requiring training and licensing.

Interagency Links



Staff Organization



V. PLAN OF IMPLEMENTATION

Establishment of a Community Diagnostic Center for Youth is a political process. Involvement of many groups, professional and lay, is essential. The techniques will vary from community to community and require persistence and unique strategies. Broad areas of activity include:

- Establish sponsoring group
  The staff of the local board of education allied with other agencies can begin the process. Since the center will serve a broad range of clients, activist groups such as the Association for Retarded Citizens can be contacted as well as governmental agencies. Sympathetic political figures should be included from the start.

- Conducts Needs Survey
  More agencies can be enlisted and their statistics used to begin a wide coverage public information campaign.

- Set up Planning Session
  The sponsoring agencies, their potential allies, influential groups, and citizens should begin the dynamics to design the program indicated by the needs survey. This might be lead by a consultant in Program Organization and Group Dynamics. Such individuals aid in developing a philosophy, goals, objectives, and activities in an orderly fashion and provide guidance in smooth group processes. The more people who are involved in this process, the more community ownership that exists, the better the chance for success. The mission of the Center is interagency cooperative effort for the benefit of youth, and the sooner this spirit is approached the better.

  If the resources for success exist in the community, the establishment for a center should follow. There is no easy formula to copy. The community must do the job in a style and fashion of its own. Persuasion, logic, commitment, political acumen, and hard work are the necessary ingredients.

VI. EVALUATION

The evaluative design should be developed as a part of the group process establishing the center. Evaluative elements should be related to objectives and activities developed by participating groups.

VII. BUDGET (operating budget not including start-up costs)

Salaries

Coordinator	$21,000	
Secretary	6,500	
Nurse	6,800	(part-time)
Dental Health Coordinator	4,300	(part-time)
Social Worker (8.50/hr.)	10,000	
Social Worker (8.50/hr.)	10,000	
Occupational Therapist	10,000	
Physical Therapist	10,000	
Psychologist	15,000	(part-time)
Speech Pathologist	2,000	(part-time)
TOTAL	$95,600	

A number of these positions can logically be funded by agencies utilizing the Diagnostic Center services as in-kind contributions thus changing the total cost figure.

Operating Expenses

Consultant - Dentist	$ 3,000
Consultant - Psychologist	7,000
Consultant - Psychiatrist	1,500
Consultant - Pediatrician	1,500
Consultant - Other	1,500
Telephone	400
Office Supplies	1,000
Clinic Supplies	700
Other Supplies	300
TOTAL	$16,900

MODEL FOR PROGRAM #5

TRAINING PROGRAMS FOR TEACHER SPECIALISTS

I. RATIONALE

A. Problem Definition

The increasing problem of dealing with the disruptive and "alienated" student in the classrooms of our schools has been placed before us over the past decade. The questions of how to deal with these students and who should deal with them remain unanswered to a great extent. It is to the latter question which this document will address itself, the identification and training of personnel to implement appropriate programs which intervene in and/or prevent disruptive, delinquent acts within our communities in general and our schools in particular.

It would seem that the present teacher training systems have been less than successful in preparing today's educator to adequately respond to the needs of the client population. Most teachers lack the diagnostic and remedial teaching skills which are necessary to cope with the learning disabilities so often associated with acting-out behavior. Nor have they been equipped with the crisis-intervention skills needed to diffuse the hostility and anxiety present in disruptive action.

The problem, then, is to develop training models which will prepare teache to deal more successfully with disruptive behavior and to increase the academic skills of the client who exhibits such behavior. Two models will be presented. The first model will be a pre-service model which can be implemented at the state level and which may be used in the preparation of "specialists" in the field of crisis-intervention teaching. The second model is a local in-service model which can be introduced into a local school system, capitalizing upon personnel already available.

B. Needs Assessment

The general problem of disruptive and delinquent behavior is well documente Polk and Schafer (1972) and Wenk (1974) have adequately summarized the situation and the research in the area and have also pointed out the critical role of the school and the teacher in both causality and prevention. The recent report from the U. S. Senate entitled "Crime in Out Schools - A Report Card in Violence draws a dismal picture. In the three years between 1970 and 1973, there was a startling increase in serious crimes <u>within</u> the walls of the nation's schools: Homicides increased 18.5%; rapes and attempted rapes, 40.1%; robberies, 36.7%; assaults on students, 85.3%; assaults on teachers, 77.4%; burglaries of schools, 11.8%; drugs and alcohol offenses on school property, 37.5%; and drop-outs, 11.7% The cost of vandalism in a school district is, on the average, over $55,000 per year. (U. S. Congress, 1975). The preceding figures only deal with <u>serious</u>

crimes [illegible] disruptive problems of discipline and disc[illegible] face on a daily basis at an ever increasing rate. [illegible] NASSP have gone on record as ranking this problem [illegible] their respective members. The Gallup Poll [illegible] findings that parents and teachers alike are more c[illegible] discipline in schools than about any other problem [illegible] Executive Director of NASSP, in testimony before Senator [illegible] Subcommittee, has pleaded for some action that [illegible] all educators in their attempts to deal with [illegible] situation, that the national picture seems to be [illegible] schools seek help, want training, and want support [illegible].

With [illegible] by the Department of Education and the Maryland Association of Secondary School Principals have indicated their concern and [illegible] in establishing a joint task force to seek ways of combating the problem of disruptive youth in schools under [illegible] deliberations and at three workshops held [illegible] program and training clearly emerged as [illegible] teachers, students, administrators, and parents [illegible] training in developing competencies to deal with [illegible].

C. [illegible]

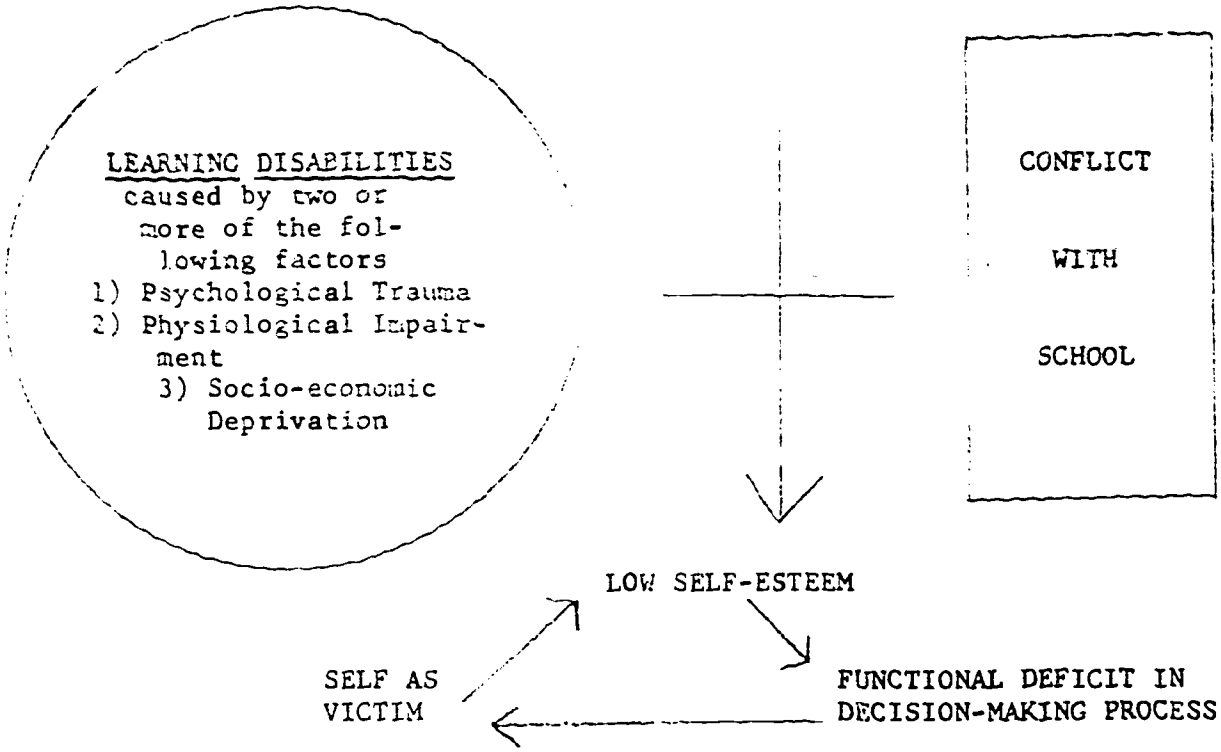
Experience [illegible] that the most effective teacher training [illegible] have the following hallmarks.

- [illegible]
- [illegible]
- [illegible] also seem to be needed.
- [illegible] required by pragmatic means [illegible] and, where possible, [illegible].

Assessment of [illegible] population indicate that the models presented should have [illegible] thrusts: diagnostic and remedial, crisis-intervention, and [illegible] community.

1. Diagnostic [illegible]

> Numerous studies [illegible] indicated that specific learning disabilities [illegible] a significant number of children who display disruptive and delinquent behavior. (Greguano and Curry, [illegible], 1974.) These disabilities lead to great difficulty in commanding basic skills in reading and arithmetic. There is a resulting alienation from and conflict with schools as institutions, teachers as helping agents, and education as a viable goal. This results in the cyclic and self-destructive behavior reflected in the simplified paradigm below.



The teacher then must have the ability to diagnose the cause/causes of the learning disability particularly as it relates to reading and math and to writing and implementing prescriptions to remediate the problems.

2. Crisis-Intervention Skills

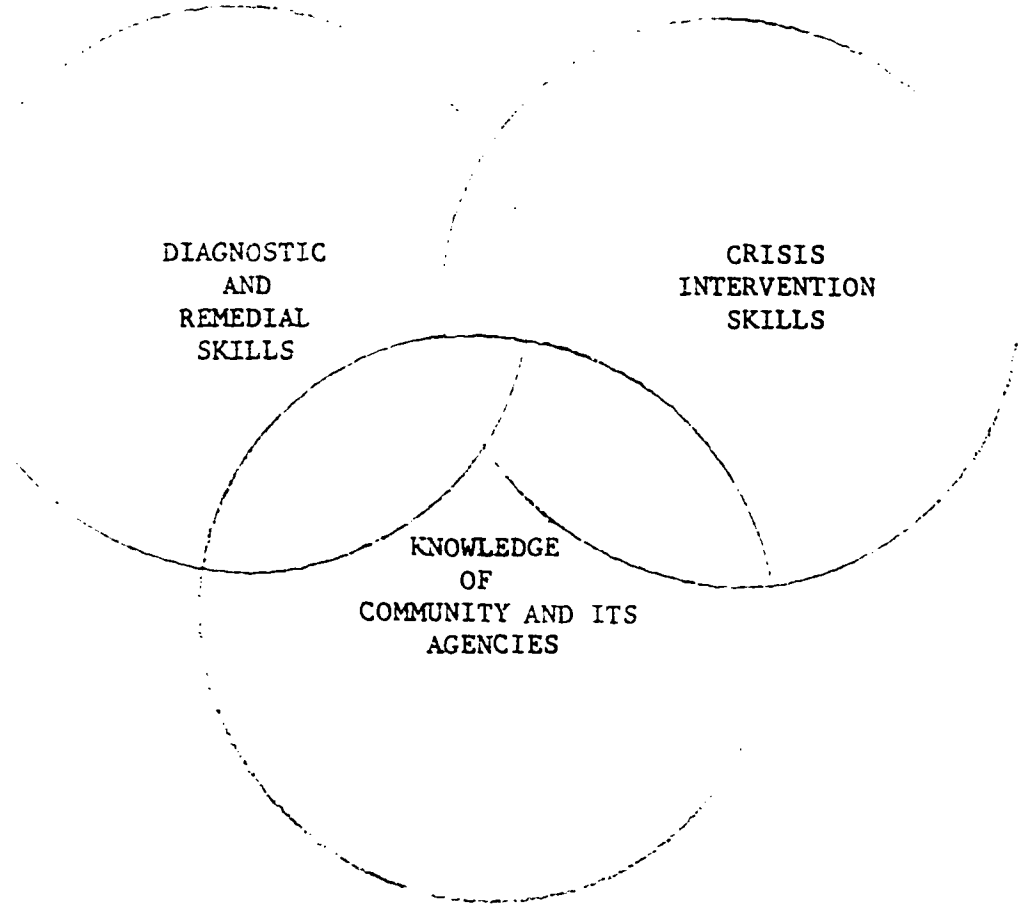
Both the low self-esteem and the related inappropriate decision-making process which leads to conflict with teacher, school, and community, must be dealt with at the same time and often before the learning deficiencies can be dealt with. The emotional-overlay evident in most disruptive acts must be removed by whatever eclectic approach is necessary. The crisis-intervention skills should be developed as part of the training model.

3. Community Knowledge

The terms of reference and the value structure of the disruptive person rarely have their roots in the school. They more generally have their origins in the community in which he lives. The agencies and institutions with which he comes into conflict are part of that community, the family, the school, the peer-group, and the criminal justice system as are the agencies which can help him. In order to deal effectively with the problems of the disruptive youth, it is necessary to have a theoretical knowledge of the community but even more importantly, it is necessary to have a real or pragmatic knowledge of the

structure of the agencies in the local community and a recognition of the political power structure and the personalities involved.

The three "thrusts" or areas of concern are not independent. Neither are they mutually exclusive. Simply diagrammed, they can be described as follows:



II. PURPOSE AND OBJECTIVES

The purpose of the training models presented below would be to prepare teachers via pre-service and in-service programs to work with those students who can be described as:

A. Disruptive
B. Delinquent
C. Socially Maladjusted
D. And/Or Exhibiting Disfunctional Behavior

Upon completion of the training the teacher should possess suitable personality characteristics, maturity, knowledge, and skills which enable him/her to work effectively with educational, correctional, social, and other agencies engaged in the rehabilitation of members of the above-mentioned population.

The models shall include field experience and the successful completion of supervised practica in conjunction with the appropriate academic activities.

Objectives of the training program are:

1. The teacher shall be prepared to identify and annotate psycho-social and academic behavior through a working knowledge of:

   a. Educational and achievement patterns of identified delinquent and offender populations
   b. Social and cultural forces which influence the self-concepts of alienated and delinquent persons
   c. Informal and formal academic, social, and psychological assessment techniques which are appropriate in the identification of the needs of this population.

2. The teacher shall be prepared to develop a personalized intervention plan in conjunction with the student for the purpose of preventing anti-social behavior and/or recidivism. Essential competencies include:

   a. Working knowledge of the structure and process of the public school system, the criminal justice system, social and welfare agencies in the communities
   b. Ability to serve in an advocacy role to provide students with a continuity of helping services
   c. Ability to coordinate or contribute to a team effort of allied agencies for the purpose of attaining rehabilitation
   d. Ability to provide effective ongoing communication, whenever appropriate

3. The teacher shall be prepared to coordinate appropriate remediation through direct intervention, referral, or a combination of these. Essential competencies include the ability to:

   a. Apply remedial techniques strategies to help students who display deficiencies in basic learning skills.
   b. Utilize referral and follow-up to insure the maximum contribution of other professional staff.

4. The teacher shall be prepared to monitor and evaluate individual progress of students as it relates to the resolution of the problem. Essential competencies include the ability to:

   a. Adjust personalized programs.
   b. Provide facilitative services.
   c. Conduct case follow-up to insure progress.

The specified desired competencies required to meet these objectives shall include:

1. Knowledge Criteria

   a. Knowledge of teaching strategies which are effective in increasing the basic literacy and computational skills of students who are educationally disadvantaged in these areas.

b. Understanding of the culture of poverty and of the social forces which encourage and/or support delinquent and anti-social behavior.

c. Knowledge of the types of behavior and attitudes which are considered to be developmental and/or dysfunctional in adolescents.

d. Knowledge of the types of learning disabilities which are likely to retard learning.

e. Knowledge of the criminal justice system, including its component parts (police, probation, and courts).

f. Understanding of the rationales and techniques used in counseling delinquent populations.

g. Knowledge of the usual responsibilities of the teacher-practitioner (planning and implementing teaching strategies and the evaluation of learning outcomes).

h. Understanding of the fundamentals of appropriate curriculum construction including approaches to the individualization of instruction and the selection of curriculum materials which enhance the self-image of the student.

i. Knowledge of the philosophical assumptions underlying educational practice and process, with specific emphasis upon the efforts of society to provide stability and continuity to life through provision of institutional measures.

j. Understanding of the processes whereby rehabilitation in the context of school, family, and community is accomplished in the disruptive and delinquent.

2. Teacher Behavior Criteria

a. Demonstration of teaching strategies which raise the basic literacy and computational skills of students who are educationally disadvantaged in these areas.

b. Ability to respond to adolescents who exhibit patterns which are anti-social and which foster delinquency.

c. Capacity to cope effectively with behavioral dysfunctions in adolescents.

d. Skills in the remediation of learning difficulties.

e. Capacity to function in concert with those who perform other roles in the social remediation process in closed correctional settings.

f. Ability to perform auxiliary counseling functions under the teacher-learner strategies.

g. Demonstration of the ability to plan, implement, and evaluate teacher-learner strategies.

h. Ability to select and design learning materials and sequences which facilitate individualization of instruction and which enhance the self-image of the client.

i. Demonstration of the adoption of acceptable personal philosophy of remedial education.

j. Capacity to participate effectively as part of a team devoted to social restoration of alienated youth.

k. Capacity to work with delinquency-prone youth in developing positive attitudes in an open community setting.

III. PROGRAM DESCRIPTION - MODEL A

This suggested model is an intensive training program at the graduate level conducted by an Institution of Higher Education (I.H.E.) in cooperation with selected local school districts where significant numbers of disruptive youth can be identified. The Maryland State Department might consider the establishment of a separate professional credential to be awarded upon successful completion of the training program.

The recommended length of the program is fifteen months and would consist of the phases: pre-service, in-service, and terminal phase.

In the sixteen week pre-service phase, the teacher/student would spend half of each working day with those teachers in schools who have been identified as being most effective in "turning on the turned-off youth." Here they could develop their teaching competencies under the supervision of the master teacher and the university specialist. In the late afternoon and evening, their time should be spent in working with the community agencies, dividing their efforts between involvement with the community centers and assisting in the police/probation office and the juvenile detention facilities.

Each afternoon they will meet with I.H.E. instructors in seminars to discuss their on-the-job experiences and problems. Much of this time should be spent in role-playing, case study, and problem-solving. Resource people may be used, including probation officers, street workers, inmates, drug counselors, addicts, juvenile court judges, institutional administrators,

and teachers. Visits to court, juvenile correctional facilities, and drug centers will be included. Emphasis will be upon the development of initial diagnostic, remedial, and crisis-intervention skills outlined in Section II, "Purpose and Objectives."

The second phase - the core of the program will be a one-year internship employed as a teacher in an appropriate school-setting. During this time the teachers will be visited bi-weekly by I.H.E. staff with expertise in diagnostic and remedial teaching, curriculum and crisis-intervention. Seminars and tutorials where the emphasis is upon solving specific problems, can be held on site rather than at the I.H.E.

The final phase of the program will be a twelve-week integrating experience on campus where the interns meet to evaluate both the program and their experiences and to add more theoretical structure to the practical experience of their internship.

The teachers should be selected on the basis of emotional stability, flexibility, and commitment to youth. It was emphasized that both the pre-service component and the field placement are rigorous, involving a sixty-hour per week program and that the in-service placement would expose them to both traumatic, threatening, and emotionally draining experiences.

The teachers selected should have a multiplicity of backgrounds both socially and academically. A major strength of the program ought to be the elan and group sense which evolves and can be developed by regular social gatherings as well as seminar meetings and common pre-service experiences. This should continue through the in-service despite any geographical distance separating the respective job sites.

I.H.E. Personnel

Instructional personnel for the program might be drawn from the following areas depending upon availability and expertise:

Social and Emotional Disturbance
Learning Disabilities
Media and Technology
Remedial Diagnostic and Prescriptive Teaching
Reading
Mathematics
Juvenile Delinquency
Social Disorganization
Curriculum Design
Criminology
Law Enforcement and Corrections
Police, Probation and Parole
Drug Abuse
Counseling
Crisis Intervention
Urban Problems
Community Relations
Family Counseling

Possible Impacts

The possible impact of this model, while ambitious, will be evident in several ways. There will be:

1. the development of new and possibly attractive programs leading to the profession
2. the development of a new professional credential
3. the expansion of the traditional teaching role
4. help provided for students previously ignored or pressured out of the school situation
5. recognition of the widening sphere of influence of the school
6. increased understanding of the work of the educator by external agencies which also deal with the disruptive youth
7. increased contact between these agencies and the school

IV. PROGRAM DESCRIPTION - MODEL B

This in-service model, while less ambitious than Model A, may have greater attraction to educational administrators in the field. It is cheaper, involves personnel already employed, is more limited in scope, and while dealing with the same general competencies, obviously will not result in as highly trained specialists.

It is suggested that between three and five "target" school districts be identified by the MASSP/MSDE Task Force. In each of these school districts, a cadre of ten to fifteen teachers be identified who possess the characteristics suggested in the selection outlined under Model A. These teachers should already have exhibited an affinity for and/or special skill in dealing with disruptive youth. (It might be noted that these skills would NOT be punitive in nature.) They should have the in-service training program explained to them and then have the option to enroll on a volunteer basis.

The program will be ten months in length beginning in January 1977. In-service seminars in the three general areas of Diagnostic and Remedial Teaching, Learning Disabilities, and Crisis-Intervention will be held on a weekly basis. If after school time is demanded, appropriate compensation should be allocated. The in-service instructors should be allocated an additional and equal amount of time to act as consultant/resource personnel. The cadre of teachers will be assigned a case load of students identified by commonly accepted and clearly defined procedures which should rarely exceed twenty students. These students will be helped in any way deemed appropriate by the teacher to whom he is assigned. It is suggested that this model be coordinated with and parallel to the program for disruptive students being developed by other consultants.

The function of the teacher for the period he may be assigned to these crisis-intervention duties should be very similar to those of the specialist outlined in the objectives.

An additional benefit here is that at the completion of the in-service program, this cadre of teachers may become a resource for their colleagues in the schools. (See suggested budgets for implementation of both models.)

well as budget proposal information is provided only as a guideline for local jurisdictions (See Appendix F for proposed budget).

C. Intergroup Conflict

1. Statement

Intergroup conflicts arise when children with different economic and social backgrounds, different experiences, and different cultures come together in the school setting without understanding of and respect for each other. There is no final solution to intergroup conflicts as group interaction in a school is fluid and constantly changing. However, it is hoped that this model will help to convert destructive and disruptive behavior into positive behavior. While conflict has its negative outcomes, it can be useful in bringing about change if the individuals involved go through certain processes. Dysfunctional conflict can be moved into the realm of functional conflict.

2. Objectives

a. Teachers and other professional staff will develop better understanding of group dynamics.

b. Students and school staff will develop attitudes of acceptance toward change.

c. Students will examine and identify their roles in intergroup relations.

d. Students will develop an increased awareness of their own values and of those of others.

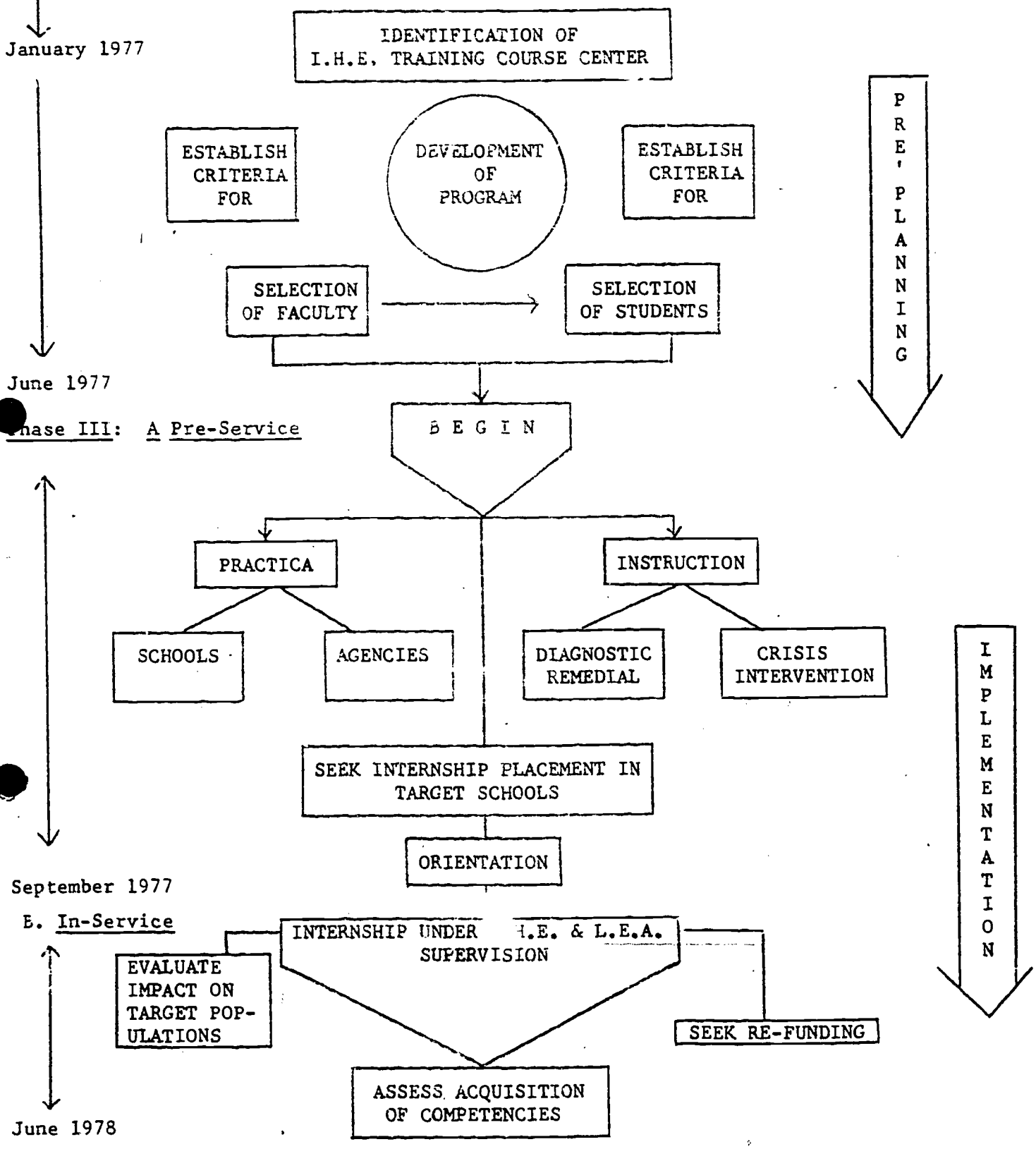
e. Teachers and professional staff will develop an awareness and understanding of societal and community changes.

f. Students, parents, and school staff will develop improved communication skills in order to discover the hidden feelings which tend to cause disruptive behavior.

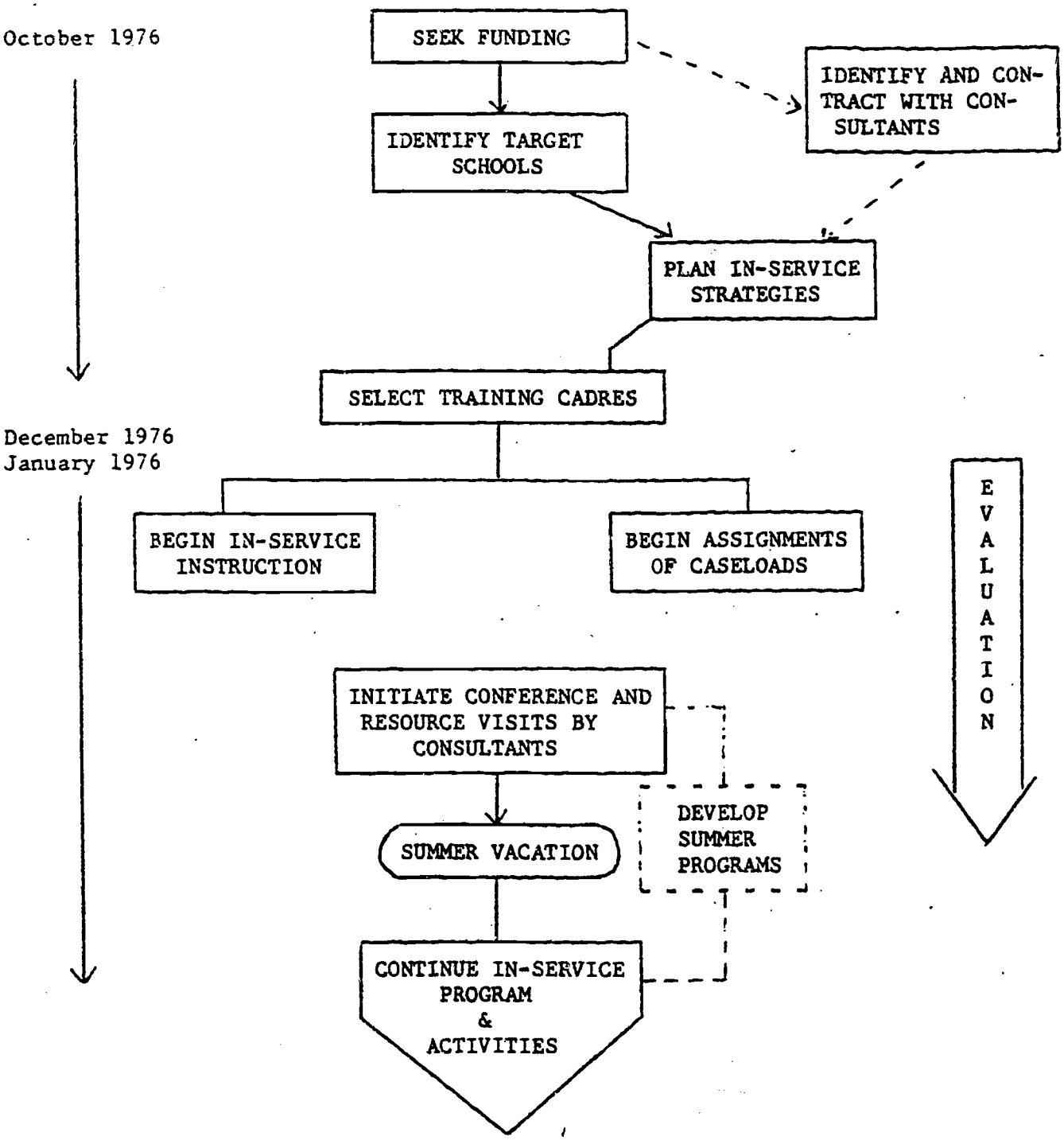
g. Students, parents, and professional staff will develop skills and understanding in changing dysfunctional conflict into functional conflict.

3. Population

This program is designed to serve students, parents, members of the community, teachers, administrators, local central staff, and members of the local board of education.


Phase II: Start-up and Selection
January 1977
IDENTIFICATION OF I.H.E. TRAINING COURSE CENTER
ESTABLISH CRITERIA FOR
DEVELOPMENT OF PROGRAM
ESTABLISH CRITERIA FOR
PRE-PLANNING
SELECTION OF FACULTY
SELECTION OF STUDENTS
June 1977
Phase III: A Pre-Service
B E G I N
PRACTICA
INSTRUCTION
SCHOOLS
AGENCIES
DIAGNOSTIC REMEDIAL
CRISIS INTERVENTION
IMPLEMENTATION
SEEK INTERNSHIP PLACEMENT IN TARGET SCHOOLS
ORIENTATION
September 1977
B. In-Service
INTERNSHIP UNDER H.E. & L.E.A. SUPERVISION
EVALUATE IMPACT ON TARGET POP-ULATIONS
SEEK RE-FUNDING
ASSESS ACQUISITION OF COMPETENCIES
June 1978

IMPLEMENTATION PLAN - MODEL B



ESTIMATED BUDGET FOR I.H.E.
TRAINING PROGRAM FOR A CADRE
OF FIFTEEN TEACHERS (MODEL A)

1.1	Salaries for full-time internship* 15 teachers x $8,500.00	$ 127,500.00
1.2	Fringe Benefits @ 15% of 1.1	19,125.00
1.3	TOTAL of 1.1 and 1.2	$ 146,625.00

*These salaries can be paid by cooperating school districts or through funding by Federal and State Criminal Justice or Educational Agencies.

2.0	Instructional Costs	
2.1	Tuition (Estimated) $70.00 x 30 credit hours x 15 teachers	$ 31,500.00
2.2	Administration Coordinator, 50% x $20,000.00	10,000.00
2.3	Secretarial Services 50% x $8,000.00	4,000.00
2.4	Supervision 2 people x 50%, $15,000 each	15,000.00
2.5	TOTAL of 2.2 to 2.4	$ 29,000.00
2.6	Fringe Benefits @ 15% of 2.5	4,350.00
2.7	Travel for Supervision 200 miles x 40 weeks x $.15	1,200.00
	TOTAL COST if salaries and benefits of teachers included	$ 210,975.00
	TOTAL COST if salaries and benefits of teachers not included	$ 64,350.00

ESTIMATED BUDGET FOR IN-SERVICE
TRAINING PROGRAM FOR FIFTEEN TEACHERS
IN ONE TARGET SCHOOL (MODEL B)

1.0	Instructional Costs	
1.1	One Diagnostic and Remedial Instructor/ Consultant, 6 hours per week x $20.00 per hour for 40 weeks	$ 4,800.00
1.2	One Crisis-Intervention Instructor/ Consultant, 6 hours per week x $20.00	4,800.00
1.3	One Coordinator/Supervisor 25% time at $16,000.00	4,000.00
2.0	Curriculum Materials	
	15 teachers x 20 students x $5.00	1,500.00
3.0	Travel	
	40 weeks x 3 consultants x 5 miles @ $.15 per mile	900.00
	TOTAL	$ 16,000.00

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