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ABSTRACT
                 Volume IV cf a four.volume series offers strategies
for implementing effective inservice workshops to train
administrators, assessment personnel, and others involved in the
develcpment and implementation of individualized education programs
(IEPs) for handicapped children in Wycming. Part 1 addresses points
cften overlccked in delivering training, such as principles of adult
learning, facilitator styles and methods of establishing a learning
climate, and participant styles and dealing with resistance. Part 2
contains strategies for adapting the training content and format to
suit a particular audience, working with time limitaticns, and
choosing the preferred mode of delivery. The final section provides
approximately 90 annotated bibliographies of resources arranged
according to the content of the training modules. (Author/PHR)

A Training Package for Implementing the

IEP Process in Wyoming

Developed by the Northwest Regional Resource Center
in conjunction with
the Wyoming Department of Education
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Hathaway Building
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VOLUME IV

COMPILATION OF SUCCESSFUL TRAINING STRATEGIES

by

Anita Foxworth-Mott and Caroline Moore

# Acknowledgements

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A special thanks is due Kathy Black who recorded and compiled the suggestions for modifications in Part II. The individuals who contributed the ideas are listed by name on page 29.

# Table of Contents

4

Volume IV of <u>A Training Package for Implementing the IEP Process in Wyoming</u>
is designed to offer strategies for implementing effective inservice work-
shops. The first three volumes provide the trainer with the guides, scripts
and supportive materials needed to present the content to a variety of
audiences. This volume will help you "put it all together" into a successful
training experience for trainer and trainee alike.

There are three sections to this volume: Part One addresses points often
overlooked in delivering training, such as principles of adult learning,
facilitator styles and methods of establishing a learning climate, partici-
pant styles and dealing with resistance. Part Two contains strategies for
adapting the training content and format to suit your particular audience,
time limitations, and preferred mode of delivery. Part Three provides an
extensive annotated bibliography of resources, arranged according to the
content of the training Modules, which you may wish to consult when preparing
to deliver training.

We hope that you will use this volume in conjunction with the training content
as you deliver these and other inservice workshops. As you gain experience
with the material, you will be able to add your own suggestions, insights,
and adaptations, and this volume will become a working tool personalized
for your needs and purposes.

## Adult Learning Principles

As inservice trainers, it is important to remember that we are teaching adults
and that adults learn differently from children.  There are some specific
principles of learning which should be considered when working with adults.
Perhaps the most important factor to keep in mind is that they are not child-
ren and should not be treated as such.  Several of the basic premises which
should be remembered and followed are listed here:

1.   Adults resent being treated like children.  Most participants in our
     training programs want to be self-respecting, responsible for their
     actions and activities, and involved in directing these activities.
     If possible, they want to help design their own training needs and
     learning activities.

2.   Adults have more experience.  Simple and obvious as this statement
     is, too many of our training and development friends seem to ignore
     it.  Adults can help each other learn.  In fact, this type of suppor-
     tive learning can be very effective.  If we can ferret out this
     experience and make it an integral part of the learning process,
     then we indeed are learning from each other.

3.   Adults must be ready to learn.  This means that our participants
     must be ready, able, and willing to learn before we can ever hope
     to teach them.  Unless there is an innate motivation and an acknowl-
     edged readiness on the part of the learner, even the most articulate,
     eloquent presentation will not fulfill its goal.  This further
     pinpoints the importance of practicality in our programs.  Your
     participants have every right to be told why this particular topic
     or session is included and why we are expected to learn this skill,
     knowledge, or attitude.  Without this information, it may be
     difficult for some trainees to appreciate or recognize the value
     of a session or to really prepare themselves for learning.

4.   The adult learner is problem centered.  While there may be some
     training sessions where the memorization of facts and figures is
     critical, certainly the majority of training situations call for
     "real world" attitudes and values.  Case studies or role-play
     techniques allow the participants to "plug in" to realistic prob-
     lems.  Learning is best when this closeness to the actual job or
     task is apparent.  Transfer of learning, likewise, will also be
     easier when this ready application to real problems can be shown
     the learner.  (Donaldson & Scannell, 1978, pp. 56-57).

One method of involving adults in the design of their own learning experience
is to conduct a needs assessment prior to training.  Such an assessment may
be done formally by mail or informally at the start of the session.  This

technique allows you not only to design the training to meet the needs indicated, but it also provides the opportunity to maximize the skills which participants already have. You might, for example, begin the session with a review of information which most participants have already indicated they are aware of--using those persons to help the others learn. This would accomplish two things: you will have shown that you as the trainer have a basic understanding of the participants' knowledge base and you will have succeeded in bringing the entire group to the same awareness level.

Assuring that adults have the requisite "readiness to learn" is a bit trickier. The most effective tactic that a trainer can use to accomplish readiness is to provide proof of the value of the training content to the individuals. The information must be applicable to the job situation in order for adults to be motivated to learn. It will be your responsibility as trainer to relate how the new skills and behaviors learned during the training may increase effectiveness on the job. Some of the job needs which commonly motivate adults to learn are:

Doing a good job

Adequate salary

Promotions

Salary increase

Easier work

Lack of confusion on the job.

Titles commensurate with responsibility

Fair treatment

Equal opportunities

Good working conditions

Interesting work

Security

Recognition

Feeling of belonging.

Everyone has personal needs which motivate us to learn as well. Some of those needs which may trigger an internal desire to learn are:

A sense of accomplishment

An opportunity to grow

A feeling of pride

Recognition for ability and efforts

A voice in decisions that affect me

Authority

Honest praise

Time to socialize

Being in the know

Being comfortable in associations and tasks

Security

Friendship and approval

Lack of worry

Lack of risks

Lack of embarrassment

Knowledge of environment

In some cases, the motivation is there; in others, it will be necessary for you as the trainer to determine how to motivate your trainees.

## Establishing a Conducive Learning Climate

An extremely important factor in the effectiveness of a training experience is the "climate" that is established at the very start. It should be psychologically, as well as physically, comfortable. The physical aspect can be accomplished by providing comfortable furniture in a warm, pleasant environment, and such amenities as coffee and tea. Participants are made comfortable psychologically by providing a friendly, positive atmosphere. They should be included in the plans for the day: point out when the breaks will be, confirm the appropriateness of the agenda with them, and seek input regarding their own goals for the workshop. You can maintain the positive tone you have set by using reinforcement to reward learning. Rewards might be in the form of a smile, an affirmative nod of the head, cheerful comments and actions, attention, and recognition through question- ing and feedback.

## Warm-up Activities *

Another way to establish and maintain a conducive psychological climate is by using warm-up activities. These are short activities designed to get participants ready to learn or to break up the agenda. A warm-up can be a

*Activities 3 e and f are adapted from Schindler-Rainman & Lippett, 1975, pp. 71-72.

'fun activity to loosen up a group, a get-to-know one another activity, or one to relieve tension and fatigue.

Before selecting such an activity, ask yourself what its objective is:

a. Is it to get people to know one another?

b. Is it to get people to work together?

c. Is it to give people who have been sitting and/or concentrating too long a chance to loosen up?

d. Is it to relieve tension?

It is a good idea to intersperse warm-up activities throughout the entire inservice training session. However, they should be used appropriately. Before selecting a particular activity, be sure you are clear on its intent or purpose.

Warm-up activities, thus, put you at ease with your trainees and at the same time help to overcome the trainee's anxiety about the trainer or the training process. Here are a few ideas for warm-up activities.

A. Getting Acquainted Warm-ups

1. Self Introductions

   a. Ask each person to introduce himself or herself and share an exciting thing which they have done or has happened to them recently.

   b. Ask each member to introduce him or herself by first name and to add an adjective that begins with the same initial letter as the first name (Racy Rob). Each person must introduce all the others in the circle by their name and "handle" before introducing him or herself.

2. Mutual Introductions

   a. Have each person introduce someone else. There are a variety of ways to do this. You can divide the group in half by asking participants to count off from one to half of whatever group size is involved. The next person starts the sequence at number one, the next at two, etc. until the other half has been counted. Each person is then to find his or her counterpart across the room (e.g., #3 looks for #3 in the other group). Give the groups about 5-8 minutes to give enough background information so they can be introduced by the other person to the entire group. After they all return to their original seats, start the introductions.

   b. Ask each person to pick someone who they don't know well or someone they do know, and would like to know better. Allow the groups to spend 5 minutes talking. Then have them introduce each other.

3. Name Tags

a. Ask the participants to write their names on a piece of paper.
Ask them to write five sentences about themselves that begin
with the word "I..." When they are finished, have them pin
the paper on and circulate among the other participants. They
are to read the other participants'- sentences, ask questions
about their sentences and answer any questions that the other
participants may have for them.

A variation of this activity is to ask the participants to
circulate and read each others' sentences without speaking.
Instruct them to make eye contact with every person they encounter
and to rotate to another participant every one or two minutes.
After this non-verbal phase, ask the participants to find two
or three other participants thaty they would like to get to know
better. They may then ask questions of one another.

b. As participants arrive at the workshop, take a Polaroid picture
of each one. Under each picture print the person's name, city,
and position and post these either on a map or bulletin board.

c. Give each participant a 3x5 card. Ask them to print their name
in bold letters at the top of the cards.. Ask them to write
three things about themselves on the cards. Each one is to give
their card to someone else who is to introduce the participant
to the rest of the group. After the introductions are completed,
the cards can be posted either by a picture of the participant
or on a bulletin board.

d. Provide the participants with art materials. Ask them·to make
a name tag that represents them. For example, someone might
make a book if they were a librarian or a car if they were an
auto mechanic. When all are finished making their tags, ask
them to put their names on them, circulate around the room,
and ask each other what their name tags represent and why they
chose that symbol.

e. Write the following on a large sheet of paper or oak tag:
Good morning! Welcome to our workshop on _____.
Help yourself to coffee and sit with two or three people you
don't know. Please introduce yourself to them and talk about
what you hope to gain from attending this workhop.

f. Put one sheet of paper on the wall for each participant. As
the participants arrive, give them a felt-tipped marker and
ask them to write the following on one of the sheets:

a) Name

b) Why they came to the workshop

10

7

c) What skills/knowledge they hope to gain from attending the workshop.

d) What skills they have to offer to the other workshop participants.

When everyone has completed a sheet, ask the group to circulate around the room and read what others have written.

4. Circular Introductions

If the training room is set in U-shape or some other circular or horseshoe fashion where everyone can physically see the entire group, start the process by saying, "My name is (Pat)." The first person at your left says, "My name is (Joe)" then repeats your name and restates his own in other words, (Pat, Joe). The person to Joe's left repeats the process adding his/her name, "My name is Jane--Pat, Joe, Jane" etc. until the entire group has been named.

5. Find someone who...

Pass out sheets which have incomplete sentences. See examples on page 11. Instruct the group to mill around and find a person to sign his/her name on each blank. They are to have a different person sign each blank. Several factors affect the success of this activity: 1) the trainer should participate in the activity as the group may be reluctant to start; 2) have a definite time to end the activity, and 3) make the questions appropriate to the group with whom you are working, and 4) have some small prize (e.g., a stick of gum) to give to the person who first completes the sheet.

B. Warm-up Activities for Getting People to Work Together and For Relieving Fatigue, Boredom and/or Tension

1. Divide the participants into teams of six or seven. Show them an alphabet letter and ask them to make the letter using only their bodies. The first team to make the letter correctly "wins." Repeat the activity several times. Letters such as M, P, T, A, Z and C are good ones to use.

2. Divide the participants into groups. Assign an animal name or musical instrument to each group. The facilitator should then read a story in which these animals or instruments are mentioned. Each group is to make the appropriate sound when the name of their animal or instrument is read.

3. Give the participants art materials and ask them, as a group, to make a collage or draw a picture that represents how they are feeling about the workshop. The facilitator then leads a discussion about what is expressed in the picture or collage.

11

This activity can also be conducted on an individual basis. Each participant can prepare a picture or collage and then explain what s/he meant to express.

4. Divide the participants into groups of three or four. Give each group a box of tinker toys and ask them to work together to make a symbol of how they feel about the workshop at this point in time. Give the groups about fifteen minutes to do this. Then ask each group to explain their symbol.*

5. Give each participant a piece of paper with a common song title on it like "Jingle Bells" and "Happy Birthday." Every song title should appear on three or four slips of paper. Ask the participants to look at their title but not to tell anyone else what it is. Then ask them to circulate among the group humming their tune until they find all of the other participants with the same song. This activity can end at this point or the facilitator can ask the subgroups to discuss certain topics or complete assignments.**

   A variation of this activity is to write several song titles on each slip of paper, such as 1) "Jingle Bells," 2) "Happy Birthday," 3) "96 Bottles of Beer on the Wall." The first song can be used to form dyads, the second song, quartets, and the third, a work group of any size.

   Participants can also be asked to form groups of three or four and to decide upon a song title to express their feelings as a group or about the workshop. Each group then sings their song and explains why they selected it.

6. Divide the participants into teams. Play charades using names of special education personalities, books and associations.

As a trainer, you may not like the idea of warm-ups, especially the "game" type of warm-up. Perhaps you have experienced some poorly-handled warm-ups in training situations: We all have! We urge you to consider doing them anyway--analyze the group you're working with and try to match their likes, dislikes, and needs for warm-up activities with what you're comfortable doing. You may be surprised at how they contribute to a good learning climate.

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*Adapted from NTL Learning Resource Corporation. 1972, p. 1.

**Adapted from Jones and Pfeiffer, 1972, p. 76.

## Please Find Someone Who... (Examples)

Please find someone who matches the descriptions and have him or her sign
on the lines below.
FIND A DIFFERENT PERSON TO SIGN EACH BLANK.

Find Someone Who...

1. has worked with Special Olympics _____.

2. has a birthday in the same month as yours _____.

3. is a school board member or has been one _____.

4. plans to go skiing next weekend _____.

5. is the parent of twins _____.

6. is now or has been an officer in the PTA _____.

7. has made and thrown spitballs _____.

8. has lived in his/her present home for more than five years ____
   _____.

9. comes from a family of more than five children _____.

10. has canoed in the past year _____.

11. does not like ice cream _____.

12. wears a shoe one size larger than yours _____.

13. went out of state for Christmas vacation _____.

14. traveled more than 200 miles to be here _____.

15

## Facilitator Styles

An inservice trainer is in many respects a "facilitator." You are the link between the information to be presented and the audience who is receiving the information. How you facilitate the assimilation of that information depends in part on your own personality and preferred training style, your value system, and your confidence in yourself and the group members. The chosen facilitator style should also be based on the type of information to be presented and the expertise level of the participants. Knowing and understanding about the different roles a facilitator can take, and the effects these roles can have on a group, will help when trying to diagnose why a group is or is not functioning effectively. The matrix on the following pages should help acquaint you with a variety of facilitator styles. You will probably find that you naturally assume one of the styles, or a combination of two or three most of the time. It is good to be aware of your natural style and its effect on groups. This chart can help you identify those situations which seem to dictate an adjustment in style for a particular effect.

14

## Facilitator Role

| Role | Observable Behaviors | Effects on Group | Situation |
|------|---------------------|------------------|-----------|
| Counselor | · listens<br>· evaluates<br><br>· counsels<br><br>· advises<br>· informs<br>· consults<br>· demonstrates appropriate behaviors | · becomes informed<br>· changes behavior<br><br>· becomes more unified, compatible<br>· resolves problem(s)<br>· self-directed<br>· comfortable. | · group conflict<br>· inappropriate behavior<br>· lack of sense of direction<br>· self-direction<br>· modeling to a group |
| Manager | · organized<br><br>· informed<br><br>· proactive<br>· seeks and encourages alternatives | · sense of security, relaxation<br>· feeling of accomplishment<br>· active participation<br>· sense of direction | · a lot of activities and skills to practice<br>· problem-solving<br>· diverse group |
| Advisor | · makes recommendations, advocates<br>· guides others' behavior<br><br>· is knowledgeable about topic<br>· receptive to groups<br>· gives options | · able to make intelligent choices<br>· understands how to use advisor's skills | · planning<br><br>· decision-making |
| Advocate (seller) | · show and tell<br><br><br>· enthusiasm - belief in "product"<br>· justifies "product"<br><br>· has definite (subjective) point of view.<br>· not flexible to audience input | · conviction - elicits strong audience response<br>· identify product with presenter | · product to be sold<br><br>· change in audience desired<br>· quick response desired from audience<br>· new method, skill to be implemented<br>· present procedures, methods to be modified |

15

| Role | Observable Behaviors | Effects on Group | Situation |
|------|---------------------|------------------|-----------|
| Confronter | is direct | gains insight | supervision of student |
| | reacts | perceives need for change | change agent |
| | provides critiques for improving, changing, guiding | changes in attitude and behavior | production manager |
| | suggests remedies for corrections | improved productivity | management-type situation |
| Manipulator | exerts total control | may be turned off | resistive group |
| | motivates group for involvement | may "buy in" | mixed discipline |
| | does not listen to group input | active participation | end of day and hold on group is slipping |
| | keeps group on task | challenged | |
| Moderator | keeps a balance in a group | increased information | conflict situation |
| | tries to elicit involvement and responses from all | balance of viewpoints | task/group meetings |
| | keeps people on task | increased number of solutions and conclusions | |
| | tries to diffuse conflicts | | |
| Expert | imparts information | acquires information | group lacks knowledge or needs to be re-inspired |
| | displays poise and confidence | trusting, enthusiastic | existing skills need refining |
| | de-mystifies subject | modifies/adds to existing skills | federal grant-writing |
| | provides access to resources | respects what they are getting | wide range of situations to respond to |
| | | varied resources available for use | |
| Authoritarian | tells people what to do | participation limited | inexperienced audience |
| | little give and take | sense of security | a "must do" situation |
| | presents ONE perspective only | | |
| | little concern for audience needs | | |
| | offers strong leadership | | |
| | provides structure | | |

16

| Role | Observable Behaviors | Effects on Group | Situation |
|---|---|---|---|
| Instructor | · dispenses information<br><br>· is flexible, observant<br><br>· critiques<br>· guides | · develops rapport<br><br>· feels they are learn-<br>ing something | · information is<br>the objective |
| Demonstrator/<br>Seller | · models behavior being<br>presented<br><br>· tries to sell<br><br>· shows how, then tells<br><br><br><br>· rationalizes when to<br>use it | · acquires information<br><br><br>· accepts product<br>information<br><br><br><br>· participates<br>· develops skills | · inappropriate<br>methods need<br>correction<br>· negative views need<br>to be eliminated<br><br>· follow-up to<br>awareness-level<br>training<br>· very inexperienced<br>group |

## Methods of Instruction

There are almost as many different ways of delivering the content of a training session as there are trainers. The two most important considerations in selecting a method of instruction are 1) the content and type of learning to take place; and 2) what you as a trainer feel comfortable with. The type of training you will be doing is, for the most part, either information-giving or skill-building. Within those types are several possibilities for methods you might select:

Presentations

1. Lecture - a prepared verbal exposition by one speaker before an audience. Though often long, a lecture provides a great deal of information quickly. Requires total participant passivity.

2. Lecturette - a short lecture. Puts fewer participants to sleep.

3. Lecture-Forum - a lecture followed by the old question/answer period. Provides more activity for participants and gives them a chance to explore selected portions of the content in greater detail.

4. Panel - a planned conversation before an audience on a selected topic. Usually includes three or more panelists and a leader. Brings more points of view to the content. Participants are passive.

5. Panel-Forum - a panel followed by the habitual question/answer period chaired by the leader. A bit more participant activity and exploration. Can lead to special interest arguments.

6. Expanding Panel - a panel with a vacant chair(s). Participants can join in when they feel the call and vacate when they've had their say. Gets unwieldy with groups larger than twenty. Can provide color and a fair amount of participant activity, since even those who don't join in think about it.

7. Debate - an organized argument. Often more intense than the above methods. Control is up front. Participants passive except for hissing and applause.

8. Presentation - includes all kinds of "dog and pony shows." Control is up front. Participants passive.

9. Films - presumably for content as well as entertainment. May involve attitude learning as well as knowledge learning. Turning off the lights provides a good opportunity for naps. Participants remain passive unless vicariously involved.

10. Slide Shows - an addiction of world travelers.

11. Prepared Videotapes - have an advantage over movies in that lights remain on. Flexible start and stop for discussion purposes. Can make them yourself.

12. Presentation with Listening Teams - any of the above presentation methods followed by a more organized kind of question/answer period. Before the presentation, participants are organized into small groups. Each group is given a listening assignment, e.g., listening for points that are debatable, points that have current applications, etc. At the end of the presentation, the groups caucus and develop questions relating to their particular assignment. The questions are posed to those making the presentation.

13. Presentation with reaction panel - any of the above presentation methods followed by the reactions of a small, selected group of participants. This participant panel is in effect reacting for the entire group.

Demonstrations

1. Demonstration - an activity in which one or more people "show how it is done." If participants are passive, this method is notoriously ineffective for improving participant skills. The extension service uses it extensively, however, to change attitudes. By demonstrating the profitability of a given procedure, they are effective in gaining an attitude of acceptance from the farmers they serve.

2. Demonstration with Practice - a demonstration followed by an opportunity for participants to try their hands at it. One of the best means for learning simple skills, provided feedback follows immediately upon completion of the procedure. Without performance feedback, the participant is likely to be reinforced in doing it incorrectly.

3. Coaching - providing tips for improving performance. Often follows a demonstration or includes mini-demonstrations as a corrective break in participant performance. Retains all kinds of up front control, to say nothing of power.

4. Rehearsals - practice just prior to application. May involve practicing a sequence of separately learned simple skills using methods above. Participants active. Control in hands of "director."

5. Drills - skills practice involving repetition. Sometimes boringly participant active. Unpleasant childhood experiences involving drills may make adults uncomfortable with this method.

6. Puzzles - an interesting variation in which the skill is not demonstrated but is learned from successfully solving the puzzle. Participants are highly active.

7. Skills Practice Lab - may be combined with any of the above methods. It involves the formation of small participant groups, often participant selected, for the purpose of practice and mutual feedback. (Davis, 1974, pp. 127-131)

19

## Tips on Selecting Methods

The following are some questions to consider in selecting the appropriate method for a particular learning activity.

1. Is the method suited to the objective?

2. Does it lend itself to knowledge, skill, or attitude learning?

3. Might it yield multiple-learnings, i.e., more than one type?

4. Does it require a greater/lesser degree of background knowledge, skills, or attitudes than participants presently possess?

5. How much time does it take?

6. How much space does it take?

7. What kind of props does it take; are they available?

8. What specialized skills are required of the staff; are they competent in them?

9. Is the method comfortable for the staff; is it consistent with their style?

10. Is the method comfortable for the participants; is it consistent with their expectations?

11. Does the method call for activity or passivity on the part of participants?

12. Does it maintain enough/too much control up front?

13. Is the method slow or fast paced?

14. Does it achieve the objective in the simplest way possible, or is it needlessly showy?

15. What other questions might you add?  (Davis, 1974, pp. 123, 124).

## Overcoming Participant Resistance

As trainers all of us have encountered behaviors from participants which interfere with our training efforts.  Participants may either openly or passively resist the training process.  When this occurs, the trainer should be able to apply some strategies to overcome this resistance so that the resistance doesn't interfere with the ability of others to profit from the training content.  The following pages offer some general tips for dealing with resistance and strategies for planning your training so that potential resistance is minimized.

20

"Tricks of the Trade" for Reducing Resistance *

    1. Never resist resistance!

    2. Create involvement from the start.

       a. Involve participants in planning.

       b. Communicate purpose clearly - beforehand and during training.

       c. Address their needs - not yours; get agreement on objectives.

    3. Legitimize ambivalence

       a. Start with written "hopes and concerns" - list HOPES/CONCERNS: you don't even need to talk about them.

       b. "Internal dialogue" - form small groups - facilitator keeps out.

       c. Forcefield brainstorm - list barriers - brainstorm strategies to stop worrying.

       d. Give explicit permission to resist.

    4. Collaborate with them to overcome their resistance.

       a. Ask them how to deal with their resistance.

       b. "Image of support" - ask them what could facilitator do to seem supportive.

       c. Use peers to set forth new concepts.

    5. Involve them as training resources to each other.

       a. Utilize their expertise.

       b. Small group work.

       c. Arrange for physical closeness.

    6. Link training to back-home situation.

       a. Have individuals create their own case for study.

       b. Generate action plan for return home.

       c. Arrange support/buddy system.

    The following chart offers a list of resister types and behaviors along with specific strategies for overcoming resistance.

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* From: "Tricks of the Trade" for Reducing Resistance by Anthony O. Putnam, Human Resource Development Associates, Ann Arbor, Michigan.

27

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| Type of Resister | Resister Behavior | Strategies for overcoming resistance |
|---|---|---|
| "The Stone"<br>(Don't bother, totally passive, silent resister) | Doesn't participate. Quiet; low response rate; arms crossed in front of chest. | Involve him/her in the conversation. "Joe, you look like you have a different idea. Would you like to state it?" (Reflect what you read non-verbally.)<br>Give them specific responsibilities.<br>May respond well to written activities.<br>Reinforce other group members and express pleasure at progress of group.<br>Make them feel there is no threat.<br>Ask them open-ended questions; give them time to answer, make them feel their comments are making the session better; ask easy questions.<br>If you ask them a question specifically, ask their permission to ask it first. This can also work with a quiet group as well as a quiet individual.<br>Move into the group. |
| "Can't Shut 'em Up" | Monopolizes discussion. Always talks but not always on relevant topics; interrupts; gets involved in lengthy discussions. | Get a group to help deal with this person; identify your supporters in the group, ask supportive group member if he/she agrees with this person; restate the objectives, get clarification from the group.<br>Ask the resister to state alternative, constructive ideas--not just complain.<br>Tell the resister his/her idea is important but, we'll have to deal with his personal concern later. |
| Verbal Antagonist | Shows off; justifies his/her ideas. Openly attacks the situation or people in it. | Ignore initially.<br>Provide an appropriate opportunity for involvement.<br>Assign as group recorder.<br>Group response to the issue.<br>Send him/her out for coffee.<br>Acknowledge right to resist.<br>Ask why resisting.<br>Peer pressure (group minus facilitator takes care or problem) |

25.

| Types of Resister | Resister Behavior | Strategies for overcoming resistance |
|---|---|---|
| The Clown | Likes to evoke laughter from the group. Enjoys the spotlight. Always has a wise crack. Seeks attention. | Encourage him/her when tensions need release. Laugh, compliment his/her wit. Ignore him/her when it's time to go to work and tensions are eased. |
| "My Boss Should Be Here, Not Me" | Whines, complains. Takes exception with content; indicate that it's not their responsibility. | Listen-- allow ventilation. Remain neutral but structure conversation so that they come up with solutions. Give reasons why what workshop is about can be used to change situation - or use to improve their performance even if administrator should have it too. Ask them how to make workshop useful for them. Ask them how we can help them effectively organize information or training to approach administrator. Emphasize the expertise and experience of group members to find solutions. |
| Moaner | Whines, complains "It can't work here." Blocks suggestions from trainer; negative about his/her situation. | Put responsibility for solution/ideas that are workable back on resister (utilize their expertise). Focus on which parts of the process this could work (turn from negative to positive). Acknowledge the validity of their feelings. Invite group responses. Facilitator should be aware (in advance) of which aspects of the process are/are not consistent with LEA policies and procedures. |
| "We tried this last year and it didn't work." | Blocks suggestions from trainer; negative about proposed solutions. | Ask for explanation/why it didn't work. Ask for another opinion. Examine alternatives. Elicit group support to continue. "Time out." Attempt to reintroduce resister into subsequent activities. Try confronting the individual. Assign limited responsibility (e.g. force field on barriers.) Excuse yourself and go home until next year. |

26

25

26

| Types of Resister | Resister Behavior | Strategies for overcoming resistance |
|---|---|---|
| Passive Non Verbal, non participant | Doesn't talk. Infrequent/ absence of eye contact. Avoids answering questions. Doodles; yawns; looks out window; cleans fingernails. | Don't personalize resistance. Get passiveness out of resistance -- need to be careful. don't kid oneself that as long as it's passive it isn't destructive. Avoid the "battle line" - eye contact. verbally. Find appropriate time for input from the resister. Indifference as to whether they buy in to what is presented. |
| Agitator | Talks about irrelevant topics. Starts arguments and disagreements within. Gets group off task. | Use disagreement to stimulate group discussion. Explore each side in depth and watch for possible applications for each view. Expand the discussion to subjects that take on more importance than the original question to gain collaboration from the group. Look for segments within each argument that both sides can agree upon, thus lessening the area of disagreement. Summarize and clarify the points made by both sides. Let the group decide the issue. If agreement can't be reached, state the problem as being unresolved and move to the next topic. |

Portions of this section were adapted from: Borman, E. G. & Borman, N. C. Effective Small Group Communication. Second Edition. Minneapolis: Burgess Publishing Company, 1976.

PART TWO: STRATEGIES FOR ADAPTING THE TRAINING FORMAT AND ACTIVITIES

The information in this section is designed to offer trainers ideas for modi-
fying the presentation activities or format to accommodate their own style
and to better meet the needs of district personnel. Since the training package
involves primarily the use of overhead transparencies, these suggestions allow
both for inclusion of other materials and a change of pace.

The ideas in this section were submitted by participants in the training
session held in Casper on March 27th and 28th, 1980. We acknowledge them
for their contributions:

Robert Gutierrez, Diagnostician, Torrington ERC
Glenna Neff, Program Facilitator, Western Wyoming ERC
Beverly Jacobs, Program Facilitator, Albany County ERC
Florence Moudy, Program Facilitator, Laramie County ERC
Sarah Lyons James, Ph.D., Director, Platte County ERC
Marilyn R. White, Ph.D., Special Education Coordinator,
    Johnson County
Larry Sessions, Program Facilitator, Washakie County ERC
Rod Laird, Natrona County ERC
Chris Christiansen, Director, C-V Ranch
Roger Ririe, Program Facilitator, Crook County ERC
Keith Russell, Big Horn County ERC
Al Sheinker, Resource Specialist, Jackson
Lynn Hammersley, Director of Pupil Services, Natrona County
Peggy O'Brien, Master Teacher, Gillette
Beth Early, Wyoming SEA
Lamar Gordon, Wyoming SEA
Rollie Schilz, Program Facilitator, Hot Springs County ERC

## Preliminary Steps

Placement Options:

Develop a marking system for the Decision Summary Checklist. One suggested system uses a "+" to indicate a perfect match of the child's needs and placement situation, a "✓" to indicate a possible match with adaptations, and a "-" to indicate major changes would be needed to use this option.

Show the checklist to regular education teachers first to see if they can make modifications in their classroom, and then they could bring that information to the Child Study Committee meeting.

Prioritize needs to determine how much weight to put on each factor.

List strengths and weaknesses of each placement option.

Make up additional option(s) if none of the "pat" options suit.

Due Process:

Make available, as an alternative instruction vehicle, the CEC multimedia presentation on Due Process, or the Learning Concepts package which also utilizes cartoons.

Make transparencies from the Learning Concepts film.

Modify the story in this module in your district to reflect the local demographic situation.

Tape the story in another voice to give the audience and presenter a break from the same voice...

or...use a story related by a participant and pick out the major points from the real situation. This method could also be effective for presenting the module on confidentiality.

Develop a written exercise to teach these points at the end of the lesson. Have participants read a short paragraph and pick out the violations.

Prepare a role play script. Participants could be holding appropriate signs.

Hand out take-home assignments which relate to the participants' own districts and direct participants to mail in the assignments.

Use flip charts with a narrative instead of the Due Process violation cartoons.

30

# Screening

**Behavior Indicators of Potential Problems:**

Compile some hard, fast rules to measure the amount of deviance that warrants referral.

Suggest that teachers work on a problem for two to four weeks. If the problem continues to interfere with learning, it is time to refer.

Suggest that if more than one person perceives the same problem, this could be an indicator for referral.

Make sure that teachers understand that indicators do not constitute a diagnosis.

Show a filmstrip to portray these concepts. The film, Approaches to Mainstreaming addresses this topic.

Devise problem situations and follow up with a test and questions for discussion.

Elicit responses from teachers during training as to real situations they encounter in their classrooms and what they indicate.

Suggest to participants that they have another teacher verify their original concern.

Identify with participants the average expectations of behavior and then contrast possible problem situations. Real situations with children can be used in a similar way - i.e., contrast a problem child with two average children. This would also be a useful approach for parent training.

Use role playing to demonstrate how a teacher could cause misbehaviors and/or react to them inappropriately.

**Referral Process:**

Prolong the activity which involves closing eyes and focusing on one child.

Use a current, local referral form in the training along with the one in the package.

Stress the relationship of assessment to referral when training regular educators.

Follow one child through the whole process, if the same participants can be kept together long enough. It may be best to create a fictional composite child to avoid confidentiality conflicts.

31

# Multidisciplinary Assessment

Sources of Bias in Evaluation:

Modify the administration of the sample achievement tests in this module in one or more of the following ways:

Take away the papers of any participant who exhibits inappropriate behaviors during the testing situation.

Administer the Dove and Bitch tests.

Stress the need for having a background in the culture of the child being tested, particularly concerning value-oriented aspects of the culture and test.

Stress the difficulty of interpreting test results in light of cultural and language differences.

Stress that assessment should not be limited to test results, but should involve other collected data.

Alter the type of test question/situation used in one or more of the following ways:

- Reverse or drop letters; change word order.

- Break lead in pencils, then ask participants to write the answers.

- Instruct participants to take off their glasses, and/or write with their left hand.

- Make participants sit in uncomfortable seats or on the floor.

- Entertain no questions from participants.

- Allow no out-of-seat behavior.

- Score tests, then state your credentials.

Bring test manuals to the training session for use with the test checklists.

Assessment Strategies:

Bring some tests and test manuals to the training, and run through one or more of the tests.

Invite Mental Health personnel to the inservice for this module.

Present this material at a basic/awareness level (i.e., what has been done out of necessity does not necessarily constitute a recommended best practice).

Writing a Comprehensive Report:

Suggest that a recorder be present, when the assessment team meets to share their findings, to write down a summary of each presentation. The compiled summary could be attached to the individual reports from each team member to be given to the Child Study Committee for determination of eligibility.

## Determining Eligibility

Informing Parents of Assessment Results:

○ Modify the CSC meeting tape to allow for trainers' individual styles. Some suggested modifications include:

Tape parts of the tape - use the pause button to have participants fill in with a more correct response; or...

Stop tape intermittently for discussion or alternative responses;

Role play the meeting instead of playing the tape. Provide two script outlines, one demonstrating inappropriate behaviors; and one demonstrating appropriate behaviors.

Rewrite the script so that it is more appropriate to the local district situation.

Write or tape an appropriate meeting script.

Guidelines for Child Study Committees:

Modify the last paragraph of the report (Handout 10 - Guidelines for CSC Members), which relates the decision concerning the handicapping condition, to include a definite statement as to the committee's findings about the condition, rather than a recommendation of what the handicapping condition is.

34

There is a wealth of material, both commercial and non-commercial, relating to P.L. 94-142 and its implementation.  The listing of materials in this section offers just a sample of available resources.

This section contains information as to books, articles and audio-visual materials which can assist trainers to more effectively deliver the content of the training.  The resources are listed alphabetically by title according to the major components of the training package.

## Preliminary Steps

Overview:

Child Study Team Training Program, Rucker, Chauncy N. & Vautour, J. A.
 Camille.
This kit contains a facilitator manual, participant manual, a book
of readings, six filmstrips, eight cassettes and twenty overhead
transparencies. This 50-hour modular multimedia program for admin-
istrators, teachers and support personnel, K-12, focuses on the
development of skills, concepts, attitudes and group strategies for
planning, implementing and monitoring IEPs for handicapped children.
It is available from:

> Special Education Associates
> P.O. Box 9497
> Austin, Texas  78766
> (512) 345-8028
> Cost:  $300

Developing and Implementing Individualized Education Programs, Turnbull,
 A., Strickland, B., Brantley, J.  Columbus:  C. E. Merrill, 1978.
 See specifically:  Chapter 1, P.L. 94-142, The Education for All
  Handicapped Children Act.
  Chapter 2, Translation of Legislative Requirements
  into Educational Practice.
  Chapter 3, The Special Services Committee.
  Chapter 4, Referral.
  Chapter 5, Providing Notice to Parents and
  Obtaining Consent.
 Cost:  $9.95

Education of the Handicapped Brought Under P.L. 94-142 and Section 504.
 Compiled by The Education of the Handicapped Policy Project, George
 Washington University, Washington, D.C.  20036, November, 1978.

This document gives a comprehensive summary of court case litigation
stemming from and/or related to the legislative criteria of P.L. 94-142
and Section 504.  It offers case court references throughout the U.S.
and its territories in nine specific categories:  1) free appropriate
public education, 2) placement in the least restrictive environment,
3) placement at no cost to the parent, 4) due process procedures,
5) discipline/expulsion, 6) exhaustion of administrative remedies,
7) miscellaneous cases decided under P.L. 94-142 and Section 504,
8) cases that pose future P.L. 94-142 and Section 504 issues, and
9) cases to note.  To obtain current price and document availability,
write or phone:

> National Association of State Directors of
>   Special Education, Inc.
> 1201 16th Street, N.W., Suite 610E
> Washington, D.C.  20036
> (202) 833-4193 or (202) 833-4218

or also write:

> Education of Handicapped Policy Project (EHPP)
> 1001 Connecticut Avenue, N.W., Suite 310
> Washington, D.C. 20036

36

Exploring Issues in the Implementation of P.L. 94-142:  IEP/LRE/PEP/DUE.
Research for Better Schools, 444 N. 3rd Street, Philadelphia, Pa.  19123

This packet is a series of four books prepared by the Bureau of
Education for the Handicapped (BEH) to present issues and concerns
related to provisions of P.L. 94-142.  The volumes are:
(1)  Developing Criteria for the Evaluation of Individualized
     Education Program Provisions
(2)  Developing Criteria for the Evaluation of the Least Restrictive
     Environment Provision
(3)  Developing Criteria for the Evaluation of Protection in Evaluation
     Procedures Provisions
(4)  Developing Criteria for the Evaluation of Due Process Procedural
     Safeguard Provisions

Cost:  $15.00

Functions of the Placement Committee in Special Education:  A Resource
Manual.  NASDSE staff.
This 105-page manual is a guide for inservice trainers and local
school district placement committees explaining their responsibilities
in the development of IEPs for handicapped children, in compliance
with federal and state requirements under P.L. 94-142.

Available from:      National Association of State Directors of
                        Special Education
                     1201 Sixteenth Street, NW
                     Washington, D.C.  20036
                     (202) 833-4193

                     $3.50 per copy
                     $3.00 each in quantities of 10 or more

Individualized Education Programs for Handicapped Children. Foundation
   for Exceptional Children, 1920 Association Drive, Reston, Va.
   1978.  Cost:  $65.00

   Three color filmstrips, three tape cassettes, 13 minutes each,
   includes Primer on Individualized Education Programs for Handicapped
   Children, edited by Scottie Torres Higgins.

   The sound/filmstrip package provides assistance in understanding and
   developing individualized education programs (IEPs) for handicapped
   children.  Filmstrips focus on the components of P.L. 94-142 (the
   Education for All Handicapped Children Act), the assessment process,
   and issues related to the IEP, such as monitoring pupil progress.
   A how to manual reviews policies and includes a sample IEP form.

The Law and Handicapped Children in School: Overview.

This is a review of the provisions and background of P.L. 94-142 and P.L. 93-172, section 504, by Howard H. Spicker, Ph.D., Professor of Special Education, Indiana University, and Congressman John Brademas, a major sponsor and key legislator responsible for passage of P.L. 94-142. Explanation of the two law centers on the rights of all handicapped individuals to receive an appropriate education the same as non-handicapped individuals in all programs and activities receiving federal financial assistance. The "Overview" summarizes the succeeding programs in the series and how they bear upon procedures for implementing various portions of the law. This is a videocassette, in color, 30 minutes.

Available from:    Audio-Visual Center
                   Indiana University
                   Bloomington, Indiana  47405

                   Order # EVU 1700
                   Purchase price:  $160
                   Rental Price:  $15.75

Child Find:

Child Find:  A Handbook for Implementation.  Colorado Department of
   Education, Special Education Services, 410 State Office Building,
   Denver, Colorado
   Phone:  (303) 839-2727
   Cost:  $16.00

Child Identification:  A Handbook for Implementation.  Mid-East Regional
   Resource Center, George Washington University, 1901 Pennsylvania Ave, NW,
   Suite 505, Washington, D.C.  20006, and National Association of State
   Directors of Special Education (NASDSE), Washington, D.C.  1976.

Referral:

The Referral Process.  Monograph #4.
   Available from:    Educational Service Unit #9
                      Child Service Demonstration Center
                      Title VI-G
                      Hastings, Nebraska

Placement:

Children Learn Together:  The Integration of Handicapped Children Into
   Schools.  Syracuse, New York:  Human Policy Press (a slide show).

A powerful statement on mainstreaming including a discussion of the
history of exclusion and segregation of disabled children and the
recent forces -- court decisions, parent power, changing attitudes--
that are encouraging mainstreaming.  It presents arguments for inte-
gration and responds to the concerns typically raised by teachers
and parents.  The slides demonstrate what is necessary for integration

including preparation, individualization, and range of specific
supports and services to teachers. The slide show consists of 132
slides.

Configurations of Change: The Integration of Mildly Handicapped
Children Into the Regular Classroom. Kreinberg, N., Chow, S.H.L. (Eds.)

This book focuses on the problems of change within the whole main-
streaming movement. The issues examined fall into four broad areas:
legal constraints, teacher preparation, instructional arrangements,
accountability procedures.

Available from:    Adapt Press
                   Sioux Falls, South Dakota
                   Cost:  $11.95

Designing Schools and Schooling for the Handicapped. Birch, J. W., Ph.D.,
& Johnstone, K., F.A.I.A., 1975

This document discusses mainstreaming, the relationship of special
education to education as a whole, the influence of space on learning,
considerations in facility design, and the architectural response to
building function.

Available from:    Charles C. Thomas, Publisher
                   Bannerstone House
                   301-307 E. Lawrence Avenue
                   Springfield, Illinois
                   Cost:  $14.50

Instructional Alternatives for Exceptional Children. Deno, E. N., (Ed.), 1972.

This monograph focuses on how the interface between regular and
special education can be improved. The book is divided into four
sections:  1) Programs to Train New Kinds of Instructional Manage-
ment Mediators, II) Resource Teacher Programs, III) Training Programs
Accompanying Structural Change Efforts, and IV) Commentators. The
papers in this collection were prepared by persons who have pioneered
the development of successful training models for mainstreaming.
These models include:  the "statistician;" "diagnostic-prescriptive
teacher;" "learning problems approach;" the Houston Plan and Madison
School Plan. This book is a valuable resource to those administrators
and trainers who are involved in the design of new educational delivery
strategies and support services.

Available from:    The Council for Exceptional Children
                   1920 Association Drive
                   Reston, Virginia  22091
                   Cost:  $3.85

39

Mainstreaming, A Practical Guide. Paul, J. L., Turnbull, A. P., & Cruickshank, W. M. Syracuse University Press, 1977.

Individualized instruction; planning for mainstreaming; preservice, inservice, and continuing education; implementation; 100-question inventory of the level of teacher knowledge and skills for teaching exceptional children.

Available from: Syracuse University Press
Syracuse, New York 13210
Cost: $9.95

Mainstreaming Training Series.

This is a multimedia training series offering workshop programs on the successful implementation of the requirements of P.L. 94-142. Techniques useful for mainstreaming exceptional children are pre- sented through experiential learning activities, filmstrips and audio-cassette tapes. Each kit in the series contains complete instructions for implementing one-hour workshops including activities, group discussion subjects and use of the filmstrip/cassettes. Titles in the workshop series are: (1) Keeping in Touch with Parents, (2) The Public Law Supporting Mainstreaming, and (3) Individualized Educational Programming.

Available from: Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116
Cost: $49.95 workshop kit, $5.95 paperback titles

Placing Handicapped Students in the Least Restrictive Environment: A Model for Decision-Makers. Pennsylvania Department of Education, Bureau of Special Education, and the National Learning Resource Center of Pennsylvania, King of Prussia, Pennsylvania, 1979.

Principals Training Program. Region III Education Service Center. Austin, Texas: Author (6504 Tracor Lane, Austin, Tx. 78721).

An extensive training package which develops the "rationale for returning the handicapped child to the regular classroom, alternate administrative and instructional arrangements for programming for handicapped students in the regular classroom" (including filmstrip presentations of the different models of the Resource Specialist concept) and "how to administer a building special education program" which discusses the team assessment procedure, instructional planning and organization for delivery of services. Contents: This is a multi- media package. It contains two 16 mm films, eight filmstrips with cassettes, seven transparencies, a Book of Readings, a Leaders Manual, and Participant Manuals. Strengths: Well organized. Task sheets are practical and oriented to the role of the principal in mainstreaming. Good introduction to mainstreaming and ways to deal with problems of implementation. Fosters understanding of the roles of all those involved in the mainstreaming process. The program is flexible and can be adapted to local needs.

Resource Teaching:   A Mainstreaming Simulation.

Four sound filmstrips in color, 40 minutes.  Here workshop partici-
pants have the opportunity through simulation to assume the role of
newly appointed resource teachers.  The program emphasizes development
of communication and other interpersonal skills needed to deal with
the principal, parents, other teachers and students.  Scheduling,
evaluation, record keeping, structural components are considered
along with teaching strategies for specific learning problems.  An
activity packet is included.

Available from:   Charles E. Merrill Publishing Company
                  1300 Alum Creek Drive
                  Columbus, Ohio  43216
                  Cost:  $125.00

Teacher Training Program:  Mainstreaming Mildly Handicapped Students
   in the Regular Classroom.  Austin, Texas:  Author, 1976.

A multi-media training package which focuses on skills, concepts, and
attitudes necessary to successfully mainstream including:  areas of
individualizing instruction, utilizing alternate behavior management
strategies, interfacing the regular and special education.  Program
contains Facilitator Manual, Participants Manual, 7 filmstrips and
tapes, games and puzzles, six audiotape cassettes, 41 transparencies,
and two 16 mm films.  The program phases (Mainstreaming Group Activi-
ties, Skill Building, Individualized Activities, and Implementation
Take Home Reinforcement) comprise 45 to 50 hours of instruction.


Due Process:

A Primer on Due Process:  Educational Decisions for Handicapped Children.
   Abeson, A., Bolick, N., & Hass, J.  The Council for Exceptional
   Children, Reston, Virginia:  1975.

Details the rights of children and parents in the educational decision-
making process (book)\

Due Process.  Ikon and Hubbard, Northbrook, Ill., 1979.

Slide/tape of a simulated due process hearing designed especially for
special education teachers and administrators.  This mediated training
program explains the why, the what and the how of Due Process under
the law.

Available from:   Ikon and Hubbard
                  P.O. Box 104
                  Northbrook, Illinois  60062
                  Price:  $90.00

The Right to Education.  Gilhool, T. K.  Council for Exceptional Children,
   Reston, Virginia:  1973.

A tape cassette of a speech providing an overview of litigation relevant
to the education and rights of exceptional children.

## Screening

Issues in Screening:

Computer Assisted Remedial Education: Early Identification of
Handicapped Children. Cartwright, G. P., & Cartwright, C. A.
Computer Assisted Instruction Laboratory, College of Education,
Pennsylvania State University, University Park, Pa. 1972 (b)

Mainstreaming Preschoolers: Children with Learning Disabilities.
Hayden, A., Von Hipple, S. C., & Baer, S. DHEW Publication
No. (GHDS) 78-3117.

Available from: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The Screening, Assessment & Educational Programming of Pre-School
Handicapped Children: A Primer. Sommer, S., & Churton, M.
Ironton-Lawrence Co. - Head Start
P.O. Box 517
Ironton, Ohio 45638

Behavioral Indicators:

Exceptional Children in Focus, 2nd Edition. Payne et al.

This readable, compact, stimulating text provides a light, often
humorous look at the problems teachers experience, as well as a
straightforward presentation of the basic facts about exceptional-
ities. Personal anecdotes of the feelings and ideas of exceptional
children and those who work with them are followed by basic infor-
mation on definition, prevalence, and etiology, along with discus-
sions of fundamental concepts, current issues and trends.

Available from: Charles E. Merrill Publishing Company
a Bell & Howell Company
1300 Alum Creek Drive
Columbus, Ohio 43216

Survey of Published Instruments:

The BCP - Behavioral Characteristics Progression.

Available from: VORT Corporation
P.O. Box 11552
Palo Alto, California 94306

Cost: BCP Charts (set of 3) - $4.35
BCP Observation Booklet - $9.85
BCP Binder - English Version - $10.95
BCP Binder - Spanish Version - $6.49

The BCP, a widely used criterion-referenced tool, offers a single comprehensive approach for assessing needs, setting objectives and implementing instruction. Its efficient design helps in pupil recordkeeping and communication between staff and parents. Each Goal Area begins with primary behaviors and is sequenced to "socially acceptable" behaviors. Applicable to a wide range of individuals. Helps you maintain an accurate record of each individual's unique needs and educational performance. Available in three formats, each with identical content, Goal Areas contain up to 50 behaviors. Identifying Behaviors permit quick screening of each Goal Area.

Early School Inventory.

This is an observational screening instrument in the form of a checklist. It provides systematic recording of observed physical, language, social-emotional, and cognitive development of each child. Both the MRT and the Inventory may be teacher administered. The MRT is hand or machine scorable; the Inventory has no formal scoring system.

Available from:   The Psychological Corporation
                  A Subsidiary of Harcourt Brace Jovanovich, Inc.
                  757 Third Avenue
                  New York, N.Y.  10017

McCarthy Screening Test (MST).

This is a new, individual screening instrument for children 4 to 6½ years old. It is adapted from the more comprehensive McCarthy Scales of Children's Abilities. The McCarthy Screening Test can be administered by a classroom teacher or a trained para-professional in about 20 minutes. The McCarthy Screening Test includes six tests that measure cognitive and sensorimotor functions that indicate a child's ability to cope with school work in the early grades. The six measures include verbal memory, right-left orientation, leg coordination, draw-a-design, numerical grouping, and conceptual grouping. The screener will help to identify learning disabled children, as well as those with other kinds of handicaps. The MST quickly identifies those children who are "At Risk." Hand scorable only.

Available from:   The Psychological Corporation
                  A Subsidiary of Harcourt Brace Jovanovich, Inc.
                  757 Third Avenue
                  New York, N.Y.  10017

Teachers Handbook of Diagnostic Inventories: Spelling, Reading, Handwriting, Arithmetic, A Handbook with Duplicator Masters. Mann, P. H. and Suiter, P. Boston: Allyn and Bacon, Inc., 1974.

Teacher's Handbook of Diagnostic Screening: Auditory, Motor, Visual, Language, A Handbook with Duplicator Masters. Mann, P. H., & Suiter, P. Boston: Allyn and Bacon, Inc., 1974.

<u>Walker Problem Behavior Checklist</u> (Revised 1976).   Walker, H. M.

   Available from:   Western Psychological Services
                           Publishers & Distributors
                           A Division of Manson Western Corporation
                           12031 Wilshire Boulevard
                           Los Angeles, California
     Cost:   $10.50 includes manual and 100 copies of the checklist

44

# Multidisciplinary Assessment

Sources of Bias in Evaluation:

## Assessment.

Howard H. Spicker, Ph.D., interviews Harold E. Dent, Ph.D.
(Director, Consultation and Education Services/Westside Community
Health Center, San Francisco, California) concerning his pro-
longed effort to expose the weaknesses of culturally biased I.Q.
tests in assessing the educational abilities of minority groups.
Dent was one of the three key consultants in the Larry P. vs. Riles
class action suit filed by black parents - a landmark case in the
struggle to eliminate the use of standardized I.Q. tests with
minority groups. In this interview Dent provides examples of
discriminatory test items which can lead erroneously to classify-
ing minority students as slow learners.

Videocassette, 30 minutes, in color.

Available from:  Indiana University
                 Audio Visual Center
                 Bloomington, Indiana . 47401

                 Order # EVU 1702

Cost:  Purchase $160, Rental $15.75

"Concepts of Bias in Assessment and WISC-R Research with Minorities."
  Reischey, D.  In Vance, H. & Wallbrown, F., WISC-R:  Research and
  Interpretation.  Washington, D.C.:  National Association of
  School Psychologists, in press.

## Creating Awareness of Test Bias:  A Training Package. NLRCP, 1978.

The purpose of this training program is to alert educators to the
.potential biases inherent in the assessment of exceptional children.
Through the use of eight simulated activities, educators are intro-
duced to the various problems encountered by a child in a testing
situation.

Available from:  National Learning Resource Center of Pennsylvania
                 and the Pennsylvania Department of Education
                 500 Valley Forge Plaza
                 1150 First Avenue
                 King of Prussia, Pennsylvania  19406
Cost:  $2.00 per booklet

## How Can Tests Be Unfair?  A Workshop on Nondiscriminatory Testing.
  Nazzaro, J., 1975.

Developed to demonstrate.problems in current assessment practices.
Six simulation activities allow participants to experience test
biases encountered by children with different language or cultural
backgrounds, perceptual or motor problems.  Contents:  Overview;
Directions to workshop leader; 20 booklets for participants; masters
for 6 simulated test activities; directions for summary presentations;

evaluation forms; summary evaluation sheets.

Available from:    The Council for Exceptional Children
                   1920 Association Drive
                   Reston, Virginia

Cost:   $35.00

Larry P. vs. Wilson Riles, Superintendent of Public Instruction for
the State of California, et. al. in the United States District
Court for the Northern District of California. October, 1979.
No. C-71-2270 RFP, Opinion.

This document is a complete copy of the most recent landmark court
decision related to multidisciplinary assessment. For those
interested in availing themselves of the "hot off the press" most
current trends in legislated mandate for multidisciplinary assess-
ment, this transcript is the most direct source for:

- Right to assessment conducted by professionals trained in nonbiased,
  culturally fair assessment techniques;

- Intellectual assessments using nonbiased, culturally fair
  techniques/instruments;

- Use of a team approach in assessment and other multidisciplinary
  assessment related concerns.

Available from:    Institute of Pluralistic Assessment
                   Research and Training (IPART)
                   2914 Rubidoux Boulevard
                   Riverside, California  92509

Cost:   $7.00

Protection in Evaluation:  A Resource Manual. NYRRC, 1977.

This resource manual examines the testing practices of minorities in
the following areas:  a) Historical and Theoretical Implications,
b) Social and Political History of I.Q. Tests, c) Standardization
Criteria Used to Classify Children for Placement, and d) Litigation
Challenging Testing Practices and the Overrepresentation of
Minorities in Special Education.

Available from:    New York Regional Resource Center
                   Center for Advanced Study in Education
                   The Graduate School and University Center
                     of the City University of New York
                   33 West 42nd Street
                   New York, New York  10036

Cost:   $2.26

"Psychological Assessment and the Rights of Children." Mercer, J.
In N. Hobbs (Ed.), Issues in the Classification of Children (Vol. 1).
San Francisco:  Jossey-Bass, 1975.

46

<u>System of Multicultural Pluralistic Assessment</u> (SOMPA).

This is a new, integrated system for individual assessment of the
cognitive abilities, sensorimotor abilities, and adaptive behavior
of culturally different children 5 to 11 years old. SOMPA also
provides a unique estimate of learning potential that may be
masked by sociocultural or health factors. SOMPA gathers infor-
mation about the child through a three-part Parent Interview and
a six-part direct examination of the student. The Parent Inter-
view includes the Adaptive Behavior Inventory for Children,
Sociocultural Scales, which measure the family's social, cultural,
and economic characteristics, and Health History Inventories,
which survey past and present health conditions. The Student
Assessment includes administration of the <u>Wechsler Intelligence
Scale for Children-Revised</u> (WISC-R) and the <u>Bender Visual Motor Gestalt
Test</u>, and tests of physical dexterity, visual acuity, auditory acuity,
and weight by height. SOMPA provides a unified approach to the
assessment of highly diverse aspects of functioning. It gives
schools the different kinds of information necessary to provide
for each child's individual educational needs. The Parent Inter-
view can be conducted by a paraprofessional thoroughly familiar
with SOMPA. Special training is required to administer the
WISC-R and Bender tests. The other student health measures may
be administered by a nurse. Within the framework of the compre-
hensive evaluation required by P.L. 94-142, overall interpretation
of SOMPA should be made by a psychologist or team of qualified
professionals.

Available from: The Psychological Corporation
757 Third Avenue
New York, N.Y. 10017

Using tests in nondiscriminatory assessment. Oakland, T. usek, P.
In T. Oakland (Ed.), <u>Psychological and Educational Assessment of
Minority Children</u>. N.Y.: Brunner/Mazel, 1977.

Assessment Strategies:

<u>Adaptive Behavior: Concepts and Measurements</u>. Coulter, W. & Morrow, H.
(Eds.) New York: Grune & Stratton, 1978.

<u>A Guide to 65 Tests for Special Education</u>. Compton, C. 1980.

Available from: Fearon Education, a division of Pitman, Inc.
6 Davis Drive
Belmont, California
(415) 592-7810

Cost: $12.95

This book reviews 65 tests which are frequently used in special
education. Following an overview of assessment processes in the
Introduction the test reviews are organized into three parts.
Part I contains the skill area tests, specifically tests dealing

with academic achievement and ability, perception and memory, speech and language, and gross motor skills. Part II discusses preschool and kindergarten tests, focusing on assessment tools for the child from birth to 6 years old.

In Part III, general intelligence tests and developmental scales are reviewed. The ordering of tests within each chapter is explained in the opening pages for that chapter. The book is intended for educators working with students in the primary and intermediate grades although many of the tests that are reviewed can be used with junior high school students.

## An Annotated Bibliography on Adaptive Behavior and Developmental Assessment Instruments. Midwest Regional Resource Center.

The purpose of the bibliography is to provide an annotated listing of 30 adaptive behavior instruments which are used in screening and formulating diagnoses for severely and profoundly handicapped children.

Available from: Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

## Assessment-Diagnosis-Remediation. Color, 28:30 minutes, Video.

Viewers learn how to use developmental scales and information provided by ancillary professionals to determine a child's educational requirements, as well as what precautions to take.

Available from: Charles E. Merrill Publishing Company
A Bell & Howell Company
1300 Alum Creek Drive
Columbus, Ohio 43216
Cost: $195.00

## Assessment in Special and Remedial Education. Salvia, J. and Ysseldyke, J. E. Boston: Houghton Mifflin Co., 1978.

An introduction to psychoeducational assessment in special and remedial education, this text is intended for those whose careers require understanding and informed use of assessment data, but who have no prior knowledge of measurement and statistical concepts. Part II, consisting of five chapters, is of particular value to those who need basic technical information to understand and interpret tests adequately. Topics include descriptive statistics, quantification of test performance, reliability, validity, and norms.

The Assessment Tool that Meets your Needs: The One You Construct. McCormack, J. E. Teaching Exceptional Children, 1976, 8(3), 106-109.

Steps leading to construction of an informal assessment tool to provide the teacher with information on individual student's level

of functioning in various skill areas are described. These include determining objectives, analyzing tasks, constructing classroom objectives matrix, developing items, listing assessment procedures; designing data sheet.

## Conducting Assessments in Special Education. NASDSE.

A slide/tape presentation designed for inservice training with parents, educators, administrators and assessment personnel. This media presentation covers the federal requirements for conducting assessments in special education. Cost: $40.00

## Domain Referenced Testing in Special Education. Hively, W. and Reynolds, M., 1975.

Implications of domain referenced testing (also known as criterion referenced and objective referenced testing) for special education. Helpful for teachers, administrators, curriculum supervisors in making assessment part of their program.

Available from:  The Council for Exceptional Children
                 1920 Association Drive
                 Reston, Virginia  22091

Cost:  $4.00

## Ecological Assessment. Wallace, G. & Larsen, S. In Educational Assessment of Learning Problems: Testing for Teaching. Boston: Allyn & Bacon, Inc., 1978, 99-146.

## Educational Assessment of Learning Problems: Testing for Teaching. Wallace, G. and Larsen, S. Boston: Allyn & Bacon, Inc., 1978.

Detailing the basic theoretical, philosophical, and political issues affecting assessment, this comprehensive and readable reference analyzes hundreds of standardized tests and provides directions for designing and administering a variety of informal, teacher-made tests. Individual chapters focus on assessment tests and techniques for reading, written and spoken language, spelling, arithmetic, career education, and ecological and early childhood development. Sample case histories are included.

## Identifying Handicapped Children: A Guide to Casefinding, Screening, Diagnosis, Assessment and Evaluation. Cross, L. & Gaink (Eds.)., 1978.

Examines the scope of an identification program within the context of casefinding, screening, diagnosis, assessment, and evaluation. Also includes an annotated bibliography of screening, diagnosis and assessment devices.

Available from:  Walker & Company
                 720 Fifth Avenue
                 New York, New York  10010

Cost:  $6.95

<u>Measurement and Evaluation in Teaching</u> (3rd Ed.). Gronlund, N.E.
New York: Macmillan Publishing Company. 1976.

Two chapters in this book are of particular interest to those
educational practitioners who must administer, score, and interp-
pret tests. Chapter 11 deals with assembling, administering, and
appraising classroom tests, and Chapter 15 addresses the interpre-
tation of test scores and norms. In addition, all of Part V
concerns the use of evaluation results in teaching, and an appendix
on elementary statistics defines terms and formulas needed in
educational measurement.

<u>Psychological Testing and Assessment</u>. Aiken, L. R. Boston: Allyn
& Bacon, Inc., 1976.

Designed as a college text, this book is also a comprehensive
sourcebook of information and procedures for professionals con-
cerned with testing. It includes sections on the methodology of
psychological testing, affective and cognitive assessment, various
classes of tests, and specific tests within those classes. Contem-
porary developments in testing, legal and ethical issues, and
future prospects are enumerated. A glossary of psychological
terms, a list of major United States publishers of tests, and an
extensive bibliography comprise the final section.

<u>Tests Used with Exceptional Children</u>. Miller, S. and the Midwest
Regional Resource Center, July, 1975.

The purpose of the bibliography is to provide an annotated listing
of over 75 assessment instruments which are used in screening and
formulating diagnoses.

ED 132 773, EC 092 204
MF $.83, HC $4.67 plus postage, 98 pages

Writing a Comprehensive Report:

<u>Mental Health and the IEP</u>. NASDSE, 1979.

A humorous slide/tape presentation developed for educators and
assessment personnel. This presentation is especially designed
for use in inservice workshops. This material presents infor-
mation which relates the function of assessment in special educa-
tion to IEP development. The presentation also provides a
rationale for the writing of synthesized, comprehensive assessment
reports.

Available from:    National Association of State Directors of
                        Special Education
                        1201 16th Street
                        Washington, D.C.  20036
Cost:  $40.00 ( 8 minutes)

Writing Individualized Assessment Reports in Special Education:  A
    Resource Manual.  National Association of State Directors of
    Special Education.  Washington, D.C.:  December, 1978.

    This manual offers a unique and invaluable set of guidelines for
    writing assessment reports.  The manual provides a step-by-step
    procedure for synthesizing individual assessment reports into a
    single comprehensive report.  It contrasts poorly written
    assessment statements with well written ones and it also provides
    some practice activities for writing useful assessment statements.

    The document concludes with a summary of P.L. 94-142 regulations
    which are applicable to the assessment process.  The appendices
    offer a "state of the art" article on assessment and an annotated
    bibliography of other assessment resources.

    Available from:  NASDSE
                     1201 Sixteenth Street, NW
                     Washington, D.C.
                     (202) 833-4193

Determining Eligibility

Effect on parents. Gorham, K. A. et al. In N. Hobbs (Ed.). Issues in the classification of children (Vol. II). San Francisco: Jossey-Bass, 1976.

Parental involvement in the special education pupil planning process: The school's perspectives. Yoshida, R. K., Fenton, K. S., Maxwell, J. P., & Kaufman, M. J. In Child Study Team Training Package. Austin, Texas: Educational Research Associates, 1977.

Preparing for the IEP Meeting: A Workshop for Parents. Nazzaro, J. CEC, 1979.

A two hour training package developed to help parents become productive participants at the IEP meeting. It provides opportunities for parents, teachers, and administrators to actively participate in problem solving situations related to a student's educational program. Directions and reproducible materials for participants are contained in a 64 page guide. A sample invitation to families, suggestions for fact sheets and resource lists, and evaluation forms are provided. The package also includes a filmstrip introducing basic information about IEPs. The workshop is designed for use by school systems, parent groups, advocacy agencies, and for teacher training.

Available from: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Cost: $35.00

A Resource Guide for the Determination of Learning Disabilities. Texas Education Agency, 1980. Austin, Texas.

Cost: $2.00

Child Study Committee:

**Individualized Educational Programming (IEP): A Child Study Team Process.** Schrag, J. A., 1977.

The second in a series of six books designed to acquaint regular class teachers with the concept of mainstreaming exceptional children focuses on developing individualized education programs (IEPs). A cartoon format is used to review the need for IEPs, the definition of an IEP, the role and functions of a Child Study Team (including staff members' training, and organization), the components of an IEP, and the process of a Child Study Team may follow to plan and implement IEPs.

**Guide for Trainers: A Resource for Workshops in Developing Individual Education Programs.** Norman, M., (Ed.)., 1977.

Intended for local education agency personnel, the trainer's manual provides information on a tested, workable training process and materials to be used in the training of placement committees for decision-making in the development of individualized education programs (IEPs) under P.L. 94-142. Covered in the first section are instructions for planning, conducting, and evaluating the workshop. The bulk of the document consists of appended materials which include the following: a list of materials and media available from the National Association of State Directors of Special Education, instructions for decision-making exercises, large type copies of IEP provisions in P.L. 94-142 to be used for transparency displays, and suggested simulation in the writing of long-term goals and short-term objectives, IEP simulation activities, and sample evaluation forms.

Available from: National Association of State Directors of
Special Education
1201 16th Street, NW
Washington, D.C. 20036

Cost: $3.50
EDRS Price MF-$.83 HC-$10.03 plus postage.
ED 146767

**The IEP: Team Planning.**

Focusing on an individual case, this film stresses the critical role parents play in their child's educational program, and looks at the process of assessment and team planning that must go into the design of the IEP. Viewers sit in on the team's meeting with the child's mother to report the results of their assessments and to set goals. Later the team meets to define more precisely the objectives established for the child.

Available in 16 mm film from Merrill Publishing.
Cost: $100.00

Special Education Administration Task Simulation Game (S.E.A.T.S.)
Instructor's Manual/Student Booklet. Sage, D.D., Syracuse:
Syracuse University, 1977.

These booklets provide a number of simulations that would be useful
in training groups to work as teams in developing an IEP. The
simulations include detailed descriptions of various roles the
participants can take as members of the team making educational
decisions in regard to a handicapped student.

Available from:   Division of Special Education
                  Syracuse University
                  Box 8, University Station
                  Syracuse, New York  13210

Total Service Plan:

Developing and Implementing Individualized Education Programs.
    Turnbull, Strickland, and Brantley.  Columbus:  Charles E.
    Merrill.

This complete practical how-to guide details both the procedural
steps and the mechanics of writing IEPs.  From the point of
referral to the special services committee, this handbook takes
you step-by-step through the process to the actual IEP writing
by the specially constituted IEP committee.  It supplies numerous
anecdotes, examples, curriculum checklists, and sample forms that
demonstrate how to make IEPs happen.

Available from:   Charles E. Merrill Publishing Co.
                  1300 Alum Creek Drive
                  Columbus, Ohio  43216

Getting It Together with P.L. 94-142:  A Practical Guide to IEP
    Development and Implementation.  Hedbring, C., 1977.

The manual discusses step by step development of IEPs for handi-
capped children, as mandated in P.L. 94-142.  The first section
reviews the background and scope of P.L. 94-142, while the
second focuses on 10 steps in the development of IEPs, including
selecting an assessment guide, listing instructional objectives,
developing logical task analyses, graphing, and promoting generali-
zation.  The next section considers steps in building a curriculum
file (such as selecting and listing instructional objectives,
determining prerequisites, and developing logical task analyses
for each of the objectives and prerequisites).  Five steps in build-
ing a student file are explained to include separating behavioral
objectives into short term objectives and annual goals and graphing
student performance.  A final section contains an IEP program
analysis checklist covering aspects of preparation, instruction,
and consequences.  Throughout the manual, sample forms are included,
as is a list of IEP information resources.

Available from:   Hedbring Associates
                  Program Steppe

How to Write an IEP. Arena, J. San Rafael, Ca: Academic Therapy, 1978.

Individualized Educational Programming Emphasizing IEPs for Very Young and for Severely Handicapped Learners (An IEP on IEP!) Pasanella, A. L., Volkmor, C. B., Male, M., Stem, M.

A programmed manual is designed to instruct special educators in the development of IEPs. Sections include: IEP overview, present levels of performance, long-range goals, annual objectives, placement alternatives, special education services, evaluation and annual review, short-term objectives and learning steps, instructional strategies and techniques, materials and resources, progress checks, and appendices.

Available from: California Regional Resource Center
600 S. Commonwealth Avenue, Suite 1304
University of Southern California
Los Angeles, California 90005
(213) 381-5231

The Individualized Educational Program (IEP) Manual. Lynn, J. J., Woltz, D., & Brush, W. Holister, CAL Argonaut Publications, 1977.

Includes information on: Education for all Handicapped Children Act and the IEP; Student Study Teams and the IEP; Components of an IEP; Assessment of the Student's Needs; and Development, Implementation and Evaluation of IEPs.

Available from: Argonaut Publications
P.O. Box 147
Holister, California 95023

Writing Long-Term and Short-Term Objectives, A Painless Approach. Thompson, D. Champaign, IL: Research Press Company, 1977.

Annual Review:

Annual Review.

A realistic simulation shows the typical participants and procedures involved in an annual review of a student's Individualized Education Program. The previously prescribed instructional goals and recommendations are evaluated in terms of the past year's progress, and plans prepared for the upcoming year. Participants include the student's parents, teachers, counselor, and the school's psychologist and administrators. An introduction to the legal requirements of an annual review is presented by Howard H. Spicker, Ph.D., and Dorothy Semmel, Ed.D., Indiana University.

Available from: Audio-Visual Center
Indiana University
Bloomington, Indiana 47405
Cost: $160/rental $15.75

Conducting the Annual Program Review: A Guide. Midwest Regional Resource Center, Des Moines, Iowa: 1978.

Behavior Management Strategies for Classroom Application. Larrivee, B.
     Research for Better Schools. Philadelphia: 1979.

This module is a comprehensive inservice training material providing
for workshop presentation and classroom use. The manual is organized
into four 2-hour training sessions including; introduction to
behavior management, basic intervention principles and procedures,
reinforcement strategies for positive change. Masters are provided
for workshop and classroom use including case histories, explanatory
information, reference pages, workshop activity sheets, games and
sample data collection and pupil contract and award sheets.

Available from:   Research for Better Schools
                  401 N. 4th Street
                  Philadelphia, Pennsylvania 19123
Cost:  $15.00

Contingency Management. Langstaff and Volkmor.

This self-study guidebook is accompanied by four sound filmstrips
It describes and illustrates the contingency
management system for meeting the challenge of motivating pupils
and promoting the development of their self-management. How to
develop a five-day contingency management program is shown step-by-
step.

Creating instructional sequences. Siegel and Siegel. San Rafael, CA:
     Academic Therapy, 1977.

Data-Based Program Modifcation: A Manual. Deno, S. L. & Mirkin, P. K.
     University of Minnesota, 1977.

This presentation of Data-Based Program Modification (DBPM) has seven
parts. Part I contains three chapters of introductory material:
(a) the rationale for the use of DBPM to develop programs, (b) the
contextual framework for DBPM, and (c) the measurement procedures
that are basic to DBPM. Part II covers the specific sequence of
activities in the initial assessment phase; Part III continues the
sequence of activities during program planning; Part IV, V, & VI
cover, in succession, the program implementation, program adjustment,
and program certification activities; Part VII concentrates on
consultation and training, activities in which the Special Education
Resource Teacher assumes an indirect service role.

Available from:  Council for Exceptional Children
                 1920 Association Drive
                 Reston, Virginia 22091

Individualized Education Plans (IEPs), A Trainer's Guide. California
     Regional Resource Center, 1977.

     The workshop not only focuses on developing IEPs to comply with
     P.L. 94-142, but more closely with IEP Implementation Strategies.
     The goals of this workshop are to provide general information on the
     overall process of instructional programming; to provide an opportunity
     for participants to apply IEP skills in the development of an IEP for
     an identified student; and to supply information and materials for a
     team to use in training others to develop IEPs. Material used for
     training is included in this workshop as well as training options or
     ways to use the content of the training package.

     Available from:   California Regional Resource Center
                        600 S. Commonwealth Avenue, Suite 1304
                        Los Angeles, California  90005

Informal Diagnosis and Prescriptive Programming:  A Workshop.  Midwest
     Regional Resource Center.

     This is the first of a series of three inservice training packets.
     Training modules are outlined for:  Defining the Problem and Identi-
     fying What Will Meet the Student's Need, Task Analysis, Error Pattern
     Analysis, Systematic Inquiry, Discovering What the Child Can and Can't
     Do and Setting Priorities, Behavioral Objectives, Learning Methods,
     Task Analysis of Materials, Matching Learning Characteristics, and
     Designing Materials.  Each module contains three sections:  Facili-
     tator notes, Activity notes, and Activity sheets.

     Available from:   Midwest Regional Resource Center
                        Drake University
                        Des Moines, Iowa  50311
                        ED 132 751, EC 092 050, 363 pages

     Cost:  MF $.83, HC $19.41 plus postage

Informal Diagnosis and Prescriptive Programming:  A Follow-Up Workshop.
     Midwest Regional Resource Center.

     This document is the second of a series of three workshops.  It was
     designed to review the materials presented in the first workshop in
     the series, Informal Diagnosis and Prescriptive Programming:  A
     Workshop.  It also presents some new and expanded material.

     Available from:   Midwest Regional Resource Center
                        Drake University
                        Des Moines, Iowa  50311
                        ED 136 514, EC 100 029, 300 pages

     Cost:  MF $.83, HC $15.39 plus postage

Informal Diagnosis and Prescriptive Programming:  Inservice Training
     Modules for Personnel who Teach the Severely, Multiply Handicapped.
     Midwest Regional Resource Center.

     Contains inservice modules on:  Defining the Problem, Task Analysis,
     Systematic Inquiry, Behavioral Objectives, Task Analysis of Materials,

and Designing Materials. These modules were intended for use with personnel working with the severely, multiply handicapped and to teach informal diagnostic techniques and skills necessary to complete some phases of prescriptive programming. These materials should be used in conjunction with training in other diagnostic and prescriptive programming skills.

Available from:  Midwest Regional Resource Center
Drake University
Des Moines, Iowa  50311
ED 136 515, EC 100 030, 163 pages


Instructional Based Appraisal System:  Resource Set.  Meyen, E. L. (Ed.). Bellevue, Washington:  Edmark Associates, 1977.

This set of materials including an "Introduction to IBAS," diagnostician's manual, teacher's guide, IBAS management forms and objective cluster banks is designed for managing and planning individual prescriptive programs for handicapped students in reading, mathematics and social skill/behavior development.  This system provides for continuous monitoring of pupil performance, relates appraisal directly to instructional planning and defines clusters of 224 separate goals and accompanying objectives for the curriculum areas above.

Available from:  Edmark Associates
13241 Northup Way
Bellevue, Washington  98005
(800) 426-0856

Cost:  $60.00 per set

The IIP:  Consequences.

Color, 28 minutes, Video.

Using reinforcers to effectively motivate children is the focus of this film.  It gives guidelines for phasing out artificial reinforcers so that the child relies more on intrinsic rewards.

Available from:  Charles E. Merrill Publishing Co.

Cost:  $195.

The IIP:  Instructional Procedures.

Color, 28 minutes, Video.

Here is a lesson in matching the most effective instructional procedure to the child's particular phase of learning.  Simple but reliable rules for gauging when to change instructional procedures are given.

Available from:  Charles E. Merrill Publishing Co.

Cost:  $195.

The IEP:  Making It Happen.

Color, 14 minutes, Video.

Viewers witness systematic instructional procedures which are proving
to be most successful in teaching handicapped pupils.  Behavioral
strategies, task analysis, management strategies are all illustrated.
The viewer observes different children with different handicaps
learning through systematic instruction.  A variety of instructional
aids and materials are reviewed, along with the use of peer tutoring,
paraprofessional, and self-instruction as options available to achieve
each child's IEP objective.

Available from:  Charles E. Merrill Publishing Co.

Available in 16 mm.

Cost:  $100.

The IIP:  Materials.

Color, 28 minutes, Video.

To help teachers solve the problems of finding the right materials,
this film shows how existing curricular materials can be adapted to
meet the needs of each child.  It explains and gives rules for
decreasing the amount of material a child is expected to master, and
for moving to less complex tasks.

Available from:  Charles E. Merrill Publishing Co.

Cost:  $195.00

The IIP:  Objectives.

Color, 28 minutes, Video.

This first of four films that examine a carefully designed individual
instructional plan looks at sources of short-term objectives in
existing curricula and other handbooks.  Examples of how tasks are
broken down into sequential components are included.

Available from:  Charles E. Merrill Publishing Co.

Cost:  $195.

Measurable Objectives Collection K-12.

This is a collection of measurable objectives and accompanying sample
test items in varied subject and skill areas at grades K-12.  The
collections cover 12 major cognitive topic areas and 47 subareas.
In addition to these, a set of collections of objectives in a number
of affective areas has been developed.  Teachers can select specific
goals from a pool of objectives to create group or individualized
education programs.

Available from:  Instructional Objectives Exchange
                 Box 24095
                 Los Angeles, California  90024

Cost:  $9.95 for each subarea collection

<u>Structuring the Classroom for Success</u>.   Langstaff and Volkmor.

A companion to the filmstrips described below, this handbook gives
teachers practical information and help in decentralizing the physical
room environment and setting up activity centers for individualized
instruction.   Because behavior management principles and their
application in the open classroom are an integral part of the environ-
ment, these, too, are considered.

Available from:   Charles E. Merrill Publishing Company
                  a Bell & Howell Company
                  .1300 Alum Creek Drive
                  Columbus, Ohio  43216

Cost:  $6.50

<u>Structuring the Classroom for Success</u>.

Color, 60 minutes, six sound filmstrips.

Designed for use with the book of the same title described above,
these filmstrips show participants how to function as a teacher and
a guide of an open classroom.   Providing realistic experience with
tested and proven techniques, teachers learn how to create a more
stimulating and productive environment.   Self-checking exercises,
provided  in the accompanying book, assist the participant in under-
standing the concepts presented in these filmstrips.

Available from:   Charles E. Merrill Publishing Company
                  a Bell & Howell Company
                  1300 Alum Creek Drive
                  Columbus, Ohio  43217

Cost:  $125.

<u>Writing Individualized Programs</u>:   A Workbook for Learning Disabilities.
Collins, P. J., & Cunningham, G. W.   Gladstone, Oregon:   C/C. Publi-
cations, 1976.

This 63-page document presents a system with which to create programs
to teach specific target behaviors to remediate individual student's
deficits.   The system provides nine outcomes, some of which are:  a
method for selecting a specific target behavior; a hierarchy of
responses leading to mastery of a skill; economic use of time; and
a program easily administered by a paraprofessional.