

DOCUMENT RESUME

ED 222 495

SP 021 287

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 TITLE Quality Inservice Materials. Report of the Task Force on Qualitative Assessment of REGI (Regular Education Inservice) Materials.
 INSTITUTION National Inservice Network, Bloomington, Ind.
 SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
 PUB DATE 82
 NOTE 89p.

EDRS PRICE MF01/PC04 Plus Postage.
 DESCRIPTORS Educational Resources; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Materials; *Learning Modules; *Mainstreaming; Program Content; Teaching Methods; Teaching Skills

ABSTRACT

The inservice materials described in this monograph are designed for regular classroom teachers who are working with mainstreamed children in elementary and secondary school classrooms. The first section contains abstracts of six series of inservice materials: (1) "I'm a Lot Like You"; (2) "Educating Students in the Least Restrictive Environment"; (3) "Computer Aided Instruction for Teacher Education"; (4) "Tips for Teachers: Teacher-Made Reading Materials for Handicapped Children"; (5) "Teaching Children with Special Needs"; and (6) "The Heart of Teaching." Abstracts of modules contained with each series note recommended length of time and type of instruction, target audience, types of student content areas, and description of instructional materials and approach. Similar information is given on individual (non-series) materials on: (1) adapting instruction for mainstreamed students; (2) behavior management strategies; (3) testing; (4) learning-disabled high school students; (5) expanding work options for exceptional students; (6) hearing impaired elementary school students; (7) managing troubled students; (8) building positive attitudes in handicapped students and their classmates; (9) methods and materials for working directly with children with special needs; (10) developing a school-based workshop program; (11) creating an awareness of test bias; (12) behavior management; and (13) activities for improving communication skills. Information is provided on source and availability for each of the programs. (JD)

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ED222495

QUALITY INSERVICE MATERIALS

Report of

The Task Force on Qualitative
Assessment of REGI (Regular
Education Inservice) Materials

National Advisory Board

National Inservice Network

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1982

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The efforts of this task force were partially funded through the Education Department, Office of Special Education and Rehabilitative Services, Division of Personnel Preparation. The ideas expressed herein do not necessarily reflect the position or policy of that agency, and no official endorsement of these materials should be inferred.

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Table of Contents

Acknowledgements 1

Background 3

Introduction 4

Sample Selection 4

Instrumentation 6

Review Procedures 6

Abstracts 8

 --Series of Abstracts 9

 --Individual Abstracts 66

Index to Abstracts, by title 81

Qualitative Assessment of Regular Education
Inservice Materials .

 --Panel Members 84

 --National Advisory Board to
 the National Inservice Network 85

Acknowledgements

On behalf of the National Advisory Board of The National Inservice Network, I would like to extend our thanks to Patricia P. Kells, and Larry Stolurow, co-chairpersons of the Qualitative Assessment of Regular Education Inservice Materials task force, both of whom gave much of their personal time in organizing and developing this document. Their excellent management and editorial skills made this publication a true credit to inservice materials.

We especially thank Larry Stolurow and his staff, Gail Bahl, Melody Strom, Monica Wiegand, Janice Sywassink, Edyth Paul, Richard Ballandby, Colleen Ahmad and Chuck Gerson, at the University of Iowa for their gracious hospitality, and never ending assistance, no matter what the task, during our three visits to Iowa.

In addition, I would like to thank Dick Cortright of the National Education Association, Carolyn Trice of the American Federation of Teachers, Mary Coscarelli of the American Association of Health, Physical Education, Recreation, and Dance, Ann Garson of the Association of Childhood Education, International, and Ruth Long of the Association for Supervision and Curriculum Development for providing us with names from their memberships to comprise the panels.

The members of the panels themselves deserve a special recognition for reviewing all of the materials and joining us in Iowa for paneling their reviews.

Finally, we again thank Patricia Kells for her excellent management and editorial skills. We sincerely hope the professional associations as well as any interested party in inservice education will use this document. We of the National Inservice Network give it our hearty endorsement,

Leonard C. Burrello
Project Director
National Inservice Network

Background

The Division of Personnel Preparation of the federal Office of Special Education has made regular education inservice (REGI) a priority area for funding over the past few years. As a broader spectrum of educators and related professionals become involved in the education of handicapped children, they are beginning to turn to their own professional associations to provide opportunities and resources to develop the skills necessary in these new roles.

In order to facilitate the dissemination of inservice practices beyond the Network, NIN has launched an initiative to link the professional associations in the REGI effort.

Interviews with over twenty professional education associations were held in December of 1981 in an effort to determine current needs in inservice education.

The National Advisory Board to the National Inservice Network responded to one of those need areas identified by the associations by organizing a task force to qualitatively assess the past and present REGI materials.

The efforts of the Task Force on Qualitative Assessment of Regular Education Inservice Materials, follow.

Although printing had to be delayed to allow time to insure the accuracy of source information and to acquire permission to reproduce some materials, we are delighted to share this work with you now and hope you will find it most useful as you continue your work in inservice education.

Leonard C. Burrello
Project Director
National Inservice Network

Patricia P. Kells
Chairperson
Qualitative Assessment of
Regular Education Materials

Introduction

The criteria for inclusion of inservice materials to be qualitatively analyzed were:

- 1) designed for target audience of regular education instructional personnel
- 2) not solely a piece of reference material
- 3) not commercially published for profit

The first criteria was necessary to meet the needs identified by the national associations who participated in the December 1981 survey described in the introduction of this report. The elimination of reference materials which were not a part of a larger inservice "package" was made to avoid the qualitative analysis of print, audio, or video materials which were primarily prepared for use by an audience of one person or were journal articles, texts or films best used as outside readings, or supplemental materials for a directed course of study.

The exclusion criteria of commercially published materials was made to reduce the number of materials analyzed to a more manageable level and was based on the assumption that the information regarding published materials would be available from sources other than this effort.

Sample Selection

The pool of materials from which the sample was selected included the holdings of the Center for Educational Experimentation, Development, and Evaluation (CEEDE), under the directorship of Lawrence M. Stolurow at The University of Iowa.

Dr. Stolurow directed the A System of Personnel Development (ASPD) project from 1978-1981 which had as one of its major purposes the identification of inservice materials designed to assist the regular educator better serve the handicapped student. The pool of materials available in Iowa exceeded 500 pieces.

To both update and add to the Iowa holding, all Regular Education Inservice (REGI) projects from 1978-1982 were requested to send any inservice materials which they had developed for consideration in the qualitative analysis. This request yielded over 100 pieces of material.

The procedures employed to select the sample of materials for inclusion in the qualitative analysis involved a personal, cursory review of all materials sent by REGI directors to determine if they met the selection criteria. This same procedure was used on approximately 300 pieces of material in the CEEDE holding which had not been previously categorized. This review was conducted at the CEEDE offices by members of the CEEDE staff, Patricia Kells, Chair of the Qualitative Analysis, and Barbara Erwin, NIN National Coordinator.

The remaining 250 CEEDE holdings had previously been evaluated through an initial staff review and through evaluations completed by users of the modules. Of these, 72 modules met the criteria for inclusion in the qualitative analysis. However, six modules had received consistently low ratings by users and were therefore excluded from further analysis.

The sample of materials determined to meet criteria for inclusion in the qualitative analysis totalled 131 with 66 coming from the CEEDE and 65 from REGI project directors.

Instrumentation

The CEEDE had developed an instrument to qualitatively evaluate training materials which had not been broadly applied to inservice materials. This instrument was slightly modified, critiqued by five inservice specialists, revised and piloted before being used by the panels to obtain the reviews contained in this report.

The four-page instrument used for the Qualitative Assessment of Regular Education Inservice Materials was designed to provide both descriptive and qualitative information about the materials being reviewed. The descriptive information included author(s) of materials, publication date, recommended length of time necessary to use material, focus of training, type of instruction, pilot testing results, target audience of materials - regular education instruction personnel, content area(s), type(s) of students with general content area(s), format, instructional approach, and content approach. The qualitative information reviewed included technical quality; clearly stated goals and objectives; appropriate, sufficient and varied activities; evaluation; appropriate, accurate, non-stereotypic and non-discriminatory content; and an over-all qualitative evaluation ranging from excellent to unsatisfactory.

Review Procedures

The review process employed involved independent review of each piece of material, first by experts in the field and then

a convening of three experts on April 1-3, 1982 to panel the reviews. The materials which received a rating of "fair" or higher by the expert panel were then sent to the eleven members of the consumer panel for independent review. The consumer panel met on April 22-23, 1982. Those materials which received an over-all rating of "good" to "excellent", seven series containing 49 separate materials and fourteen individual pieces of material, have been abstracted and are included in this report.

ABSTRACTS

12

series of abstracts

TITLE: I'M A LOT LIKE YOU - Elementary and Secondary Program

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

overview of series

The "I'm A Lot Like You" program is designed to help integrate special education students into regular education classes. There are modules in the series which deal with issues on both elementary and secondary levels. The videotapes and accompanying activities give teachers the opportunity to become familiar with current issues in the mainstreaming of handicapped students and give them practical suggestions which they can put to use in their classroom.

Each module consists of a videotape, a student workbook, a facilitator's manual, and where appropriate, response sheets and activities. The workbooks contain a variety of activities to reinforce the concepts presented on the tapes, and they offer extensive optional reading.

SOURCE CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

TITLE: I'M A LOT LIKE YOU: Legislation

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date

July, 1978

recommended length of time necessary to use material

3 hours

type of instruction

Group or individual

target audience

Elementary

types of student with general content areas

General student population

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The videotape and activities accompanying this module provide the participant with an understanding of the historical trends leading to current mainstreaming legislation on both a national and local level. Participants will be presented with information on important court cases and the major elements inherent in the concept of mainstreaming. They will discuss the pros and cons of mainstreaming issues, laws dealing with "open record" policies, concept and implications of "due process", and major provisions of federal and state legislation.

SOURCE CEEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on Request

TITLE: I'M A LOT LIKE YOU: Philosophical Considerations

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Elementary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The material in this module exposes the participant to some of the dilemmas posed by current philosophical issues. It describes the historical trends from which individualism has developed and identifies factors which determine decision making in four areas: 1) priority of the group versus priority of the individual, 2) teacher accountability, 3) teacher's responsibility to child's classroom versus total environment, and 4) equal opportunity versus equal product.

SOURCE: CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE: Available on Request

TITLE: I'M A LOT LIKE YOU: Human Relations

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date

July, 1978

recommended length of time necessary to use material

3 hours

type of instruction

Group or individual

target audience

Elementary

types of student with general content areas

General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The feelings, behaviors, and unique experiences of the exceptional child are dealt with in this module. The videotape presents various ways in which a teacher can go about preparing him/herself and his/her class for a mainstreamed student. Common reactions toward handicapped students are presented for discussion and the process of values clarification is described. Participants are introduced to resources available for classroom use in the areas of: 1) understanding individual differences, 2) values clarification, and 3) group interactions.

SOURCE CEEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Range of Services

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Elementary/Secondary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives;
- 2) Pre and post tests;
- 3) Activities which correspond to objectives;
- 4) Evaluation material for each objective;
- 5) Provision for adding material

abstract

The videotape familiarizes participants with the range of educational services available for students with exceptional education needs grades K-12. Discussion centers on the criteria used to determine appropriate services and specifying the role of regular teachers, special teachers, support personnel, and related services in relation to programming for students.

SOURCE CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Characteristics

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date ..
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Elementary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook/Response Book

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The activities in this module will familiarize teachers with those characteristics in children which may indicate the need for an exceptional education referral. Specific characteristics of various disabilities are presented and discussed.

SOURCE CEED, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Observation, Recording, and Graphing

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material

3 hours

type of instruction

Group or individual

target audience

Elementary

types of student with general content areas

General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

Techniques are presented which are appropriate for the observation of both academic and social behaviors. Participants are given the opportunity to practice techniques for recording and graphing information obtained from observations.

SOURCE CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Informal Inventories

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

*type of instruction
Group or individual

target audience
Elementary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

A variety of informal inventories are described and demonstrated; and participants discuss their application in a classroom situation.

SOURCE CEED, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Diagnostic Teaching

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Elementary/Secondary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The videotape accompanying this module leads the participant through the steps in the diagnostic teaching process and leads to a discussion of the implementation of this process in the regular teaching program with mainstreamed students.

SOURCE CEED, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Referral and Multi-Disciplinary
Team Process

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Elementary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) Two videotapes
- 2) Facilitator's Manual
- 3) Student Workbook/Response Book

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The videotape on the referral process shows a multidisciplinary team meeting in action. The various referral forms and assessment instruments used by team members are shown and discussed.

SOURCE CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Teacher Variables

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date

July, 1978

recommended length of time necessary to use material

3 hours

type of instruction

Group or individual

target audience

Elementary

types of student with general content areas

General student population, All handicaps

the instructional materials consist of

- 1) Two videotapes
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The effects of teacher variables on student achievement and classroom environment are illustrated and discussed. Different teaching styles and teacher behaviors are compared and contrasted. Also included are opportunities to observe the levels of questioning and effective follow-up techniques in questioning. Evaluation instruments used in rating teacher behaviors are presented.

SOURCE
CEEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Environmental Control

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Elementary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook/Activity

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The videotape accompanying this module illustrates the significance of manipulating the classroom environment to meet the individual needs of children. Participants discuss how to design a room arrangement that meets the needs of both students and teacher. Various grouping strategies are also described and discussed.

SOURCE CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Reading One and Two

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Elementary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) Two videotapes
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

Utilizing two videotapes, this module deals with individualized reading and how it can be used to promote self-direction. Areas covered include grouping strategies, media and materials, record-keeping systems, and accommodating individual differences. Included in the workbook are scope and sequence charts and a guide for selecting remedial reading series according to a child's diagnosed strengths and weaknesses.

SOURCE CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Mathematics

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Elementary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) Two videotapes
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

Videotape I stresses the concept that math is developmental, and therefore teachers must make sure that students have prerequisites for understanding concepts presented. Piaget's work is cited and demonstrated. Videotape II shows how to accommodate children with special needs into the regular math class by modifying curriculum, strategies, and expectations. Many practical suggestions are demonstrated and discussed.

SOURCE CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Behavior Management Strategies

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date

July, 1978

recommended length of time necessary to use material

3 hours

type of instruction

Group or individual

target audience

Elementary

types of student with general content areas

General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

A variety of techniques and procedures for behavior management are demonstrated. Two broad areas of problem behavior are described -- excessive behaviors and deficit behaviors. They are discussed in relation to Dreikur's model, reality therapy approach, problem solving model, and operant model for behavior change. Writing objective behavioral descriptions is also discussed.

SOURCE CEEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Philosophical Consideration

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Secondary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is
1) Clearly stated, measurable objectives; 2) Pre and post tests;
3) Activities which correspond to objectives; 4) Evaluation material
for each objective; 5) Provision for adding material

abstract

Philosophical issues frequently arising regarding educating exceptional children in the mainstream are addressed. An open-ended format promotes discussion and personal clarification. Four issues for discussion are: 1) priority of group versus priority of individual, 2) relevancy of curriculum versus standard content, 3) classroom expectations versus broader environmental expectations, and 4) exclusion versus zero-rejection.

SOURCE CEEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Human Relations

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Secondary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of.

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

Junior high and high school-aged participants in an interview format explore their attitudes and feelings about individual differences, the effects of labeling on their peer and teacher relationships, and teacher expectations based on stereotypes. Video response sheets are marked by the participant. The manual accompanying the videotape contains activities and discussion questions.

SOURCE CEEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Characteristics

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Secondary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The difference between normal adolescent adjustment problems and those that need special education intervention are discussed. The videotape explains the overlapping of adjustment, educational and physical problems at the secondary level and the influence of this overlap when making programming decisions to meet a student's needs. Secondary student's problems are viewed from an ecological perspective in areas of education, and physical adjustment status. The concept of problems is viewed on a continuum.

SOURCE CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

TITLE: I'M A LOT LIKE YOU: Informal Inventories

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date

July, 1978

recommended length of time necessary to use material

3 hours

type of instruction

Group or individual

target audience

Secondary

types of student with general content areas

General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook/Response Book

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

Informal assessment techniques are illustrated and their use in defining a student's academic and/or social problems is demonstrated. Instruction on selection, administration, and instruction on interpretation of an informal inventory instrument are given.

SOURCE CEEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

32

TITLE: I'M A LOT LIKE YOU: M-Team, IEP, and Parent Conferences

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Elementary and Secondary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) Two videotapes
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The videotape illustrates the roles of the regular classroom teacher and the parents in the procedures for referral, the multi-disciplinary team, and the individual educational plan. The steps involved in making a referral and the procedures of the multi-disciplinary team in relation to planning for secondary students with exceptional needs are shown. Techniques for conducting parent conferences are discussed.

SOURCE CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

33

TITLE: I'M A LOT LIKE YOU: Curriculum Analysis and Management

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date

July, 1978

recommended length of time necessary to use material

3 hours

type of instruction

Group or individual

target audience

Secondary

types of student with general content areas

General student population; All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

A procedure for managing curriculum to promote learning is described, providing techniques and procedures for adapting and modifying curriculum to meet special needs of students. Specific examples of how adaptations and modifications can be applied to specific content areas are provided. Variables that effect classroom instruction are identified. Techniques for evaluating student learning and which meet the special needs of students are discussed.

SOURCE CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

34

TITLE: I'M A LOT LIKE YOU: Career and Prevocational

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
Secondary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The life-centered approach to career education for all students is introduced in this module. The concept of adult functional competencies and their relation to all students is discussed. Participants explore how academic curriculum can be modified to prepare students to be competent adults. Minimal competencies necessary for effective adult functioning are identified. Modifying curriculum to incorporate career and pre-vocational aspects of education into all content areas is also discussed.

SOURCE CEEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

30

TITLE: I'M A LOT LIKE YOU: Developing Social and Affective Behaviors

author Department of Exceptional Education
University of Wisconsin at Milwaukee
Susan E. Gruber, Project Director

publication date
July, 1978*

recommended length of time necessary to use material
: 3 hours

type of instruction
Group or individual

target audience
Secondary

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) One videotape
- 2) Facilitator's Manual
- 3) Student Workbook

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The existence and operation of social and affective behaviors in all classrooms is discussed. The development of self-management skills and how these skills vary among individual students is examined. Participants view some of the characteristics of a classroom with a positive climate, and techniques for preventing problems, improving communication, and problem-solving in the classroom are explored.

SOURCE
CEEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE
Available on request

30

TITLE: -- EDUCATING STUDENTS IN LEAST RESTRICTIVE ENVIRONMENTS

author University of Kansas
School of Education
Produced by the Dean's Grant Project

overview of series

The instructional modules in this series were developed by the faculty of the University of Kansas' School of Education to be used in their preservice regular education classes. They were developed with the intent of ending the separation between regular and special education methodology in preparing teachers to serve children in Least Restrictive Environments.

The developers assume that the integration of Least Restrictive Environment content into regular education courses will:

- *enhance student appreciation of the fact that teaching mildly handicapped students in regular classrooms is an integral part of the teaching responsibility, not an educational afterthought;
- *facilitate student ability to apply techniques previously associated with special education to regular education content;
- *enhance student awareness of the critical importance of sound instructional technology in all content areas for mildly handicapped students;
- *enhance the potential application of this content to addressing the unique needs, learning styles, and interests of all students.

The "Educating Students in Least Restrictive Environments" series includes the following five components:

Series I: Characteristics and Assessment

Series II: Planning for Instruction

Series III: Instructional Management

Series IV: Communication Skills

Series V: Legal, Philosophical, and Social Issues:
Implications for Handicapped Students

The following components have been recommended by the NIN panels: I, II, IV, and V.

SOURCE Robert L. Hohn
4 Bailey Hall
University of Kansas
Lawrence, Kansas 66045

TITLE: EDUCATING STUDENTS IN LEAST RESTRICTIVE ENVIRONMENTS:
Series I: Characteristics and Assessment
of Exceptional Learners

author University of Kansas
School of Education - Dean's Grant Project
Robert L. Hohn, Editor

publication date

1978

recommended length of time necessary to use material

15 hours

type of instruction: Group

target audience: All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Facilitator's Manual
- 2) Recommended readings; AV material are listed

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The modules in Series I "Characteristics and Assessment of Exceptional Learners", are intended to supply basic information about exceptional and normal children, how they learn and how their performance may be assessed in the classroom.

The series discusses basic theoretical and applied techniques useful in identifying and assessing normal and exceptional children. Included are theories of learning, development and instruction, observation techniques, informal and formal assessment procedures, and the development of instructional objectives.

Each module in the series includes specific recommendations to the instructor, including a time schedule for teaching module content, independent work required of students, and discussion activities. Recommended readings are also listed.

The following module titles are included in Series I:

1. Characteristics of Normal and Exceptional Learners
2. Classroom Assessment Principles and Procedures
3. Theories of Learning
4. Writing Behavioral Objectives

SOURCE Robert L. Hohn
4 Bailey Hall
University of Kansas
Lawrence, Kansas 66045

PRICE \$2.20

TITLE: EDUCATING STUDENTS IN LEAST RESTRICTIVE ENVIRONMENTS:
Series III: Instructional Management for
Exceptional Children in Regular Classes

author: University of Kansas
School of Education - Dean's Grant Project
Evelyn Swartz, Editor

publication date

1978

recommended length of time necessary to use material

40 - 50 hours

type of instruction: Group

target audience: All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Facilitator's Manual
- 2) Recommended readings, AV materials are listed

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The content and suggested activities for these modules focus on techniques for managing instruction and include activities that help learners develop specific skills that are considered essential for teachers working with exceptional children. The modules include activities designed to help preservice teachers develop skills that are used directly with children; e.g., verbal and nonverbal communication, questioning, motivation, and management through instruction. There are also activities that deal with the development of skills that support instructional programs; e.g., record keeping, reporting student progress.

Series III includes ten instructional modules:

- 1) Instructional Planning for Learner Participation; 2) Verbal and Nonverbal Communication; 3) Questioning Techniques for the Classroom; 4) Planning Frequent Success Experiences for the Learner; 5) Motivational Techniques; 6) Managing Your Classroom; 7) Formative Evaluation in the Classroom; 8) Maintaining Records of Student Progress; 9) Reporting Student Progress to Parents; 10) Reporting Student Progress to Ancillary Personnel.

SOURCE Robert L. Hohn
4 Bailey Hall
University of Kansas
Lawrence, Kansas 66045

PRICE \$4.40

TITLE: EDUCATING STUDENTS IN LEAST RESTRICTIVE ENVIRONMENTS:
Series IV: Communication Skills

author University of Kansas
School of Education - Dean's Grant Project
Faith Scofield, Editor

publication date
1980

recommended length of time necessary to use material
5 hours

type of instruction
Group

target audience
All levels

types of student with general content areas
General student population

the instructional materials consist of

- 1) Facilitator's Manual
- 2) Recommended Readings, AV material are listed

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

This series provides activities to increase awareness of communication styles and their effects on children. Attitudes toward exceptional students, and their implications for teaching and learning, are also discussed.

Series IV includes two instructional modules:

- 1. Communication Skills
- 2. Attitudes Toward Exceptionality

SOURCE Robert L. Hohn
4 Bailey Hall
University of Kansas
Lawrence, Kansas 66045

PRICE \$5.50

TITLE: EDUCATING STUDENTS IN LEAST RESTRICTIVE ENVIRONMENTS:
Series V: Legal, Philosophical, and Social Issues:
Implications for Handicapped Students

author University of Kansas
School of Education - Dean's Grant Project
Faith Scofield, Editor

publication date

1980

recommended length of time necessary to use material

23 hours

type of instruction : Group

target audience : All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Facilitator's Manual
- 2) Recommended readings, AV material are listed

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding material

abstract

The legal implications of educating handicapped children, including the teacher's responsibilities, are discussed in this series. The influence of historical, social, ethical, attitudinal, environmental, and political factors are examined in regard to educating handicapped children. Priorities for service and policies are also presented. These units assume previous introductory information regarding P.L. 94-142.

Ten instructional modules are included:

- 1) Litigative and Legislative Trends in Educating Handicapped Students;
- 2) Legal Protections for Handicapped Students in the Schools;
- 3) Teacher Responsibility and the Law; 4) Historical Issues in Educating Handicapped Students; 5) Social and Ethical Implications of Terms and Labels; 6) Values, Priorities, and Policies Regarding Handicapped Students; 7) Ethical and Social Consequences of Testing, Grouping, and Special Treatment; 8) Social Determinants of Attitudes toward Exceptionality; 9) Influence of Social and Environmental Interactions on Self Concept of Handicapped Students; 10) Public Attitudes, Political Climate, School Policy: Impact on Treatment of Exceptional Learners.

SOURCE Robert L. Hohn
4 Bailey Hall
University of Kansas
Lawrence, Kansas 66045

PRICE \$5.50

TITLE: CAITE I

author Center for Educational Experimentation,
Development, and Evaluation

overview of series

The primary objective of the CAITE I series (Computer Aided Instruction for Teacher Education) is to give regular education teachers and other personnel the knowledge and skills necessary to deal effectively with handicapped children in a regular school setting.

The CAITE I materials, consisting of sixteen independent modules, have been designed for use in teacher education, both preservice and inservice. They may also be used by aides, parents, administrators, and other educational support personnel. The modules provide a basic introduction to special education for the regular teacher, giving examples of application at the primary through secondary levels.

Each module in the series contains:

- 1) a student booklet, which states the module objectives and provides the participant with a factual background on the topic to be studied;
- 2) a micro-computer based program of instruction which first measures student competency at entry, then leads the student through an interactive program of study, using computer graphics and interactive imbedded questions, and mastery test at the end of each module.
- 3) a management system, which is available to record the learner's responses, score choices and performance, store data, compare placement and mastery tests, and provide reports to the learner and his/her instructor.

The CAITE series includes the following sixteen module topics:

- 1) Introduction to CAITE I; 2) Educational Information Processing Model; 3) Decision Processes; 4) Gathering Information about Children; 5) Reliability, Validity and Usability; 6) Individual Differences and Normality; 7) Profiles of Individual Differences; 8) Mental Disability; 9) Emotional Disabilities; 10) Visual Problems and Visual Screening; 11) Hearing Impairment; 12) Speech Problems; 13) Motor, Physical and Health Problems; 14) Learning Disability; 15) Public Law 94-142; 16) Instructional Design Simulation

The following titles have been recommended by the NIN panels.

SOURCE Center for Educational Experimentation,
Development, and Evaluation
218 Lindquist Center for Measurement
The University of Iowa
Iowa City, Iowa 52240
(319) 353-4200

TITLE: CAITE I: Introduction to CAITE

author Center for Educational Experimentation,
Development, and Evaluation

publication date

1981

recommended length of time necessary to use material

2 - 3 hours

type of instruction

Group or Individual

target audience

All levels

types of student with general content areas

General student population, All handicaps

the instructional materials consist of

- 1) Student booklet
- 2) Micro-computer based program of instruction
- 3) Management System

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding and skipping material

abstract

This introductory module provides an understanding of the two educational responsibilities inherent in PL 94-142: 1) identification of children between 3 and 21 years of age with problems which might interfere with their education, and 2) early intervention for the prevention or remediation of educational problems.

SOURCE Center for Educational Experimentation,
Development, and Evaluation

218 Lindquist Center for Measurement

The University of Iowa

Iowa City, Iowa 52240

(319) 353-4200

PRICE \$30.00 a module

TITLE: CAITE I: The Decision Process

author Center for Educational Experimentation,
Development, and Evaluation

publication date

1981

recommended length of time necessary to use material

2 - 3 hours

type of instruction

Group or individual

target audience

All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Student booklet
- 2) Micro-computer based program of instruction
- 3) Management System

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
 - 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding and skipping material
- abstract

The decision process is represented as a series of interrelated tasks designed to help educational personnel make instructional decisions about children in a logical and systematic manner. A flowchart is used to illustrate the sequence of the process. The module illustrates the importance of the continual screening, evaluation, diagnosis, and possible referral of each child in the regular classroom.

SOURCE Center for Educational Experimentation,
Development, and Evaluation
218 Lindquist Center for Measurement
The University of Iowa
Iowa City, Iowa 52240 (319) 353-4200

PRICE \$30.00 a module

TITLE: CAITE I: Gathering Information about Children

author Center for Educational Experimentation,
Development, and Evaluation

publication date
1981

recommended length of time necessary to use material
2 - 3 hours

type of instruction
Group or Individual

target audience
All levels

types of student with general content areas
General student population, All handicaps

the instructional materials consist of

- 1) Student booklet
- 2) Micro-computer based program of instruction
- 3) Management System

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding and skipping material

abstract

Basic information about data collection is presented in this module. Such areas as quantitative and qualitative information, observed and inferred behavior, and the place of evaluation in the teaching-learning process are covered. A variety of evaluation procedures are presented, including both formal and informal assessment; and guidelines for selecting appropriate procedures are included. Various observational techniques are discussed.

SOURCE Center for Educational Experimentation,
Development, and Evaluation
218 Lindquist Center for Measurement
The University of Iowa
Iowa City, Iowa 52240 (319) 353-4200

PRICE \$30.00 a module

TITLE: CAITE I: Profiles of Individual Differences

author Center for Educational Experimentation,
Development, and Evaluation

publication date

1981

recommended length of time necessary to use material

2 - 3 hours

type of instruction

Group or individual

target audience

All levels

types of student with general content areas

General student population, All handicaps

the instructional materials consist of

- 1) Student booklet
- 2) Micro-computer based program of instruction
- 3) Management System

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding and skipping material

abstract

The construction and interpretation of student profiles is introduced; profiling scores is presented as an effective tool for the identification of educational strengths and weaknesses in children. The use of inter-individual and intra-individual differences for the purpose of screening, diagnosing, making referral, and planning a child's educational program is stressed.

SOURCE Center for Educational Experimentation,
Development, and Evaluation
218 Lindquist Center for Measurement
The University of Iowa
Iowa City, Iowa 52240 (319) 353-4200

PRICE \$30.00 a module

TITLE: CAITE I: Hearing Impairment

author Center for Educational Experimentation,
Development, and Evaluation

publication date
1981

recommended length of time necessary to use material
2 - 3 hours

type of instruction
Group or Individual

target audience
All levels

types of student with general content areas
Hearing Impaired

the instructional materials consist of

- 1) Student booklet
- 2) Micro-computer based program of instruction
- 3) Management System

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding and skipping material

abstract

This module gives background information on hearing problems which might be encountered by the regular classroom teacher. The physiology of hearing is illustrated and explained, and possible causes of hearing loss are examined. Degrees and kinds of hearing loss, and methods of treatment are also covered. The primary emphasis of this module, however, is on the educational significance of the problem. Various suggestions for classroom adaptations and teaching techniques are given.

SOURCE Center for Educational Experimentation,
Development, and Evaluation
218 Lindquist Center for Measurement
The University of Iowa
Iowa City, Iowa 52240 (319) 353-4200

PRICE \$30.00 a module

TITLE: CAITE I: Speech Problems

author Center for Educational Experimentation,
Development, and Evaluation

publication date

1981

recommended length of time necessary to use material

2 - 3 hours

type of instruction

•Group or Individual

target audience

All levels

types of student with general content areas

Speech Impaired

the instructional materials consist of

- 1) Student booklet
- 2) Micro-computer based program of instruction
- 3) Management System

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding and skipping material

abstract

Teacher information on the kinds of speech problems he/she may encounter in the regular classroom is provided. Various speech problems, their causes, and symptoms are discussed, and the speech processes are explained with illustrations. Finally, suggestions are provided to help a teacher deal effectively with developmental speech difficulties of young children as well as those problems which require more extensive treatment.

SOURCE

Center for Educational Experimentation,
Development, and Evaluation
218 Lindquist Center for Measurement
The University of Iowa
Iowa City, Iowa 52240 (319) 353-4200

PRICE

\$30.00 a module

TITLE: CAITE I: Motor, Physical and Health Problems

author Center for Educational Experimentation,
Development, and Evaluation

publication date

1981

recommended length of time necessary to use material

2 - 3 hours

type of instruction

Group or Individual

target audience

All levels

types of student with general content areas

Motor, Physical and Health Problems

the instructional materials consist of

- 1) Student booklet
- 2) Micro-computer based program of instruction
- 3) Management System

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding and skipping material

abstract

Motor and organic problems that may interfere with children's learning are introduced. A detailed description of types of motor and physical disabilities is given, along with their symptoms, causes, treatment, and behavioral characteristics. Cerebral palsy, brain injury, epilepsy, muscular dystrophy, juvenile rheumatoid arthritis, and chronic health problems are covered. Suggestions for classroom adaptations and teaching techniques are included.

SOURCE

Center for Educational Experimentation,
Development, and Evaluation
218 Lindquist Center for Measurement
The University of Iowa
Iowa City, Iowa 52240 (319) 353-4200

PRICE

\$30.00 a module

TITLE: CAITE I: Learning Disabilities

author Center for Educational Experimentation,
Development, and Evaluation

publication date
1981

recommended length of time necessary to use material
2 - 3 hours

type of instruction
Group or Individual

target audience
All levels

types of student with general content areas
Learning Disabled

the instructional materials consist of

- 1) Student booklet
- 2) Micro-computer based program of instruction
- 3) Management System

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
 - 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding and skipping material
- abstract

The regular classroom teacher is provided with a general introduction to learning disabilities. The module identifies a set of common characteristics from various definitions of learning disabilities. It gives background on the characteristics, the identification, and the prevalence of L.D. Sample IEP's are shown. Various placement alternatives for learning disabled students are identified. Instructional approaches frequently used with L.D. students and current trends in L.D. education are covered.

SOURCE Center for Educational Experimentation,
Development, and Evaluation
218 Lindquist Center for Measurement
The University of Iowa
Iowa City, Iowa 52240 (319) 353-4200

PRICE \$30.00 a module

TITLE: TIPS FOR TEACHERS

author Center for Innovation in Teaching the Handicapped

overview of series

All of the modules in the "Tips for Teachers" series have been developed through a systematic procedure involving a team of special educators, instructional developers, media-production specialists, and evaluators. The content for each module was chosen from a list of topics identified through an informal needs analysis conducted among teacher trainers.

Each module in the series consists of an audiotape-filmstrip and a student response booklet. The booklet provides trainees with the opportunity to apply the knowledge and skills gained from the module. The exercises provide trainees with a blueprint for the classroom application of what they learn.

The modules may be used to supplement instruction in methods courses or, in inservice teaching situations, to focus teachers' attention on new and alternative techniques and to stimulate innovative approaches.

The following titles are available in the series:

1) Using Volunteers in the Classroom; 2) Parents as Partners in Teaching Handicapped Children; 3) Observing and Recording a Child's Behavior; 4) Informal Reading Inventory; 5) Instructional Games for Handicapped Children; 6) Teaching Reading to Handicapped Children; 7) Teacher-Made Reading Materials for the Handicapped; 8) A Decision-Making Model for Teaching the Handicapped; 9) Classroom Charts for Handicapped Children; 10) Personalized Questions; 11) Concept Analysis; 12) Planning a Concept Lesson; 13) Specifying Behavioral Objectives; 14) Task Analysis; 15) Lesson Planning Through Task Analysis; 16) Improving Spelling Skills in Handicapped Learners; 17) Choosing a Curriculum Package; 18) Classroom Graphics for Handicapped Children; 19) Designing Tutoring Materials; 20) Troubleshooting in Teaching Concepts; 21) Designing Art Experiences: Body Concepts

These modules have been recommended by the NIN panels:

SOURCE Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana 47405
(812) 335-5847

TITLE: TIPS FOR TEACHERS:
Teacher-Made Reading Materials for Handicapped Children

author Center for Innovation in Teaching the Handicapped

publication date
1974

recommended length of time necessary to use material

2 - 3 hours

type of instruction

Group or Individual

target audience

Primary and Intermediate

types of student with general content areas

General student population

the instructional materials consist of

- 1) Filmstrip
- 2) Audiotape
- 3) Facilitator's Manual
- 4) Student Workbook

the instructional approach is

- 1) Clearly stated objectives; 2) Post test; 3) Activities which correspond to objectives; 4) Evaluation material

abstract

The teacher is guided through the planning and writing of materials matched to the reading achievement level and interests of handicapped children. The exercises give the teacher practical guides to aid in writing and producing the materials in appealing but inexpensive form. Activities also include writing materials for a specific grade level, rewriting materials for lower grade levels, and designing a criterion test to measure how well students are meeting the objectives set for the materials.

SOURCE Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana 47405
(312) 335-5847

PRICE \$30.00 a module

TITLE: TIPS FOR TEACHERS:
Instructional Games for Handicapped Children

author Center for Innovation in Teaching the Handicapped

publication date

1974

recommended length of time necessary to use material

1½ hours

type of instruction

Group or individual

target audience

Primary and Intermediate

types of student with general content areas

General student population

the instructional materials consist of

- 1) Filmstrip
- 2) Audiotape
- 3) Facilitator's Manual
- 4) Student Workbook

the instructional approach is

- 1) Clearly stated objectives; 2) Post test; 3) Activities which correspond to objectives; 4) Evaluation material

abstract

The exercises accompanying this module will help the teacher to modify instructional games for use with handicapped children and to adapt existing games to teach new topics. Two games, used as illustrations, have been created, modified, and adapted to meet specific objectives. The teacher is given the opportunity to try the games and modify them for use in his/her own classroom. The booklet also includes a list of selected reference materials.

SOURCE Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana 47405
(812) 335-5847

PRICE \$30.00 a module

TITLE: TIPS FOR TEACHERS:
Lesson Planning Through Task Analysis

author Center for Innovation in Teaching the Handicapped

publication date

1974

recommended length of time necessary to use material

1½ hours

type of instruction

Group or individual

target audience

All levels .

types of student with general content areas

General student population

the instructional materials consist of

- 1) Filmstrip
- 2) Audiotape
- 3) Facilitator's Manual
- 4) Student Workbook

the instructional approach is

- 1) Clearly stated objectives; 2) Post test; 3) Activities which correspond to objectives; 4) Evaluation material

abstract

In this continuation of the "Task Analysis" module, teachers are shown how to convert the previously completed task analysis into a lesson plan. The skills demonstrated include converting each item of the task analysis into a behavioral objective, specifying materials needed, outlining teacher and student activities for each objective, and constructing a criterion item to test the attainment of each objective in the lesson plan.

SOURCE Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana 47405
(812) 335-5847

PRICE \$30.00 a module

TITLE: TIPS FOR TEACHERS: Informal Reading Inventory

author Center for Innovation in Teaching the Handicapped

publication date

1974

recommended length of time necessary to use material

3 hours

type of instruction

Group or individual

target audience

Primary and Intermediate

types of student with general content areas

General student population, All handicapped

the instructional materials consist of

- 1) Filmstrip
- 2) Audiotape
- 3) Facilitator's Manual
- 4) Student Workbook

the instructional approach is

- 1) Clearly stated objectives; 2) Post test; 3) Activities which correspond to objectives; 4) Evaluation material

abstract

Teachers are introduced to the informal reading inventory and are taught the skills necessary to use this assessment device with handicapped children. Activities and simulated classroom examples lead the user through the steps involved in constructing the inventory, including a word recognition list, an oral reading passage, and comprehension questions. The sequence of steps in the administration of the inventory is outlined, and suggestions for coding, scoring, and analyzing student performance are given.

SOURCE Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana 47405
(812) 335-5847

PRICE \$30.00 a module

TITLE: TIPS FOR TEACHERS: Task Analysis

author Center for Innovation in Teaching the Handicapped

publication date
1974

recommended length of time necessary to use material
3 hours

type of instruction
Group or individual

target audience
All levels

types of student with general content areas
General student population

the instructional materials consist of

- 1) Filmstrip
- 2) Audiotape
- 3) Facilitator's Manual
- 4) Evaluation material for each objective

the instructional approach is

- 1) Clearly stated objectives; 2) Post test;
- 3) Activities which correspond to objectives;
- 4) Evaluation material for each objective

abstract

The audiotape and filmstrip in this module follow the progress of a new teacher as he learns to perform a task analysis. The accompanying activities are designed to help teachers analyze a selected lesson topic, to break the objectives down into small, easily managed tasks, and finally to arrange the tasks into a logical learning sequence. The advantages of doing a task analysis are discussed.

SOURCE Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana 47405
(812) 335-5847

PRICE \$30.00 a module

TITLE: TIPS FOR TEACHERS:
Improving Spelling Skills in Handicapped Children

author Center for Innovation in Teaching the Handicapped

publication date

1974

recommended length of time necessary to use material

2 hours

type of instruction

Group or individual

target audience

All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Filmstrip
- 2) Audiotape
- 3) Facilitator's Manual
- 4) Student Workbook

the instructional approach is

- 1) Clearly stated objectives;
- 2) Post test
- 3) Activities which correspond to objectives;
- 4) Evaluative material

abstract

The exercises in this module are designed to help teachers learn to match major types of written spelling errors with the appropriate remediation techniques. The content of the module is divided into two major areas. The first focuses on classifying spelling errors as phonetic or non-phonetic in origin, then determining which of a variety of causes is responsible for the error. The second area centers on choosing from among a variety of techniques the one most appropriate for a specific spelling problem.

SOURCE

Center for Innovation in Teaching the Handicapped
School of Education
Indiana University
Bloomington, Indiana 47405
(812) 335-5847

PRICE

\$30.00 a module

TITLE: TEACHING CHILDREN WITH SPECIAL NEEDS -- K-3

author Maryland State Department of Education
Dr. Lloyd Smith

overview of series

The "Special Needs" elementary program has been developed as an inservice telecourse for primary teachers, providing them with introductory information in the observation, identification, and management of primary pupils with mild to moderate learning problems. The program seeks to:

- * Assist regular and special educators in developing observational skills that will enable them to recognize learning patterns that may indicate actual or potential problems for pupils;
- * Encourage educators to focus on learning characteristics rather than etiological categories of pupils;
- * Offer teachers basic information on a variety of techniques, methods, and procedures that can be utilized in working in the regular classroom with pupils who have learning problems.

Each of the sixteen videotaped telelessons includes an interview with subject-matter experts, and actual classroom scenes illustrating the topic being studied. The follow-up seminars are designed to supplement the information presented in the telelessons.

The sixteen titles in the Special Needs program are:

- * Preview
- * Teacher Attitude I
- * Teacher Attitude II
- * Observation of Behavior
- * Behavior Problems I
- * Behavior Problems II
- * Learning Styles
- * Oral Receptive Language
- * Oral Expressive Language
- * Informal Assessment of Reading Problems
- * An Analytic Approach to Reading
- * A Synthesis Approach to Reading
- * Mathematical Problems I
- * Mathematical Problems II
- * The Referral Process
- * Review

The following modules have been recommended by the NIN panels:

SOURCE Joyce Braga
Program Circulation
11767 Bonita Avenue
Owings Mills, Maryland 21117
(301) 337-4098

TITLE: TEACHING CHILDREN WITH SPECIAL NEEDS, K-3:
Informal Assessment of Reading Problems

author Maryland State Department of Education
Dr. Lloyd Smith

publication date

1979

recommended length of time necessary to use material

1 hour

type of instruction

Group or individual

target audience

Early childhood, Primary

types of student with general content areas

General student population,
Mildly handicapped, learning disabled

the instructional materials consist of

- 1) Videotape
- 2) Facilitator's Manual
- 3) Teacher Manual

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and Post tests;
- 3) Activities which correspond to objectives
- 4) Evaluation material for each objective

abstract

The activities in this module stress the need for the regular classroom teacher to gather information on a child's reading skills in order to give a complete and accurate picture of his/her strengths and weaknesses. A variety of methods for informal assessment of basic reading skills are demonstrated, including the areas of visual perception, auditory perception, orientation, sight vocabulary, word attack skills, oral reading, and comprehension. The videotape contains a dialogue between consultants, and teacher and students demonstrate practical classroom activities for gathering information.

SOURCE Joyce Braga
Program Circulation
11767 Bonita Avenue
Owings Mills, Maryland 21117 (301) 337-4098

PRICE non broadcast use: \$120 per program
broadcast use: available on request

50

TITLE: TEACHING CHILDREN WITH SPECIAL NEEDS, K-3:
Behavior Problems I

author Maryland State Department of Education
Dr. Lloyd Smith

publication date

1979

recommended length of time necessary to use material

1 hour

type of instruction

Group or individual

target audience

Early childhood, Primary

types of student with general content areas

General student population,
Mildly handicapped, learning disabled

the instructional materials consist of

- 1) Videotape
- 2) Facilitator's Manual
- 3) Teacher Manual

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and Post tests;
- 3) Activities which correspond to objectives;
- 4) Evaluation material for each objective

abstract

Four problem behaviors are covered: aggressive, non-participating, excessively active, and covertly resisting children. Discussion centers on how the teacher can more effectively manage the learning environment by identifying specific problem behaviors, recognizing the individuals affected by the behavior, and determining the most effective short-term management technique to be used. Each management technique is discussed and shown in actual classroom situations.

SOURCE Joyce Braga
Program Circulation
11767 Bonita Avenue
Owings Mills, Maryland 21117 (301)337-4098

PRICE non broadcast use: \$120 per program
broadcast use: available on request

.60

TITLE: TEACHING CHILDREN WITH SPECIAL NEEDS, K-3:
Analytic Approach to Reading

author Maryland State Department of Education
Dr. Lloyd Smith

publication date
1979

recommended length of time necessary to use material
1 hour

type of instruction

Group or individual

target audience

Early childhood, Primary

types of student with general content areas

General student population,
Mildly handicapped, learning disabled

the instructional materials consist of

- 1) Videotape
- 2) Facilitator's Manual
- 3) Teacher Manual

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and Post tests;
 - 3) Activities which correspond to objectives;
 - 4) Evaluation material for each objective
- abstract

Teachers follow the entire process of the language experience approach and discuss its use in teaching reading to the slow learner. Each step of the process is viewed, and the rationale for this approach is systematically developed. Actual classroom situations are shown, demonstrating such techniques as dictated experience stories, word recognition activities, creative writing, individualized reading, and directed reading.

SOURCE Dr. Joyce Braga
Program Circulation
11767 Bonita Avenue
Owings Mills, Maryland 21117 (301)337-4098

PRICE non broadcast use: \$120 per program
broadcast use: available on request

6i

TITLE: TEACHING CHILDREN WITH SPECIAL NEEDS, K-3:
Mathematical Problems I

author Maryland State Department of Education
Dr. Lloyd Smith

publication date

1979

recommended length of time necessary to use material

1 hour

type of instruction

Group or individual

target audience

Early childhood, Primary

types of student with general content areas

Mildly handicapped, learning disabled

the instructional materials consist of

- 1) Videotape
- 2) Facilitator's Manual
- 3) Teacher Manual

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and Post tests;
- 3) Activities which correspond to objectives;
- 4) Evaluation material for each objective

abstract

The basic math skills needed by primary students are demonstrated, emphasis on two critical areas of early math instruction: counting, one-to one correspondence, matching numerals with members of sets, and rational counting. The use of manipulatives, and methods of moving from concrete to abstract understanding of concepts is demonstrated. Numerous methods of assessing learner's competencies in math are given, as well as methods of teaching these competencies to children having difficulties in math.

SOURCE Dr. Joyce Braga
Program Circulation
11767 Bonita Avenue
Owings Mills, Maryland 21117 (301)337-4098

TITLE: TEACHING CHILDREN WITH SPECIAL NEEDS, K-3:
Mathematical Problems II

author Maryland State Department of Education
Dr. Lloyd Smith

publication date

1979

recommended length of time necessary to use material

1 hour

type of instruction

Group or individual

target audience

Early childhood, Primary

types of student with general content areas

General student population,
Mildly handicapped; learning disabled

the instructional materials consist of

- 1) Videotape
- 2) Facilitator's Manual
- 3) Teacher Manual

the instructional approach is

- 1) Clearly stated, measurable objectives;
- 2) Pre and Post tests
- 3) Activities which correspond to objectives;
- 4) Evaluation material for each objective

abstract

Continuing Module 183, Mathematical Problems II illustrates procedures for teaching the basic math facts and demonstrates techniques for assessing student progress. The module offers a wide variety of methods for teaching young math students to relate number sentences to concrete situations, then move on to practice the basic facts. Many games and manipulative devices are demonstrated which can be used to give slow-learning children the practice they need to master the basic math skills.

SOURCE Dr. Joyce Braga
Program Circulation
11767 Bonita Avenue
Owings Mills, Maryland 21117 (301) 337-4098

ERIC PRICE non broadcast use: \$120 per program
broadcast use: available on request

TITLE: TEACHING CHILDREN WITH SPECIAL NEEDS, K-3:
The Observation of Behavior

author Maryland State Department of Education
Lucy Anne Hession

publication date
1976

recommended length of time necessary to use material
1 hour

type of instruction
Group or individual

target audience
Early childhood, Primary

types of student with general content areas
General student population,
Mildly handicapped, learning disabled

the instructional materials consist of

- 1) Videotape
- 2) Facilitator's Manual
- 3) Teacher Manual

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and Post tests
 - 3) Activities which correspond to objectives;
 - 4) Evaluation material for each objective
- abstract**

These exercises in the observation of behavior present anecdotal record-keeping as a three-step process: observing, describing, and interpreting student behavior. Teachers will outline the characteristics of a good anecdotal record and discuss the various processes affecting behavior. The module provides teachers with an opportunity to write an anecdotal record, discuss and interpret it, and make plans for changing student behavior.

SOURCE Dr. Joyce Braga
Program Circulation
11767 Bonita Avenue
Owings Mills, Maryland 21117 (301) 337-4098

TITLE: TEACHING STUDENTS WITH SPECIAL NEEDS -- Secondary Level

author Maryland State Department of Education
Dr. Stanley A. Fagen, Consultant

overview of series

The "Special Needs" secondary level telecourse has been developed to provide a viable training vehicle to reach and prepare substantial numbers of regular educators to work with special needs students at the secondary level.

Interviews with more than 90 regular educators from urban, suburban, and rural populations provided initial suggestions for proposed course content. Interviewees described their concerns about special needs students and problems prevalent in their classrooms for which they needed assistance.

A task force, representing teachers, administrators, and parents, conceptualized and sequenced topics for the series. Instructional units for the ITV programs and manuals were researched by consultants representing regular and special education, learning disabilities, psychology, speech and language pathology, counseling, medicine, law, career, and vocational education.

The specific goals of the course are

- * To increase the viewer's awareness and understanding of students with special needs
- * To provide the viewer with purposes and methods of assessment
- * To give teachers specific tools for working with students

The fifteen program titles are:

- 1) Special Needs Students in the Classroom;
- 2) Developmental Characteristics of Adolescents;
- 3) Teacher and Peer Attitudes;
- 4) The Team Approach;
- 5) Management of the Classroom Environment;
- 6) Behavior Problems in the Classroom;
- 7) Instruction in Reading;
- 8) Instruction in Written Expression;
- 9) Instruction in Mathematics;
- 10) Instruction in Science and Social Studies;
- 11) Career and Vocational Education;
- 12) Parent Conferencing;
- 13) Medical Problems;
- 14) Survival Skills;
- 15) Employability and the World of Work

The following module has been recommended by the NIN panels:

SOURCE Mike Soper
Public Broadcasting System Video
475 L'Enfant Plaza S.W.
Washington, D.C. 20024
(800) 424-7963

TITLE: TEACHING STUDENTS WITH SPECIAL NEEDS -- Secondary Level
Behavior Problems in the Classroom

author, Maryland State Department of Education
Dr. Stanley A. Fagen, Consultant

publication date
1981

recommended length of time necessary to use material
--30 minute videotape
--3 hour seminar

type of instruction

Group

target audience

High School

types of student with general content areas

- 1) General student population,
- 2) Behavior disordered

the instructional materials consist of

- 1) Videotape
- 2) Administrative and Faculty Manual
- 3) Participant Guide

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Post test
- 3) Activities which correspond to objectives;
- 4) Provision for adding material

abstract

The videotape accompanying this module shows dramatizations of acting-out and non-participating behavior problems. Fifteen behavior management strategies are discussed and illustrated on the tape. The program presents behavior management as a protection of the rights of students and teachers. The importance of using an organized approach with clearly defined goals is emphasized.

SOURCE Mike Sober
Public Broadcasting System Video
475 L'Enfant Plaza S.W.
Washington, D.C. 20024
(800) 424-7963

PRICE \$175.00 to purchase; \$55.00 to rent

66

TITLE: THE HEART OF TEACHING

author Agency for Instructional Television

overview of series

"The Heart of Teaching" series was developed to meet a specific need identified by teachers: the need to understand themselves and their emotional responses to the daily experiences of their professional lives. It is based on the assumption that when teachers know and accept their own feelings, they are better able to perceive and respond to the emotional needs of their students.

The programs deal incidentally with various professional topics -- like grading, classroom techniques, and student discipline. But in this series it is the feelings of the characters (anger, joy, compassion, anxiety) and how they deal with them -- that are significant.

The series consists of five 15-minute programs on the common affective concerns that teachers themselves have identified as their most troublesome. In addition, there is a special videocassette in which the project's national consultants illustrate preferred ways of handling issues posed in the programs. A discussion leader's guide is also available to follow up the viewing of the videocassettes.

The five topics covered by "The Heart of Teaching" are:

- * The Parent Crunch (Communication)
- * An Eye for Change (Professional Growth)
- * Last Hour Clash (Frustration)
- * Everyone Is Something Else (Individual Differences)
- * A Faculty Feeling (Loneliness)

The following modules are recommended by the NIN panels:

SOURCE Agency for Instructional Television
Post Office Box A
Bloomington, Indiana 47402

TITLE: THE HEART OF TEACHING: Everyone Is Something Else

author: Agency for Instructional Television

publication date

1976

recommended length of time necessary to use material

2 hours

type of instruction

Group

target audience

All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Videotape
- 2) Discussion Leader's Guide

the instructional approach is

- 1) Clearly stated objectives
- 2) Activities which correspond to objectives

abstract

The videotape accompanying this module is semi-documentary. It presents scenes of a teacher and children interacting in a multi-cultural classroom with the teacher commenting about the challenges of dealing with individual differences.

In the follow-up discussion, viewers are given the chance to appraise the "emotional climate" of the classroom and consider what contributes to this climate, including the teacher's feelings and how she copes with these. Suggested discussion topics include such issues as how a teacher can provide for the comfort and inclusion of all the students he/she is responsible for.

SOURCE Agency for Instructional Television
P.O. Box A
Bloomington, Indiana 47402

PRICE Film: \$250 each
Videocassette: \$125 each

TITLE: THE HEART OF TEACHING: Last Hour Clash

author Agency for Instructional Television

publication date
1976

recommended length of time necessary to use material

2 hours

type of instruction

Group

target audience

All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Videotape
- 2) Discussion Leader's Guide

the instructional approach is

- 1) Clearly stated objectives
- 2) Activities which correspond to objectives

abstract

Using an open-ended character format, the videotape accompanying this module uses humor and exaggeration to bring out the best and worst characteristics of a concerned but bungling teacher, his "helping" friend, and the student, Sidney.

As a follow-up, viewers are encouraged to discuss the characters as caricatures and to focus their attention on: 1) the feelings of the characters, and 2) their attempts to cope with these feelings.

Possible discussion topics include:

- * Sources of tension and how to deal with it and them;
- * The best source of help - parent? colleague? troublesome student? self?
- * The impact on the teacher of knowing a student's home life.

SOURCE: Agency for Instructional Television
P.O. Box A
Bloomington, Indiana 47402

PRICE

Film: \$250 each
Videocassette: \$125 each

6J

individual abstracts

TITLE: ADAPTING INSTRUCTION FOR MAINSTREAMED STUDENTS:
An In-Service Training Manual for Use with Classroom Teachers

author Barbara Larivee
Research for Better Schools, Inc.

publication date
1980

recommended length of time necessary to use material
6-3 hour sessions

type of instruction

Group

target audience

Elementary

types of student with general content areas

General student population, emphasizing
Learning Disabilities and Mildly Mentally Handicapped

the instructional materials consist of

- 1) Facilitator Manual
- 2) Participant's Handbook

the instructional approach is

- 1) Outline of session goals
- 2) Appropriate activities

abstract

These six inservice training modules provide teachers with practical strategies and techniques for adapting instruction to meet the needs of their students. The six topics covered are:

1. Teaching and Learning Styles
2. Informal Diagnosis
3. Instructional Techniques
4. Adapting Instruction in Reading
5. Adapting Instruction in Math
6. Adapting Instruction Across Content Areas

A facilitator's manual contains a suggested outline and script for each session and includes transparency and overhead masters.

SOURCE In publication. For information, contact:

Victor Fuchs, Director
Linc, Inc.
1875 Morse Road
Suite 225
Columbus, OH 43229

(814) 263-5462

TITLE: BEHAVIOR MANAGEMENT STRATEGIES FOR CLASSROOM APPLICATION:
An Inservice Training Manual for Use with Classroom Teachers

author Barbara Larivee
Research for Better Schools, Inc.

publication date

1978

recommended length of time necessary to use material

4-2 hour sessions

type of instruction

Group

target audience

Elementary

types of student with general content areas

General student population

the instructional materials consist of

- 1) Facilitator manual
- 2) Workshop handouts
- 3) Handouts for classroom use

the instructional approach is

- 1) appropriate objectives
- 2) activities which correspond to objectives
- 3) provision for skipping material

abstract

The materials and activities included in the "Behavior Management Strategies" workshop will prepare teachers to use the behavior modification approach in their classroom.

The four sessions are titled:

- 1) Introduction to Behavior Management; 2) Basic Intervention Principles and Procedures; 3) Reinforcement Strategies and Behavioral Observation; 4) Sample Programs and Intervention Strategies.

Activities include case studies, structured problem-solving activities, worksheets, simulations, and application of learning through a game activity.

The workshop is appropriate for teachers with no previous knowledge of the behavior modification approach, or with those who need a quick review. A complete outline is included for the facilitator.

SOURCE In publication. For information, contact:

Victor Fuchs, Director
Linc, Inc.
1875 Morse Road, Suite 225
Columbus, OH 43229

72
(814) 263-5462

TITLE: HOW CAN TESTS BE UNFAIR?
A Workshop on Nondiscriminatory Testing

author Jean N. Nazzaro

publication date
1975

recommended length of time necessary to use material
1½ to 3½ hours, depending on format chosen

type of instruction

Group

target audience

All levels

types of student with general content areas

All handicaps

the instructional materials consist of

- 1) Facilitator's Manual
- 2) Student Booklets
- 3) Simulated Tests
- 4) Audiotape

the instructional approach is

- 1) Clearly stated objectives; 2) Activities which correspond to objectives; 3) Evaluation material for each objective;
- 4) Provision for adding or skipping material

abstract

"How Can Tests Be Unfair" provides educational personnel with an opportunity to participate in the simulated experience of taking tests that are biased. The exercises provide an opportunity to feel the frustrations a child may experience if he/she has a problem in any of the following six areas:

- 1) Visual perceptual; 2) Auditory discrimination; 3) Muscle control;
- 4) Language; 5) Conceptualization; 6) Cultural difference

In addition to the simulations, follow-up discussions lead the participant to recommend actions to help protect children from being assessed by unfair materials and practices in the areas of:

- * test administration
- * test selection and construction
- * use of test results
- * policy decisions

SOURCE CEED, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

Available on request

TITLE: EVERY STUDENT IS DIFFERENT: The High School

author Lexington, Massachusetts
Public Schools

publication date
1974

recommended length of time necessary to use material
2 - 3 hours

type of instruction
Group

target audience
High School

types of student with general content areas
General student population, Learning disabled

the instructional materials consist of

- 1) Facilitator's Manual
- 2) Student Workbook

the instructional approach is

- 1) Clearly stated objectives;
- 2) Pre and post tests;
- 3) Activities which correspond to objectives;
- 4) Evaluation material;
- 5) Provision for skipping and adding material

abstract

The materials in this module address the problems involved in mainstreaming learning disabled high school students. The video cassette offers examples of different teaching approaches designed to accommodate students with different learning styles. Examples are given from English and science classes. The tape portrays the effect that changing-teacher approach may have on students' motivation and productivity. Suggestions are given for using the following techniques: grouping with a common topic but with different approaches in each group, the use of learning contracts, utilizing resources, and the work-study approach.

SOURCE Agency for Instructional Television
Post Office Box 4
Bloomington, Indiana 47401

PRICE videocassette \$180.00

TITLE: EXPANDING WORK OPTIONS FOR EXCEPTIONAL STUDENTS

author Carole M. Johnson
Jill Lamkin
Michael Ward

publication date
1979

recommended length of time necessary to use material
9 - 27 hours

type of instruction : Group or individual

target audience : All levels

types of student with general content areas

General student population -
including gifted and handicapped

the instructional materials consist of

- * Facilitator's Guide
- * Self-Instructional Manual
- * Filmstrip
- * Audiotape
- * Supplementary booklets:
 - "Exceptional Students in Secondary Schools"
 - "Vocational Education: Teaching the Handicapped in Regular Classes"

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Pre and post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provisions for skipping or adding material

abstract

"Expanding Work Options for Exceptional Students" addresses the developmental career education needs of exceptional individuals from pre-school through adulthood, and encompasses students in all areas of exceptionality. The emphasis of the program is on training educators to adapt and/or develop appropriate career education instructional materials and curriculum for handicapped learners.

The self-instructional manual covers three major content areas:

- * Fundamentals of Career Education
- * Exceptional Individuals and Career Education
- * Implementing Career Education for Exceptional Individuals

The format is flexible and adaptable. The material is appropriate for use by a variety of school personnel -- special education, regular education, counselors, curriculum specialists, and administration.

The program stresses the importance of career education in helping students to understand and acquire the skills needed in both their current and future life roles.

SOURCE FEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

Available on request

70

TITLE: HIFI: HEARING IMPAIRED FORMAL INSERVICE PROGRAM

author Northeast Regional Media Center for the Deaf

publication date

1975

recommended length of time necessary to use material

8 hours

type of instruction

Group

target audience

Elementary

types of student with general content areas

Hearing Impaired

the instructional materials consist of

- 1) Facilitator's Manual
- 2) Transparency masters
- 3) Videotape
- 4) Audiotape

abstract

The HIFI program is designed to be used as the basis of an inservice program in elementary school systems faced with the new task of mainstreaming hearing impaired children. The program is targeted for workshops comprised of classroom teachers and other school personnel and, as such, relates directly to school district management as well as classroom management of the hearing impaired child.

The materials primarily address the issue of mainstreaming the hearing impaired, but also include information on support services, background on the hearing impaired, and curriculum.

The manual is divided into seven sections:

- 1) Introduction;
- 2) Mainstreaming;
- 3) Hearing Impairment;
- 4) Educating the Hearing Impaired in Special Schools;
- 5) Educating the Hearing Impaired in Regular Schools
- 6) Orientation;
- 7) Resources

SOURCE

National Audio Visual Center
Robin Soslow, Publicity Coordinator
Information Services, Room 20409
Washington, D.C. 20409
(301) 763-1850

PRICE

price: \$86.00, order #007901 .

76

TITLE: POSITIVE APPROACHES FOR MANAGING TROUBLED STUDENTS

author Raymond M. Glass, Ph.D.

publication date

1982

recommended length of time necessary to use material

4-1½ hour sessions

type of instruction: Group

target audience: All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Facilitator's Manual
- 2) Series of handouts

the instructional approach is

- 1) Clearly stated, measurable objectives
- 2) Activities which correspond to objectives
- 3) Final project for evaluation

abstract

"Positive Approaches to Managing Troubled Students" presents a program for teachers to use with children who exhibit troublesome behaviors in the classroom. The four sessions develop skills in: 1) observing and describing behavior; 2) developing behavioral objectives; 3) using various reinforcement procedures; 4) developing and managing reward programs; 5) phasing out reward programs

Both individual and whole group activities are included. Participants are encouraged to complete "homework" activities in their own classrooms between the sessions in order to practice and develop the skills being taught. A final project involves the writing of a case study on the progress of one student in the teacher's class as he/she is taken through each step of this behavior management program.

Complete, detailed outline and instructions are provided for the facilitator for each activity in the four sessions.

SOURCE

CEEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

Raymond M. Glass
Department of Special Education
and Rehabilitation
University of Maine at Farmington
Farmington, Maine 04938
(207) 778-3501

PRICE

Available on request

\$2.00

77

**TITLE: INSERVICE TRAINING MATERIALS FOR REGULAR EDUCATION INSERVICE
(Project CRITERIA)**

author Rosemary Lambie and Carol Searce
Virginia Commonwealth University

publication date
1982

recommended length of time necessary to use material
session 1: 3-4 hours; sessions 2-4: 2 hours

type of instruction
Group

target audience
Elementary

types of students with general content areas
Mentally handicapped (educable), Learning disabled, Emotionally disturbed, Physically handicapped, Speech handicapped, Hearing impaired, Visually handicapped, and other health impaired

the instructional materials consist of

- 1) Facilitator's manual, with activities
- 2) Handouts
- 3) Transparencies
- 4) Audiotapes

abstract

The "Project Criteria" inservice modules present classroom teachers with a course in understanding and working with handicapped children in the regular classroom. Emphasis is placed on building positive attitudes in the handicapped children and their classmates.

The four instructional areas covered by the inservice modules are:

- * Characteristics, Attitudes, and Activities for Phasing the Handicapped Child into the Regular Classroom
- * Managing Surface Behavior
- * Adaptations of Materials and Instruction
- * Peer Tutoring

The modules include complete instructions for the facilitator, including background information, lists of materials needed, suggested schedules, and introductory, formative, and application activities for each of the four modules.

SOURCE CEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

Dr. Rosemary Lambie
Division of Educational Services
Virginia Commonwealth University
Oliver-Hall, Room 1040
Richmond, Virginia 23284
(804) 257-1305

PRICE Available on request

TITLE: THE SWEETWATER PLAN

author *J. David Reid and William K. Wiener, Teaching the Mildly Handicapped in the Regular Class (Teacher Activity Text)
*William K. Wiener and J. David Reid, Facilitator's Manual for the Sweetwater Plan

publication date 1979

recommended length of time necessary to use material: 10-3 hr. sessions

type of instruction: Group

target audience: Elementary through Junior High School

types of student with general content areas: Mildly handicapped, including the mentally handicapped, learning disabled, and emotionally handicapped

instructional materials consist of: 1) Teacher Activity Text; 2) overhead masters; 3) Facilitator's Manual

the instructional approach is: 1) Clearly stated, measurable objectives; 2) Pre and post tests; 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for skipping material

abstract The Sweetwater Plan is an on-site, inservice program for regular classroom teachers that can be implemented by the resource teacher or other special education personnel assigned to a school. The focus is on giving teachers general information about the mildly handicapped and methods and materials for working more directly with children with special needs. The preparation sessions utilize both large group instruction and relevant classroom activities designed to help the regular classroom teacher deal with all children in the classroom.

The emphasis on teaching the basic skills associated with fixed learning tasks such as reading, arithmetic, writing, and spelling. This is done by concentrating on how to logistically work with the handicapped given the constraints of the regular classroom, rather than with providing highly specialized training programs that must be made to fit the regular classroom.

The six study units cover: 1) The Mildly Handicapped: An Introduction; 2) The Use of Task Analysis in Educating the Mildly Handicapped; 3) The Assessment of the Mildly Handicapped; 4) Writing I.E.P.'s for the Mildly Handicapped; 5) Developing, Selecting, and Utilizing Instructional Programs with the Mildly Handicapped; 6) Methods for Increasing Academic Behavior and Decreasing Inappropriate Social Behavior

SOURCE CEEDE, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

Dr. William K. Wiener, Director
Project TAMEC
Lenoir-Rhyne College
Hickory, North Carolina 28603
(704) 328-1741

PRICE Available on request

Teacher Activity Text: \$6.00
Facilitator's Manual: \$2.00
Overhead Masters: \$2.00 +
postage

TITLE: DEVELOPING A SCHOOL-BASED WORKSHOP PROGRAM

author Lorie Obernauer, Jan Sansone, and Naomi Zigmond
University of Pittsburgh

publication date: 1981

recommended length of time necessary to use material

3 hours

type of instruction: Individual

target audience : All levels

types of student with general content areas

General student population

the instructional materials consist of

Manual

the instructional approach is

- 1) Clearly stated objectives
- 2) Activities which correspond to objectives

abstract

"Developing a School-Based Workshop Program" is designed to help resource teachers plan for and implement inservice workshops for teachers of mainstreamed students. The hope is that these school-based inservice activities will enable all school personnel to update their knowledge about special education and to develop skills that will equip them to accommodate their mainstreamed special education students.

The guide introduces the resource teacher to his/her responsibilities in workshop planning, by providing:

- * a discussion of common issues and problems that are associated with inservice
- * a description of stages that are involved in organizing workshops
- * a description of the resource teacher's role during the workshops
- * specific suggestions for the design and implementation of different kinds of sessions

The four types of workshops discussed are:

- 1) Needs Assessment
- 2) Problem-Solving
- 3) Sharing Ideas
- 4) Information Sharing

The text follows a question-answer format and provides the participant with practical suggestions, examples, and checklists.

SOURCE	CEEDE, College of Education 218 Lindquist University of Iowa Iowa City, Iowa 52242	Program in Special Education Forbes Quadrangle, Suite 5M01 University of Pittsburgh Pittsburgh, Pennsylvania 15260
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PRICE	Available on request, \$0	reproduction costs and handling
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TITLE: CREATING AWARENESS OF TEST BIAS: A TRAINING PACKAGE

author Hinda Miller, Camilla Grigsby,
Evelyn Richardson, Judy Stiely, and James Duffey
The National Learning Resource Center of Pennsylvania

publication date

1978

recommended length of time necessary to use material

1½ hours

type of instruction: Group or individual

target audience: All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Creating Awareness of Test Bias: A Training Package"
(which includes the simulations)
- 2) "Identification of Bias in Testing: A Checklist and Guide"

the instructional approach is

- 1) Clearly stated objectives
- 2) Activities which correspond to objectives
- 3) Provision for adding or skipping material

abstract

"Creating Awareness of Test Bias" is a program designed for use by educators involved in the assessment of exceptional children. It is intended to introduce users to the problems of culture-fair testing via simulated assessment activities. By using the package, participants should gain insight into the problems of culture-fair testing and should become more aware of potential sources of test bias. In addition, the simulations are designed to permit participants to share some of the thoughts and feelings experienced by the culturally different child involved in a test situation.

Section I presents the participant with a statement of the problem, an overview of the ways in which cultural differences can result in test bias, key issues in minority testing, and some methods for coping with cultural bias in testing.

Section II includes the eight simulation activities. Participants have the chance to complete General Information, Vocabulary, Spelling, and Reading tests which simulate the problems confronted by exceptional or culturally different students.

As a culminating activity, the participant is provided with material to walk through a case study, from diagnostic input to program planning.

SOURCE

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218 Lindquist
University of Iowa
Iowa City, Iowa 52242

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Available on request

TITLE: BEHAVIOR MANAGEMENT:
A Competency-Based Manual for In-Service Training

author Stanley Fagen and Jeffery Hill

publication date : 1977

recommended length of time necessary to use material

15-3 hour sessions

type of instruction: Group

target audience: All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Facilitator's Manual
- 2) Activities
- 3) Tests
- 4) Various AV materials listed for optional use by instructor

the instructional approach is

- 1) Clearly stated, measurable objectives; 2) Post tests;
- 3) Activities which correspond to objectives; 4) Evaluation material for each objective; 5) Provision for adding or skipping material

abstract

The "Behavior Management" inservice program is intended to help teachers prevent and survive difficult encounters with student behavior. It also hopes to foster competencies to build such encounters into avenues for increased stability, trust, and self-esteem.

The course is made up of six modules:

PREVENTION

1. Establishing Behavior Values, Standards, and Limits
2. The Operant Strategy as One of Three Educational Approaches
3. Strategies for Reinforcing Behavior Values

COPING

4. Teaching Acceptance of and Coping with Frustration

INTERVENTION

5. Surface Management Techniques for Intervening in Disruptive School Behavior
6. Life Space Interviewing

The manual includes detailed lesson plans, suggested readings, charts, questionnaires, and activities which encourage direct application to classroom situations.

SOURCE Psychoeducational Resources, Inc.
Post Office Box 306
Burtonsville, Maryland 20866
(202) 244-6823

PRICE

\$15.00

82

TITLE: DATA BANK GUIDE TEACHER TRAINING PROGRAM: COMMUNICATION

author Pamela Bodoin Smith and Glee Ingram Bentley

publication date

1975

recommended length of time necessary to use material

3 hours

type of instruction

Group

target audience

All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Filmstrip
- 2) Audiotape
- 3) Facilitator's Manual
- 4) Student Workbook
- 5) Game

the instructional approach is

- 1) Clearly stated objectives
- 2) Activities which correspond to objectives
- 3) Provision for adding material

abstract

This Data Bank Guide suggests activities for improving verbal exchange skills and the ability to effectively express feelings by emphasizing the accurate encoding and decoding of messages. Listening skills, information gathering, and conflict response skills are stressed. Activities include articles, individual activities, group discussion, and role playing. Roadblocks to communication are also analyzed. Active and passive listening, clarifying responses, and "I-messages" are practiced by participants

SOURCE CFED, College of Education
218 Lindquist
University of Iowa
Iowa City, Iowa 52242

PRICE Available on request

83

TITLE: DATA BANK GUIDE TEACHER TRAINING PROGRAM:
Grading/Reporting

author Pamela Bodoin Smith and Glee Ingram Bentley

publication date
1975

recommended length of time necessary to use material
4 hours, 20 minutes

type of instruction

Group

target audience

All levels

types of student with general content areas

General student population

the instructional materials consist of

- 1) Filmstrip
- 2) Audiotape
- 3) Participant's Workbook
- 4) Activities
- 5) Questionnaire

the instructional approach is

- 1) Clearly stated, measurable objectives
- 2) Activities which correspond to objectives
- 3) Provisions for adding material

abstract

This module is based on the premise that traditional grading and reporting systems do not reflect the intent of individualized instruction. Grading/Reporting addresses two major issues: the evaluation of student work, and the manner and form in which the evaluation is reported. A wide variety of materials and activities are provided which encourage opportunities for interaction and sharing points of view. Simulation activities allow participants to create, evaluate, modify, and discuss alternative grading systems.

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218 Lindquist
University of Iowa
Iowa City, Iowa 52242

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INDEX BY TITLE

Adapting Instruction for Mainstreamed Students:	67
An In-Service Training Manual for Use with Classroom Teachers	
Behavior Management: A Competency-Based Manual for . . .	78
In-Service Training	
Behavior Management Strategies for Classroom	68
Application: An Inservice Training Manual for Use with Classroom Teachers	
CAITE I, Overview of Series	38
Gathering Information about Children	41
Hearing Impairment	43
Introduction to CAITE	39
Learning Disabilities	46
Motor, Physical and Health Problems	45
Profiles of Individual Differences	42
Speech Problems	44
The Decision Process	40
Creating Awareness of Test Bias: A Training Package . . .	77
Data Bank Guide Teacher Training Program: Communication .	79
Data Bank Guide Teacher Training Program: Grading/ Reporting	80
Developing a School-Based Workshop Program	76
Educating Students in Least Restrictive Environments, . .	33
Series Overview	
Series I: Characteristics and Assessment	34
of Exceptional Learners	
Series IV: Communication Skills	36
Series III: Instructional Management for	35
Exceptional Children in Regular Classes	
Series V: Legal, Philosophical, and Social	37
Issues: Implications for Handicapped Students	
Every Student is Different: The High School	70
Expanding Work Options for Exceptional Students	71
HIFI: Hearing Impaired Formal Inservice Program	72

How Can Tests Be Unfair?	69
I'm A Lot Like You - Elementary and Secondary Series Overview	10
Behavior Management Strategies	24
Career and Prevocational	31
Characteristics - Elementary	15
Characteristics - Secondary	27
Curriculum Analysis and Management	30
Developing Social and Affective Behaviors	32
Diagnostic Teaching	18
Environmental Control	21
Human Relations - Elementary	13
Human Relations - Secondary	26
Informal Inventories - Elementary	17
Informal Inventories - Secondary	28
Legislation	11
Mathematics	23
M-Team, IEP, and Parent Conferences	29
Observation, Recording, and Graphing	16
Philosophical Considerations - Elementary	12
Philosophical Considerations - Secondary	25
Range of Services	14
Reading One and Two	22
Referral and Multi-Disciplinary Team Process	19
Teacher Variables	20
Inservice Training Materials for Regular Education	74
Inservice (Project CRITERIA)	
Positive Approaches for Managing Troubled Students	73
Teaching Children with Special Needs -- K-3	54
Series Overview	
Analytic Approach to Reading	57
Behavior Problems I	56
Informal Assessment of Reading Problems	55
Mathematical Problems I	58
Mathematical Problems II	59
The Observation of Behavior	60

Teaching Students with Special Needs -- Secondary	61
Level, Series Overview	
Behavior Problems in the Classroom	62
The Heart of Teaching, Series Overview	63
Everyone Is Something Else	64
Last Hour Clash	65
The Sweetwater Plan	75
Tips for Teachers, Series Overview	47
Improving Spelling Skills in Handicapped	53
Children	
Informal Reading Inventory	51
Instructional Games for Handicapped Children . .	49
Lesson Planning Through Task Analysis	50
Task Analysis	52
Teacher-Made Reading Materials for Handicapped .	48
Children	

National Inservice Network
Qualitative Assessment of
Regular Education Inservice Materials Review

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