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ABSTRACT

Results of a 1982 survey to assess competencies that were developed for special education teachers in Kansas are presented. The 61 competencies covered the role of special education personnel with regular educators and the involvement of parents in the special education process. The objective of the competency-development project was to reduce the high attrition rate of special educators by improving preservice teacher education. Surveys were completed by 443 special education teachers and 57 administrators. The teachers provided three ratings/responses for each competency statement: (1) the importance of each competency to job satisfaction and effective functioning as a special educator; (2) their perception of their own strength in skill as defined in the competency statement; and (3) whether they had received any training in the competency, and the nature of the training. Administrators rated the importance of the competency and the degree to which they perceived teachers to possess each competency. They also indicated whether they thought their staff had received preservice or inservice training related to each competency. Additional information on teacher characteristics, background, and teacher settings was obtained. (SEW)

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KANSAS REGENT INSTITUTIONS SPECIAL PROJECT

SUMMARY REPORT

KANSAS SURVEY REGARDING ATTRITION
OF SPECIAL EDUCATION PERSONNEL

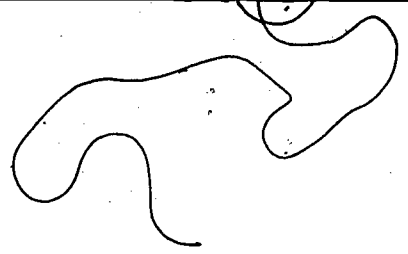
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EC 152610



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INTRODUCTION

The Kansas Regent Institutions Special Project is a collaborative effort of the six universities governed by the Kansas Board of Regents to provide preservice intervention for improving the retention of special education personnel. The project is funded by the Division of Personnel Preparation, Program of Special Education, U.S. Department of Education.

The problem of attrition of special education teachers in Kansas is a serious factor as is demonstrated in the number of special education vacancies which exist each year. Almost one half of those are replacement vacancies caused by personnel leaving a position. The Project is based on the premise that by improving higher education curriculum in several key areas the high attrition rate of special educators can be reduced.

Based on existing research, sixty-one competencies were developed in the areas of: 1) the role of special education personnel with regular educators; and 2) involving parents more effectively in the special education process. A committee composed of representatives from local special education administrators, local inservice specialists, Kansas State Department of Education, Kansas-National Education Association and project staff developed the competencies.

A state-wide survey was conducted in January of 1982 to accurately determine how Kansas special education administrators and special education teachers perceive the importance of the competencies in reducing attrition, the degree to which Kansas teachers are perceived to possess the skills defined in the competencies and whether the teachers have received either pre- or inservice training related to the competencies.

A summary report of the results of this study follows. These results will be considered by the Project Advisory Board and special education faculty at each of the universities in order to make specific recommendations regarding curriculum revision.

PROCEDURE

A randomized, stratified sample of special education teachers and all special education administrators in Kansas were surveyed to establish a data base regarding professional competencies within the special education field which teachers and administrators consider to be critical to the reduction of attrition among special education personnel.

One thousand of the 2,700 special education teachers in Kansas were randomly selected to be included in the study. Teachers from each administrative unit in the state were included with the group stratified according to the categorical area in which the person is currently teaching. The surveys were given to the Director of Special Education of each administrative unit for distribution. Out of 973 surveys which were distributed, 443 were completed and returned, making the overall return rate 46.5%.

Ninety-five surveys were distributed to special education administrators. Fifty-seven surveys were completed by administrators and analyzed making the return rate 60%.

Special education teachers were asked to give three ratings for each competency statement (See Appendix for a copy of the instrument). First they considered how important they felt each competency was to job satisfaction and effective functioning as a special educator. Next they were asked to rate their perception of their own strength in skill as defined in the competency statement. Third they were asked to identify whether they had received any training in that competency and whether the training was received in college coursework or inservice training such as conventions, seminars, or workshops sponsored by the state or local education agency.

Special education administrators were also asked to give three ratings for each competency statement. They rated the importance and the degree to which they perceived teachers to possess each competency. They also were asked to indicate whether they thought their staff had received pre- or inservice training related to each competency.

The response scale for the importance and skill ratings was as follows:

IMPORTANCE	SKILL
1 - High importance	1 - High degree of skill
2 - Some importance	2 - Some skill
3 - Limited importance	3 - Limited skill
4 - No importance	4 - No skill

The response mode for the training was a (✓) or (x) to any of the following which would apply to the respondent:

- College - Check this column if in your college coursework you received training directly related to developing the competency described.
- Inservice - Check this column if during conventions, seminars, or special state or school sponsored workshops you attended you received training directly related to developing the competency described.
- None - Check this category if you have had NO college coursework or inservice experience that has covered the skill described in the competency statement.

The sixty-one competencies were grouped into ten general topic areas. At the end of the survey, each respondent was also instructed to prioritize the ten topics with a ranking of 1-10 in relationship to their affect or contribution to teacher attrition (10-most affecting or contributing; 1-least affecting or contributing).

Demographic and descriptive information asked of each of the teacher respondents included the personal characteristics of: sex; age range; highest academic degree; total years teaching experience; special education certification level; university at which the majority of special education coursework was completed; AND setting information of: Grade levels currently teaching; administrative arrangement; paraprofessional available; type(s) of student(s) services provided for; and size of district.

Analysis of the data collected in the study speaks to several questions concerning the relationship of the professional competencies to the reduction of attrition among special educators.

- 1) What topic areas (i.e., communicating with parents, organizing the learning environment, etc.) do special education teachers feel are most important to attrition and do they report receiving training?
- 2) How do special education teachers in the various categorical areas and administrators rank the importance of each topic area in contributing to attrition?
- 3) Are there competencies in which special education teachers feel less skilled but rate as important in contributing to attrition and have they received training related to these competencies?
- 4) Are there competencies in which special education administrators feel special education teachers are less skilled but rate as important in contributing to attrition?
- 5) Is there agreement between special education teachers and special education administrators regarding the degree to which special education teachers possess skill in a competency?
- 6) Is there a difference between urban and rural teacher respondents regarding their ratings of the importance and degree of skill in the competencies.

One of the goals of the study was to determine which competencies need to receive greater emphasis in preservice training programs. Questions 3-6 above especially help to identify these competencies.

A combination of descriptive statistics and comparative statistics (t-Test) were used in the analysis of data. A .001 level of significance was used for all analyses. Results and data for the study will be presented through addressing each of the above questions.

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RESULTS

Question #1:

WHAT TOPIC AREAS DO SPECIAL EDUCATION TEACHERS FEEL ARE MOST IMPORTANT TO ATTRITION AND DO THEY REPORT RECEIVING TRAINING?

The sixty-one competencies were grouped into ten topic areas for special education teachers to prioritize according to their effect or contribution to teacher attrition. A score of "10" was assigned to the topic area which most effects or contributes to attrition. A score of "1" was assigned to the topic area which least effects or contributes to attrition.

Table 1 is the overall topic area ranking of the teacher respondents from all categorical areas listed from most important or contributing to attrition (10), to least important (1). The final columns show the percent of responses regarding having received or not received training.

TABLE 1

Total Special Education Teacher Ranking and Training

<u>Topic Area</u>	<u>Training</u>	<u>No Training</u>
#10 - Assisting Regular Educators with Instruction of Special Education Students	73.10%	26.90%
#9 - Consultation/Problem Solving with Regular Educators	47.47%	52.33%
#8 - Mechanics of Communicating with Regular Educators	60.43%	39.57%
#7 - Communicating with Parents	66.46%	33.54%
#6 - Individualizing Instruction for Learners	85.66%	14.34%
#5 - Preparing/Delivering Inservice Training with Regular Educators	60.00%	40.00%
#4 - Involving Parents in the IEP Process	69.83%	30.17%
#3 - Organizing the Learning Environment	70.19%	29.81%
#2 - Providing Feedback to Parents	59.71%	40.29%
#1 - Assisting Parents in Locating Community Resources	36.82%	63.18%

Having received no training is reported by over 50% of respondents for the second ranked topic area, consultation and problem solving with parents. In the third ranked area, mechanics of communicating with regular educators, almost 40% of the teachers indicated having received no training.

HOW DO SPECIAL EDUCATION TEACHERS IN THE VARIOUS CATEGORICAL AREAS, AND ADMINISTRATORS, RANK THE IMPORTANCE OF EACH TOPIC AREA IN CONTRIBUTING TO ATTRITION?

Table 2 represents how each categorical area of special education teachers ranked the ten topics. The number (#) of the topic area reflects the overall ranking assigned as shown in Table 1. Table 2 then displays the number of respondents, their categorical area, and the ranking that group assigned the topic areas importance to attrition.

TABLE 2

Topic Area Ranking by Categorical Area

<u>Respondent Group</u>		<u>Topic Area Ranking</u>									
<u>#</u>	<u>Categorical Area</u>	<u>#10</u>	<u>#9</u>	<u>#8</u>	<u>#7</u>	<u>#6</u>	<u>#5</u>	<u>#4</u>	<u>#3</u>	<u>#2</u>	<u>#1</u>
(74)	EMR	9	10	8	4	6	2	7	5	3	1
(24)	TMR	8	9	10	7	6	3	2	1	4	5
(18)	SMH	5	6	2	8	10	4	7	9	3	1
(63)	Gifted	8	10	9	2	5	7	4	6	3	1
(07)	Physically Impaired	9	8	7	3	2	10	5	1	4	6
(08)	Hearing Impaired	10	5	4	9	8	2	6	7	3	1
(72)	Interrelated	8	9	10	5	3	7	6	4	1	2
(02)	Visually Impaired	10	1	5	7	4	2	9	3	6	8
(128)	LD	9	10	8	6	5	7	2	4	3	1
(57)	ED (PSA)	10	8	9	6	5	7	2	4	3	1
(57)	Administrators	8	10	9	3	5	6	4	7	1	2

TOTAL - 510

Three topic areas were consistently ranked the highest in contributing to attrition by administrators and all categorical areas with the exception of the teachers of the severely/multiply handicapped and the hearing impaired. The three topic areas are:

- a) Assisting regular educators with instruction of special education students
- b) Consultation/problem solving with regular educators
- c) Mechanics of communicating with regular educators

Question #3:

ARE THERE COMPETENCIES IN WHICH SPECIAL EDUCATION TEACHERS FEEL LESS SKILLED BUT RATE AS BEING IMPORTANT IN CONTRIBUTING TO ATTRITION AND HAVE THEY RECEIVED TRAINING RELATED TO THESE COMPETENCIES?

Table 3 first lists the ten competencies which show the greatest statistically significant (.001) difference between importance and skill (i.e., highly important/lower skill). The next ten competencies listed also rate importance significantly higher than skill, though the difference is not as great as in the first ten competencies. The last three competencies listed show closer agreement in the ratings of importance and skill.

The percent of respondents who indicated having received training in the competency are listed by: having received training only in college; only in inservice; having received no training; and having received training in both college and inservice.

TABLE 3
Special Education Teacher Rating of
Skill/Importance and Training Received

<u>Competency Statement</u>	<u>t-value</u>	<u>p</u>	<u>College</u>	<u>Inservice</u>	<u>None</u>	<u>Both</u>
Eliciting responses from parents	10.89	.000	39.81%	5.45%	39.34%	12.56%
Problem solving (conflict resolution) with parents	10.49	.000	37.20%	7.82%	39.10%	13.27%
Able to assist in the identification and adaptation of innovative methods and/or materials for programs for exceptional children within regular education	9.76	.000	41.47%	9.48%	27.49%	19.43%
Able to implement various techniques for identifying effective methods of instruction	9.35	.000	55.92%	6.40%	13.27%	22.51%
Assist parents in locating community resources	9.33	.000	20.85%	12.32%	55.69%	8.77%
Able to anticipate possible instructional problems in advance and adapt accordingly.	9.19	.000	37.44%	5.92%	42.89%	11.61%
Able to help teachers develop problem solving skills	9.13	.000	28.44%	10.19%	47.87%	11.37%
Assist parents in using community resources	9.10	.000	20.14%	10.43%	60.19%	7.11%
Assist parents in locating peer-type advocacy resources	8.99	.000	18.01%	8.53%	63.98%	6.40%

<u>Competency Statement</u>	<u>t-value</u>	<u>p</u>	<u>College</u>	<u>Inservice</u>	<u>None</u>	<u>Both</u>
Able to determine objective criteria, evaluation procedures, and data collection needs to measure learner progress	8.83	.000	57.35%	8.29%	8.06%	24.88%
Demonstrate knowledge and understanding of the realities of parental attitudes and reactions to having an exceptional child	8.82	.000	45.73%	5.92%	31.28%	15.17%
Establish methods for parent follow-up of instructional programs where appropriate	8.67	.000	31.52%	10.19%	45.50%	10.19%
Able to assist in the development of instructional programs for exceptional children with regular education	8.66	.000	38.15%	9.95%	31.52%	18.01%
Assist parents in evaluating peer-type advocacy resources	8.50	.000	14.93%	8.06%	68.72%	5.45%
Develop with parents methods for them to use in evaluating their child's progress	8.43	.000	27.01%	6.16%	54.50%	9.00%
Able to determine the specific education and related services needed based on the learner goals and objectives	8.40	.000	56.16%	7.82%	10.66%	24.64%
Knowledge of the current literature on instructional practices for exceptional children within regular education	8.33	.000	40.76%	12.32%	25.59%	19.43%
Able to analyze a teacher's situation as a basis for determining consultant needs	8.25	.000	23.22%	9.72%	56.87%	7.82%
Effectively communicate with parents the educational needs of their child and the program being provided	8.13	.000	41.71%	9.95%	26.78%	19.67%
Demonstrate knowledge and understanding of the importance to improved learning when parents are involved in working with exceptional children	8.12	.000	40.28%	4.74%	36.97%	14.69%

<u>Competency Statement</u>	<u>t-value</u>	<u>p</u>	<u>College</u>	<u>Inservice</u>	<u>None</u>	<u>Both</u>
Able to understand and critically evaluate the potential of different classroom organization models for self-contained, resource, itinerant, and regular education classrooms	2.78	.006	55.69%	8.06%	22.51%	12.80%
Able to plan a training program for other educational personnel on all aspects of the IEP process	2.13	.034	27.49%	23.93%	31.04%	16.11%
Able to plan training programs concerned with the identification and use of data collection techniques and instruments	1.87	.062	40.28%	8.29%	36.97%	11.37%

Special education teacher respondents rated all 61 competencies as important or highly important. The mean rating for importance was consistently higher than the mean rating for skill. In only the three competencies displayed above was no statistically significant (.001) difference found in the rating of importance and skill.



Question #4:

ARE THERE COMPETENCIES IN WHICH SPECIAL EDUCATION ADMINISTRATORS FEEL THEIR SPECIAL EDUCATION TEACHERS ARE LESS SKILLED BUT RATE AS IMPORTANT IN CONTRIBUTING TO ATTRITION?

Special education administrator respondents also rated the 61 competencies as important or very important, and consistently rated teacher skill lower than they rated competency importance. Table 4 lists the nine competencies which show the greatest statistically significant difference between importance and skill. The next ten competencies listed also rate importance significantly higher than skill, though the difference is not as great as in the first nine competencies. The last seven competencies listed show the closest agreement in ratings between importance and skill.

TABLE 4

Administrator Rating of Special Education
Teacher Skill/Importance

<u>Competency Statement</u>	<u>t-value</u>	<u>p</u>
Able to effectively transmit information to school personnel (regular classroom teachers, administrators) through various communication modes (e.g., verbal, written)	8.45	.000
Able to help teachers develop problem solving skills	7.99	.000
Active listening	7.90	.000
Effectively communicate with parents the educational needs of their child and the program being provided	7.80	.000
Able to determine objective criteria, evaluation procedures, and data collection needs to measure learner progress	7.61	.000
Problem solving (conflict resolution) with parents	7.47	.000
Able to assist in the development of instructional programs for exceptional children within regular educators	7.37	.000
Attending to what parents communicate	7.25	.000
Able to assist in the development of classroom management techniques for exceptional children within regular education	7.00	.000

<u>Competency Statement</u>	<u>t-value</u>	<u>p</u>
Able to implement various techniques for identifying effective methods of instruction	6.96	.000
Able to identify and assist personnel skilled to assume specific roles in the instructional program	6.71	.000
Able to determine appropriate goals and objectives based on learner characteristics	6.65	.000
Establish methods for parent follow-up of instructional programs where appropriate	6.63	.000
Able to determine the specific education and related services needed based on the learner goals and objectives	6.63	.000
Eliciting responses from parents	6.50	.000
Able to analyze a teacher's situation as a basis for determining consultant needs	6.42	.000
Establish a system of frequent feedback to parents	6.40	.000
Develop with parents methods for them to use in evaluating their child's progress	6.39	.000
Involve parents with instructional or behavior management program	6.39	.000
Able to anticipate possible instructional problems in advance and adapt accordingly	6.26	.000
Able to use formal communication models to enhance effective interaction with school personnel on instructional related problems	6.26	.000
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Able to demonstrate the ability to identify and arrange interpersonal situations which enhance communication in large group meetings	3.43	.001
Able to demonstrate the ability to communicate to parents information on legislation which affects the education of the handicapped in Free Appropriate Public Education	3.41	.001
Assist parents in evaluating peer-type advocacy resources	3.37	.001
Able to demonstrate the ability to identify and arrange interpersonal situations which enhance communication in conferences	3.36	.001

<u>Competency Statement</u>	<u>t-value</u>	<u>p</u>
Assist parents in locating peer-type advocacy resources	3.28	.001
Able to demonstrate the ability to communicate to parents information on legislation which affects the education of the handicapped in Least Restrictive Environment	3.24	.002
Assist parents in evaluating community resources	3.20	.002

Question #5:

IS THERE AGREEMENT BETWEEN SPECIAL EDUCATION TEACHERS AND SPECIAL EDUCATION ADMINISTRATORS REGARDING THE DEGREE TO WHICH SPECIAL EDUCATION TEACHERS POSSESS SKILL IN A COMPETENCY?

Table 5 includes the five competencies which show no significant difference ($p < .001$) between the teachers and administrators rating of the teachers' skill. The next eight competencies show agreement between the teachers' and the administrators' perception of skill although there is a statistically significant difference (.01) between the two. The final ten competencies displayed are those where administrators and teachers show the greatest statistically significant difference (.001) in their perception of teacher skill.

TABLE 5

Comparison of Special Education Administrator/Teacher
Rating of Competency Skill

<u>Competency Statement</u>	<u>t-value</u>	<u>P</u>
Assist parents in locating community resources	1.39	.165
Assist parents in locating peer-type advocacy resources	1.48	.140
Assist parents in using community resources	1.65	.099
Able to describe the different communication processes relevant to the role of consultant in a local school setting	2.36	.019
Assist parents in evaluating community resources	2.36	.019
<hr/>		
Able to design and organize instructional activities for other educational personnel aimed at the development of specific skills requisite to various educational roles	2.65	.008
Able to analyze a teacher's situation as a basis for determining consultant needs	2.72	.007
Able to design communication procedures applicable to the role of a consultant in a local school situation	2.84	.005
Assist parents in evaluating peer-type advocacy resources	2.87	.004

<u>Competency Statement</u>	<u>t-value</u>	<u>p</u>
Develop with parents methods for them to use in evaluating their child's progress	2.96	.003
Able to demonstrate the ability to communicate to parents information on legislation which affects the education of the handicapped in Free Appropriate Public Education	2.96	.003
Able to use formal communication models to enhance effective interaction with school personnel on instructional related problems	3.02	.003
Involve parents in making placement decisions according to LRE	3.10	.002
<hr/>		
Involve parents in the program evaluation process	7.00	.000
Able to demonstrate the ability to identify and arrange interpersonal situations which enhance communication in individual meetings	7.01	.000
Demonstrate knowledge and understanding of the importance to improved learning when parents are involved in working with exceptional children	7.05	.000
Able to determine the specific education and related services needed based on the learner goals and objectives	7.13	.000
Problem solving (conflict resolution) with parents	7.67	.000
Demonstrate knowledge and understanding of the realities of parental attitudes and reactions to having an exceptional child	8.02	.000
Verbal and non-verbal (written, gestures) communication with parents	8.45	.000
Communicating feelings with parents	8.71	.000
Attending to what parents communicate	8.94	.000
Active listening	10.60	.000

Question #6:

IS THERE A DIFFERENCE BETWEEN URBAN AND RURAL TEACHER RESPONDENTS REGARDING THEIR RATINGS OF THE IMPORTANCE AND DEGREE OF SKILL IN THE COMPETENCIES?

A t-Test comparing urban (> 4,000 student population) and rural (< 4000 student population) special education teacher responses for perceived importance indicated no significant differences ($p < .05$). The same statistical procedures yielded no difference in urban vs. rural ratings related to perceived skill in the competencies.

DISCUSSION

The results of this study are being presented to the Kansas Regent Institutions Special Project Advisory Board and special education faculty at all six regent institutions for a thorough consideration prior to making specific recommendations for curriculum revision in the university training programs.

A cursory analysis of the data would indicate that all respondents view the competencies as important factors to attrition and that the competencies are consistently ranked with higher importance than skill. No significant differences were found between urban or rural respondents.

General findings indicate that the competencies related to the role of special education personnel with regular educators are viewed as the most important. In at least two of the topic areas from this group, a sparsity of training is reported. The findings also consistently indicate that administrators perceive teachers to be less skilled in these competencies than do teachers perceive their own skill.

The competency topic area of assisting parents in locating community resources was the area where over 63% of the teachers indicated having received no training. The data also show that of the five (5) individual competencies where both administrators, and teachers agreed the teachers were less skilled, four of five are in the area of assisting parents in locating community resources.

These findings suggest that the competencies studied are valid in relationship to attrition of special education personnel in Kansas. The findings also provide a basis for assessing current special education teacher preparation programs in the state.

APPENDIX
TEACHER FORM
KANSAS SURVEY REGARDING
ATTRITION OF SPECIAL EDUCATION PERSONNEL

This survey lists professional competencies associated with the role of a special educator. We ask that you consider how important each competency is to your satisfaction with your job and your functioning effectively in your role as a special educator. We also ask you to rate the strength of your skill as that skill is defined in the competency statement.

DIRECTIONS:

- In the column labeled "IMPORTANCE", please rate the importance of each competency described by writing in the first column a numerical rating that reflects how important you feel the skill is. In the second column, labeled "SKILL", write in a numerical rating which reflects the strength of your skill.

Please use the following scales to rate:

IMPORTANCE	SKILL
1 - High importance	1 - High degree of skill
2 - Some importance	2 - Some skill
3 - Limited importance	3 - Limited skill
4 - No importance	4 - No skill

- In the columns labeled "TRAINING", check (✓ or x) any of the following which apply:

- College - Check this column if in your college coursework you received training directly related to developing the competency described.
- Inservice - Check this column if during conventions, seminars, or special state or school sponsored workshops you attended you received training directly related to developing the competency described.
- None - Check this category if you have had NO college coursework or inservice experience that has covered the skill described in the competency statement.

	IMPORTANCE	SKILL	TRAINING
High	1	1	College
Some	2	2	Inservice
Limited	3	3	None
No	4	4	

COMMUNICATION WITH REGULAR EDUCATORS:

A. Mechanical:

- Able to describe the different communication processes relevant to the role of consultant in a local school setting.
- Able to use formal communication models to enhance effective interaction with school personnel on instructional related problems.
- Able to effectively transmit information to school personnel (regular classroom teachers, administrators) through various communication modes (e.g., verbal, written)
- Able to identify the objectives for a presentation situation (i.e., to inform, inspire, persuade, etc.) and employ the most suitable techniques.
- Able to identify and arrange interpersonal situations (i.e., individual conferences, small groups, large group meetings, etc.) which enhance communication.
- Able to design communication procedures applicable to the role of a consultant in a local school situation.

	IMPORTANCE				SKILL			TRAINING		
	High Some Limited No	1 2 3 4	1 2 3 4	1 2 3 4	College	Inservice	None			
B. Consultation/Problem Solving:										
7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Individualized Instruction:										
10.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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13.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Organization of Learning Environment:										
16.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Instructional Practices:										
21.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	IMPORTANCE	SKILL	TRAINING		
	High Some Limited No	1 2 3 4	College	Inservice	None
E. Instructional Practices: (continued)					
23. Able to assist in the development of classroom management techniques for exceptional children within regular education.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Able to assist in the identification and adaptation of innovative methods and/or materials for programs for exceptional children within regular education.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Inservice Training for Regular Educators:					
25. Able to plan a training program for other educational personnel on all aspects of the IEP process.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Able to design and organize instructional activities for other educational personnel aimed at the development of specific skills requisite to various educational roles.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Able to plan a training program relevant to organizing the learning environment with consideration for individual learner needs and the total classroom setting.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Able to plan a training program relevant to the selection and utilization of instructional methodologies and classroom management techniques with exceptional learners.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Able to plan training programs concerned with the identification and use of data collection techniques and instruments.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INVOLVING PARENTS:

A. Communication with Parents:

Able to demonstrate the ability to communicate to parents information on legislation which affects the education of the handicapped in each of the following areas related to PL. 94-142 and Kansas Special Education for Exceptional Children Act:

30. Free Appropriate Public Education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Least Restrictive Environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Related Services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Due Process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Verbal and non-verbal (written, gestures) communication with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Developing trust with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Communicating feelings with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Problem solving (conflict resolution) with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Attending to what parents communicate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Active listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Eliciting responses from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	IMPORTANCE	SKILL	TRAINING		
High	1	1	College	Inservice	None
Some	2	2			
Limited	3	3			
No	4	4			

A. Communication With Parents: (continued)

Able to demonstrate the ability to identify and arrange interpersonal situations which enhance communication in each of the following situations:

- 41. Large group meetings.
- 42. Small group meetings.
- 43. Conferences.
- 44. Individual meetings.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Understanding Needs of Parents:

- 45. Demonstrate knowledge and understanding of the realities of parental attitudes and reactions to having an exceptional child.
- 46. Demonstrate knowledge and understanding of the importance to improved learning when parents are involved in working with exceptional children.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Involving Parents in the IEP Process:

- 47. Involve parents in the assessment process through the comprehensive evaluation procedures.
- 48. Involve parents in establishing learning and behavioral goals and objectives.
- 49. Involve parents in making placement decisions according to LRE.
- 50. Involve parents in determining support services.
- 51. Involve parents with instructional or behavior management program.
- 52. Involve parents in the program evaluation process.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Assisting Parents with Locating Community Resources:

- 53. Assist parents in locating community resources.
- 54. Assist parents in using community resources.
- 55. Assist parents in evaluating community resources.
- 56. Assist parents in locating peer-type advocacy resources.
- 57. Assist parents in evaluating peer-type advocacy resources.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Providing Feedback to Parents:

- 58. Establish a system of frequent feedback to parents.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	IMPORTANCE	SKILL	TRAINING			
	High Some Limited No	1 2 3 4	1 2 3 4	College	Inservice	None
E. Providing Feedback to Parents: (continued)						
59. Effectively communicate with parents the educational needs of their child and the program being provided.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Establish methods for parent follow-up of instructional programs where appropriate.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Develop with parents methods for them to use in evaluating their child's progress.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DIRECTIONS:

We now request that you please prioritize each of the following topics with a ranking of 1 to 10 - 1 = least affecting or contributing to attrition; 10 = most affecting or contributing to attrition. No two categories should receive the same ranking.

- _____ - Mechanics of communicating with regular educators.
- _____ - Consultation/Problem solving with regular educators.
- _____ - Individualizing instruction for learners.
- _____ - Organizing the learning environment.
- _____ - Assisting regular educators with instruction of special education students.
- _____ - Preparing/Delivering inservice training with regular educators.
- _____ - Communicating with parents.
- _____ - Involving parents in the IEP process.
- _____ - Assisting parents in locating community resources.
- _____ - Providing feedback to parents.