ABSTRACT
        This manual describes an alternative service delivery
model, developed at Park Hill School District in Missouri, that
involves regular and special education secondary-level teachers in a
collaborative instructional delivery system. Its three major
components include: (1) "A Class within a Class" which places the
teacher of mild/moderate learning disabled students in the regular
classroom setting to monitor student progress, provide modified
materials, and reinforce various skills, while maintaining the
regular teacher as primarily responsible for course content; (2)
collaborative curriculum development committees involving both
regular and special education teachers in writing curriculum and
teaching strategies; and (3) the development of a learning strategies
curriculum. The program evaluation plan focuses on the
appropriateness of the curriculum used, the success of the students
involved, the satisfaction of students and parents, and an evaluation
of teacher performance. (JDD)

PARK HILL SECONDARY LEARNING DISABILITY PROJECT:

AN ALTERNATIVE SERVICE DELIVERY MODEL

IMPLEMENTATION MANUAL

Gerald Reynaud
Director of Special Services
Park Hill School District
7703 N.W. Barry Rd.
Kansas City, MO 64152

Thomas Pfannenstiel
Diagnostic Consultant
Project Coordinator
Park Hill School District
7703 N.W. Barry Rd.
Kansas City, MO 64152

Dr. Floyd Hudson
Professor of Special Education
Project Consultant
Kansas University
Department of Special Education
39th and Rainbow Blvd.
Kansas City, KS 66103

April 1, 1987

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Acknowledgments

Credit and acknowledgment for support of this project are offered to the Missouri State Department of Education, Section Special Education: the Park Hill Board of Education; and regular and special education teachers and administrators who have given of their time, energy and a professional commitment to the design and implementation of this service delivery model. The contents of this implementation manual have been made possible by special contribution of information and resources from the following educators:

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Preface

The Park Hill Secondary Learning Disability Project, is an alternative service delivery model that addresses a long standing need in education to involve regular and special education teachers in a collaborative instructional delivery system. This project resulted from an interdisciplinary team of educators recognizing the need to prevent failure of students with learning disabilities in regular education. It offers realistic alternatives in the regular classroom environment for students with mild to moderate learning disabilities and provides a support system for all other learners in the classroom.

The project was initially funded in (1984) by the Missouri Department of Elementary and Secondary Education, Section Special Education. The major components of this project are:

1. a service delivery system referred to as, "A Class Within a Class", which places the teacher of learning disabled students in the regular classroom setting, emphasizing the collaboration between the regular and special teacher;

2. collaborative curriculum development committees with teachers of the learning disabled and regular education writing curriculum and teaching strategies together;

3. the development of a learning strategies
   curriculum that assists students in
   learning how to learn which will enhance
   transition and survival in the mainstream.

Individually, these three components are not unique

to the field of education. However, it is through the

integration of these components that regular and special

education teachers collaboratively plan and provide

effective curriculum and instruction.

The Park Hill Secondary Learning Disability Project

Implementation Manual is a result of the need to provide

information and technical assistance to school district

personnel in the implementation of this project or any

single component.

Gerald Reynaud

Rationale for Change

A major problem facing American education today is that of delivering quality instruction while at the same time meeting the learning needs of students in an increasingly complex society. These and similar problems have been identified in the final report of the National Commission on Excellence in Education (NCEE 1983). This report cites declining achievement scores, high numbers of functionally illiterate adults, and the lack of "higher order" intellectual skills among many secondary students.

Students of today come from a varied background, displaying variance in their learning characteristics and levels of achievement thereby presenting a major challenge to the instructional process. The educational system has reacted to this increase in heterogeneity by categorizing atypical learners, and placing them in categorical or restrictive learning environments. This trend has encouraged unnecessary segregation of many students from their peers which may become a financial burden to the educational system. A growing body of research suggests that the multiplicity of categorical programs has led to a number of problems.

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Instructional classifications are not based upon the characteristics of the students, but rather upon the values of the educational system. Forms of segregation in educational settings is often attributed to bias in the assessment process (Ysseldyke and Algozzine 1982). One approach to this form of segregation is to eliminate disability labels and categories and merge special with regular education into a more unified system which addresses the unique learning needs of all students. (Stainback and Stainback 1984).

There is no conclusive evidence that segregated programs for most categories of special students are more effective than instructing those students in the regular classroom (Carlberg and Kavale, 1980). Furthermore, the gains accomplished by separating students from their assigned regular classes will be minimal or non-existent unless considerable effort at integration and transfer of learning occurs among programs. To be successful, integration must include the coordination of the special instruction with that content being taught in the regular setting, communication among the professionals working with the same student, and efforts to help students transfer their learning from one setting to another.

The growing opinion of teacher educators is that the body of knowledge, skills, and attitude required for success in teaching "special" groups of students is the same for the teachers of students in the regular classroom. Regular teachers can learn to individualize and to adapt their programs to a variety of learners in the classroom if they do not do so already.

Research suggests that good teaching draws from students their own resources and self-sufficiency in the educational process. Good teaching is also characterized by cooperative goal setting, appropriate instructional objectives, differentiating curriculum materials, grouping students appropriately, and knowing a variety of approaches or strategies for reaching any given instructional goal. All these qualities not only assist the so-called ordinary student, but also accommodate those students whom educators have tended to label as "different" in recent years. With the exception of those students who demonstrate severe disabilities, good teaching practices as found in many regular settings would be appropriate for a far greater range of students with their varied learning characteristics.

Since the enactment of 94-142, the concept of least restrictive environment has been shrouded in controversy

Not only did the law entitle all students to an education (i.e., special education), but it also required the system itself to change and appropriately integrate handicapped students with nonhandicapped students. Biklen (1985) raised the question of implementation when he stated that mainstreaming is regarded as a special activity best understood and implemented by special educators and yet when handicapped students are mainstreamed it automatically effects the total educational system.

Educators have expressed the concern that merely shifting students from one physical location to another will not result in improved performance unless educational procedures are developed and utilized that enable students to transfer skills learned in special education to the regular classroom (Rose, Lesser and Gottlieb, 1982). A related issue is social skills training with handicapped students to help them adapt to the mainstream (Gresham, 1982).

One of the most important implementation issues is the lack of training provided to regular educators to work with handicapped students (Ganschow, Weber and Davis, 1984; Redden and Blackhurst, 1978; Smith and Schindler, 1980). In order to redesign the working concept of mainstreaming, educators must review what has

occurred since Dunn (1968) introduced the concept. Research ..as suggested that in order for special students to succeed in regular classes, regular educators need intensive inservice training designed to change the way in which they perceive their teaching roles and responsibilities to individualize student needs. (Canberry, Waxman, and McKain, 1981; Corrigan, 1978; Meyen and Lehr, 1980; Reynolds, 1978). Studies have consistently shown that unless the teachers mind set is altered, no change in attitude and behavior will be forthcoming. (Ammer, 1984, Stephans and Braun, 1980). In preparing such training, curriculum developers need to carefully design activities and strategies which enhance the possibility of modifying and/or changing the attitudes, needs and preconceived biases of regular education (Kunzweiler, 1982; Larrivee, 1982).

Early efficacy studies failed to demonstrate the superiority of special classes over regular classes. This assumption continues to be supported by current data (Semmel, et.al., 1979). The issue, therefore, seems to be not whether successful integration is possible, but for which handicapped children and under what conditions can acceptable and enduring gains be obtained in the regular classroom program.

Kaufman et.al. (1975) has delineated three conditions that must be met before one who is handicapped can benefit from instruction in the regular class. First, the handicapped child's educational needs must be compatible with the instruction that is offered to nonhandicapped children. The second condition that must exist for instructional integration to occur is for the regular classroom teacher to be willing to modify instructional practices to accommodate a child whose learning style or ability may be seriously discrepant from the remaining students in the class. The third facet of instructional integration is the need for a coordinated effort between the regular classroom teacher and the supportive personnel available in the school and district.

In summary, it is evident that educational reform is imperative and that special education must play a leading roll in creating models for effective instruction for all learners. Educating students with learning problems is a local, state and federal concern and one that is a major focus of the U.S. Department of Education. Madeline C. Will, Assistant Secretary for the office of Special Education and Rehabilitative Services addresses these concerns in her writing of

Educating Children With Learning Problems: A Shared
Responsibility (1987).   Will expresses the reality of
our need to more effectively use resources to accommo-
date the burgeoning number of students who are failing
to learn through conventional education methods.   There
is a dramatic increase in the number of students who are
unable to learn adequately in the general education
system. If allowed to fall in large numbers, these
students as adults, will represent an enormous pool of
unused marginally productive manpower.

The Special education pull out approach has failed
to meet the educational needs of students and has
created barriers to their successful education.   Will
contends that building level administrators must be
impowered to assemble appropriate professionals and
other resources for delivering effective, coordinated,
comprehensive services for all students based on
individual educational needs rather than eligibility for
special programs.   This means special programs and
regular education programs must be allowed to collec-
tively contribute skills and resources to carry out
individualized education plans based on individualized
educational needs.   We are encouraged to engage in
experimental trials which should include systematic

methods aimed at serving students in more comprehensive ways. If we are to improve education, we must accept the general applicability of special education techniques beyond the confines of the special education class.

Success will mean the creation of a more powerful, more responsive education system, one with enhanced component parts. Will states that this does not mean that the role of special education teachers and other special assistance providers will be eliminated or diminished. Nor does it mean the consolidation of special education into regular education, thus placing an overwhelming and unfair financial burden on one part of the system.

It, however, does mean that special programs must be allowed to use their knowledge base and services to prevent students with learning problems from reaching the point of failure in the educational system. Programs should be allowed to establish a partnership with regular education to cooperatively assess the educational needs of students with learning problems and to cooperatively develop effective educational strategies for meeting those needs.

In the delivery of educational services to meet individualized needs, administrators and teachers must

be allowed to collectively contribute skills and resources to carry out appropriate educational plans. There must be the nurturing of a shared commitment to the future of all children with special learning needs.

The Park Hill Program addresses the concerns and conclusions in this review of literature and provides opportunities for successful integration of mild to moderate learning disabled students in the regular classroom. This program offers alternatives to the traditional resource, self-contained or tutorial models.

Since regular classroom teachers are not trained as learning specialists, they at times do not feel responsible or capable of meeting the unique instructional needs of handicapped students. Likewise, L.D. teachers do not have the specialized training to teach content area curriculum at the secondary level. By utilizing the expertise and capabilities of these two professionals, this program offers a service delivery model through which regular and special education can collaborate in utilizing their training and skill.

Program Model

Philosophy and Purpose

Throughout the design and implementation process of
this program model (Figure 1) there is a basic underly-
ing philosophy that all children have the innate poten-
tial to learn and that it is the role and responsibility
of the public school system to provide opportunities for
all learners to be successful. It is therefore the
purpose of this program to meet the educational needs
of dysfunctional learners in the least restrictive
environment through the implementation of three major
components.

Components

Collaborative Curriculum Development

The Park Hill Secondary Learning Disability Project
requires cooperative planning of curriculum by regular
and special education teachers. Various teaching strate-
gies can be developed to insure student success in the
secondary content curriculum.

A major feature of curriculum development is the
compilation of various instructiona: strategies that
could be utilized by the committee members in designing
worksheets and activities. These strategies could also

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Figure 1

Program Model

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                        │   Philosophy    │
                        └─────────────────┘
                                 │
                        ┌─────────────────┐
                        │    Purpose      │
                        └─────────────────┘
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                        ┌─────────────────┐
                        │   Components    │
                        └─────────────────┘
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┌─────────────────┐   ┌─────────────────┐   ┌─────────────────────┐
│   Curriculum    │   │  Class Within   │   │ Learning Strategies │
│  Development    │   │    a Class      │   │    Instruction      │
└─────────────────┘   └─────────────────┘   └─────────────────────┘
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              │      Program        │
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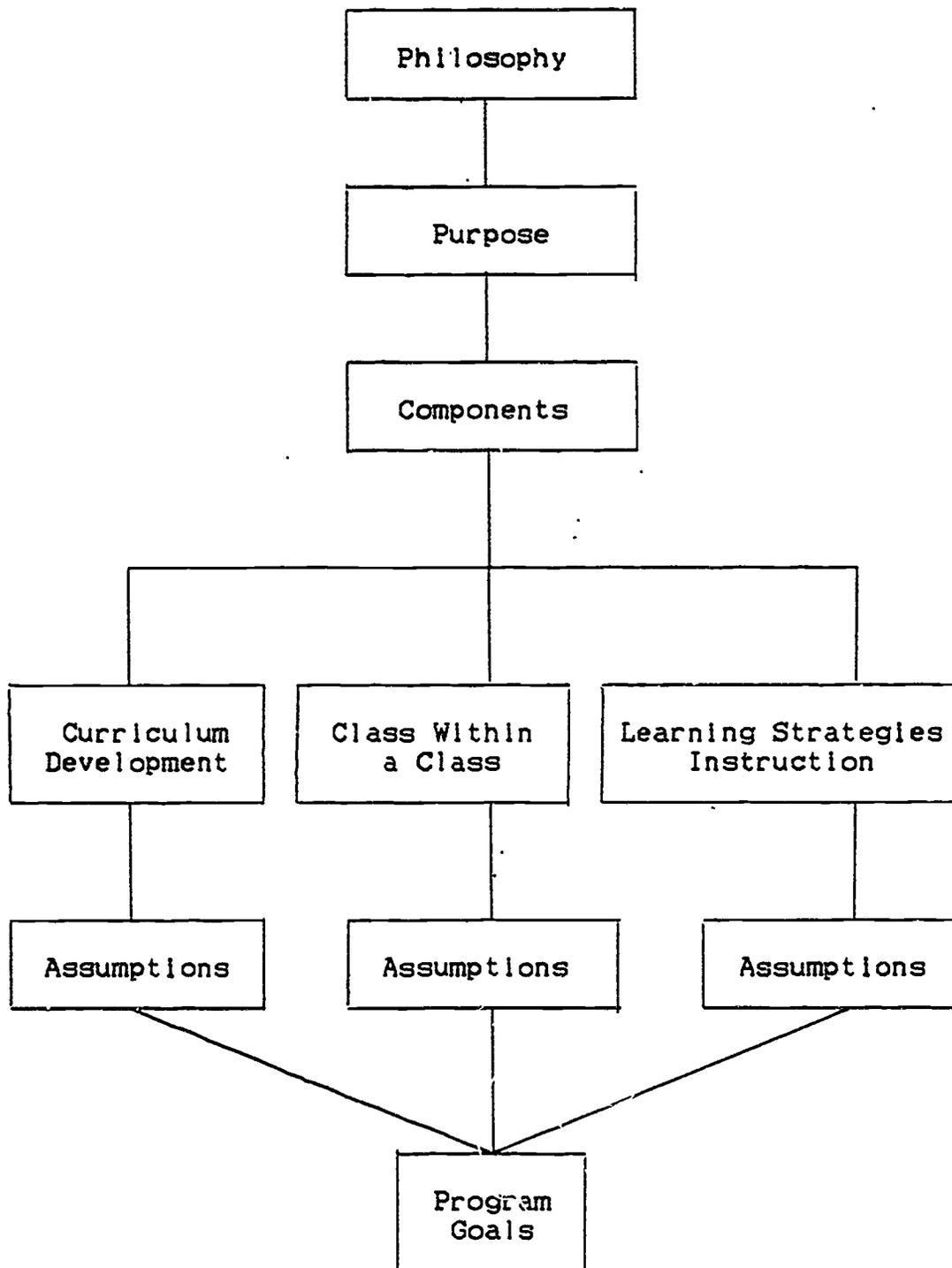
be utilized by the regular classroom teacher for delivery of content and testing of basic skills.

Underlying any curriculum development model are established assumptions that reflect the current level of knowledge, sophistication and skill of the agency or individuals. The following assumptions were established:

1. Students with dysfunctional learning patterns taught in mainstream classrooms with their age mates will require a curriculum adapted to their level of performance ability.

2. There exists ample information in instructional technology that would facilitate mainstream and special education teachers in developing a curriculum modified to better meet the needs of dysfunctional learners.

3. There is a sincere interest by the local school district to endorse a substantial change in teaching strategies and curriculum design to insure for the most appropriate education of dysfunctional learners.

Class Within A Class

The class within a class concept is an attempt to integrate students with learning disabilities into regular classrooms and at the same time offer them assistance which will allow them to be successful in these settings. Students identified as learning disabled are scheduled into a particular class with regular students and a regular class teacher. A teacher trained in learning disabilities is present to provide support within the class itself.

In establishing a collaborative working relation-
ship, the regular and special education teachers should
agree on the following assumptions.

1. Classroom expectations should not be changed
   unless they totally preclude student success.

2. The role of the special education teacher is to
   provide support and resources within the
   regular classroom that will enhance student
   success and allow the regular classroom teacher
   to teach content curriculum.

3. Learning disabled students who exhibit learning
   difficulties need as much social and academic
   contact as possible with other adolescents.

4. Most students wish to complete high school with
   a standard nonlimiting diploma.

5. The school district has teachers and
   administrators adequately trained and qualified
   who are committed to and capable of
   implementing this service delivery system.

Learning Strategies Curriculum

In addition to the supportive service available
in the mainstreamed class, the student with learning
disabilities will also attend a class in learning stra-
tegies in the resource room. The teacher of learning
disabled students, at this time, can address and teach
those learning and study skills that are necessary for
successful completion of the regular classroom curricu-
lum.

Present research supports the assumption that students with learning disabilities can be more successful in mastering content area curriculum and meeting regular classroom expectations through the use of specific learning strategies and study skills.

Program Goals

The Park Hill project program goals are:

1. To develop a joint/collaborative working relationship between special education and regular education in developing appropriate curriculum and teaching strategies to meet the needs of all learners.

2. To provide regular classroom teachers with special education personnel support in teaching dysfunctional learners in the content areas.

3. To provide students who exhibit learning disabilities with instruction in learning how to learn.

Implementation

Collaborative Curriculum Development

Curriculum Committee

In meeting the goal of planning curriculum and
instruction for mainstreaming students who are learning
disabled, it is recommended that a joint committee of
regular and special education teachers be established to
collaboratively review and revise the present curriculum
and instructional strategies used in the regular class-
rooms. Figure 2 represents a process for establishing a
writing committee to either rewrite or review the
present curriculum. Rewriting the curriculum is a more
comprehensive approach and requires a long term commit-
ment on the part of administration and teachers. A re-
view of the present curriculum, on the other hand, would
allow teachers to evaluate present curriculum materials
and make minor revisions necessary for student success.
Either approach would allow regular and special educa-
tion teachers to collaborate on the materials and instr-
uctional strategies to be used in the regular classroom.

It is imperative that the committee members be
familiar with the objectives of each course. Careful
consideration must be given to the Core Competencies and
Key Skills (1986) established by the State of Missouri

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Figure 2   16

CURRICULUM
|
Collaborative Effort
Special/Regular Education

| Writing Committee | | Review Committee |

Evaluate Present Teaching Methods
|
Evaluate P-esent Teaching Materials
|
Curriculum Revisions/Additions

Supplementary   Teaching   Alterations
Materials   Strategies   Revisions
                                                    |
tapes   study   outlines   worksheets
           guides |
                                                  tests

   unit   highlighting
summaries   text

Instructional Frameworks
|
Vocabulary Development
|
Graphic/Semantic Organizers
|
Levels of Comprehension
|
Levels of Questioning
|
Games/Activities
|
Cooperative Learning
|
ENHANCED CURRICULUM
|
Reviewed/Revised
|
Field Tested
|
Reviewed/Revised
|
ENHANCED CURRICULUM
|
Modifications for individual students as needed

for each curriculum area as well as the goals and objectives established by the local school district. Once the goals and objectives are clear and logically organized into an appropriate instructional sequence; it is the task of the committee members to critically evaluate all teaching methods and instructional materials relative to their effectiveness in meeting the established goals and objectives of the course as well as to their effectiveness in meeting the needs of individual learners.

This evaluation will hopefully result in curriculum revisions, additions, and supplements that will enhance the learning of all students but, more importantly, will maximize the learning potential of those students who exhibit learning difficulties. Figure 2 outlines the three areas of curriculum reform that have proven to be successful in the Park Hill Model: the inclusion of supplementary materials, the establishment of effective teaching strategies for instruction, and the alterations and revisions of present instructional materials.

Supplementary Materials

A major task of the curriculum committee will be to develop a set of instructional supplements (additional and more than average) that correspond to each unit of

instruction. Such supplements will provide the colla-
borating teacher 3 with extended appropriate experiences
for students with a variety of learning difficulties.
These supplements could include tapes of the text,
related filmstrips and videotapes, alternative textbooks
and workbooks, highlighted textbooks, study guides, and
unit outlines. Because textbooks vary in the clarity
with which they explain a particular idea or process,
the provision of alternative resources allows any learn-
er who is having difficulty understanding a particular
concept the opportunity to find more effective explana-
tions.

Teaching Strategies

Another major task of the committee will be to
research and collect appropriate classroom teaching
strategies and then effectively utilize specific
strategies to reach desired goals. As outlined in
Figure 2, these teaching strategies might include
instructional frameworks, vocabulary development
activities, graphic and semantic organizers, comprehen-
sion and questioning techniques, games, and cooperative
learning tasks. Once appropriate teaching strategies
have been collected, the committee members can determine
which strategies can best meet specific goals.

Students who exhibit learning disabilities or other
learning difficulties may require various types of
instructional methods to achieve success. The same
content and objectives can be learned by students with
various learning styles through the use of alternative
teaching strategies. Some students will need more
concrete illustrations and explanation, more repetition
and review, more structure and order, and more approval
and reinforcement. Whatever the individual need, the
teachers should be able to provide the opportunity for
success.

The presence of a greater variety of instructional
strategies should help both teachers and students over-
come feelings of defeatism and passivity about learning.
When students cannot understand a particular lesson,
both the teacher and students should be reassured that
alternatives are readily available. Furthermore,
alternative teaching strategies not only help individual
students overcome specific learning difficulties but
also allow other students to utilize alternative ways to
comprehend new ideas.

Alterations and Revisions

After years of instruction, most teachers collect files of worksheets that relate to the objectives of their content class. Many of these worksheets are appropriate for instructional purposes, some are not. The committee members need to evaluate the appropriateness of each worksheet discarding those that are inappropriate and those that do not relate to the objectives of the course. All remaining worksheets should be carefully scrutinized for any possible improvements. In general, students with dysfunctional learning patterns cannot perform well when worksheets are illegible, when directions are confusing, when too much information is presented, or when a worksheet is cluttered with visual stimuli.

Classroom tests also need to be carefully evaluated. Each test item must relate to an established objective. All students have the right to know what is expected of them and what they will need to know to achieve success. All unrelated test questions should be discarded. Second, each test item should be evaluated as to the level of comprehension expected of the student. All information should be tested at the same level of comprehension as it was presented in the

classroom. Finally, the test should vary in format using matching questions, some fill in the blank, some multiple choice, and some essay.

The Park Hill curriculum committees found the following alterations to test construction to be highly beneficial to all students. First, no more than 10 to 15 test items were presented in the same format together. For example the revised test might consist of 10 matching, followed by 15 multiple choice, followed by 10 fill in the blank etc. Second, matching items were always presented with the longer phrase to the left of the page followed by the single matching item to the right of the page. This format allows students with poor test taking strategies to utilize their time to the best of their advantage. When this format is reversed, with long answers to the right of the page, many students would read each long answer every time they completed an item. Third, a word bank was frequently developed for fill in the blank questions. This allows dysfunctional learners to spell words correctly and aids in the recall of information. Distracters in the word list help insure that the students' understanding is truly being assessed.

Enhanced Curriculum

Through the development of supplementary materials, appropriate teaching strategies, and curriculum revisions and alterations the curriculum committee produces an enhanced curriculum. This enhanced curriculum allows for divergent teaching and learning styles in the classroom, provides motivation and reinforcement for all students, and enhances the chances of success for all students. This enhanced curriculum, furthermore, meets all the goals and objectives of the state education agency and local school district and provides all teachers with appropriate instructional materials and strategies for their content area.

An enhanced curriculum requires feedback and field testing. All components of the curriculum developed by the committee should be evaluated by other teachers in the field for further revisions and suggestions. Students should also be allowed to give feedback as to the usefulness of each curriculum component. Furthermore, each time a strategy is used in the classroom, it should be evaluated as to its usefulness and success in transferring knowledge to students. An enhanced curriculum is never in final form. It will constantly be in need of revision and review.

As noted in Figure 2, individual modifications of curriculum are made after the enhanced curriculum has been developed. The curriculum should now meet the needs of most students but will not meet the needs of every student. There will still be those students with specific learning disabilities who can profit from regular classroom instruction but require very special modifications tailored to their specific learning needs. For example, a student with very poor fine motor control may need to have written assignments adjusted or may need to use the tape recorder in responding to worksheet and test items.

Class Within a Class

Administrative Concerns.

The support and flexibility of the administrators who are charged and committed to implementation of this model is critical to it's success.

Administrative Support. Total involvement of all district administrators will create an awareness and a belief in the need for change. Administrative support depends on the planning and communication among the board of education, central office and building level administrators. Once implementors have the model underway, there is a need for constant and consistent

administrative reassurance and commitment. Recognizing that change in commonly accepted practices in American education are not easily accomplished, administrators from all levels need to provide support. Periodic planning, monitoring progress, providing staff development, classroom observation and specific evaluation strategies are essential for maintaining a supportive level of administrative involvement.

Careful planning and establishing a need for change from within the building will create a level of ownership in the model and build enthusiasm for creative change. Therefore, it is recommended that a school district begin by establishing a program development committee at the building level. This committee is charged with the responsibility of program oversight, including, determination cf major concerns, establishing priorities and needs and developing implementation strategies. It would be represented by the building principal as a committee chairman, with equal representation from regular and special education, guidance and counselling services and central office instructional leaders.

In the process of communicating, it is important that the program development committee reach a consensus concerning the project philosophy and goals. If implementors do not agree on the most common and basic of principles, then they will conflict in subsequent implementation activities that will place the project at risk. Sharing ownership will enhance future commitments and enthusiasm for the project. Single ownership can create resentment.

Maintain Class Within a Class as a regular class. A common assumption among administrators, counselors, and some teachers is that this class is remedial. Since two teachers are in the class, there is a tendency to over schedule regular students into this class who have learning and/or behavior problems. The total number of students within this classroom (Class Within a Class) should not exceed 24 students with half being learning disabled and the other half randomly selected from the general population. Any attempt to alter the characteristics of the regular population will jeopardize the integrity of this program. A consistent monitoring and evaluation of the project is the best method by which to avoid such destructive practices.

Awareness and Dissemination. The district should take advantage of this opportunity to inform the community and district personnel of this initiative to improve curriculum and programs for students with special needs. It can be an opportunity to demonstrate a service delivery system that is representative of the intent of least restrictive educational environment. Arrange for dissemination activities to include community service organizations, faculty meeting orientation, presentations to the Board of Education and the general public, PTA, other organizational meetings, newsletters, and community media services.

Teacher Selection

Teacher compatibility. Teacher compatibility is the most important ingredient for success. Any program is only as good as the individual involved. It is essential to choose teachers who have demonstrated effective teaching practices. Do not sacrifice your project by involving ineffective personnel.

Teacher selection should be accomplished by following the best administrative practices in your district. Teacher participation could originate from within your faculty on a volunteer basis or by an administrative selection process. Depending on the district and school

Involved, administrative techniques may need to be used to stimulate concern and interest at the building level.

To establish interest, you may identify and plot student success and failure. Involve regular content area teachers in a survey of why students fail in the key content areas. Provide leadership but allow for solutions to surface from the teacher thus establishing ownership in the program. Not all will agree, so seek assistance in resolving the problem of curriculum and instruction. Seek suggestions for alternatives and mold the outcome into the use of components that address student and teacher need. Use all resources to establish advocacy for adopting a project.

When selecting teachers, consider the following characteristics.

1. Similarity in organizational style.

2. Similarity of teaching style.

3. Similarity of discipline style.

4. Willingness to adapt and be flexible.

5. Willingness to have another professiona' in the classroom.

6. Interest in participation.

7. Understanding and acceptance of disabled learners.

8. Willingness to change teaching practices and adopt new strategies.

Role of the teacher. The Class Within a Class concept should be implemented as a REGULAR class. It is the responsibility of the regular teacher to maintain that integrity, teach the same material and make basically the same requirements except when individual needs of students with learning disabilities necessitate adaptations. The special education teacher is not a teacher aid, but is a cooperating teacher and a resource to students. Regular students may become too dependent due to the availability of help. Both teachers should work to insure that students are responsible for their own work.

Responsibilities for a teacher of students with learning disabilities:

1. Adapt tests and assignments.

2. Re-explain and re-teach concepts or material.

3. Teach memory aids, mnemonic devices.

4. Read assignments orally.

5. Teach learning strategies.

6. Observe to make sure students are making their best efforts at note-taking.

7. Read tests aloud to students with poor reading skills.

8. Outline text.

9. Highlight text.

10. Make Xerox copies of notes when needed.

11. Daily record learning progress and behavior of students.

12. Make diagnostic decisions concerning the learning levels and styles of students.

Collaborative responsibilities with the regular classroom teacher:

1. Take role so class can start immediately.

2. Grade papers and record grades.

3. Explain make-up work to absentees.

⁴4. Take notes on overhead or board.

5. Give individual help to learners.

6. Review material before tests.

7. Maintain optimum parent contact with both special and regular students.

8. Spread good ideas from one teacher to another.

9. Determine grades.

10. Cooperate in worksheet and test development.

11. Provide instruction to the entire class.

12. Maintain awareness of effective teaching practices.

Student Selection

Data Collection. The Class Within a Class model
has been developed to serve students with mild to
moderate learning disabilities, who have the aptitude to
profit from regular classroom instruction and the will-
ingness to utilize effective study strategies in their
mainstreamed classes.   However, it is not appropriate
for all students with learning disabilities.   Careful
consideration must be given to a student's level of bas-
ic skill attainment as well as to the student's level of
motivation, responsibility, and desire to succeed.   The
process of student selection is depicted in Figure 3.

All students must have a comprehensive evaluation
that determines that they meet the criteria for place-
ment in a learning disability program.   (See Missouri
State Plan on eligibility criteria for learning
disabilities). The success of students in this model is
predicated on the assumption that students are learning
disabled and have the cognitive ability to learn.
Students who are slow learners, behavior disordered, or
mildly mentally handicapped, or students who have other
interfering factors that preclude their learning may not
be successful in this model.

Figure 3 Student Selection   31

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                    │ STAGE I: DATA COLLECTION     │
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            ┌──────────────────────┼──────────────────────┐
            │                      │                       │
    BASIC SKILL LEVEL───────────APTITUDE──────────STUDENT BEHAVIOR
            │                                              │
       READING/ MATH/                           MOTIVATION/ RESPONSIBILITY
    LANGUAGE/ KNOWLEDGE                                    │
            │                                              │
    4TH GRADE OR ABOVE                            AVERAGE OR ABOVE
            │                                              │
            └──────────────────────┬──────────────────────┘
                                   │
                    ┌─────────────────────────────┐
                    │ STAGE II: IEP COMMITTEE      │
                    └──────────────┬──────────────┘
                                   │
        REVIEW OF APTITUDE, ACADEMIC STRENGTHS AND WEAKNESSES,
              AND GENERAL BEHAVIORAL CHARACTERISTICS
                                   │
              ESTABLISH IEP GOALS AND OBJECTIVES
                                   │
              CONSIDER PROGRAM ALTERNATIVES:
                                   │
   ┌───────────┬──────────────┬───────────────┬──────────────────┬──────────────┐
   │           │              │               │                  │
 REGULAR   CLASS WITHIN  SELF-CONTAINED  CROSS CATEGORICAL   ALTERNATIVE
  CLASS     A CLASS        CLASSES           CLASSES         PROGRAMMING
   │           │              │               │                  │
   └───────────┴──────────────┼───────────────┴──────────────────┘
                              │
              PLACEMENT/PROGRAM DECISION
```

The first determining factor for selection is basic skill attainment. Research suggests that adolescents who are learning disabled and have achieved a reading level of 4th grade or above can successfully complete regular classroom requirements when given instruction in effective learning strategies. Therefore grade equivalent scores are tabulated for all students who might be considered for this program. The achievement cluster of the Woodcock-Johnson Psycho-Educational Battery (Woodcock and Johnson 1977) is frequently used with adolescents in obtaining reading, math, written language and knowledge scores, but any valid and reliable achievement test can yield similar information. This information is most often taken from each student's most recent comprehensive evaluation. These scores are then recorded for each student on a form similar to that in Figure 4. This is the most important part of the objective data collected.

In addition to grade equivalent scores, IQ scores are also reviewed as to determine the aptitude of the student being considered for Class Within a Class. These scores are usually taken from the student's most recent evaluation and usually reflect assessment using the Wechsler Intelligence Scale for Children-Revised

Figure 4 Data Collection Worksheet   33

STUDENT	{--------OBJECTIVE DATA--------}					
	IQ SCORES	GRADE WHEN TESTED	READING G.E.	MATH G.E.	WRITTEN LANG. G.E.	KNOWLEDGE G.E.
Scott	107/121/ 115	7	4.9	6.2	7.6	7.4
Robert	114/111 114	9	2.9	7.1	3.6	12.9/57
Michael	94/126 111	8	8.8	7.3	5.3	9.8
Jay	88/95 91	7	3.0	4.2	--	--

STUDENT	SUBJECTIVE DATA		PROGRAM ALTERNATIVES
	RESPONSIBILITY LEVEL	MOTIVATION LEVEL	POSSIBLE CONSIDERATIONS FOR IEP COMMITTEE
Scott	Superior	Superior	CWC for Language Arts only.
Robert	Average	Average	CWC because of aptitude, responsibility, & motivation even though objective criteria not met.
Michael	Average	Average	CWC - meets both objective and subjective criteria
Jay	Poor	Poor	Consider cross-categorical or self-contained classes for all academics

CODE FOR SUBJECTIVE DATA: Superior/ Above Average/ Average/ Below Average/ Poor

(Wechsler, 1974). In Figure 4 the first score represents the student's verbal score, the second his performance score, and the third his full scale score.

The second determining factor for student selection is a subjective analysis of each student's behavior. As outlined in Figure 4, teachers rate each student in the areas of responsibility and motivation. This area of data collection is important since some students may meet the objective criteria in all areas but lack the motivation and responsibility to succeed in the mainstream. For example, Jay meets the criteria in the area of mathematics and could possibly be placed in a Class Within a Class for math. However, his responsibility and motivation level appear to be poor and the liklihood for success in the mainstream is doubtful. On the other hand, Robert does not meet the objective data for Language Arts since his reading and written language scores are measured below a fourth grade level. However, the teacher is recommending him for Class Within a Class placement because his potential or aptitude for learning appears to be high and his motivation and responsibility level is average for his age.

Individualized Educational Plan (IEP) Development. Once data has been collected the IEP committee can meet

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to make programming decisions and develop appropriate goals and objectives. Committee members are encouraged to review both objective and subjective data, consider all program options, and consider the recommendation of the teachers who have worked with the student. Parents or guardians must be aware of all options available for the student.

As noted in Figure 3, program options might include: regular class, Class Within a Class, self-contained, cross-categorical, or alternative programing. Using a chart as in Figure 5, teachers who have collected the objective and subjective data can check appropriate program options for each student. For example, Scott was recommended for regular classroom placement except for Language Arts, for which Class Within a Class was recommended because of low reading and written language scores. Robert on the other hand was recommended for placement in Class Within a Class for all academic areas except for math for which regular classroom placement was recommended because of high mathematical ability and interest. Michael was recommended for Class Within a Class for all areas while Jay was recommended for the resource room or cross-categorical program for all academic areas.

Figure 5 Data Collection   36

STUDENT	Cross Categorical				Class Within a Class				Mainstream			
	LA	Ma	SS	Sc	LA	Ma	SS	Sc	LA	Ma	SS	Sc
Scott					✓					✓	✓	✓
Robert					✓		✓	✓		✓		
Michael					✓	✓	✓	✓				
Jay	✓	✓	✓	✓								

If the committee decides for the Class Within a Class option for any academic class then goals and objectives for that class can be developed. IEP goals and objectives should relate directly to expected student performance. In general students identified as learning disabled and placed in Class Within a Class are expected to meet basic curriculum requirements and will be graded on the same scale as other students. Exceptions are made on an individual basis when a specific learning disability might preclude student success. Any exceptions or major curriculum modifications should be noted in the student's IEP.

The following goal and objectives are offered as a suggested format for general IEP development:

A.   Goal: Michael will demonstrate the ability to
                perform curriculum requirements for
                Language Arts.

B.   Objectives: 1.   Michael will bring all needed
                            materials to class.

                    2.   Michael will follow directions.

                    3.   Michael will listen attentively
                          and respectfully in class.

                    4.   Michael will attempt note taking
                          when appropriate.

                    5.   Michael will have no more than one
                          absence per semester without a
                          valid excuse.

> 6. Michael will receive no more than
>   one unexcused tardy per semester.

The IEP committee must also establish the level of competency expected for each individual student (i.e., 75%, 80%, 90% etc.). For further information on IEP Development see Missouri State Plan on IEP Development.

Scheduling. Scheduling is one of the most important activities related to the success of this program. From an administrative view point scheduling is usually done in a certain way because of tradition. Schedules are often designed for administrative expediency around technological restraints and teacher convenience or preference. In these cases, scheduling takes precedence over what is appropriate educational practice. The lack of flexibility in scheduling can be a detriment to the success of this program. The following suggestions should minimize complications in scheduling:

1. Assign one person to be responsible for scheduling and communication. It is not realistic to assume that all persons responsible for scheduling will have as a priority the individual scheduling needs of exceptional students.

2. Maintain the integrity of the Class Within a Class concept by keeping the class size within appropriate instructional limits:

    (a). Number of students in Class Within a Class should not exceed the average class size within the school.

(b). A balance of regular education and special education students must be maintained not exceeding a one to one ratio.

3. Avoid the "dumping ground" syndrome by not overloading the Class Within a Class with regular students who demonstrate learning and behavioral difficulties.

4. Minimize schedule changes after the beginning of a semester.

5. Individual changes must be considered when a student is not successful in this program. First determine why this model is not working for an individual student. Before blaming the model for the lack of success, consider the ability, motivation, and attitude of the student; parental involvement and support; and the teaching practices of the regular and special education teachers and the support of building level administrators and counselors.

Learning Strategies Curriculum

For maximum success, students with learning disabilities who are participating in Class Within a Class should be scheduled for learning strategies instruction in the resource room. The learning strategies class provides the teacher an opportunity to observe and monitor student assignments, to evaluate classroom behaviors, and to instruct the students in specific learning strategies. In order to emphasize the importance of instructions in learning strategies and to motivate the students, it is recommended that credit be given for successful performance.

Instruction in learning strategies is an important content for developing transition and coping skills. Therefore, school districts are encouraged to develop a comprehensive learning strategies curriculum.

Program Evaluation

The evaluation of this program focuses on the following

four areas:

1. The appropriateness of the curriculum used in
   the classroom.

2. The success of students involved in the program.

3. The satisfaction of consumer: students and
   parents.

4. The evaluation of teacher performance.

Evaluation of Curriculum

Critique and Review

All instructional activities need to be evaluated

in relation to their organization and their appropriate-

ness to meet the needs of all students. Teachers chosen

from related content areas but not participants in the

writing of the curriculum should read, review, and cri-

tique all instructional strategies and materials devel-

oped for this model. They should be asked to make

written suggestions relative to the scope, sequence,

general content relevance, degree of completeness,

appropriateness of adaptations, and adequacy and

appropriateness of resources. All critiques need to be

reviewed and discussed by the writing teams. Where

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agreement is reached as to the advisability of imple-
menting the critiques they are incorporated into the
product prior to implementation in the classroom.

The following Curriculum Project Evaluation Form
(Exhibit 1) is an example of a rating form offered as a
suggested format for evaluating the curriculum compon-
ent. This is only a sample form and may not exactly fit
the needs of every school district.

Exhibit 1 Curriculum Project Evaluation Form

PERSONAL USABILITY

1. Is this material usable?   Yes   No
    Comment:

2. Would you use this material?   Yes   No
    Comment:

3. Are there additional curriculum resources you are
    aware of that should be part of this project?
                    Yes   No
    Comment:

4. Are there other learning strategies you are aware of
    that should be part of this project?   Yes   No
    Comment:

5. Do you think teachers will need a planned staff
    development time to go over this material, its
    orientations, project's purpose, and implementation
    of strategies?   Yes   No
    Comment:

Exhibit 1 Continued

Project: Physical Features

		Low				High
1.	General Appearance	1	2	3	4	5
2.	Organization	1	2	3	4	5
3.	Binding	1	2	3	4	5
4.	Typing	1	2	3	4	5
5.	Illustrations	1	2	3	4	5
6.	Spelling Accuracy	1	2	3	4	5
7.	Writing Style	1	2	3	4	5
8.	Writing Organization	1	2	3	4	5
9.	Ease of Reading	1	2	3	4	5
10.	Allowance for making additions	1	2	3	4	5

REMARKS AND SUGGESTIONS:

Exhibit 1 Continued

Project: General Evaluation

On a scale of 1-5, with 1 being the lowest and 5 being the highest, please rate each of the following statements:

	Low			High	
1. The material meets the project's goals:	1	2	3	4	5
2. The material meets each unit's objectives:	1	2	3	4	5
3. The suggested sequence of each unit is adequate:	1	2	3	4	5
4. The scope/coverage of each unit is adequate:	1	2	3	4	5
5. The adaptations are appropriate for students with learning problems:	1	2	3	4	5
6. The strategies and teaching activities are usable in the classroom:	1	2	3	4	5
7. The objectives and activities are related:	1	2	3	4	5
8. The objectives of each unit are measurable:	1	2	3	4	5
9. The objectives are teaching objectives:	1	2	3	4	5

Exhibit 1 Continued

10. Objectives are clear for
    the students: 1   2   3   4   5

11. The material is presented
    in a learning hierarchy: 1   2   3   4   5

12. The suggested test items
    are representative of the
    objectives: 1   2   3   4   5

13. Test items reflect all
    levels of acquisition:
    Awareness, Knowledge/Recall,
    Application, Generalization: 1   2   3   4   5

14. Curriculum design provides
    the dysfunctional learner
    adequate support in learning
    at an acceptable level: 1   2   3   4   5

Student Success

The second part of evaluation focuses on the success of the students involved in Class Within a Class. This evaluation will consist of mastery of content curriculum, improvement of study skills, and improvement of classroom behavior.

Mastery of Content Curriculum

Grade distributions for students with learning disabilities in Class Within a Class should at least approximate the normal curve. The success of the program is based upon passing grades. In general, most of the students in this program should at least master the core competencies and key skills established for Missouri schools.

Experience suggests that a small percent of adolescents with learning disabilities might not successfully complete basic classroom expectations, even with the best of staff and the most appropriate materials. This model of delivery is not a guarantee for student success. While every effort is made to accommodate a student's handicapping condition, each student must assume the responsibility to fulfill classroom requirements.

Improvement of Study Skills

In part, the success of the program is also based upon improvement in student study habits and classroom cooperation. Teachers need to keep daily records on how students with learning disabilities function relative to attentiveness, classroom participation, completion of homework assignments, and notetaking skills. Marked improvement in the above skills should become apparent over a period of a semester or a year.

Maintenance of Satisfactory Behavior

Teachers should record the following behaviors on a daily basis: attendance, tardiness, uncooperative nature, and office referrals. The following Behavior Checklist is offered as a suggested format for collecting daily information on student performance in both the areas of study skills and behavior. (See Exhibit 2).

Consumer Satisfaction

Student Evaluation

Program success is also based upon each student's satisfaction with this model of delivery. Students should be asked to evaluate the type of service they are receiving and should be allowed to comment and make suggestions. Students have valuable information about the helpfulness of various activities and worksheets,

Exhibit 2 Behavior Checklist   49

CLASS_____HOUR_____DATE_____

CHECK <u>ONLY</u> IF UNDESIRABLE BEHAVIOR OCCURS (✓)

STUDENT NAMES	Absent	Tardy	Brought necessary materials	Disruptive classroom behavior	Assignments completed	Followed directions	Attentive & respectful listening	Note taking was appropriate	Office referral for behavior	Took part in group discussion

about the clarity of worksheets and assignments, and about the quality of classroom instruction. See Exhibit 3 for an example of a student evaluation form.

Parent Evaluation

Parents, also, can give staff valuable information concerning the success of the program. Parents should be consulted as to the attitude of the student toward school, as to the confidence level of the student, and as to the student's satisfaction with Class Within a Class model of delivery. See Exhibit 4 for an example of a parent evaluation form.

Evaluation of Teacher Performance

Accompanying the implementation of any new approach in education is the need to evaluate its effectiveness. In this case it is important to differentiate between program or model evaluation and evaluation of teacher performance.

Administrators responsible for evaluation must recognize the variables that are associated with success or failure of this model. Successful implementation can and should be attributed to effective teacher performance. However, one must also recognize that other implementation variables can also exist that affect the success of the program and, therefore, should not be a

Exhibit 3 51

STUDENT EVALUATION FORM

Student Name:_____

For each question below check the one box that best describes your feeling about the question.

1. Do you feel that you have benefited from having two teachers?	Very much benefited	Some benefit	little benefit	very little benefit	no benefit
2. Have you found learning the ideas in this class more enjoyable than in other classes you have attended?	Much more enjoyable than other classes	More enjoyable than other classes	no different than other classes	less enjoyable than other classes	Much less enjoyable than other classes
3. Do you feel that the worksheets have helped you understand and remember the ideas presented in class?	Have been a great help	have been more helpful than in other classes	no different from other classes	have been of little help	have been of no help
4. Do you feel you have been successful in this class?	Very successful	more successful than in other classes	no more successful than in other classes	less successful than in other classes	not at all successful
5. How do you see student behavior in this class compared to other classes you attend?	Very good	slightly better	no different	slightly worse	much worse

Exhibit 4   52

PARENT EVALUATION FORM

Name of Student: _____

(Please evaluate the following statements by checking the one
box that best describes your present feeling about each
question below.)

	Very much Improved	Slightly improved	No Improvement	Slightly worse attitude	Much worse attitude
1. Has your child's attitude toward science and/or social studies improved with this "cooperative teaching model"?					

	Much better	Slightly better.	no better	Slightly Worse	Much Worse
2. How would you compare this "cooperative teaching program" to a program in which your child would be taught science and social studies in an LD classroom?					

	Much more confident	Slightly more confident	no difference	Slightly less Confident	Much less Confident
3. How confident do you feel your child is about his/her ability now that he or she attends science and social studies in the regular classroom?					

	Very Satisfied	Slightly Satisfied	no difference	Slightly dissatisfied	very dissatisfied
4. How satisfied are you with this method of LD service?					

	Much more assistance than usual	Slightly more assistance than usual	No more assistance than usual	less assistance than usual	Much less assistance than usual
5. How much assistance does your child now require in the completion of homework assignments?					

Please make any comments about the program that you would like to share with the staff:

reflection on the teacher's performance. Examples of such variables are, class size, scheduling, administrative support and characteristics of regular and special students being served in this model. The evaluation of regular and special teachers in this model, will require consideration of the level of awareness concerning the roles and responsibilities of the educators involved. Through the process of program development and inservice training, district personnel should establish and communicate an appropriate teacher evaluation process.

A performance based evaluation model is a common method used by districts in Missouri for evaluating teacher performance. It is appropriate to evaluate teachers implementing this model by using descriptors that represent effectiveness in:

1. instructional techniques

2. classroom management

3. interpersonal relationships

4. professional responsibilities

Since the model requires collaborative teaching activities, the evaluator must be aware of the role of each teacher and be selective in identifying specific

descriptors that relate to the respective roles and
responsibilities. The quality of evaluation in this
case will be dependent on the level of understanding the
evaluator has for this instructional model

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STATE OF MISSOURI
GUIDELINES FOR PROPOSALS TO INITIATE CLASS WITHIN A
CLASS: A SERVICE DELIVERY MODEL

Class Within a Class is a service delivery model in which identified handicapped students are served in the regular classroom by the special education teacher who plans and works collaboratively with the regular classroom teacher. In this model, the regular classroom teacher continues to be primarily responsible for the course content and the teaching of that content while the special education teacher is responsible for monitoring the progress of each special education student, providing modified materials, consultation with the regular classroom teacher, and reinforcing various learning strategies or study skills. The implementation of this model will vary from district to district as the administration, regular classroom teacher, and the special education teacher plan in collaboration to meet the specific needs of the handicapped students.

Population to be Served

The population to be served are those students who have been identified as being mildly handicapped and whose IEP indicates that they will be able to achieve objectives in the regular classroom setting with support services. Some of these students may be in transition

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from a resource room back to the regular classroom.
Others may receive part of their needed services in a
resource room and part of their services in the regular
classroom with the support of the Class Within a Class
concept.   The combined analysis of information from
evaluation, both formal and informal as well as the
goals and objectives from the IEP must substantiate that
the students will benefit and make adequate progress in
the regular classroom if appropriate modifications
(i.e., modification of presentation, curriculum, teach-
ing strategies, materials) are made.   This model then
may be most appropriate for mild LD and BD students.
Based on individual IEPs, however, there may be some EMH
'rudents who might be appropriately served in various
regular classes.

Identification

Only those students who have been identified as
handicapped and who have a written IEP will be served in
the Class Within a Class service delivery model.   This
determination must be made by utilizing established
evaluation procedures, eligibility criteria, and identi-
fying appropriate program needs.

Continuum of Services

A continuum of services must be available in each
school district. Class Within a Class will not prove
effective for all identified handicapped students.
Therefore, other service alternatives must continue to
be present and available.

Responsibilities and Roles of Personnel

The roles and responsibilities of staff members may
vary slightly from district to district based on the
particular design of implementation and program format.
There are some critical elements, however, that must be
noted.

- It is critical that the district level adminis-
  tration and building level administration have a
  full understanding of the intent of Class Within a
  Class and the parameters for implementation. The
  administration must be committed to maintaining the
  integrity of class size, supporting the appropriate
  utilization of the special education teacher in the
  regular classroom, and assuring that appropriate
  modification will be made to facilitate learning.
  Full administrative support is crucial to the
  success of this model.

- Teachers, both regular and special, must have the
  ability and willingness to work collaboratively.
  Teaching and discipline styles must be taken into
  consideration. Both teachers must have the will-
  ingness and ability to adapt and be flexible, and
  the regular classroom teacher must be willing to
  have another professional in the room. Because of
  the collaboration necessary between regular and
  special education teachers to make Class Within a
  Class successful, the choice of teachers is
  critical.

• The special education teacher is a professional and
a specialist and must not be utilized as an aide.
Those activities which could be performed by an
aide are shared between the regular and special
education teacher. The special education teacher
must not be placed in particular classes because
of class size or number of slow learners.

I. The Role of Administration is:

A. To provide the administrative support and
guidance to assure appropriate utilization of
staff and implementation of program format.

B. To assist in the scheduling of students.

C. To provide guidance and assurance that Class
Within a Class be implemented as mainstreaming
into the regular classroom and to guard against
the creation of remedial classes.

D. To evaluate program effectiveness.

II. The Role of the Special Education Teacher is:

A. To facilitate collaborative planning with the
regular classroom teacher in the ongoing
development of materials and/or curriculum.

B. To be knowledgeable about methods of presenta-
tion and teaching strategies and to consult
with the classroom teacher in regard to
presentation and strategies.

C. To observe the special education students on a
continual basis for the purpose of monitoring
student progress and clarifying student needs
to provide feedback to the regular classroom
teacher and to facilitate daily planning.

D. To assist in gathering data for program
evaluation.

E. To provide individual or small group work to
clarify or reinforce concepts taught or to
clarify directions.

F. To identify and/or develop modified curriculum with the classroom teacher to meet individualized instructional objectives developed for each student and assist the regular classroom teacher in implementing such materials.

G. To monitor student progress by maintaining documented progress records and to reevaluate student needs on a daily basis.

H. To teach, monitor, and reinforce learning strategies/study skills.

III. The Role of the Regular Classroom Teacher is:

A. To plan collaboratively with the special education teacher in the ongoing development of materials ad curriculum.

B. To demonstrate willingness to modify curriculum and/or methods of presentation.

C. To become knowledgeable of various teaching strategies and to demonstrate a willingness to change strategies when necessary to meet student needs.

D. To maintain the integrity of instruction.

E. To acquire a basic understanding of the needs of handicapped students.

Caseload Standards

1 FTE = 10 to 20 special education students.

Scheduling/Class Size

The goal in scheduling is to maintain an appropriate balance of regular and special education students. No class should have more than 50% handicapped students and a ratio of 40/60 would be ideal. If possible, students should be scheduled into classes at the beginning

of the semester to avoid disruptions and control excess-
ive class size. Scheduling of students should not
increase class size beyond that of other classes in the
same subject area.

Required Components of a Class Within a Class Proposal

The written proposal must address the following:

I. Rationale to document the proposed program's sound-
   ness, benefit to students, and support of local
   board of education and parents:

   A. Provide a basis for implementing the proposed
      program, a narrative which includes

      1. Literature review/references/program
         visited

      2. Benefit to students

      3. Commitment of district

      4. Support of administration and local board

      5. Response and support of parents and
         instructional staff to proposed program

      6. Rationale for need of program.

   B. Describe existing special education program(s)
      through narrative and/or use of chart.

   C. Describe changes which will occur as a result
      of the implementation of Class Within a Class
      through narrative and/or use of chart.

II. Description of the proposed program:

   A. Describe program goals and objectives.

   B. Describe program format. The following are
      brief descriptions of possible formats:

1. Tutorial -- Handicapped students are served
    in the regular education program with addi-
    tional instruction by the special education
    teacher. The special education teacher
    provides direct instruction in various
    specific content areas to individuals or
    small groups of handicapped students. The
    special education teacher will assist the
    regular teacher in clarifying, reinforcing,
    or modifying materials/presentation to
    facilitate learning.

2. Curriculum/Support Service -- The special
    education teacher and the regular classroom
    teacher plan collaboratively to develop
    curriculum and materials. The special
    education teacher and the regular education
    teacher work together to implement these
    materials. Emphasis is given to developing
    teaching/learning strategies to support the
    acquisition of learning.

3. Combination -- Some formats may be a com-
    bination of the above formats. Many of the
    students served in the Class Within a Class
    will also receive a portion of their serv-
    ices in a resource room setting.

    Any of the above formats may include the
    teaching of learning strategies/study
    skills and/or the implementation of teach-
    ing strategies. Each format must also
    include the critical elements described
    under Responsibilities and Roles of
    Personnel.

C. Describe how students are determined to be
    eligible for entrance into Class Within a
    Class. Describe the characteristics of
    students who will be served in this model.

D. Describe categories to be served (nature of
    handicap, severity). Include grade levels
    (elementary levels, secondary levels, vocation-
    al levels, subject areas), and number of
    students in the target population. Describe
    through narrative and/or use of chart.

III. Personnel to serve in the proposed program meet requirement of state law and State Board standards for Exceptional Pupil Aid claims:

A. Describe the staffing of the program to include position, FTE, caseload, grade level, certification, etc.

B. Describe ancillary personnel involved, if any.

C. Include the total teacher/student contact.

D. Describe responsibilities and roles of administration, special education teacher(s), and regular education teacher(s).

IV. Evaluation plan to document process and outcome effectiveness:

A. Describe procedures for measuring student progress. Current year results must be compared to an aggregate of preceding years. In the first year of implementation, it must be shown that students have made progress at least equal to progress which was made in preceding years. Analysis of evaluation may include:

- Grades

- Standardized Achievement Tests

- BEST

- Criterion Referenced Tests developed for Core Competencies

- Tests developed by the district.

- Set/Met IEP Objectives

B. Describe procedures for assessments of perceptions and acceptance of parents, administrators, teachers, and students.