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ABSTRACT

This final report describes activities of the 3-year Generalized InService Training (GIST) Project to develop and field test an inservice training model for educators serving children with moderate, severe, and profound handicaps. Critical elements of the approach are identified, including: (1) training of educators and supervisors to work together to implement new strategies; (2) activities designed specifically to promote participants' adoption and application of training topics in actual instructional programs; and (3) the use of each educator's own classroom or facilities as the inservice practicum site. Field testing with a total of 61 persons was conducted at a pilot site and two replication sites. The content employed to test the inservice model was promoting skill generalization. A series of trainer's kits were developed which provide training designs and associated materials. Most of the document consists of the following attachments: the GIST manual; the CLP (Collaborative Learning Process) Participant Guide; exit interview data; a paper on the collaborative learning process by Barbara Matlock and others; and the GIST Product Catalog. (DB)

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Generalized InService Training (GIST) Project

Final Report
Year 3

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Abstract

In its third year, GIST completed the development and field-testing of an inservice training model and related materials for educators serving children and youth with moderate, severe, and profound handicaps. The model incorporates features designed to facilitate the adoption and application of knowledge and skills by educators. Critical elements of the inservice approach include:

1. The training of educators and their supervisors to work together to achieve implementation of new strategies into educational services.
2. Inservice training activities designed specifically to promote participants' adoption and application of a broad range of training topics in actual instructional and educational programs.
3. As a major component in the adoption process, the use of each educator's own classroom or facilities as the inservice practicum site.

Field-testing was conducted at a pilot site (18 persons trained) and two replication sites (with 8 persons and 35 persons, respectively).

The final model, which promotes application of inservice training content to educational services, will be disseminated in a manual (see Attachment 1). The intent of this manual is to provide a systematic set of procedures by which education agencies may modify traditional inservice activities to effectively and efficiently meet staff development needs and thereby improve the quality of educational service delivered to students with handicaps.

The content employed to test the inservice model relates to promoting skill generalization by learners with moderate, severe, and profound handicaps. Although considerable knowledge exists in this important area, as documented in *Generalization for Students with Severe Handicaps: Strategies and Solutions* (the final research monograph developed by the Washington Research Organization, published by the University of Washington Press, 1988), application of that knowledge within educational settings is relatively rare. Therefore, this project developed a series of trainer's kits which will provide practical guidance for the development of inservice sessions. These trainer's kits provide training designs and associated materials so that effective inservice training sessions can be developed and implemented which focus on promoting the generalization of skills by pupils. The GIST manual and trainer's kits have been disseminated to key project participants, to the Superintendent of Public Instruction and each of the Educational Service Districts in the state of Washington, and are available for purchase at cost.

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Attachments

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* See Attachment 11, GIST Product Catalog for information regarding dissemination of these products.

\+ This attachment is deleted from this edition. Those interested in this administrative information should contact the Prinicpal Investigator.

\# This attachment later received minor editorial revisions for journal publication. Contact the Principal Investigator for further information.

& This attachment is deleted from this edition because it has been accepted for publication in *Education and Training in Mental Retardation*. We anticipate that publication will occur in December 1992.

Project Overview

Significant accomplishments have been made under each of the project's goals and objectives. While minor changes have been necessary in the course of completing this 3-year project, no significant problems were encountered.

Project Goals

The Generalized InService Training (GIST) project had three goals:

Goal 1 To produce a manual for use by training coordinators by developing and field-testing a model of inservice training that incorporates innovative features to improve the probability that trained skills will be adopted and applied by training participants.

For knowledge gained through inservice education to transfer into actual implementation requires that the substantive content of inservice training generalize to classroom/therapy situations. The GIST inservice model emphasizes components which facilitate such generalization. Three principal innovative components of the model are drawn from the research. First, responsibility for making decisions related to training is shared by administrators, supervisors, teachers, therapists, and other potential participants. Second, inservice training is divided into three phases--knowledge acquisition, transition, and application--and each phase includes activities and evaluative measures designed to lead participants step by step to actual implementation and maintenance. Third, educators and supervisors develop systems for mutual support and involvement in application and implementation activities through each step in the inservice model.

This goal was attained. The model was field-tested at three school districts. The GIST Manual (see Attachment 1) was revised and restructured according to evaluative information to be useful for staff development personnel, administrators, and supervisors in planning inservice training.

Goal 2 To produce an inservice training guide (i.e., training designs and associated materials) to promote skill generalization for personnel who serve students with moderate, severe, and profound handicaps.

In the fall of 1987, the Washington Research Organization (Institute for Research in Education of the Severely Handicapped: Washington Research Organization; Norris Haring, Principal Investigator; Kathleen Liberty, Project Coordinator; Contract No. 300-82-0364) produced *Generalization for Students with Severe Handicaps: Strategies and Solutions* (University of Washington Press, 1988), based upon the findings of five years of research on skill generalization. This monograph describes strategies for facilitating generalization by students with severe handicaps and examples of their application in public school programs.

The original idea of producing a "training guide" evolved into a series of four inservice training module kits. GIST has adapted information from the UWRO monograph to develop a series of three trainer's kits related to facilitating skill generalization. Each of these kits includes training designs, handouts, overhead transparency masters, and associated materials. The subjects of these three kits are *Writing Generalization Objectives* (see Attachment 2), *Probing for Generalization* (see Attachment 3), and *Decision Rules and Strategies for Generalization* (see Attachment 4). These trainer's kits will supplement the UWRO monograph for use in inservice education for personnel who serve students with moderate to severe handicaps. A fourth kit was developed to provide training on the peer coaching

component of the GIST Model: *The Collaborative Learning Process* (see Attachment 5). A product designed to meet the needs of participants in the process, *CLP Participant Guide* (see Attachment 6), was incorporated in this training module.

Goal 3 To widely disseminate the model and materials developed by the project in a manner that will encourage their adoption and application.

To ensure that the project will have broad impact, dissemination of information incorporates three major activities designed to reach local, state, and national audiences. These activities are: (a) dissemination of the written products of this project; (b) dissemination of information through professional publications; and (c) dissemination of project information through presentations at conferences and workshops.

Project Objectives

Listings of objectives for Years 1, 2, and 3 are provided in this section. All objectives are directly related to the three major goals of the project.

Year 1 (1987-1988)

1. Field-test materials on generalization in preservice courses and prepare a training guide on promoting skill generalization that includes training designs and associated materials.
2. Prepare an initial draft of a manual describing the Generalized InService Training (GIST) model.
3. Field-test the materials and training designs on generalization through a conference or workshop presentation.
4. Select a pilot site, develop a plan for implementation of the GIST inservice model, and conduct initial training.
5. Define and implement a comprehensive evaluation plan.
6. Conduct initial activities for the dissemination of project materials.

Year 2 (1988-1989)

1. Continue the implementation of the GIST model at the pilot site (adoption and application phase).
2. Revise the training guide on promoting skill generalization.
3. Revise the GIST manual.
4. Select a replication site, develop a plan for implementation of the GIST model, and implement the model using the training guide on promoting skill generalization.
5. Select a second replication site and develop a plan for implementation of the GIST model using the training guide for promoting skill generalization.
6. Continue project evaluation.
7. Disseminate information developed through this project.

Year 3 (1989-1990)

1. Revise the GIST manual and the training guide on promoting skill generalization.
2. Continue implementation at the first replication site and implement the GIST model at the second replication site.
3. Continue project evaluation.
4. Finalize the GIST manual and the training guide for promoting skill generalization.
5. Disseminate information developed through this project.

Project Accomplishments

Each of Year 3's five objectives was successfully completed. Significant progress in each of these objectives is discussed below. A complete listing of project activities and the status of each is shown in Attachment 7.

Objective 1 Revise the GIST manual and the training guide on promoting skill generalization.

Over the course of this project, a series of products has been developed to document the GIST inservice education model and provide materials for the presentation of content on promoting skill generalization. The style and format of these products is designed to make them easily usable by educators, thus fostering adoption of the procedures.

The content of inservice education used in developing the GIST model is based on a research monograph developed during the five-year Institute on Education of the Severely Handicapped: Washington Research Organization. A series of training kits on promoting skill generalization was developed to accompany the UWRO research monograph. These product consist of a packet of materials (i.e., training designs, handouts, overhead transparency masters, and other materials) that may be used by administrators, staff development personnel, or consultants to educate personnel in strategies that promote skill generalization in students with moderate, severe, and profound handicaps (see Attachments 2, 3, 4, and 5).

Objective 2 Continue implementation at the first replication site and implement the GIST model at the second replication site.

The Highline School District (Seattle, Washington) served as the GIST pilot site. Implementation began during Year 1 and was completed during Year 2. Eighteen persons received training.

In Years 2 and 3, the model was replicated at two sites, the Northshore School District (Bothell, Washington) and the Selah School District (Selah, Washington), with 8 and 35 participants, respectively.

Project personnel held problem-solving meetings with pilot and replication site personnel on a monthly basis. After the conclusion of the planned activities, exit interviews were conducted with participants and key administrators. A summary of data from the exit interviews is included as Attachment 8.

Objective 3 Continue project evaluation.

Formative and summative evaluation procedures were developed and utilized by the GIST project. A management by objectives (MBO) action plan was developed to provide GIST staff with formative data on product development and implementation activities. This action plan outlined each objective and detailed the activities needed to meet those objectives, the products related to the objective, the staff members responsible, and a scheduled completion date. Current status (i.e., completed, ongoing, not started, and whether these are on time or late) was reviewed on a monthly basis at staff meetings and the action plan was revised as needed. The action plans for the project, along with the final status of each activity, are provided in Attachment 7.

In addition, four kinds of summative data were collected during the project. First, evaluation forms were provided to all participants at the conclusion of each inservice education session. Those instruments collected information on participant attitudes and perceptions related to the training sessions. Second, data were collected from participants through analysis of feedback provided as part of training application activities. The application activities provided self-report data on how much of the CLP

process was performed by participants, as well as information about changes in IEP quality, maintenance of training impacts, and achievement in writing objectives. Third, exit interviews were conducted with participants at each of the three sites. That process provided information to corroborate data from the participants' self-reports, as well as information on a variety of issues related to CLP. Finally, a pre/post CLP survey was administered at Sites 2 and 3. Those data provided information on the impact of CLP on staff communication, training application, and student learning. Highlights from each measure are discussed below.

Session Evaluations

Participants' attitudes toward the content and materials presented and the application of content were evaluated following each presentation. A summary of Site 1 participants' attitudes toward GIST's generalization skills training modules is presented in Table 1, Site 2 participants' attitudes are presented in Table 2, and Site 3 data are shown in Table 3. Due to a change in evaluation protocols, data from Site 3 were based on a 6-point rating scale and are therefore not comparable with data from Sites 1 and 2. Overall, participants gave high ratings to the GIST training, as shown in Tables 1, 2, and 3.

Table 1
Summary of Site 1 Participant Attitudes Toward Generalization Skills Training

Topic	Session	N	% Like	% Helpful
Overview	I & II	18	72%	78%
IEP Objectives for Generalization	I & II	18	66%	56%
Probing for Generalization	III	14	71%	86%
Decision Rules	IV	12	42%	66%
Generalization Strategies	IV	12	46%	88%

Table 2
Summary of Site 2 Participant Attitudes Toward Generalization Skills Training

Topic	Session	N	% Like	% Helpful
Introduction to Generalization (3/17/89)	I	8	100%	100%
Generalization Process	I	8	100%	100%
Introduction to Objectives	I	8	100%	88%
Overview of CLP (5/2/90)	II	8	75%	88%
Mechanics of CLP	II	8	75%	88%
Probing (5/9/89)	III	7	86%	100%
ABCs of Behavior (5/13/89)	IV	8	75%	88%
Defining Strategies	IV	8	88%	100%
Decision Rules	IV	8	88%	100%

Table 3
Summary of Site 3 Participant Attitudes Toward Generalization Skills Training

Topic	N	Effectiveness	Usefulness
Introduction to CLP & Generalization (10/16/89)	26	4.46	4.38
Introduction to Generalization Objectives & Probing (11/20/89)	27	5.00	5.15
Decision Rules & Strategies (11/27/89)	27	4.81	4.69

Self-Report Feedback and Participant Interviews

Data from participants' self-report feedback and exit interviews were examined to determine how much of CLP was actually implemented by participants. Those two sets of data revealed some participants had provided conflicting information about their activities. For our analyses, we have included only data from the 20 participants whose self-reports and exit interviews provided consistent information. For example, we ignored data for a participant whose self-report indicated he did not meet with a partner but whose exit interview indicated participation in planning, learning, and debrief sessions.

Results show that 55% of those trained in the use of CLP utilized CLP to apply the content of skill generalization. In addition, there was a high correlation between incentives for participation and use of CLP. For a summary of all the data from the exit interviews, see Attachment 8. For further analyses and discussion of these data, see Attachment 9.

Pre/Post CLP Survey

This measure was implemented at the two replication sites (i.e., Sites 2 and 3). The survey instrument was adapted, with permission, from a survey developed by Georgia M. Sparks for the Ann Arbor Public Schools Peer Coaching Project. The pre survey was administered before the beginning of the first GIST training session at each site, with post surveys administered after training was completed. The following analyses are based on data from participants who completed and returned both the pre and post surveys (i.e., 5 participants from Site 2 and 7 participants from Site 3, see data presented in Table 4, pp 6-7).

Survey data indicate that CLP participants discussed effective teaching strategies, had other teachers in their classrooms, and/or received feedback on their teaching more frequently after CLP training.

However, respondents also indicated that they tried fewer new techniques, that their overall frequency of receiving feedback did not change very much, and that they turned to someone else less frequently than before CLP training. These data may reflect the participants involvement in CLP, itself a "new technique," which was viewed as quite time-consuming by several interview respondents (see Attachment 8).

When they did turn to someone else for help, the number of respondents who turned to other teachers and support personnel increased after CLP training, but respondents turned to administrators and "others" with equal frequency before and after CLP training.

Respondents indicated that following CLP training, they felt more comfortable trying something new, were more likely to "try again" when something new doesn't work well the first time, and were more confident about explaining why certain teaching techniques do or do not have the desired effect on students.

In the post survey, 92% (i.e., 11 out of 12) of the participants indicated that they felt their students were learning "somewhat more" after their participation in CLP. One individual (i.e., 8% of the respondents) indicated that his/her students were learning "much more."

These data indicate that CLP participation did produce positive impacts for both the participants and their students.

Objective 4 **Finalize the GIST manual and the training guide for promoting skill generalization.**

The GIST Manual (see Attachment 1) provides a systematic set of procedures by which districts may modify traditional inservice activities. Specifically, procedures to encourage collaborative decision-making between administration and potential participants, guidelines for delivering inservice education, and CLP (the Collaborative Learning Process, a system for facilitating skill application which emphasizes the development of mutual support by participants) are outlined.

The first draft of the GIST Manual was completed in Year 1. During Years 2 and 3, the GIST Manual was revised and reorganized based on participant feedback. The manual includes flow charts of the GIST model and the Collaborative Learning Process, a personnel responsibilities chart, a feasibility questionnaire, and narrative describing the systematic set of procedures to implement the model.

The manual may be considered part of a package which also includes an audio tape (see Attachment 4 of the GIST Annual Report for Year 2) and the *CLP Participant Guide* (see Attachment 6). The audio tape serves as an audio executive summary of the GIST model. The tape is designed for key administrators who want a quick overview of the GIST model before they decide to spend additional time determining the feasibility of the GIST model in their districts. The *CLP Participant Guide* is a handout which can be provided to participants after their initial CLP training. It summarizes the four steps in CLP and includes examples of the CLP forms.

Objective 5 **Disseminate information developed through this project.**

Two papers, entitled *Toward Generalized Outcomes: Guideline for Preparing Instructional Objectives* by Felix Billingsley, Donna Burgess, Valerie Lynch, and Barbara Matlock (see Attachment 10), and *The Collaborative Learning Process: Peer Coaching in Special Education*, by Barbara Matlock, Valerie Lynch, Felix Billingsley, and Norris Haring (see Attachment 9), have been submitted for publication.

A presentation entitled *GIST: An Innovative Inservice Model* was made by Barbara Matlock (GIST Training Coordinator) and Cindy Dracobly (Pilot Site GIST Representative) at the Washington State CEC Convention on March 24 and 25, 1989. Seven persons attended. Another presentation, *Writing Generalization Objectives*, by Barbara Matlock and Valerie Lynch, occurred at the First Annual Summer Institute for Professional Working with Students with Moderate to Severe Disabilities sponsored by the Washington Superintendent of Public Instruction. Twenty-nine persons attended this workshop in Yakima, held during August 1989. A summary of attendance at GIST training sessions and presentation is shown in Table 5

GIST materials have also been incorporated into two preservice classes taught in the University of Washington's College of Education, EDSPE 507 (Instructional Methods for Students with Moderate to Severe Disabilities) and EDSPE 510 (Behavioral Measurement and Management in the Classroom).

All of the GIST products will be available at cost from Program Development Services (EEU, WJ-10, University of Washington, Seattle, WA 98195). A flyer (see Attachment 11) listing the products and ordering information was sent to everyone on the GIST national mailing list of approximately 850 persons with an interest in education persons with moderate to severe disabilities, including each Educational Service District, each school district in the state with student population over 10,000, and national dissemination sites. Availability of the GIST products will also be advertised nationally through the TASH Newsletter. The GIST Manual and the CLP Participant Guide will be disseminated to each

Educational Service District and the Office of the Superintendent of Public Instruction within the state of Washington. Finally, this final report will be submitted for inclusion in the ERIC database.

Table 5
Summary of Training Sessions and Presentations

	Date	Site	Participants	
GIST Sites				
	1987-88	Seattle, WA	18	
	Spring 1989	Bothell, WA	8	
	Fall 1989	Selah, WA	35	
Other Sites				**Topic**
	7/24/89	Newark, DE	50	Generalization for Learners with Severe Disabilities
	11/17/89	Everett, WA	22	Writing Generalization Objectives
	2/1/90	Kent, WA	23	Writing Generalization Objectives
	3/21/90	ESD #123, WA	15	Writing Generalization Objectives and Probing for Generalization
	5/11/90	Spokane, WA	12	Writing Generalization Objectives
	6/24/90	Puget Sound ESD, WA	30	Writing Generalization Objectives
	9/18/90	Greenacres, WA	9	Writing Generalization Objectives
Totals			222	

List of Attachments

@ See notes on Table of Contents page regarding these attachments.

Attachment 1:

GIST Manual

GIST

Generalized InService Training Project

The GIST Manual

by Barbara Matlock, Michael Boer, Valerie Lynch,
Felix Billingsley, and Donna Burgess

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The GIST Manual

Barbara Matlock, Michael Boer, Valerie Lynch, Felix Billingsley, and Donna Burgess

Part One: An Overview of GIST

This manual will provide you with a set of systematic steps to implement an innovative inservice model. The Generalized InService Training (GIST) model is designed to transfer what is learned during inservice to where it counts--on the job! This is accomplished through four steps: clarification of inservice needs, collaborative planning to meet those needs, using "state of the art" inservice procedures, and the employment of a peer coaching component called the Collaborative Learning Process (CLP). It is the intention of this manual to meet your staff development needs across a variety of settings, personnel, and content areas.

In addition to this manual, the GIST staff developed a short audio cassette designed to provide information to enable administrative personnel to determine whether or not the GIST model of inservice training may be feasible for local implementation. A catalog of all the GIST-related products, including the audio tape, is included at the back of this manual.

Assumptions Behind the GIST Model

There are five assumptions on which the components and activities in the GIST model are based.

1. Every person has worth as a person and should be treated with dignity and respect.

2. Inservice education is valuable.

   As student populations grow and personnel leave the educational system, new staff members are needed. New theories, information, and practices for educational excellence are generated by colleges, universities, school districts, and professional organizations. Federal and state laws mandate changes in educational policies and procedures. These and other factors require that continuing education and opportunities for

professional growth be developed and implemented for personnel employed in the field of education.

3. Some current models of inservice education are not effective.

   Joyce & Showers, (1983) reviewed 49 studies to determine the effect of inservice training on knowledge, skills, and application of new practices. They found that while 100% of training models produced knowledge and 88% produced the development of skills by participants, only 9% resulted in teachers applying learned skills with their students. One suggestion generated from this review was peer coaching. Inservice participants are paired in teams to observe each other, provide feedback to each other, and support each other as they coach each other in applying new skills in real situations.

4. The principles of adult learning apply to inservice education.

   Everyone has the capacity to learn and grow. Knowles (1967) identified four important needs of adult learners:

   - Adults view themselves as independent, self-directed learners.
   - Having lived, adults have acquired a variety of experiences. These experiences should be tapped.
   - The most effective type of learning is that which relates to the current life experience of the adult.
   - Opportunities for experimentation with new practices should be provided in an environment where the adult feels free to take personal risk.[1]

5. Increased transfer of training will result from the use of a peer coaching model.

   Teachers need to understand that they cannot simply walk away from a training session and have no difficulty thereafter . . . Even very experienced and capable teachers should be aware throughout the training process that they are going to have to gear themselves up for a second stage of learning. (Showers, 1984, p. 67)

Coaching appears to contribute to transfer of training in five ways. Coached teachers:

- Generally (though not always) practice new strategies more frequently.

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[1] Adapted from Hickey (1980, p. 4).

- Use new strategies more appropriately.
- Exhibit greater long term retention and increase the appropriateness of use of new teaching models.
- Are much more likely to teach the new strategies to their students.
- Exhibit clearer cognitions with regard to the purpose and uses of new strategies. (Showers, 1985)

Four Steps in the GIST Model

A strong process orientation is reflected in the four steps of the GIST model (see Figure 1). First, the needs of district personnel are clarified. Next, a collaborative planning process is directed by the GIST Representative to include potential participants, the content expert, and district personnel in the decision-making process. Items such as dates and times of the inservice sessions, requirements of CLP and requirements of content are discussed.

Insert Figure 1 about here.

Conducting inservice sessions designed with researched based "best practices" in mind is the third step. These "best practices" to facilitate transfer of training include presentation of theory, demonstrations of new practices, opportunities for practice and feedback, and provisions for coaching. A process in which peers help each other in transferring trained skills to active teaching repertoires (i.e., CLP) is the final step in the GIST process. CLP is meant to extend inservice training through the practice and refinement of skills. Coaching models have several purposes:

- to provide companionship and support
- provide technical feedback
- analyze new information for application
- aid in the adaptation of new information to particular students
- to facilitate practice of new skills

The Collaborative Learning Process is a coaching model in which peers help each other learn, then adapt new skills in day-to-day situations. Throughout the learning process, CLP participants have someone to give them support when they feel like giving up, someone to give feedback on how well a new practice is being applied, help in how to use the new information to the benefit of their own students, and someone with whom to practice new skills.

Key Personnel in the GIST Model

The roles and responsibilities of personnel within the GIST model are shown in the GIST Personnel Responsibilities Chart (see Figure 2). Each role's perspectives are discussed below.

Insert Figure 2 about here.

District Inservice Administrators: *The Climate-Setters*

The District Inservice Administrator is the highest level school district person responsible for district-wide inservice needs. This position could be filled by a central office administrator, principal, head or lead teacher, or special services representative within a building or specialty area.

The role of administrators in the GIST model is diverse. One role is to "set the climate" and provide the means for continued innovation. Administrators may set the climate by demonstrating a commitment to making staff development a priority, providing adequate funding for inservice training, providing incentives, coordinating logistical planning, following up on inservice efforts (including maintaining contact with schools and personnel implementing new practices), and evaluating new practices.

As you would expect, these administrators must be magicians! Schedules may need redesigning to be more flexible. Systems for support may need development. Continuing education credit to move up on the career ladder may be needed. Release time for inservice and coaching activities may be required.

Another important role is that of cheerleader. Publicizing staff development projects, public acknowledgement of staff development successes, selecting a "Teacher of the Month," and providing staff development funds for individual classroom projects related to staff development themes are a few examples of providing endorsement. Other tangible displays of support include continuing to arrange time for coaching and meetings, attending large group meetings planned by CLP participants (if desired by team members), and planning staff development activities around inservice content (speakers/lectures, workshops/seminars). Circulating new information on staff development projects (via regular newsletters, memos, and professional organizations) is another way to show support as well as recognizing current efforts.

The Inservice Administrator will oversee clarification of district inservice needs, contract with a GIST Representative and a Content Expert, hold initial informational meetings for building administrators, and provide support for the ongoing inservice effort. The Inservice Administrator will work in collaboration with building administrators, the person responsible at each GIST implementation site.

GIST Representative: *The Organizer*

The GIST Representative is a person experienced in the GIST inservice model or a staff member designated and able to become familiar with and implement the GIST model. The GIST Representative may be an administrator, building principal, coordinator, or teacher. This person may be selected through an application/interview process or designated by the District Inservice Administrator.

The GIST Representative needs to be an individual trusted by both administration and staff, with good organizational skills, good written and oral communication skills, and who is willing to put time and effort into the project.

The GIST Representative takes over the day-to-day operations of the GIST model. This person provides written materials regarding the inservice model to potential building administrators, collects information from the Content Expert regarding content, and (along with the District Inservice Administrator) holds the initial informational meeting. Planning inservice sessions to meet the needs of the participants and the district is an important responsibility. This person may also have responsibility for training the team liaison persons and assisting the Content Expert. Some duties after training would also be included in this job description: availability by phone during implementation, conducting meetings for team liaison persons, and providing any follow-up assistance that is requested by implementation sites.

Content Expert: *The Presenter*

The Content Expert is the person who provides expert information, services, and/or advice regarding a particular content area. The Content Expert has no direct power to make changes or implement programs.

There are two types of Content Experts: *inside* and *outside*. An inside Content Expert is a person currently employed within the organization.

There are pros and cons in using an inside Content Expert. Advantages include more familiarity with the organization and its services, students, and personnel. An inside Content Expert may have built-in rapport with staff and personal knowledge of the working of the system. They can use real examples and provide feedback at strategic points. They may be available at a low cost. Conversely, it may be costly in terms of release time. Some disadvantages may be that an inside Content Expert may have a personal agenda or cannot be involved in sensitive areas.

An outside Content Expert is a person not employed within the organization. An outside Content Expert can remain impartial and objective. An outsider can provide a breadth of training experience as well as a new face. An outside

Content Expert, however, is costly not only in terms of money but in time: time involved in briefings on the cultural norms of the district, time to become familiar with the history of the organization. And an outsider cannot always be present for important decisions.

A contract specifying services performed before, during, and after training should be drawn up whether using an inside or outside Content Expert. The contract should be in writing and include schedule, price (including duplicating costs, special materials, number of hours needed for preparation), minimum number of participants, and an "escape clause."[2]

The Content Expert in the GIST model provides written materials regarding the content of the inservice sessions to be used at the initial informational meetings. The Content Expert has training responsibilities along with the GIST Representative. They collaboratively plan and conduct the inservice sessions according to a schedule they design. The Content Expert also has some follow-up responsibilities: to be available by phone during implementation and conduct follow-up activities requested by personnel involved in the training.

Team Liaison: *The Supporter*

The Team Liaison is a person at the lowest level of the administrative hierarchy that has the authority to implement support systems for CLP teams. This person must be willing to attend training provided by the content expert and to become familiar with the GIST model. Selection of Team Liaisons can be through self-nomination or appointment (with consent) by the GIST Representative and/or Inservice Administrator.

The Team Liaison person should be someone who can be responsive to the needs of teams (e.g., anticipates problems before they arise, solves problem between teams and administrators and between peer partners, and deals with unexpected complications). Someone who models and uses new practices effectively. Someone able to act as a resource for information on implementation of new practices and CLP. This person should have skills to communicate knowledge, facilitate group processes and meetings, and be a trusted member of the staff. A former ambassador to Japan or Great Britain would be ideal.

The number of Team Liaisons selected within a school district will vary with the number of participants and sites choosing to participate, as well as the training content and the characteristics of students that personnel serve. In some cases, the GIST Representative can fulfill the role of Team Liaison. We suggest that one Team Liaison be selected for every four CLP teams that are formed (i.e., every eight participants).

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[2] Adapted from Lynch, Haring, Pruess, Zodrow, & Hickey (1988).

Within the GIST model, the Team Liaisons have several duties. The Team Liaison attends informational meetings with administrators and the GIST Representative to learn about the GIST model. Information regarding the model is brought back to a group meeting for potential participants. During this meeting the Team Liaison shares information and written materials regarding the GIST model and content. Any questions, comments, etc., will be entertained at this time. Participants will be asked to register with the GIST Representative for the inservice sessions. When all registration forms have been collected by the Team Liaisons, the GIST Representative will notified, who in turn, will notify the Content Expert.

The Team Liaison may also be involved with content development and the logistics of planning the inservice sessions. This person would receive training from the GIST Representative on the model and problem-solving skills as well as attend the inservice sessions themselves.

Another key role of the Team Liaison is to be the "problem solver" while the teams are implementing CLP. This may include ongoing meetings with the GIST Representative and scheduling building-wide support group meetings.

Participants: *The "Do-ers"*

Personnel interested in the content area and willing to commit time to the CLP component of the model are potential participants. Building administrators, teachers (general and special), support service personnel (physical therapists, occupational therapists, communication disorders specialists, nurses, psychologist, adaptive education teachers), and supervisors (general or special) could participate in GIST. Participants are expected to attend the entire inservice training and participate as a member of a CLP team. Some participation in posttraining activities (complete application activities outlined by Content Expert, attend CLP group meetings, etc.) may also be expected.

Part Two: Implementing the GIST Model

Step One: Clarify Inservice Needs

Insert Figure 3 about here:
Flow Chart, Step One

The first step in the GIST model is a process of needs clarification. This process can result in increased involvement in decision-making by all personnel.

The needs assessment process could include staff surveys, meetings to solicit areas of interest to potential participants, interviews on a building level, study

teams designed to recommend inservice content, or recommendations from providers of inservice education. Identified needs may then be prioritized and the field narrowed to a few (three to five) staff development topics. This prioritizing may take into account factors such as numbers of personnel expressing an interest in certain content areas, availability of content experts, and financial considerations. From this "short list," the content of the inservice effort is selected.

From the needs clarification process, district administration and/or staff development personnel can determine if the GIST model is an appropriate vehicle to conduct this inservice effort. What is the desired outcome of this inservice effort: increased awareness? a change in attitudes? skill building? transfer of training? If transfer of training is a desired outcome, then the GIST model may be appropriate.

After the selection of the content, plans need to be made on how to support this inservice effort. Is release time needed for inservice sessions and CLP activities? Are there low-cost options to support this inservice effort?

The District Inservice Administrator then designates a staff member to become the GIST Representative and contracts a Content Expert.

Step Two: Collaborative Planning

Insert Figure 4 about here:
Flow Chart, Step Two

The next phase of the GIST model consists of several planning activities. Each of these activities involves collaboration between two or more of the players. The more collaboration, the better.

The GIST Representative and Content Expert develop written materials regarding the model and the proposed training for distribution to building principals and other relevant personnel at prospective implementation sites. The GIST Representative prepares information on the model, emphasizing CLP as a vehicle to increase transfer of training. The content expert prepares information regarding content, the amount of time required, why the content is important, and the benefits of participation.

The District Inservice Administrator and GIST Representative hold the first informational meeting regarding the GIST model. After receiving this information and having an opportunity to ask questions, the building administrators and the GIST Representative will communicate with their personnel at each potential site.

The Building Administrator should solicit information regarding the timing of and scheduling for inservice session(s). Staff members then make a decision to continue their involvement in the decision-making process. The Building Administrator also solicits volunteers for Team Liaison person(s).

If everything has proceeded acceptably to this point, the Building Administrators and the GIST Representative inform the District Inservice Administrator of their commitment to proceed with the GIST model.

Concurrently, the GIST Representative and Content Expert collaborate to specify a format for the inservice sessions. What are the appropriate number of sessions? How long should each session be? What activities may be developed for CLP teams to carry out? These and other questions can be answered based on needs of the selected content and district policies and procedures.

The next step in the planning process is to select Team Liaison person(s).

The GIST Representative provides training for the Team Liaisons regarding the GIST model and the proposed content.

Written materials, specifying dates, times, incentives for participation, and content, are then developed. Registration dates may be included in this informational packet.

Team Liaisons distribute this information to persons that expressed an interest earlier. The team liaison person(s) will be answer any questions, and to register persons for the inservice.

Step Three: Conduct Inservice Sessions

Insert Figure 5 about here:
Flow Chart, Step Three

The inservice sessions are conducted according to the parameters set through the collaborative planning process. The GIST Representative and Content Expert will provide inservice training regarding the GIST model, emphasizing CLP. At the conclusion of this initial training, participants are asked to select a CLP partner from among the participants. The time lines for selection of partners may be outlined as part of the inservice presentation on the model.

Content specific inservice sessions are then conducted.

Step Four: The Collaborative Learning Process

Insert Figure 6 about here:
Flow Chart, Step 4

The CLP coaching model is the final major component of the GIST model. CLP is a process in which peers help each other in transferring new skills from inservice training to where they are needed--on the job.

Choosing a Partner

There are tangible and intangible factors to consider in partner selection. Time to participate in the process and accessibility to a partner's classroom are just two important tangible factors to consider. Out of school commitments, extra duty activities and daily schedules may need to be considered too. The intangible factors may be more difficult to define, but are nonetheless important. Do you already share ideas, materials, concerns? Have you worked well together in past? Is this person open to new practices? Do you respect this person as a professional? Do you have similar teaching styles? Finally, do you trust this person and want to work with him/her? A CLP partner selection form may be helpful when choosing a partner. This form may be completed to help "think through" partner selection.

Potential partners may include teachers, teacher aides, support service personnel,(communication specialist/speech therapist, occupational therapist, physical therapist, adaptive physical education teacher, and counselors), administrators, Special Education administrators, coordinators, Central Office personnel, or any school personnel that are deemed as appropriate.

Climate-Setting

The Collaborative Learning Process may be new and unfamiliar to many engaged in the process. Several activities may occur prior to implementation to "set the climate."

A first activity may be a meeting. This may be especially helpful when partners are anxious about CLP. A meeting like this gives partners an opportunity to understand each other's work situations, learn each other's teaching preferences, and to share information. The kinds of information that may be helpful to share could be: characteristics of students, classroom environment, and classroom management.

One big question to answer during this meeting is "Who observes first?" Each partners' view on CLP can and should be discussed. Just what is this process going to entail? Do we have the same ideas about CLP? Do we have enough

time to hold a planning session for each learning session or can we schedule them a term at a time? Do all visits need to planned ahead of time or can some be unannounced? What are some potential trouble spots and how can we avoid them? Time and perceived need are two critical factors in preparation for CLP. If CLP partners do not perceive a need for an initial meeting or if time (because of conflicting schedules, inability to leave the classroom, etc.) interferes, this first step may not occur. It is an optional step.

Another step before the first planning session may be building trust with your partner. This step may not be needed for all teams. One trust building activity is called "walk-by". In a walk-by, one partner leaves his/her classroom door open. The observing partner then walks by and takes a quick look into the classroom without entering. At a later date, the observing partner will give feedback that is reinforcing in nature. This feedback could take the form of note in the office mail box, a note on partner's desk or a comment when a private time can be found. This feedback should be given on the same day as the walk-by, if possible. This feedback is a courtesy, a thank you for your partner openness and willingness to be observed.

After each partner has "walked by" the others' classroom or if the partners are comfortable with being observed, a "drop-in" may be conducted. The purpose of a drop in is to get used to another adult in the classroom. A drop-in is a short observation from inside the classroom that is unobtrusive and is conducted from near the door or side of the room. No data are collected. When the drop-in is completed the observing partner will give reinforcing feedback. Again, the purpose of this feedback is to thank the observed partner for their openness and willingness to let you observe.[3]

Collaborative Learning Sessions

Each Collaborative Learning Process session consists of three components: the planning session, the learning session, and the debrief session.

Planning Sessions. During the planning session, partners define the logistics of the learning and debrief sessions. A CLP Planning Sheet may be completed. The CLP Planning Sheet specifies the roles each partner will take, dates relevant to the process, type of debrief session, the target skill or area that is to be learned, purpose, data/information to be collected, and any special considerations that may be important to either partner. This is a good way to clarify information about the CLP session.

Role. The first step in the planning process is to determine the role of each partner. There are two roles in the Collaborative Learning Process, learner and

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[3] Adapted from a conference presentation by Rex C. Crouse at the Collegial Staff Development Conference, Northwest Regional Lab, Portland, OR, October 9, 1987.

facilitator. The learner is the partner learning/practicing a new skill. The facilitator's role is to assist the learner with the new skill or practice. These roles are not permanent. It is suggested the roles be reversed after each debrief session (i.e., after one partner has planned, learned, and received feedback, the other partner goes through the process).

Time. The starting and finishing time for the learning session should be planned. This will aid in scheduling any out of class time and working CLP into the rest of the day. Schedule a date and time for the debrief session during the planning session as well. The debrief should be scheduled as soon as possible after the learning session. This will allow for timely feedback.

The times of the planning and learning sessions may be scheduled in several ways. You may decide to schedule one learning session at a time as your needs and the needs of the content dictate. For some, especially when support service personnel are involved, long-term scheduling (e.g., a semester at a time) would be more convenient. For others, a regular schedule throughout the year (e.g., meet every other Wednesday) may prove helpful. Again, the schedule of planning and learning sessions will depend on the needs of the partners and the content.

Type of debrief session. A debrief session is held after completion of the learning . 'sion. It is important to plan the session ahead of time. The learner determine how to receive feedback from the facilitator based on a variety of concerns. How comfortable are you with the new practice to be learned? How comfortable are you with your CLP partner? Do you need to build some trust with that partner? What kind of feedback would be most helpful in learning this new practice? What kind of feedback can I handle?

The acronym EIAG describes the feedback process that occurs during learning and debrief sessions. The **E** represents *experience*. The experience is the learning session, when the partners partake in the series of events defined during the planning session. The **I, A,** and **G** indicate the levels of participation the facilitator may have during the debrief session. Suggested questions are listed, but they are only suggestions.

Experience. The experience includes everything that happened during the learning session. It is what was "lived through" by both partners.

Identify. What happened during the learning session? How are you doing in relation to your objective?

Analyze. How would you describe your performance during the learning session? Why did that happen? Why did you do well? Why did things go poorly? What factors lead you to performing this way? What were the strengths of that approach? How could your approach been improved?

Generalize. If you had it to do over again, what could you do differently? What would you tell someone else who is about to attempt this?

Again, the learner decides what kind of help the facilitator will give during the debrief session. The level of help may range from merely acting as a sounding board (listening while the learner identifies, analyzes and generalizes) to collaboration on all steps. At this level, partners identify what happened together, analyze what happened together, and generalize together.

A sample planning session sheet is shown in Figure 7.

Insert Figure 7 about here.

Learning Session. The learning session of CLP is conducted in the manner outlined during the planning session. During the learning session, the facilitator collects the information or data. During an observation the facilitator will be as unobtrusive as possible, and will interrupt only if absolutely necessary. It is acceptable to smile.

Debrief Session. A debrief session is held after completion of the learning session for the facilitator to give requested feedback to the learner. The learner may complete a debrief session sheet to record the feedback given for future reference. CLP sessions are not intended to be used for evaluation purposes. Therefore, all materials relating to a CLP session are the property of the learner.

Figure 8 shows a completed debrief session sheet.

Insert Figure 8 about here.

Keeping It Going

When any behavior is being learned or changed, be it not smoking, losing weight, or learning a new skill, one may expect enthusiasm at the beginning. This is something new, exciting. But as any one who has tried to change their own behavior knows, the fun soon wears off. Staying on the diet or not smoking that cigarette is difficult. We need support and reinforcement to continue changing our behavior. The Collaborative Learning Process involves change. A supportive environment is needed to continue the change process.

One suggestion to maintain a supportive environment is to offer a time and place for all CLP participants to share information and problems, and generate potential solutions. Information shared could include discussion about the mastery of the new practice. Instructional aims could be clarified. Theory and purpose behind the new practice could be reexamined. Participants could share examples of materials developed. New practices, or any practice that proved difficult. could

again be demonstrated. Obstacles to CLP and their resolutions could be shared so that teams operating in separate buildings may learn from one another.

These meetings could be held on a regular basis as determined by the CLP group. Meetings may be held in an informal setting, (e.g., a team member's home or a local restaurant), or formal setting (e.g., in the school or administration building). The time of the meeting should be determined by CLP group. A portion of an inservice session could be devoted to group sharing and problem solving as well. The GIST Team Liaison, principal, staff development personnel, or a CLP group member may serve as the facilitator for these meetings.

A supportive environment is crucial to CLP. A survey of participants at the GIST field-test sites showed that somewhat more than half of respondents (55%, 11 of 20) used all the steps in CLP to apply the training content. Those who did use CLP felt it was worth their time and effort and indicated that they preferred to work collaboratively. Those who did not complete a CLP cycle reported that they preferred to work alone or that no one initiated the process.

Several barriers to application of training content through CLP were noted on the part of respondents. The four most commonly indicated barriers are discussed below.

Barrier One: Lack of time. The lack of time to implement CLP proved to be the biggest barrier even though in two of three sites release time was available upon request. If CLP is to be used as a follow-up to training, scheduling time for CLP may need to be formalized. Building administrators may need to take an active role in the scheduling process. Some participants solved their time problem in creative ways: getting together on weekends, flexible scheduling, and meeting by telephone. A number of low-cost or free ways to release personnel for coaching activities have been outlined by Joyce & Showers (1988). Such methods include having administrators take over classes, use of video equipment, and use of teaching teams. In special education settings, support service personnel, or teaching assistants could potentially be utilized.

Barrier Two: Administrative support. Although administrators at all the field-test sites offered support (e.g., release time, the use of district incentives, and/or personally attending the inservice sessions), some participants felt that more administrative support would have helped. Participants seem to have wanted some acknowledgement of their efforts. It was perceived that administrators were overextended and, therefore, did not have time to devote to supporting content application. It is noteworthy that slightly over 1/3 (37%) of the respondents felt their administrators were doing an outstanding job of supporting their coaching efforts.

Garmston (1987) outlines five ways in which administrators can support peer coaching: select a coaching model that is most likely to produce desired outcomes, demonstrate that peer coaching is valued, provide a focus for coaching

activity, provide training for coaches, and model positive coaching behaviors. Some field-test participants felt that administrators should have organized a meeting for all individuals involved in CLP. The purpose of this meeting would have been to share ideas. One person suggested that administrators sit in on CLP sessions themselves. Garmston indicates that effective coaching programs train educators before they coach and provide follow-up training while coaching is underway.

Barrier Three: CLP itself. Participants noted that the coaching process itself proved to be a barrier. Comments such as "CLP should be taught as a separate course" and "an instruction manual with guidelines on the CLP process would be helpful" reflected this concern. However, other participants suggested less time and fewer materials.

Trainers and administrators need to be in tune with the unique needs of each participant. A written guide is now available to assist participants (Matlock, 1989). The intent of the guide is to provide concise information on how to apply CLP. The first section reviews the basics and rationale for CLP and the appendix provides sample (blank and completed) forms.

Barrier Four: Relationships between partners. Finally, a barrier to successful implementation of CLP was the relationship between partners. This is interesting to note because, in CLP, partners are self-selected. It could be that situations that were not initially thought to be of concern (e.g., distance) proved to be problematic during implementation. On the other hand, some participants felt that CLP imposed roles that were more rigid than roles they had formed on their own: "the process was too formal and interfered with the collaboration we already have going."

Factors which lead to successful and unsuccessful partnerships may need to be emphasized more during CLP training so participants can make better choices in selecting their CLP partners. It may be that two persons who have worked well together in the past do not need a formal system to help each other learn new content.

Provide adequate incentives. Consider the factors which influence personnel to take advantage of inservice offering. In the GIST field tests, a relatively low percentage of participants (17%) said they participated to take advantage of incentives. However, 61% of all participants did take advantage of an incentive.

An analysis of completed CLP activities revealed that the majority (87%) of those who completed at least one CLP cycle received (or worked with a partner who received) some sort of incentive. Only 9% of those completing at least one CLP cycle did not receive an incentive. These data suggest that offering incentives is an important factor for improving application of inservice content through the use of the Collaborative Learning Process.

How to Buy Time to Implement New Practices

Learning new practices can be a difficult and painful process. Persistence, flexibility, and practice are needed to increase the likelihood of transfer of training. CLP requires time. It has been estimated that one hour per week per participant is needed to maintain a peer coaching process. A good overview of low-cost options to maintain peer coaching is outlined in Chapter Eleven of the Joyce & Showers book, *Student Achievement Through Staff Development* (1988).

Evaluating the GIST Model

While CLP teams apply the inservice content in actual practice, the Content Expert and GIST Representative may conduct follow-up visits to each site.

The goal of the GIST inservice model is to increase the transfer of training of new content to actual practice. Evaluation of the model should take place to determine if this goal has been met. Evaluation will help answer such questions as was the GIST model successful? Should the GIST inservice model be used again?

The inservice sessions may be evaluated at the conclusion of each session. Evaluation items such as the delivery and organization of session, session activities and materials, and usefulness of subject matter can give valuable information to the GIST Content Expert as well as the District Inservice Administrator.

The application of inservice content to job sites can be evaluated in several ways. On-site visitations to collect direct observation data may be used with new practices that are readily observable. Interviews, either direct or via phone, can be conducted to assess the extent of application. Those data could be collected at scheduled postsession dates (i.e., 1 months, 6 months, 1 year) to assess maintenance of new practices.

Evaluation from the perspective of effect on students can be gained in several ways. One may directly observe the new practice being used with students, examine records pertaining to student performance (IEPs), or district specified testing procedures (Stanford Achievement scores on reading levels) Another area to evaluate is participant satisfaction of each step of the model or the model as a whole. The GIST Content Expert may evaluate or collaborate with the District Inservice Administrator to complete this evaluation.

Determining the Feasibility of the GIST Model

Any staff development effort, including the GIST model, requires support of key administrators, both on a district-wide and building-wide level. Once a need has

been established, these key players need to determine if there is time, money, and space available to develop an inservice to meet that need. The questions may include determining personnel's attitudes toward change. Is the attitude toward change positive? Are personnel open-minded? Have personnel been involved in positive change in the recent past? Are personnel involved willing to risk change? How many? What is the proportion? What is the willingness of administration to make reciprocal changes? How many personnel would commit to training? Is communication among staff and administration good?

Another assignment is defining norms that are currently in place within the buildings/district. Are there norms to support collaboration? Do personnel feel as though they can disclose feelings (both positive and negative)? Will personnel involved seek help? What proportion of personnel are experiencing stress (positive or negative) in their lives outside the classroom? Would they be willing to undergo more stress on the job? How stable is the job status of administrative staff and potential participants?

The District Inservice Administrator(s) and/or staff development personnel need to assess the proposed content. Can this content meet professional development needs for personnel? Do administrators (both district wide and building level) see the proposed content as a need? Is the content worth creating a need for? Can that need be created?

The question of participation needs to be explored. Is it really possible for staff to participate? Do they have opportunities (or can opportunities be created) to meet during the school day for CLP? Are there any other drastic districts-wide changes such as building closures/remodelling, new superintendent, budget cutbacks? What incentives for participation can be given? University credit, credit on district pay scales, use of staff development monies for release time, internship programs?

A couple of additional factors are specific to the GIST model. Are there persons willing and able to become a GIST Representative, someone familiar with or willing to become familiar with the GIST model, to communicate well in written and oral forms? Could that person be a coordinator, building principal, staff development person, or a teacher? What about Team Liaison persons?

A series of questions regarding the feasibility of implementing GIST may be asked as part of the planning process. A feasibility questionnaire may be completed by the Inservice Administrator to aid in this process. A copy of the GIST Feasibility Questionnaire is included in the Appendix of this manual. Eight categories of questions are outlined regarding such issues as support, attitudes, leadership, and resources.

Synopsis of Evaluation Information from the GIST Field Tests

During the GIST project's three years of operation, staff implemented the GIST model at three school district sites. Four kinds of summative data were collected during the project.[4] First, evaluation forms were provided to all participants at the conclusion of each inservice education session. Those instruments collected information on participant attitudes and perceptions related to the training sessions. Second, data were collected from participants through analysis of feedback provided as part of training application activities. The application activities provided self-report data on how much of the CLP process was performed by participants, as well as information about changes in IEP quality, maintenance of training impacts, and achievement in writing objectives. Third, exit interviews were conducted with participants at each of the three sites. That process provided information to corroborate data from the participants' self-reports, as well as information on a variety of issues related to CLP. Finally, a pre/post CLP survey was administered at Sites 2 and 3. Those data provided information on the impact of CLP on staff communication, training application, and student learning. Highlights from those measures are discussed below.

Overall, participants gave high ratings to the GIST training sessions. Data from participants' self-report feedback and exit interviews were examined to determine how much of CLP was actually implemented by participants. Results show that 55% of those trained in the use of CLP utilized CLP to apply the content of skill generalization. In addition, there was a high correlation between incentives for participation and use of CLP.

A pre/post CLP measure was implemented at the two replication sites (i.e., Sites 2 and 3). The survey instrument was adapted, with permission, from a survey developed by Georgia M. Sparks for the Ann Arbor Public Schools Peer Coaching Project. The pre survey was administered before the beginning ot the first GIST training session at each site, with post surveys administered after training was completed. The following analyses are based on data from participants who completed and returned both the pre and post surveys (i.e., 5 participants from Site 2 and 7 participants from Site 3).

Survey data indicate that CLP participants discussed effective teaching strategies, had other teachers in their classrooms, and/or received feedback on their teaching more frequently after CLP training.

However, respondents also indicated that they tried fewer new techniques, that their overall frequency of receiving feedback did not change very much, and that

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[4] Some of these data were cited above in the section of "Keeping It Going." More information on the GIST project's evaluation is available in the project's *Final Report* (U.S. Department of Education Grant No. G008730020), Felix Billingsley, Principal Investigator.

they turned to someone else less frequently than before CLP training. These data may reflect the participants' involvement in CLP, itself a "new technique," which was viewed as quite time-consuming by several exit interview respondents.

When they did turn to someone else for help, the number of respondents who turned to other teachers and support personnel increased after CLP training, but respondents turned to administrators and "others" with equal frequency before and after CLP training.

Respondents indicated that following CLP training, they felt more comfortable trying something new, were more likely to "try again" when something new doesn't work well the first time, and were more confident about explaining why certain teaching techniques do or do not have the desired effect on students.

In the post survey, 92% (i.e., 11 out of 12) of the participants indicated that they felt their students were learning "somewhat more" after their participation in CLP. One individual (i.e., 8% of the respondents) indicated that his/her students were learning "much more."

These data indicate that CLP participation did produce positive impacts for both the participants and their students.

As a result of the above findings, it is recommended that the role of the GIST Representative be assigned to a person in the district who has the power to support the adoption process by allocating time for CLP. In addition, provisions should be made to include a structure for CLP activities. One participant suggested that teams should propose a CLP schedule for approval by the building principal, and that CLP be made mandatory! The GIST staff encourages districts to seek creative ways to assure that time and structure are available to facilitate CLP. Those provisions could be made in various ways, depending on the climate and style of the district.

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Figures

FIGURE 1

Four Major Steps of GIST

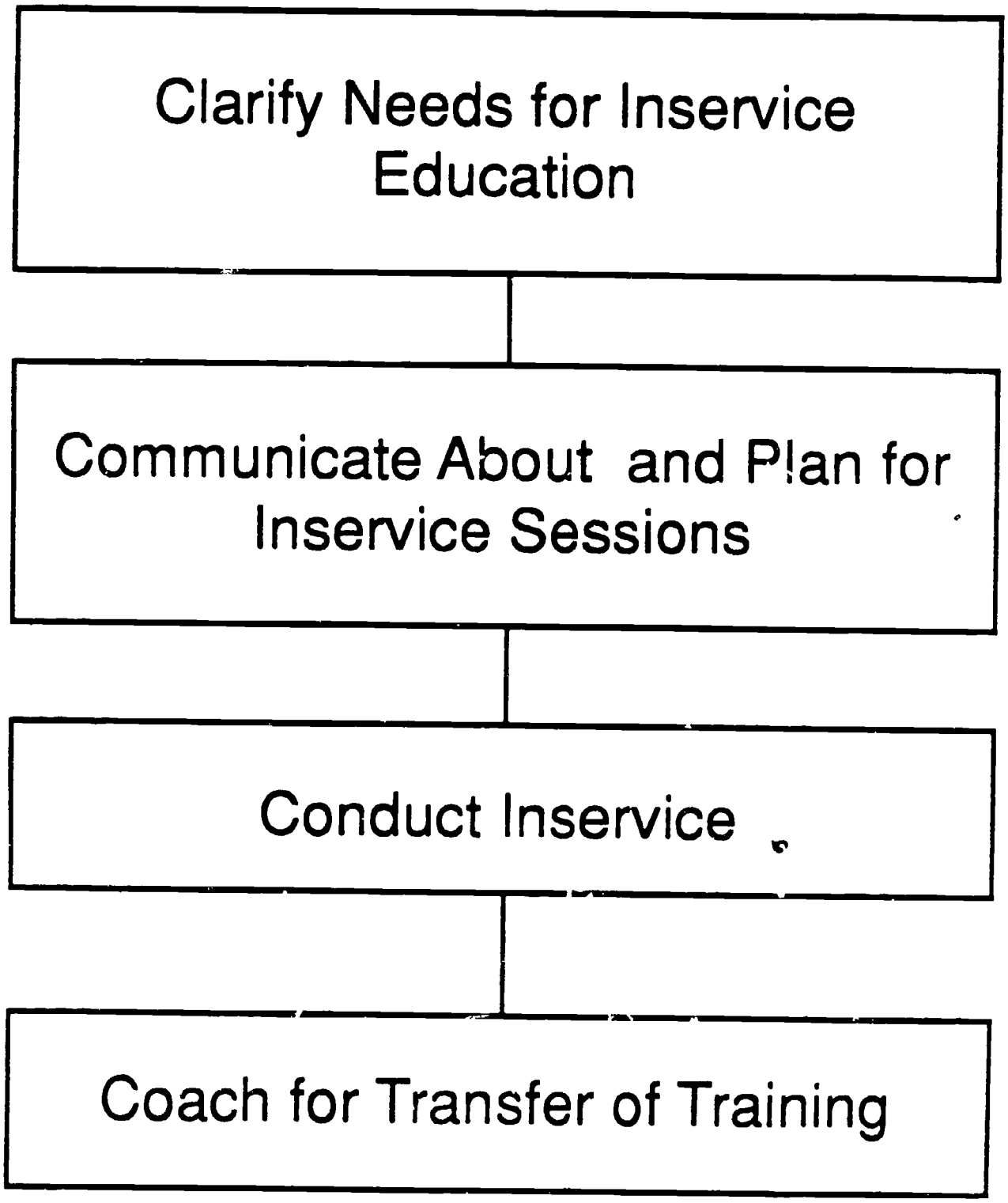


FIGURE 2

GIST Personnel Responsibilities

Personnel	Description	Responsibilities
District Inservice Administrator(s)	Highest level school district person(s) responsible for district-wide inservice needs.	1. Clarifies district inservice needs.responsible for district-wide inservice needs. 2. Contracts a GIST Representative. 3. Contracts a Content Expert. 4. Holds informational meetings for building administrators and potential Team Liaisons. 5. Demonstrates continued support through monetary and nonmonetary incentives.
GIST Representative	An individual experienced in GIST model or a staff member designated to become familiar with and implement the GIST model.	1. Provides written materials regarding the inservice model. 2. Holds informational meetings for Building Administrators & Team Liaisons. 3. Provides training for Team Liaisons. 4. Plans and conducts inservice sessions. 5. Is available by phone during the implementation process. 6. Conducts meetings for Team Liaisons as necessary. 7. Conducts follow-up visits to implementation sites. 8. Solicits on-going support of district administration.
Content Expert	A person from within or from outside the district who will present the content of the inservice.	1. Provides written materials regarding the content of inservice presentations. 2. Plans and conducts inservice sessions. 3. Is available by phone during the implementation process. 4. Conducts follow-up visits to implementation sites.

Figure 2 (cont.)

Building Administrators	Administrators responsible for each implementation site (e.g., principals, head teachers).	1. Distribute information about inservice model & content to potential Team Liaisons. 2. Attend informational meetings with potential Team Liaisons. 3. Take information to personnel and make decision with staff to participate. 4. Communicate commitment to District Inservice Administrator(s). 5. Provide supportive environment for implementation.
Team Liaisons	Person at each implementation site designated as the liaison for that site (e.g., principal, special education supervisor).	1. Attend informational meeting with Building Administrators. 2. Take information to personnel and make decision with staff to participate. 3. Attend training for Team Liaisons. 4. Help prepare written information about inservice model & content. 5. Distribute written information to prospective Participants. 6. Solicit commitments from Participants. 7. Attend inservice sessions. 8. Provide support to Participants during implementation. 9. Meet with GIST Representative as needed. 10. Schedule and facilitate building-wide meetings.
Participants	May include building administrators, special education teachers, regular education teachers, specialists (e.g., physical therapists, occupational therapists, communication disorders specialists, nurses, psychologists), special education or regular education supervisors.	1. Attend inservice presentations. 2. Participate as a member of a coaching team; complete application assignments. 3. Participate in building-wide implementation meetings.

FIGURE 3

Step 1: Clarification of Needs

District Inservice Administrator(s) facilitates clarification of district's inservice needs.

District inservice personnel explore the needs of staff at all levels (teachers, specialists, supervisors, principals, and administrators).

District prioritizes its inservice needs.

District chooses content for current inservice efforts.

District develops plan to provide ongoing support for GIST model.

District Inservice Administrator(s) contracts an individual experienced in GIST model or designates a staff member to become familiar with and implement the GIST model (GIST Representative).

District Inservice Administrator contracts a content expert (i.e., a person from within or from outside the district who will present the content of the inservice).

FIGURE 4

Step 2: Collaborative Planning

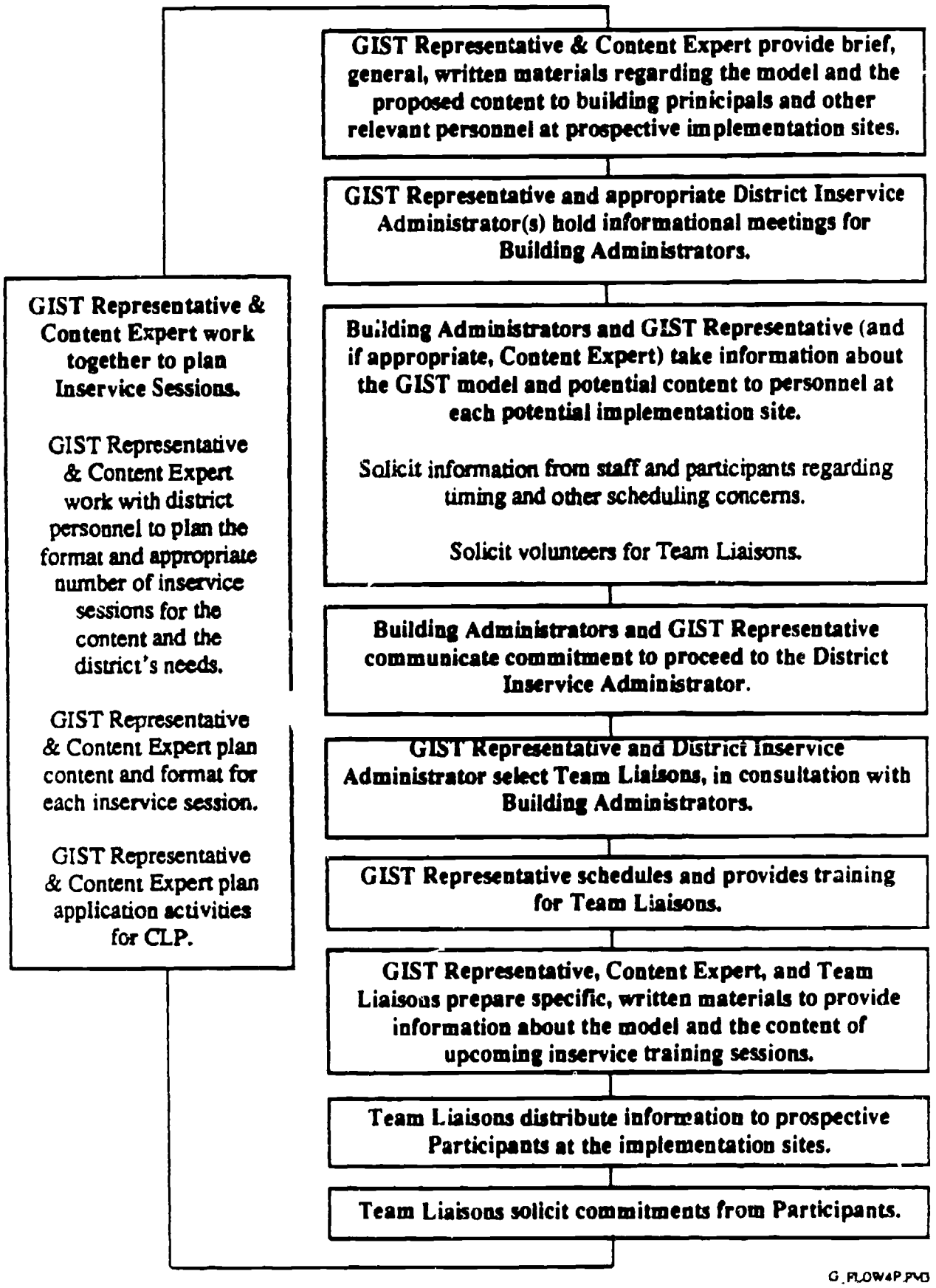


FIGURE 5

Step 3: Conduct Inservice Training

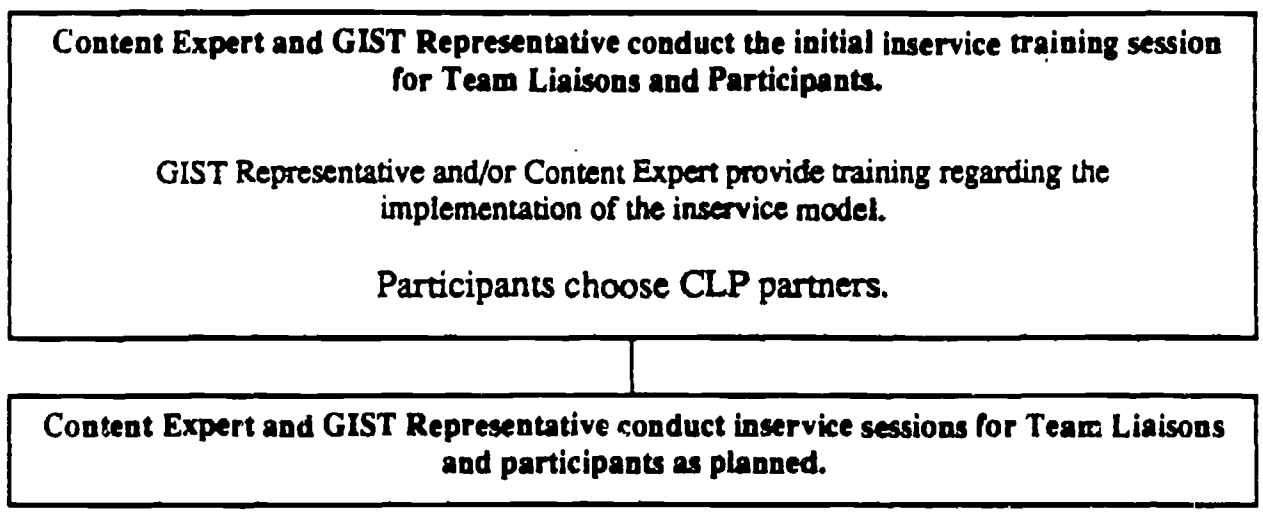
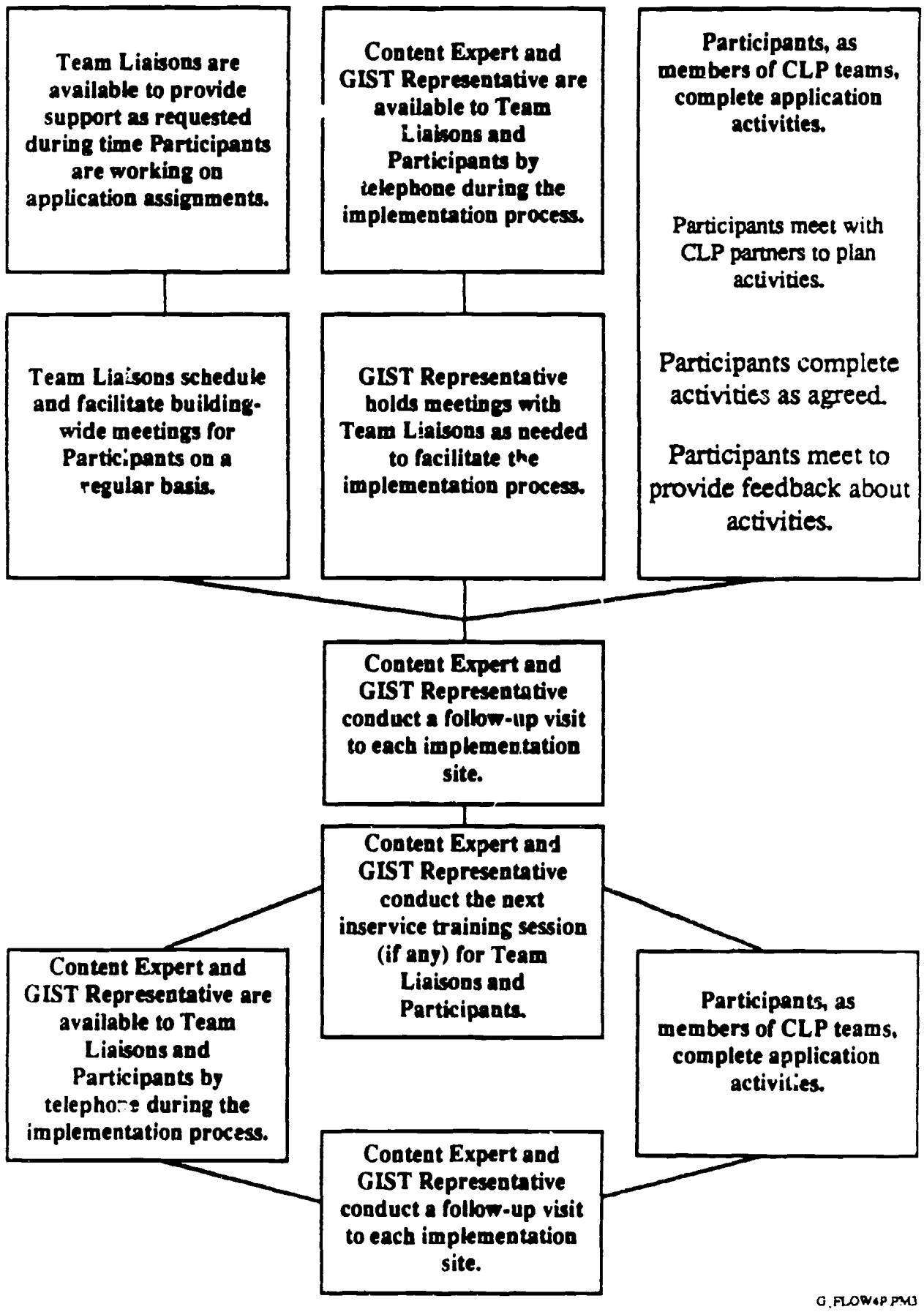


FIGURE 6

Step 4: CLP



G_FLOW4P.PM3

GIST

FIGURE 7

CLP: Planning Sheet

Learner: Olga **Date/time learning session:** 1/25 at 10:00-10:15

Facilitator: Lee **Debrief level:** All four

Date/time debrief session: 1/25 at 3:15-4:00

Target skill/area : Positive Reinforcement

Purpose of the learning session: To increase positive reinforcement given during a free play setting.

Information to be collected: Number of positive statements I make or positive interactions I have after I've had a negative one with students.

Notes: I would like to have at least three positive interactions to every negative one. It would be helpful to have student names recorded somewhere.

E	I	A	G
EXPERIENCE	IDENTIFY	ANALYZE	GENERALIZE

GIST

FIGURE 8

CLP: Debrief Sheet

Date/time: January 25th, 3:20

Notes: Lee said I seemed comfortable having him observe. We collaborated on all the steps in EIAG.

I Lee watched my interactions with two boys and two girls.

A I do give lots of praise--Yeah for me! It feels phone.. to me sometimes, but I guess it is better to be positive.

G I'll have to try to be more positive during fine motor. I'm also going to put a large happy face over the clock. That way whenever I look at the time, I'll be reminded to be positive.

E	I	A	G
EXPERIENCE	IDENTIFY	ANALYZE	GENERALIZE

Appendix:

GIST Feasibility Questionnaire

GIST Feasibility Questionnaire

The following questions are designed to elicit information about a potential site and to allow analysis of the resources for and barriers to implementaiton of the GIST model.

Background

1. How many teachers do you have serving students with moderate and severe handicaps?

   Support professionals (e.g., Adaptive PE, CDS, OT, Psych, SW)?

2. Which of these (and how many) would you identify to be participants in the GIST model?

3. Do these people have previous history with peer coaching?

Content	Yes	No	Not Sure
4. Do you perceive the area of student skill generalization as an important staff development topic for teachers and support professionals serving students with moderate to severe handicaps? Comments:	[ ]	[ ]	[ ]
5. Do the potential participants agree on the need for training in the area of student skill generalization? Or do you think a generally perceived need can be created? How? Comments:	[ ]	[ ]	[ ]

Support

6. Is there adequate time to implement the GIST model? Are there other activities/things occurring in the district that might impair/ delay or assist the implementaiton of GIST? Comments:	[ ]	[ ]	[ ]

Go on to next page.

	Yes	No	Not Sure
7. Are there financial resources available to support release time for a peer coaching model?	[ ]	[ ]	[ ]
Comments:			

Attitudes/Past Experience

8. Do the potential participants have positive attitudes toward inservice training? Towards working collaboratively with peers? Do these positive aspects exceed the anxieties that might be associated with GIST?	[ ]	[ ]	[ ]
Comments:			
9. Are the personalities of those to be involved open-minded and experimenting? Is there a willingness to take risks and change? Any factors that prevent experimentation (e.g., contractual restrictions, district rules)?	[ ]	[ ]	[ ]
Comments:			
10. Has Special Education experienced successful change in the recent past?	[ ]	[ ]	[ ]
Comments:			

Participation/Power

11. Will participants have the opportunity to meet and work cooperatively with one another on school time?	[ ]	[ ]	[ ]
Comments:			
12. Is the organizational climate open? In Special Education? In the school in which the potential particiapnts work?	[ ]	[ ]	[ ]
Comments:			

Go on to next page.

	Yes	No	Not Sure
13. Is it anticipated that staff will remain stable over the next year or two? Any major cuts/addition anticipated?	[ ]	[ ]	[ ]
Comments:			

Leadership/Facilitation

14. Are there people in the district (e.g., coordinators, principlas) to serve as a GIST Representative and/or Team Liaison, who can facilitate the functioning of the GIST project and/or CLP teams? Who? Will this be an extension of existing duties without a reduction in other duties? Will they actually want to do this?	[ ]	[ ]	[ ]
Comments:			

Resources

15. What incentives (e.g., release time, substitute time, paid hours) do you anticipate potential participants will require for participation?	[ ]	[ ]	[ ]
Comments:			
16. Will you dedicate staff development resources to providing those incentives for GIST? Other resources?	[ ]	[ ]	[ ]
Comments:			

Communication

17. Is 2-way, face-to-face communication possible among the participants, team supervisors, and building administrators?	[ ]	[ ]	[ ]
Comments:			

Based on the ***Feasibility Questionnaire*** in: Haring, N. G., et al. (1986). *The DISCO manual: A design for implementing systems change in organizations.* Seattle: University of Washington, College of Education, Inservice Training and Program Development Systems.

TICKLER FORM

Concerns I have in initiating the GIST model:	Actions I can take to minimize these concerns:	Review Date:	Review Date:	Review Date:

GIST Generalized InService Training Project

Product Announcement

Students with special needs have made great gains during the last decade. However, those gains are not always apparent at home, in the community, or at work sites after graduation. One reason for the apparent lack of success is the problem of skill generalization. Students with disabilities often experience great difficulty in transferring skills learned at school to nonschool situations.

GIST, a 3-year federally-funded project at the University of Washington (Felix F. Billingsley, Principal Investigator: Norris G. Haring, Co-Principal Investigator), has developed and field-tested an inservice model for educators serving children and youth with moderate to severe disabilities.

The model emphasizes collegial support and the use of educators' own classrooms or facilities as inservice practicum sites. GIST products include a manual on implementing the model, a handbook for participants, an audio executive summary, and four inservice trainer's kits—one covering the GIST model for collegial support (i.e., CLP: the Collaborative Learning Process) and three kits related to promoting skill generalization by pupils. Contact Program Development Services (c/o Experimental Education Unit, WJ-10, University of Washington, Seattle, WA 98195, or call 206/543-6002) for a catalog and complete ordering information.

The GIST Model:

- *GIST Manual*, by Barbara Matlock, Michael Boer, Valerie Lynch, Felix Billingsley, and Donna Burgess. (1989). $8.25
- *GIST Audio Executive Summary*, by Valerie Lynch, Barbara Matlock, and Michael Boer. (1989). $7.75
- *CLP Trainer's Kit*, by Barbara Matlock, Valerie Lynch, and Mary Anne Paeth. (1990). $22.00
- *CLP Participants Guide*, by Barbara Matlock. (1990). $5.50

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education (Grant No. G008730020, CFDA 84.029K). However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the Department should be inferred. All prices include shipping, handling, and Washington State Sales Tax (8.2%).

Facilitating Skill Generalization:

- *Generalization Objectives Trainer's Kit*, by Barbara Matlock, Valerie Lynch, and Mary Anne Paeth. (1990). $22.00
- *Probing for Generalization Trainer's Kit*, by Barbara Matlock, Valerie Lynch, and Mary Anne Paeth. (1990). $22.00
- *Decision Rules and Strategies for Skill Generalization Trainer's Kit*, by Barbara Matlock, Valerie Lynch, and Mary Anne Paeth. (1990). $22.00
- *Generalization for Students with Severe Handicaps Strategies and Solutions*, edited by Norris Haring. Published by the University of Washington Press (1988). $24.00

Attachment 2:
Writing Generalization Objectives Trainer's Kit

Attachment 3:
Probing for Generalization Trainer's Kit

Attachment 4:
Decision Rules and Strategies for Generalization Trainer's Kit

Attachment 5:
Collaborative Learning Process Trainer's Kit

See Attachment 11, GIST Product Catalog for information regarding dissemination of these products.

Attachment 6:

CLP Participant Guide

GIST

Generalized InService Training Project

CLP Participant Guide

by Barbara Matlock

Felix F. Billingsley, Principal Investigator

Norris G. Haring, Co-Principal Investigator

GIST
Experimental Education Unit, WJ-10
University of Washington
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(206) 543-4011

GIST

CLP Participant Guide

Contents

Designed and edited by Michael Boer

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education (Grant No. G008730020). However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education, and no official endorsement by the Department should be inferred.

CLP Participant Guide

Congratulations! The fact that you are reading this means you are involved in an exciting professional growth opportunity . . . the Collaborative Learning Process.

The Collaborative Learning Process (CLP) goes beyond inservice training through practice and refinement of skills. The intent of this guide is to provide concise information on how to apply CLP in day-to-day situations. The first section of this guide reviews the basic components of CLP, and summarizes how to prepare for the first session and how to keep CLP going. The second section outlines the rationale for and benefits of CLP. The appendix contains examples of forms that may be used during CLP.

Why CLP?

Joyce & Showers (1983) reviewed 49 studies to determine the effect of inservice training on knowledge, skills, and application of new practices. They found that while 100% of training models produced knowledge and 88% produced the development of skills by participants, only 9% resulted in teachers applying new skills with their students. One suggestion generated from this review was peer coaching.

In peer coaching, inservice participants work in teams to observe and support each other. Through feedback, they "coach" each other to implement new skills in daily practice. Coaching models have several purposes:

Provide companionship and support.
Provide technical feedback.
Analyze new information for application.
Aid in the adaptation of new information to particular students.
Help practice new skills.

The Collaborative Learning Process is a coaching model in which peers help each other learn, then adapt new skills in day-to-day situations. Throughout the learning process CLP participants have someone to give them support when they feel like giving

up, someone to give feedback on how well a new practice is being applied, help in how to use the new information to the benefit of their own students, and someone with whom to practice new skills.

Step One: Choosing a Partner

There are tangible and intangible factors to consider in partner selection. Time to participate in the process and accessibility to one another are just two important tangible factors to consider. Nonschool commitments, characteristics of a particular class, extra duty activities, and daily schedules may need to be considered too.

The intangible factors may be more difficult to define, but are nonetheless important. Do you already share ideas, materials, concerns? Have you worked well together in the past? Is this person open to new practices? Do you respect this person as a professional? Do you have similar personal styles? Finally, do you trust this person and want to work with him/her? The *CLP Partner Selection* form may be helpful when choosing a partner. This form may be completed to help "think through" partner selection. The *Partner Selection* form is included in Figure A of the Appendix.

Potential partners may include teachers, teacher aides, support service personnel (such as communication specialists, speech therapists, occupational therapists, physical therapists, adaptive physical education teachers, and counselors), administrators, Special Education administrators and coordinators, central office personnel, or any other school personnel that are deemed as appropriate.

Step Two: Climate-Setting

The Collaborative Learning Process may be new and unfamiliar to many engaged in the process. Several activities may occur to "set the climate" (Crouse, 1987).

A first activity may be a meeting. This is especially helpful when partners are anxious about CLP. An initial meeting gives partners an opportunity to discuss and understand each other's work situations, learn each other's personal preferences, and share information. Information that may be helpful to share could be: characteristics of students, school environments, and management styles.

Each partner's view on CLP should be discussed. Just what is this process going to

How to do a "Walk-By"

1. Decide on roles (learner/facilitator).
2. Learner leaves classroom door open.
3. Facilitator walks by.
4. Facilitator gives feedback to learner.
5. Switch roles.

How to do a "Drop-In"

1. Decide on roles (learner/facilitator).
2. Facilitator goes into learner's classroom.
    a. Near door.
    b. Side of the room.
3. Observe for a short time (no data collection).
4. Facilitator gives feedback to learner.
5. Switch roles.

entail? Do we have the same ideas about CLP? Do we have enough time to hold a planning session for each learning session or can we schedule them a term at a time? Do all visits need to be planned or can some be unannounced? What are some potential trouble spots and how can we avoid them? One big question to answer during this meeting is "Who observes first?"

Time and perceived needs are two critical factors in preparation for CLP. If CLP partners do not perceive a need for an initial meeting, this step may not occur. So remember, it is an optional step.

Another step before the first planning session may be building trust with your partner. This step may not be needed for all teams. One trust-building activity is the "walk-by." For example, one partner leaves his/her door open. The observing partner then "walks by" and takes a quick look in without entering. Later, the observing partner will give feedback that is reinforcing in nature. This feedback could take the form of a note in the office mail box, a note on teacher's desk, or a comment when a private time can be found. This feedback should be given on the same day as the walk-by if possible. This feedback is a courtesy, a thank you for your partner's openness and willingness to be observed.

Once the coaching partners are comfortable with being observed, a "drop-in" may be conducted. The purpose of a drop-in is to get used to having another adult in the same room. A drop-in is a short observation from inside the room. It is unobtrusive and is conducted from near the door or side of the room. No data are collected. When the drop-in is completed the observing partner will give reinforcing feedback. Again, the purpose of this feedback is to thank the observed partner for being open and willing to let you in their room.

Step Three: Collaborative Learning Sessions

Each Collaborative Learning Process session should consist of three components: a planning session, a learning session, and a debrief session.

Planning Sessions

During planning sessions, partners define the logistics of the CLP session and deter-

mine the best way to meet the learning needs of one partner. The *CLP Planning Sheet* may be completed. This form specifies the roles each partner will take, dates relevant to the process, the target skill or area to learn, purpose, data/information to collect, and any special considerations that may be important to either partner. This form is a good way to clarify information about the CLP session. Each item on the planning sheet is explained below and a sample of the form is shown in Figure B of the Appendix.

Role

The first step in the planning process is to determine the role of each partner. There are two roles in CLP, learner and facilitator. The learner is the team member learning or practicing a new skill. The learner is responsible for setting the direction and the limits of the process—learners are responsible for their own learning. The facilitator's role is to help the learner master the new skill. These roles are not permanent. CLP partners exchange roles when it is appropriate. It is suggested that the roles be exchanged after each debrief session.

Time

The time for the learning session to begin and end should be planned. This will aid in planning any out-of-class time and working CLP into the rest of the day. Schedule a date and time for the debrief session during the planning session. The debrief should be scheduled as soon as possible after the learning session. This will allow for timely feedback.

The times of the planning and learning sessions may be scheduled in several ways. You may decide to schedule one learning session at a time as your needs and the needs of the new skill dictate. For some, especially when support service personnel are involved, scheduling larger time blocks (e.g., a quarter or semester at a time) would be more convenient. For others, a regular schedule throughout the year (e.g., meet every other Wednesday) may prove best. Again, the schedule of planning and learning sessions will depend on the needs of the partners and the new skill.

A debrief session is held after completion of the learning session. It is important to plan the debrief session ahead of time. The learner

determines the level of feedback from the facilitator based on a variety of concerns. How comfortable are you with the new practice? How comfortable are you with your CLP partner? Do you need to build some trust with that partner? What kind of feedback would be most helpful in learning this new practice? What kind of feedback can you handle?

Again, the learner decides the kind of help the faciltator will give during the debrief session. The level of help may range from merely acting as a sounding board (listening while the learner identifies, analyzes, and generalizes) to collaboration on all steps. At this level, partners identify what happened *together*, analyze what happened *together*, and generalize *together*.

Target skill/ area	The target skill/area is what is to be learned. It may be based on the content of inservice education, a specific skill (e.g., giving positive reinforcement), or an area of concern (e.g., behavior management).
Purpose of learning session	The learner determines the purpose of the learning session. The purpose is then communicated to the facilitator during the planning session. The purpose may be written in objective terms.
Information to collect	The learner determines, with the help of a partner, what type of data would help give the information needed to learn. Written products (e.g., an IEP, a lesson plan, a bulletin board) may be developed or direct observations of a teaching or therapy technique may prove most helpful. Again, the information collected will relate directly to the target skill and purpose of the CLP session.
Notes	Information such as administrative support (e.g., is release time needed to complete the learning session?), special equipment, or anecdotal information (e.g., a fire drill is expected sometime during the day) is noted in this section.

Learning Sessions

The CLP learning session is conducted in the manner outlined during the planning session. During the learning session, the facilitator collects the required information or data. During an observation the facilitator will be as unobtrusive as possible, interrupting only if absolutely necessary, and then only with a smile.

Debrief Session

A debrief session is held after completion of the learning session for the facilitator to give requested feedback to the learner. The learner may complete a *CLP Debrief Sheet* to record the feedback given for future reference. CLP sessions are not intended to be used for evaluation purposes. Therefore, all materials relating to a CLP session are the property of the learner. Figure C of the Appendix includes a completed debrief sheet.

The acronym **EIAG** describes the levels of feedback that can occur during a debrief session. Suggested questions are listed, but they are only suggestions.

Experience. The experience is everything that happened during the learning session. It is what was "lived through" by both partners.

Identify. What happened during the learning session? How are you doing in relation to your objectives?

Analyze. How would you describe your performance during the learning session? Why did you do so well? Why did things go poorly? What factors led you to performing this way? What were the strengths of that approach? How could your approach have been improved?

Generalize. If you had it to do over again, what would you do differently? Based on your analysis, how could you do even better next time? What would you tell someone else who is about to attempt this?

Step 4: Keeping It Going

When any behavior is being learned or changed, be it losing weight, not smoking, or learning a new skill, one may expect enthusiasm at the beginning. This is something new, exciting, and different. But as any one who has tried to change their own behavior knows, the fun soon wears off. Staying on the diet and not smoking that cigarette is difficult, and we need support and reinforcement to continue changing our behavior. The Collaborative Learning Process embodies change, providing the supportive environment needed to continue the change process.

One suggestion that might help maintain a supportive environment is to offer a time and place for all CLP participants to share information and problems, and to generate potential solutions. Information shared could include discussions about the mastery of the new practice, clarifications of instructional aims, examinations of the theory and purpose behind new practices, and examples of new materials developed. New practices, or any practices that proved difficult, could be demonstrated. Obstacles to CLP and their resolutions could be shared so that teams operating in separate buildings may learn from one another.

These meetings could be held on a regular basis as determined by the CLP group. Meetings may be held in an informal setting, (e.g., a team member's home or a local restaurant), or formal setting (e.g., in the school or administrative building). The time of the meeting is also determined by the CLP group. A portion of an inservice session could be devoted to group sharing and problem solving as well. The principal, staff development person, or a CLP group member may serve as the facilitator for these meetings.

Finally, keep in mind what the "C" in CLP means: *Collaboration*. The teams won't work without team work. Be gentle with each other as you begin to use CLP as a tool to improve your skills. Ultimately, you'll be enriching the lives of your students at the same time as you and your peer are developing your own careers.

References

Crouse, R. C.. (1987, October). *Starting a peer coaching program.* Paper presented at Collegial Staff Development Conference, Northwest Regional Lab, Portland, OR.

Hickey, J. R. (1980). *A handbook for a systematic approach to designing and conducting educational programs for adults.* (Working Paper No. 3). Seattle: University of Washington, College of Education, Experimental Education Unit, Center for Inservice Training and Program Development.

Joyce, B. R., & Showers, B. (1983). *Power in staff development through research on training*. Washington: Association for Supervision and Curriculum Development.

Appendix

Figure A: Partner Selection

Figure B: Planning Sheet

Figure C: Debrief Sheet

These forms were developed for use at the GIST pilot sites. Blank copies are included with each sample so that you can reproduce them for your own use.

You may want to create forms of your own. We would be glad to hear about how you use or adapt the GIST model.

GIST

FIGURE A

CLP: Partner Selection

Name Olga School Johnson Elementary

Time(s) of day you prefer learning sessions During school, before school, 2nd recess

Time(s) you could most conveniently meet Before school, lunch

With potential partners in mind, ask yourself the following questions:

Is the potential partner open to trying new ideas? Willing to persist?
Willing to learn new skills and refine old ones?
Have we worked well in the past?
Are we compatible?
Do we have easy access to each other's classrooms/case load?
Do we have schedules that conflict?
Do we have times to meet?
Does the potential partner have extra duties that could make meeting difficult?

List three choices for your partner

1. Ragna
2. Lee
3. Christy

This form is adapted from materials developed by Sue Wells-Welch and the Instructional Training Company, Phoenix, Arizona
Used by permission.

GIST

CLP: Partner Selection

Name _____ School _____

Time(s) of day you prefer learning sessions _____

_____

Time(s) you could most conveniently meet _____ _____

_____

With potential partners in mind, ask yourself the following questions:

Is the potential partner open to trying new ideas? Willing to persist?
Willing to learn new skills and refine old ones?
Have we worked well in the past?
Are we compatible?
Do we have easy access to each other's classrooms/case load?
Do we have schedules that conflict?
Do we have times to meet?
Does the potential partner have extra duties that cou ake meeting difficult?

List three choices for your partner

1.

2.

3.

This form is adapted from materials developed by Sue Wells-Welch and the Instructional Training Company, Phoenix, Arizona
Used by permission.

GIST

FIGURE B

CLP: Planning Sheet

Learner: Olga **Date/time learning session:** 1/25 at 10:00–10:15

Facilitator: Lee **Date/time debrief session:** 1/25 at 3:15–4:00

Target skill/area: Social interaction between my preschoolers.

Purpose of the learning session: There's not much interaction going on. Maybe I need to increase positive reinforcement given for interacting with peers during play. Do I nag too much?

Information to be collected: Number of positive interactions (talking, touching, etc.) with kids. Also try to get some verbatim statements.

Notes: I'm really worried about little Harpo. He doesn't talk and just takes toys and "honks" them in kids' faces. I think I'm reacting to him only when he's bad. I just need to know if I'm getting to him when he's good.

E	I	A	G
EXPERIENCE	IDENTIFY	ANALYZE	GENERALIZE

GIST

CLP: Planning Sheet

Learner: _____ **Date/time learning session:** _____

Facilitator: _____ **Date/time debrief session:** _____

Target skill/area : _____

Purpose of the learning session: _____

_____

Information to be collected: _____

_____

_____

Notes: _____

_____

_____

_____

_____

_____

_____

E	I	A	G
EXPERIENCE	IDENTIFY	ANALYZE	GENERALIZE

GIST

FIGURE C

CLP: Debrief Sheet

Date/time: January 25th, 3:20

Notes: Lee said I seemed comfortable having him observe.

Identify: Lee watched my interactions with two boys and two girls. Harpo was absent!

Analyze: I do give lots of praise--Yeah for me! It feels phoney to me sometimes, but I guess it is better to be positive. I'll try this again with Lee watching--I did feel a bit funny.

Generalize: I'm going to put a large happy face over the clock. That way whenever I look at the time, I'll be reminded to be positive. That may help--I'll wait and see. I may have to see if I can praise interactions during circle time. Maybe I can structure some finger plays, songs, or whatever that will force kids to interact. One good idea: At fine motor, I'll give everyone only one can of play dough--that way they'll have to ask to share!

E	I	A	G
EXPERIENCE	IDENTIFY	ANALYZE	GENERALIZE

GIST

CLP: Debrief Sheet

Date/time: _____

Notes: _____

E	I	A	G
EXPERIENCE	IDENTIFY	ANALYZE	GENERALIZE

Attachment 7:

Objective/Activity/Product Schedules

This attachment is deleted from this edition.
Those interested in this administrative information should contact the Prinicpal Investigator.

Attachment 8:

Exit Interview Data

GIST Participant Exit Interviews

Michael Boer, Barbara Matlock, Mary Lynn Shirey
Valerie Lynch, and Felix Billingsley

During the first and second project years, GIST staff implemented the GIST model at a pilot site. To assess how participants viewed the model, the project staff conducted a series of exit interviews with participants and "Key Administrators" at the pilot site. During Years 2 and 3, the GIST model was replicated at two additional sites, and exit interviews were conducted with participants at those sites as well.

The GIST proposal specifies that the project will collect "subjective data . . . regarding attitudes and reactions of participants to various project components" (p. 17). This series of interviews provides a mechanism, in lieu of direct observations, for documenting application and adoption of the GIST model. The information gathered contributes to evaluation of specific elements of the design and materials, and suggested revisions which were implemented in the final model.

Procedures

The GIST staff developed a series of questions for the interviews. The primary purpose of the questions was to collect subjective evaluation data to measure participant satisfaction. The series of questions was limited to permit interviews of less than 20 minutes each. Key Administrators were only asked to respond to Questions 5, 6, and 7. Questions 6 and 7 were modified slightly for Key Administrators (see tables for actual wording).

Site 1 interviews were conducted between May 6 and June 23, 1989. Those interviewed included 13 GIST participants as well as two Team Liaisons, the GIST Representative, and four Key Administrators. Six interviews were conducted in-person; the remainder were conducted by telephone. All interviews were conducted by GIST Materials Preparation Coordinator, Michael Boer, except one interview of a key administrator conducted by GIST Training Coordinator, Barbara Matlock.

Site 2 interviews were conducted between April 27 and May 18, 1990. Those interviewed included seven GIST participants and one Key Administrator. Six interviews were conducted in-person; the remainder were conducted by telephone. All in-person interviews were conducted by Mary Lynn Shirey (a Technical Assistance Coordinator with Program Development Services, another University of Washington project), and the telephone interviews were conducted by Michael Boer.

Site 3 interviews were conducted between on May 21 and June 14, 1990. Those interviewed included 8 GIST participants as well as one Key Administrator, who also served as the GIST Representative for this site. Seven interviews were conducted in-person; the remaining one was conducted by telephone. The in-person interviews were conducted by Mary Lynn Shirey, and the telephone interview was conducted by Michael Boer.

All the questions were open-ended. Interviewees were allowed to provide whatever and as much information as they wished in response to each question. Response categories were developed from the answers given by the interviewees. When more than one response was given to a question, the interviewer recorded only the two strongest (in his/her own judgment) responses.

For the six questions related to the roles of the GIST Representative and Team Liaisons, the response categories were extracted from the answers to all six of these questions. To facilitate comparisons across roles, each table in this series repeats all the response categories (see Tables 8a through 9c).

Some participants offered unsolicited comments. Those voluntary comments are listed in the Table 13, although no specific question was used during the interviews.

Results

The questions and response data are shown in Tables 1 through 13. Tables and Questions are numbered consistently (i.e., Question 6 and its data are presented in Table 6, etc.).

Several important points emerge from these data. In Question 4a, 18 (58%) of the 31 interviewees agreed that the hardest thing about using CLP is finding the time to make it work (Response 3). Three (19%) of the 16 at Site 1 explicitly identified a lack of direct administrative support as a stumbling block (Response 2), while this response did not appear at Sites 2 and 3 at all. In Question 5, 5 (25%) of 20 Site 1 interviewees, 1 (13%) of 8 Site 2 interviewees, and no one at Site 3 indicated a need for more administrative support (Response 2). Seven (35%) of 20 Site 1 participants, no one at Site 2, and 3 (33%) of 9 Site 3 participants suggested more release time or more structured time for CLP (Response 3).

Questions 3a through 3c indicate that slightly less than half at Site 1, slightly more than half of the Site 2, and about three-fourths at Site 3 participated in the various types of CLP sessions. Only 6 (38%) of 16 at Site 1, only 1 (14%) of 7 at Site 2, and 6 (75%) of 8 at Site 3 felt (in answer to Question 12b) that CLP was definitely a contributing factor to the effect GIST had on their knowledge and application of the content material.

In Question 6, 12 (60%) of 20 at Site 1, 6 (75%) at Site 2, and 6 (66%) of 9 at Site 3 indicated they would participate in or support CLP again, while an additional 5 (25%) of 20 at Site 1 and all the remainder at Sites 2 and 3 answered "maybe," indicating that they would participate if the model was delivering training to meet their needs. Thirteen (65%) of 20 at Site 1 and 100% at Sites 2 and 3 indicated in Question 7a that participation in GIST had brought positive impacts.

Discussion

The most obvious conclusion that may be drawn from these data is that emphasis must be placed on efforts by Key Administrators to provide support for the model in general and for CLP in particular. That conclusion is supported by responses to Questions 4a and 5: Participants indicated that the hardest thing about CLP was finding the time to do it. As a remedy, they suggested more administrative support and more release time for CLP.

It is disappointing that the levels of actual CLP activity were so low (see Table 3). Given these low levels of CLP participation, and the difficulties participants encountered in finding time for CLP, it is not surprising that so few participants felt that CLP contributed to their understanding of the training material (see Question 12b).

As a result of Site 1 data from Question 5, Response 8, and Questions 8a through 9c, Response 10, GIST staff members recognized a need to develop a "CLP Partners Handbook." This product, *CLP Participant Guide*, was developed during Year 2 and was used at the two replication sites.

The suggestion that teams should propose a CLP schedule for approval by the building principal is a good one (see Question 5, Response 4, which also asks that CLP be made mandatory--here we have a real CLP enthusiast). The GIST model encourages districts to seek creative ways to assure that time and structure are available to facilitate CLP. Those provisions can be made in various ways, depending on the climate and style of the district.

The model's stipulation of on-site follow-up by content experts needs to be fully implemented (see Question 5, Response 7, and Question 11, Response 3, which indicated that 6 [37.5%] of 16 interviewees at Site 1 felt they had inadequate access to the content experts; and Question 13, Response 1). As a result of Site 1 data, the staff implemented stronger follow-up features at the replication sites. Data from Question 11 indicate these procedures were successful.

Answers to the series of questions on the GIST Representative and Team Liaisons (Questions 8a through 9c) are supportive of the GIST staff's belief that

the roles of these players need to be refined. Specifically, districts implementing the GIST model should consider whether it is necessary to have Team Liaisons at all. Often, a good GIST Representative may be sufficient to assure success of the process. Team Liaisons may be needed only when the GIST Representative might be inaccessible to the CLP teams on a daily basis.

The responses to Questions 6 and 7 are very positive indications that participants were satisfied with GIST. It is also gratifying that GIST was favorably compared with other workshops interviewees had recently attended (see Questions 2b and 2c).

Data

The interview questions and tallies of responses are presented below.

	SITES		
	1	2	3

Table 1

People attend inservice training for various reasons. Some because they are interested in the subject matter. Others because they get extra pay, or because they feel peer pressure to join in, or perhaps some other reasons. Why did you decide to participate in the GIST Project?

1.	Not Applicable	0	0	0
2.	Encouragement from director	1	0	1
3.	Peer pressure	1	0	1
4.	Extra pay	4	0	0
5.	Wanted to join colleagues in process	3	0	0
6.	Extension credit	1	2	1
7.	Personal/career growth	2	1	0
8.	Interested in content (i.e., generalization)	4	5	5
9.	Interested in process (i.e., CLP)	3	0	1
10.	Interested in content and process	3	2	0
11.	"All of the above"	1	0	0
12.	Reputation of PDS staff	0	1	1
13.	Administrator's mandate	0	0	2

Table 2

There are various kinds of inservice training, combining components such as lectures, practica, and small group activities. Think about the last training you participated in.

2a What kind was it?

1.	Not Applicable	0	0	0
2.	Lecture	6	3	0
3.	Lecture with Small Group Activities	3	1	4
4.	Lecture with Home Assignments	1	0	0
5.	Lecture with Practica and Small Group Activities	1	1	1
6.	Small Group Activities	4	0	1

		SITES 1	2	3
	Hands-on Workshop	1	0	0
8.	Lecture with practica	0	1	0
9.	Lecture with practica and video	0	1	0
10.	Video Teleconference	0	0	1
2b	**Which do you prefer?**			
1.	Not Applicable	0	2	0
2.	Lecture	1	0	0
3.	Lecture with Small Group Activities	2	0	1
4.	Lecture with Home Assignments	0	0	0
5.	Lecture with Practica and Small Group Activities	1	2	0
6.	Small Group Activities	3	1	1
7.	Hands-on Workshop	1	0	0
8.	GIST	4	1	3
9.	No Preference	4	1	3
10.	Practica	0	1	0
2c	**Which gave you the most benefits?**			
1.	Not Applicable	0	2	1
2.	Lecture	4	0	0
3.	Lecture with Small Group Activities	1	0	2
4.	Lecture with Home Assignments	2	0	0
5.	Lecture with Practica and Small Group Activities	0	0	0
6.	Small Group Activities	5	1	1
7.	Hands-on Workshop	0	0	0
8.	GIST	2	1	3
9.	No Preference	3	2	1
10.	Practica	0	3	0
2d	**What benefits?**			
1.	Not Applicable	2	2	2
2.	New knowledge and ideas	1	0	0
3.	Easy implementation of content	3	2	0
4.	Useful/relevant/functional/practical/specific content	6	3	1

	SITES 1	2	3
5. Helped with writing IEPs	1	0	0
6. Better organization of content	1	0	0
7. Better support from trainers	1	0	0
8. Better teaching style of instructors	1	0	0
9. Better opportunity to try/practice/customize techniques	0	0	4
10. Prompted involvement of other team members	0	0	1

Table 3

One of the key components of the GIST project is the Collaborative Learning Process (CLP).

3a Did you participate in CLP Planning Sessions?

1. Not Applicable	0	0	0
2. A little or some	6	2	1
3. Yes	6	5	6
4. No	4	0	1

3b Learning Sessions?

1. Not Applicable	1	0	0
2. A little or some	2	1	0
3. Yes	5	5	7
4. No	8	1	1

3c Debrief Sessions?

1. Not Applicable	1	1	0
2. A little or some	2	2	0
3. Yes	6	4	7
4. No	7	0	1

4a What was difficult about using CLP?

1. Not Applicable	0	0	0
2. Lack of direct administrative support for process	3	0	0

		SITES		
		1	2	3
3.	Scheduling/finding/making time to meet	9	4	5
4.	Not enough information/training/support on process	1	0	0
5.	Mismatched teams	3	0	0
6.	Partner's lack of commitment/ cooperation/trust/continuation	2	1	1
7.	Content didn't meet personnel needs	1	0	0
8.	Emphasis on content over process	1	0	0
9.	Nothing	1	1	1
10.	Format didn't fit situation	0	1	0
11.	Pre-existing relationships interfered with more formal/rigid CLP roles	0	0	0
12.	Hard to generalize CLP to other situations	0	1	0
13.	Process too formal	0	0	1
14.	Partner too far away	0	0	1
15.	Following the flow chart	0	0	1

4b What was easy?

1.	Not Applicable	4	0	0
2.	Don't know	1	0	0
3.	Partner's proximity/availability	2	1	0
4.	Choosing/having a partner you can trust	1	2	0
5.	Communicating/sharing/talking/feedback with partner	6	1	6
6.	Avoiding pitfalls suggested by trainers	1	0	0
7.	It was a good concept/program/idea	3	3	0
8.	Nothing	1	0	0
9.	Problem-solving	0	1	0
10.	Following directions	0	1	0
11.	Strategies/techniques for giving/receiving feedback	0	0	1
12.	Nothing was hard except finding time	0	0	1

4c What barriers, if any, did you encounter to using CLP?
(This question was not asked at the first site.)

1.	Not Applicable	-	0	0
2.	Lack of direct administrative support for process	-	0	0
3.	Scheduling/finding/making time to meet	-	6	5
4.	Not enough information/training/support on process	-	1	1
5.	Mismatched teams	-	0	1

		SITES		
		1	2	3
6.	Partner's lack of commitment/ cooperation/trust/continuation	-	0	0
7.	Content didn't meet personnel needs	-	0	0
8.	Emphasis on content over process	-	0	0
9.	Nothing/None	-	0	2
10.	Format didn't fit situation	-	1	0
11.	Pre-existing relationships interfered with more formal/rigid CLP roles	-	1	0
12.	Hard to generalize CLP to other situations	-	0	0
13.	Process too formal	-	0	0
14.	Partner too far away	-	0	1
15.	Following the flow chart	-	0	0

4d What solutions did you find for overcoming barriers?
(This question was not asked at the first site.)

1.	Not Applicable	-	0	2
2.	None	-	6	0
3.	Set-up large-group meetings	-	1	0
4.	Telephone calls	-	0	2
5.	Got together on weekends	-	0	1
6.	Didn't try	-	0	1
7.	Used "natural opportunities"	-	0	1
8.	Creative/flexible scheduling	-	0	1
9.	Had aide take over	-	0	1

Table 5

What changes would you like to see made in the Collaborative Learning Process?

1.	Not Applicable	0	1	0
2.	More administrative support	5	1	0
3.	More release/structured time for CLP	7	0	3
4.	Make CLP mandatory, with scheduled times approved by principal	1	0	0
5.	More partners per team	1	0	0
6.	More extensive training/practice on CLP process	3	0	1
7.	More follow-up to CLP process from trainers	2	2	1
8.	Instruction manual with guidelines on CLP process	2	0	0

	SITES 1	2	3
9. Should not have interdisciplinary teams	2	0	0
10. Make content address participants' needs	1	0	0
11. No changes tc suggest	4	2	2
12. Design to take less time/fewer steps	0	1	0
13. CLP should be taught as a separate course	0	1	0
14. CLP took too much of the training time	0	1	0
15. Implement building-wide (not just special ed)	0	0	1
16. Less lecture time/condense materials	0	0	1
17. Less group activities/condense materials	0	0	1

Table 6

Would you participate in (or for administrators, provide support for) CLP again to learn new material?

1. Not Applicable	0	0	0
2. Maybe/probably/think so	5	2	3
3. Yes	12	6	6
4. No	3	0	0

Table 7

7a Have there been positive impacts through your (or for administrators, your staff's) participation in GIST?

1. Not Applicable	1	0	0
2. Not a lot	1	0	0
3. Some	2	0	0
4. Yes	13	8	9
5. No	1	0	0
6. Don't know	2	0	0

7b What kind?

1. Not Applicable	5	0	0
2. More parent involvement	1	0	0
3. Probing and data collection system	1	0	1
4. Improved staff communications	5	3	3
5. Better understanding/awareness of generalization	6	3	3

		SITES		
		1	2	3
6.	Better IEPs and objectives	4	2	4
7.	CLP process works	5	0	0
8.	Staff felt good about process	1	0	0
9.	Better problem-solving environment	0	3	0
8a	**What did you think the GIST Representative's role was?**			
1.	Not Applicable	1	0	0
2.	Don't know or not sure	1	0	2
3.	Little or no difference perceived between GIST Representative and Team Liaison	0	0	0
4.	Team leader	0	0	0
5.	Problem-solver/trouble-shooter	1	0	0
6.	Make things easier	0	0	0
7.	Liaison with district administrators	1	0	0
8.	Liaison with content experts	4	4	1
9.	Clarification of information, materials, and assignments from content experts	2	0	0
10.	Answer questions on process	1	0	0
11.	Collect assignments	1	0	5
12.	Disseminate information	6	2	0
13.	Organize/coordinate/facilitate meetings & CLP	6	4	4
14.	Meet with teams	0	0	0
15.	Do things not done by other roles	1	0	0
16.	Support/motivate teams	1	0	1
17.	Helped find/replace a partner	0	0	0
18.	Referred participant to content expert	0	0	0
19.	Feedback on assignments	0	0	0
20.	Provide copies of printed materials	0	0	0
21.	Provide reminders of meetings and assignments	0	0	0
22.	Nothing	0	0	0
8b	**What things did you go to the GIST Representative for?**			
1.	Not Applicable	1	0	1
2.	Don't know or not sure	0	0	0
3.	Little or no difference perceived between GIST Representative and Team Liaison	0	0	0

		SITES		
		1	2	3
4.	Team leader	0	0	0
5.	Problem-solver/trouble-shooter	1	0	0
6.	Make things easier	0	0	0
7.	Liaison with district administrators	0	0	0
8.	Liaison with content experts	0	0	0
9.	Clarification of information, materials, and assignments from content experts	8	2	1
10.	Answer questions on process	3	0	0
11.	Collect assignments	0	2	2
12.	Disseminate information	0	3	0
13.	Organize/coordinate/facilitate meetings	0	1	0
14.	Meet with teams	0	0	0
15.	Do things not done by other roles	0	0	0
16.	Support/motivate teams	1	0	0
17.	Helped find/replace a partner	0	0	0
18.	Referred participant to content expert	0	0	0
19.	Feedback on assignments	1	0	0
20.	Provide copies of printed materials	1	0	0
21.	Provide reminders of meetings and assignments	0	1	0
22.	Nothing	3	1	4

8c What did the GIST Representative do for you?

1.	Not Applicable	1	0	3
2.	Don't know or not sure	0	0	0
3.	Little or no difference perceived between GIST Representative and Team Liaison	0	0	0
4.	Team leader	0	0	0
5.	Problem-solver/trouble-shooter	1	0	0
6.	Make things easier	1	0	0
7.	Liaison with district administrators	0	0	0
8.	Liaison with content experts	0	1	0
9.	Clarification of information, materials, and assignments from content experts	2	0	0
10.	Answer questions on process	3	0	1
11.	Collect assignments	0	1	2
12.	Disseminate information	2	4	0
13.	Organize/coordinate/facilitate meetings	3	3	1

		SITES 1	2	3
14.	Meet with teams	0	0	0
15.	Do things not done by other roles	0	0	0
16.	Support/motivate teams	1	1	0
17.	Helped find/replace a partner	0	0	1
18.	Referred participant to content expert	0	0	0
19.	Feedback on assignments	2	1	0
20.	Provide copies of printed materials	0	0	0
21.	Provide reminders of meetings and assignments	3	1	0
22.	Nothing	1	0	0

9a What did you think the GIST Team Liaison's role was? (This question was not asked at Sites 2 and 3.)

1.	Not Applicable	3	-	-
2.	Don't know or not sure	1	-	-
3.	Little or no difference perceived between GIST Representative and Team Liaison	5	-	-
4.	Team leader	1	-	-
5.	Problem-solver/trouble-shooter	1	-	-
6.	Make things easier	0	-	-
7.	Liaison with district administrators	0	-	-
8.	Liaison with content experts	0	-	-
9.	Clarification of information, materials, and assignments from content experts	0	-	-
10.	Answer questions on process	0	-	-
11.	Collect assignments	0	-	-
12.	Disseminate information	1	-	-
13.	Organize/coordinate/facilitate meetings	0	-	-
14.	Meet with teams	0	-	-
15.	Do things not done by other roles	0	-	-
16.	Support/motivate teams	5	-	-
17.	Helped find/replace a partner	0	-	-
18.	Referred participant to content expert	0	-	-
19.	Feedback on assignments	0	-	-
20.	Provide copies of printed materials	0	-	-
21.	Provide reminders of meetings and assignments	1	-	-
22.	Nothing	0	-	-

		SITES 1	2	3
9b	**What things did you go to the Team Liaison for? (This question was not asked at Sites 2 and 3.)**			
1.	Not Applicable	3	-	-
2.	Don't know or not sure	0	-	-
3.	Little or no difference perceived between GIST Representative and Team Liaison	0	-	-
4.	Team leader	0	-	-
5.	Problem-solver/trouble-shooter	0	-	-
6.	Make things easier	0	-	-
7.	Liaison with district administrators	0	-	-
8.	Liaison with content experts	0	-	-
9.	Clarification of information, materials, and assignments from content experts	4	-	-
10.	Answer questions on process	1	-	-
11.	Collect assignments	0	-	-
12.	Disseminate information	0	-	-
13.	Organize/coordinate/facilitate meetings	0	-	-
14.	Meet with teams	0	-	-
15.	Do things not done by other roles	0	-	-
16.	Support/motivate teams	0	-	-
17.	Helped find/replace a partner	1	-	-
18.	Referred participant to content expert	1	-	-
19.	Feedback on assignments	1	-	-
20.	Provide copies of printed materials	1	-	-
21.	Provide reminders of meetings and assignments	1	-	-
22.	Nothing	6	-	-
9c	**What did the Team Liaison do for you? (This question was not asked at Sites 2 and 3.)**			
1.	Not Applicable	3	-	-
2.	Don't know or not sure	0	-	-
3.	Little or no difference perceived between GIST Representative and Team Liaison	0	-	-
4.	Team leader	0	-	-
5.	Problem-solver/trouble-shooter	0	-	-
6.	Make things easier	0	-	-
7.	Liaison with district administrators	0	-	-

		SITES		
		1	2	3
8.	Liaison with content experts	0	-	-
9.	Clarification of information, materials, and assignments from content experts	0	-	-
10.	Answer questions on process	4	-	-
11.	Collect assignments	0	-	-
12.	Disseminate information	2	-	-
13.	Organize/coordinate/facilitate meetings	1	-	-
14.	Meet with teams	0	-	-
15.	Do things not done by other roles	0	-	-
16.	Support/motivate teams	1	-	-
17.	Helped find/replace a partner	0	-	-
18.	Referred participant to content expert	0	-	-
19.	Feedback on assignments	1	-	-
20.	Provide copies of printed materials	2	-	-
21.	Provide reminders of meetings and assignments	3	-	-
22.	Nothing	3	-	-

10 In what other ways would you have liked [them] to help you?

1.	Not Applicable	2	0	0
2.	Nothing else. Adequate or outstanding job done	6	6	3
3.	Team Liaisons needed more training to help the teams	1	0	0
4.	More initiative/enthusiasm as an organizer/leader	2	0	0
5.	More time to devote to project (i.e., they were overextended)	2	0	0
6.	More peer "collegiality"	1	0	0
7.	Provide more release time	2	0	3
8.	Tighter process. Better schedule for training sessions	1	0	0
9.	More responsibility to make things happen	2	0	0
10.	More demanding of administrative support	1	0	0
11.	More demanding/challenging of participant responsibility	2	0	4
12.	Organize a meeting for all participants in the building	1	1	0
13.	Sit in/support/more involved with CLP sessions	0	0	2

Table 11

Did you have adequate access to the content expert?

1.	Not Applicable	1	0	0

		SITES		
		1	2	3
2.	Yes	9	7	7
3.	No	6	0	0
4.	Didn't try	0	0	1

Table 12

12a How were your knowledge and application of skill generalization strategies affected?

1.	Not Applicable	1	0	0
2.	Very little or no affect	1	0	0
3.	I did a poor job as a participant	1	0	0
4.	Created too much paperwork	1	0	0
5.	Provided nice opportunities for more practice with peers	1	0	0
6.	New/increased/refined/clarified knowledge/outlook about functional skill generalization	12	4	8
7.	Increased application of generalization strategies in IEPs/daily instruction	2	4	1

12b Was CLP a contributing factor?

1.	Not Applicable	3	0	0
2.	A little	1	2	1
3.	Yes	6	1	6
4.	No	6	4	1

12c If so, in what respect

1.	Not Applicable	9	5	1
2.	Working together to find solutions, team activities reinforced training	7	2	5
3.	Didn't have CLP before	0	0	1
4.	Realized impractical nature of some instruction	0	0	1

Table 13

Voluntary comments.

1.	Follow-up visits from content experts would have helped	1	0	0

		SITES		
		1	2	3
2.	Enjoyed participating	1	0	0
3.	Felt rushed	1	0	0
4.	Good content materials, but delivery system needs improvements	1	0	0
5.	Training sessions need to more condensed, like a class	1	0	0
6.	Project was disorganized. CLP vs. GIST was confusing	1	0	0
7.	Handouts and materials were good	1	0	0
8.	Content was more applicable to students with severe than mild handicaps	1	0	0
9.	Should address the needs of participants	1	0	0
10.	Materials weren't numbered, so couldn't get them into the right order	0	1	0
11.	The two segments of training (CLP and Generalization) were two separate things	0	1	0
12.	Some forms need more space	0	1	0
13.	Too much paperwork	0	1	0

Attachment 9:

The Collaborative Learning Process: Peer Coaching in Special Education

This attachment later received minor editorial revisions for journal publication.
Contact the Principal Investigator for further information.

The Collaborative Learning Process: Peer Coaching in Special Education

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Running Head: CLP IN SPECIAL EDUCATION

Abstract

This paper explores the use of a peer coaching model, the Collaborative Learning Process (CLP), to increase the application of content from inservice training. Educators serving students with moderate to severe disabilities were trained in the use of CLP to apply the content of training on facilitating skill generalization. Participants were surveyed after training to determine if they coached using CLP and if they perceived any affects on their knowledge and application of training content. Results show about 55% of those trained in the use of CLP utilized CLP to apply the content of skill generalization. In addition, there was a high correlation between incentives for participation and use of CLP. Barriers to the implementation of CLP are explored.

Implications for those considering the use of the Collaborative Learning Process for application of new content are discussed.

The Collaborative Learning Process: Peer Coaching in Special Education

Dynamic changes have occurred throughout the last 20 years in service delivery to students with moderate to severe disabilities. It is an imperative, yet difficult, task for personnel to keep pace with these changes. Inservice education has been found to be one means to promote effective professional development (Lynch, 1989). Furthermore, Joyce and Showers (1980) and Lynch (1989) have recommended that follow-up assistance be provided in order to promote skill application by inservice participants. An interactive form of follow-up appears to be most effective in achieving that outcome (Lynch, 1989).

One form of interactive follow-up is peer coaching. Three peer coaching models -- technical coaching, collegial coaching, and challenge coaching -- have been described by Garmston (1987). Technical coaching is based on the work of Joyce and Showers (1983) and strives for transfer of training with effects on student achievement. In collegial coaching, educators, working most often in pairs, support each other in improving their skills. Problem solving is the basis of challenge coaching. Challenge coaching provides a process for a team of teachers to resolve persistent problems which are often those related to instructional design or delivery.

A variation of collegial coaching is the Collaborative Learning Process (CLP). CLP was developed at the University of Washington by the Generalized InService Training Project (GIST) to assist educators who serve students with moderate to severe disabilities in the adoption and application of generalization strategies in their unique situations. The process involves encouraging participants to form teams (2-3 members per team) to plan, learn, and debrief together. Team members first identify a facilitator or "coach" and a learner. The learner takes the lead role during the planning session to determine the precise nature and time of his or her learning session. The facilitator is responsible for gathering information in the manner specified by the learner and, after the learning session, in a debrief session, the facilitator and learner identify what happened, analyze why it happened, and generalize to new situations.

Reports of the effectiveness of peer coaching in general education have been mixed (Wade, 1985; Sparks, 1985) and little is known about the use of peer or collegial coaching as an instructional technique for changing the behavior of teachers and related service personnel who serve students with moderate to severe disabilities.

This article describes the outcomes and implications of a field test of the Collaborative Learning Process. Specifically, we attempted to address the following questions:

1. Did participants form teams and coach using CLP?
2. What barriers were encountered when using CLP?
3. Would participants use CLP again to learn new material?

4. Did participants perceive that their knowledge and application of training content were affected as a result of receiving training?

5. Was CLP a factor contributing to application of the content?

6. Were participant incentives related to use of CLP?

Implications for those considering the use of the Collaborative Learning Process for application of new content will be discussed.

Method

Participants

The Collaborative Learning Process was field tested over a 3-year period. Three school districts, one each year of the project, were involved. All districts served students with moderate to severe disabilities. Two districts (i.e., Sites A and B) were located in suburban areas and one (i.e., Site C) was located in a rural setting.

All certified special education personnel, as well as the building principals where potential participants were located, were invited to attend an informational meeting. Staff at each site were informed about the nature of the project, the content (i.e., facilitating skill generalization), the Collaborative Learning Process (CLP), and incentives for participation (e.g., extension credit, payment for attendance, etc.) Staff members interested in the content and applying that content through CLP were encouraged to register. Participants included 31 teachers of students with moderate to profound disabilities, 4 occupational therapists, 2 administrators, 1 communication disorders specialist, 1 school nurse, and 1 school psychologist for a total of 40 participants. Two administrators at Site C attended inservice sessions to gain information about CLP and the content. Thirty-seven participants attended the training module on CLP; 35 of these participants formed a total of 15 CLP teams.

Model Components

There are four steps in the Collaborative Learning Process: (a) choosing a partner, (b) setting the climate, (c) collaborative learning sessions, and (d) keeping the process going.

Step One: Choosing a Partner

Partners are self-selected in CLP. Because of this self-selection, partners may include other teachers, paraprofessionals, support service personnel, administrators, or any other school personnel.

In selecting partners, participants are advised to consider tangible and intangible factors. Time to participate and accessibility to one another are two important tangible

factors. Nonschool commitments, characteristics of the students served, extra duty activities, and daily schedules should be considered as well. Intangible factors may be more difficult to define, but are nonetheless important. Shared experiences, respecting the other person as a professional, personal styles, and trust are just a few of those factors. A *CLP: Partner Selection* form[1] has been developed to assist this process.

Step Two: Climate-Setting

Since participation in a coaching partnership may be new to some participants, there are several activities that may occur to "set the climate." The first activity may be a meeting between partners (Cummings, 1988). That meeting would give each partner an opportunity to discuss and understand each other's work situations, learn about personal preferences, and share information concerning students served. This could also be a time to share concerns about CLP itself. How should we schedule the observations? Do we plan all observations, or can some be unannounced? Just how is CLP going to work between us? One big question to answer is, "Who goes first?" Who will be the learner first? Who will initiate the process? One partner will be the facilitator or coach and one will be the learner.

Two other climate-setting activities may be utilized: a walk by and a drop-in (Crouse, 1987). The purpose of those two activities is to build trust. In a walk-by the facilitator just walks-by the classroom of the learner and looks in. Later, the facilitator gives positive feedback (e.g., a note, a brief comment) thanking the learner for his/her willingness to be observed. Of course, this means the classroom door is left open! A drop-in is similar to a walk-by. The facilitator is not observing specific teacher or child behavior, but building trust. A drop-in is a short observational period in the classroom in which the facilitator walks into the classroom and observes from the back of the room for a short amount of time. Again, the facilitator thanks his/her partner for the willingness to be observed.

Step Three: Collaborative Learning Sessions

Each collaborative learning session consists of three components: a planning session, a learning session, and a debrief session. During the planning session, partners define the logistics of the session and determine the best way to meet the needs of the learner. The learner takes a lead role in determining when learning and debrief sessions will occur, specifically what is to be learned, how the information is to be collected and any other items of importance. The learning session, whether it be an observation of a teaching technique or collaboration on which strategy to use to facilitate generalization, is then conducted in the manner outlined during the planning session.

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1 This form is available from the authors. The form is also included in *CLP Participant Guide*, by Barbara Matlock, available from Program Development Services; University of Washington; EEU, WJ-10; Seattle, WA 98195, for $5.50.

Finally, a debrief session is held. Debrief sessions are intended to assist in the analysis and refinement of teaching practices. An acronym, EIAG (Lynch, 1987, personal communication), is used to describes the debrief process.

Experience: Everything that happened during the learning session. This is what was "lived through" by both partners.

Identify: What happened during the learning session in relation to the purpose. The observer speaks ONLY to what the observed partner selected during the planning session.

Analyze: Examples of questions the facilitator may ask to help the learner analyze his/her own practices or use of a new skill: How would you describe your performance? Why did things go well? Why did things go poorly? What led you to perform this way? What were the strengths of the approach? How could your approach be improved?

Generalize: More questions asked by the observing partner (i.e., the facilitator) may assist the observed partner (i.e., the learner) to adapt new practices to other situations: What would you tell someone else who is about to attempt this? Where and how else could you use this?

Step Four: Keeping It Going

As in any peer coaching model, a supportive environment is crucial to CLP. Participants are encouraged to meet on a monthly basis to share successes and problems. It is suggested that building principals be informed, and, if desired, invited to attend those meetings. A person within each building could be designated as a team liaison. This person would act as a supporter and facilitator of the Collaborative Learning Process. This may mean facilitating monthly meetings, helping to solve problems between partners, or clarifying information received during inservice training.

Field Test Procedure

Because students with moderate to severe disabilities often experience difficulty in transferring skills learned in one situation to another, skill generalization was selected as the content which inservice participants were to learn. At each site, Special Education Directors indicated that their staff would benefit from both the content of skill generalization and the Collaborative Learning Process. A district representative, who received extra training in the Collaborative Learning Process, was selected at each site by district special education personnel. That person acted as the "GIST Representative" to provide support to participants, as well as a liaison to the University project staff offering the training. The inservice offerings were initially planned with this representative.

Using inservice training kits developed by University project staff, training was conducted on CLP (one module) and skill generalization (three modules). Training

sessions were scheduled with time between modules during which participants applied the module's content with their CLP partner. The length of time between modules varied from 5 days to 3 months due to unique needs of each district.

The first module consisted of a 4-hour training session on CLP. After training, all participants were encouraged to complete the partner selection form and self-select a partner.

The content of skill generalization was divided into three modules. Module One, a 3-hour training session, focused on writing IEP objectives with generalization intent Module Two (4 hours) trained participants in the assessment of generalization. In the final module (7 hours), participants learned to use decision rules and strategies to solve generalization problems. At the conclusion of each content module, participants were given application activities related to the content of that module to complete with their CLP partners.

In all sites, college credit was offered as an incentive for participation. Participants at Sites A and C choose to take advantage of that offer. At Site B, participants chose to receive incentives offered by the district. These included attending inservice sessions that were scheduled during school hours or pay for those scheduled after school hours. Administrators at Sites B and C offered to make release time available upon request by participants to conduct CLP planning, learning, and debrief sessions.

Evaluation Procedures

To assess if participants did, in fact, use the Collaborative Learning Process to apply generalization content, a self-report feedback form and an interview protocol were developed.

The self-report feedback form was completed as an activity of the inservice offering. Participants were asked to report if they participated in the steps of CLP as outlined during training, their personal reactions to each step, and any obstacles that occurred along the way. A second purpose was to provide project staff with information regarding needed revisions in CLP.

Interviews with participants at each site took place after training in all modules was completed. The interview was conducted by a staff member not involved in the delivery of training. Those unable to meet in person were interviewed via phone. During the interview process, participants were asked a series of questions regarding their use of CLP. These questions were designed to provide information regarding motivation for attendance, which components of the inservice sessions were most beneficial, individual participation in the components of CLP, what was easy and what was difficult about using CLP, what changes participants would make in CLP, whether knowledge and skill application were affected, and finally, the extent to which CLP was a factor in affecting knowledge and skill application. In all, 37 persons (31 participants and 6 administrators) were interviewed.

Results

The following results are derived from the participant self-reports and/or interviews.

Why did you attend? Interview responses varied from being interested in the content (50%), wanting to take advantage of incentives (17%), because peers were participating (11%), and because of administrative encouragement (9%). A quarter of the participants (27%) did take advantage of earning University credit. In addition, all eight participants at Site B were given the choice of receiving credit or taking advantage of district-sponsored incentives. All eight decided to take advantage of district-sponsored incentives. Overall, 49% (18 of 37) of all participants chose to take advantage of an incentive to participate.

Did you form a team and participate in planning, learning, and debrief sessions? A total of 37 educators serving students with moderate to severe disabilities were trained in the CLP module. Fifteen teams were formed; five individuals did not join teams. .

Partners were considered to have completed a CLP cycle when they had planned a learning session, conducted a learning session, and debriefed about the learning session for one partner. On the question of whether teams completed a CLP cycle, some participants provided conflicting information in the self-reports and the interviews. There were also several participants who either failed to complete the self-report forms or were not interviewed. Twenty of the 37 participants provided consistent data in both the self-reports and the interviews indicating their CLP progress.

In further analysis it was found that 71% (22/31 interviewees) participated in a CLP planning session. Of those who planned, 81% (18 of 22) said they participated in a learning session and 86% (19 off 22) said they participated in a debrief session. Of those interviewed, 77% (17 of 22) who began CLP by planning with a partner to learn and debrief did, in fact, do so. Overall, 55% (11 of 20) of those trained in CLP participated in planning, learning, and debrief sessions.

What barriers, if any, did you encounter? Finding time was mentioned by 58% of interviewees as the biggest barrier to the implementation of CLP. Problems with the process itself were noted by 21%. Relationships with CLP partners were noted as barriers by 16%. In addition, when specifically asked "What changes would you like to see?", 38% of respondents said they need more administrative support; most of these indicated they needed more release time.

Would you participate in CLP again to learn new content? The majority of those interviewed (65%) indicated they would participate in CLP again to learn new content. Future participation was dependent on the content to be learned for 27%. A small minority of respondents (8%) said they would not use CLP again.

How were your knowledge and application of skill generalization affected? A large majority of interview respondents (86%) felt their knowledge and application of

generalization content increased as a result in their participation in the university-sponsored inservice sessions.

Was CLP a factor in that? If so, how? For 42% of those interviewed, CLP was a positive factor in their increase of knowledge and skill application, and 13% said CLP was somewhat of a factor. For the remaining respondents, CLP either did not impact their knowledge or application, or was considered to be inapplicable. For those who responded that CLP did, in fact, increase their knowledge and application of skill generalization, almost half (48%) felt that the collaboration was a factor.

Were incentives a factor in CLP participation? Of the 20 participants for whom complete data are available, 11 completed at least one CLP cycle. Eleven of these 20 also received some incentive for their participation. To determine if a statistical relationship exists between these variables, the data were submitted to a simple matching dichotomy coefficient analysis (i.e., similarity coefficient S4; Gower, 1985) using the SYSTAT (Ver. 4.2) microcomputer statistical package. The result, shown in Table 1, indicates a high correlation between incentives and completion of a CLP cycle.

Insert Table 1 about here

Two other similarity coefficients are worthy of note. Individuals whose partners participated in incentives had a fairly high probability of completing a CLP cycle whether or not they themselves were participating in an incentive. The data also reflect a low probability that an individual with no incentive will complete a CLP cycle (see Table 1).

Discussion

The two data collection methods confirmed that somewhat more than half of respondents (55%, 11 of 20) used all the steps in CLP to apply the content of skill generalization. Those who did use CLP felt it was worth their time and effort and that they preferred to work collaboratively. Those who did not complete a CLP cycle reported that they preferred to work alone or that no one initiated the process.

Less than half of the respondents reported that CLP was a factor in the increase of their knowledge and application of strategies to increase skill generalization in students with moderate to severe disabilities. Several barriers were noted on the part of respondents.

Barrier One: Lack of time.

The lack of time to implement CLP proved to be the biggest barrier even though in two of three sites release time was available upon request.

Implication: If CLP is to be used as a follow-up to training, scheduling time for CLP may need to be formalized. Three teachers involved in a peer coaching project in Canada

found that it was helpful to schedule coaching activities a quarter at a time (Parry, 1985). Building administrators may need to take an active role in the scheduling process. Secondly, participants solved the problem of time in creative ways: getting together on weekends, flexible scheduling, and telephone calls. A number of low-cost or free ways to release personnel for coaching activities have been outlined by Joyce and Showers (1988). Such methods include having administrators take over classes, use of video equipment, and use of teaching teams. In special education settings, support service personnel, or teaching assistants could potentially be utilized.

Barrier Two: Administrative support.

Although administrators in all sites offered support (e.g., release time, the use of district incentives, and in one site attending the inservice sessions), some participants felt that more administrative support would be helpful. Participants seem to have wanted some acknowledgement of their efforts. It was perceived that administrators were overextended and, therefore, did not have time to devote to content application. It should be noted that slightly over 1/3 (37%) of the respondents felt their administrators were doing an outstanding job of supporting their coaching efforts.

Implication: Garmston (1987) outlined five ways in which administrators can support peer coaching: select a coaching model that is most likely to produce desired outcomes, demonstrate that peer coaching is valued, provide a focus for coaching activity, provide training for coaches, and model positive coaching behaviors. It was felt by some that administrators could have organized a meeting of all individuals involved in CLP. The purpose of this meeting would have been to share ideas. One person suggested that administrators sit in on CLP sessions themselves. Garmston indicates that effective coaching programs train educators before they coach and provide follow-up training while coaching is underway. Representatives at all sites did encourage participants to attend small group meetings to share successes and concerns with CLP. At Site A, those meetings were facilitated by the district representative. Five meetings were held throughout the 7-month project, with about half of participants attending at least one meeting. At Site B, three meetings were scheduled to be facilitated by University project staff. Two of the three were cancelled due to lack of interest or need. One large group meeting scheduled at Site C, again to be facilitated be project staff, was cancelled because participants did not feel the need for the meeting. It seems that the most successful small group meetings to provide support for CLP were conducted by district and not project personnel.

Barrier Three: Process itself.

Participants noted that the coaching process itself proved to be a barrier. Comments such as "CLP should be taught as a separate course" and "an instruction manual with guidelines on the CLP process would be helpful" reflected this concern. However, other participants suggested less time and fewer materials.

Implication: Trainers and administrators need to be in tune with the unique needs of each participant. A written guide was developed to assist participants (Matlock, 1989). The intent of the guide is to provide concise information on how to apply CLP. The first section reviews the basics and rationale for CLP and the appendix provides sample (blank and completed) forms.

Barrier Four: Relationships between partners.

Finally, a barrier to successful implementation of CLP was the relationship between partners. This is interesting to note because, in CLP, partners are self-selected. It could be that situations that were not initially thought to be of concern (e.g., distance) proved to be problematic during implementation. On the other hand, some participants felt that CLP imposed roles that were more rigid than roles they had formed on their own: "the process was too formal and interfered with the collaboration we already have going."

Implication: Factors which lead to successful and unsuccessful partnerships may need to be emphasized more during CLP training so participants can make better choices in selecting their CLP partners. It may need to be noted during training that the *Partner Selection* forms are meant as guidelines to be used if they meet the needs of the particular team. It may be that two persons who have worked well together in the past do not need a formal system to help each other learn new content.

Although barriers to the Collaborative Learning Process have been identified, one also needs to look at why participants took advantage of the inservice offering. A low percentage of participants (17%) said they participated to take advantage of incentives. However, 61% of all participants did take advantage of an incentive.

An analysis of completed CLP activities revealed that the majority (87%) of those who completed at least one CLP cycle (or their partner) received some sort of incentive. Only 9% of those completing at least one CLP cycle did not receive an incentive. These data suggest that offering incentives for professionals serving students with moderate to severe disabilities is an important factor for improving application of inservice content through the use of the Collaborative Learning Process.

Conclusion

A collegial coaching model (i.e., CLP) was developed to increase the application of strategies designed to facilitate skill generalization of students with moderate to severe disabilities. It was found that over half (61%) of the participants actually engaged in at least one CLP cycle. Barriers were noted with implications for the use of CLP as a follow-up to content training.

It was found that time to complete CLP activities, administrative support, and difficulties with the process and with relationships were barriers to Special Education personnel when applying the content of skill generalization. Solutions to each of those

barriers will require systematic exploration with educators of students with moderate to severe disabilities.

Incentives to participate proved to be critical for participants involved in this inservice project. Further study is needed to determine which incentives are most effective, who should offer the incentives, or if a menu of incentives for participants to self-select is most powerful.

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Table 1
Matrix of Binary S4 Similarity Coefficients

Individual Incentives and CLP Cycle Completion

Coefficient: 0.800

Number of Observations: 20

Team Incentives and CLP Cycle Completion

Coefficient: 0.737

Number of Observations: 19

Lack of Incentives and CLP Cycle Completion

Coefficient: 0.250

Number of Observations: 20

Attachment 10:

Toward Generalized Outcomes: Considerations and Guidelines for Writing Instructional Objectives

This attachment is deleted from this edition because it has been accepted for publication in *Education and Training in Mental Retardation.* We anticipate that publication will occur in December 1992.

Attachment 11:

GIST Product Catalog

GIST

Generalized InService Training Project

Generalized InService Training Project
Felix F. Billingsley, Principal Investigator
Norris G. Haring, Co-Principal Investigator

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Product Catalog

Students with special needs have made great gains during the last decade. However, those gains are not always apparent at home, in the community, or at work sites after graduation. One reason for the apparent lack of success is the problem of skill generalization. Students with disabilities often experience great difficulty in transferring skills learned at school to nonschool situations.

GIST, a 3-year federally-funded project at the University of Washington, was completed in September 1990. GIST developed and field-tested an inservice model for educators serving children and youth with moderate to severe disabilities. The model emphasizes collegial support and the use of educators' own classrooms or facilities as inservice practicum sites. GIST products include a manual on implementing the model, a handbook for participants, an audio executive summary, and four inservice trainer's kits — one covering the GIST model for collegial support (i.e., CLP: the Collaborative Learning Process) and three kits related to promoting skill generalization by pupils. GIST products are available from Program Development Services (EEU WJ-10) at the University of Washington.

GIST Manual, by Barbara Matlock, Michael Boer, Valerie Lynch, Felix Billingsley, and Donna Burgess. (1989). $8.25

This manual documents the GIST model for inservice training, which emphasizes careful assessment of district needs and a peer coaching follow-up component.

GIST Audio Executive Summary, by Valerie Lynch, Barbara Matlock, and Michael Boer. (1989). $7.75

A short audio cassette designed to provide information to enable administrative personnel to determine whether or not the GIST model of inservice training may be feasible.

CLP Trainer's Kit, by Barbara Matlock, Valerie Lynch, and Mary Anne Paeth. (1990). $22.00

A growing body of literature suggests that peer coaching is one method of following-up training that may increase the use of new skills where they count . . . on the job. This kit provides designs for training participants to work with each other to implement new strategies.

(continued on reverse)

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CLP Participants Guide, by Barbara Matlock. (1990). $5.50

This brief document covers the details of the GIST model for peer coaching (CLP). It is written for use by teachers and other educational personnel who participate in CLP training.

Generalization Objectives Trainer's Kit, by Barbara Matlock, Valerie Lynch, and Mary Anne Paeth. (1990). $22.00

Specification of a generalizable outcome in IEP objectives has been shown to be a key ingredient in facilitating skill generalization. This kit is designed to provide participants with research-proven strategies for improving generalization through writing better IEP objectives.

Probing for Generalization Trainer's Kit, by Barbara Matlock, Valerie Lynch, and Mary Anne Paeth. (1990). $22.00

Assessment is an integral part of the teaching process. This kit is designed to assist educators in building skills in assessment, specifically, probing for skill generalization.

Decision Rules and Strategies for Skill Generalization Trainer's Kit, by Barbara Matlock, Valerie Lynch, and Mary Anne Paeth. (1990). $22.00

This kit is designed to give participants a solid introduction to selecting research-based strategies for facilitating skill generalization.

Generalization for Students with Severe Handicaps Strategies and Solutions, edited by Norris Haring. Published by the University of Washington Press (1988). $24.00

This work is based on five years of research conducted in public school classrooms, and involving hundreds of students with severe disabilites and their teachers, parents, neighbors, community, peers. This book is the first in the field to offer a new direction to educators by including a field-tested decision rule system which actually improves student performance. The three GIST trainer's kits on skill generalization topics are based on this monograph.

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