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AUTHOR Ferguson, Dianne L.; And Others
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ABSTRACT

The Regular Class Participation System (RCPS) project attempted to develop, implement, and validate a system for placing and maintaining students with severe disabilities in general education classrooms, with a particular emphasis on achieving both social and learning outcomes for students. A teacher-based planning strategy was developed and shared with teacher participants in the project. RCPS sought to relocate preferred educational practices from self-contained to general education settings. Teachers and students from nine elementary, five middle, and three high schools participated in a quantitative study, a qualitative study, or both. Analysis of the quantitative data on both social and learning components showed no results of the intervention, but did show a strong school effect. Analysis of the qualitative data helped explain this strong school effect as themes emerged related to differences in teachers' purposes for "doing integration." The study concluded that integration doesn't work, but it can be a "step on the way" to inclusion. Inclusion does work, but only in the context of reinvented schools. Attachments to the report include observation procedures, definitions of terms, and statistical data from the study. (Contains 31 references.) (JDD)

Schools Projects
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Regular Class Participation System (RCPS)

A Final Report

Grant # H086D90011

U. S. Department of Education

Principle Investigator: Dianne L. Ferguson

Project Staff: Christopher Willis, Coordinator
Shawn Boles
Lysa Jeanchild
Lisa Holliday
Gwen Meyer
Eileen Rivers
Myrna Zitek

Specialized Training Program

University of Oregon
Eugene, Oregon 97403

ABSTRACT

The Regular Class Participation System project (RCPS) attempted to develop, implement, and validate a system for placing and maintaining students with severe disabilities in general education classrooms, with a particular emphasis on achieving both social and learning outcomes for students. A teacher-based planning strategy was developed and shared with teacher participants in the project. Teachers' efforts and outcomes for students were systematically documented by two research studies.

RCPS was conceived to be one component of a comprehensive approach to truly supportive and inclusive schooling of students with severe disabilities. RCPS sought to relocate preferred educational practices from self-contained to general education settings. It did not seek to create them from whole cloth. The first effort of the RCPS Project was to deliver the RCPS logic and module to participating teachers using a variety of strategies. Once teachers agreed to participate in trying to use the System, they were also asked to participate in one or both of the two follow-up studies designed to collect information on the results of their efforts. The first of these two studies used a quasi-experimental design to evaluate the impact of RCPS procedures. The second study took an interpretivist approach, asking essentially "what happened?" The quantitative study offered a way to confirm or disconfirm expected and predicted project outcomes: that students with severe disabilities would participate in general education classrooms in ways that facilitated both social and learning inclusion. The more open-ended interpretivist (qualitative) study offered a way to collect information on unanticipated project results. Teachers and students from nine elementary, five middle, and three high schools participated in one or both studies.

During the Project period, the intersection of state and federal school reform and restructuring initiatives resulted in an unanticipated amount of school change, permitting data collection in a wider variety of school contexts. Thus, within the objectivist strand, we were able to follow a few students using a repeated measures, as well as the original quasi-experimental design. Within the interpretivist strand we were able to study situations of inclusion generated as much from the general educators' initiatives as the special educators'. Indeed, the integration we hoped RCPS would achieve grew in some instances into genuine inclusion. Much more than "regular class participants," in some instances students were fully participating and learning members of the class and school.

Analysis of the quantitative data on both social and learning data showed no results of the intervention, but did show a strong school effect. Analysis of the qualitative data helped explain this strong school effect as themes emerged related to differences in teachers' purposes for "doing integration". Subsequent reclassification of the quantitative data sites according to teacher purpose and reanalysis of both social and learning data yielded significant results ($p < .01$) for both social and learning variables.

Additional analysis of the qualitative data explained in more depth the way in which differences in teachers' purposes, differing rules and notions about disabilities understood

by general and special educators, and broader professional protectionism and "preciousness" contributed to the creation of "bubble kids" or "velcro kids." This phenomenon occurs when students with severe disabilities are placed in general education classroom, but what happens to them there continues to single them out as different, disabled, and apart from others in the class. Other participating sites yielded rich descriptive data regarding the dynamics of real inclusion. Analysis of inclusion highlighted three inclusion outcomes, the kinds of supports needed and used by students, and the relationships that evolved between previously labeled "general" and "special" educators.

As a consequence of Project activities and findings, 6 papers and three modules were prepared. Papers include three case accounts of different settings moving from integration toward inclusion, an historical analysis of the shifts in reform agenda involving students with severe disabilities, an analysis of the concept of "membership," and a report of the advantages of using multiple research perspectives in field settings. Three modules were also written to assist teachers working in increasingly "reinvented" inclusive schools that are blending the reform agenda of general and special education into a single effort to improve the effectiveness of schooling for a full range of student diversity. One module focuses on the deign of curriculum and teaching plans, a second offers "rules and hints" for teaching mixed ability groups, and the third presents a whole school program improvement planning system. All Project products are described in this report and are available directly from the Schools Projects. Specialized Training Program, University of Oregon, Eugene, OR 97403.

Overall findings of the two studies can be summarized into three key points:

1. Integration doesn't work, but inclusion does.
2. Integration doesn't *work*, but it can be a "step on the way" to inclusion.
3. Inclusion only works well in the context of *reinvented* schools.

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PURPOSE OF PROJECT

Making "Regular" Class Participation Work

The Regular Class Participation System project (RCPS) attempted to develop, implement, and validate a system for placing and maintaining students with severe disabilities in general education classrooms, with a particular emphasis on middle and secondary schools. A teacher-based planning strategy was developed and shared with teacher participants in the project. Teachers' efforts and outcomes for students were systematically documented by two research studies.

Rationale for RCPS

Three years ago the educational reform climate was intense and remains so today. A full range of political and professional perspectives from archly conservative to radially progressive sought to change both school practice and teacher preparation in order to achieve a new "excellence" for America's school children. Bush's *America 2000* has since spawned state-by-state efforts to adopt and adapt the dimensions of national educational reform rhetoric to local realities. In Oregon HB 3565 resulted in the *21st Century School Project* targeting changes from cross-age grouping and developmentally appropriate practices for all primary grades, to dramatic restructuring of middle level schooling through curricular revisions, and new outcome measures for all schooling as articulated in new Certificates of Initial and Advanced Mastery.

During this same period special education has been struggling to achieve consensus on needed reforms within special education. Challenged by limited success with the current system (e.g., Singer & Butler, 1987), some parts of special education began to call for "rethinking" (Wang, Reynolds, & Walberg, 1986), "restructuring" (Reynolds, Wang, Walberg, 1987; Skrtic, 1987), "merger" (Stainback & Stainback, 1984), and new "initiatives, beyond special education" (Will, 1987; Gartner & Lipsky, 1987). Competing perspectives (e.g., Lieberman, 1992; Lloyd, Singh, & Repp, 1990) advised a more cautionary approach, uncertain that students learning needs could be met within mainstream education any more successfully than before. Still a third strand of reform discussion, largely advanced on behalf of students with severe disabilities, emphasized the legal right of access accorded all students by federal law and began to call first for re-integration and eventually inclusion in home and neighborhood schools (Biklen, 1985; Forest, 1987; Thousand et al., 1986).

The RCPS project grew out of two concerns. First, much of the reform discussion in both general and special education seemed to focus on systems and structures of education: Efforts to reform the policies and practices of schooling from the "top down." We believed, however, that such efforts would only succeed if supported by reform efforts from the "bottom up." It is teachers and students that create the real substance of change, since it is only at that level that substantive meaning can really be accorded such notions as "effective learning," and "inclusion." *RCPS responded to the need for a system that schooling's* ***real*** *policy-makers -- teachers -- could use to create the successful experiences, changed*

perspectives, and growing commitment that would more successfully respond to, and help create, substantive structural reform.

Our second concern was that in the haste to achieve structural changes for students with severe disabilities some of the dimensions of effective schooling might being compromised. One consequence of a focus on access and rights as the logic of reform seemed to be an emphasis on social outcomes for students with more severe disabilities (Kennedy & Itkonen, in press). Such an emphasis had the advantage of securing a structural change (less segregated schooling) without unduly challenging general education's professional capacity. General education teachers might respond with less caution if the agenda of inclusion seemed focused on social acceptance. The additional requirement of *effective* learning, especially in terms of community participation and competence, might press general educators beyond the teaching capacity they believed they possessed. *RCPS responded by giving teachers a system that would balance social and learning outcomes for students with severe disabilities that were integrated into general education classrooms and experiences.*

Description of RCPS

RCPS was conceived to be *one component* of a comprehensive approach to truly supportive and inclusive schooling of students with severe disabilities. RCPS sought to relocate preferred educational practices from self-contained to general education settings. It did not seek to create them from whole cloth. Thus, the *Regular Class Participation System* articulated for teachers assumed:

> *Physical integration:* Students were physically present in age-appropriate public schools, though often in self-contained classroom situations.
>
> *Activity-Based curriculum:* Teachers did not depend upon either social or remediation outcomes as their definition of effective schooling. The Project offered one strategy for devising functional, activity-based curricula that would result in expanded functional competence and community participation (The Elementary/Secondary Systems) but other could be used by participating RCPS teachers.
>
> *Effective Teaching:* Realizing functional competence requires not just an adept plan, but the supportive teaching and management skills to implement the plan. The Project sought teachers with exemplary capacity to *teach*.

RCPS Features and Components

The *Regular Class Participation System* was developed in collaboration with teachers, for teachers. It took the form of a module written to be maximally "friendly" and accessible. This document had three key features:

RCPS was a teacher system. RCPS targeted teachers working in self-contained classrooms who were interested in contributing to the disintegration of those classrooms by successfully integrating their students into general education classrooms and experiences. In this way, we hoped that teachers in schools that were neutral, or even hostile, to inclusion and supported education might use RCPS to urge further school reforms.

RCPS was an outcome-based system. All the components of RCPS attempted to focus teachers on valued students outcomes: a balance of teaching/learning expediences for each students that would enhance their image and connectedness with the school community while building their competence as active participants both inside and outside of school.

RCPS was an ongoing decision system. Recognizing the essential changeableness and ambiguity of daily school life, RCPS incorporated systems designed to assist teachers to continuously evaluate the outcomes of image and competence for students, and make ongoing decisions that would assure both balance and success.

RCPS was organized into eight process components. Each was designed to be used flexibly and heuristically, allowing teachers the freedom to generate varying amounts of information depending upon how familiar and experienced they were with the general education class and teachers and the student's success over time. Table 1 briefly describes each of the eight RCPS components. The complete RCPS module is available from The Schools Projects, Specialized Training Program, University of Oregon, Eugene, OR 97403.

Table 1: RCPS Components

Figure out what is possible.

Component 1: School and Classroom Observation Guide

This observation generates information about the physical environments, activity patterns, and routines of various classrooms. Observers note not only the major activities and how the lesson flows, but also the cues that assist students to move from one activity to the next, the type and amount of interactions between students and between the students and the teacher. The form also reminds the observer to note the sensory demands of class activities and materials along with the potential for adaptation.

Component 2: Teacher Interview Guide

This guide is designed to structure a conversation between the educators. It reminds teachers to find out about teacher rules and expectations, assignments and grading, teacher lesson planning and instructional routines, and preferred teaching styles. The open-ended questioning style encourages natural collegial exchanges rather than formal interview questions that might be interpreted as evaluative or threatening.

Table 1: RCPS Components (continued)

Figure out how to make it happen.

Component 3: Where to Teach the IEP? Matrix

This simple planning guide helps the parents, student and other team members identify the most effective locations for instruction of IEP goals and objectives. In some cases it might help teachers identify potential instructional environments even before IEPs are completed. The headings encourage planning for instruction not just in classes, but also in other locations within the school and surrounding community. It also serves as a quick way for teachers to check the balance across various instructional locations for each student.

Component 4: Individual Support Plan

This general plan is designed to outline and communicate all the things that will make a student's presence is classes, or other locations in the school and community, as comfortable as possible. It prompts teachers to include and exchange information that will (1) assure easy physical access, (2) communicate relevant information about a student's communication, behavioral or medical support needs, (3) detail any support to be provided by support staff, and (4) help support staff identify the changes that seem to indicate that teachers and peers are adjusting comfortably and successfully to the participation of the student with disabilities.

Component 5: Individual Program Plan

This last plan helps all relevant staff and families know exactly what the student is expected to learn during all parts of the daily/weekly schedule. While the specific learning objectives might change frequently over environments and time, these plans assure that social inclusion will never become the sole criterion for class participation.

Keep track of how things go.

Component 6: Ongoing Observation Guide

This second observation guide is the ongoing analogue to the *School and Classroom Observation Guide*. Any teacher or support staff can use the guide. The information generated will help teachers focus on what and if the student is learning what the team intended, how the student is participating in lessons, and what interactions are occurring between the student and teachers as well as the student and peers. The guide encourages the observer to evaluate such slippery, but critical, factors as whether or not the student's participation is image-enhancing.

Component 7: Teacher Reaction Log

This form can be used on a variety of schedules depending on the need for information exchange. It encourages teachers not just to depend upon "on the fly" exchanges for ongoing monitoring of the situation. Responding to a written form helps identify potential problems for both students and teachers before they become too big to handle.

Component 8: Peer Advice Log

This flexible questioning format allows teachers to gently and naturally generate valuable information from nondisabled peers that might enhance the image and participation of the student with disabilities. The log encourages teachers to both "seize" opportunities to query students who seem interested, as well as strategies for bringing a few involved students together when needed for a more extensive discussion.

Project Design: Three Complementary Strands

The first effort of the RCPS Project was to deliver the RCPS logic and module to participating teachers using a variety of strategies. Once teachers agreed to participate in trying to use the System, they were also asked to participate in one or both of two follow-up studies designed to collect information on the results of their efforts. The first of these two studies used a quasi-experimental design to evaluate the impact of RCPS procedures. The second study took an interpretivist approach, asking essentially "what happened?" The quantitative study offered a way to confirm or disconfirm expected and predicted project outcomes: that students with severe disabilities would participate in general education classrooms in ways that facilitated both social and learning inclusion. The more open-ended interpretivist (qualitative) study offered a way to collect information on unanticipated project results. We anticipated that the two studies would complement, each generating information about the complex process of inclusion. The possibility for eventual joint analysis of the results of these two inquiry efforts offered and intriguing opportunity to develop an even richer and comprehensive understanding of the dynamics of inclusion.

Delivering RCPS to Teacher Participants

All the teachers participating in either the qualitative or quantitative study strands meet the three Project assumptions described above. All were assigned to students with severe disabilities who were attending age-appropriate public schools. In most cases the teacher participant was also assigned to a self-contained classroom. In a few instances the participating special education teachers were providing consultant support to students with severe disabilities assigned full time to general education classrooms. All were using an activity-based approach to curriculum and teaching. Indeed, most were using the *Elementary/Secondary Systems* developed by the Schools Projects and had established collaborative relationships with the Schools Projects. All had demonstrated effective teaching skills. Several had graduated from University of Oregon masters degree programs in recent years.

The Project used three strategies for helping teachers understand the logic and procedures of RCPS. First, all were provided with as many copies of the RCPS module as they might find useful for themselves, staff, or colleagues. Second, all teachers participated in one or more inservice opportunities through the Schools Projects. These included week-long summer institutes, which several of the participants attended more than once. Other opportunities includes a special three-day summer workshop on RCPS and several single day workshops or presentations. The third, and probably the most useful, strategy involved liaison support from Schools Projects staff. Each participating teacher had regular visits and phone contact from a Schools Projects liaison who answered questions, asked questions to draw teachers' attention to various aspects of the RCPS procedures, and problem-solved with the teacher around strategies and tactics. Table 2 summarizes the amount and type of liaison support provided to participating teachers.

Table 2: RCPS Liaison Support to Participating Teachers

Site	Total Hours*	Study Participation
1. Urban HS	61	both strands
2. Rural Elem	150	both strands
3. Urban Elem	105.5	both strands
4. Urban Elem	66.1	both strands
5. Rural Elem	15.58	both strands
6. Urban MS	33.3	both strands
7. Urban MS	29.75	both strands
8. Urban HS	47.42	both strands
9. Urban HS	52.7	both strands
10. Rural Elem	41.2	both strands
11. Urban Elem	36.8	both strands
12. Rural MS	36.8	both strands
13. Urban MS	22.6	both strands
14. Urban Elem	5.2	qualitative strand
15. Urban Elem	48.5	qualitative strand
16. Rural Elem	45	qualitative strand
17. Urban MS	18	qualitative strand

*Includes observations, phone calls, and meetings

Quantitative Study of Teachers' Efforts

Study Design

This study strand used a quasi-experimental design that would permit questions about the impact of the RCPS procedures -- the valued outcomes -- to be answered with greater certainty than with an ad hoc program evaluation approach. The design needed to be flexible enough to minimize the amount of obtrusive observation and data collection for each student while also allowing teachers to establish their own timelines for using RCPS procedures. At the same time, in an uncontrolled and varying school environment, attributing valued outcomes to a particular intervention needed to be done with caution and only with systematic replication and affirmation from multiple observers, data sources and measurement occasions (Robinson & Foster, 1979).

For the quantitative study strand we adopted an extension and synthesis of Campbell and Stanley's (1963) designs 12a and 12b developed by Johnson and colleagues (Johnson & Bukacek, 1979; Johnson & Pinkey, 1980; Johnson, 1986). Useful where a single treatment is administered to different individuals at variable intervals, this design reduces threats to both internal and external validity through random assignment of students within schools to one of four measurement occasions or times. The random assignment of students produces an independent control group for each measurement occasion. Because random assignment is stratified by school, "school" is eliminated as a potential confound.

This design involved eleven schools, with approximately 6 students per class who were placed in general education classrooms. We expected all of the teacher's students to participate in general education classrooms, but for the purposes of this research strand only 6 students from each class were randomly selected to participate. The design required four measurement occasions or stages: (1) placement decision, (2) placement planning, (3) three weeks into placement, and (4) eight weeks into placement. The design is detailed in Figure 1 where "R" means random assignment to groups, "O" is an observation occasion, and "X" is the onset of the treatment condition. The design effectively controlled for regression and for reactivity to testing because each student was observed only one time. The lack of pretesting eliminated test sensitization. Maturation could be assessed and controlled through planned comparison between the two measurement occasions (O_1 and O_2) occurring before onset of the intervention. The effects of coincidental historical events ("history") could be controlled because the interventions occurred at different locations and times. Multiple treatment interference could be eliminated because of the single treatment condition per student.

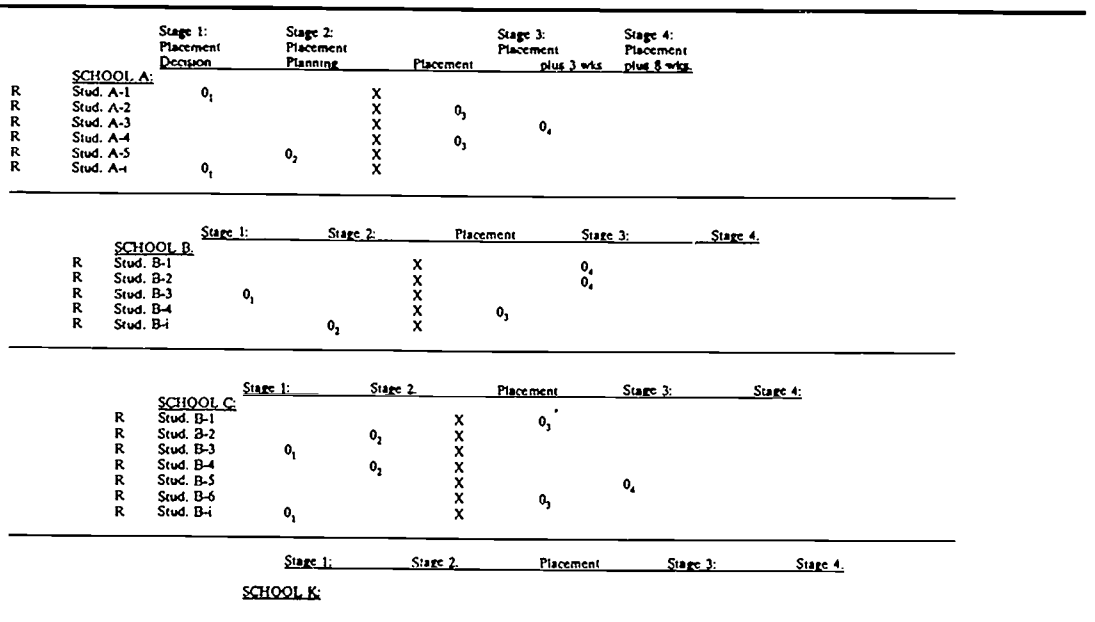

Figure 1: RCPS: Quasi-Experimental Design

The chosen design also had other practical benefits. It required a minimum of data collection (once per student participant), and did not require any particular time-table for the integrated placements. They varied between schools and between teachers. For example, school 6 observations took place from October 9 - January 29 while the observations of school 8 participants occurred between October 17 and May 27.

Measurement Procedures

Two instruments were used to collect information on both the social and educational consequences of teachers use of RCPS for students. The first instrument was a modified version of The Activity Structure Observation Scale (ASOS) (Parker, Tindal, & Hasbrouck, 1987). ASOS focuses on participation by a targeted student in general education classroom tasks. ASOS seemed particularly well-suited to the RCPS Project since it has an ecological orientation, focusses on classroom "activity structures," and matches observation of the targeted student with one or more cohorts. Modifications of ASOS involved adapting its use for self-contained classroom and other instructional settings outside the general education classroom. ASOS measures the length of time in 10 second intervals that a student spends in one or several mutually exclusive and exhaustive classes of behavior.

The second instrument was adapted from the Social Interaction Observation Schedule (SIOS) (Storey, 1988). This instrument uses a similar observation approach to that of ASOS, but focuses on the target student's interactions with teachers, classroom assistants, and peers. It also collects observation on the target student's "engagement" in the interaction as well as the overall quality of the interaction ("OK" or "not OK"). SIOS was used to collect information of the social consequences of teachers' use of RCPS in the general education classroom, the special education classroom, and other locations around the school (e.g., lunchroom, playground). Both instruments and accompanying definitions are included in Attachment 1. Table 3 summarizes the behavior classes observed by each instrument.

Table 3: SIOS and ASOS Behavior Classes

#	SIOS Definitions	#	ASOS Definitions
1	School: Study Site	1-7	See SIOS Definitions
2	Student: One of six participants randomly selected to be observed.	8	Target-Active/Engaged: Student is looking, orienting, and responding to another person. The student is on-task.
3	Observation: One of four observation occasions in which the student is observed.	9	Target-Passive/Off Task: Student is not noticing, orienting, and/or responding to another person. The student is not participating.
4	Obs Date: Date the observations were completed.	10	Target-disruptive: Student behaviors that routinely get attention or are not considered OK.

Table 3: SIOS and ASOS Behavior Classes (continued)

#	SIOS Definitions	#	ASOS Definitions
5	Class: Regular class observed	11-13	Cohort behaviors: One or two comparison classmates who participate in the same daily activities as the target student.
6	Context: Special class, regular class, or out of class observation	14	Relevant to Learning Objective: Is the target student working on a skill or participating in an activity that is stated on the IEP or by the teacher?
7	Duration: Observation time in minutes	15	Academic-Lec: Teacher lecture
8	Teacher OK: Age appropriate, generally positive interaction with teachers and administrators.	16	Academic-Dir: Teacher gives directions, orders or directives about procedures.
9	Aide OK: Age appropriate, generally positive interaction with noncertified staff.	17	Academic-Dem: Teacher models desired academic performance.
10	Peer-Greet-OK: Age appropriate, generally positive greeting with classmates.	18	Academic-Led: Teacher leads the students through a desired performance while students perform the tasks with or slightly behind the teacher.
11	Peer-Conversation-OK: Age appropriate, generally positive interaction other than greetings that involve two or more exchanges.	19	Academic-Ask: Teacher asks questions related to subject.
12	Peer-Jiving-OK: Joking around that doesn't have to make sense but needs to have a tone of age-appropriate sociability.	20	Academic-Eval: Judgement of the correctness or quality of student work.
13	Peer-Help-Social: Peer is teaching or helping the target student in a tone of equality rather than teacher like.	21	Academic-Ans: Answering questions by the students about subject being taught.
15	Teacher-Not-OK: an age-inappropriate, negative and demeaning interaction with the teacher.	22	Academic-Obs: Supervising students during an academic activity.
16	Aide-Not-OK: An age-inappropriate, negative and demeaning interaction with noncertified staff.	23	Academic-Inter: Teaching with active student responding.
17	Peer-social-Not-OK: An age-inappropriate, negative and demeaning interaction with the student's classmates.	24	Nonacademic-Feed: Feedback about student behavior.
18	Peer-Help-Business: The peer is providing instruction in a teacher-like manner.	25	Nonacademic-Free: Free time or play.
19	Teacher-Not-Engaged: Not noticing, orienting, or responding to the teacher.	26	Nonacademic-Tran: Beginning and end of day activities, between classes.
20	Aide-Not Engaged: Not noticing, orienting, or responding to noncertified staff.	27	Nonacademic-Int: Any interruption such as a fire drill.
21	Peer-Social-Not Engaged: Not noticing, orienting, or responding to classmates.	28	Nonacademic-Out: Activity outside classroom.
22	Peer-Help-Not Engaged: Not noticing, orienting, or responding to classmates during a helping interaction	29	Nonacademic-Other: Other nonacademic activities.
25-28	Teacher, Aide, Peer-Social, and Peer-Nonsocial Totals	30-31	Academic and Nonacademic Totals

Observer Training and Assignment

All observers were either project staff or masters degree students. Each observer attended four training sessions that included the following explanations and activities: (1) description of the rationale of the research strand and observation strategies, (2) practice coding both ASOS and SIOS using video tape examples from area classrooms, and (3) practice coding in classrooms not participating in the study. Observers were required to reach a reliability criterion of 100% agreement on both classification and duration of all the categories/behavior classes for each instrument across three observation contexts (special education classroom, general education classroom, and other areas in school). Once reliability was achieved in non-participating classrooms, observers were assigned to participating classrooms based on time accessibility and transportation ease. The project coordinator notified each observer when the teacher's use of RCPS prompted an observation according to the overall study design. Each observer was recertified to reliability criterion every three months. Table 4 summarizes the training schedule. Training materials used are included in Attachment 1.

Table 4: Training Schedule for ASOS and SIOS by Site

SITE	OBSERVER	CERTIFICATION DATES
1	EM	1/91,5/91,9/91
2	CW	10/90,2/91,5/91,9/91, 12/91, 3/92, 5/92
3	GM	10/90,2/91,5/91,9/91, 12/91,3/92
4	GM	
5	CW	
6	LH	9/91, 2/92, 5/92
7	LH	
8	CW	
9	CW	
10	CW	
11	LH	
12	HG	10/91, 2/92
13	CW	

The quantitative study strand occurred in two phases over a two year period. During the first year four teachers and 26 students directly participated in observations. During year 2 seven more teachers and 42 students were added to the data collection effort. Table 5 summarizes descriptive information about the 11 sites that participated in this study strand over the two year period. Table 6 summarizes ASOS and SIOS observations by site, contexts within each site and the total time span required to collect all the data.

Table 5: Description of Study Sites

Site	1	2	3	4	6	7	8	9	10	11	12
Level	HS	Elem	Elem	Elem	MS	MS	HS	HS	Elem	Elem	MS
Location	Urban	Rural	Urban	Urban	Urban	Urban	Urban	Urban	Rural	Urban	Rural
Size/# Students	1641	350	400	275	872	737	1500	1600	270	264	280
Number of Students in Classroom	11	9	6	9	17	6	11	10	8	9	4
Classroom Staff	6	2	2	4	3	2	3	4	2	2	1
Year	1	1	1	1	2	2	2	2	2	2	2

Table 6: Summary of SIOS and ASOS Observations

Site	1	2	3	4	6	7	8	9	10	11	12
Type of Classes Observed	5 6 14 10 2 7	7	7 4	2 4 7	3 2 6	3 4 7	3 4 6	3 16	7	7	7 11
Obs. Time (SIOS)	1484	1389	1375	1127	756	696	806	698	709	639	861
Obs. Time (ASOS)	948	957	722	650	487	466	523	445	473	365	486
Total	2432	2346	2097	1777	1243	1162	1329	1143	1182	1004	1347
Quantitative Time Span	11/14-5/6	10/25-4/4	10/25-5/20	12/12-4/10	10/9-1/29	3/4-5/8	10/7-5/27	11/26-3/12	12/5-5/1	1/23-5/27	10/18-3/17

Context Key:

1. Voc Ed.
2. Phys Ed.
3. Art
4. Music
5. Keyboarding
6. Home Ec.
7. HGE Equivalent Class
8. Below HGE Class(> 2 yrs.)
9. Math
10. Science
11. SS
12. Swim
13. Library
14. Health
15. Band
16. Child Development

Repeated Measures Study

During the course of the quasi-experimental design study, an opportunity arose to repeatedly observe a few students. In some situations the students had been integrated into a neighborhood school and were being supported by both a classroom assistant and an inclusion specialist. Since there was not self- contained classroom or teacher, the situation did not fit within the quasi-experimental design. The inclusion specialist had an ongoing collaborative relationship with the Schools Projects, however, and was interested both in using RCPS materials and in receiving our support. In other situations it was possible to follow students who were part of the first year of the study into the second year. Four students/schools were followed in this manner. Table 7 provides descriptive and data collection information at these four repeated measures sites.

Table 7: Description and Data Summary: Repeated Measures Sites

Site	5	13	2	3
Level	Elem	MS	Elem	Elem
Location	Rural	Urban	Rural	Urban
School Size	250	1500	350	400
Obs Time (SIOS)	317.3	517.7	558	370
Obs. Time (ASOS)	140.5	361.8	355	195
Total Time(Min)	457.8	879.5	913	565
Year	1	1	2	2

Split Time Analysis of Year One Data

Each observation collected during year one was 40 minutes in duration. This length of time proved to be logistically difficult and expensive. In order to determine whether or not the observation duration could be decreased for year 2 sites, project staff completed a split time analysis of year 1 data. Example summary forms for both ASOS and SIOS are included in Attachment 1.

Sixty-one SIOS summaries were selected from the data base and the raw data was split into equal parts in order to compare the first and second halves of each sample. The proportion of the selected samples to total samples was 122/276 or 44% of the total possible splits that could be examined. For every student in every context the splits were essentially equal for all behavioral classes. When the splits were broken down according to context

there was no difference between the first and second halves of variables 17-28. There were some differences between the first and second half of the observation for variables 8-16, especially variable #11 (peer conversation OK in special education classrooms), and variable #13 (peer lesson social). A closer examination of variable #11 using box plots revealed that there was overlap. We decided to merge variables 13 and 14 into a single category : "peer help." We also decided to only collect information in one general education setting per student. This permitted the decision to cut total observation duration from 40 minutes to 20 minutes for each context for the remainder of the study.

A similar procedure was used for ASOS. We selected one observation for each student, in each school, and across each observation context. A random selection from the first, second or third sample summary was then split equally. The proportion of the selected sample to the total available observation occasions was 90/192 or 46% of the total possible splits that could be examined. Analysis revealed that the splits were the same for every student in every context and the decision to shift to a 20 minute observations duration was confirmed for ASOS.

Analysis of ASOS and SIOS Data

All resulting ASOS and SIOS data were analyzed in three ways. First, data were analyzed according to the parameters established by the quasi-experimental design. In addition, we serendipitiously had the opportunity repeatedly to collected both ASOS and SIOS data on four students. Finally, themes emerging from the qualitative study strand permitted a confirmatory post hoc analysis of the ASOS and SIOS. Each of these analysis procedures are described briefly below. Results are integrated into the presentation of Project Findings presented below. Summaries of results of the quantitative study strand data are included in Attachment 2.

Quasi-Experimental Design Analysis

The data collected for each instrument were summarized, checked for internal consistency, and entered/verified in separate databases for each instrument using SOLO, the PC version of the BMDP statistical analysis system. These databases were converted to yield the percent of the observational time spent in each of the categories of behavioral variables associated with the instrument. The data was analyzed in three different ways: (1) Percentage of time spent in each behavior class across each observation occasion, (2) Percent of observational time spent in each behavior class, PrePost or observation occasion 1+2 vs 3+4, and (3) Percent of total time spent in each behavior class across each individual school, looking at the school effect on the percentages.

Repeated Measures Analysis

During Fall 1990 project researchers designed an adaptation of the quantitative design in order to provide teachers/supervisors with data about social and educational impact of their program decisions upon single students. Four students were observed in four

different schools. Three out of four of the students were fully included in general education classrooms within their neighborhood schools. The data was analyzed similarly to the quasi-experimental design schools within two separate data bases (yr 1 and yr 2).

Teacher Purpose Analysis

Analysis of the parallel qualitative data emerging from the interpretivist study provided a third opportunity for analysis of the quantitative data. An early theme in the qualitative study analysis identified teacher purpose as a key dimension of resultant inclusion outcomes. Four different teacher purposes were identified and sites could be identified as being characterized by one of these teacher purpose types based on field-note and interview data. ASOS and SIOS data were further analyzed to identify differences in any of the behavior classes according to teacher purpose.

Interpretivist Study of Teachers' Efforts

The term "qualitative research" is by now probably quite familiar to most researchers and practitioners within special education, as are the primary methods for collecting data of participant observation and indepth interviewing. What may remain less clear is the theoretical heritage of these methods that ground them in a different world view about the nature of inquiry. This epistemological paradigm, increasingly referred to as interpretivism (Ferguson, 1993; Ferguson, Ferguson, & Taylor, 1992) is what grounds this strand of RCPS research. Both RCPS research strands proceeded in a parallel fashion, guided by standards of rigor internal to each approach to inquiry, and coordinated by researchers experienced and familiar with both methodological and paradigmatic demands. Further information about interpretivistism (Berger & Luckman, 1967; Denzin, 1989; Hushusius, 1982; Lincoln & Guba, 1985; Rabinow & Sullivan, 1979; Thomas, 1992) and qualitative methods (Bogdan & Biklen, 1992; Eisner, 1990; Glesne & Peshkin, 1992; Guba & Lincoln, 1989; LeCompte, Millroy, & Preissle, 1992; Miles & Huberman, 1984; Patton, 1990) are widely available.

Focus and Design of the Interpretivist Study Strand

The focus of the interpretivist research strand was to openly investigate "what happened" when teachers tried to use RCPS to include students with severe disabilities within general education contexts. Initially we were particularly interested in students' learning and social accomplishments in these settings. However, we were also open to ways in which the RCPS procedures might not "work" for some students or teachers, in addition to any other initially unanticipated results.

A total of 7 qualitative researchers participated in this study strand. Four project staff, two doctoral students, and one university research colleague all took responsibility for one or more sites. In some situations we followed the experiences of a single student. In other situations we focused on a few teachers within a building and their collective efforts to learn how to make inclusion work. During the third project year one of the doctoral student researchers interviewed 8 of the 11 teachers participating in the quantitative

Some schools invited us to observe their efforts, others agreed to accommodate us when asked. In this way we sampled a range of examples, encompassing large and small schools in large and small communities. Table 8 summarizes the locations and amount of qualitative data collected during this study strand.

Table 8: Summary of Observations and Interviews
RCPS Interpretivist Study Strand

Sites	Total Visits	Total Observations	Total Interviews	Time Span	Researchers
1. Urban HS*	28	20	8	9/90 - 3/92	DF, DB, BV, ER
2. Rural Elem*	11	6	5	10/90 - 4/92	LJ, CW, ER
3. Urban Elem*	7	5	2	4/91-4/92	GM. ER
4. Urban Elem*	14	9	5	9/90-5/92	GM, ER
5. Rural Elem*	1	0	1	5/91	LJ
6. Urban MS*	2	1	1	4/92	ER
7. Urban MS*	0	0	0	N/A	N/A
8. Urban HS*	2	1	1	4/92	ER
9. Urban HS*	2	1	1	3/92	ER
10. Rural Elem*	0	0	0	N/A	N/A
11. Urban Elem*	0	0	0	N/A	N/A
12. Rural MS*	3	2	1	2/9 -4/92	ER
13. Urban MS*	1	0	1	2/91-5/91	GM
14. Urban Elem	3	2	1	5/91	GM, LJ
15. Urban Elem	42	13	29	10/91-5/92	GM, DB, DF
16. Rural Elem	9	5	4	3/91-6/91	LJ, DF
17. Urban MS	9	5	4	2/92-3/92	SW

* Sites also participating in quantitative study strand.

Analysis Procedures

All qualitative data were repeated read, coded, and discussed by the research team in accordance with procedures recommended by the methodological literature (e.g. , Bodgan & Biklen, 1983; Charmaz, 1983; Patton, 1990) . We first read transcripts, memos and fieldnotes to identify incidents and events that seemed to be either repetitive or novel. We each read our own data, and two of us read data generated by each of our co-researchers.

During analysis discussions, our collective understandings of both the data we had generated and those of our colleagues were extended, permitting the development of concepts and properties. For example, early on we focused on "unhelpful help," and began to identify incidents and events in the data that revealed various structural, logistical, curricular, and pedagogical dimensions that seemed to create a kind of invisible "bubble" around the students with disabilities, hindering instead of facilitating their inclusion. We also developed concepts, and eventually categories, related to role conflicts, role management, and support.

The emerging analysis led us to focus on a variety inclusion dimensions, each with several subareas: (1) the capacity of teachers and systems, (2) the processes that create unintended isolation of students within inclusionary settings, (3) the perspectives of included students, (4) the roles and relationships of adults, (5) the varied meanings of support, (6) various purposes teachers had for trying to integrate their students, (7) and teachers' approaches to learning for included students. Emerging findings were written up in reflective memos and summary reports. Two case study reports and a paper detailing some of the emerging findings with regard to teacher roles and relationships were completed and are summarized in the Project Findings section of this report.

PROJECT FINDINGS

Three Conclusions About "Regular" Class Participation

We anticipated that effecting "regular class participation" for students with severe disabilities would be complex. The conceptual and practical breadth of RCPS components in addressing **both** social and learning outcomes, initial planning as well as ongoing planning, reflects one effort to respond to the practical dimensions of this complexity. The design of both an objectivist and interpretivist study of teachers' efforts to use RCPS reflects another. Despite these efforts, still a third unanticipated dimension of complexity was the changes that occurred in schools **during** the course of project activity. Two of these stand out:

First, The Oregon Department of Education (ODE) has identified the implementation of ***Supported Education*** as one of seven major goals for special education in its current state plan. This initiative calls for local school districts to move away from a separate, segregated system of special education service delivery toward a flexible and creative array of supportive education services to provide a free appropriate public education for students with disabilities in their neighborhood schools. Although we were aware of this emerging initiative at the beginning of the project, we did not anticipate the strong interest and response. Forty-three school districts and two regional education service districts have responded to this initiative and begun the process of restructuring services to students with disabilities so that they are more fully included in the learning life of the school community. In many situations this has resulted in students with disabilities returning from self-contained classroom in neighboring schools or districts directly to general education classrooms in neighborhood schools.

Second, this aggressive move toward Supported Education is occurring within a larger context of dramatic reshaping of the entire structure of public education in Oregon. In 1991 Oregon adopted the National Education Goals and then extended and enriched these goals through the Oregon Progress Board's *Oregon Benchmarks.* Also in 1991 the Oregon State Board of Education provided a foundation for the revitalization of education with the adoption of its mission and the publication of *Education First!* In addition, Oregon's *Education Act for the 21st Century* (HB 3565) confirmed broad-based commitment to education reform. Statewide task forces are currently redesigning all levels and processes of education in Oregon Many individual schools have already begun the process of curriculum and classroom restructuring called for in the new legislation. As these schools "reinvent" themselves, the prospects for supported education and inclusion dramatically change.

The intersection of the RCPS strategy with these accelerated reform programs emerging from both general and special education in Oregon permitted us to collect data in a wider variety of contexts than we had originally anticipated. Thus, within the objectivist strand, we were able to follow a few students using a repeated measures design. Within the

interpretivist strand, we were able to study situations of inclusion generated as much from the general educators' initiatives as the special educators'. Indeed the integration we hoped RCPS would achieve grew in some instances into genuine inclusion. Much more than "regular class participants," in some instances, students were fully participating and learning **members** of the class and school.

The Individual School Factor

The convergence of these different forces for change in Oregon schools in a relatively short period of time has resulted in quite interesting, and sometimes quite dramatic differences from one school to another, and even within schools. One measure of the importance of the individual school in effecting outcomes for students is evidenced by the results of the quasi-experimental design. The original proposal called for using a design developed by Johnson (1986) that permitted the formation of independent control groups by means of independent random assignment of students to measurement occasions. In the case of the RCPS design, this assignment occurred within schools. The appropriate test of this design is an ANOVA with schools as a fixed blocking factor and measurement occasion (Pre: Observations 1 & 2, Post: Observations 3 & 4) as a random factor.

In order to test for a main effect of intervention upon social measures we used total social interaction (totsoc) as the dependent variable of interest from the SIOS dataset. The results showed no effect of the intervention (prepost) but a strong block (school) effect. A similar analysis was conducted to test the effect of the intervention upon program measures using the proportion of time spent in all academic activity structures (totacad) as the dependent variable of interest from the ASOS dataset. This analysis revealed a similarly strong school effect. Analysis of variance tables together with graphic displays are included in Attachment 2.

Although we did not anticipate the added complexity of broad and rapid school change in our the original study design, the plan to proceed with parallel studies permitted us to explore this new situation in some depth. As a consequence, we were able to examine the different dynamics of *integration* **and** *inclusion.* Analysis of both the quantitative and qualitative data generated from schools in various stages of reform led to three broad conclusions:

1. **Integration doesn't work, but inclusion does.**
2. **Integration doesn't *work*, but it can be a "step on the way" to inclusion.**
3. **Inclusion only works well in the context of *reinvented* schools.**

The following sections will briefly elaborate each of these key findings as well as the practical outcomes that have emerged from project activities that are designed to facilitate inclusion. For the purposes of this report we have merely summarized and illustrated these findings. More complete reports are available directly from the Schools Projects, Specialized Training Program, University of Oregon, Eugene, OR 97403.

Integration Doesn't Work: Dimensions in the Creation of "Bubble Kids"

One of the most common phenomenon we encountered was what we came to call "bubble kids," or sometimes, "velcro kids." In classroom after classroom we encountered students with disabilities, and sometimes students not so officially labeled, who were set apart -- immediately recognizable as different -- not so much because of any particular individually identifiable impairment or disability, but because of the simple fact that they were present in the general education classroom, because of what they were doing, with whom, and how. Consider Evan's experience in P.E. class as an illustration:

> Next period starts. Kids come out of the locker rooms. The boys jump quickly into the pool and the girls use the stairs and tiptoe slowly into deeper water, arms raised above their heads. No one acknowledges Evan who is still swimming slow laps. The kids gather at the end of the pool near the teacher and the assistant. When the kids start swimming Evan does too in the lane on the farthest side of the pool. No one has acknowledged his presence yet. The teacher and Evan's assistant stand at the end of the pool calling out the number of laps to kids as they complete each lap. They don't tell Evan his numbers, but each time he finishes a lap, the assistant waves to him to turn around and do another one. When laps are done, the kids go to one end of the pool to practice treading water. The assistant signals to Evan to get out of the pool. Evan sits on the side of the pool and watches for about 10 minutes, then the assistant sends him to the locker room. The other kids have already gone. The assistant comes over to talk to me and explains that Evan will be about 15 minutes late to his social studies class because of the time it takes him to change.

Even though Evan is clearly *integrated* into the swimming class, his experience in the class is different along several dimensions. The assistant, not the teacher, gives him instructions about what to do. He does his swimming a little apart from the others and has begun before the rest of the class even gets into the pool. The teacher and assistant do not provide the same feedback most others receive (calling out the number of laps completed) even though it seems from this brief vignette that the number of laps might easily be combined with the wave to keep going. He leave at a different time than the others even though he might have been able to use the extra locker room time to avoid being late to social studies.

This kind of scene was repeated over and over again in lots of different ways. We saw students walking through hallways with a clip-board bearing adult attached, or sitting apart in class with an adult hovering over them showing them how to use a different book and papers than anyone else in the class was using. In still other situations, students might have different activities and materials all together and proceed through a completely separate learning routine. Sometimes the separation seemed so complete that we wondered if the integrated students and her adult assistant were operating in a separate space-time continuum. Were we the only one that could see them?

As the pictures of being *in, but not of the class* kept cropping up in our fieldnotes and discussions, we began to investigate them more closely. Sometimes the students seemed to be in bubbles because they, like Peter (Schnorr, 1990), were really visitors to the class. In other situations, however, the bubble seemed to be just as visible to us for students who were always in the class. Our efforts to better understand how and why students "included" in general education classrooms ended up inside a bubble, generated three ways in which these bubbles seemed to get created and maintained.

Professional "Preciousness"

One dimension that seemed quite powerful in the creation of bubbles around both students and adults was what Seymour Sarason first termed *professional preciousness*: the tendency of professionals to only define problems that need their available solutions. Within the context of integration and inclusion, this tendency seems to also involve a tenacious and protective attitude about the "specialness" of the services that students with disabilities need. Relocating "special" education to the general education classroom also relocated the "special" materials, specially-trained adults, and special curriculum and teaching techniques. The assumptions are clear and clearly communicated: (1) these students are "irregular" even though they are in "regular" class, (2) they need "special" stuff that the "regular" teacher is not competent to provide, (3) I am the officially-designated provider of these "special" things.

Both general and special education teachers seemed to adopt these assumptions:

> I just don't have the training to do what it takes to train a Tina to be in my classroom without help . . . *I'm* supposed to write and develop a program? I told the man in charge, "I can't do that. I've never been trained in it. I don't know what I'm doing. Who is the expert? Who can I talk to? Who supports me? I'm not trained, and I don't want to pretend like I am and then do something that's not right."

This teacher was a special educator working in a self-contained classroom, but we heard the same comments, nearly word for word from a range of general education teachers. The special differentness also mystified some general educators, but only some would probe enough to clarify the different language and notions:

> The music teacher had asked how she could get Karen to be quiet in class. She now asks the special education teacher to clarify what she had meant earlier when she said to "just cue her." The specialist replies that she meant just to tell her to do something -- like to sit down, or to raise her hand before she talks. The music teacher looks relieved and says, "Oh, that's what I thought you meant, but I wasn't sure. I didn't know what you meant by *cue*. I thought, does she mean do something with a cue stick?" Everyone in the meeting laughs.

Many adults in schools seemed to easily confuse geography and students' "special" needs. When teachers encountered some difficulty in the general education classroom, for example, they often suggested that the student needed not just special stuff, but also a special *place*:

> The most successful place for Tina isn't here. In my opinion a more restrictive setting would give her the structure she needs. We need to figure out what she has to change before she'll be successful. Let's not forget that there's a continuum of services [placements] to meet her needs. Let's get her behaviors under control there and then bring her back.

Even when difficulties were not encountered, teachers found themselves inheriting separate places in the school that were set aside for their students only:

> This school was chosen for this student [with disabilities] because it had the most room. It was a new school, with two rooms equipped for the special needs -- like you could put a stove and things in those room where you could do more practical things. It had access to a bathroom and access to another little room on the other side. It had more cupboard space and is bigger.

Special materials and procedures also set children and adults aside. One of the most common examples involved reinforcement systems that everyone seemed to believe the special children needed to perform and behave. These two brief vignettes from our fieldnotes illustrate.

As we walk from the special room to the first grade classroom, the special teacher tells me that this is Jana's first day in first grade. Jana has come to first grade before, although not on a regular basis or during the same times of day. Jana sometimes uses a wheelchair to get around, but today is walking with an unsteady gait, hanging onto the assistant's arm. She occasionally lurches into the lockers or against the wall as we slowly make our way down the hallway. Jana is wearing a see-through plastic token card around her waist. As we walk down the hallway I ask the assistant what she thinks the typical kids think about the token holder and if she thinks it might make them think Jana is different.

She says quickly, "Oh, I don't think so. It's just like a fanny pack and those are the style you know."

I say softly, "Yeah, but it's not a fanny pack. It's a see-through plastic holder with poker chips in it. Do you think it might make a difference to the other kids? Is the token holder that Jana wears something that they might want to wear?"

She looks puzzled and hesitantly says, "I don't really know" just as we come to the first grade room.

The bell rings and all the kids start to swarm back to the school. The girl and redheaded boy who has been swinging with Karen yell at her to come with them as they run off to the third grade room. She starts to follow them, but slows as she sees her special education teachers standing at the door of the special room, and heads back toward the swings. The two third graders run back and try to get her to come with them. She keeps playing.

They see the special education teacher and yell to her, "She won't come."

The teacher tells them it's okay and to go on to class. They run off. Kathy gets off the wooden structure and comes into the special room -- the last kid off the playground. The teacher tells her to pull out her token card. Kathy takes it out of her pocket and hands it to the teacher. The teacher tells her that she doesn't earn a penny because she has come into the room too slowly, but that if she hurries she can earn a penny by getting to the third grade room on time.

Sometimes other students in the school were taught, or just incidentally learned by example, to use the special materials and procedures with the disabled students in their midst. Rather than help burst the bubble of differentness, however, the students' adoption of the assumptions replaced their more natural attempts to interact. In other situations, learning to imitate the special practices of the special teachers seemed to underline differences between peers and present the student with disabilities as incompetent and "childlike." A few fieldnote examples illustrate both these situations.

During a middle school math class while the other students are working on their math assignments at their desks, two students spend the period having Evan practice using his new communication board. The two students sit with Evan at his desk and point to pictures on his board and then ask him to respond. One boy tells Evan to get his bag and repeats the command five times: "Point to the words 'get' and 'bag' on the board." No response from Evan. Finally Evan looks at the boy who now says, without pointing to the communication board, "I need your bag." Evan turns around in his seat to get the bag off the back of his chair. They boy tells him to put his paper in the bag, and then tells him to "Put the bag away."

Class is over. A boy and girl from band say they need to take Sam to the bathroom. They pull his plastic covered papers from the bag behind him, point to the picture of bathroom, and ask him what he wants to do next. Sam taps the picture they have pointed out to him. They say, "good job," and wheel him into the bathroom.

The bell rings. Kelly says we're supposed to go back to the room now. They teacher helps Sam get back into his wheelchair. We're late to the 6th grade classroom. The teacher is reminding students that it's silent reading time. The two boys and Sam sit down in the back of the room at the computer and boot up. Pictures of three objects come up on the screen, one of them a flower. Kelly says loudly to Sam, "Touch flower" then takes his hand from his lap and guides him to tap the picture of the flower on the screen. Other kids are sitting at desks quietly reading. The teacher goes over to the computer after about 15 minutes and tells Kelly that Sam needs to go to his library job now.

The rest of the students in 6th grade math class are working on their assignments in class. A girl takes some blocks over to Ethan and begins stacking blocks on the table, making two piles. Then pointing to the piles she asks Ethan, "Which is more?" She repeats the question five times, with no response. She gets out the communication board and uses it to ask, "Which is more blocks?" by pointing to the symbols for "more" and "blocks" as she speaks. No answer from Ethan. She makes more piles of different sizes, and appears totally confused about what she's doing. Ethan looks confused too.

The girl calls out to the teacher, "When you point to 'more' he just points to 'more.' He doesn't get it yet, does he?"

The teacher says, "well, we're working on it. Make one stack of 1 and one of 10 and tell him which is more."

The girl tries hard to teach Ethan the concept using the board and the teacher's suggestions. She makes a big stack and a little one, then uses the board to point to numbers and the symbol for "more." She does this over and over. Ethan just watches the girl's efforts.

Different Rules and Notions

These few examples of how professional assumptions about differentness become embedded in the general education setting illustrate to us not only how students end up in bubbles, but also point to some of the different rules and notions that keep both general and special educators from even seeing the bubble in many cases. These different rules and notions are similar to the "sunrise beliefs" described by William Ryan (1981). These rules and notions are so embedded in our thinking that we are nearly unconscious of them, get they guide our thinking and actions. Like "sunrise beliefs," we would no sooner be likely to questions them that we would question that the sun will rise tomorrow in the east.

While general educators tend to assess students' achievement and abilities, much of the assessment effort of special education focuses on assessing deficit and diagnosing what's "wrong." Nondisabled students and their teachers are about the work of learning, whereas disabled students and their teachers focus more on remediating deficits, catching up, or incrementally adding skills to an already small repertoire. General educators evaluate student growth and acquisition of information; special educators measure progress toward predetermined goals. General educators teach groups, special educators teach individuals.

Although we draw the contrasts a little starkly, the power of these deeply embedded rules and notions about how to teach students with disabilities seems so great that teachers fail to really see, much less question, the kinds of practices that separate and distinguish students in general education classrooms as not really belonging. The resultant bubbles are as invisible as they are impermeable. Even when we found ourselves gently pointing them out to teachers during our observations, we seemed to puzzle more often than enlighten. At best teachers would agree that the situation was not "ideal" but despair of having any other choice. This acquiescence to the status quo seemed mediated by the third dimensions we found in the creation of "bubble kids."

Different Purpose

Deeply embedded rules and notions, together with a certain professional preciousness about our own role in schools and a desire to protect that role were two dimensions we began to understand a bit more completely as we explored the phenomenon of "bubble kids." The third dimension that we investigated was the different purposes teachers voiced for attempting either integration or inclusion. We found four in all that related to each other in patterns of two. One pairing seemed grounded in the logic of normalization and emphasized "fitting in" and sometimes "learning same stuff. The other seemed grounded in the logic of civil rights and emphasized "getting in" even if the students then focused on "learning different stuff."

Fitting In and Learning Same Stuff

For some teachers, whether general or special, the purpose of integration or inclusion is that students "fit in" -- looking and doing things just like all the other students in the

class. perhaps our longstanding focus on teaching people with disabilities to be come independent and productive has encouraged this view, but we heard it from all kinds of teachers. One teacher described her successful experience with integration with this story:

> Well, something that happened this week [during] 3rd grade music. Connie has only been integrated here since 2nd grade and she participated in the program **with zero prompts from anybody**. She's generally well-behaved, but not always, and she has gotten to the point in music where she actually sings. You know, this is a nonverbal kid, but she's singing and she looks around and she does what everybody else is doing without any prompts at all.

A special education teacher described "the perfect picture" this way:

> Perfect integration would be to tell the children it's time to go to 3rd grade, or whatever grade they are in, open the door, let 'em go out, and they go by themselves and do everything by themselves without having a staff person there. But the teacher knows that if she needs you, you're not that far away and that you could come right in there. The perfect integration is the child doing that without you being there.

When students are not able to "be there" without some kinds of assistance or support, it can cause doubts that the student should be there at all. A middle school student was overheard saying to another about the student with disabilities who attended their math class, "Why isn't Evan with his own class? He's having a hard enough time keeping up as it is." His math teacher suggested to us later that perhaps he would repeat some of the classes he is taking this year since he has not been able to keep up with the others. A number of teachers in our study found themselves faced with the need to create solutions for the numerous students who just couldn't keep up. One teacher described her approach as

> . . .finding opportunities to just keep him busy doing things. So that meant that we couldn't have him go to classes where there were a lot of lecture and notes and stuff, but instead we had to find activity-based type things so he could do something.

The danger of this interpretation of the purpose of integration, or inclusion, is that either will "fail" with the students who will always require some kind of support to participate in typical activities. There seemed to be two consequences of this tension between needing to "fit in" and needing support. Sometimes the emphasis on learning the same thing as

everyone else seemed to dominate leading teachers to decide to return students to self-contained classrooms to "get the student ready for mainstreamed class." In other situations, the demand to "fit in" to the social life of the classroom took precedence over "learning the same stuff." Often the "learning" that gets discussed as an important of the inclusion effort is the learning achieved by the nondisabled students about disability. Consider the following examples from the fieldnotes and interviews.

> His IEP is mainly on social skills. Interactions with other kids. Learning more appropriate behavior.

> I like what mainstreaming does for the class at large. They can see perhaps a little chunk of the real world that they're getting introduced to and I think that's really successful. Frankly I don't know what I can say is going particularly well with Rich, but the other kids get to learn about him.

> I don't know what Lisa [the special education teacher] wants me to do with him, but the most valuable think is what this does for the rest of the class. The regular kids learn that everyone has feelings, that we're all human. It's like the pennies the kids are donating to Unicef now. The $50 or so that the kids collect isn't so much for the Third World, it's for what it does for these kids to learn to give and to support people who are less fortunate. It's the same with [the special education students]. The value of coming to my class may not be so much for what it does for them, but for what it does for the other kids to have them in their class.

> I think that it's so good for the mainstreamers -- those who are in the class with the little special kids. [It is] giving them an understanding, a feeling of empathy and a feeling of kindness that would be really difficult for them to duplicate if they didn't have this real experience of having them [the special education students] in their class. But I guess that I feel that I'm giving very little to these kids -- that there's very little that I'm able to do for them except to give them an experience that they couldn't get any other place.

> Rose's parents in particular have commented that they did not really expect her to be learning, to be starting to read this early, and they are just thrilled with the progress she's making. Their main and almost only concern was social skills. "I don't care," [the parents said to me], "She may not learn to read by the time she's 21, but who cares? She can learn to be where she's supposed to be, when she's supposed to be, how to treat people, to know that her friends don't like that kind of behavior, and she needs to do this [instead], and to be able to fit into society with proper manners." But along with that she is learning to read, and to count, to identify numbers, to be able to know when you've got two items. . . She is learning those things.

Getting In and Learning Different Stuff

For other teachers the purpose of either integration or inclusion had more to do with rights that fitting into the social and/or learning context. People feel strongly about rights in a couple of different ways. One principal of more than twenty years shared with us that:

> I resent the "extra" rights these kids are supposed to have. All our resources go to the special education kids instead of to the really bright kids who could be the leaders of our country. . . .The TAG money has disappeared in favor of those kids who won't every contribute to society. When 94-142 first came out we only had a special ed. bus and now teachers expect not only busses, but equal opportunities. I resent that.

While this person's perspective may seem a bit extreme, we found more than a few teachers using the civil rights demand so resented by this principal to gain access for their students to the general education classroom. More than a few of the general education teachers seemed to find the logic persuasive as did this music teacher:

> . . . couldn't have gotten anything out of the class; but I don't know if I would want to say that he shouldn't go [to the class] just because he's a person and he has that right to be around other kids his own age. . . Inclusion should happen because kids with disabilities shouldn't be segregated. They shouldn't be put off by themselves like they were somebody different because they're not. They're still a human being. They're kids just like other kids and being around the other kids helps them see some of the right things to do.

Students who found themselves in general education classes because their teachers thought the purpose of inclusion had mostly to do with civil rights also tended to more often than not find themselves "doing different stuff" than their classmates. Teachers simply moved the learning that previously occurred in the self-contained classroom to the back or

side of the general education classroom. There seemed little expectation that the students with disabilities would join in the activities of the class. A student's structural presence seemed to be sufficient -- successful integration or inclusion had been achieved. Once classroom assistant expanded upon "getting in and learning different stuff" by pointing out that "I go in there [the general education class with the student] first knowing that my main job there is to see that our kids are there and they don't interrupt the class."

For their part the students without disabilities seemed puzzled about how to make sense of these structural members of the class. During the course of our observations at one school the students from a general education classroom, that "included" several students from the Life Skills Class, decided to borrow the self-contained classroom to make a surprise banner for their third grade teacher. As they were adding final touches to their artwork, one of them glanced around the room and said, "Hey, maybe we should let the Handicaps sign it too." Integration as a matter of human rights creates an incomplete picture: These students are among many who learned to regard students with disabilities as having the right to be present and tolerated, but not to be truly part of, or one of, the group. Membership remains elusive and unfulfilled.

Merging the Research Strands

The strong school effect which resulted from initial analysis of the quantitative data seemed to be explained by this qualitative analysis of teacher purpose. Quantitative were then reanalyzed by classifying each participating according to this new "purpose" variable. Based on the qualitative fieldnotes and interview transcripts, schools 1, 2, 3, 4, 7, and 10 were classified as "learning schools" where teachers' purpose was "getting in and learning different stuff." Schools 6, 8, 9, and 12 were classified as "social schools" where the purpose was "fitting in and learning same stuff." One school remained unclassified and was dropped from the analysis.

Exploratory one way ANOVAs of selected social and program dependent variables using purpose as the independent variable identified the following significant ($p < .01$) differences between students in schools whose purpose was social integration and those where the purpose was learning (all values given as mean percent of time in category). Analysis of variance tables and graphic displays of these data are included in Attachment 3.

	Purpose = Learning	Purpose = Social
SIOS Variables		
No social integration	64%	72%
Aide total social	16%	7%
Peer total social	14%	7%
Total social integration	34%	24%
ASOS Variables		
Relevant to learning objectives	84%	58%

In Sum

These findings from both studies illustrate the continuing tension between social and learning inclusion. Integration tends to maintain the professional distinctions between general and special educators that establish and help maintain this tension. The real challenge of inclusion is to transcend separate professional perspectives long enough to discover the possibilities for combining both learning and social inclusion. A good deal of the data from the interpretivist study addresses the dynamics of this process and will be described more fully in the next section. We end this section on dimensions in the creation of "bubble kids" with one example of the process of moving from integration to inclusion.

Twenty squirming bodies sit on the floor, singing the words to a song from Kenya as Mr. Grace, the music teacher, leads them with his hands. Juan is at the far end of the back row, separated from the rest of the students by Mary, an assistant from his special class. He turns around and looks toward the back of the room. Mary reaches for him and turns him around so he is again facing the front of the room. Anne, another assistant from the special education class comes into the room with Kerry, a classmate of Juan's. They are ten minutes late. Anne leads Kerry over to where Juan and Mary are sitting. Mary moves herself and Juan closer to the wall so that Anne and Kerry can sit down with them on the floor. From the end of the row, it is Juan, Mary, Anne and Kerry, who sits next to a 2nd grade student. Juan looks at Kerry and grins broadly, a smile of recognition. Kerry makes a loud noise. No one pays any attention to him. Mary and Anne start to whisper to each other.

The activity changes. The kids get into a circle to do a song and dance about a farmer planting seeks. Mary puts Juan into his wheelchair and pushes him over to the circle. Anne and Kerry stand next to Mary and Juan in the circle. Mr. Grace tells the kids to find a partner and turn and face each other. Mary turns to face Juan, and Anne turns to face Kerry, taking her hands. The song starts and the kids clap each others' hands in rhythm. Mary claps Juan's hands and Anne claps Kerry's.

Anne notices that a boy on the other side of the circle and his girl partner are not happy with each other. They are barely touching each other, hardly moving. She goes over to the boy and motions for him to be Kerry's partner, and Anne will be the girl's partner. The boy smiles and goes over to stand facing Kerry who is pretty oblivious to the dance. She is squirming and not really paying attention. The boy reaches for Kerry's hands and guides through the movements. Kerry continues squirming, but the boy is good with her, not letting go of her hands, and not daunted by her inattention to the dance. He is enjoying himself. The song ends and the boy lets go of Kerry's hands. Kerry turns to him and reaches for his hand. He smiles at her.

Inclusion Does Work: Three Lessons from Life

As the work of the RCPS Project proceeded, the differences between "integration" and "inclusion" became increasingly clear. Grounded much more in a social and political discourse, integration accords students previously excluded from general education the status of a widely disenfranchised and discriminated against minority group. The essential message, and operation, of integration is to remediate social discrimination by ending stigmatizing and discriminatory educational exclusion and segregation in separate schools, self-contained classrooms, and part-time pull-out programs. However, since the concept of integration alone does not well-define what exactly is to be done instead of exclusion and segregation, teachers are left to interpret. Thus, "getting in and learning different stuff" can be lauded as successful despite the residual segregating effects of the "bubble" created around the physically present student. What still eludes both teachers and students who are integrated into general education is the experience of *belonging*, of being viewed as a ***member*** of the classroom community, of having a social place.

The concept of inclusion, or *supported* inclusion accords students the experience and role of active, fully contributing members of the classroom (or any other) community. Unlike integration, which was a change initiated and largely implemented by special education personnel, inclusion challenges schools to reinvent themselves as flexible, creative learning environments that include and are responsive to a full range of human diversity, including disability, race, culture, learning style, intelligences, personal preference, socioeconomic class, and family and community priorities. This newly defined diverse norm replaces the old statistically derived, bell-shaped-curve norm that uncompromisingly identifies some students and "inside" and others as "outside."

With this shift in definition of the norm a parallel shift in teacher work becomes possible. Much of the mission of special education has been focused on finding and trying to repair, or at least ameliorate, those aspects of students' learning that cause them to fall outside the norm so that they might once again become part of the "in-group." One task for general educators has been to assist this agenda by identifying those students who do not seem to fit the insider group so that special educators can determine why, and try to change that designation. The logic of inclusion frees both groups of teachers from the task of seeking out and naming student learning differences and deficits. Instead teachers can focus on creating and tailoring curriculum and teaching so that schooling "works" for every student.

Inclusion, then, requires change throughout the educational system. It is neither a "special" nor "general" education agenda. Rather, it's realization requires a blending of the two in such a way that "reinvents" schools. During the three year study we observed and documented just these kinds of changes. We found teachers learning to reinvent their teaching and curriculum design together, schools that reorganized the structures and operations, groups of teachers that began to study together, and districts that reformulated policies. Our analyses of these movements toward more fully inclusive, reinvented schools are documented in a series of separate reports. These reports are abstracted below.

Further information on obtaining the complete reports is included in the description of **Project Impact** and **Further Information.**

The Best Tadpoles Are In Room 8: Report on a School That's Changing Itself

This case study describes a primary school (K - 3rd grade) that dramatically reorganized itself during the 1990-1991 school year. The article describes the changes attempted, including merging of Chapter 1 services, professional development of all the teachers toward new curriculum and teaching practices, and reorganization of the classrooms. The article goes on to describe the effect of these changes on teachers and assistants both in term so of their roles with students and colleagues, and the changes in personal teaching practices and styles. The management, planning and policy changes that both facilitated and thwarted efforts are also explored.

Figuring Out What To Do with the Grownups: How Teachers Make Inclusion "Work" for Students with Disabilities

This article describes details of inclusion of students with severe disabilities using an extended example of one high school drama class. Based on research collected in eight elementary, three middle, and 6 high schools, the article describes three inclusion outcomes for both disabled and nondisabled students (curriculum infusion, social inclusion, learning inclusion). It then describes how the drama teacher and the special education provided teaching support, prosthetic support and interpretive support to one disabled student by developing both collaborative and consultive relationships with each other.

Mine? Yours? Ours? Whose Kids Are These Anyway?: One School's Efforts to Create a Shared Understanding of Membership For Their Students With Severe Disabilities.

This case study describes an elementary school in its first year of supporting students with mild and severe disabilities in inclusive, general education classrooms. Several of these students had previously attended school in self-contained special education classes in another town. The study examines the year-long process undertaken by the school, with a special focus on the roles played by different special and general education professionals. The issues that arouse during the year, particularly those of ownership, responsibility, support, curriculum and teaching, are described in the contexts in which they occurred, and examined for their sources and implications at the classroom, school and district levels.

Facilitating Inclusion: Three Practical Project Outcomes

As a consequence of RCPS research and development efforts, four additional products were developed to specifically assist teachers move from integration toward inclusion. Three of these are being disseminated as modules, one is still in development as a module, but will likely be completed in Fall 1993. These modules are designed to be maximally "teacher-friendly." Each is brief and contained both explanation, examples, and easily used tools. All are written for **all** teachers and begin with a "whole school"

perspective. These modules are abstracted below. Complete modules can be obtained directly from the Schools Projects at the University of Oregon.

Module 1d: Individually Tailored Learning: Strategies for Designing Inclusive Curriculum

Describes how teams of teacher can collaboratively expand, enrich, adapt, and overlap curriculum for a maximally diverse group of learning, including students with extraordinary abilities and students with disabilities. Includes tools for assessment, annual curriculum planning, and development of teaching plans. Offers a way to meet the requirements of the IEP within the context of general education, whole class planning with "The Individually Tailored Education Report: (ITER). Includes examples of how teachers have actually designed curriculum in elementary, middle and high schools that is tailored to each student's learning abilities, preferences and interests.

1 volume	50 pages	$4.00

Module 2b: Achieving Balance: Strategies for Teaching Diverse Groups of Students

Designed as a companion to Module 1d, *Achieving Balance* describes strategies for implementing curricular decisions using mixed-ability groups and cooperative learning strategies. The modules describes three essential "rules" and a variety of planning hints to assist teachers to (1) organize groups of students, (2) develop teaching plans, and (3) actually teach so that all learners receive learning benefit. Planning tools are provided in both full page and handy card size to facilitate use in teacher planning teams.

Also available is a companion 15 minute video that summarizes and illustrates the rules and hints.

1 vol.	23 pages	$ 2.00
1 video	15 minutes	$ 10.00

Module 4e: Student Membership Snapshot: An Ongoing Problem-Finding and Problem-Solving Strategy

This module offers teachers, family members, and other school personnel an efficient way to collect all the information that relates to the judgement of whether or not any particular student is adequately "included" in any context or situation. Using a simple observation strategy, the observer notes various aspects of a student's situation in comparison to the experiences of the rest of the members of the class/activity. This information can then be used to problem-solve and strategies as needed to facilitate more complete learning membership. Several different versions of the observation approach are included.

1 vol.	In Preparation

Module 5b: School Development System

This module is a school-wide companion to the *Program and Teacher Development System (PTDS)* for use in situations where the whole school community is engaged in trying to improve the experiences of education for all students and teachers. The SDS describes six qualities/values of effective inclusive schools, each with more concrete accomplishment descriptions. The module also includes a planning heuristic that can be used both by individual teachers designing a professional development agenda, and school-based teams planning broader program improvement efforts.

1 vol 20 pages $2.00

PROJECT IMPACT

Throughout this research and development project, project activities aided efforts to reform schools in a variety of ways. Project staff were simply present in schools: schools participating as RCPS sites, schools collaborating with the Schools Projects' personnel preparation programs, schools and classrooms of individuals who requested support and teaching from project staff. Project impact generally fell into three broad categories: (1) Teaching activities (e.g., inservices, workshops, institutes, and presentations), (2) dissemination of products and publications, and (3) creation of subsequent projects. This section summarizes these activities and outcomes that extended project impact.

Teaching Activities

Throughout the period of the project, project staff shared information about RCPS and the other *Elementary/Secondary Systems* components within which RCPS was embedded, through a variety of long and short term teaching activities. Table 9 summarizes these activities. Table 10 summarizes the dissemination of the RCPS module as well as other ESS products during this same period.

Table 9: RCPS Workshops and Presentations

1991-92

"Achieving active participation for students with most severe disabilities." **Arkansas Special Show '92, Arkansas Department of Education.** August 7, 1992. Little Rock, Arkansas.

"Multihandicapped summer institute 1992." **A Week Long Summer Institute, Ohio Society of Autistic Children.** July 6-10, 1992. Columbus, Ohio.

"The doing of it: A short course exploring ways of supported education in today's changing public schools." **A Week Long Summer Institute, University of Oregon,** June 21-26, 1992. Eugene, Oregon.

"Five steps for doing school inclusion." **1992 Summer Institute, University of New Orleans,** June 15-17, 1992. New Orleans, Louisiana.

"Including exceptions: A strategy for including all students in the experience of general education." **Special Education/Related Services Conference, Anchorage School District Inservice Day.** March 27, 1992. Anchorage, Alaska.

"Achieving balance: A systematic approach to teaching diverse groups of students." **Special Education/Related Services Conference, Anchorage School District Inservice Day.** March 27, 1992. Anchorage, Alaska.

Table 9: RCPS Workshops and Presentations (continued)

"Supporting adulthood: What school inclusion should accomplish." **Special Education/ Related Services Conference, Anchorage School District Inservice Day.** March 27, 1992. Anchorage, Alaska.

"Hints and tricks to teaching heterogeneous groups of students." **Oregon Conference.** February 6, 1992. Eugene, Oregon.

"ESS reunion workshop." **Oregon Conference.** February 6, 1992. Eugene, Oregon.

"How do we do it all: Issues on changing personnel preparation programs to reflect competencies needed in inclusive educational settings." **18th Annual TASH Conference.** November 22, 1991. Washington, DC.

Personnel preparation: A discussion on the restructuring of universities for the education of all children." **18th Annual TASH Conference.** November 22, 1991. Washington, DC.

"Including exceptions: Programming and instruction strategies for working with students with the most severe, multiple, and medical disabilities in regular school and classroom contexts." **18th Annual TASH Conference.** November 22, 1991. Washington, DC.

Crackerbarrel: Some methodological, ethical and political issues which arise in doing qualitative research." **18th Annual TASH Conference.** November 21, 1991. Washington, DC.

"Oh and now how do we do it?" **Strategies for Including All Children Conference.** November 8, 1991. Beaverton, Oregon.

1990-91

"1991 Ohio Summer Institute." A week long Summer Institute. **Ohio Society for Autistic Citizens.** August 3-9, 1991. Canton, Ohio.

"Making school inclusion work: The Regular Class Participation System (RCPS) approach." **Part of a Summer Institute on Cooperative Learning and Supported Education.** June 23-25, 1991. Santa Fe, New Mexico.

"Making school inclusion work: The RCPS approach." **Two day Summer Institute, Specialized Training Program.** University of Oregon, June 18-19, 1991. Eugene, Oregon.

"Assessment of multiple handicapped students." **Second Annual symposium for Assessment Personnel:** Psychological Issues with Residential Facilities. March 1, 1991. Austin, TX.

"Using regular classes effectively for students with severe disabilities: Report of two studies in progress." **Oregon Conference.** February 15, 1991. Eugene, Oregon.

Table 9: RCPS Workshops and Presentations (continued)

"Making school inclusion work for students with severe disabilities: The RCPS approach." **The Oregon Conference.** February 14-16, 1991. Eugene, Oregon.

"Finding balance and staying sane: Hints and tricks for being a parent and an advocate." Keynote speech for **Kentucky TASH Conference.** February 2, 1991. Louisville, KY.

"Practicing what we teach: The challenge and opportunity of best educational practices for students with severe disabilities." Keynote speech for **Kentucky TASH Conference.** February 1, 1991. Louisville, KY.

"Classroom Management and Instruction." **ESD #33 Inservice Day.** January 30, 1991. Kelso, Washington.

"Classroom Management." **Evergreen S.D. Inservice Training Day.** January 25, 1991. Vancouver, Washington.

"The bumps in the road don't have to cause a flat tire: Regular educators talk about supported education." **1990 National TASH Conference.** December 8, 1990. Chicago, Illinois.

"Issues and answers in the provision of community-referenced programs and services." **17th Annual TASH Conference.** December 7, 1990. Chicago, Illinois.

"Merging competency-based and inquiry-based teacher preparation: An experiment in reform." **17th Annual TASH Conference.** December 7, 1990. Chicago, Illinois.

"Effective change: Teachers talk about their participation in teacher work groups." **17th Annual TASH Conference.** December 7, 1990 Chicago, Illinois.

"Partial participation: A teaching approach that promotes community and school inclusion." **17th Annual TASH Conference.** December 7, 1990. Chicago, Illinois.

"Curriculum Programming for students with severe disabilities: An alternative approach." **Southgate School and Lincoln Way, Special Education Regional Resource Center.** September 28, 1990. Canton, Ohio.

1989-90

"Making a difference: Functional curriculum and instruction." **Superintendent of Public Instruction Summer Institute.** August 19-20, 1990. Yakima, Washington.

"What should school be for students with multiple health and learning needs." 1990 Summer Institute for Educators of Students with Severe health Impairments, August 9, 1990. Salem, Oregon

"Multihandicapped Summer Institute '90." A week long Summer Institute. **Ohio Society for Autistic Citizens.** August 5-10, 1990. Canton, Ohio

Table 9: RCPS Workshops and Presentations (continued)

"Summer Institute '90." A week long Summer Institute. **University of Oregon,** June 17-22, 1990. Eugene, Oregon.

"The Regular Class Participation System: Accessing regular class for students with severe handicaps." **The 1990 Oregon Conference,** February 17, 1990. Eugene, Oregon.

"The elementary and secondary schools reunion workshop." One-day preconference workshop for **The Oregon Conference.** University of Oregon, February 15, 1990. Eugene, Oregon.

"Serving persons with profound disabilities in an educational setting." **Fifth Annual Statewide Deaf-Blind Multiply Handicapped Conference.** February 3, 1990. Austin Texas.

"Supporting students with severe disabilities in mainstream school." A course taught for **Icelandic College of Education, Reykjavik, Iceland.** January 4-10, 1990.

"Making collaborative planning work: The Regular Class Participation System." **The 16th Annual Conference of the Association for Persons with Severe Handicaps.** December 7, 1989. San Francisco, California.

"The key to making learning fun and functional for students with severe disabilities and their teachers: Exploring and adapting the Elementary/Secondary System." **Ohio Society for Autistic Children.** October 19, 1989. Columbus, Ohio.

"Designing programs and instruction for students with severe disabilities." Week long **Summer Institute for the Idaho State Department of Education.** August 7-11, 1989, Boise, Idaho.

"The Elementary/Secondary System: New developments in supporting students with severe handicaps." a week long **Summer Institute, University of Oregon,** June 18-23, 1989. Eugene, Oregon.

Table 10: Dissemination of Modules

MODULE		1990	1991	1992	TOTAL
1a:	Activity-Based IEP	200	141	80	421
1b:	Making Collaboration Work	250	90	71	411
1c:	Activity-Based Assessment	--	--	40	40
2a:	Teaching Supporting Valuable Learning Outcomes	--	--	48*	48*
2b:	Hegerogeneous Group Instruction	100	146	3+	249
3a:	Classroom Management and Information Systems	240	161	46	447
3b:	Transition Planning System	250	90	43	383
3c:	Information and Management System for School Therapists	67	91	24	182
4a:	Regular Class Participation System	260	422	36	718
4b:	Community Leisure Participation System	235	83	32	350
4c:	Teacher Work Groups:	450	184	49	683
4d:	Building Team Consensus	300	70	44	414
5a:	Program and Teacher Development System	260	100	33	393
5b:	School Development System	--	--	9*	9*
TOTALS		2612	1578	558	4748

\+ 2b was rewritten in 1992 and is now Achieving Balance: Strategies for Teaching Diverse Groups of Students

* School Development System was written at the end of 1992

New Products and Publications

As a consequence of project activities, five papers and four modules were generated. These most recent ESS modules are framed from a broad educational perspective and have as their intended audience any person working in schools, including general and special

educators, parents, specialists, and classified staff. Some of these new products were described earlier. The complete set of ESS products, some written to teachers in general education/inclusive classrooms, others written to teachers in self-contained classrooms seeking to move toward inclusion through the step of integration, are summarized in Attachment 4.

In addition, the following papers (some also described earlier) were written and are in various stages of publication.

Ferguson, D.L. (1994, in press). Persons with severe developmental disabilities: "Mainstreaming" to supported community membership. In Husen and T.N. Postelthwaite (Eds.), *The International Encyclopedia of Education, 2nd Edition.* London: Pergamon Press.

Persons with severe developmental disabilities have historically experienced much different service offerings than persons with less severe disabilities. Services in Schools, and other community sectors have more typically been separate from other disabled and nondisabled persons. Beginning in the 1950s this segregation was challenged through a series of reform initiatives beginning with normalization and mainstreaming, through integration and now supported inclusion in both schools and communities. This entry first clarifies the population of individual described as severely disabled and the way in which membership in the category depends more upon social definitions of potential than any particular constellation of impairments. The article then reviews four service reform initiatives that have been applied to persons with severe disabilities since the 1950s, comparing focus and outcomes of each as they have developed in the United States and other Western countries.

Ferguson, D.L., Meyer, G., Jeanchild, L., Juniper, L., & Zingo, J. (1992). Figuring out what to do with the grownups: How teachers make inclusion "work" for students with disabilities. *Journal of the Association for Persons with Severe Handicaps,* 17(4), 218-226.

This article describes details of inclusion of students with severe disabilities using an extended example of one high school drama class. Based on research conducted in eight elementary, three middle, and six high schools, the article describes three inclusion outcomes for both disabled and nondisabled students (curriculum infusion, social inclusion, and learning inclusion). It then describes how the drama teacher and the special education teacher provided teaching support, prosthetic support, and interpretive support to one disabled student by developing both collaborative and consultive relationships with each other.

Ferguson, D. (1993). Is communication really the point? Some thoughts on where we've been and where we might want to go. In L. Kupper (Ed.), *The proceedings Second National Symposium on Effective Communication for Children and Youth with Severe Disabilities: Topic papers, readings guide, and video tape.* Mclean, VA: Interstate Research Associates.

This paper presents a brief history of communication intervention and describes recent developments in the field which have brought about shifts in intervention focus, perspectives, and strategies. In examining how communication is important to a good quality of life, the author concludes that the real point of communication is membership in society. The concept of membership is explored, including the ways in which individuals construct stories that make the communication acts of individuals with severe disabilities commonplace and socially valuable. The author concludes that efforts to foster communication should shift to making sure that these efforts actually result in students achieving membership.

Ferguson, D. L., & Jeanchild, L. (1991). It's not a matter of method: Thinking about how to implement curricular decisions. In Stainback, S. and Stainback, B. (Eds.), *Adapting the regular class curriculum: Enhancing student success in inclusive classrooms.* Baltimore, MD: Paul Brookes Publishing Co.

This chapter is written for teachers in fully reinvested inclusive schools. First, the authors discuss how teaching or "implementing curriculum" is the same for all students, even those who are very able or very disabled. Following is a discussion about how teaching must be different for students with varied abilities to make sure that they achieve a common schooling outcome. Finally, some "rules and tricks" for accomplishing heterogeneous group instruction are offered.

Ferguson, D.L., Jeanchild, L., & Carter, P.J. (submitted). The best tadpoles are in room 8: Report on a school that's changing itself. *Mental Retardation*

This case study describes a primary school (K - 3rd grade) that dramatically reorganized itself during the 1990-1991 school year. They article describes the changes attempted, including merging of Chapter 1 services, professional development of all the teachers toward new curriculum and teaching practices, and reorganization of the classrooms. The article goes on to describe the effect of these changes on teachers and assistants both in term so of their roles with students and colleagues, and the changes in personal teaching practices and styles. The management, planning and policy changes that both facilitated and thwarted efforts are also explored.

Meyer, G., Ferguson, D. L. , & Baumgart, D. (in preparation). *Mine? Yours? Ours? Whose Kids Are These Anyway?: One School's Efforts to Create a Shared Understanding of Membership For Their Students With Severe Disabilities.*

This case study describes an elementary school in its first year of supporting students with mild and severe disabilities in inclusive, general education classrooms. Several of these students had previously attended school in self-contained special education classes in another town. The study examines the year-long process undertaken by the school, with a special focus on the roles played by different special and general education professionals. The issues that arouse during the year, particularly those of ownership, responsibility, support, curriculum and teaching, are described in the contexts in which they occurred, and examined for their sources and implications at the classroom, school and district levels.

Willis, C., Ferguson, D.L. & Boles, S. (in preparation). T*hrough two glasses lightly: An example of the advantages of multiple research perspectives in field settings.*

This article reports the results of two studies of school inclusion. One used a quasi-experimental design, the other adopted an interpretivist approach. As these two parallel studies proceeded to examine the same field settings, findings that emerged from the analysis of the qualitative data were used to further analyze the quantitative data. The article also includes discussion and recommendation for using multiple research perspectives in field settings.

FOR FURTHER INFORMATION

We have prepared this final report in two versions. One includes all the draft and published products mentioned in the report. The other does not. If you have received the Executive Summary version without attachments, you may secure any of the mentioned products in their entirety from us at the

Schools Projects
Specialized Training Program
University of Oregon
Eugene, OR 97403

phone (503) 346-5313
TDD (503) 346-2466
fax (503) 346-5517
email diannef@oregon

ASSURANCES

In accordance with the federal dissemination requirement (20 U.S.C. 1409 (g)), we have mailed the Executive Summary of this final report (without Attachments) to the following:

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, D.C. 20036-1193

National Clearinghouse for Professions in Special Education
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22314

National Information Center for Children and Youth with Disabilities (NICHY)
P.O. Box 1492
Washington, D.C. 20013-1492

Technical Assistance for Parent Programs Project (TAPP)
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, Massachusetts 02116

National Diffusion Network
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5645

ERIC/OSEP Special Project
ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Child and Adolescent Service System Program (CASSP)
Technical Assistance Center
Georgetown University
2233 Wisconsin Avenue, N.W., Suite 215
Washington, D.C. 20007

Northeast Regional Resource Center
Trinity College
Colchester Avenue
Burlington, Vermont 05401

MidSouth Regional Resource Center
Florida Atlantic University
1236 North University Drive
Planation, Florida 33322

South Atlantic Regional Resource Center
The Ohio State University
700 Ackerman Road
Suite 440
Columbus, Ohio 43202

Mountain Plains Regional Resource Center
1780 North Research Parkway
Suite 112
Logan, Utah 84321

Western Regional Resource Center
College of Education
University of Oregon
Eugene, Oregon 97403

Federal Regional Resource Center
University of Kentucky
114 Porter Building
Lexington, Kentucky 40506-0205

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Attachment 1:

ASOS and SIOS Instruments and Definitions

ASOS OBSERVATION PROCEDURES

1. The observations will be scheduled during the weekly telephone conversations with site teachers. The RCPS Site Support Coordinator will determine which students will be observed, and the context they will be observed in. Observers will be assigned accordingly to classrooms.

2. Review the codes and observation forms. Make sure you have pencils, forms, and a watch.

3. Upon entering the classroom or instructional context:

   a. write down START TIME

   b. get oriented to the classroom

   c. ask the teacher what the student's learning objectives are, and what the class agenda is for the day.

   d. fill out the observation cover sheet (schedule, changes, learning objectives, etc.).

   e. plan to observe a short time before formal observations start.

4. Select one or two comparison classmates (cohorts) who participate in the same daily activities as does the target student. The cohorts should be in the same reading/math/PE groups if observations occur during those times. Different cohorts may be selected for different activities, subjects, or classes, if necessary.

5. Fill in student code numbers, school ID number, cohort alias/number, learning objectives, etc. at the top of the observation instrument.

6. Start the observation given the following observation cycle:

   a. fill in the CONTENT/TASK.

   b. fill in the ACTIVITY STRUCTURE deciding whether it is academic or non-academic. Keep the "big picture" in mind. Mark the time when the activity structure begins, then once you've decided mark it at that time.

   c. write START TIME/start watch.

   d. enter if the students are ACTIVE, PASSIVE, or DISRUPTIVE.

e. enter new codes as the teacher, student and cohort behavior changes across 10 second intervals.

7. Twenty minute observations will be taken 3 times in each context. There are three contexts.

8. At the conclusion of the observation fill in TIME OUT.

9. Things to remember:

   a. provide absolutely no feedback to teacher.

   b. move about the room while observing if the class is moving feely. Try to limit movement if class is sedentary.

   c. get close enough to hear and see what is happening.

   d. accuracy is very important. If you have to stop the observation, get oriented, and then start the observation again.

10. Return filled out observation instruments and cover sheet to Site Support Coordinator.

ASOS TERMS AND CODES DEFINED

I. ASOS TERMS

Learning Objectives: IEP objectives, skills that the target student will be working on within the instructional context.

Content/task: Subject; Activity (e.g., Art, drawing pictures).

Relevant to objectives: Is the target student working on a skill or participating in an activity that is stated on the IEP or by the teacher.

Target: Student being observed.

Cohort: One or two comparison classmates who participate in the same daily activities as does the target student. Cohorts should be in the same learning groups.

II. ACADEMIC ACTIVITIES

(Reading/literature; Math; Spelling; Written Composition; Handwriting; Science; Social Studies; Health; P.E.; Music; Art; Drama; Vocational Activities; Games; snack time if instruction is occuring) Also includes areas defined by an individual teacher as academic such as safety, and basic social skills.

Section A: Teacher Behaviors (Which Drive Student Behaviors)

Lectures(LEC): Teacher lectures or in any manner directly instructs students about content/subject matter/skills; presents information verbally or on a chart, overhead, chalkboard or using auto-visual materials (film, video-tape, audio-tape, etc.); explains, shows how something works (but not a demonstration; see DEM).

Directs(DIR): Teacher gives directions/orders/directives/requests **about the procedures** to follow or the format to use for academic assignments.

Demonstrates(DEM): Teacher demonstrates or models desired students academic performance. DEM involves the teacher demonstrating/modeling to students **something they will later perform themselves.** Demonstrates includes teaching by demonstrating such skills as hallway behavior or safety procedures to primary students, or self-help skills to very low-skilled students.

Leads(LED): Teacher leads students through a desired performance while students perform the **task with or slightly behind** the teacher. Examples include teacher leading a song; teacher cutting along a dotted line while class follows along.

Interactive Teaching(INTER): Teaching with active student responding, typical of direct instruction or ITIP lessons. Teacher models, leads, tests students and where students perform and orally respond to questions as an integral part of instruction.

Section B: Teacher Behaviors (Driven by Student Behaviors)

Asks(ASK): Teacher verbally asks questions related to content/subject mater/skills; asks/directs students to perform a content/subject/skills related task. Teacher's behavior during a teacher-led/controlled discussion.

Evaluates(EV): Any overt teacher behavior which is part of a judgement of correctness or quality of content/subject matter/skills response or performance. Evaluation includes teacher giving academic feedback to students and making verbal corrections.

Answers(ANS): Verbally answering content/subject matter/skills area questions from students;making clarifications. Teacher's behavior during a student-led/controlled discussion.

Observes(OBS): Observing or supervising students during academic activities including informal socializing with students. Observes includes those times when a teacher may be physically in or out of the room but is not actively engaged in overt observation or supervision.

II. NON-ACADEMIC ACTIVITIES

Feedback(FEED): Giving positive or negative verbal feedback to students about their non-academic behavior. This includes activities related to discipline of students.

Free Time(FREE): Free time or play.

Transition/Housekeeping(TRANS): Beginning and end-of-day activities including managerial routines such as taking attendance, collecting money, lunch count, cleaning desks, etc.; setting up or preparing for an activity; putting away materials/supplies following an activity. Includes non-academic discussion, demonstration, directives for social behaviors which occur within the classroom.

Interruption(INT): Any interruption to the classroom instructional activity including fire drills, intercom messages, unplanned visitors, child becoming ill, etc.

Outside of Classroom(OUT): Activity on the playground, hallway, bus area, cafeteria, in assemblies, etc.

Other: Other non-academic activities.

III. Student Behaviors

A[Active/Engaged]: Looking, orienting, responding with words, movements, noises to teacher, aide, and/or peers. On-task. Involvement in an activity the teacher,or aide has given the student.

P[Passive/Not Engaged]: Not noticing, orienting, moving, and/or responding to the teacher, aide, and/or peers. Off task, spacing out, absence of behavior.

D[Disruptive]: Behaviors that routinely get attention or are considered not "Okay". Noise, horseplay, and acting out which normally would not be acceptable even though the students and teacher may be ignoring the behavior. It may also be a quiet disruption such as taking off shoes during class or putting objects in the mouth.

Gray Areas

ASOS

1. Evaluation or Observation?

   If the teacher provides any feedback at all during academic lessons it is coded Evaluation.

   If the teacher is giving a test or is sitting doing work it is called Observation.

2. There may be two activity structures going on at once, only record the activity structure in which the target student is involved.

3. Active or Passive?

   If the student is being physically moved through a task but is not orienting or looking in the direction of task or teacher it is coded as Active.

   If the student is involved in a lecture group or large group discussion and is looking in the direction of the teacher code Active.

   If student is sitting with no assigned task code Passive.

4. Disruptive or Passive?

   If the student is doing something (taking shoe off and on, playing with toy, putting rock in mouth) and it is quiet it is considered Disruptive even if the teacher reinforces the behavior.

5. Teacher Leaves the Room.

   Code it Observation.

RCPS\ASOSOBVS 8/91 mz

Activity Structures Observation System©

Event RecordVersion for RCPS [8/16/91]

page #

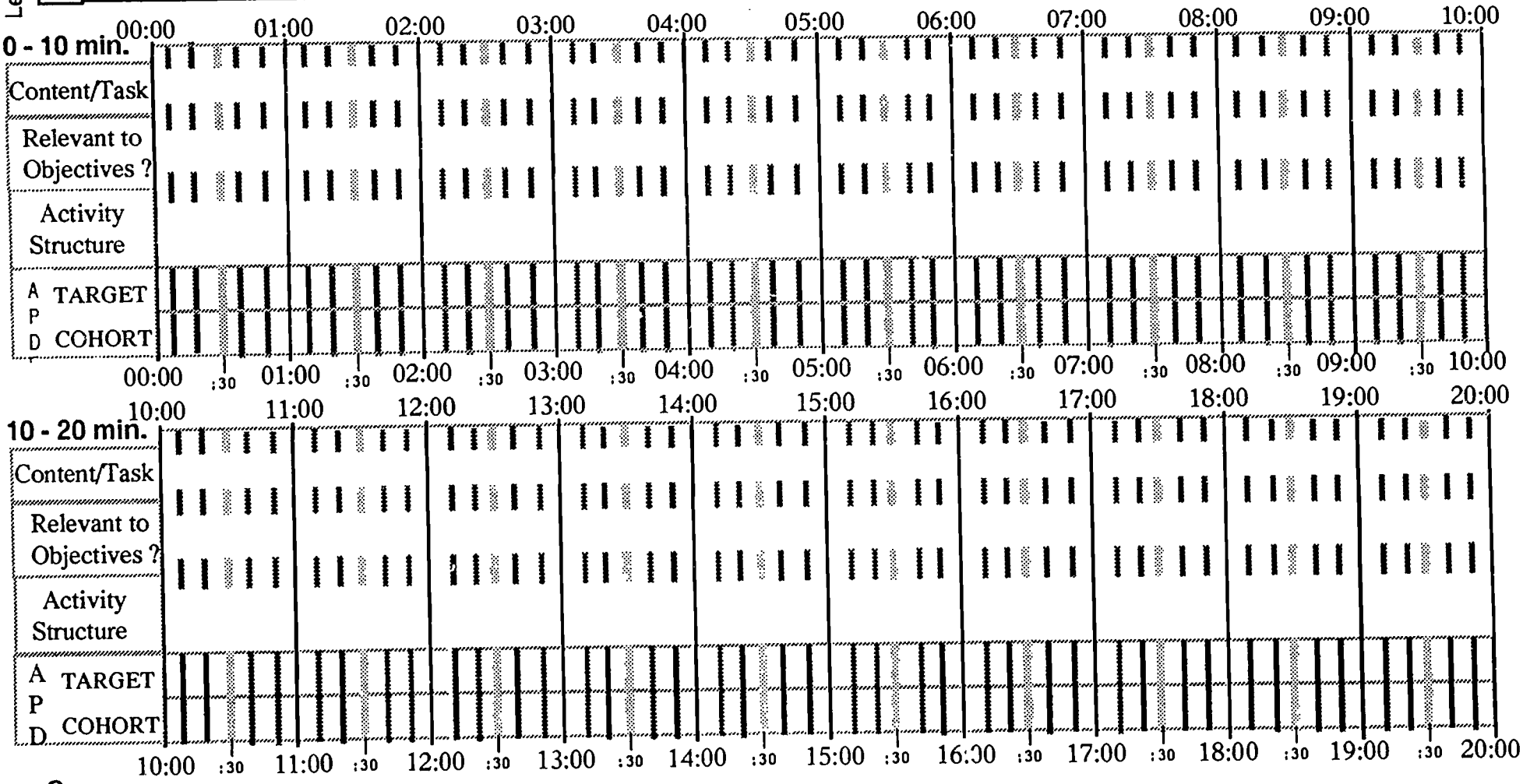
ate y /m/ d				
Observer		School ID#	Student ID#	Time in
Class	Context	Teacher	Sample #	Time out

CODES:
A=Active / engaged
P=Passive / Off-task
D=Disruptive

Activity Structures	
Academic	Nonacad.
LEC DIR DEM LED ASK EV ANS OBS INTER	FEED FREE TRAN INT OUT OTHER

Learning Objectives

A
B
C
D
E



RCPS/ASOS SUMMARY

Minimum of 3 summary records per OBS - 1 for each context. May be more if multiple classes were sampled. Each record based on three 20 minute samples.

[#1] School: _____
[#2] Student: _____
[#3] Observat: _____
[#4] Obs Date: _____
[#5] Class: _____
[#6] Context: _____

Notes:

		Sample 1	Sample 2	Sample 3	s/60
[#7]	Duration				1.
[#8]	Target-Active/Engaged				2.
[#9]	Target-Passive/Off-Task				3.
[#10]	Target-Disruptive				4.
[#11]	Cohort-Active/Engaged				5.
[#12]	Cohort-Passive/Off-Task				6.
[#13]	Cohort-Disruptive				7.
[#14]	Relevant-To Learning Objectives				8.
[#15]	Academic-Lec.				9.
[#16]	Academic-Dir.				10.
[#17]	Academic-Dem.				11.
[#18]	Academic-Led.				12.
[#19]	Academic-Ask.				13.
[#20]	Academic-Eval.				14.
[#21]	Academic-Ans.				15.
[#22]	Academic-Obs.				16.
[#23]	Academic-Inter.				17.
[#24]	NonAcademic-Feed.				18.
[#25]	NonAcademic-Free				19.
[#26]	NonAcademic-Tran				20.
[#27]	NonAcademic-Int.				21.
[#28]	NonAcademic-Out				22.
[#29]	NonAcademic-Other				23.
[#30]	Total Academic-SUM(15-23)				24.
[#31]	Total-NonAcademic-SUM(24-29)				25.
					26.
					27.
					28.
					29.
					30.
					31.

Summarized by _____ On _____ Checked By _____ On _____
Entered into _____ By _____ On _____ Validated by _____ On _____

SIOS OBSERVATION PROCEDURES

1. The observations will be scheduled during the weekly telephone conversations with site teachers. The RCPS Site Support Coordinator will determine which students will be observed, and the context they will be observed in. Observers will be assigned to classrooms.

2. Review the codes and observation form. Make sure you have pencils, forms, and a watch.

3. Upon entering the classroom or instructional context:

   a. enter TIME IN on observation form

   b. get oriented to classroom.

   c. ask the teacher what the class schedule is. Also, remind the teacher about the purpose of the observation.

   d. fill out the observation cover sheet (schedule, changes, learning objectives, etc.).

   e. plan to observe a short time before formal observations start locating the student and determining an observation scanning route.

4. Fill in student code numbers, school ID number, Context and Observation Occassion at the top of the observation instrument.

5. Start the observation given the following observation cycle:

   a. fill in the SETTING.

   b. fill in the ACTIVITY.

   c. start watch

6. Enter codes determining whether the interactions are "Social" or "Nonsocial," the interaction is "Okay" or Not Okay," and if the target student is "engaged."

7. At the conclusion of the observation fill in TIME OUT.

8. Twenty minute observations will be taken 3 times in each context.

9. Things to remember:

   a. provide absolutely no feedback to teacher.

   b. it's okay to move about the room while observing if the students are moving freely. Try to limit movement if the class is sedentary.

   c. get close enough to hear and see what is happening.

10. Return filled out observation and cover sheet to Site Support Coordinator.

SIOS DEFINITIONS

Section A: SIOS Terms Defined

Setting: Location of student being observed. (regular class, community, special class, school).

Activity: Subject, activity, task (e.g., Social Studies, map making).

Aide: Adult other than the teacher. Noncertified staff member.

Peer: Target student's classmates.

Teacher: Special education teacher, general education teacher, speech/language person, P.T. O. T. etc., natural person in environment such as the principal, janitor, cafeteria person, or adult in park.

Section B: Peer Social Intervention Codes Defined

G = Greetings: Greetings and greeting exchanges of up to three exchanges that include information like "Hi," "how are you?" "what are you doing?" "Where are you going?"

C = Conversation: Topics other than greetings that involve **two or more exchanges.** The disabled students does not have to **actively or appropriately participate** in the conversation, but the peer needs to proceed either to try to get a response, or as if the disabled student is responding.

J = Jiving, Horseplay: Any verbal, nonverbal, physical behavior that seems typical of nonhandicapped students, but might be incomprehensible to an adult. The content or the form of the exchange does not need to make sense, but does need to have a tone of age-appropriate sociability.

Section C: Quality of Interactions Defined

Okay: Age-appropriate, with appropriate tone, natural to the context, not awkward, generally positive.

Not Okay: Age-inappropriate, negative, demeaning, awkward, inappropriate words or tone, contrived.

Engaged: Looking, orienting, responding with words, noises, movements, even if not necessarily appropriately or responsively.

Not Engaged: Not noticing, orienting, moving or responding in any apparent way to the peer.

Section D: Nonsocial Interactions Defined

H = Lesson/Routine Help: The peer is teaching or helping the target student with a lesson or during a routine such as transitions that is related to the IEP or schedule. Examples include handing materials to the student; helping the student with assignments; pushing the student's weelchair; carrying the students' lunch tray.

Section E: Quality of Nonsocial Interactions Defined

Businesslike: The peer is providing the instruction or help in a teacher-like way that might either be authoritarian/parental or neutral/bored. The instruction or help does not have to be accurate or effective.

Sociable: The peer is providing the instruction or help in a friendly, relaxed way. **The tone is one of equality.** Two folks doing something that must be done, but with a bit of fun, joking, jiving, or banter. Again, the instruction does not have to be accurate or effective. The tone might even be one of countering authority.

Section F: Quality of Teacher/Aide Interactions

Okay: Generally age-appropriate and image-enhancing in tone and content, natural, not awkward, appropriately responsive to the student's impairments, and so on.

Not Okay: Inappropriate or image-damaging tone or content, contrived, awkward, and so on.

Gray Areas

SIOS

1. Engaged or Not Engaged?

   If the student is being physically moved through a task but is not orienting to the task or the teacher it is coded Engaged.

   If the student is looking in the direction of the teacher during lecture or group activity it should be coded Engaged.

2. Conversation or Jiving/Horseplay?

   If the student is carrying on a conversation and may be joking around it is coded Conversation.

3. Lesson Help/Work or Conversation?

   If the students are exchanging materials for class/lesson it is coded Routine Help/Work.

   If they are passing notes or toys not related to the lesson it should be coded Conversation.

   If the target student is providing help to nondisabled students it is coded either Lesson/Help or Routine/Help.

   Push wheelchair as a game on playground should be coded as Conversation.

4. Smiles, Nods, Looks?

   Code it Conversation if there are at least 2 exchanges.

5. Teacher or Aide?

   Natural person coded as Teacher (principal, cafeteria lady).

6. If TWO people interact with the student at the same time, code only the first interaction observed

School Interaction Observation Schedule

Date: y / m / d				PAGE#
OBSERVER		SCHOOL ID#	STUDENT ID#	TIME IN
CLASS	CONTEXT	TEACHER	SAMPLE #	TIME OUT

Event Record
Version [8/13/91]
for RCPS - STP

codes

T = With Teacher
A = With Assistant

With Peer: Social

G = Greetings
C = Conversation
J = Jiving/Horseplay

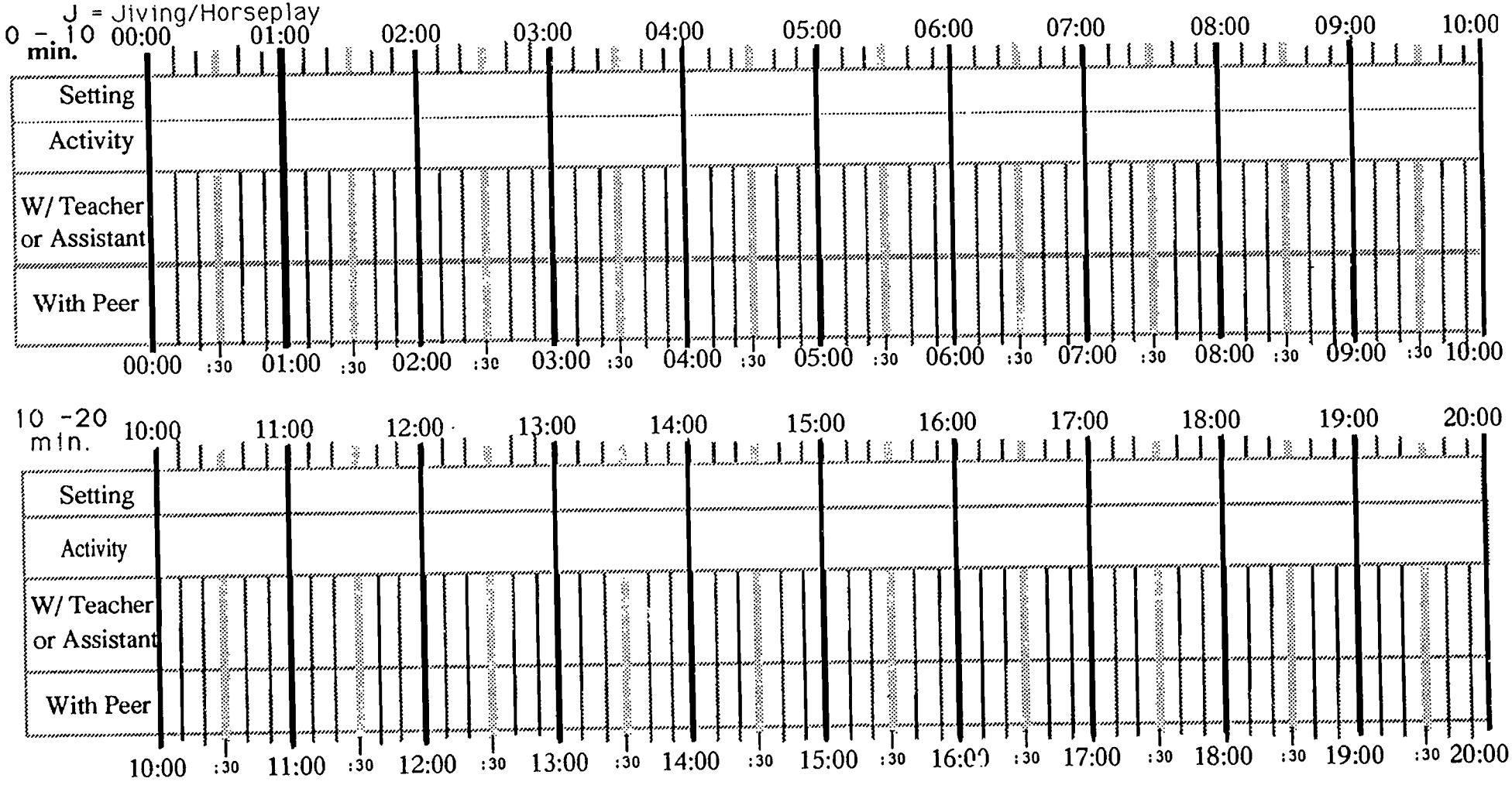
PLAIN CODE: "OKAY"
Code - "NOT OKAY"
(CODE) TARGET NOT ENGAGED

codes

With Peer: Non-Social

H = Lesson/Routine Help

PLAIN CODE: "SOCIABLE"
CODE - : "BUSINESSLIKE
(CODE) TARGET NOT ENGAGED



RCPS/SIOS SUMMARY

Minimum of 3 summary records per OBS - 1 for each context. May be more if multiple classes were sampled. Each record based on three 20 minute samples.

[#1] School: _____
[#2] Student: _____
[#3] Observat: _____
[#4] Obs Date: _____
[#5] Class: _____
[#6] Context: _____

Notes:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

		Sample 1	Sample 2	Sample 3	s/60
[#7]	Duration				7.
[#8]	Teacher OK				8.
[#9]	Aide OK				9.
[#10]	Peer-Greet-OK				10.
[#11]	Peer-Conv.-OK				11.
[#12]	Peer-Jiving-OK				12.
[#13]	Peer-Help-Social				13.
[#14]	~~Peer-Routine-Social~~				14.
[#15]	Teacher-Not Ok				15.
[#16]	Aide-Not OK				16.
[#17]	Peer-Social-Not OK				17.
[#18]	Peer-Help-Business				18.
[#19]	Teacher-Not Engaged				19.
[#20]	Aide-Not Engaged				20.
[#21]	Peer-Social-Not Engaged				21.
[#22]	Peer-Help-Not Engaged				22.
[#23]	Other-No Social Interaction				23.
[#24]	Total-SUM (8:23)				24.
[#25]	Teacher Total-SUM(8,15,19)				25.
[#26]	Aide Total-SUM (9,16,20)				26.
[#27]	Peer-Social-Total-SUM (10,11,12,17,21)				27.
[#28]	Peer-Nonsocal-Total-SUM (13,~~14~~,18)				28.

Summarized by _____ On _____ Checked By _____ On _____

Entered into _____ By _____ On _____ Validated by _____ ON _____

RCPS\SIOS.SUM mz 9/91

Attachment 2:

Quasi-experimental Design Analysis

Quasi-experimental Design Analysis

Analysis of Variance Table

Response: totsoc - total social integration (percent of Duration observed

Terms added sequentially (first to last)

	Df	Sum of Sq	Mean Sq	F Value	Pr (f)
as. factor (school)	9	39968.69	4440.966	26.42991	0.0000000
prepost in as.factor (school)	10	1249.56	124.956	0.74366	0.6817309
Residuals	93	15626.61	168.028		

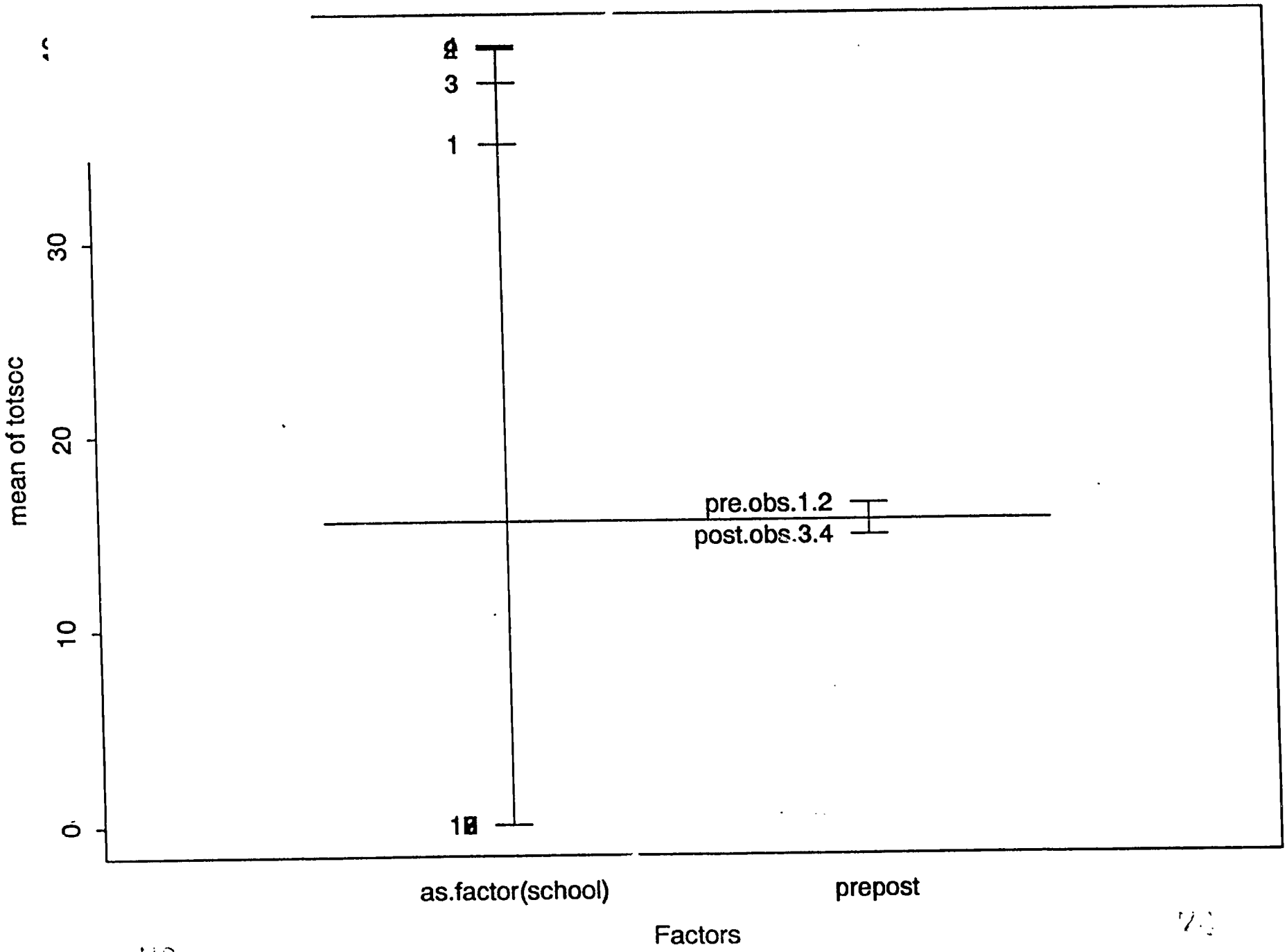
Analysis of Variance Table

Response: tot.acad - total time spent in academic activity structures (percent of duration observed)

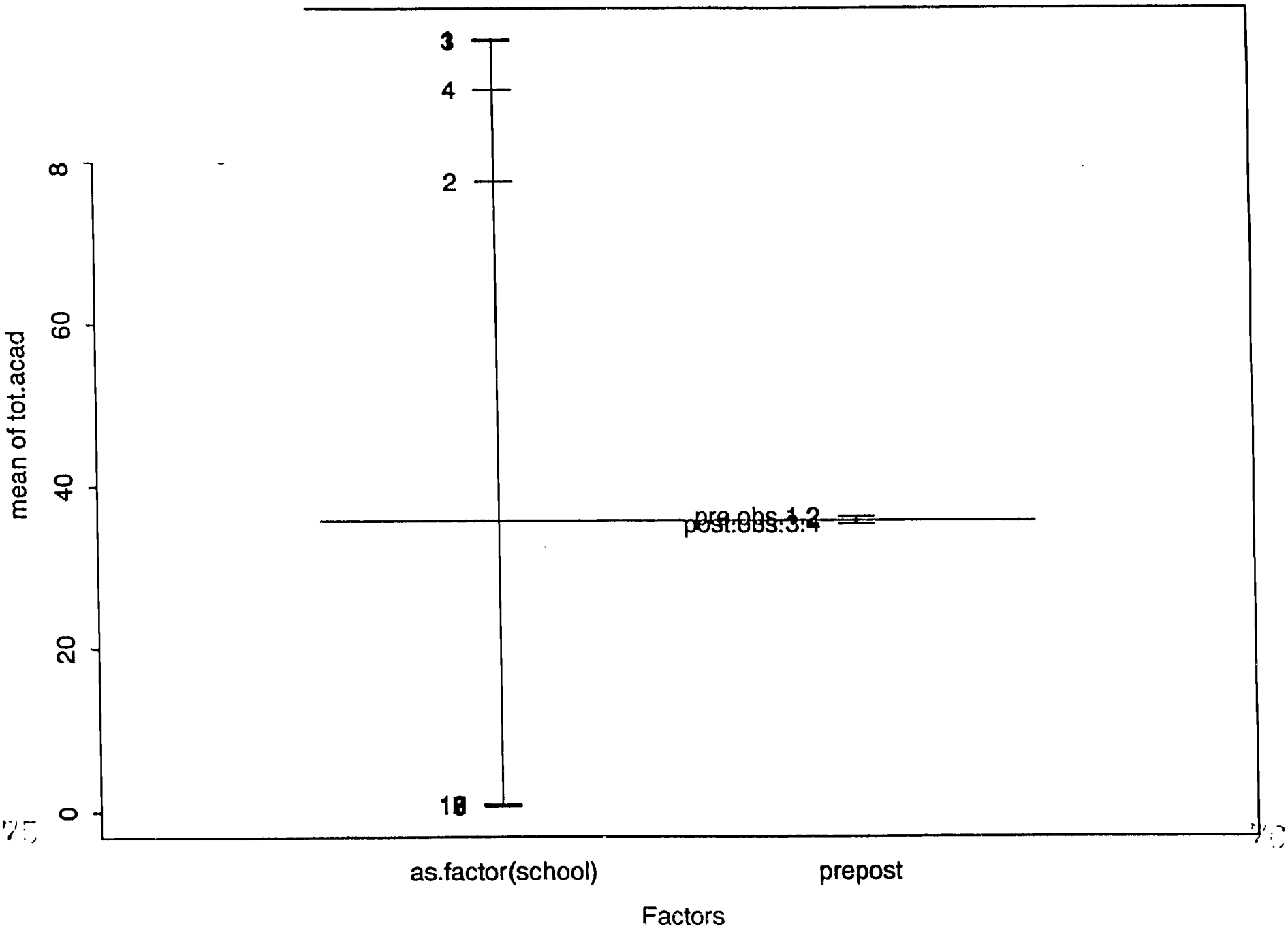
Terms added sequentially (first to last)

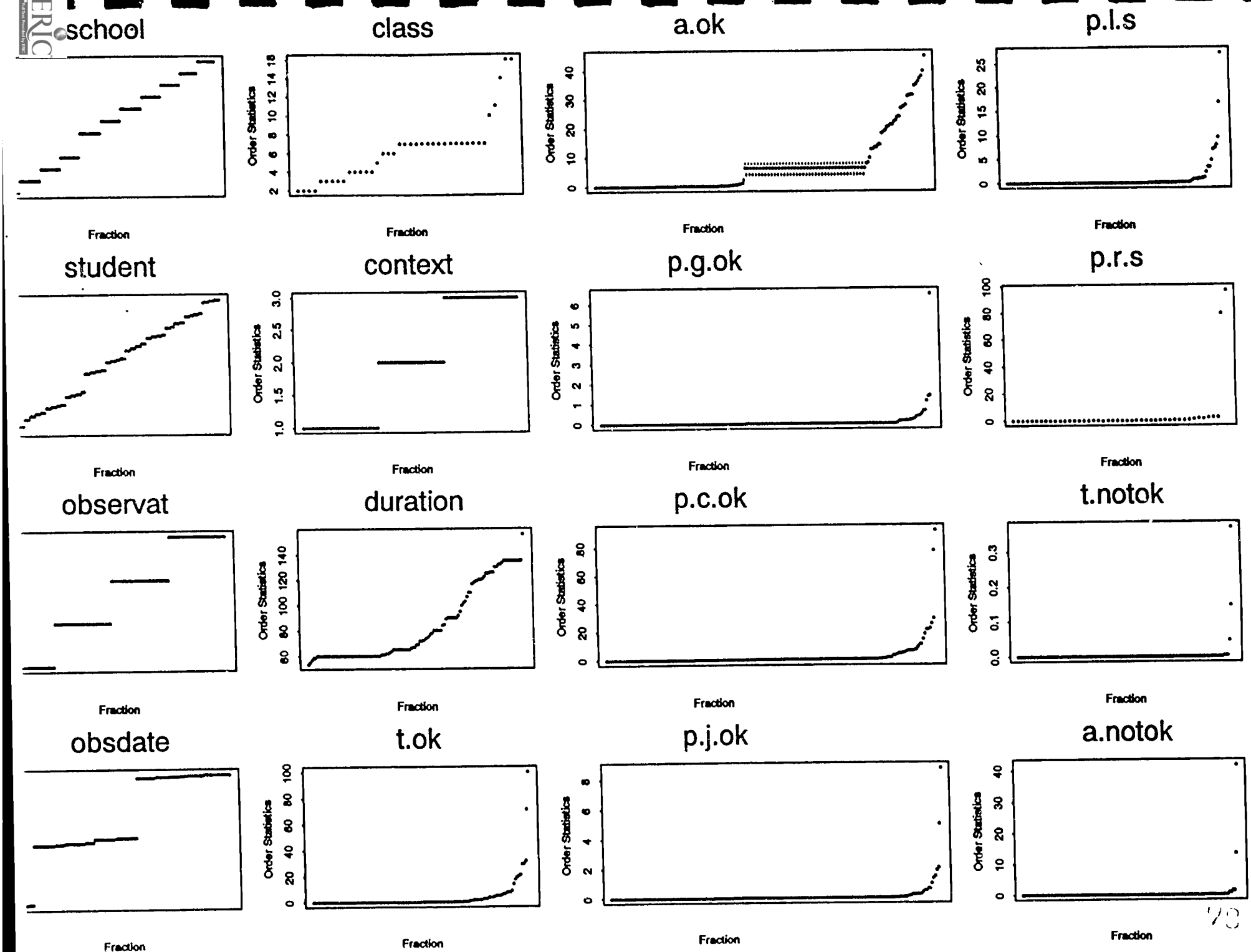
	Df	Sum of Sq	Mean Sq	F Value	Pr (f)
as. factor (school)	9	136189.1	15132.12	301.5873	0.000000
prepost in as.factor (school)	10	374.3	37.43	0.7459	0.678444
Residuals	53	2659.3	50.17		

factor effects for school & prepost - sios



factor effects for school & prepost - asos

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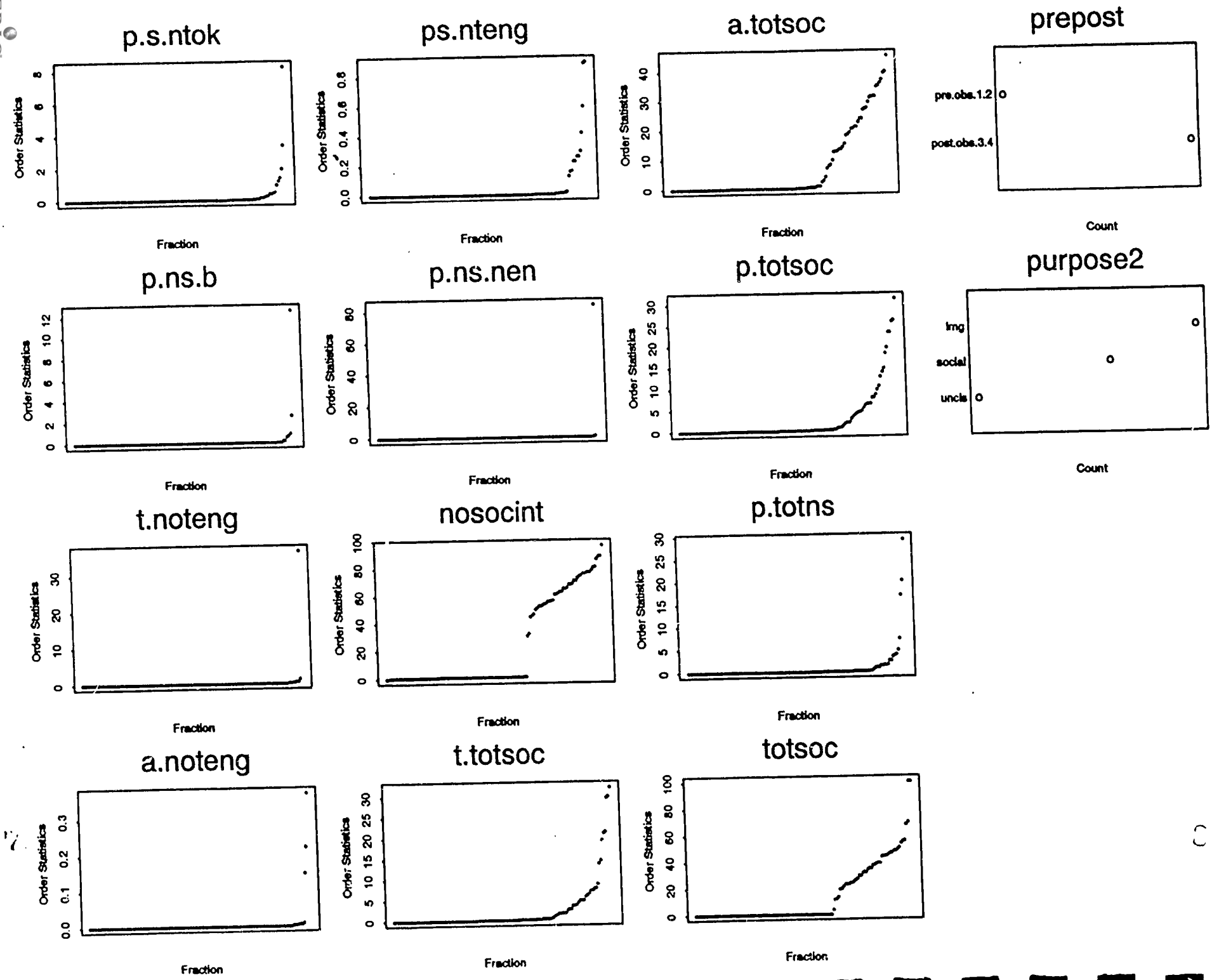
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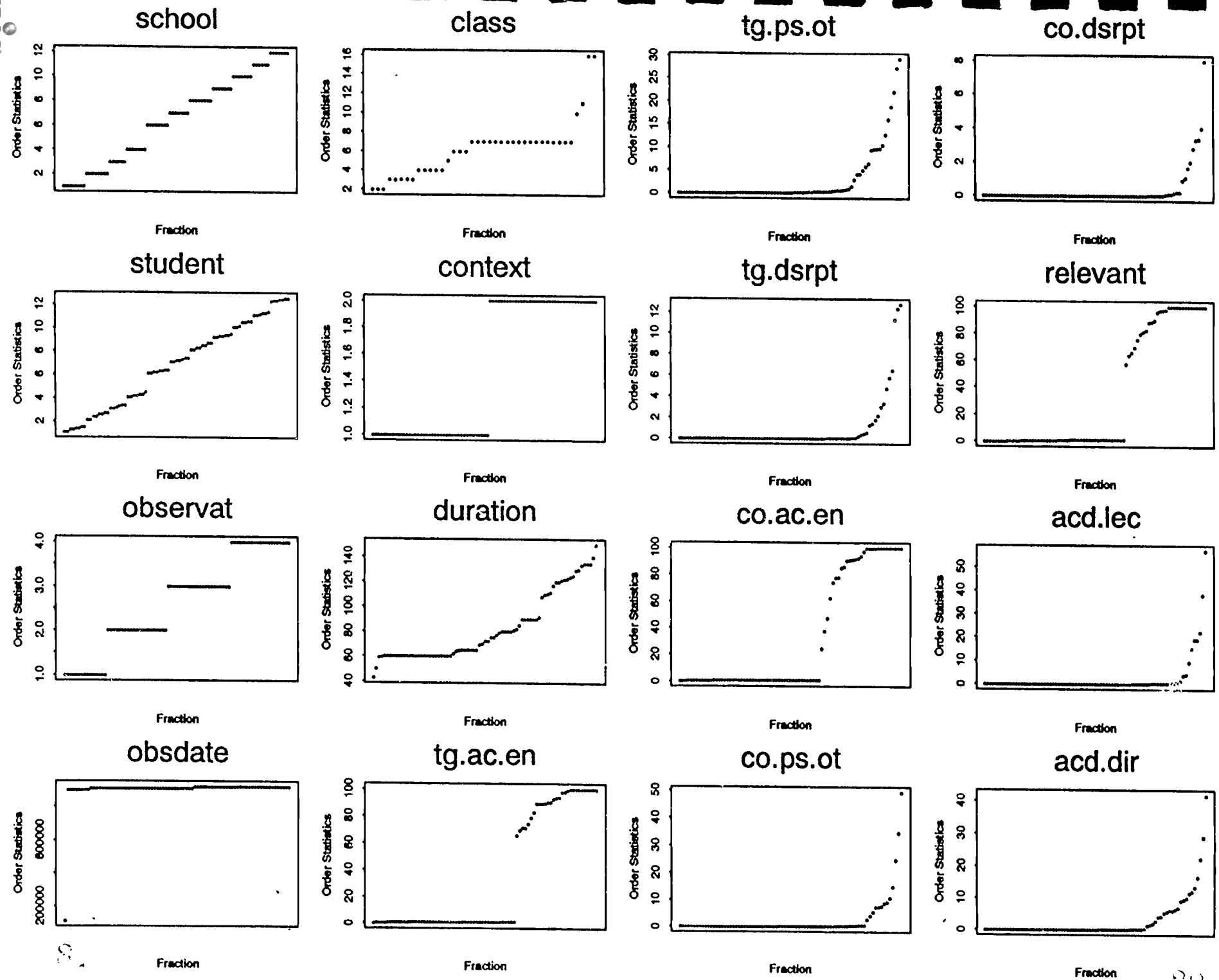
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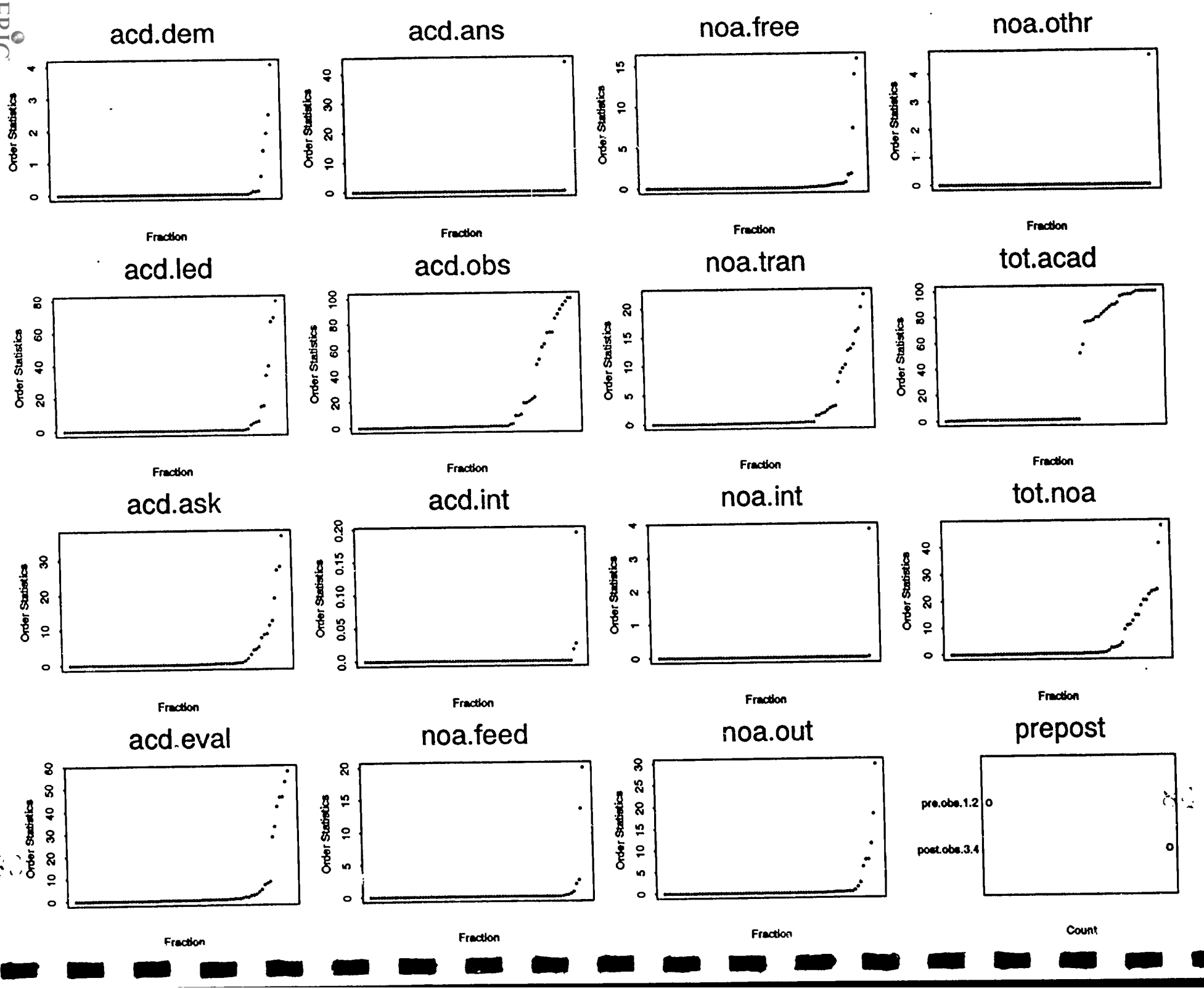
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Attachment 3:

Analysis of ASOS and SIOS Data by Teacher Purpose

Analysis of ASOS and SIOS Data by Teacher Purpose

Analysis of Variance Table

Response: totsoc - total social integration (percent of Duration observed

Terms added sequentially (first to last)

	Df	Sum of Sq	Mean Sq	F Value	Pr (f)
purpose2	2	20291.22	10145.61	30.66399	0.0000000
prepost in purpose2	3	62.67	20.89	0.06314	0.9791766
Residuals	117	38711.08	330.86		

Analysis of Variance Table

Response: tot.acad - total time spent in academic activity structures (percent of duration observed)

Terms added sequentially (first to last)

	Df	Sum of Sq	Mean Sq	F Value	Pr (f)
purpose2	2	68642.48	34321.24	32.41532	0.000000
prepost in purpose2	3	34.82	11.61	0.01096	0.998414
Residuals	73	77292.18	1058.80		

Analysis of Variance Table

Response: totsoc - total social integration (percent of Duration observed

Terms added sequentially (first to last)

	Df	Sum of Sq	Mean Sq	F Value	Pr (f)
purpose2	2	20291.22	10145.61	30.66399	0.0000000
prepost in purpose2	3	62.67	20.89	0.06314	0.9791766
Residuals	117	38711.08	330.86		

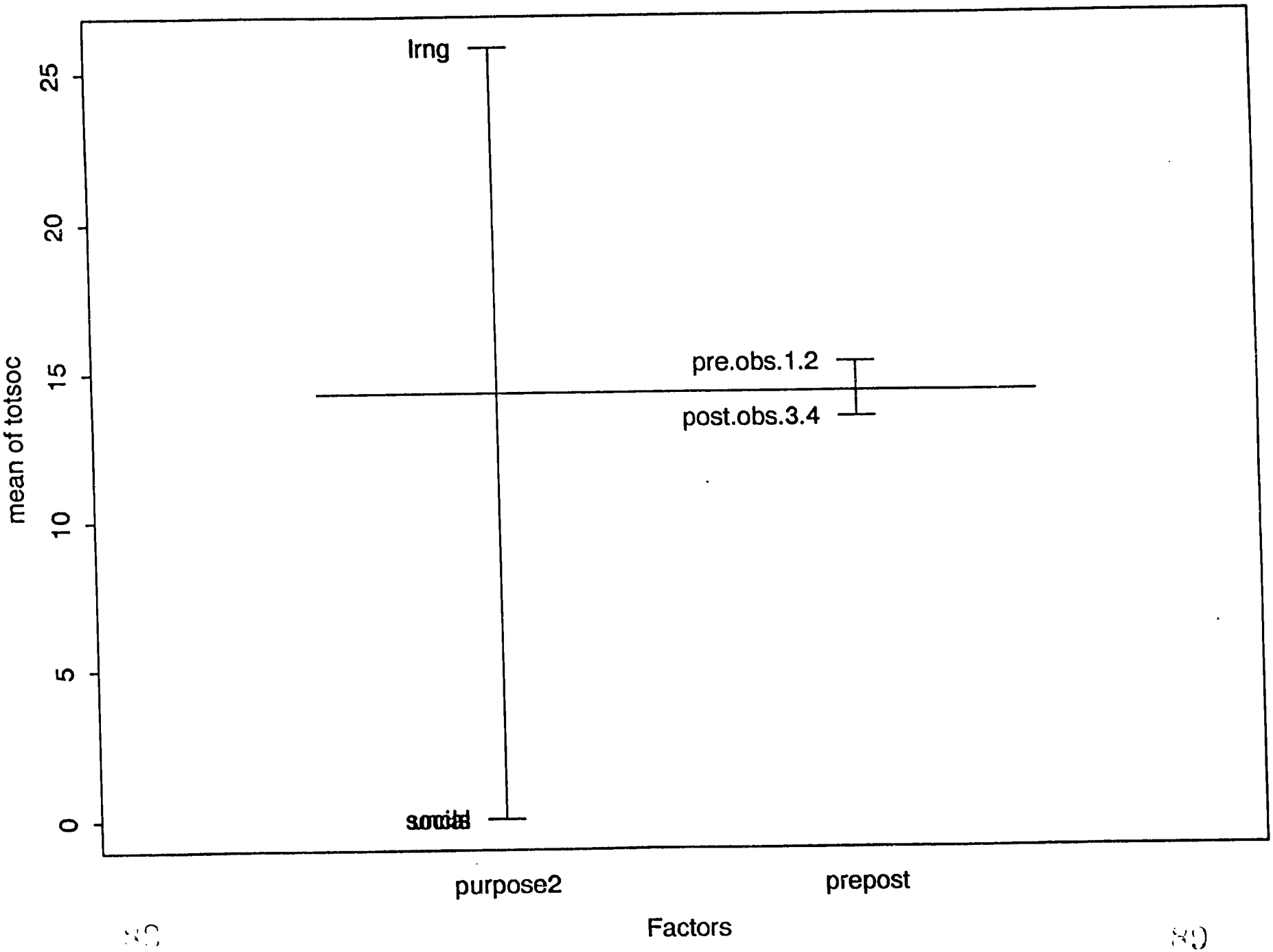
Analysis of Variance Table

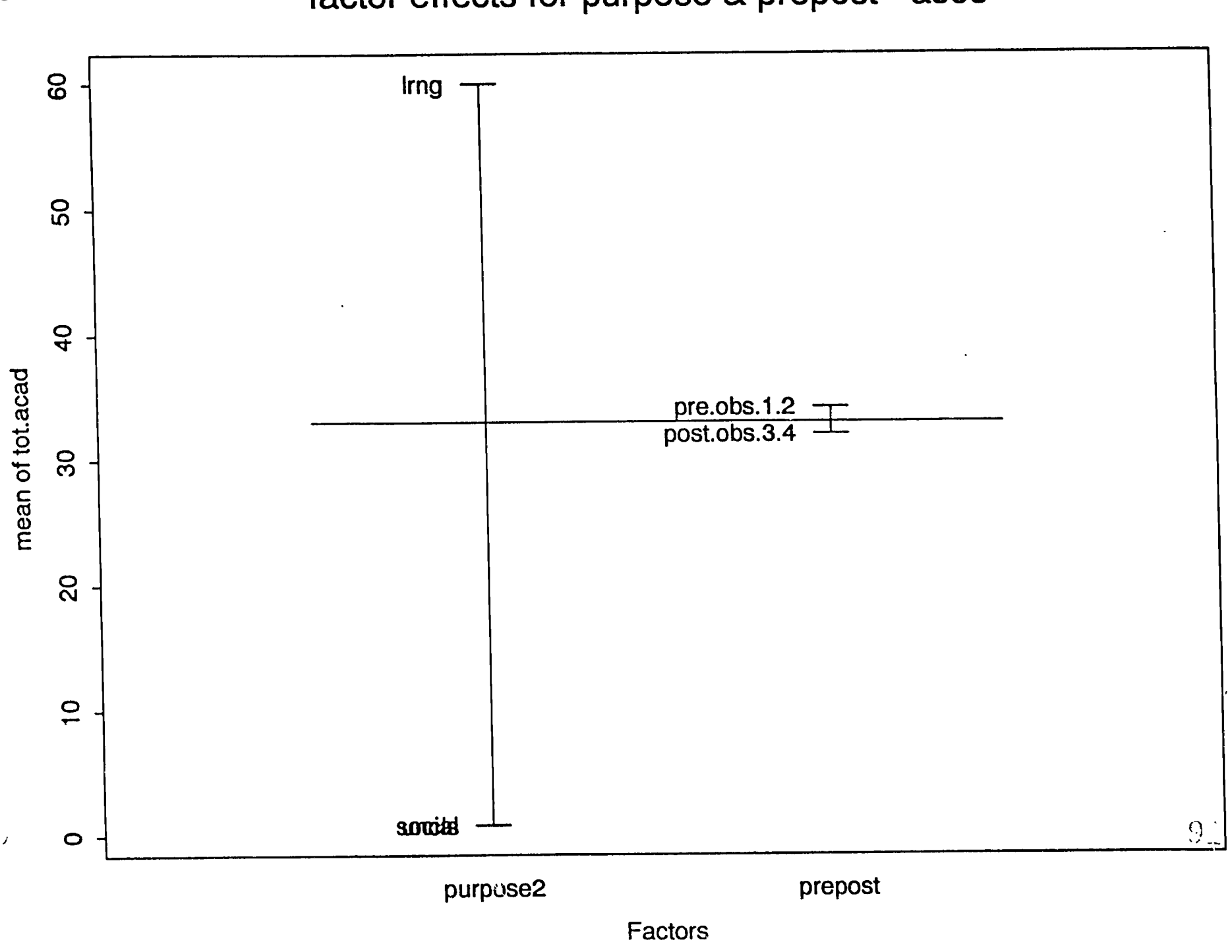
Response: tot.acad - total time spent in academic activity structures (percent of duration observed)

Terms added sequentially (first to last)

	Df	Sum of Sq	Mean Sq	F Value	Pr (f)
purpose2	2	68642.48	34321.24	32.41532	0.000000
prepost in purpose2	3	34.82	11.61	0.01096	0.998414
Residuals	7	77292.18	1058.80		

factor effects for purpose & prepost - sios




factor effects for purpose & prepost - asos
mean of tot.acad
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pre.obs.1.2
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purpose2
prepost
Factors

Attachment 4:

Summary of ESS Products

SCHOOLS PROJECTS
SPECIALIZED TRAINING PROGRAM
UNIVERSITY OF OREGON

For the past seven years the focus of Schools Projects' activities has been supporting teachers' efforts to improve the educational experiences of students with severe disabilities. One aspect of this focus is the expansion and adaptation of curriculum and teaching strategies effective for students with few or no disabilities to those with the most severe, multiple, sensory and medical disabilities. A second aspect of School Projects' activities has been the development of flexible systems to facilitate teachers' efforts to achieve effective social and learning inclusion of students with severe disabilities in general education contexts. Funded by a collection of federal research and development grants, Schools Projects' efforts are grounded in three assumptions about successful achievement of fully inclusive schools:

University/School Partnerships. Any efforts to foster university/school cooperation must be truly collaborative and participatory. The knowledge exchange must be recognized by all parties as interactive loops with all participants learning from each other about what works and what does not, in what contexts, with what adaptations.

Multiple Approaches. This participatory framework implies the assumption that there is no single model or way to "do" inclusion. Indeed, our research and experience convince us that the key to successful inclusion is flexible heuristic systems that emphasizes local context and control within a broadly established set of values and strategies.

Merged Reform Agendas. Successful school inclusion must be a fully integrated part of a larger effort to reform schools. Indeed, for students with the most severe disabilities to become fully participating members of their neighborhood schools, those schools must do more than simply create some isolated and sporadic opportunities for physically integrated activities. General education and special education must merge their agendas for reform in a shared effort to restructure curriculum, teaching, school organization, and community involvement to allow for teachers and learners to find success.

In short, special education and general education, local districts and universities, teachers, families, administrators, and researchers, must join in a partnership to reinvent our schools.

The Elementary/Secondary Systems (ESS)

The Schools Projects' contribution to reinventing schools is documented in the modules of *Elementary/Secondary Systems (ESS)* as well as in other publications. ESS modules describe how to design and achieve effective schooling experiences for students with disabilities alongside all other students in schools. Although our interest began with students with severe disabilities, especially those with the most severe, multiple, sensory and medical impairments; the ideas contained in ESS have evolved to address effective schooling for any diverse group of learners. ESS rests on four key assumptions:

Educational benefit. The presence of even very severe and dramatic impairments and disabilities does not imply a lack of learning potential. All people with disabilities can benefit from education, community services, and interaction with a diverse group of nondisabled peers.

Access to traditional content. The designation of "disabled," "special needs," or even "severely disabled," should not result in the automatic assumption that students cannot learn some things. Particularly in elementary school, students should be given the opportunity to acquire the same kinds of skills and competence using those skills as is typically acquired by their nondisabled peers.

Single classification. Although student learning needs and preferences can differ dramatically, requiring more or less creative planning and teaching, students should not be formally sorted into either program placements or learning experiences according to their presumed ability, disability, cultural affiliation, or life situation.

Social interaction. All students should be a part of their school community. Differences in students' abilities, cultural affiliation, family and life situations, religion, race, and socioeconomic situation are all rich sources of learning for all students. Not only do students learn the social and behavioral conventions for their peer group, but

they also learn that even quite dramatic differences can be commonplace. For a few students who might have very extreme disabilities, this accommodation of differences as just one more feature of the "norm" provides nondisabled students with the opportunity to develop an individual appreciation for and relationship with them. These informal social ties will provide even students with very severe disabilities with the networks of caring relationships that will assure their presence as valued members of current and future communities.

ESS is also guided by exemplary schooling principles of age-appropriateness, community- and family-referenced curriculum design, flexible and meaningful teaching/learning experiences, future orientation, comprehensiveness, effectiveness, collaboration, and substantive family involvement. ESS materials are organized to address teachers in two different situations. **Situation 1** materials target special education teachers currently working in self-contained classrooms who wish to contribute to the disintegration of separate service delivery models by integrating themselves and their students more fully into the life of the school. **Situation 2** materials summarize and synthesize information about inclusion of students with disabilities with current reform and restructuring literature to describe systems that will achieve improved educational outcomes for all students in schools.

If you would like to obtain any ESS materials or articles from the following lists, or have further questions about the Schools Projects current projects and activities, please call or write Dianne L. Ferguson, Schools Projects Director, Specialized Training Program, University of Oregon, Eugene, OR 97403. We can also be reached by the following:

Phone: Schools Projects' Office: 503-346-5313
Dianne L. Ferguson: 503-346-2491

Fax: 503-346-5517
TDD: 503-346-2466
Electronic Mail: diannef@oregon.uoregon.edu

ESS Materials

Component 1: Flexible Curriculum Design

Situation 1

Module 1a: The Activity-Based IEP

Describes procedures for completing family-referenced educational assessments, coordinating the contribution of various disciplines, identifying, selecting and analyzing locally relevant activities for instruction, and making critical decisions about curricular focus. Includes examples of goals and objectives, blank forms, filled out forms, and one completed IEP. Pamphlet: Making Collaboration Work: An Introduction to the Activity-Based IEP Process is included.

1 volume 8 1/2 x 11" 181 Pages $10.00

Module 1b: Making Collaboration Work: An Introduction to the Activity-Based IEP Process

Introduces an approach to planning IEP's that depends upon, and uses, the ideas and skills of a variety of people, including professionals of various types, family, school and neighborhood friends, and other community members.

Pamphlet 5" x 8" 11 pages $1.50

Module 1c: Activity-Based Assessment

Describes an approach to educational assessment that was originally developed for use with students with severe disabilities, although the strategy can also be helpful with a wide variety of other learners whether disabled or not. Complements a video entitled *Ecological Assessment* produced by Oregon Research Institute with the assistance of faculty from Specialized Training Program.

Pamphlet 8 1/2" x 11" 21 Pages $3.00

Situation 2

Module 1d: Individually Tailored Learning: Strategies for Designing Inclusive Curriculum

Describes how teams of teachers can collaboratively expand, enrich, adapt, and overlap curriculum for a maximally diverse group of learning, including students with extraordinary abilities and students with disabilities. Includes tools for assessment, annual curriculum planning, and development of teaching plans. Offers a way to meet the requirements of the IEP within the context of general education, whole class planning with "The Individually Tailored Education Report: (ITER). Includes examples of how teachers have actually designed curriculum in elementary, middle and high schools that is tailored to each student's learning abilities, preferences and interests.

1 volume 50 pages $4.00

Component 2: Innovative Teaching

Situation 1

Module 2a: Teaching: Supporting Valuable Learning Outcomes

Describes dimensions and three key features of "good teaching:" (1) planning, (2) teaching and changing teaching, and (3) communicating about teaching. Includes specific strategies for thinking through teaching plans and designing information systems that include plans for teaching students who have either "too few" or "too many" behaviors: Includes specific teaching strategies to support learning; and tips for communicating about teaching and student learning to others. Includes blank forms, examples of information systems, and guidelines for their use. Blank forms are unbound, copy-ready.

1 volume 8 1/2" x 11" 126 pages $6.00

Situation 2

Module 2b: Achieving Balance: Strategies for Teaching Diverse Groups of Students

Designed as a companion to Module 1d, Achieving Balance describes strategies for implementing curricular decisions using mixed-ability groups and cooperative learning strategies. The module describes three essential "rules" and a variety of planning hints to assist teachers to (1) organize groups of students; (2) develop teaching plans, and (3) actually teach so that all learners receive learning benefit. Planning tools are provided in both full page and handy card size to facilitate use in teacher planning teams.

1 volume 28 pages & cards $4.00

Component 3: Effective Management

Situation 1

Module 3a: Classroom Management and Information System

Describes an integrated system for producing the consistent information teachers need to make decisions about student progress, necessary new program development or revision, staff performance and training needs, family relations, related service staff participation, and status of regular class integration. Based upon five key informal components, the CMIS offers teachers a range of options for producing differing amount of information depending upon their own management style and classroom needs. Includes 14 forms, examples of filled out forms, and instructions for their use. Blank forms are unbound, copy-ready.

1 volume 8 1/2" x 11 34 pages $4.00

Module 3b: Transition Planning Systems: Preschool Through High School

Although students with severe disabilities frequently remain with a teacher for more than one year, transition from one teacher, school or service entity generally occurs every three years. As with any transition, the need for careful planning and information exchange is a threat and can critically determine the success of a student's experience in a new setting. ESS includes forms and procedures for systematically planning these transitions. In addition to transition planning tools for teachers and other human service workers, we have included a system to assist parents in transmitting critical information gathered over the school years to adult service providers in an easily accessible format. Includes blank forms, examples of filled-out forms, and instructions for their use. Blank forms are unbound, copy-ready.

1 volume 8 1/2"x 11 105 pages $5.00

Module 3c: Information and Management System for School Therapists

The Information and Management System for School Therapists (IMSST) describes an integrated system for producing consistent and organized information for school physical and occupational therapists. It is set up to facilitate collaboration between medically and educationally oriented professionals. It assists with initial planning, ongoing planning and information exchange. It helps communication and organization of therapists in a variety of school settings. Based on 7 forms, examples of filled out forms and instructions for their use. Blank forms are unbound, copy-ready.

1 volume 8 1/2 by 11 26 pages $3.00

Situation 2

Module 3d: **On Meetings, Schedules, and Paperwork: Systems for Managing Them**

This module takes the logic and strategies from Module 3a and reframes them for use by general education teacher teams. The module includes strategies for planning and managing meetings, organizing paperwork efficiently, generating ongoing information about program health and effectiveness, and keeping information flowing efficiently among school personnel, between school personnel and families, and between school and community.

1 volume — In Preparation

Component 4: Meaningful Membership

Situation 1

Module 4a: **Regular Class Participation System**

In order to enhance both the functional application of newly acquired competence, and the social integration of students, ESS includes procedures, decision models and strategies, based on seven key informational components, for providing an increasing amount of instruction outside of the classroom. The larger school environment, regular activity classes, regular academic classes, next school environments, students' own neighborhoods and the greater community all become sites of daily instruction. Includes blank forms and instructions for their use. Blank forms are unbound, copy-ready.

1 volume 8 1/2' x 11" — 40 pages — $4.00

Module 4b: **Community Leisure Participation System**

This module provides parents, teachers, and other service professionals with strategies for improving access to community leisure opportunities for people with severe disabilities of all ages. Strategies are flexible enough to be used across a wide variety of situations and context. The module includes several different versions of forms, suggestions for their use and anecdotes from users. Blank forms are unbound and copy-ready.

1 volume 8 1/2" x 11 — 110 pages & cards — $5.00

Situation 2

Module 4c: **Teacher Work Groups: Getting A Little Help From Your Friends**

Offers suggestions and strategies to help work groups get started and function effectively. Logistics, rules and tricks discovered by existing work groups.

Pamphlet 5" x 8" — 9 pages — $1.50

Module 4d: **Building Team Consensus**

Ideas and strategies for effective teamwork among professionals representing various interests (general and special education teachers, P.T., O.T., speech, vision, etc.). Helps to identify attitudes and barriers that may inhibit change, suggests ways to reflect and plan as a group, and gives strategies for achieving a level of satisfaction while changes are being made.

Pamphlet 5" x 8" — 28 pages — $1.50

Module 4e: **Student Membership Snapshot: An Ongoing Problem-Finding and Problem-Solving Strategy**

This module offers teachers, family members, and other school personnel an efficient way to collect all the information that relates to the judgement of whether or not any particular student is adequately "included" in any context or situation. Using a simple observation strategy, the observer notes various aspects of a student's situation in comparison to the experiences of the rest of the members of the class/activity. This information can then be used to problem-solve and strategies as needed to facilitate more complete learning membership. Several different versions of the observation approach are included.

1 volume — In Preparation

Component 5: Making Change

Situation 1

Module 5a: Program and Teacher Development System

Services and technology for students with severe disabilities has changed dramatically, demanding ongoing development of teachers abilities and involvement in their school. PTDS facilitates teachers' efforts not only to use preferred curriculum and teaching practices, but also to contribute to the eventual inclusion of students with disabilities through systematically integrating both students and staff into the life of the school community. PTDS outlines 7 key qualities/values for more effective and inclusive educational experiences for students currently assigned to a self-contained classroom. Each value is further described by more concrete accomplishment statements that teachers can use to guide their personal professional development and program improvement efforts. The module also includes a planning heuristic to help teachers use the PTDS descriptions to make changes at a comfortable, but steady pace. Blank forms are provided unbound, copy-ready.

1 volume 25 pages $2.00

Situation 2

Module 5b: School Development System

This module is a school-wide companion to PTDS for use in situations where the whole school community is engaged in trying to improve the experience of education for all students and teachers. The SDS describes 6 qualities/values of effective schools, each with more concrete accomplishment descriptions. The module also includes a planning heuristic that can be used both by individual teachers developing a professional development agenda, and school-based teams planning broader program improvement efforts. Blank forms are unbound, copy-ready.

1 volume 20 pages $2.00

SCHOOLS PROJECTS PUBLICATIONS

The following are publications currently available through the Schools Projects at Specialized Training Program, University of Oregon. Please order by number.

1. Ferguson, D. L. (1993). Figuring out what to do with grownups: How teachers make inclusion "work" for students with disabilities. *Journal for Persons with Severe Handicaps. 17*(4). (pp 218-226). **($1.50)**

2. Ferguson, D. (1992). *Is communication really the point? Some thoughts on where we've been and where we might want to go.* Proceeding Second National Symposium on Effective Communication for Children and Youth with Severe Disabilities. Washington DC: U.S. Department of Education. **($1.50)**

3. Ferguson, D.L. (1985). The Ideal and the Real: The working out of Public Policy in Curricula for severely handicapped students. *Remedial and Special Education, 6,* 52-60. **($1.50)**

4. Ferguson, D. L., & Baumgart, D. (1992). Partial participation revisited. *Journal for Persons with Severe Handicaps. 16*(4) (pp. 219-227). **($1.50)**

5. Davis, C., & Ferguson, D.L. (1992). "Trying something completely different." Report of a collaborative research venture. In P.M. Ferguson, D.L. Ferguson & S.J. Taylor (Eds.). *Interpreting disability: A qualitative reader.* Teachers College Press. **($1.50)**

6. Ferguson, D.L., & Jeanchild, L. (1991). It's not a matter of method: Thinking about how to implement curricular decisions. In Stainback, S. and Stainback, B. (Eds.). *Adapting the regular class curriculum: Enhancing student success in inclusive classrooms.* Paul Brooks Publishing Co. **($1.50)**

7. Ferguson, D.L., & Juniper, L. (1990). *A data based programming approach for students with the most severe disabilities: An applied case study report.* Specialized Training Program, University of Oregon. **($1.50)**

8. Ferguson, D.L., & Ryan-Vinceck, S. (1992). Problems with teams in special education: From technical solutions to reflective practice. *Journal of Learning About Learning.* 5(11). **($1.50)**

9. Ferguson, D.L., & Senko, D. (1986). Evening phone hours: Communicating with parents of secondary special education Students. *Teaching Exceptional Children, 18,* 287-288. **($1.50)**

10. Ferguson, P.M., & Ferguson, D. L. (1993). The promise of adulthood. In M. Snell (Ed.) *Systematic instruction of persons with severe disabilities (pp. 588-607).* Columbus, OH: Merrill. **($1.50)**

11. Ferguson, P.M., Hibbard, M., Leinen, J., & Schaff, S. (1990). Supported community life: disability policy and the renewal of mediating structures. *Journal of Disability Policy Studies, 1,* 9-13. **($1.50)**

12. Horner, R.H., & Albin, R.W. (1988). Research on general-case procedures for learners with severe disabilities. *Education and Treatment of Children, 11,* 375-388. **($2.00)**

Other Publications of Interest

Biklen, D. P., Ferguson, D. L., & Ford, A. (1989). *Schooling and disability.* Chicago. IL: " National Society for the Study of Education.

Ferguson, D. L. (1987). *Curriculum decision-making for students with severe handicaps: Policy and practice.* New York: Teachers College Press.

Ferguson, P. M., Ferguson, D. L., & Taylor, S. J. (Eds.) (1992). *Interpreting disability: A qualitative reader.* New York: Teachers College Press.

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