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                 Achievement; *Regular and Special Education Relationship;
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                 Attitudes; *Teacher Collaboration; Urban Education

ABSTRACT
         This final project report describes three related studies
that examined reform efforts in a major metropolitan school district.
Emphasis was on seven schools that had developed collaborative service
approaches to reduce fragmentation of service delivery, increase
accountability for students "at risk," and eliminate duplication of services.
In Study 1, the characteristics of the seven collaborative models were
described in terms of instructional time, student caseloads, results of
interviews with principals and program coordinators using the Scales for
Assessment of the Accommodation of Differences among Pupils by Teachers
scale, and a survey of teacher engaged time and quality of services for 20
selected activities. Study 2 examined perceived barriers to implementation of
the collaborative model by using the Concerns-Based Adoption Model. Staff at
each school completed Stages of Concern Questionnaires and 70 staff
participated in a Delphi probe to identify barriers and propose solutions.
Finally, Study 3 examined reading improvement in 500 students with mild
disabilities as a function of implementation of the collaborative model.
Findings of Studies 1 and 2 are presented in tables. Study 3 found no
statistically significant differences in the reading progress of students
with disabilities served in collaborative and noncollaborative settings.
Attached tables and figures provide additional detail on the three studies.
An appendix lists suggested teacher solutions to identified barriers to
implementing collaborative models. (Contains 12 references.) (DB)

Final Performance Report

Project REFORM: Regular Education Focus on
Reintegration in the Mainstream

Grant PR/Award # H023A30059

Minneapolis Public Schools
Minneapolis, MN

Final Performance Report
Project REFORM: Regular Education Focus on Reintegration in the Mainstream

In the past fifteen years many educators have called for reform in special education. One of the first and most prominent reports urging change was the National Academy of Sciences panel and report (Heller, Holtzman, and Messick; 1982). These experts noted problems in assessment, placement, programming for students in special education, and highlighted the reality of minority overrepresentation. In 1985 the National Association of School Psychologists (NASP) and National Coalition of Advocates of Students (NCAS) released a position statement outlining problems with categorization of students, the need for instructionally relevant placement activities, and reduced expectations for students with disabilities. These groups concluded general education had given up on these students and that alternative models needed study. In 1986 Madeleine Will, as part of the Regular Education Initiative (REI) further delineated deficiencies in traditional special education approaches and called for a change that would bring programs to students rather than bring students to programs. Others characterized the delivery of special education as fractionated and inefficient and called for the unification of general and special education services (Reynolds, Wang, and Walberg; 1987). In 1987 NASP, NCAS and the National Association of Social Workers further encouraged change in "Rights Without Labels" by advocating for improved assessment procedures, an

increase in prereferral interventions, and a commitment from general education to develop more effective interventions for students in need (NCAS, 1987). Others noting the need for changes in special education include Gartner and Lipsky (1987); Cuban (1989); Ysseldyke, Thurlow, Graden, Esson, Algozzine, & Deno (1983); Graden, Zins, and Curtis (1988); and Stainback and Stainback (1984).

More recently, the National Association of State Boards of Education (NASBE, 1991) remarked, "that the dual special education/regular education systems that exist today in most states have hindered collaboration between special and regular educators. Systemic unity is required, where general education and specialized services complement and support each other" (p. 5). NASBE has gone on to call for dramatic changes in it's "Winner's All: A call for inclusive schools."

However, the call for restructuring in special education has generated considerable debate with little research. In 1988 Fuchs and Fuchs (1988) noted a scarcity of evidence supporting major reforms. Five years later, Kauffman (1993) writes, "The current reform movement in both general and special education appears to be weakly linked to logical or empirical analyses and largely unmindful of history" (p. 6).

Within this context we designed a series of research studies examining reform efforts in a major metropolitan school district. Our research project, known as Project REFORM (Regular Education Focus on Reintegration in the Mainstream), investigated the efforts of schools that had

developed a collaborative services approach that would reduce

the fragmentation of service delivery, increase

accountability for students "at risk," and eliminate

duplication of services.

Study I

In Study I we described the characteristics of seven

unique collaborative models and documented how these models

overlapped and varied. Two of these schools, Schools A and

B, had considerable experience with collaborative/inclusion.

The principals and staff at both schools had high numbers of

students "at risk" and had developed alternative models for

serving these students before district administrators

required reform. Both schools had implemented a form of

collaborative/inclusion for at least three years prior to our

study. Four of the schools, Schools C, D, E and F, had one

year of experience with collaborative/inclusion. These

schools had developed their specific models and, in general,

felt good about their progress toward reform. The last

school, School G, had just begun the process of developing a

collaborative service model. A comparison of school

demographic information and achievement data is presented in

Table 1.

Insert Table 1 Here

To help report the characteristics of the seven

collaborative models REFORM investigators used three methods

for description. First, we determined the average number of

special education students for each special education teacher

in each school who were instructed in "collaborative settings" and "pull-out" settings and the amount of time per week spent in these settings. Second, we used Reynolds (Undated) Accommodation of Differences Among Pupils by Teachers rating scale to evaluate the progress of the seven school on key variables. Third, we asked school personnel to rate the extent to which time engaged and the quality of service changed for a variety of educational activities as a result of implementation of the collaborative/inclusion model.

Description of Instructional Time and Student Caseloads

For each of the seven REFORM schools we examined the number of IEP and non-IEP students that were instructed by SERTs in regular education and pull-out settings. In addition, we documented the amount of time that SERTs spent instructing these students in these settings. These data are presented in Table 2.

Table 2 Here

Scales for Assessment of the Accommodation of Differences Among Pupils by Teachers (ADAPT Survey)

At each school the principal and coordinator of the school's collaborative services program were interviewed by project investigators with Reynold's ADAPT Survey. Using Reynold's (undated) Scales for Assessment of the Accommodation of Differences Among Pupils by Teachers (ADAPT) we were able to contrast the six schools on some of the

elements important to collaborative/inclusion. The purpose of ADAPT is to "provide a framework for (a) describing the organizational characteristics of effective classes and schools; (b) assessing implementation of effective instruction principles; (c) identifying the professional development needs of teachers in selected areas of practice; (d) planning staff development activities; and (e) identifying the kinds of support and collaboration needed by teachers in order to accommodate exceptional students in their classes" (p. 1). ADAPT contains thirteen scales: space, facilities, and furnishings; resources and supports, social environment, student self-directedness, classroom management and climate, teaming arrangements, instruction, curriculum flexibility, accommodation to individual differences in previous learning, evaluation, appreciating cultural differences, child study processes, and parent-teacher collaboration. Ratings on the ADAPT range from "1" (representative of little change in traditional educational arrangements) to "5" (which represent school restructuring in which the needs of exceptional children are met with new cooperative arrangements between special and regular education. The average ratings for each ADAPT variable for each school are presented in Figures 1 to 7.

Figures 1-7 Here

Survey of Time Engaged and Quality of Service for Selected Educational Activities

This questionnaire asked REFORM participants to consider a set of educational decisions and rate the extent to which the school staff had to 1) increase or decrease time in these areas; and 2) whether the quality of service improved or declined in these same areas during the implementation of collaboration. The key educational activities rated were:

- Teaming with other services
- Accountability
- Inservice planning
- Building planning
- Financial and personal support
- Instruction for students not in collaborative model
- Evaluation of program effectiveness
- Evaluation of individual instructional effectiveness
- Comparison to peers
- Monitoring/assessing programs
- Communication of instructional goals
- Providing a range of instructional strategies
- Providing behavior instruction
- Providing academic instruction
- Developing individualized student learning plans
- Identifying behavior needs
- Identifying academic needs
- Eligibility
- Prereferral interventions
- Prereferral planning

A "1-5" rating scale was used for each item with "3" representing no change. On the Time Engaged category a "1" represented an increase in time and a "5' represented a decrease. On the Quality of Service dimension a "1" represented an improvement in service and a "5" represented a decline in the quality of service. For both categories a "3" signified no change. At each participating school a total of ten staff members were asked to complete the questionnaire. At least half of the teachers were either special education

teachers or Chapter I teachers, the remaining teachers were recruited from the regular education classrooms. The average ratings for Engaged Time for all seven schools is presented in Figure 8. The average ratings on changes in Quality of Service are shown in Figure 9.

Figures 8 and 9 Here

Summary of Study I Performance

The methods described were used during the 15 month grant period to collect all data. All research objectives for the seven schools were achieved.

Study II

The concerns and perceived barriers to implementation of the collaborative model was the subject of Study II research. Staff at each of the schools completed Stages of Concern Questionnaires and Delphi Probe surveys to provide us with this information.

Stages of Concern Questionnaire

The model that used as a basis for assessing the developmental concerns of teachers regarding the Collaborative Model and for designing activities to facilitate further development is the **Concerns-Based Adoption Model (CBAM)** developed by Hall, George, and Rutherford (1977). The model is a sequence of seven stages that the authors group into 3 major categories: 1) Self Concerns---stages 0,1,2; 2) Task Concerns --- stage 3 ; and, 3) Impact Concerns---stages 4,5,6.

The terms used by the authors make clear how the focus of an individual's concerns change. When an innovation is

proposed, the first concerns are for the meaning and
implications of that innovation for that individual. Only
when these "self" concerns are satisfied does the
individual's attention turn to developing the skills and
knowledge necessary for implementing the innovation.
Finally, when the self and "task" concerns have been
adequately addressed, the individual is able to refocus
concerns on the "impact" of that innovation on others (i.e.,
students, staff, parents, etc.) and using the innovation
creatively. The average Stages of Concern ratings for each
of the schools, and the aggregated average of all schools,
are shown in Figure 10.

                    Figure 10 Here

Delphi Probe

Seventy staff members from the seven REFORM schools were
asked to participate in the Delphi Probe. Recruitment was
based on random selection of the participants with the
stipulation that each school, in addition to regular
education teachers, include at least three special education
teachers, a Chapter I teacher and a social worker. Sixty-
seven teachers agreed to participate.

The panelists were selected because they were involved
in the collaborative program in their building. Those
agreeing to participate were informed that they had been
chosen to participate in the project because of their
experience with the collaborative models. They were informed

that their task as Delphi panelists would be to respond to a series of three questionnaires.

Data were collected using the Delphi Probe (Dalkey & Helmer, 1963; Delbecq, Van del Ven, & Gustafson, 1975). The Delphi Probe is a mail survey used to solicit expert opinion and reach consensus. It is useful when judgments based on informed opinion concerning a particular problem have to be gathered. The Delphi Probe consisted of three rounds: Round 1 - exploratory, Round 2 - summaries, and Round 3 - consensus.

In Round 1 panelists were given the broadest freedom to respond to the initial round. Round 1 was intended to elicit an exhaustive list of what the panelists considered barriers to the successful implementation of collaborative/inclusive programs in the Minneapolis Schools. Panelists were asked to list up to ten statements identifying these barriers. Sixty-seven panelists responded to this round (96%) and generated 119 barriers. This list was condensed by project staff, eliminating duplicates, to a list of 90 items. The 90 barriers and the percentage of initial respondents endorsing each item are presented in Table 3.

Table 3 Here

In Round 2 fifty-seven panelists examined the 90 item list and rated each of the barriers from "1" (not a significant barrier) to "5" (very significant barrier). Barriers were then rank ordered and a list of the top 18 barriers was developed.

In Round 3 fifty-one teachers examined the list of 18 barriers and were asked to assign a rating of "5" to the most important barrier, a "4" to the next most important, "3", "2", and "1" in corresponding fashion. The resulting top 3 barriers to implementing collaborative/inclusive models were:

- Lack of opportunities to plan instruction and team on delivering instruction.

- Not all regular education staff share the "collaborative" philosophy with special education staff.

- Concern that all needs of special education students can be met in inclusive settings.

In addition to identifying these three barriers participating teachers specified solutions to these barriers. A listing of 28 solutions to the first barrier, 17 solutions to the second barrier, and 16 solutions to the third barrier are presented in Appendix A.

Summary of Study II Performance

The methods described were used during the 15 month grant period to collect all data. All research objectives for the seven schools in Study II were achieved.

Study III

Finally, in Study III, we examined student achievement in reading as a function of implementing the collaborative model. Since some schools had not yet implemented this approach, we were able to contrast the progress of students with disabilities being served in collaborative models versus students at sites where no collaborative model was in effect.

Curriculum-Based Measures of reading (Deno, 1985; Marston & Magnusson,1988) were used as the dependent measures.

Data contrasting collaborative and noncollaborative sites on reading progress are shown in Figure 11. Inferential statistics demonstrated no statistically significant differences in the reading progress of students with disabilities served in collaborative and noncollaborative settings.

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        Figure 11 Here
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Summary of Study III Performance

Project personnel was successful in collecting reading data from Fall and Spring of the academic year. Gain scores were calculated for approximately 500 students with mild disabilities in collaborative and noncollaborative settings. The progress made by these students was not significantly different between settings.

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Table 1. Demographic data for seven schools participating in
Project REFORM.

Variable	School A	School B	School C	School D	School E	School F	School G
Grades Served	K-3	K-3	K-6	K-8	K-6	K-8	3,4,5, 6
Enrollment	329	689	417	731	724	827	644
Ethnic Count - Percentage							
White American	40.0	46.6	49.3	56.8	37.2	50.2	36.3
African American	41.3	21.6	28.1	19.4	36.2	18.4	33.1
Native American	15.5	0.7	13.7	16.9	2.4	5.3	6.1
Asian American	1.5	30.0	4.6	3.7	3.0	25.6	23.0
Hispanic American	3.7	1.1	4.3	3.2	21.2	0.5	1.5

Academic Achievement:
Median Percentile for 3rd Grade on CAT

Vocabulary	23	64	52	52	49	48	41
Reading Comprehension	30	76	57	50	49	48	51
Math Computation	15	70	49	43	47	47	59
Math Concepts	29	82	61	59	67	57	57

TABLE 2.

Time Spent Teaching and Number of Students Instructed at Seven Collaborative Sites

School	Min/Week Teaching Students in Pull-Out Resource Room		# of Reg. Ed. Students Taught In Pull-Out		# of Special Ed. Students Taught In Pull-Out		Min/Week Teaching Students in Collab. Reg. Ed. Setting		# of Reg. Ed. Students Taught In Collab.		# of Spec. Ed. Students Taught in Collab.	
	Mean	Std. Dev.	Mean	Std. Dev	Mean	Std.Dev	Mean	Std.Dev	Mean	Std.Dev	Mean	Std.Dev
1	394.00	217.70	4.00	4.06	8.60	5.50	620.00	223.19	35.60	22.90	7.40	3.97
2	1100.00	0.00	0.00	0.00	10.00	0.00	200.00	0.00	0.00	0.00	4.00	0.00
3	33.75	39.45	0.00	0.00	1.25	1.50	865.00	43.59	27.25	18.43	8.00	4.55
4	277.50	66.52	0.00	0.00	3.75	1.89	637.50	143.61	11.50	5.45	5.50	3.00
5	417.50	247.30	1.75	2.06	7.25	2.50	533.75	250.11	7.50	24.06	8.75	3.40
6	286.67	37.53	6.67	11.55	7.33	5.03	735.00	172.99	37.33	19.14	21.67	12.58
7	774.00	187.83	1.60	3.58	10.20	4.87	864.00	524.10	20.40	15.76	7.60	4.04

Table 3: Percentage of Initial Respondents Who Endorsed
Round 1 Barriers.

1. Time to plan with classroom teacher.	75.0%
2. Disproportionately large numbers of "collaborative" students in some of the classrooms.	33.0%
3. Scheduling / organizational complexity is too great.	31.5%
4. Lack of staff willingness.	18.0%
5. Lack of qualified staff.	18.0%
6. Not enough space	13.5%
7. Difficulty in obtaining instructional materials specifically for Special Education.	12.0%
8. Classroom teacher has to make separate lesson plans for low special ed. students each day as they can't do what class is doing.	9.0%
9. Teaching style differences	7.5%
10. Collaborative staff are not always available when needed to provide support for special needs students to the regular classroom program.	7.5%
11. Service is diluted for severely disabled students because it is difficult to schedule extra time for those not progressing in the model.	7.5%
12. Case manager overload.	7.5%
13. Lack of common training and information among team members.	7.5%
14. Initial organizing to best meet the needs of all children is difficult.	7.5%
15. Lack of consistency of team membership from year to year.	6.0%
16. Lack of extra individual planning time for teacher	6.0%
17. Degree of acceptance by Regular Education Teachers.	6.0%
18. No time to progress monitor or district monitor.	6.0%
19. Too expensive.	6.0%
20. Lack of knowledge on the part of classroom teachers of appropriate techniques for teaching special education students.	6.0%
21. Staff needs to be informed of the "why's" and guidelines of the collaborative model.	4.5%
22. Time for training for me - this new program will take time to learn.	4.5%
23. Classroom teachers not flexible enough to incorporate another staff member into their room.	4.5%
24. Student needs are not the focus of all staff.	4.5%
25. Different goals and ideas about collaboration among teachers and collaborative.	4.5%
26. Collaborative teachers do not have background or expertise in certain areas.	4.5%

27. Trust level of participating teachers.	4.5%
28. ot being able to service all of the students that qualify for help.	4.5%
29. Lack of administrative support.	4.5%
30. Level of parent involvement.	4.5%
31. Unclear definition of role created conflicts between teachers because of different expectations.	3.0%
32. It's frustrating when I have to "sell" my service to resistant teachers.	3.0%
33. Time to sit down with teachers to go over needs/concerns, etc.	3.0%
34. Apathy by teachers, because of change.	3.0%
35. In the beginning teachers not wanting a colleague in the same room until trust level was achieved.	3.0%
36. Personality conflicts.	3.0%
37. Educational philosophical differences.	3.0%
38. Too many people involved in 1 classroom for short periods of time, rather than 1 or 2 people to consistently collaborate with.	3.0%
39. Conflict in time table for program implementation.	3.0%
40. Teaming/collaboration skills of participating teachers.	3.0%
41. No time to evaluate what is working.	3.0%
42. Paperwork.	3.0%
43. Excessive requirements to compromise - reduces feelings of empowerment.	3.0%
44. Inadequate staff training in collaborative model.	3.0%
45. The level of student mobility from school to school.	3.0%
46. Classrooms in the building are too small and kids have to be pulled out.	3.0%
47. Collaboration produces a tracking of students.	3.0%
48. Explanation of program to parents.	1.5%
49. Curriculum Scope and sequence differences.	1.5%
50. Some teachers don't see the collaborative staff as "real" teachers.	1.5%
51. System needs to be explained to new teachers.	1.5%
52. Time for training for students.	1.5%
53. Apprehensive about being teammates in teaching skills.	1.5%
54. Beliefs that characteristic among special education, chapter 1 and LEP students make it difficult to develop a common program for all of them.	1.5%
55. Too many classes to work with.	1.5%
56. Too many other responsibilities (e.g. paperwork).	1.5%
57. Classes are too large and diverse to serve children's individual needs.	1.5%
58. Needs for pull-out services conflict with time needed for support in classrooms.	1.5%
59. Constraints of IEP - goals, objectives, amount of time - inhibit flexibility.	1.5%
60. Lack of understanding as a result of failure to fully participate in planning.	1.5%

61. Regular Ed. teachers don't want to give up control.	1.5%
62. Regular Ed. teachers lack understanding of the collaborative model.	1.5%
63. Spec. Ed. students don't do as well in the subjects where both teachers are there.	1.5%
64. Teachers have difficulty adjusting to different teaching and management styles of new teaching partners.	1.5%
65. Students don't always understand the role of the Special Ed. teacher in classrooms.	1.5%
66. Students are spread out too much for delivery collaborative services.	1.5%
67. Classroom teachers concerned that high achievers are ignored.	1.5%
68. Lack of flexibility in grading practices.	1.5%
69. Feelings of frustration brought about by failure to achieve model.	1.5%
70. Collaborative teachers increase inefficiency.	1.5%
71. Staff are uncertain that the district is committed to the collaborative model for the long term.	1.5%
72. Scheduling IEP's during teaching time.	1.5%
73. Overworked teachers.	1.5%
74. Lack of clarity of instructional program goals.	1.5%
75. Parents don't understand collaborative model and assume their children aren't receiving special ed. services.	1.5%
76. Too many adults in class at once.	1.5%
77. Disability labels interfere with collaborative programs.	1.5%
78. Poor class management on the part of teachers.	1.5%
79. Difficulty of equalizing responsibilities among team members.	1.5%
80. Introduction of a new reading program at the same time as the collaborative model.	1.5%
81. Need to update staff quarterly - with regard to student progress.	1.5%
82. Initial lack of information and time to explain the rationale to new teachers.	1.5%
83. Little research information to give rationale as why the model is practiced.	1.5%
84. No models given to show how to best utilize the model in your organization.	1.5%
85. Team members not staying with pacing schedule for movement among classes.	1.5%
86. Needs to be better planning and direction to make it work smoothly.	1.5%
87. Little to no direction on accountability.	1.5%
88. Change expected to happen too rapidly.	1.5%
89. Teachers feel a need for training to work with kids at many different levels.	1.5%
90. Introduction of site based management at the same time as introduction of the collaborative model.	1.5%

Figure 1. Comparison of School A with Project REFORM (District) average on ADAPT Scales.

22

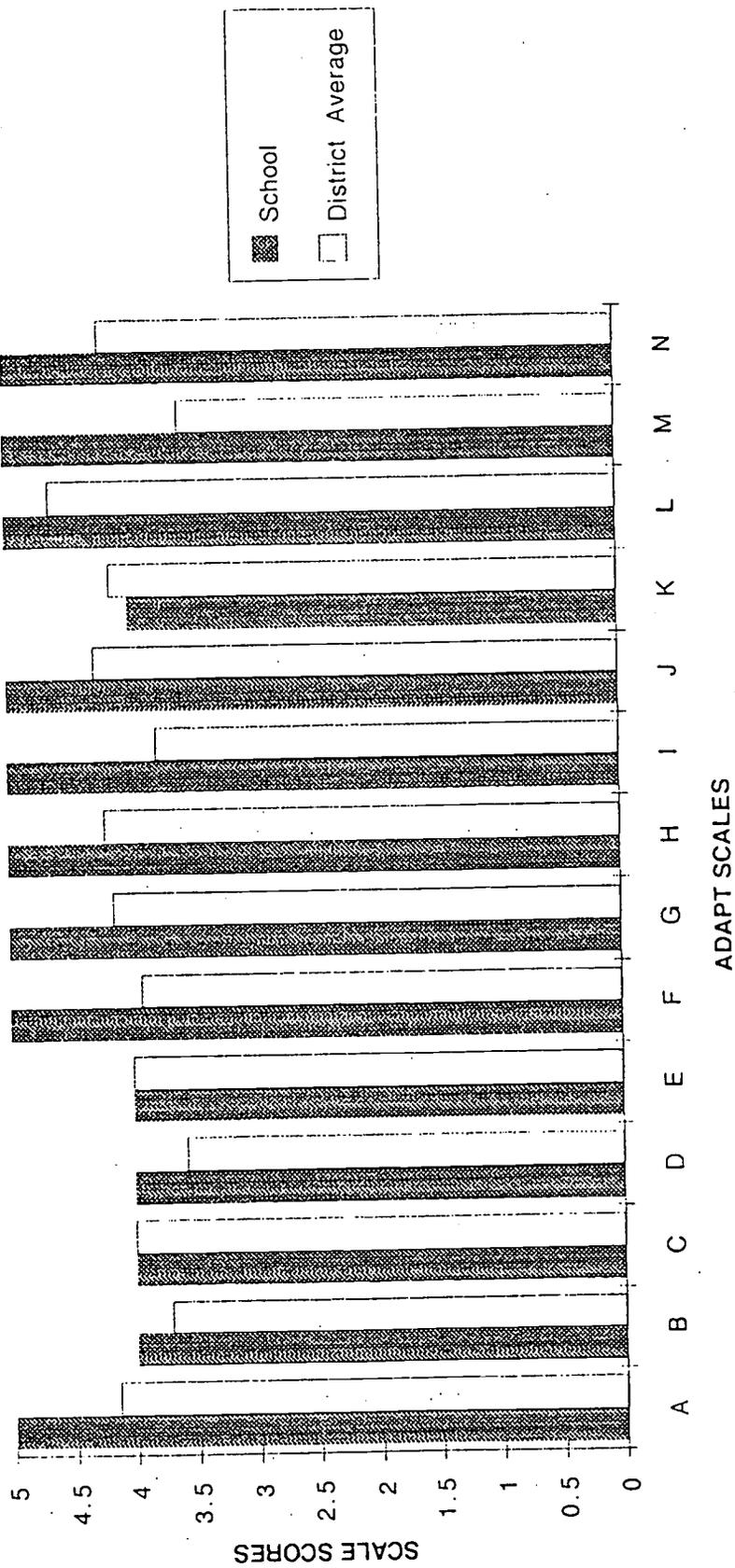Figure 2. Comparison of School B with Project REFORM (District) average on ADAPT Scales.

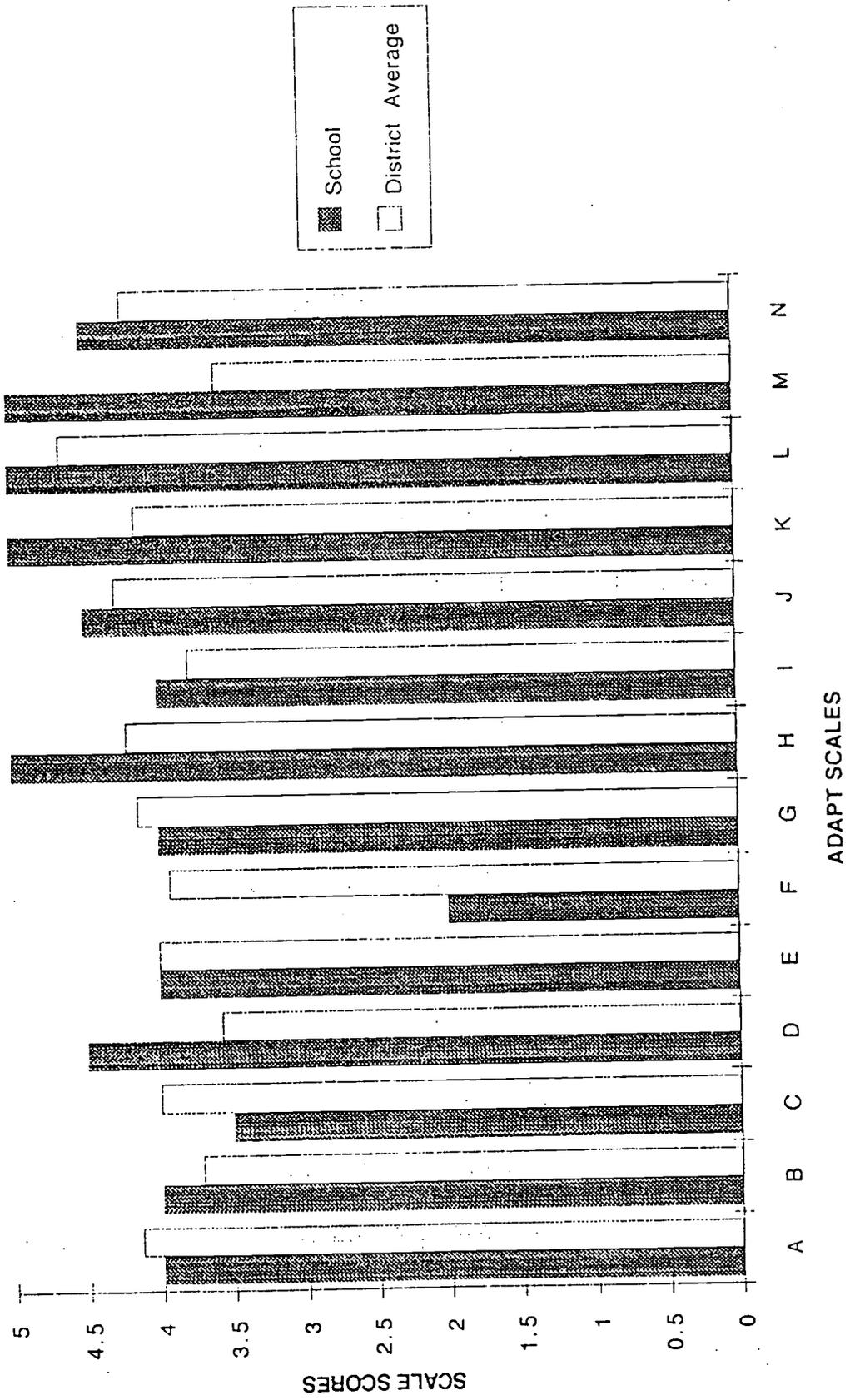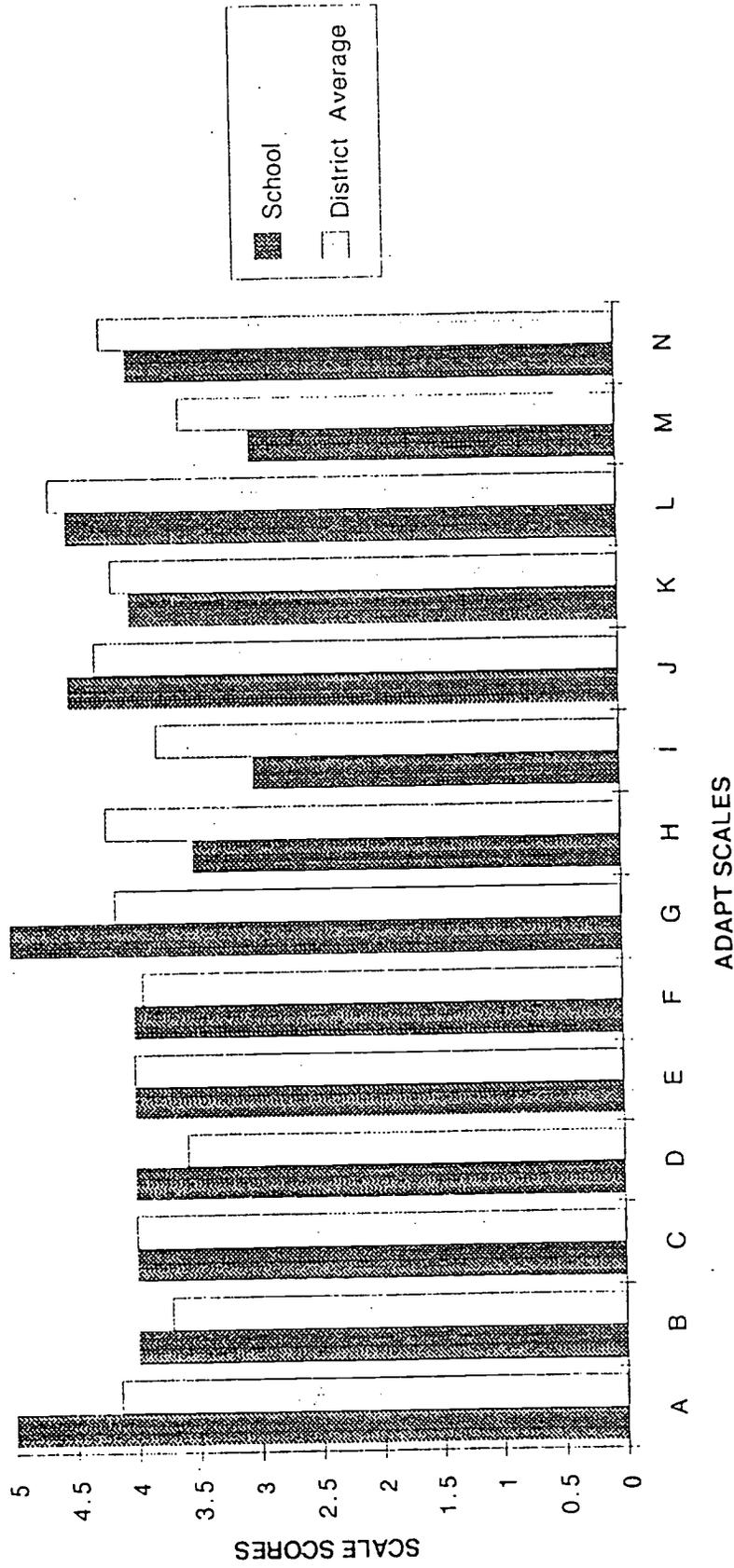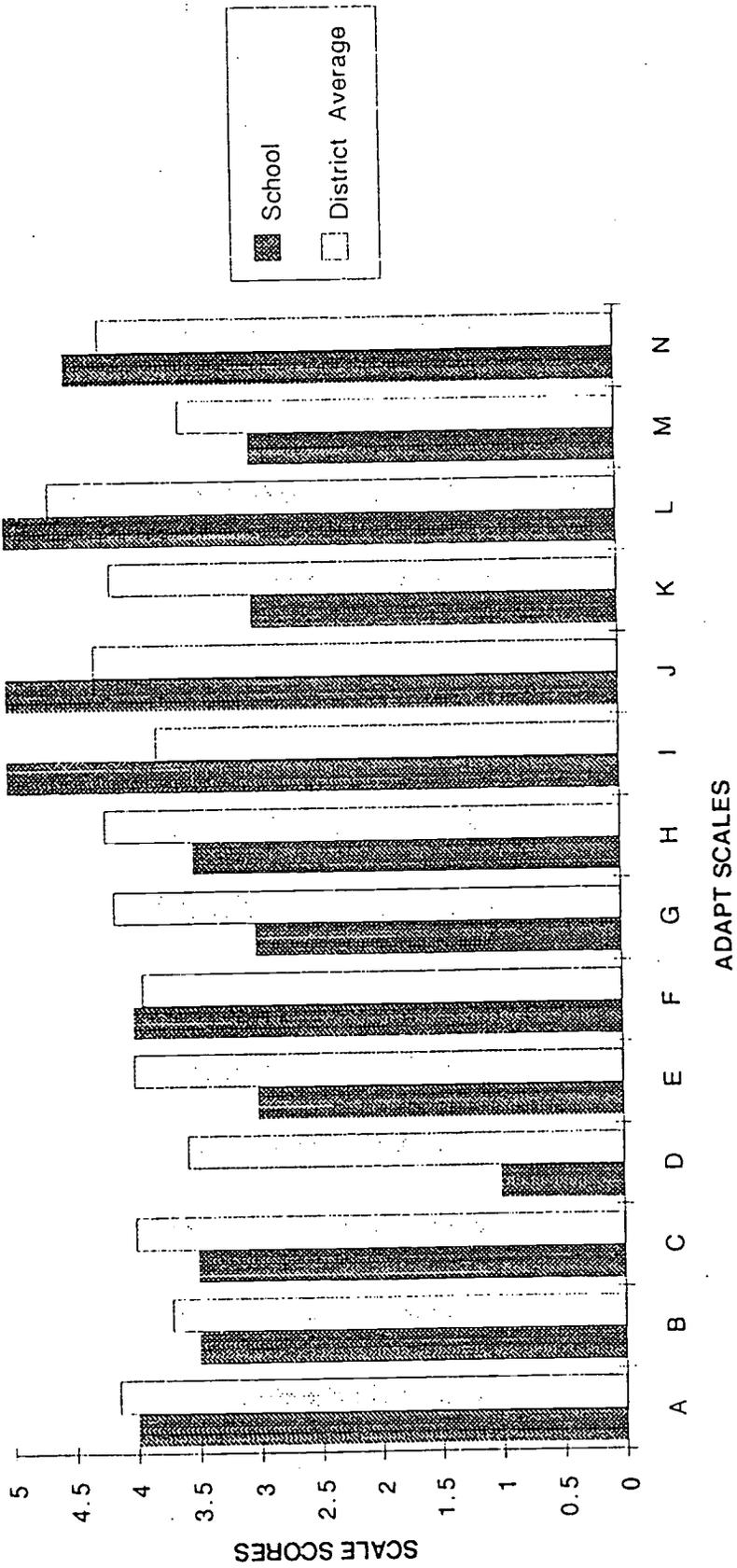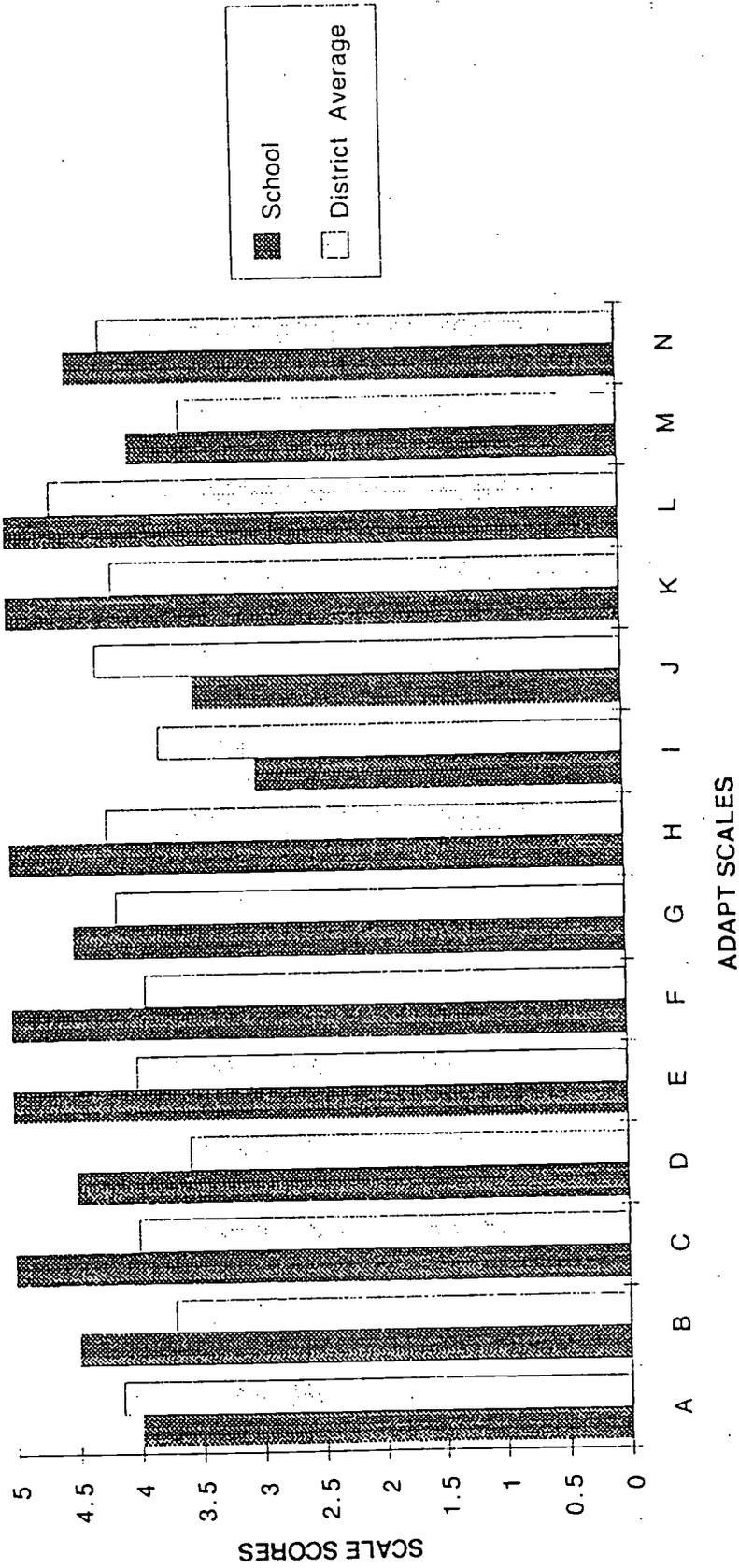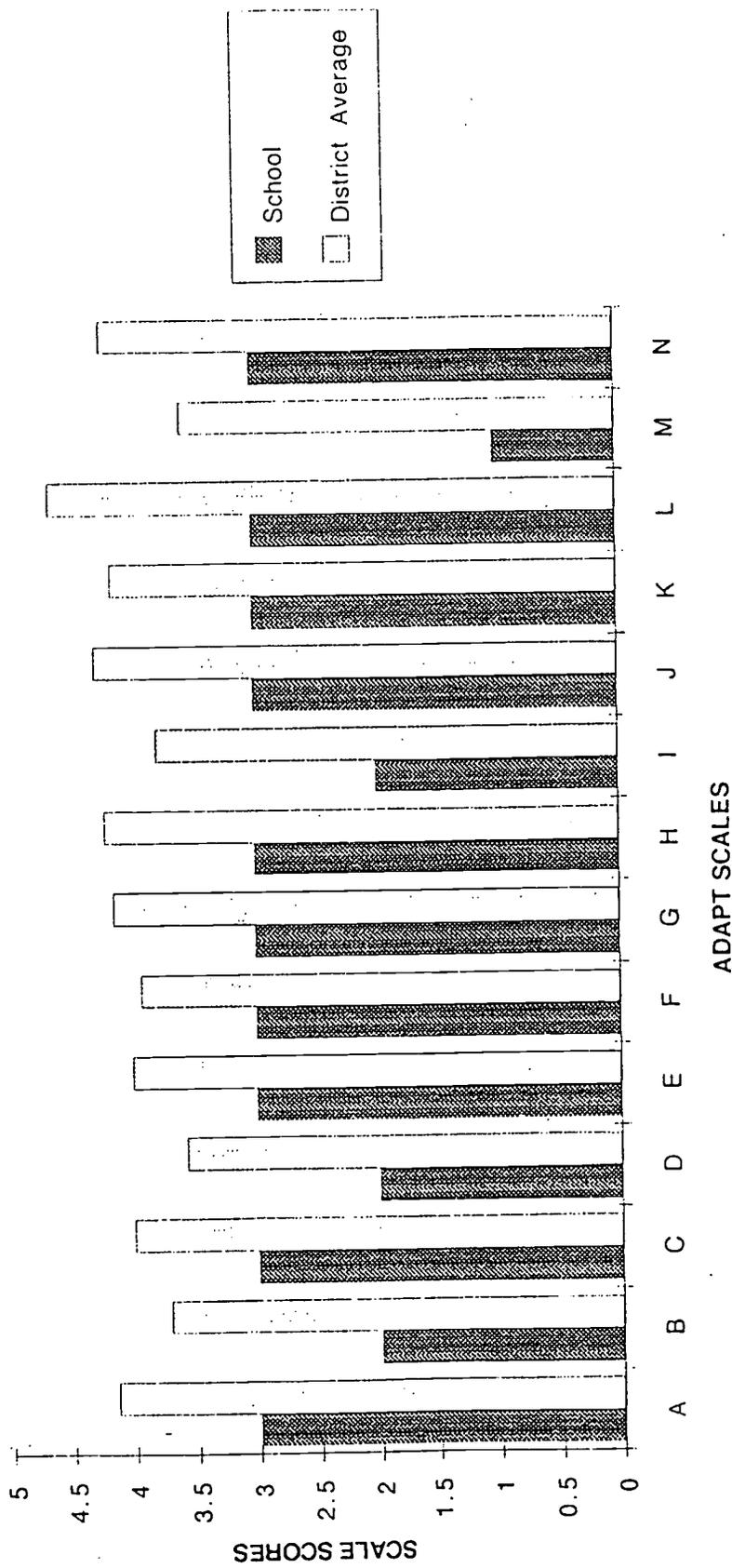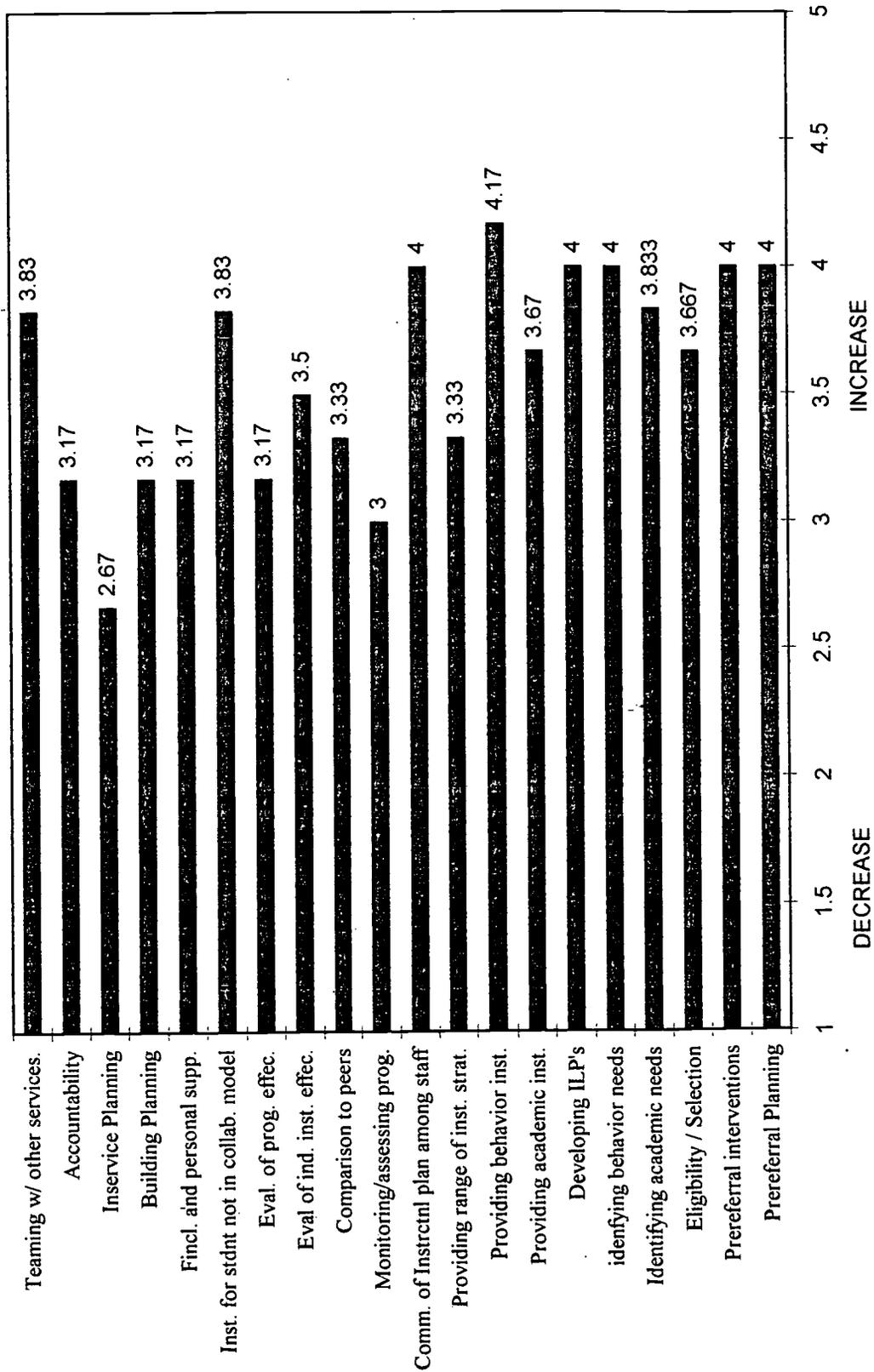Figure 3.   Comparison of School C with Project REFORM (District) average on ADAPT Scales.

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Figure 4. Comparison of School D with Project REFORM (District) average on ADAPT Scales.

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Figure 5. Comparison of School E with Project REFORM (District) average on ADAPT Scales.

Figure 6. Comparison of School F with Project REFORM (District) average on ADAPT Scales.

Figure 7. Comparison of School G with Project REFORM (District) average on ADAPT Scales.

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FIGURE 8

District Average by Time Engaged
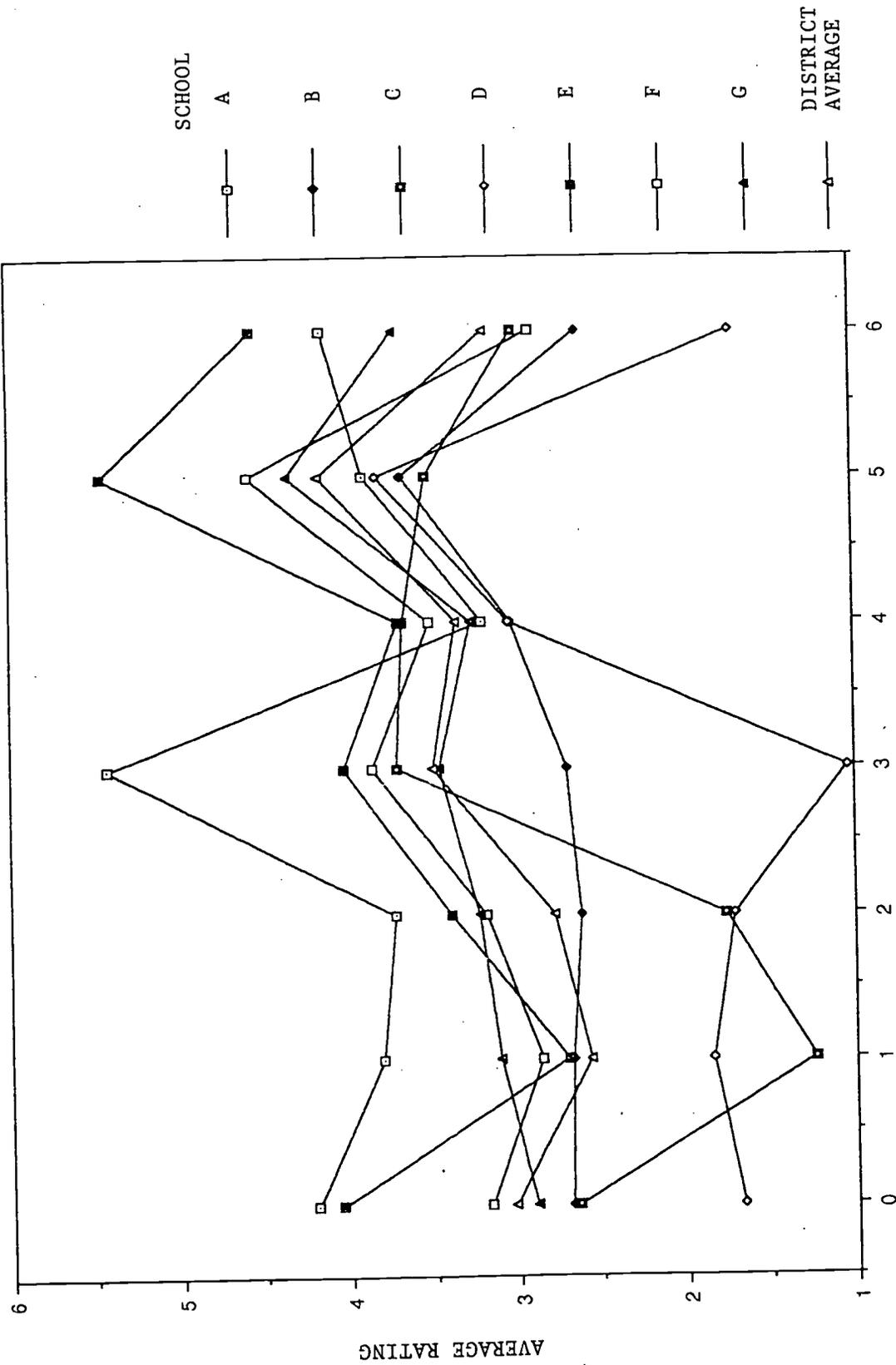
FIGURE 9

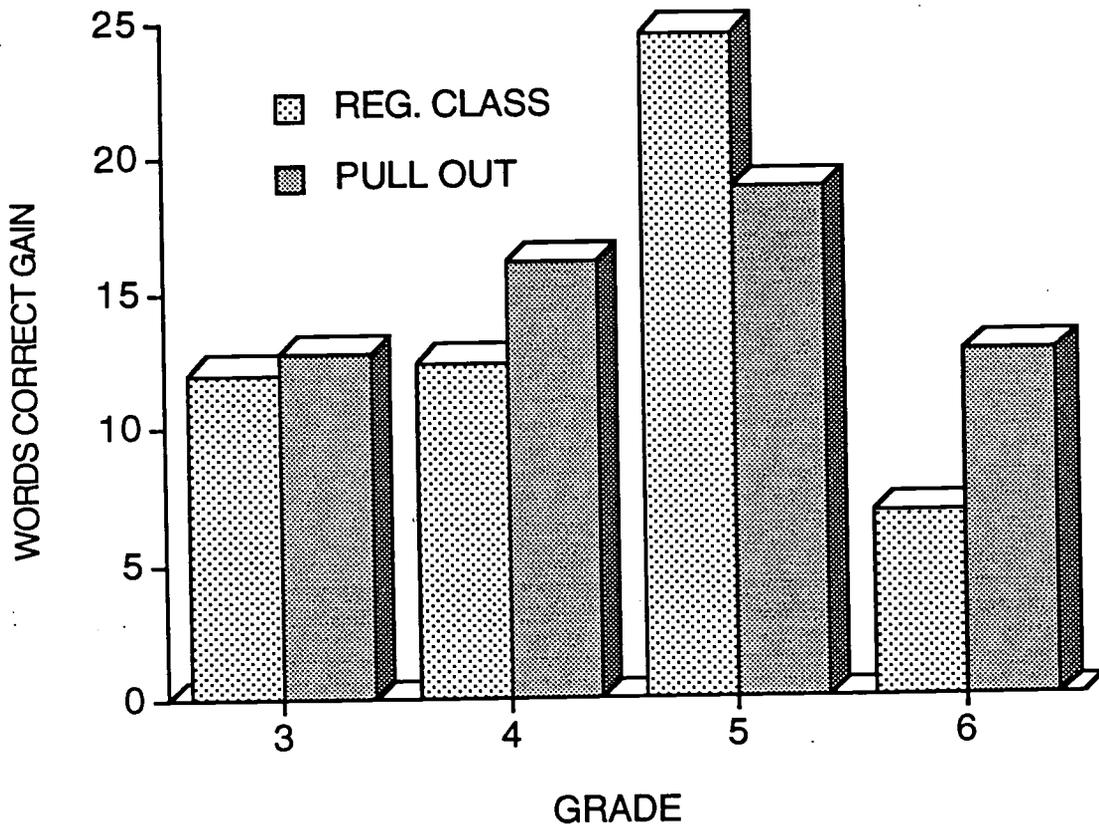## District Average by Quality of Service

FIGURE 10: Average Rating for each Stage of Concern
for all Seven Schools.

Stage of Concern

AVERAGE RATING

SCHOOL

A

B

C

D

E

F

G

DISTRICT
AVERAGE

Figure 11. Fall to Spring growth patterns for students with mild disabilities.

Appendix A

Teacher solutions to Top 3 Barriers to Implementation of
Collaborative Models

For barrier "A", Lack of opportunity to plan student programs with the regular classroom teacher, practical solutions are as follows:

1. Hire several "floating" paraprofessionals, who could be in a room where their services were needed. They would be able to move from room to room, and perhaps wear a beeper.

2. Have set times to meet and plan for students. Build it into school week.

3. Have time set aside every week where no meetings are scheduled/ fewer meetings..

4. Have/use release days for planning.

5. Have whole or 1/2 days set aside where subs could relieve regular education and special education teachers from their classroom duties so they could plan together.

6. Comp. time.

7. Use staff development funds to pay for a reserve teacher every 2 weeks or so. Most teachers don't follow through with planning, they prefer pull out.

8. Have part of the reg. ed. and sp. ed. staff plan, while the other "covers" their students, and vice versa.

9. Fewer other meetings, or shorten other meetings.

10. District needs to put its money where its mouth is. Need time during the day to co-plan. The only ways this is possible is hire more teachers.

11. Since there is little planning time, the instruction should be more parallel, and goals should be more global. Use ten minutes of class time.

12. If a principal would be willing to let people come late or leave early, teachers could work as a team away from school or stay late to get decent planning time.

13. School could be 4 days per week with 1 day for planning, or go 8-1 with no preps, the rest of the day for planning.

14. 1 hour per week of release time.

15. Schedule planning time that is sacred--untouchable by other programs, meetings, etc.

16. Reduce large group all day meetings during 5 days of pre-student days. Allow teachers to collaboratively plan in their buildings with their staff.

17. Provide trainers for FREE using staff development funds of 01 and 096 money at building sites.

18. A special after school day (e.g. Monday) could be reserved for planning time.

19. Build in flexibility in the schedules to allow pull out or alternative programming and techniques and to allow more team teacher interactions for exchange of ideas and information.

20. Require all team members to be at the IEP/student planning meetings at the same time (no "revolving door" with people coming and going), and then train people in creating meeting agendas that work, and train them in sticking to those agendas.

21. Teachers with special needs would get an extra prep once a week to plan, research, meet with other teachers that either work with particular students or have like students.

22. Extra pay to meet before or after school each week. If schools can afford extra pay for teacher who do school patrol and student council they can find it for planning education.

23. During the planning times that exist, use a set format for sharing plans and reviewing progress to keep teachers focused.

24. Why's and guidelines of collaborative service needs to be discussed and written down so that entire staff is together on this. This also includes when planning time will be for collab. teachers and classroom teachers and how students will be reviewed and assessed.

25. Collab. and regular ed. teachers given preps at the same time.

26. Reserve teachers needed to relieve other teachers for planning. This need should be submitted in the fall.

27. Organize collaboration so collaborative teachers work
with fewer teachers

28. Allow teachers to plan during school day. Bring in
outside agency programs during this time.

For barrier J "Service is diluted for severely disabled students because it is difficult to schedule extra time for those not pressing in the model.

1. Use technology (computers) to complete paperwork and progress monitor.

2. Have collaboration for part of the day, and have the rest of the day for pull-out, individual help, etc.

3. Paraprofessionals could work in-depth with students not progressing in the model.

4. Hire more staff to work with severely disabled students.

5. Have one special education teacher work only with the severe students, and have them "specialize" in meeting the needs of these students.

6. Have a continuum of services so that children not progressing in the model can be moved to a partial inclusion/more self-contained model.

7. Limit caseloads to a sensible size.

8. No teachers should have to work with more than 3 classrooms.

9. Enlist the help of volunteers to do progress monitoring.

10. Special education teachers need to realize that their primary responsibility is to students with IEP's. If students on IEP's aren't making progress, than Special education teachers need to spend more time working with them, and less time working with reg. education students.

11. Principal and Special education staff need to look at the hours of service in the building and come to consensus on how many hours could be for pull out and for collaborative service.

12. The service for the severely disabled student needs to be more flexible. Perhaps the student needs to spend time in more than one classroom in order to facilitate Special education teachers' working with them. For instance, having lunch with a different group or going to another class for reading or social studies etc,. This would require more information about these students and how to work with them so integration into the regular classroom would be more acceptable.

13. Peer tutoring.

14. Increase flexibility in collaboration.

15. Change our value set and hire more teachers.

16. It might work to keep time at the end of the day by grade-level for severely disabled students to get extra service.

17. Resource teachers need to look at student's needs and provide service accordingly, not by numbers. Classroom teachers need to realize this.

For barrier H "Lack of agreement among teachers regarding the philosophy of collaboration/inclusion."

1.   Teachers need quality and concise inservice training on the collaborative/inclusive model. Our MPS system needs a consistent and uniform policy concerning collaboration.

2.   Train staff on how to "team" effectively and deal with personality and philosophical differences among staff.

3.   Some teachers are still more comfortable with pull-out services. A collaborative model should be a happy medium between the two, and staff should be trained accordingly.

4.   At the beginning of the year, give the guidelines of collaboration and answer our questions.

5.   At the beginning of the year, each party states as clearly and explicitly as possible their goals for students, feelings, and needs in regard to the collaborative program before setting up the program or writing plans. That way when plans are being made, everyone will understand what the others are looking for and everyone can check to see that their needs are being met.

6.   Make sure teachers agree with each other before they are assigned to work together.

7.   Administration or teams needs to step in to help resolve conflict.

8.   Philosophies should be clearly stated and defined by the school's leadership team.

9.   Teachers should be allowed to arrange their own partnerships without being pressured or bullied into a partnership. Don't change a team that is working.

10.   In order for inclusion to work you must believe all children can learn and are capable of achieving. Perhaps the only way this can come about is by repeated discussion between staff members regarding the core issue of racism which gets in everyone's way. It's always easier to do pull-outs and divide kids but a completely different mindset to include and teach to all. Open discussion where all views are respected might be one way.

11.   With the strong support of the principal and complete understanding of the process by special ed. and other support services this program sill be a very positive

approach to reading. Info must be given to staff in such a way that they feel a part. Cooperation and trust are important.

12. Begin the year with your collaborative team and establish some "ground rules" that you all agree on. 1. Respecting each other's viewpoints, NO EXPERTS, willing to work together to come to resolution without compromising principles and philosophies.

13. Have district or school-level round table discussions (more than one) on how full inclusion and collaboration is working for the students. Round table discussions should have equal representation of regular and special education teachers, as well as administrators.

14. Initial administrative support and clear administrative expectations of teachers could provide the "backbone" of a successful model. Building model of collaboration should be closely tied to the district mission.

15. Starting at one grade level and then continuing to build, thus being able to show the value.

16. Regular education staff are oppositional to special needs students and are punitive and negative towards "needy" students who challenge teachers. More inservice and training is needed for regular education staff. Nearly every special education inservice has the wrong audience (all special education staff). Special education "Experts" such as Don Allen, Doug Marston, Ann Casey, etc, need to have inservices for Reg. education teachers.

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