ABSTRACT
                 This study compared self-contained and regular classrooms
for the quantity and quality of instruction provided to students classified
as emotionally disturbed, learning disabled, and educable mentally retarded.
The study compared 22 effectiveness indicators within 6 modifiable dimensions
of instructional variables: (1) questioning style, (2) classroom climate, (3)
academic learning style, (4) individualization, (5) teaching style, and (6)
classroom management. Observations in 45 special classes were compared with a
sample from a database of 1500 observed regular classes using the Classroom
Observation Keyed for Effectiveness Research observation system. No
differences between regular and special education teachers were found in
three indicators: teachers' ability to work with varied groups, to give clear
directions, or to use positive reinforcement. Significant differences were
found on 19 other effectiveness indicators. Differences favored regular class
teachers in three dimensions: questioning style, classroom climate, and
academic learning style. Differences favored special education teachers in
two measures of individualization. Most teaching style differences favored
regular class teachers. For the dimension of classroom management, regular
classes showed more evidence of effective management, but special educators
assisted students with error correction more. Tables present details of the
study's findings. (Contains 41 references.) (Author/DB)

ED 414 658

A Study of Instruction in
Self-Contained Special Education and Regular Classrooms

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Final Report

United States Department of Education
Office of Special Education and Rehabilitative Services
Special Education Programs Branch

Field-Initiated Research Project #023TH6004
Final Report (Grant # 008630481)

November 1989

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Executive Summary
November 1989

Title: A Study of Instruction in Self-Contained Special Education and Regular Education Classrooms

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Purpose of Research: Self-contained and regular classrooms were observed to compare the quantity and quality of instruction being provided students classified as emotionally disturbed, learning disabled, and educable mentally retarded.

Method: Faculty in the Special Education Department of the University of Florida completed a research effort designed to use existing datafiles to illustrate and compare the classroom instruction received by learning disabled, emotionally handicapped or mentally retarded students participating in special education programs. Classroom instructional ecology was described along several dimensions (e.g., questioning style, classroom climate, student engagement, degree of individualization) and variations in these dimensions were illustrated from a number of perspectives (e.g., categorical placement of students, type of teacher). During the first year of the project, existing data from special education classrooms were analyzed: data obtained during the second year of the project permitted comparisons of regular and special education teachers to be completed. The purpose of the research was to compare the classroom instructional environment of students classified learning disabled, emotionally handicapped, or mentally retarded with that of nonhandicapped students. Specifically, observational data from sixty elementary school classrooms were analyzed.

Results: No differences were indicated in teachers' ability to work with varied groups or the extent to which teachers gave clear directions or used positive reinforcement. Significant differences were indicated on 19 other specific effectiveness indicators. Differences favored regular class teachers in three dimensions of effective instruction. More evidence of effective questioning style was evident in classrooms of regular teachers. For example, they used more convergent/divergent thinking questions and they used questions effectively more than teachers of learning disabled or educable mentally retarded students. The classroom climate in regular rooms was also observed to be better. Regular teachers used varied resources more, provided more group communication, and used more verbal and nonverbal communication. Evidence of effective academic learning style was greater in regular rooms; more evidence of teachers structuring student time, demonstrating listening skills, providing feedback, and maintaining active involvement was observed in regular room than special classes. Differences favoring special classes were evident in two specific areas of individualization. Teachers of emotionally handicapped students modified instruction and used more student self-feedback than other special class teachers or regular class teachers. Regular class teachers accepted varied student viewpoints more than any of the special education teachers. Most teaching style differences favored regular classroom teachers; for example, they used a variety of instructional strategies, provided transfer of training experiences, and developed problem-solving strategies more than special teachers. The extent transition and sequence varied was more similar than different in regular rooms and special classes; however, teachers of emotionally handicapped students did it less than any other teachers. For the dimension of classroom management, there was more evidence of effective management observed in regular rooms but special teachers assisted students with error correction more.

Practical Implications: Students of special education learn the history, definitions, and supposed characteristics of different types of students in spite of limited evidence that this information is useful in planning programs for most exceptional students. Teachers are certified to teach categorically different students in spite of limited evidence that most of the groupings are a source of differential treatment methods. Data from these self-contained special classrooms support the scientific basis for taking the non-categorical side of special education personality more seriously. Observations of teachers in self-contained classrooms containing students classified as learning disabled, emotionally handicapped, or mentally retarded did not support conclusions about differentiated instruction on the basis of category. And, while this does not mean that categorical instruction is better or worse than non-categorical instruction or that special education is better or worse than regular education for these students, it does seem a reasonable beginning for continued research to determine the appropriateness of placing and teaching students in disability groups.

ABSTRACT

Teaching is systematic presentation of content assumed
necessary for successful progress in school. Each year, large
numbers of students fail to profit from the educational menu
taught in America's schools. Many of these failing students
are classified as handicapped and receive special education
designed to compensate for or correct the problems believed to
be the source of their failure. While very many students
receive special education, the effectiveness of this
alternative educational system remains an issue largely because
so little is known about what special and regular teachers do
differently in their classrooms. The purpose of this research
was to describe classroom instructional ecology along multiple
dimensions (e.g., effective teaching domains) and to describe
variations in these dimensions from a number of perspectives
(e.g., categorical placement of students, type of teacher).
Data from 60 regular and self-contained special education
classrooms were analyzed. Comparisons of six modifiable
dimensions of instructional variables (i.e., questioning style,
classroom climate, academic learning style, individualization,
teaching style, classroom management) in classes serving
nonhandicapped students or students classified as emotionally
handicapped, learning disabled, or mentally retarded were
completed. Twenty-two analyses of variance within these data
provide a basis for describing the teaching practices and
instruction in self-contained special education classrooms.
The goal was to illustrate and compare the nature of special
education classroom instruction within various types of special
classrooms and between regular and special education settings.
It is believed that this work provides a strong foundation for
addressing the question at the base of the search for
effectiveness of special education programs (i.e., What is
special about special education?).

PURPOSE

The Special Education Department of the University of
Florida completed a research effort designed to use existing
datafiles to illustrate and compare the classroom instruction
received by learning disabled, emotionally handicapped or
mentally retarded students participating in special education
programs. The classroom instructional ecology along dimensions
that are modifiable (e.g., questioning style, classroom
climate, classroom management style, academic learning style)
was described and variations in these dimensions were
illustrated from a number of perspectives (e.g., categorical
placement of students, type of teacher). In keeping with the
purpose of the Extant Data Base Projects (RFP #84.023T), the
research focused on the issue of special education
effectiveness and provided information for use in
teacher-training, research, and service activities related to
improving classroom instruction for handicapped students.

Rationale for the Project

Public school administrators are increasingly being asked by
federal and state legislators, parents, advocacy groups, and
policy makers to provide data on the effectiveness of classroom
instruction. These requests for data demonstrating that
schooling works have recently culminated in a "search for
excellence" that has turned American education into an arena of
renewed interest among researchers and practitioners alike.
Popular as well as professional organs have presented a variety
of perspectives on the effectiveness issues. Central to
special education once again is the concern for whether
pull-out programs are effective in improving student academic
and social performance and in reducing societal burdens by
educating handicapped youngsters in alternative environments.

When one looks at previous attempts to study special
education effectiveness, one is struck by the apparent

completeness with which the topic has been addressed.   There
are efficacy studies (e.g., Blatt, 1958; Budoff & Gottlieb,
1976; Myers, 1976; Sabatino, 1971; Trimble, 1970; Vacc, 1972),
studies of efficacy studies (e.g., Bruininks & Rynders, 1971;
Carlberg & Kavale, 1980; Cegelka & Tyler, 1970; Glass, 1983;
Goldstein, 1964; Guskin & Spicker, 1968; Kirk, 1964; MacMillan,
1971; Semmel, Gottlieb & Robinson, 1979) and studies of
efficacy study studies (e.g., Kavale & Glass, 1982; Tindal,
1985).   Despite all the study, the general conclusion from most
of the effort tends to be similar to that of Tindal (1985):
"The only conclusion that can be made at this time is that no
conclusion is yet available about special education efficacy"
(p. 109). The point of view at the base of this research was
that questions of effectiveness should not be addressed before
a clear picture of what constitutes a "special education" has
been developed.   As Goldstein, Moss and Jordan (1965)
indicated:

> Placing an educable mentally retarded child in a special
> class is an administrative procedure only...with neither
> program nor teacher described, there remains the
> possibility that the program and the teacher's attributes
> differed little from what is found in the regular class (pp.
> 13-14).

Efforts to document that special education is effective are
influenced by a complex set of interrelated concerns. The lack
of clarity and consensus on the goals of special education, the
absence of acceptable measures of performance and improvement
related to special education, the absence of models for
demonstrating the efficacy of special education programs, and
the lack of illustrative data indicating how regular and
special education classroom instruction differs all serve to
frustrate those who study effectiveness from a scientific
basis.

The process is further complicated by the types of questions
that effectiveness researchers typically ask: Do those who
receive special education pay back society at a rate considered
justifiable?   Do they become better citizens, with better jobs?
Do special education students stay out of institutions, jails
or welfare programs?   To what extent is the handicapped
individual, and society as a whole, better off as a result of
special education?   And, while these are critically important
questions to address when studying effectiveness, they may be
"putting the cart before the horse" in the research paradigm.

Questioning outcomes is based on an assumption that there is
something going on in special education that will produce
expected, desired effects, yet little is known about what
effective special education teachers do.   In fact, most of what
is known about what goes on in classrooms of effective teachers
comes from a line of research conducted in regular classrooms
(Bemis & Luft, 1970; Brophy & Evertson, 1974; Coker, Lorentz &
Coker, 1976; Good & Grouws, 1977; Harris, Morrison, Serwer &
Gold, 1968; Harris & Serwer, 1966; McDonald & Elias, 1976;
Perham, 1973; Soar, 1966, 1973; Soar & Soar, 1972; Solomon &
Kendall, 1976; Spaulding, 1965; Stallings & Kaskowitz, 1974).
It has consistently been found in this "process/product"
research that specific teacher variables correlate positively
with desired student outcomes and that predictive profiles of
effective teachers emerge (cf. Brophy, 1979; Gage, 1978;
Medley, 1977; Rosenshine, 1979). Consider the following:

> The comprehensive reviews provided by Medley and
> others suggest a tentative picture of the teacher
> who is effective in elementary classrooms composed
> primarily of low-achieving students. Given modest
> losses of precision, a narrative portrayal of such
> a teacher will be attempted.   The teacher
> especially effective in this type of setting

engages students in more lesson-related activities
that the less effective teacher does. That is,
more class time is devoted to task-related or
academic activities, more structure is provided,
more of the teacher's interactions are related to
lesson content, and there is less time in which
students are unoccupied....

In terms of questioning strategies, the
effective teacher in low-ability classes is most
likely to ask a question and then choose a
respondent who probably has not indicated a desire
to answer. The questions asked are "lower order"
and elicit responses that are usually correct,
seldom meriting further discussion. This teacher
is likely to raise a question first and then
indicate who is to answer it, possibly as a way of
holding students' attention. The student chosen to
respond is likely to get the right answer, because
these teachers ask more appropriate questions and
have a better sense of the difficulty level their
students can handle....

In the area of environmental maintenance, there
is less deviant or disruptive student behavior in
classes taught by the effective teacher. Teacher
rebukes are less frequent, and less time is devoted
to managing the classroom. The successful teacher
controls the class with less criticism and uses a
more varied repertory of techniques in doing so.
This teacher also uses more praise or positive
motivation.... (Larrivee, 1985, pp. 5-6).

And, after comprehensive study of successful mainstreaming
instructional practices, Larrivee concluded that "[t]he
profile that emerges for teachers effective with mainstreamed

students is notably similar to that of the overall effective
teacher based on numerous process/product research findings"
(p. 107).

Statement of the Problem

Little is known about the characteristics of instruction
provided in self-contained classrooms for students classified
as learning disabled, emotionally handicapped, or mentally
retarded. For the most part, studies of effectiveness of
these programs have been more concerned with the integrity of
research designs and dependent variables than with
documenting instructional differences within the settings
being evaluated (cf. Glass, 1983; Tindal, 1985); or, as
Larrivee (1985) puts it, "... efficacy studies have failed to
examine specific teaching behaviors characteristic of the
settings being compared" (p. 3). The focus of this research
project was the analysis of observational data gathered in
self-contained special education classrooms serving students
classified as learning disabled, emotionally handicapped, or
mentally retarded. It is believed that this work will
provide a strong foundation for addressing the problem at the
base of the search for effectiveness of special education
programs (i.e., What is special about special education?).

Project Objectives

The purpose of this project was to illustrate and compare
the classroom instruction for students classified learning
disabled, emotionally handicapped, or mentally retarded.
Accomplishment of the following general objectives served to
organize the effort:

1. To analyze existing observational data to illustrate
   the form and content of classroom instruction
   provided by teachers of students classified learning
   disabled, emotionally handicapped, or mentally
   retarded.

2. To analyze existing observational data to compare the
   form and content of classroom instruction provided by
   teachers of students classified learning disabled,
   emotionally handicapped, or mentally retarded.

3. To analyze existing observational data to illustrate
   the form and content of classroom instruction
   provided by teachers of nonhandicapped students in
   regular education programs.

4. To analyze existing observational data to compare the
   form and content of classroom instruction provided by
   teachers of nonhandicapped students and students in
   special programs.

5. To evaluate the extent to which characteristics of
   effective instruction are evident in classrooms serving
   students classified as learning disabled, emotionally
   handicapped, and mentally retarded.

METHOD

Faculty in the Special Education Department of the
University of Florida completed a research effort designed to
use existing datafiles to illustrate and compare the
classroom instruction received by learning disabled,
emotionally handicapped or mentally retarded students
participating in special education programs. Classroom
instructional ecology was described along several dimensions
(e.g., questioning style, classroom climate, student
engagement, degree of individualization) and variations in
these dimensions were illustrated from a number of
perspectives (e.g., categorical placement of students, type
of teacher). During the first year of the project, existing
data from special education classrooms were analyzed; data
obtained during the second year of the project permitted
comparisons of regular and special education teachers to be
completed. The purpose of the research was to compare the
classroom instructional environment of students classified
learning disabled, emotionally handicapped, or mentally
retarded with that of nonhandicapped students. Specifically,
observational data from sixty elementary school classrooms
were analyzed.

Background

The State of Florida has a history of concern for quality
education. Minimum competency testing standards and
grade-to-grade promotion criteria have been a part of state
rules and regulations for some time. Educators and State
Department personnel have attempted to improve teacher
quality at the preservice level by requiring higher entrance
test scores in colleges of education, by establishing a
Teacher Certification Examination program, and by monitoring
teacher preparation programs within the State University
System.

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As part of a continuing "search for excellence" in
education, the Florida Council on Teacher Education has
identified 23 generic competencies which have been adopted in
the Rules of the State Board of Education. The Florida
Coalition, consisting of experts in the field of teacher
evaluation, merged 20 years of research on teacher
effectiveness with the already existing generic competencies
and developed the Florida Performance Measurement System
(FPMS) for use in evaluation of beginning and experienced
teachers within the state's plan for educational
accountability. Although the FPMS is based on teacher
effectiveness research in regular classroom settings, it is
used to evaluate the performance of all teachers. For this
reason, state department personnel in the area of Exceptional
Student Education requested study of the FPMS in special
education classrooms.

For several years, faculty in the Department of Special
Education at the University of Florida conducted observations
in special education classrooms. The goal of that work was
to provide comparative data for use in analyzing the value of
the Florida Performance Measurement System with special
education teachers. These observational data represent the
extant data base for the first year effort; data from regular
classrooms were compiled as part of a large-scale teacher
evaluation study.

Subjects

Teachers of students classified as emotionally handicapped,
learning disabled or mentally retarded were observed during
various types of classroom instruction. Conceptual
definitions for these categories of students are typical of
those used elsewhere to differentiate diagnostic
classifications of high incidence handicaps. The definitions
follow:

1. An educable mentally retarded student is one who
   is impaired in intellectual and adaptive behaviors and
   whose development reflects his reduced rate of
   learning.

2. The emotionally handicapped student is one who
   exhibits persistent.and consistent severe behavioral
   disabilities which consequently disrupt his own or
   others learning processes. For the emotionally
   handicapped child the inability of achieve academic
   progress or satisfactory interpersonal relationships
   can not be attributed to physical, sensory, or
   intellectual deficits.

3. Learning disabled students exhibit disorder in one or
   more of the basic psychological processes involved in
   understanding or using spoken or written language.
   These may be manifested in disorders of listening,
   thinking, talking, reading, writing, spelling, or
   arithmetic. They include conditions which have been
   referred to as perceptual handicaps, brain injury,
   minimal brain dysfunction, dyslexia, and developmental
   aphasia. They do not include learning problems which
   are due primarily to visual, hearing, or motor
   handicaps, to mental retardation, emotional handicaps,
   or environmental disadvantage.

It was assumed that classification practices based on these
definitions and related operational criteria that exist in
rules and regulations governing the development of special
education programs in Florida were the basis for decisions to
place students in the self-contained special education
classrooms that were observed. Generalizations to special
classes containing similar students are warranted.

Classroom observations in approximately 45 special
education classrooms were completed. Similar data from more

than 1500 regular classrooms were collected and an appropriate sample was available for use in this project.

Observation System

All observational data were collected by trained observers using the Classroom Observation Keyed for Effectiveness Research (COKER) observation system. The COKER is a "low inference, direct observation instrument used to record the behaviors of pupils and their teachers in actual classrooms" (Coker & Coker, 1982b, p. 1); it is a comprehensive system for recording student and teacher behavior as it takes place in the classroom.   This observation system is based on the assumption that what teachers do in classrooms effects student progress in those rooms; those teaching behaviors are believed to be observable and provide the basis for comparisons of teacher performances (Coker & Coker, 1982b). The COKER is the result of an extensive developmental process and is a composite instrument derived from five objective, systematic, direct observation instruments[1] used in numerous process/product studies of teacher effectiveness. The items on the COKER have been generated and adapted from more than 1300 category, sign items found to be highly influential in previous process/product research. The intent of synthesizing these items was to capture, to the maximum extent possible, the breadth of content evident in the five observation instruments used in the development of the COKER. The basis for selection of these items was correlations between scores on individual items and pupil gain reported in process/product research studies (cf. Coker & Coker, 1982b).

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[1]These instruments were the Observation Schedule and Record, Form 5 Verbal (OSCAR), Spaulding Teacher Activity Rating Schedule (STARS), Florida Climate and Control System (FLACCS), Teacher Practices Observation Record (TPOR), and Coping Analysis Schedule for Educational Settings (CASES).

Based on its development and subsequent use, "the COKER is likely the most comprehensive and useful instrument available for low-inference observations of teacher behavior" (Dickson & Wiersma, 1984, p. 28).

Validity, reliability, and norming information presented in the COKER manual indicate that the system has adequate technical characteristics for use in this type of research. Additionally, relative to the critical factor of observer agreement, the system is considered very adequate. Coker and Coker (1982b) put it this way:

> Observer agreement is not a measure of instrument reliabilities. However, with any observation system it is important that the results are independent of the specific individual who is doing the observing. The COKER observation procedure is highly objective. It has been shown that, with proper training, results are highly consistent across observers. In studies of observer agreement, in which the results from pairs of observers are compared, the extent of agreement tends to be in the .80's with occasional agreement approaching .90. (p.31)

Observer Training

All observations were completed by university faculty members or graduate students trained in the use of the COKER observation system by its developers or staff trained by them. The training sessions were structured to provide practice using the observation forms with videotaped presentations of classroom interactions. All observers completed a minimum of six training observations of at least an hour in length and were considered proficient in the use of the COKER when inter-observer agreements between themselves and trained observers reached 90%.

Observation Procedures

Each observer conducted a minimum of nine 5-minute observations in each classroom over a two-day period of time. Special teachers were informed that the observations were for purposes of evaluating the Florida Performance Measurement System and that they were not being evaluated. Observers also explained that the research was intended to help state department personnel develop FPMS competencies for use in exceptional student education. Observers were instructed to abstain from involvement in any classroom activities, to meet the teacher early, to determine the classroom setting, activities and other demographic information before entering the room and to keep a "low profile" during the observations.

Three broad areas of teacher activities (i.e., presenting, questioning, responding) were observed using 27 specific behavior indicators; ten student activities were also coded during observation periods (see Figure 1, Section A). Subsequent to the active observation phase, the general "classroom climate" was recorded by selecting appropriate terms from among approximately 100 indicators (see Figure 1, Section B).

Insert Figure 1 About Here

Large amounts of teacher-pupil interaction data are recorded using the COKER. For example, approximately 600 5-minute "snapshots" of what was going on in special education classrooms were obtained when 44 teachers participated in the first year of the initial research project conducted for the State Department of Education. A computer program was developed by faculty at the University of Florida for use in evaluating these data using keys designed for comparing various types of teachers. More than

Figure 1

Example of COKER Record Sheet
Section A

SECTION A	STUDENT	1. Passive compliance	2. Active compliance	3. Answers quest. directed to him	4. Answers quest. voluntarily	5. Substantive question	6. Procedural question	7. Volunteers comment	8. Off-Task Questions or comments	9. Individual Off-Task (V or Non V)	10. Disruptive Off-Task (V or Non V)
PRESENTING 11. Orienting		O	O	O	O	O	O	O	O	O	O
12. Motivates/Prob. struct. (set induction)		O	O	O	O	O	O	O	O	O	O
13. Directs – learning related		O	O	O	O	O	O	O	O	O	O
14. Directs – non learning related		O	O	O	O	O	O	O	O	O	O
15. Explains, discusses, tells		O	O	O	O	O	O	O	O	O	O
16. Digresses		O	O	O	O	O	O	O	O	O	O
17. Praises		O	O	O	O	O	O	O	O	O	O
QUESTIONING 18. Open-ended/No wrong answer		O	O	O	O	O	O	O	O	O	O
19. Recall/rote/information		O	O	O	O	O	O	O	O	O	O
20. Use or Application		O	O	O	O	O	O	O	O	O	O
21. Ampli/Eval/Elaborate – Students' own idea		O	O	O	O	O	O	O	O	O	O
22. Ampli/Eval/Elaborate – Other Students' idea		O	O	O	O	O	O	O	O	O	O
23. Status		O	O	O	O	O	O	O	O	O	O
RESPONDING 24. Praises with explanation		O	O	O	O	O	O	O	O	O	O
25. Praises without explanation		O	O	O	O	O	O	O	O	O	O
26. Tells, gives info.		O	O	O	O	O	O	O	O	O	O
27. Wrong answer/No answer/Gives info.		O	O	O	O	O	O	O	O	O	O
28. Accepts – neutral/checks own perception		O	O	O	O	O	O	O	O	O	O
29. Uses, extends		O	O	O	O	O	O	O	O	O	O
30. Waits (cog)		O	O	O	O	O	O	O	O	O	O
31. Focusing/Cueing		O	O	O	O	O	O	O	O	O	O
32. Asks another student		O	O	O	O	O	O	O	O	O	O
33. Repeats after feedback		O	O	O	O	O	O	O	O	O	O
34. Listens/Observes/Pays attention		O	O	O	O	O	O	O	O	O	O
35. Suggests/Questions/Directs/Ignores		O	O	O	O	O	O	O	O	O	O
36. Interrupts/Rejects		O	O	O	O	O	O	O	O	O	O
37. Criticizes/Commands		O	O	O	O	O	O	O	O	O	O

38/39 Code Involvement ①②③④⑤ ✕ ①②③④⑤

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Figure 1

Example of COKER Record Sheet

Section B

SECTION B

STUDENT

O	40. Enthusiastic
O	41. Praises another
O	42. Pats, hugs/Pos. horseplay
O	43. Laughs, smiles
O	44. Shows pride
O	45. Agrees, V or NV
O	46. Friendly, V or NV
O	47. Helps/Shares/Consider V or NV

①	less ¼ of class	
②	¼ of class	48. Code Involvement (40-47)
③	½ of class	
④	¾ of class	
⑤	all of class	

O	49. Intense Involvement
O	50. Leadership
O	51. Follows Routine WO Rem.
O	52. S. answers another S.
O	53. Works w/social
O	54. Collab. work/play
O	55. Compet. – work/play
O	56. Confused
O	57. Self-directed; Inappro.
O	58. Wanders about
O	59. Pouts, withdraws
O	60. Shows fear, shame
O	61. Makes face, frowns
O	62. Tattles
O	63. Teases
O	64. Resists
O	65. Picks at another/Neg. horseplay
O	66. Dem/Com/Boss/Con
O	67. Disr/Annoy/Interferes
O	68. Takes/Damage/Stamp/Throws
O	69. Crit/Disparages
O	70. Att/Hit/Hurt/ – agg

①	less ¼ of class	
②	¼ of class	71. Code Involvement (61-70)
③	½ of class	
④	¾ of class	
⑤	all of class	

①	less ¼ of class	
②	¼ of class	72. Code Interest/ Attention
③	½ of class	
④	f class	
⑤	f class	

TEACHER

METHODOLOGY

Motivation	O	73. Intrinsic Immed
	O	74. Intrinsic Future
	O	75. Extrinsic
Student Choice	O	76. S no choice
	O	77. S lim choice
	O	78. S free choice
Super-vision	O	79. Aloof, detached
	O	80. Observes, Monitors
	O	81. Joins, partic.
	O	82. Manages simul. Act
	O	83. Close superv.
Focus	O	84. T. Q. Prob.
	O	85. S. Q. Prob.
Source	O	86. Text, pkg. res.
	O	87. Multiple res.
Differ/ Evaluation	O	88. Same mat/eval.
	O	89. Indiv. mat/eval.
	O	90. S. partic./eval.
Student Expres.	O	91. Discourages
	O	92. Encourages
Student Perpl.	O	93. Prevents
	O	94. Fosters
Mis-inform	O	95. Accepts
	O	96. Corrects
Strategy	O	97. Inductive
	O	98. Deductive
	O	99. Transductive
	O	100. Expository
Cogn. Level	O	101. Simple
	O	102. Complex
Use of Student time	O	103. T. assigns SA
	O	104. Indep. work

AFFECT   NON-VERBAL   CONTROL

O	105. Warm, cong.		
O	107. Nod, smiles	O	108
O	109. Tou/Pat/Hug	O	110
O	111. Pause	O	112
O	113. Eye contact	O	114
O	115. Ignore	O	116
O	117. Gestures/Sig'l/Raps	O	118
O	119. Shakes head/shh	O	120
O	121. Takes something	O	122
O	123. Glares, Frowns	O	124
O	125. Holds, Pushes	O	126

VERBAL

O	127. Praise, non-sub	O	128
O	129. Agrees, Supports	O	130
O	131. Pos. Indiv. Attn.	O	132
O	133. Reminds	O	134
O	135. Says stop	O	136
O	137. Firm/Sharp	O	138
O	139. Sco/Warns/Pun	O	140

GROUPING (Blacken ⓓ for dominant mode)

		Non-pres		No. of Stu.		Prescribed	
	WT.		WOT		WT.		WOT
141	O ⓓ	146	O ⓓ	1	O ⓓ	150 O ⓓ	155
142	O ⓓ	147	O ⓓ	2-3	O ⓓ	151 O ⓓ	156
143	O ⓓ	148	O ⓓ	4-½	O ⓓ	152 O ⓓ	157
144	O ⓓ	149	O ⓓ	½ +	O ⓓ	153 O ⓓ	158
145	O ⓓ			ALL	O ⓓ	154 O ⓓ	159

COMMENTS:

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50 scoring keys have been developed (Coker and Coker, 1982b);
each contains a series of teaching dimensions compiled by
aggregating individual items from the observation system.
Since many keys are inappropriate for analyzing special
education teaching behaviors (e.g., those developed for music
teachers or high school geometry teachers), the Toledo
Competency keys (developed for use with special education
teachers) were used in this research. The procedure for the
development of these keys is described in detail in the
observation system user's manual (cf. Coker & Coker, 1982b).
This set of keys was field-tested and made operational using
the computer program supplied by the COKER observation system
developers and implemented at the University of Florida.

The Toledo Competency keys address the following teacher
activities:
1. Uses a variety of instructional strategies. (VI)
2. Uses convergent and divergent inquiry strategies. (IS)
3. Develops and demonstrates problem-solving skills. (PS)
4. Establishes transitions and sequences in instruction
    which are varied, logical and appropriate. (TS)
5. Modifies instructional activities to accommodate
    identified needs. (MI)
6. Demonstrates ability to work with individuals, small
    groups, and large groups. (AW)
7. Structures the use of time to facilitate student
    learning. (ST)
8. Uses a variety of resources and materials. (VR)
9. Provides learning experiences which enable students to
    transfer principles and generalizations to situations
    outside school. (TP)
10. Provides group communication experiences. (GC)
11. Uses a variety of functional verbal and non-verbal
    communication skills with students. (VC)

12. Gives clear directions and explanations. (CD)

13. Motivates students to ask questions. (AQ)

14. Uses questions that lead students to analyze, synthesize and think critically. (UQ),

15. Accepts varied student viewpoints and/or asks students to extend or elaborate answers or ideas. (VV)

16. Demonstrates proper listening skills. (LS)

17. Provides feedback to learners on their cognitive performance. (PF)

18. Maintains environment in which students are actively involved. (AI)

19. Implements an effective classroom management system for positive student behavior (discipline). (EM)

20. Uses positive reinforcement patterns with students. (PR)

21. Assists students in discovering and correcting errors and inaccuracies. (CE)

22. Develops student feedback/evaluation skills and self-evaluation. (SF)

The procedure for the development of these keys is described in detail in a monograph prepared at the Center for Educational Research and Services in Toledo, Ohio (cf. Dickson & Wiersma, 1984).

<u>Organization of Data</u>

Each observation form obtained from a participating teacher's classroom was been to a sequential direct access data set on the University of Florida Northeast Regional Data Center computer using available equipment (NCS Scanner #7018) and a scoring program developed specifically for the COKER system. This data set consisted of one record for each observation that was completed; each record contained the following information:

1. Teacher identifying number

2. School identifying number

3. District identifying number

4. Grade code

5. Categorical placement code

6. Class size during observation

7. Date of observation

8. Observer code

9. Content of instruction during observation

10. Visitation code

11. Observation code (1 or 0 for each of 392 COKER items).
Using computer programs that were already developed, it was
possible to select all or any part of these data (e.g., all
teachers of learning disabled students, all teachers of
learning disabled students with at least 10 students in
class, all teachers of learning disabled or emotionally
disturbed students during reading instruction) for submission
to the key scoring program.

   To facilitate subsequent analysis of these data, classroom
interaction variables from the Toledo Competency keys were
grouped to encompass the following six domains identified by
Larrivee (1985) as central to teacher effectiveness studies:

1. Questioning style
   a. Uses convergent and divergent inquiry strategies. (IS)
   b. Motivates students to ask questions. (AQ)
   c. Uses questions that lead students to analyze,
       synthesize and think critically. (UQ)
2. Classroom climate
   a. Demonstrates ability to work with individuals, small
       groups, and large groups. (AW)
   b. Uses a variety of resources and materials. (VR)
   c. Provides group communication experiences. (GC)
   d. Uses a variety of functional verbal and non-verbal
       communication skills with students. (VC)

3. Academic learning style

   a. Structures the use of time to facilitate student learning. (ST)

   b. Demonstrates proper listening skills. (LS)

   c. Provides feedback to learners on their cognitive performance. (PF)

   d. Maintains environment in which students are actively involved. (AI)

4. Individualization

   a. Modifies instructional activities to accommodate identified needs. (MI)

   b. Accepts varied student viewpoints and/or asks students to extend or elaborate answers or ideas. (VV)

   c. Develops student feedback/evaluation skills and self-evaluation. (SF)

5. Teaching style

   a. Uses a variety of instructional strategies. (VI)

   b. Develops and demonstrates problem-solving skills. (PS)

   c. Establishes transitions and sequences in instruction which are varied, logical and appropriate. (TS)

   d. Provides learning experiences which enable students to transfer principles and generalizations to situations outside school. (TP)

   e. Gives clear directions and explanations. (CD)

6. Classroom management

   a. Implements an effective classroom management system for positive student behavior (discipline). (EM)

   b. Uses positive reinforcement patterns with students. (PR)

   c. Assists students in discovering and correcting errors and inaccuracies. (CE)

The task of placing "keys" (e.g., <u>Toledo Competency #13:</u> Motivates students to ask questions, <u>Toledo Competency #14:</u>

Uses questions that lead students to analyze, synthesize and think critically) within appropriate domains (e.g., Questioning style) was completed by having project staff independently sort the keys into domains. Any variance from unanimity was arbitrated until all keys were sorted and the structure of each domain was established.

Research Questions

The following general research questions were used to guide analyses of the observational data available from teachers in elementary regular and special classrooms:

1.   What questioning style characterizes teachers of students classified as learning disabled, emotionally handicapped, or mentally retarded?

2.   What classroom climate is provided by teachers of students classified as learning disabled, emotionally handicapped, or mentally retarded?

3.   What academic learning style characterizes special classes for students classified as learning disabled, emotionally handicapped, or mentally retarded?

4.   What degree of individualization is evident in classrooms directed by teachers of students classified as learning disabled, emotionally handicapped, or mentally retarded?

5.   What teaching style is evident in self-contained classrooms for students classified as learning disabled, emotionally handicapped, or mentally retarded?

6.   What type of classroom management characterizes teachers of students classified as learning disabled, emotionally handicapped, or mentally retarded?

7.   To what extent is questioning style of teachers of students classified as learning disabled, emotionally handicapped, or mentally retarded and teachers of regular education students similar?

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8.   To what extent is classroom climate provided by teachers of students classified as learning disabled, emotionally handicapped, or mentally retarded and teachers of regular education students similar?

9.   To what extent is the academic learning style evident in special classrooms similar to that in regular classrooms?

10.   To what extent is individualization provided by teachers of students classified as learning disabled, emotionally handicapped, or mentally retarded and teachers of regular education students similar?

11.   To what extent is the teaching style evident in special classrooms similar to that in regular classrooms?

12.   To what extent is type of classroom management used by teachers of students classified as learning disabled, emotionally handicapped, or mentally retarded similar to that used by teachers of regular education students?

13.   To what extent is the questioning style of effective teachers evident in self-contained classes for students classified as learning disabled, emotionally handicapped, or mentally retarded?

14.   To what extent is the classroom climate provided by effective teachers evident in self-contained classes for students classified as learning disabled, emotionally handicapped, or mentally retarded?

15.   To what extent is the academic learning style evident in classrooms of effective teachers evident in self-contained classes for students classified as learning disabled, emotionally handicapped, or mentally retarded?

16.   To what extent is the degree of individualization evident in classrooms of effective teachers evident in self-contained classes for students classified as learning disabled, emotionally handicapped, or mentally retarded?

17.   To what extent is the teaching style of effective teachers evident in self-contained classes for students classified as learning disabled, emotionally handicapped, or mentally retarded?

18.   To what extent is the type of classroom management used by effective teachers evident in self-contained classes for students classified as learning disabled, emotionally handicapped, or mentally retarded?

Data Analysis

Classroom observational data from 60 elementary-level regular and self-contained special classes were available for analysis.   Tabular presentations were used to illustrate the classroom ecology of these rooms. Specific activities (e.g., praises, waits, asks another student) as well as general teacher activities (e.g., questioning style, type of classroom management) were compiled, analyzed, and reported. Similarities and differences between groups of teachers and among types of classrooms were analyzed through a series of one-factor analyses of variance; a statistical level of 0.05 was used in evaluating main effects in these analyses.

Summary

The instructional ecology (e.g., general and specific teaching activities, classroom climate) in special classes containing students classified as learning disabled, emotionally handicapped, or mentally retarded was evaluated in this research.   Comparisons with instruction provided nonhandicapped students were completed.   Data from 60 classrooms were analyzed in the research.   Domains of effective teaching developed from research with regular and mainstreaming teachers were represented in the aggregated data sets that were evaluated. It is believed that this work provides a strong foundation for addressing the problem at the base of the search for effectiveness of special education

programs (i.e., What is special about special education?).

<div align="center">Results</div>

The purpose of this project was to illustrate and compare the
classroom instruction for students classified learning
disabled, emotionally handicapped, or mentally retarded.
Data from these classrooms were compared to those gathered in
regular classes.

Participating Subjects

    Classroom observations were completed in 27
elementary-level self-contained special education rooms.
Students in eleven (41%) classrooms were classified as
learning disabled, students in ten (37%) classrooms were
classified as mentally retarded and students in six (22%) of
the rooms were classified as emotionally handicapped. This
distribution roughly approximates the overall demography for
students with high incidence handicaps in the state in which
the data were collected.

    Teachers in nine school districts participated;
thirty-seven percent of the observations were completed in
two large school systems, twenty-six percent of the
observations were obtained in three medium-size districts,
and the remaining observations were obtained from classes in
four small districts. The relative number of each size site
was determined on the basis of the statewide distribution of
small, medium, and large county school systems. A total of
twenty-four schools was sampled; seven were in large
districts, seven in medium-size and ten in small school
systems.

    Most of the observations took place during language arts,
reading, or math instruction (29%, 30%,12% respectively).
The average number of students in the room during the
observation was nine; over two-thirds of the data were
collected in classes containing from 4 to fourteen students

<div align="center">26</div>

and about 15% were collected in rooms containing less than 4
or more than 14 students.

Classroom observations were completed in 33 regular
elementary education classrooms. None of the students in any
of the rooms were classified as learning disabled, mentally
retarded, or emotionally handicapped. The regular class
teachers were randomly selected from several school in a
large metropolitan school district.

Most of the observations took place during language arts,
reading, or math instruction (7%, 27%,13% respectively). The
average number of students in the room during the observation
was fifteen; over two-thirds of the data were collected in
classes containing from 5 to 25 students and about 15% were
collected in rooms containing less than 5 or more than 25
students.

Technical Characteristics of Observations

Different numbers of items were included in the scoring
keys used in this research. Generally, the reliability of a
scoring key is related to the number of items included in it.
Internal consistency estimates for the six dimensions of keys
used in this research are presented in Table 1; numbers of
items in each key are also indicated. High reliabilities
(i.e., .60 or greater) were obtained for the verbal and
nonverbal communication skills, convergent and divergent
inquiry strategies, group communication experiences,
maintains active involvement, accepts varied viewpoints,
implements effective management and uses positive
reinforcement keys. Low reliabilities (below .25) were
evident for only four keys: Uses questions that lead students
to analyze, synthesize, and think critically, establishes
transitions that are varied, develops student feedback and
self-evaluation, and uses a variety of resources. In
general, these values were acceptable for this research.

Insert Table 1 About Here

Observation Outcomes

Means, standard deviations, and analysis of variance
summary statistics for the six general dimensions and 22
specific effectiveness indicators are presented in Tables
2-29.

No differences were indicated in teachers' ability to
work with varied groups or the extent to which teachers gave
clear directions or used positive reinforcement. Significant
differences were indicated on 19 other specific effectiveness
indicators.

Differences favored regular class teachers in three
dimensions of effective instruction. More evidence of
effective questioning style was evident in classrooms of
regular teachers. For example, they used more
convergent/divergent thinking questions and they used
questions effectively more than teachers of learning disabled
or educable mentally retarded students. The classroom
climate in regular rooms was also observed to be better.
Regular teachers used varied resources more, provided more
group communication, and used more verbal and nonverbal
communication. Evidence of effective academic learning style
was greater in regular rooms; more evidence of teachers
structuring student time, demonstrating listening skills,
providing feedback, and maintaining active involvement was
observed in regular room than special classes.

Differences favoring special classes were evident in two
specific areas of individualization. Teachers of emotionally
handicapped students modified instruction and used more
student self-feedback than other special class teachers or
regular class teachers. Regular class teachers accepted

varied student viewpoints more than any of the special
education teachers.

Most teaching style differences favored regular classroom
teachers; for example, they used a variety of instructional
strategies, provided transfer of training experiences, and
developed problem-solving strategies more than special
teachers. The extent transition and sequence varied was more
similar than different in regular rooms and special classes;
however, teachers of emotionally handicapped students did it
less than any other teachers. For the dimension of classroom
management, there was more evidence of effective management
observed in regular rooms but special teachers assisted
students with error correction more.

Discussion

This research was different from previous studies of
teacher effectiveness in special education. The focus of the
work was observable behaviors within the context of classroom
instruction; that is, data from a global observational system
were available to illustrate and compare the instructional
ecology in special and regular education classrooms. The
effort concentrated on defining differences among categorical
placements and between them and regular education classes
rather than on determining the extent to which undefined
"special programs" are effective. It was anticipated that the
project would result in the following benefits and outcomes:

1. The extent to which different types of teachers (e.g.,
    regular and special) demonstrate behaviors believed to
    be effective was illustrated.
2. The extent to which special education and regular
    education teachers perform differently in the
    classroom was compared.
3. A set of useful parameters indicative of what several
    types of special education teachers do was identified.
4. Profiles of teacher performance in classrooms for
    different types of students were compiled and compared
    to profiles for regular classroom teachers.
5. Findings will be disseminated through publication and
    presentations to provide training practitioners and
    practicing professionals access to previously
    unavailable data about special education.
6. Ultimately, special education students will profit
    from the work in that the results will form the basis
    for improvements in the practice of special education
    at the classroom level.

The following questions were addressed in the research;
answers to each are provided as a basis for understanding
what is going on in self-contained special education
classrooms:

1. What questioning style characterizes teachers of
students classified as learning disabled, emotionally
handicapped, or mentally retarded?

No differences were indicated in the questioning style of
teachers in self-contained special classes. The use of
convergent/divergent inquiry strategies, of strategies that
motivate students to ask questions, and of questions that
lead students to initially analyze instructional content were
similar across special classes containing students classified
as educable mentally retarded, emotionally disturbed, or
learning disabled. (Tables 2-5)

2. What classroom climate is provided by teachers of
students classified as learning disabled, emotionally
handicapped, or mentally retarded?

Few differences were evident in the classroom climate
observed in self-contained special classes. While less use
of varied resources was observed in classrooms containing
students classified as educable mentally retarded or learning
disabled than in classes of their emotionally disturbed
peers, no differences were indicated in the extent their
teachers worked with varied groups, provided group
communication, or used verbal or nonverbal communication.
(Tables 6-10)

3. What academic learning style characterizes special
classes for students classified as learning disabled,
emotionally handicapped, or mentally retarded?

No differences were indicated in academic learning style
created by teachers in self-contained special classes. The
ways teachers structured student time, demonstrated proper

listening skills, provided feedback to learners, and
maintained environments in which students were actively
involved were similar across special classes containing
students classified as educable mentally retarded, learning
disabled, or emotionally disturbed. (Tables 11-15)

4. What degree of individualization is evident in
classrooms directed by teachers of students classified as
learning disabled, emotionally handicapped, or mentally
retarded?

Teachers of students classified as emotionally
handicapped were observed to provide different degrees of
individualization than their colleagues teaching students
classified as educable mentally retarded or learning disabled
students. Although no differences were indicated in the
extent teachers in self-contained classrooms accepted varied
viewpoints of students, teachers of emotionally handicapped
students modified their instruction and used feedback
differently than their colleagues teaching students
classified as learning disabled or educable mentally
retarded. (Tables 16-19)

5. What teaching style is evident in self-contained
classrooms for students classified as learning disabled,
emotionally handicapped, or mentally retarded?

Teaching style observed in self-contained special
education classes was generally similar for teachers of
students classified as learning disabled, emotionally
disturbed, or educable mentally retarded, no differences were
indicated in these teachers used variety in selecting
instructional strategies, developed problem solving skills,
provided learning experiences to enable students to transfer
learning or gave clear directions. Teachers of students
classified as emotionally handicapped established transitions
and sequences in their instruction less than their colleagues

who were teaching in self-contained classrooms for students
classified as learning disabled or educable mentally
retarded.   (Tables 20-25)

6.   What type of classroom management characterizes teachers
of students classified as learning disabled, emotionally
handicapped, or mentally retarded?

Use of effective management and use of positive
reinforcement were not differentially observed in
self-contained classrooms contained students classified as
learning disabled, emotionally handicapped, or educable
mentally retarded.   However, the extent teachers in these
classrooms were assisting students with error correction was
different.   Teachers of students classified as learning
disabled or educable mentally retarded corrected students'
errors more than their colleagues teaching students
classified as emotionally handicapped.   (Tables 26-29)

7.   To what extent is questioning style of teachers of
students classified as learning disabled, emotionally
handicapped, or mentally retarded and teachers of regular
education students similar?

Regular class teachers used more convergent and divergent
inquiry strategies than special class teachers.   They also
motivated students to ask questions and used questions
effectively more than teachers of students classified as
educable mentally retarded or learning disabled, but not more
than teachers of students classified as emotionally
handicapped.   (Tables 2-5)

8.   To what extent is classroom climate provided by
teachers of students classified as learning disabled,
emotionally handicapped, or mentally retarded and teachers of
regular education students similar?

No differences were indicated in special and regular
teachers ability to work with varied groups of students.

Regular teachers were observed to use more verbal and nonverbal communication and to provide more opportunities for group communication than special class teachers. Regular class teachers and teachers of students classified as emotionally handicapped used varied resources more than teachers of students classified as learning disabled or educable mentally retarded. (Tables 6-10)

9. To what extent is the academic learning style evident in special classrooms similar to that in regular classrooms?

Teachers structure student time, provide student feedback, and maintain active student involvement more in regular than special classes. Regular teachers and teachers of students classified as learning disabled demonstrated listening skills more than teachers of students classified as emotionally handicapped or educable mentally retarded. (Tables 11-15)

10. To what extent is individualization provided by teachers of students classified as learning disabled, emotionally handicapped, or mentally retarded and teachers of regular education students similar?

Teachers of students classified as emotionally disturbed were observed to modify instruction more and use more student self-feedback than any other teachers. Teachers of students classified as educable mentally retarded were observed to modify instruction less than regular teachers but similar to teachers of students classified as learning disabled. Regular teachers used student self-feedback less than teachers of learning disabled students but the same as teachers of educable mentally retarded students. Regular teachers were observed to accept varied viewpoints more than special teachers. (Tables 16-19)

11. To what extent is the teaching style evident in special classrooms similar to that in regular classrooms?

No differences were indicated in the extent teachers give
clear directions in regular or special classes. Regular
teachers used a variety of instructional strategies and
developed problem-solving skills more than teachers of
self-contained special classes. Transition and sequencing
were observed to vary less in classes containing students
classified as emotionally handicapped. Regular teachers and
teachers of students classified as emotionally handicapped
provided more transfer experiences than teachers of students
classified as educable mentally retarded or learning
disabled. (Tables 20-25)

12. To what extent is type of classroom management used
by teachers of students classified as learning disabled,
emotionally handicapped, or mentally retarded similar to that
used by teachers of regular education students?

No differences were indicated in the use of positive
reinforcement in regular or special classes. Regular
teachers were observed to use effective management more than
special class teachers and teachers of students classified as
learning disabled and educable mentally retarded assisted
students in error correction more than regular teachers and
teachers of students classified as emotionally handicapped.
(Tables 26-29)

13. To what extent is the questioning style of effective
teachers evident in self-contained classes for students
classified as learning disabled, emotionally handicapped, or
mentally retarded?

Effective teachers use convergent and divergent inquiry
strategies, motivate students to ask questions and use
questions to generate interest and provide feedback. While
regular classroom teachers use questions more effectively
than teachers of students classified as educable mentally

retarded or learning disabled, those observed did not use
questions more effectively than teachers of students
classified as emotionally handicapped.

14.   To what extent is the classroom climate provided by
effective teachers evident in self-contained classes for
students classified as learning disabled, emotionally
handicapped, or mentally retarded?

No differences were indicated in special and regular
teachers ability to work with varied groups of students.
Regular teachers were observed to use more verbal and
nonverbal communication and to provide more opportunities for
group communication than special class teachers. Regular
class teachers and teachers of students classified as
emotionally handicapped used varied resources more than
teachers of students classified as learning disabled or
educable mentally retarded.

15.   To what extent is the academic learning style evident
in classrooms of effective teachers evident in self-contained
classes for students classified as learning disabled,
emotionally handicapped, or mentally retarded?

Effective teachers structure student time, provide
student feedback, and maintain active student involvement.
While these characteristics were more evident in regular
classrooms, teachers of self-contained classrooms also
demonstrated them and teachers of students classified as
learning disabled demonstrated listening skills more than
teachers of students classified as emotionally handicapped or
educable mentally retarded.

16.   To what extent is the degree of individualization
evident in classrooms of effective teachers' evident in
self-contained classes for students classified as learning
disabled, emotionally handicapped, or mentally retarded?

Effective teachers modify instruction to meet individual

learner needs. Teachers of students classified as
emotionally disturbed were observed to modify instruction
more and use more student self-feedback than any other
teachers. Teachers of students classified as educable
mentally retarded were observed to modify instruction less
than regular teachers but similar to teachers of students
classified as learning disabled. Regular teachers used
student self-feedback less than teachers of learning disabled
students but the same as teachers of educable mentally
retarded students. Regular teachers accepted varied
viewpoints more than special teachers.

17. To what extent is the teaching style of effective
teachers evident in self-contained classes for students
classified as learning disabled, emotionally handicapped, or
mentally retarded?

Effective teachers give clear directions, use varied
instructional approaches, and develop problem-solving skills
in their classrooms. No differences were indicated in the
extent teachers give clear directions in regular or special
classes. Regular teachers used a variety of instructional
strategies and developed problem-solving skills more than
teachers of self-contained special classes. Transition and
sequencing were observed to vary less in classes containing
students classified as emotionally handicapped. Regular
teachers and teachers of students classified as emotionally
handicapped provided more transfer experiences than teachers
of students classified as educable mentally retarded or
learning disabled.

18. To what extent is the type of classroom management
used by effective teachers evident in self-contained classes
for students classified as learning disabled, emotionally
handicapped, or mentally retarded?

Effective teachers manage their classrooms to minimize

disruptions to the instructional process; they use a variety
of techniques to control behavior. No differences were
indicated in the use of positive reinforcement in regular or
special classes. Regular teachers were observed to use
effective management more than special class teachers and
teachers of students classified as learning disabled and
educable mentally retarded assisted students in error
correction more than regular teachers and teachers of
students classified as emotionally handicapped.

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Table 1
Reliabilities and Number of Behaviors Coded in Scoring Keys

1.   **Questioning style**
   a. Uses convergent and divergent
      inquiry strategies. (34)   .63
   b. Motivates students to ask questions. (10)   .26
   c. Uses questions that lead students to
      analyze, synthesize and think critically. (8)   .00
2. **Classroom climate**
   a. Demonstrates ability to work with individuals,
      small groups, and large groups. (9)   .30
   b. Uses a variety of resources and materials. (1)   .00
   c. Provides group communication experiences. (5)   .61
   d. Uses a variety of functional verbal and non-verbal
      communication skills with students. (15)   .78
3.   **Academic learning style**
   a. Structures the use of time to facilitate
      student learning. (12)   .41
   b. Demonstrates proper listening skills. (9)   .44
   c. Provides feedback to learners on their cognitive
      performance. (16)   .37
   d. Maintains environment in which students are actively
      involved. (64)   .81
4.   **Individualization**
   a. Modifies instructional activities to accommodate
      identified needs. (5)   .42
   b. Accepts varied student viewpoints and/or asks students
      to extend or elaborate answers or ideas. (27)   .61
   c. Develops student feedback/evaluation skills and
      self-evaluation. (2)   .18
5. **Teaching style**
   a. Uses a variety of instructional strategies. (8)   .34
   b. Develops and demonstrates problem-solving skills. (10)   .58
   c. Establishes transitions and sequences in instruction
      which are varied, logical and appropriate. (10)   .07
   d. Provides learning experiences which enable students to
      transfer principles and generalizations to situations
      outside school. (13)   .47
   e. Gives clear directions and explanations. (16)   .31
6. **Classroom management**
   a. Implements an effective classroom management system
      for positive student behavior (discipline). (55)   .63
   b. Uses positive reinforcement patterns with students. (19)   .61
   c. Assists students in discovering and correcting errors
      and inaccuracies. (7)   .54

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Table 2

Means and Standard Deviations For Questioning Style

Observed In Regular and Self-Contained Special Classes

Classroom	Teaching Domain		
	IS	AQ	UQ
LD	44.94	45.40	41.59
	8.90	7.57	8.62
EMR	44.36	44.84	41.65
	10.93	6.82	10.00
EH	44.00	49.93	48.78
	7.99	7.44	5.56
REG	54.49	53.11	55.56
	8.54	11.06	7.29

Note. IS=Uses convergent and divergent inquiry strategies,
AQ=Motivates students to ask questions, UQ=Uses questions that lead
students to analyze, synthesize, and think critically.

Table 3

Analysis of Variance Summary and Followup Statistics

Extent Teachers Use Convergent and Divergent Inquiry In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	493.69	3	6.12*
Within Classes	80.69	56	

*p < 0.05

Followup Statistics

EH	EMR	LD	REG
44.00	44.36	44.94	54.49

Note.   Means joined by common underline are not statistically
different.

Regular more than special.
No differences in special.

Table 4

Analysis of Variance Summary and Followup Statistics

Extent Teachers Motivate Students To Ask Questions In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	272.78	3	2.95*
Within Classes	92.53	56	

*p < 0.05

Followup Statistics

EMR	LD	EH	REG
44.84	45.40	49.93	53.11

Note. Means joined by common underline are not statistically different.

EMR & LD different than Regular.
EH & Regular similar.
No differences in special classes.

Table 5

Analysis of Variance Summary and Followup Statistics

For Extent Teachers Use Questions Effectively In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	834.35	3	13.36*
Within Classes	62.47	56	

*p < 0.05

Followup Statistics

LD	EMR	EH	REG
41.59	41.65	48.78	55.56

Note. Means joined by common underline are not statistically different.

LD & EMR different than Regular.

No differences in special classes.

EH and Regular similar.

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Table 6

Means and Standard Deviations For Classroom Climate

Observed In Regular and Self-Contained Special Classes

| Classroom | Teaching Domain | | | |
	AW	VR	GC	VC
LD	52.47	41.51	39.84	40.03
	8.63	8.18	12.09	5.94
EMR	53.82	39.97	46.91	41.06
	8.44	6.07	10.47	2.82
EH	53.42	49.86	46.67	39.10
	8.34	5.98	7.80	5.14
REG	47.39	55.89	54.93	58.02
	10.84	7.66	6.99	4.73

Note. AW=Demonstrates ability to work with individuals, small
groups, and large groups, VR=Uses a variety of resources and
materials, GC=Provides group communication experiences, VC=Uses a
variety of verbal and nonverbal communication skills with students.

Table 7

Analysis of Variance Summary and Followup Statistics
For Teachers' Ability To Work With Varied Groups In
Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	169.10	3	1.72
Within Classes	98.10	56	

Followup Statistics

LD	EH	EMR	REG
52.47	53.42	53.82	47.39

Note. Means joined by common underline are not statistically different.

No differences among special.
No differences between special & regular classes.

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Table 8

Analysis of Variance Summary and Followup Statistics

For Use of Varied Resources In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	981.27	3	17.99*
Within Classes	54.55	56	

*$p < 0.05$

Followup Statistics

EMR	LD	EH	REG
39.97	41.51	49.86	55.89

Note. Means joined by common underline are not statistically different.

LD & EMR less than EH & Regular.

EH more than other special but same as Regular.

Table 9

Analysis of Variance Summary and Followup Statistics
For Extent Teachers Provide Group Communication In
Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	699.64	3	10.04*
Within Classes	69.67	56	

*$p < 0.05$

Followup Statistics

LD	EH	EMR	REG
39.84	46.67	46.91	54.93

Note. Means joined by common underline are not statistically different.

Regular more than special.
No differences in special classes.

Table 10

Analysis of Variance Summary and Followup Statistics
For Use of Verbal and Nonverbal Communication In
Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	1576.49	3	69.48*
Within Classes	22.69	56	

*p < 0.05

Followup Statistics

EH	LD	EMR	REG
39.10	40.03	41.06	58.02

Note.   Means joined by common underline are not statistically different.

Regular more than special.
No differences in special classes.

Table 11

Means and Standard Deviations For Academic Learning Style

Observed In Regular and Self-Contained Special Classes

Classroom	Teaching Domain			
	ST	LS	PF	AI
LD	42.14	49.18	46.39	42.99
	15.91	6.90	7.90	11.12
EMR	45.31	41.82	43.08	43.06
	12.19	12.64	11.73	11.12
EH	46.65	41.04	43.99	40.86
	5.12	13.82	7.70	11.87
REG	54.65	54.38	54.39	56.10
	3.16	6.94	8.60	10.34

Note. ST=Structures student time, LS=Demonstrates proper listening skills, PF=Provides feedback to learners, AI=Maintains environment in which students are actively involved.

Table 12

Analysis of Variance Summary and Followup Statistics

For Extent Teachers Structure Student Time In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	560.46	3	7.27*
Within Classes	77.13	56	

*$p < 0.05$

Followup Statistics

LD	EMR	EH	REG
42.14	45.31	46.65	54.65

Note. Means joined by common underline are not statistically different.

Regular more than special.
No differences in special classes.

Table 13

Analysis of Variance Summary and Followup Statistics

For Extent Teachers Demonstrated Listening Skills In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	597.08	3	7.95*
Within Classes	75.15	56	

*p < 0.05

Followup Statistics

EH	EMR	LD	REG
41.04	41.82	49.18	54.38

Note. Means joined by common underline are not statistically different.

EH & EMR less than Regular.

Special class similar.

LD & Regular similar.

Table 14

Analysis of Variance Summary and Followup Statistics

For Extent Feedback Was Provided To Learners In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	491.59	3	6.08*
Within Classes	80.80	56	

*p < 0.05

Followup Statistics

EMR	EH	LD	REG
43.08	43.99	46.39	54.39

Note. Means joined by common underline are not statistically
different.

Regular more than special.
No differences in special.

Table 15

Analysis of Variance Summary and Followup Statistics
For Extent Teachers Maintain Active Involvement In
Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	917.43	3	15.82*
Within Classes	57.99	56	

*p < 0.05

Followup Statistics

EH	EMR	LD	REG
40.86	42.99	43.06	56.10

Note. Means joined by common underline are not statistically different.

Regular more than special.
No differences in special.

Table 16

Means and Standard Deviations For Individualization

Observed In Regular and Self-Contained Special Classes

Classroom	Teaching Domain		
	MI	VV	SF
LD	47.88	44.02	55.09
	9.39	5.12	7.60
EMR	42.63	42.64	50.91
	7.93	7.87	7.79
EH	63.15	43.83	63.50
	17.70	8.21	18.50
REG	50.54	55.35	45.40
	6.49	9.24	3.86

Note. MI=Modifies instruction by learner needs, VV=Accepts varied
viewpoints and/or asks students to extend or elaborate answers, SF=
Develop student feedback/evaluation skills and self-evaluation.

Table 17

Analysis of Variance Summary and Followup Statistics
For Extent Teachers Modify Instruction In
Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	545.95	3	7.01*
Within Classes	77.89	56	

*p < 0.05

Followup Statistics

EMR	LD	REG	EH
42.65	47.88	50.54	63.15

Note.   Means joined by common underline are not statistically different.

EH more than any; EMR & LD similar; LD similar to Regular.
. . . .
EMR different than EH & REG.
EH more than all.

Table 18

Analysis of Variance Summary and Followup Statistics

For Extent Teachers Accept Varied Viewpoints In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	702.41	3	10.11*
Within Classes	69.51	56	

*$p < 0.05$

Followup Statistics

EMR	EH	LD	REG
42.64	43.83	44.02	55.35

Note. Means joined by common underline are not statistically different.

Regular more than special.

No differences in special classes.

Table 19

Analysis of Variance Summary and Followup Statistics

For Teachers Use of Student Self-Feedback In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	695.08	3	11.75*
Within Classes	59.15	56	

*$p < 0.05$

Followup Statistics

REG	EMR	LD	EH
45.40	50.91	55.09	63.50

Note. Means joined by common underline are not statistically different.

EH more than any; EMR & LD similar; EMR similar to Regular.
. . . .
Regular different than LD & EH; EH more than All.

Table 20

Means and Standard Deviations For Teaching Style

Observed In Regular and Self-Contained Special Classes

Classroom	Teaching Domain				
	VI	PS	TS	TP	CD
LD	46.37	44.07	48.00	43.93	48.80
	6.74	7.35	9.80	5.28	16.07
EMR	46.52	39.83	47.66	40.88	50.09
	8.15	8.55	10.91	4.84	12.50
EH	41.74	44.94	36.86	48.58	54.31
	7.64	6.70	8.02	6.06	13.33
REG	53.77	55.98	53.77	55.05	49.59
	10.48	7.55	7.99	10.06	5.57

Note. VI=Use a variety of instructional strategies, PS=Develop
problem solving skills, TS=Establishes transitions & sequences in
instruction, TP=Provides learning experiences to enable students to
transfer learning, CD=Gives clear directions.

Table 21

Analysis of Variance Summary and Followup Statistics
For Use of Variety of Instructional Strategies In
Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	381.34	3	4.40*
Within Classes	86.71	56	

*$p < 0.05$

Followup Statistics

EH	LD	EMR	REG
41.74	46.37	46.52	53.77

Note. Means joined by common underline are not statistically different.

Regular more than special.
No differences in special classes.

Table 22

Analysis of Variance Summary and Followup Statistics

For Teachers' Development of Problem-Solving Skills In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	917.83	3	15.83*
Within Classes	57.97	56	

*p < 0.05

Followup Statistics

EMR	LD	EH	REG
39.83	44.07	44.94	55.98

Note. Means joined by common underline are not statistically different.

Regular more than special.

No differences in special classes.

Table 23

Analysis of Variance Summary and Followup Statistics

For Extent Transition and Sequencing Vary In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	534.45	3	6.81*
Within Classes	78.50	56	

*$p < 0.05$

Followup Statistics

EH	EMR	LD	REG
36.86	47.66	48.00	53.77

Note. Means joined by common underline are not statistically different.

EH less than all others.
EMR, LD, & Regular similar.

Table 24

Analysis of Variance Summary and Followup Statistics
For Extent Teachers Provide Transfer Experiences In
Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	696.89	3	9.98*
Within Classes	69.82	56	

*$p < 0.05$

Followup Statistics

EMR	LD	EH	REG
40.88	43.93	48.58	55.05

Note. Means joined by common underline are not statistically different.

Special classes similar.
EH & Regular similar.
Regular more than EMR & LD.

Table 25
Analysis of Variance Summary and Followup Statistics
For Extent Teachers Give Clear Directions In
Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	44.29	3	0.42
Within Classes	104.78	56	

Followup Statistics

LD	REG	EMR	EH
48.80	49.59	50.09	54.31

Note. Means joined by common underline are not statistically different.

No differences between special & Regular classes.

Table 26

Means and Standard Deviations For Classroom Management

Observed In Regular and Self-Contained Special Classes

Classroom	Teaching Domain		
	EM	PR	CE
LD	44.28	50.63	59.74
	8.91	11.40	9.01
EMR	46.74	46.92	59.59
	9.19	10.72	6.53
EH	38.28	48.97	50.50
	16.22	11.47	14.40
REG	55.03	50.91	43.76
	5.60	9.48	4.01

Note. EM=Use of effective management, PR=Use positive
reinforcement patterns, CE=Assists students in discovery &
correcting errors.

Table 27

Analysis of Variance Summary and Followup Statistics

For Use of Effective Management In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	708.58	3	10.24*
Within Classes	69.19	56	

*$p < 0.05$

Followup Statistics

EH	LD	EMR	REG
38.28	44.28	46.74	55.03

Note. Means joined by common underline are not statistically different.

Regular more than special.

No differences in special classes.

Table 28

Analysis of Variance Summary and Followup Statistics

For Use of Positive Reinforcement In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	44.48	3	0.42*
Within Classes	104.78	56	

*$p < 0.05$

Followup Statistics

EMR	EH	LD	REG
46.92	48.97	50.63	50.91

Note. Means joined by common underline are not statistically different.

No differences between special & regular.

Table 29

Analysis of Variance Summary and Followup Statistics

For Extent Teachers Assist In Error Correction In

Regular and Self-Contained Special Classes

Analysis of Variance Summary

Source	MS	df	F
Between Classes	1083.95	3	22.09*
Within Classes	49.06	56	

*$p < 0.05$

Followup Statistics

REG	EH	EMR	LD
43.76	50.50	59.59	59.74

Note.   Means joined by common underline are not statistically different.

Regular class teachers less than EMR and LD.

EH same as Regular and less than other special class teachers.

EMR and LD were similar but different than EH and Regular.

NOTICE

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