

Old Dominion University

ODU Digital Commons

Theses and Dissertations in Urban Services -
Urban Education

College of Education & Professional Studies
(Darden)

Spring 1997

A Survey of Characteristics of Effective Alternative Education Teachers as Perceived by Alternative Education Teachers, Administrators, and Students

Barbara Jean Nicholson Anderson
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/urbanservices_education_etds



Part of the [Curriculum and Instruction Commons](#)

Recommended Citation

Anderson, Barbara J.. "A Survey of Characteristics of Effective Alternative Education Teachers as Perceived by Alternative Education Teachers, Administrators, and Students" (1997). Doctor of Philosophy (PhD), Dissertation, , Old Dominion University, DOI: 10.25777/qs9a-hm64
https://digitalcommons.odu.edu/urbanservices_education_etds/2

This Dissertation is brought to you for free and open access by the College of Education & Professional Studies (Darden) at ODU Digital Commons. It has been accepted for inclusion in Theses and Dissertations in Urban Services - Urban Education by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.

A SURVEY OF CHARACTERISTICS OF EFFECTIVE ALTERNATIVE EDUCATION
TEACHERS AS PERCEIVED BY ALTERNATIVE EDUCATION TEACHERS,
ADMINISTRATORS, AND STUDENTS.

by

BARBARA JEAN NICHOLSON ANDERSON
A.A. June 1974, Passaic County Community College
B.A. June 1976, William Paterson College
M.S. Ed. December 1982, Old Dominion University
C.A.S. May 1990, Old Dominion University

A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment
of the Requirement for the Degree of

DOCTOR OF PHILOSOPHY IN URBAN SERVICES-URBAN EDUCATION
HUMAN RESOURCE DEVELOPMENT
OLD DOMINION UNIVERSITY
May 1997

Approved by:

Jack E. Robinson, Ph. D.
Chair, Dissertation Committee

Gail S. Taylor, Ph. D.
Member, Dissertation Committee

Rebecca S. Bowers, Ed. D.
Director, Ph. D., Urban
Services-Urban Education

Linda W. Deans, Ph. D.
Member, Dissertation Committee

Donna B. Evans, Ph. D.
Dean, Darden College of Education

ABSTRACT

A SURVEY OF CHARACTERISTICS OF ALTERNATIVE EDUCATION TEACHERS AS PERCEIVED BY ALTERNATIVE EDUCATION TEACHERS, ADMINISTRATORS, AND STUDENTS.

Barbara Jean Nicholson Anderson
Old Dominion University
1997
Chair: Dr. Jack E. Robinson

This study sought to identify the behavior management, programming, and other teaching characteristics of alternative education teachers perceived by teachers, administrators, and students to be effective when the teachers are working with alternative education students. The characteristics examined were taken from empirical and related urban-centered literature, which underscore the behavior management and programming skills needed by teachers who work with students with behavior disorders. Stated and implied characteristics from related alternative education literature were also used.

There is a need to identify effective characteristics of alternative education teachers, since alternative education programs are becoming an integral part of the regular programming for students. In addition, little empirical data on effective characteristics of alternative education teachers is available.

The analysis of data was descriptive using four-point Likert Scale survey questionnaires. The questionnaires were single-staged, cross-sectional surveys. The surveys were administered to 18 teachers, 12 administrators, and 37 students.

Data obtained during this study help to support the theory that many of the behavior management and programming skills used with behavior disordered students are ones needed by alternative education teachers in working with students. Findings using the criterion set by the researcher revealed that 53 of the 71 skills on the survey were perceived by the teachers, and administrators as "very important" to "important." There were varying discrepancies with the alternative education students with all teaching skills.

Results of this survey have made it apparent that the data collected in this study have significance for staff development and policy considerations for teachers in working with alternative education students.

Areas for further research include research to investigate and use other categories of knowledge and skills competencies. The other categories are (a) theory and knowledge, (b) field experience and practice, and (c) evaluation, research, and technology. A repetition of this study in other cities and a comparison of results to further refine what characteristics are perceived as most important is needed, and a replication in other AE settings to further validate these characteristics as ones needed to be targeted in training programs for alternative education teachers.

ACKNOWLEDGMENTS

This researcher is indebted to the following people for their aid and assistance in the development of this study: Dr. Jack E. Robinson for chairing my committee and assisting me in the areas of research design, methodological procedure, and proper dissertation format, and to Dr. Linda Deans and Dr. Gail Taylor for their expertise in assisting me in the areas of academic guidance and dissertation format and procedure. Further, I would like to thank my family, especially my husband, Michael, for his love and patience; my many friends, colleagues, and well wishers for articles, information, reference materials and related information, and for their belief in me.

TABLE OF CONTENTS

| | Page |
|--|------|
| LIST OF TABLES | iv |
| LIST OF FIGURES | v |
| Chapter | |
| 1. INTRODUCTION | |
| The Problems of AE Students | 1 |
| Need for the Study | 5 |
| Hampton's Response to the Need for Alternative Education | 6 |
| Purpose of the Study | 7 |
| Significance of the Study | 9 |
| Research Questions | 10 |
| Limitations of the Study | 10 |
| Definition of Terms | 11 |
| 2. REVIEW OF RELATED LITERATURE | 14 |
| Characteristics of AE Students -Hampton City | 14 |
| Needs of AE Students | 22 |
| Similarities of At-Risk and AE Students | 24 |
| Similarities of Behavioral Disorders (BD) and AE Students | 25 |
| Reaching Out to At-Risk Students | 31 |
| Effective AE Teachers | 32 |
| Effective At-Risk Teachers | 37 |
| Effective BD Teachers | 38 |
| Summary of Teachers' Characteristics | 41 |
| Multicultural Considerations | 42 |
| Urban Considerations | 45 |
| Summary | 45 |
| 3. RESEARCH DESIGN AND METHODOLOGY | 48 |
| Purpose of the Study | 48 |
| Design of the Study | 48 |
| Setting | 49 |
| Population and Sample | 49 |
| Instrumentation | 51 |
| Data Collection and Analysis | 58 |

TABLE OF CONTENTS (Cont'd.)

| | Page |
|---|------|
| 4. DATA ANALYSIS AND RESULTS | 60 |
| Skills Perceived as Important | 63 |
| Frequency of Use by AE Teachers in Using Behavior Management, Programming, and Other Teaching Skills as Perceived by Teachers and Administrators | 98 |
| Summary | 104 |
| 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS | 120 |
| Summary of the Study | 120 |
| Results and Discussion | 122 |
| Staff Development Considerations | 125 |
| Conclusions from the Study | 126 |
| Recommendations | 127 |
| REFERENCES | 129 |
| APPENDIXES | 137 |

LIST OF TABLES

| Table | Page |
|---|------|
| 1. Factors That Place Students At Risk | 19 |
| 2. Factors As Predictors of Students' Dropping Out of School | 26 |
| 3. Compositive Picture of a Depressed Child's Behavioral Characteristics | 30 |
| 4. Seven Ways to Meet the Challenges of Alternative Education | 33 |
| 5. Ethnic Composition of AE Teachers, Students and Administrators | 51 |
| 6. Categories of the Competency Statements Used on the Survey Questionnaire(s) | 54 |
| 7. Four-Point Likert Scale Used on the Surveys for All Groups | 61 |
| 8. Percentages Used in Data Interpretation | 62 |
| 9. Ratings (in averages) for Importance Given by AE Teachers, Administrators, and AE Students of the Skills Needed by AE Teachers to be Effective with AE Students | 66 |
| 10. Skills on the Survey Rated as 'Very Important' to 'Important' by 100% of the AE Teachers and Administrators | 74 |
| 11. Skills on the Survey Rated as 'Very Important' to 'Important' by 80% to 100% of the AE Teachers and Administrators | 79 |
| 12. Skills Rated 'Very Important' to 'Important' by AE Teachers, Administrators, and AE Students With Varying Discrepancies | 87 |
| 12. Ratings (in averages) for Importance Given by AE Teachers, Administrators, and AE Students of the Skills Needed by AE Teachers to be Effective with AE Students | 79 |

LIST OF TABLES (Cont'd)

| Table | Page |
|--|------|
| 13. Ratings (in averages) for Proficiency Given by AE Teachers, Administrators, and AE Students of the Skills Needed by AE Teachers to be Effective with AE Students | 92 |
| 14. Ratings (in averages) for Frequency of Use Given by AE Teachers and Administrators for How Often the AE Teachers Were Perceived as Using the Skills Needed by AE Teachers to be Effective with AE Students | 100 |
| 15. Comparison of High Rated Behavior Management, Programming, and Other Teaching Skills as to Importance, Proficiency, and Frequency of Use Across Groups by Themes | 114 |

LIST OF FIGURES

| Figure | Page |
|----------------------------------|------|
| 1. Three-pronged Situation | 31 |

CHAPTER I

INTRODUCTION

Hampton, Virginia entered the 1980s with declining school enrollments, stagnant population growth, relatively high taxes, and no coordinated strategy to provide jobs for its citizens. In 1987, the city drafted a plan to address these issues, and indeed gains were made. But despite these gains, the city faced other problems, such as a high crime rate, violence, teenage pregnancy, and overcrowding in the public schools. An increasingly culturally diverse population presented the city with further challenges. These trends reflect changes associated with urbanization, and their effects are evident in Hampton's public school division.

As in most other urban areas, the most difficult problems encountered by Hampton's teachers are student behavioral problems, excessive absenteeism, and social maladjustment. These problems are the primary reasons urban teachers refer students for special education programs or special schools (Knapczyk, 1992). Usually, in making such referrals, the teacher is hopeful that the students referred will be found eligible for special education; but when students do not meet the criteria for special education placement, they are customarily referred for other services or programs in the school division.

Such programs are attempts to meet the needs of these referred students who, in a sense, "fall between the cracks." They are neither special education prospects, nor are they able to function appropriately in a conventional school environment. Glass (1995) had such students in mind when he asked, "What should we do with rebellious--sometimes violent--students whose antisocial behaviors hinder their own education and their classmates'--and who teachers, parents, administrators, and others agree need to be removed from the regular classroom?" (p.21). In searching for an answer to this question, Glass (1995) found that many school districts have turned to alternative education (AE). AE schools not only isolate problem students; they offer them an academic environment targeted to their

The Publication Manual of the American Psychological Association (4th ed.) was the "Journal Model" used to determine format for this dissertation.

special needs. Unlike special education programs, however, AE schools and programs are primarily staffed by teachers with no special training or endorsement to teach this population of referred students.

Alternative is a word that has been used widely among public school systems since the 1960s. Although it is difficult to define precisely, the term alternative education, as Pariser (1990) has pointed out, has been used to describe some form of education specifically designed as a means of (a) "ensuring that every young person may find a path to the educational goals of the community," (b) "accommodating our cultural pluralism [by] making available a multitude of options," (c) "providing choices to enable each person to succeed and be productive," and (d) "recognizing the strengths and values of each individual by seeking and providing the best available options to all students" (p.6).

Alternative education has been found to have a positive effect on children who require something more than conventional schooling offers (Hurley, 1982). This "something more" demands the provision of a variety of structures and environments so that each person can find a learning situation that is sufficiently comfortable to facilitate progress for him or her as an individual (Fizzell, 1990). Alternative schools and programs are therefore nothing more nor less than variations of services offered by communities to specific groups of students whose needs are not being met in the traditional classroom (Kennedy, 1988).

In the Hampton City Schools, alternative education (AE) does not include any mandated program by the federal and/or state governments. Students referred for AE programs and classes in Hampton are defined simply as "students who are considered at-risk of dropping out of school." Their behavior has been defined as disruptive and detrimental to a positive school atmosphere, and therefore they have been removed from the regular classroom. But Hampton's educators have not considered such removal to be a viable solution, because it is well documented in the literature on at-risk students that simply banishing these youths to the streets would create additional problems for society's

welfare and productivity (Barr, & Parrett, 1995). Thus, an alternative educational provision has been designed with their needs in mind, beginning with classroom size.

AE students require a highly structured environment and small class size to ensure academic success and optimal development of social skills (Gregory, & Smith, 1990). Having fewer students per teacher enables every teacher to know every student by name and performance level. Small class size allows students to experience an emotionally supportive environment where they can feel they have a space that is theirs, and it also permits the teacher to individualize the instructional program to accommodate their specific needs. The alternative education model also establishes a common set of rules, regulations, and expectations, thus providing students with the educational stability they need during these difficult years (Barr, & Parrett, 1995). Consequently, AE can go a long way toward keeping students in school who might otherwise discontinue their education.

It is estimated that between 14% and 25% of students entering high school nationwide will drop out of school (Barber, 1987). Monetarily, dropping out of school has serious implications for society. The loss of income over the lifetime of a dropout is about \$170,000 to \$340,000 or a reduction of at least one-third his or her potential earnings (McDill, Natriello, & Pallas, 1987; Veale, 1990). According to Veale (1990), state revenue loss--due to the lower tax payments resulting from lower potential income--is approximately 2.5 times the amount it would cost the state to educate students to the point of graduation. Veale (1990) also pointed out that dropping out of school increases the chances of incarceration 3 to 9 times. He found that incarceration costs at least three times more than it costs to educate a student for a given year. The lower cognitive skill level, which is typically found among dropouts (National Center of Educational Statistics, 1987), limits options for economic progress and restricts social networks. In addition, dropouts tend to be characterized by a reduced sense of control over their lives; and this lowered sense of control affects all aspects of productive citizenship (Rutter & Wehlage, 1987; Veale, 1990).

To provide high quality educational services to students at risk of dropping out, AE teachers need a thorough knowledge of the nature and dynamics of both the students' problems and the characteristics needed by AE teachers to work effectively with them. Students in AE classes and programs are immature for their age and exhibit behavioral problems in school. They have poor school attendance; lack positive social skills, and have difficulty meeting and interpreting home, school, and community expectations. Such students experience difficulty with peer and teacher relationships. It is not surprising, then, that teachers refer students with these types of behaviors more frequently for special services than they refer students with other types of problem behavior.

AE students exhibit many of the same characteristics as behaviorally disordered (BD) students. There is no single set of characteristics used to describe BD students. In the classroom, BD students are defiant and non-compliant toward the teacher, school, and classroom rules. Many are inattentive, hyperactive, disruptive, and distractible. They may not complete assignments, may disturb their peers, and often lack academic skills. Recent reports by the National Mental Health Association (1986) and the Institute of Medicine (1989) confirm that schools and other social agencies have identified for special education and related services only a fraction of BD students who need services. Identified students tend to be those with the most serious disorders. A large number of non-identified BD students therefore end up in AE classrooms and programs. In other words, while some at-risk students are categorized as behaviorally disordered/requiring special education (BD-SE); others could be categorized as behaviorally disordered/needing alternative education (BD-AE); and still others as needing alternative education in a more general sense (BD-GEN) for reasons other than behavioral disorders--for example, low-self esteem, difficulties in mastering school work, lack of motivation to achieve, boredom, and so on.

Need for the Study

AE programs for students other than those classified as BD/special education are steadily growing across the country. These programs are becoming a part of the regular programming for students. Yet, although most AE teachers are conscientious and desire to operate effectively in the classroom, they are not specifically trained or endorsed to work with this population of students. In addition, little empirical data on effective characteristics of AE teachers are available. Thus, there is a real need to identify the qualities that characterize effective AE teachers at a time when a growing population of students requires their services.

The fall of 1988, the United States Conference of Mayors issued a report calling for more commitment on the national level to deal with such school problems as dropping out, disruptive behavior, expulsion, and excessive absenteeism (A Status Report on Children in American Cities, 1988). In the years since then, compensatory programs have been mandated, funded, and implemented to aid economically and educationally disadvantaged young people. Yet, the provision of more effective programs and teachers to meet the needs of these students remains a challenge.

The National Commission on the Reform of Secondary Education in its report, The Reform of Secondary Education, (1973), recommended, "that recognition be given to a wide variety of available alternatives. . . . These options must speak directly to the broad diversity of learning styles, living modes, cultural aspiration, value systems, and growth patterns that characterize adolescents." (p.99).

At about the same time that the National Commission on the Reform of Secondary Education issued its report, there arose increased concern about low test scores, absenteeism, and crime and violence in the schools. AE was considered a way of addressing these concerns. John Fritz (as cited in The National Commission's report) described the various types of alternative schools and the purposes for forming them: According to Fritz, alternative education is intended

1. To provide continuing educational opportunities for students who drop out of or prove disruptive in the regular high school.
2. To serve students who, for a variety of reasons, find the regular high school inadequate to their needs and who are interested in exploring opportunities in alternative schools.
3. To function. . . . as "experimental laboratories", and occasionally [to] become pacesetters or lighthouse institutions within the existing school system.
4. To develop programs in keeping with the diverse needs of student clients and parental conceptions of the type of schooling preferred for their children. (p.32).

Hampton, Virginia's Response to the Need for Alternative Education

In 1978, Hampton responded to the need to develop programs in keeping with the diverse needs of students. The Hampton Street Academy was started in the city of Hampton as a federally funded project to provide an alternative educational setting for youth aged 15-17 whose academic and social skills had not developed at a rate indicative of successful performance in a traditional school setting. This program lasted three years. In 1980, the Street Academy became a part of the Hampton School System. The objectives of the program were (a) to provide an alternative learning facility for 100 students 15-17 years of age whose desire was to get a high school diploma; (b) to provide individualized educational and counseling services to students who had not succeeded in the traditional educational setting; (c) to increase the reading level of below grade level readers by 1.5 grade level each academic year; (d) to improve the students' self concept, attendance, and achievement; (e) to utilize available community services for the achievement of individual goals; and (f) to improve parental awareness and support of the Street Academy program.

This program was the forerunner of alternative education efforts in the Hampton Schools. (Information Booklet, 1980-81).

In 1984, a teacher at Benjamin Syms Junior High School started a program similar to the Street Academy program. Twelve students were in this initial program, which, after approximately one year, branched out to a facility called the Buckroe Skills Center. This was officially the first alternative school and program in the city of Hampton. The name of the facility changed from the Buckroe Skills Center to Beachside Alternative School and is in operation today.

In the 1993-94 school year, the AE program underwent restructuring. New objectives and strategies were introduced to deliver an educational program designed to offer suitable support services and options to students whose difficulties in the traditional school setting included underachievement, behavior problems, and poor school attendance. The intention was that, as a result of participating in this program, students would demonstrate behaviors that would allow them to function appropriately back in their home schools. Administrative and community interest in the effectiveness of the AE program in Hampton, along with a desire to attend to staff development needs, prompted the formation of a task force to evaluate the effects of AE programs and AE teachers in the program.

Purpose of the Study

An effective AE program requires effective AE teachers. In order to provide training for these teachers, it is important to know what skills and characteristics such teachers need to develop. The purpose of this study was to identify the characteristics of AE teachers that are perceived by AE teachers, administrators, and AE students to be effective when working with AE students. In so doing, these groups will consider the skills that have been used in the past with the behavior management, programming, and other teaching characteristics from AE literature on the survey instrument.

A survey was conducted to find out to what degree people working in the field of alternative education feel the competency statements that have been used in teacher preparation programs for teachers of students with emotional/behavioral disorders (E/BD) (Cullinan, Epstein, & Schultz, 1986; Fink, & Janssen, 1993; Gable, Hendrickson, Shokoohi-Yekta, & Young, 1992; Zabel, 1988), and characteristics from alternative education literature (Hanson, Silver, & Strong, 1989; Lehr, 1987; Peterson, Bennet, & Sherman, 1991; Van Zandt, 1995) are important to them. Also, if these competency statements and characteristics are important, do the teachers, administrators, and students differ as to which ones are important, and if so, what are the differences between the groups? The survey was used because it is an efficient method of collecting information directly from people. In this study, information was desired from administrators, AE teachers, and AE students regarding the competency statements and characteristics found in the BD and AE literature.

The competency statements on the survey are from three categories: behavior management, programming, and AE literature. These statements underscore the behavior management and programming skills needed by teachers who work with students with E/BD; and were designed to facilitate academic, social, and emotional growth in them (Bullock, Ellis, and Wilson, 1994). The E/BD students referred to in this study are behaviorally disordered (BD) students, and have been identified for special education under the federal category. The statements from AE literature also facilitate academic, social, and emotional growth in AE students. The AE students are also referred to in this study as behaviorally disordered.

Because behaviorally disordered students, special education and alternative education (BD-SE and BD-AE), as well as, students referred for alternative education in the more general sense (AE-GEN) share the designation "at-risk" and because many of the characteristics of the three categories are similar, the literature examined was deemed appropriate for ascertaining the attributes and skills that might prove effective among

teachers of AE students as well as teachers of BD students. Therefore, the present study sought to identify such attributes by surveying AE teachers, administrators, and students to determine if these behavior management, programming, and other AE skills are those that should be targeted for teachers working with students in AE programs. To determine the need for these competencies, the subjects will rate the competencies as their (1) importance to them, (2) the proficiency with which they perceive AE teachers are using these skills, and (3) how frequently they perceive AE teachers are using these skills.

Significance of the Study

In contrast to the abundant material on at-risk students, especially, BD-SE, research on BD-AE and on teachers of BD-AE students is limited. For the most part, AE teachers are general education certificated teachers, and not special education endorsed. It is hoped that findings from this research will encourage changes in the behaviors of AE teachers and elicit policy changes in the hiring of teachers for AE programs. This study should also have significance for school building administrators in determining staff development focus and for working with teachers to help them develop the skills that are deemed effective with AE students. Similarly, the findings may be useful for guidance counselors in the placement of students with AE teachers and in AE programs.

As urban policy makers consider alternative schools for students, they may be expected to have an interest in the effective characteristics of AE teachers. Data from this study on the needs and effective characteristics of AE teachers can prove valuable as policymakers make decisions regarding allocations of resources to support AE initiatives. Enhanced knowledge of what AE teachers, administrators, and AE students consider to be important characteristics of AE teachers will aid in the selection and retention of effective AE teachers, as well as, possibly curtail the expulsion and dropout rate. Most importantly, in order to meet Hampton City Schools' immediate need to provide training programs for AE teachers, the identified characteristics of effective AE teachers should be given serious

attention. Also, these findings should foster discussion on the need to begin considering certification for AE teachers.

Research Questions

The research questions addressed in this study are these:

1. What behavior management, programming, and other characteristics do administrators, teachers and students perceive as important for AE teachers to be effective with AE students?
2. Do these groups feel AE teachers are using these behavior management, programming, and other teaching skills frequently and competently?
3. How frequently and proficiently do AE teachers use those skills perceived as important?

Limitations of the Study

The following constraints will limit the interpretation of the results of this study:

1. The administrators, teachers, and students are from the middle and high school levels only.
2. The size and types of programs offered in other school divisions might be different.
3. The AE settings that exist in Hampton City Schools are of different types. (The middle schools have self contained classrooms for AE students within the regular school buildings, whereas the alternative school is a free standing separate school accommodating only AE students.)
4. Other competencies not listed on the survey that may be found in BD and/or AE literature might have more importance.
5. This study focuses on the skills perceived as important by these groups but this type of study does not allow one to validate the actual skills necessary for successfully working with AE students.

Definition of Terms

Terms relevant to this research study are defined below:

Effectiveness of alternative education. The outcomes of alternative education as measured by either the re-assimilation of alternative education students into a regular education program (the goal of the Hampton City Schools' middle school program) or graduation (AE high school students can graduate from zoned high school).

Alternative education. An intervention or series of interventions which provide experiences and opportunities to increase success for all students within the jurisdiction of the Hampton City Schools. Alternative education offers choices which may vary from traditional education in a number of ways, including--but not limited to--time, location, staffing, curriculum, alternative instructional techniques, behavior expected from students, and linkages with providers of educational services external to the school division.

Referral and identification process for alternative education placement. Students are referred for alternative education each Spring for consideration of a placement in the Fall. A student may be recommended for alternative education in any of the following ways: (a) parent or self-referral, (b) principal referral, (c) school/court referral, (d) teacher referral, (e) guidance counselor referral.

Identification of students for alternative education placement. To be identified for alternative education placement, the student (a) must be eligible for enrollment in Hampton schools, and (b) must have demonstrated one or more of the following characteristics or behaviors. He or she

- is not mastering the class work
- is at risk of dropping out
- is behind two or more years academically
- is older (i.e., 15 or older in the 7th, 8th, or 9th grade)
- evidences low self-esteem
- is lacking in basic skills

- demonstrates poor attendance
- is experiencing difficulty with peer and teacher relationships
- has difficulty obeying rules and regulations
- is involved in conduct which interferes with the maintenance of essential school discipline
- requires a small teacher/student ratio for academic success

Procedure for alternative education placement. The procedure for placement in alternative education includes three initial steps: (a) completion of the referral for AE, (b) parental notification, and (c) forwarding of the referral form and supporting documents to the Academic Review Committee.

Screening. The screening process consists of the following:

- The Academic Review Committee will meet each Spring to review the referrals for AE.
- The Committee will be composed of the principal or designee, assistant principal, guidance counselors, and AE teachers.
- Parents will be notified of the decision of the Academic Review Committee.
- Parents will discuss the findings of the Committee with the guidance counselor and sign a form giving permission for their child to be in the AE program.

Alternative education students are defined as students:

- who are considered at-risk of dropping out of school,
- who need a highly structured and small class enrollment for academic and social skill success,
- whose behavior has been defined as disruptive and detrimental to a positive school atmosphere.

- who have been removed from the regular classroom and placed in an alternative class, although they are not labeled "special education students," and
- whose unexcused absences from school exceed the number allowed by the Hampton School System.

Alternative education teacher. A teacher who teaches in an alternative education setting. Alternative education teachers are not special-education certified. They are only required to have the same endorsement as regular education teachers in traditional settings.

Drop-out. A drop-out is a person who has left the educational institution, has not graduated, and is not currently enrolled in regular school anywhere. Some students have educationally dropped out, but physically may be still in school.

At-risk. At-risk students are those students whom teachers identify as being in danger of dropping out of school before high school graduation. Reasons their continuing in school is in jeopardy vary from low self-esteem, absenteeism, problems within the family unit, behavioral problems, interaction skills, and the like. Most students in AE programs in the Hampton City School Division are at-risk students identified by the screening procedures described above.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present a review of the literature pertinent to this study and to establish a framework for investigation of the research problems. The review is to examine the knowledge base related to AE, the students who attend AE programs and schools, and the teachers who teach in AE programs and schools situated in urban school divisions. Literature focusing on urban settings and issues was reviewed for use in this study. Topics in this review are (a) characteristics of AE students--Hampton City, (b) needs of AE students, (c) similarities of at-risk and AE students, (d) similarities of E/BD and AE students, (f) effective AE teachers, (g) effective E/BD teachers, (h) multicultural considerations, and (I) methodological problems identifying effective AE teachers.

Characteristics of AE Students--Hampton City

Descriptors of AE students are those students who are at risk of dropping out of school. AE students are not mastering the class work and have low self-esteem and poor school attendance. Academically, AE students are behind two or more years and are lacking in basic skills. Most students in AE programs are older than the regular population of students for a particular grade level, that is, 15 or older in the 7th, 8th, or 9th grade. Eligible students for AE programs in the Hampton City Schools Division have difficulty obeying rules and regulations; they may be involved in conduct which interferes with the maintenance of essential school discipline; and they require a small teacher/student ratio for academic success (Operational Manual for Alternative Education Middle School and Secondary Programs, 1994).

Other factors which may contribute to students being at risk and eligible for AE programs are low social or economic status of family, unstable family conditions, low

educational level of parents, limited English proficiency of the student, and being a member of a group culture. Personal factors which influence at-risk students are poor health, substance abuse, alcohol use, pregnancy, and a low self-concept (Ruff, 1993). These children often are placed in below grade level groups at the onset of schooling and build up handicaps that become difficult for them to overcome.

At Risk of Dropping Out of School. While there is a growing sophistication in identifying the factors that contribute to students becoming at risk, many of these factors are by and large rooted in the home, the community, and poverty (Barr & Parrett, 1995). Yet almost every study of the complicated problems associated with at-risk children and youth has also identified educational factors that exacerbate the problems of those who are at risk and often drive them from school (Kirst, 1993).

A number of factors characterize youth at risk of dropping out of school. Some of the factors are associated with individual personality; others relate to the home, community, and school (Barr & Parrett, 1995). Slavin and Madden (1989) identified low achievement, retention in grade, behavioral problems, poor attendance, low socioeconomic status, and attendance at schools with a large number of poor students as factors associated with dropping out of school. They conclude, "each of these factors is closely associated with the drop-out-rate; by the time students are in the third grade we can use these factors to predict with remarkable accuracy their education" (p.4).

The Vocational Studies Center of the School of Education at the University of Wisconsin-Madison attempted a far-reaching analysis and description of risk factors. The analysis presents families, students, family-related issues, cultural differences, and gender issues as the organizing principles around which individual factors of at-risk youth aggregate (Nash, 1990). Davis and McCaul (1990) of the Institute for the Study of At-Risk Students at the University of Maine have taken a slightly different approach. They

subdivide risk factors around more general issues of society, students, and school environment and teacher-student interactions.

Researchers investigating dropouts have found various characteristics common among dropouts. When studying why students reject school, Strom (1964) found that students who reject school generally have negative and unrealistic pictures of themselves. They frequently reject or feel rejected by their peers. Academically, these students have "difficulty with abstract reasoning, generalizing, analyzing and inferring relationships...and communicating effectively" (p.106)

The United States General Accounting Office (1986) reported that the top three reasons for students' dropping out of school are unsatisfactory academic performance, insufficient interest in school, and lack of ability to get along with teachers. Pallas' study (1986) of school dropouts in the United States showed poor grades, constant disregard for authority, and truancy as the foremost characteristics of dropouts. The study also showed that dropouts are bored with school and perceive themselves as not fitting into the school environment.

Beck and Muia (1981) characterized potential dropouts as having problems with tardiness or irregular attendance and classwork. Such students usually have difficulty in reading and may be reading two or more levels below grade level. Grade retention, nonparticipation in extracurricular activities, disruptive behavior and poor self image are also listed. Beck and Muia therefore recommended that potential dropouts be identified early and that teachers help students overcome their academic handicaps, provide experiences that will ensure success, show approval and love, and increase students' self image.

Stressing the existence and evidence of the interrelation of risk factors, Pallas, Natriello, and McDill list five key indicators of dropping out of school: (a) minority, racial, or ethnic group identity; (b) living in a poverty household; (c) living in a single-

parent family; (d) having a poorly educated mother; and (e) having a non-English language background (1989, p.4).

At least one study has identified student geographical mobility,--that is, moving from school to school and from community to community--as a major unrecognized cause for dropping out. The researcher tracked a group of eighth graders until a year after they would have graduated from high school, had they graduated on schedule. Of the 615 students that they were able to follow, only 83 had attended a single elementary school, a single middle school, and a single high school. The graduation rate for these nonmovers was 95 percent. For those who have moved once, the graduation rate was 68 percent; for those who have moved three times, only 30 percent. The effects of moving were strongest between grade 7 and grade 9. Of those who did not move during those years, 72 percent graduated (Bracey, 1989).

Michelle Fine's attempt to discover students' reasons for dropping out was characterized in her study of inner-city youth in Philadelphia. Using an ethnographic approach, she identified five central reasons that alienated youth reported as causes of their departing school. They include:

1. Low value of high-school diploma
2. Competing responsibilities
3. Undermined self-esteem
4. Push-out policies of schools
5. Pregnancy

(Fine, 1986)

The most comprehensive study to date focusing on risk factors associated with dropping out of school is the Phi Delta Kappa national study of at-risk youth. For this research, Frymier and Gansneder (1989) developed a matrix of 45 at-risk factors and ranked them from most serious to least serious. However, the 45 at-risk factors that the study identifies proved almost too much for schools to deal with. Some school reported

that almost every one of their students had one or more of the factors that placed them at risk. The result of this study seemed to overwhelm schools with a staggering mass of details. Frymier and his colleagues later condensed the original 45 factors into a 36 factor description (See Table 1). In a follow-up analysis, Frymier analyzed and synthesized the 36 factors into five general problems that have proven far more helpful to educators (Frymier, 1992). He described these five problem areas as (a) personal pain, (b) academic failure, (c) socioeconomic situation of the family, (d) family instability, and (e) family budgeting. Of the five factors, Frymier believes that three are beyond the control of the school: family and socioeconomic situation, family instability, and family budget. The two remaining factors, personal pain and academic failure, he identified as factors that the school should deal with.

Table 1

Factors That Place Students At Risk

Factors

1. Attempted suicide during the past year
2. Used drugs or engaged in substance abuse
3. Has been a drug "pusher" during the past year
4. Sense of self-esteem is negative
5. Was involved in a pregnancy during the past year
6. Was expelled from school during the past year
7. Consumes alcohol regularly
8. Was arrested for illegal activity
9. Parents have negative attitudes toward education
10. Has several brothers or sisters who dropped out
11. Was sexually or physically abused last year
12. Failed two courses last school year
13. Was suspended from school twice last year
14. Student was absent more than 20 days last year
15. Parent drinks excessively and is an alcoholic
16. Was retained in grade (i.e., "held back")
17. One parent attempted suicide last year
18. Scored below 20th percentile on standardized test
19. Other family members used drugs during past year
20. Attended three or more schools during past five years
21. Average grades were below "C" last school year
22. Was arrested for driving intoxicated
23. Has an IQ score below 90
24. Parents divorced or separated last year
25. Father is unskilled laborer who is unemployed
26. Mother is unskilled laborer who is unemployed
27. Father or mother died during the past year
28. Diagnosed as being in special education
29. English is not language
30. Lives in an inner city, urban area
31. The mother is only parent living in the home
32. Is year older than other students in same grade
33. Mother did not graduate from high school
34. Father lost his job during the past year
35. Was dropped from athletic team during past year
36. Experienced a serious illness or accident

(Frymier, Barber, Denton, Johnson-Lewis, & Robertson, 1992.

Source: Hope At Last for At-Risk Youth, Barr, & Parrett, 1995)

Requires Highly Structured and Small Class Environments. Though the first vocational school was established in 1881, alternative schools did not begin to get much publicity until the early 1970s when the nation acknowledged that its education system needed some new ideas to meet students' diverse needs and abilities. Today many AE programs and schools are being implemented around the country to meet the needs of at-risk students.

AE programs and schools insulate students from the negative factors of traditional schools and serve to incubate student learning and growth. Research on AE programs and schools emphasize the importance of small, personalized learning environments. Barr and Parrett (1995) found that the average enrollment of AE schools in the United States is approximately 175 students. This means that a relatively small group of students work closely with a cadre of caring and demanding teachers. According to Barr and Parrett, (1995) these small education environments can be viewed as communities of support or as educational intensive care units serving the critical needs of at-risk youth.

Timothy Self (1985) investigated characteristics of effective dropout prevention programs. From his investigation, Self recommended such intervention strategies as individualized instruction, teaching basic academic skills and vocational education. Improving teacher-student relationships, counseling, getting students involved in extracurricular activities and helping students develop a positive attitude toward school were also recommended.

When characterizing schools with high dropout rates, Self (1985) stated that large class size can be detrimental to effective student learning. Smaller class size and an attentive teacher who tailors his or her teaching to the children with whom he or she works are important to a successful learning environment. The teaching and learning should be relevant. Self also recommends that educators need not subscribe to strict standardization of teaching techniques in order to attain a standardization of achievement (Self, 1985).

Duke and Perry (1978) investigated 18 public alternative high schools established to rehabilitate students with disruptive behavior so that they could eventually return to a regular school environment. They sought to identify characteristics of a successful alternative school. In interviews with teachers and students, size of school, student treatment, teacher attitudes toward student behavior, teacher skills and psychological characteristics were named. Findings also showed that emphasis was being placed on the students' acquiring a sense of responsibility for their own behavior. They were taught optional techniques for handling classroom conflicts. Duke and Perry (1978) concluded that small school size, flexible scheduling, frequent informal interaction between teacher and student were conducive to the successful alternative school.

Disruptive Behavior. Schools are facing the problems of some children's involvement in serious crime, antisocial behavior, weapons, and substance abuse. Students who disrupt the school environment, threaten the safety of other students and faculty, and impede the orderly and secure environment essential for optimal learning (Knapczyk, 1992). For these reasons, disruptive students must be excluded from attending regular school and placed in some other environment.

In a study begun by the Florida Governor's Task Force on Disruptive Youth, six variables were found that seemed to be the best predictors of disruption in Florida schools. The variables were (a) the sex of the learner, (b) race, (c) sixth grade test scores, (d) most recent grade point average, (e) verbal aptitude--ninth grade test scores, and (f) psychological referrals. As an example, if a pupil was male, a member of an ethnic minority group, had low sixth grade test scores, a low grade point average, a low verbal aptitude score, and had not been referred for psychological services, he was more likely to become a disruptive student and be expelled or suspended.

The study by the Florida Governor's Task Force also provided research which listed certain characteristics which might act as a guide for those who wish to prevent students from being labeled as discipline problems. In this study, it was found that

behavior problems were more likely to occur if; (a) the learner is insecure, (b) the learner is unhappy with the particular class situation, (c) the learner has a short attention span, (d) the learner has an abnormal fear of failure, (e) the learner lacks motivation to achieve, (f) the learner is quick to anger, (g) the learner has behavior changes, such as positive to negative, and (h) the learner refuses to complete assignments.

It becomes the responsibility of the professional educator to become knowledgeable about the signs of potential problem students. The early identification of problem students and the resultant need for remediation and referral processes are vital to maintain order, assure achievement, and retain students in schools.

Christina Taylor (1988), as placement specialist for Virginia Beach, Virginia's Public Schools' Employment Counseling and Placement Services, observed certain dominant characteristics among her clients. She said that they "seem to just not care. They also feel no one else cares, including their teachers, families or friends (Taylor, 1988)". Taylor (1988) recognized that students with low self-esteem sometimes reconcile themselves to failure in school and turn to sources outside the school for acceptance and a sense of accomplishment.

Needs of AE Students

AE early adolescents experience greater dilemmas than other students in their need to feel both competent and successful. Some AE students need to be accepted by other students without being labeled or ridiculed for slower rates of learning. "If feelings of competence and acceptance are not gained in school activities, early adolescent AE students are more likely to seek self-affirmation in nonacademic domains or to take non-school paths en route to dropping out," wrote Braddock, (1993, p.155). Braddock went on to say that at-risk or AE students are likely to be below average in prior preparation for learning tasks because poor families do not have the resources to build the foundations of academic reading skills as do college educated, middle class families. Educators

mistakenly believe that reading is based upon formal skills when, in reality, it is based on cultural knowledge which children from poor families lack (Hernandez, 1989). However, he asserts that this deficiency can be overcome.

A study of 220 at-risk middle schoolers found that at-risk students valued an education and wanted to succeed in school, but their specific needs were neither identified nor met. They expressed a need for more individual assistance and personal contact than most of their peers and desired personal and warm relationships with both teachers and peers. They felt a need for assistance with specific subject matter to overcome basic skill deficiencies and assure success in content area classes. The study also found that unless at-risk students receive intensive, on-going, individualized assistance, their problems persist and intensify throughout their school career. This study suggests two major requirements of at-risk students: a relevant curriculum and a nurturing environment (as cited in Barr & Parrett, 1995).

In our modern industrial technological society, formal education, culture, and literacy play critical roles. Unfortunately, children who grow up in low-income families or with undereducated parents are often unable to pull out of this cycle of low achievement. At-risk youth have trouble dealing with the traditional classroom with its lack of variety. They exhibit behavioral problems, have poor self-esteem, and quickly become bored (Rosenthal & Jacobson, 1968).

Research has found that retention exacerbates the problem. When these students are retained, the drop-out rate increases to fifty percent. If students are retained more than once, the drop-out rate increases to 90%(Self, 1985). Self contends these students exhibit poor academic performance for several reasons. They come to school lacking basic skills prerequisite to learning. They have emotional or family problems or both, which interfere with the ability to concentrate on school tasks. For them, success in school is not an individual, family, or cultural priority.

Similarities of At-Risk and AE Students

There is a substantial overlap between factors identifying the general category of students at-risk and characteristics of AE students. Indeed, in the Hampton Schools, being at risk is the major determinant for eligibility in AE programs.

Early identification of students at risk of dropping out of school may help us to introduce preventive measures to reduce the dropout rate. Some researchers contend that students at risk of dropping out can often be identified by the third grade (McPartland & Slavin, 1990). Research directs considerable attention toward school-related factors, lending support to the notion that school is the place to initiate and coordinate prevention/intervention activities. It is clear, however, that a combination of factors (e.g., personal, family, economic, school related, etc.) contribute to dropping out of school (cited in McPartland & Slavin, 1990).

In an effort to provide background information as a foundation for planning local programs throughout the Canadian provinces, Neufeld and Stevens (1992) summarized research on school dropouts. Listed are many of their findings on characteristics of dropouts. These findings displayed in Table 2, call attention to factors that could be used as predictors of students' dropping out of school. They fall under three major headings: school-related factors, personal factors, and family-related factors.

The factors and characteristics listed are commonly seen in one form or the other by today's AE teachers as descriptors of AE students. This list is not meant to be exhaustive but reflects similarities drawn from previous research on at-risk students as we compare it to the school related factors of AE students in the Hampton City Schools. Hampton's descriptors for AE students are that these are the students who (a) are at risk of dropping out of school, (b) are not mastering the class work, (c) have low self-esteem, (d) have poor school attendance, (e) are behind two or more years, (f) are lacking in basic skills, (g) are older than the regular population for a particular grade level, that is, age 15 or older in the 7th, 8th, or 9th grade, (h) may have difficulty obeying rules and

regulations, (i) may be involved in conduct which interferes with the maintenance of essential school discipline, and (j) requires a small teacher/student ratio for academic success (Operational Manual for Alternative Education Middle School and Secondary Programs, 1994, p.64).

Similarities of Behavioral Disorders (BD) and AE Students

Teachers of BD students in special education placements are often asked how they define "behavioral disorders." Even very experienced teachers may not have a ready response. They may give the official definition from their state's rules and regulations. Some may know the federal definition or other authoritative definitions well enough to recite. Some may even offer their own definition. This is not surprising, for a variety of reasons because many definitions have developed over the years (Alper, Forness, & Kavale, 1986; Kauffman & Kneedler, 1981).

Examining the ways the concept behavioral disorders has been defined for special education purposes will help bring about a better understanding of the disruptive behaviors some students display, regardless of whether the students have actually been referred for special education classes (BD-SE) or whether they have been considered for alternative education schools and programs (BD-AE). Several types of definitions for BD have been identified: authoritative, administrative, and research. Since the research definitions are used to allow readers to better understand the results and potential practical implications of empirical research by providing a precise description of the subject sample involved in a particular study, the section that follows will be focused on the general authoritative and administrative definitions (Cullinan, & Epstein, 1979). This is not, of course, to deny that these approaches also owe much to research and draw upon data from various studies in forming definitions.

Table 2

Table 2

Factors As Predictors of Students' Dropping Out of SchoolSchool-Related

Curriculum irrelevant - felt that studying curriculum was a waste of time

Hands-on learners - prefer "doing" to reading and studying

Frustrated learners - difficulty finding teachers who care and were willing to help with academic problems

Education de-valued - tended to dislike school and attached less value to education than graduates

Poor attendance records

Alienated - limited participation in school activities and felt neglected and de-valued by teachers and peers

Discipline problems - frequent detentions and suspensions

Enrolled in general or basic-level courses

Grade retention

Personal-Related

Short-ranged goal setters - needed immediate gratification. Inadequate goals compared to graduates

Work-driven - focus on financial rewards, and immediate feedback in workplace

Worked 15 hours or more per week

Concrete vs. abstract thinkers - tendency to focus on tangible items

Low self-esteem and self-confidence - dropouts often ashamed of school difficulties

Low aspirations

Language difficulties

Sex - dropout more like to be boy (60%) than girls (40%). If girl, reason was often pregnancy

Family-Related

Low socio-economic status - parents working in unskilled occupations with low incomes and/or on social assistance

Large families - dropouts tended to come from larger families than graduates

Parents with low education levels and who lack a sense of the value and importance of education

One-parent families - high divorce rate among parents of dropouts with no father at home

Chaotic and disorganized home background - family plagued by conflict and dissension

(As cited in Neufeld, & Stevens, 1992, pp. 8-10)

Authoritative definitions. The authoritative definitions reflect the authority's experience and theoretical background in singling out as behaviorally disordered (a) children who, after receiving supportive educational services and counseling assistance available to all students, still exhibit persistent and consistent severe to very severe behavioral disabilities that interfere with productive learning processes (Algozzine, 1981), (b) children who deviate from standards or expectations for behavior and thereby impair the functioning of others or themselves (Cullinan, Epstein, & Lloyd, 1983), (c) children who in childhood or adolescence exhibit behavioral excesses and/or deficits that authoritative adults in their particular environment judge to be too high or too low. These behaviors are considered to be atypical because their frequency, intensity, or duration deviates from a relative social norm (Gersham, 1985).

Administrative definitions. Administrative definitions guide special education and related services at the local, state, and national levels. These definitions set the policies that determine who will receive services. There is much diversity among the administrative definitions that currently regulate BD programs throughout the country. However, most administrative definitions of BD include the following:

1. A statement that the child exhibits disorders of emotions and/or behaviors;
2. A statement that the child has interpersonal problems, such as being unable to relate satisfactorily to other children and adults;
3. A statement that the child's problems involve inability to learn or achieve at school;
4. Comparison of the child's behavior to a norm or to age-appropriate expectations from which the child's behavior deviates;
5. A statement that the child's problem is of long standing, not a transient problem;
6. A statement that the problem is severe (i.e., serious, intense, or exhibited in a variety of settings); and

7. A statement that special education is needed if the child is to receive maximum benefit from schooling and that regular education is not suited to the child's needs.

(Kauffman, & Kneedler, 1981, p. 167)

An important administrative definition is the one used by the federal government. The federal government used the term **seriously emotionally disturbed (SED)** to refer to those students we refer to as BD. According to the [government guideline/manual source information], the current federal definition of SED is as follows:

The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

- (a) An inability to learn which cannot be explained by intellectual, sensory, or other health factors;
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (c) Inappropriate types of behavior or feelings under normal circumstances;
- (d) A general pervasive mood of unhappiness or depression;
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems;
- (f) The term includes children who are schizophrenic.

The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

(Office of Special Education and Rehabilitative Services, 1986)

It is important to define the various definitions of BD because special education does not have the human and fiscal resources or the legal mandates to serve every student having social, emotional, or behavioral difficulties in school. Also, it is important to understand the more restricted definition of BD (in the BD-SE or SED sense) in order to narrow our focus to children whose behavior deviates from the norm enough that specially designed instruction (i.e., special education) is required to meet their unique learning needs, while also recognizing that some behaviorally disordered children may appropriately be referred for alternative education. In general, we may consider the major characteristics of behaviorally disordered students to show up as conduct disorders, anxiety-withdrawal, immaturity, and socialized aggressiveness.

Conduct disorder. These students are defiant and non-compliant toward the teacher, school, and classroom rules. They may be inattentive, hyperactive, disruptive, and distractible. They may not complete assignments, may disturb their peers, and often lack academic skills (Kazdin, 1985). It is estimated that there are from four to eight times as many boys as girls who are considered conduct disorder (Herbert, 1982). Hyperactivity is a common characteristic. Herbert maintains that hyperactive children and conduct disorder children have similar patterns of noncompliance, aggression, and learning problems.

Personality disorder. These children (anxiety-withdrawal) display a behavior pattern almost directly opposite of conduct disorder children. Two common behavior problems associated with personality disorders are social withdrawal, and depression.

Socially withdrawn children characteristic behaviors include infrequent initiation to peers, lack of response to initiations from others, less verbal behavior in those social interactions that do occur, and a great deal of time spent in solitary activities (Greenwood, Walker, Todd, & Hops, 1979). Socially withdrawn children tend to have significant social skills deficits (Greenwood, Walker, & Hops, 1977) and are often rejected or neglected by their peers (Asher, & Taylor, 1982).

Depression is one of the most prevalent forms of mental illness in adults (Kazdin, & Strober, 1982). However, scant attention has been devoted to the identification and treatment of childhood depression in special education programs for BD (Cullinan, Schloss, & Epstein, 1987). A myriad of symptoms of childhood depression exist as shown in Table 3.

Table 3

Composite Picture of a Depressed Child's Behavioral Characteristics

- withdrawal
- little interest in any activity
- listlessness
- physical pain (headaches, abdominal complaints, dizziness)
- insomnia, sleeping, and eating disturbances
- feels unloved or rejected
- negative self-concept
- low frustration tolerance
- irritability
- conveys a sense of needing comfort and reassurance
- self-deprecatory
- can become a scapegoat
- a "born-loser" image
- obsessive-compulsive behavior

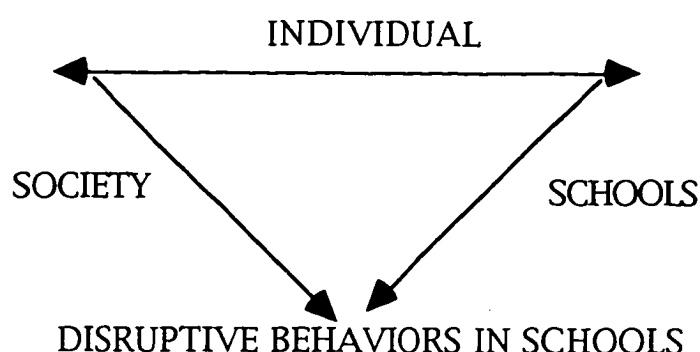
Source: "Childhood Depression: A Clinical and Behavioral Perspective" by C. P. Malmquist, in J. G. Schulterbrant and A. Raskin (Eds.), Depression in Childhood: Diagnosis, Treatment, and Conceptual Models, 33-59, 1977, New York: Raven Press.

What leads to disordered behavior in schools? The National Association of Secondary School Principals (NASSP) Task Force (1977) sees disordered behavior as a three-pronged situation. (See Figure 1.)

This three-pronged situation shows a connection between the individual, society, and the school with regard to disordered behaviors in schools. The individual's needs, personality, and behavior affect both the schools and society. Society and the schools

affect the individual. Disruptive behaviors have an impact on the individual, the school environment, and society at large. The combination of the three factors at various levels and by differing degrees may determine the significance of the behavior for a particular individual in his particular school setting.

Figure 1



Under individual factors, certain behaviors take place when physical or emotional factors are not met. Three patterns emerge in students when these deficiencies arise: (a) students become aggressive; (b) they (students) withdraw; and (c) they compromise. Often, out of frustration, despair and debased self-esteem the student responds by either aggressive disruption in the classroom or withdrawal and self-alienation (Kyle, 1986).

Reaching Out to At-Risk Students

With a growing arsenal of research-based factors, it is now possible for schools to identify at-risk students long before they arrive at school and--by as early as the end of second or third grade--to be able to predict with great accuracy those children who will

fail in school and ultimately drop out. Early identification of students at risk of dropping out may enable educators to introduce preventive measures to reduce the dropout rate.

Many students are encouraged by their peers to drop out of school and seek "life experiences" outside of the school environment. This encouragement is usually from peers who are no longer in school or family members not valuing education. Therefore, if teachers are to reach these students who are at-risk, new perspectives, such as alternative forms of education, must be pursued.

Effective AE Teachers

The teacher is the "heart" of AE (Morley, 1985-86; Pariser, 1990; Gregory and Smith, 1987). He or she creates a place in which students can learn. Emanuel Pariser (1990) contends that AE students involved in AE schools and programs indicate that the most important characteristics of teachers is that they care for students. He speaks of intimacy, connectedness and education which he feels are critical within AE (Pariser (1990). Success with students requires a learning environment which provides an experience of intimacy and connectedness--a sense of emotional closeness between two or more people--and the AE teacher is a key factor in this process.

David Hurst (1994) in the article, We Cannot Ignore the Alternatives, explained why AE is needed, and ways teachers and administrators can prepare to meet the challenges faced by AE. Table 4 contains seven proactive approaches Hurst (1994) feels may be used in dealing with alternatives in education. These approaches will benefit teachers as they prepare themselves to teach the population of AE students coming into their classrooms. Also, these approaches will help AE teachers learn the techniques necessary to plan a well structured program of education for AE students because people learn differently and at different paces. Table 4 also serves as a springboard for distinguishing some of the characteristics needed by teachers of AE students.

From the challenges presented by Hurst (1994), we can infer the characteristics needed by AE teachers in order to be effective. Characteristics such as, adaptability, accountability, cooperative, leadership skills, responsibility, individuality, and connectedness. Hurst believes that these skills will help in framing our responses to AE students so that we can maintain quality instruction for American children.

Table 4

Seven Ways to Meet the Challenges of Alternative Education

| | |
|----|---|
| 1. | <u>Adapt.</u> We must learn about and adapt to new concepts of management and governance. |
| 2. | <u>Expect increased accountability.</u> We will have to become more accountable to our customers not only for student outcomes, but for school management as well. |
| 3. | <u>Create teams.</u> "Team" is a concept that is here to stay. Corporations, businesses, and other government entities are adopting the team concept quickly, and schools must do the same to remain competitive. |
| 4. | <u>Plan for site control.</u> Teachers will be assuming more and more responsibility, not just for their individual classrooms, but for the administration of the school as well. |
| 5. | <u>Maintain customer orientation.</u> With management at the local level, responsiveness to customer demands must be quick and efficient. |
| 6. | <u>Develop uniqueness.</u> A critical issue for a successful school is the development and marketing of a unique identity. |
| 7. | <u>Be vision-driven.</u> In the most successful schools, everyone knows the school's mission statement by heart and lives it in action. |

(Hurst, 1995, p. 78-79)

Since the literature on AE is limited, this researcher had to look to at-risk literature for information on effective AE teachers. In a study to determine themes of uncommonly successful teachers of at-risk children, Peterson, Bennett and Sherman (1991) found that successful teachers prepare a place and program for students with a

great deal of variety. They balance a strong and specific academic program with a true student-centered approach. Successful teachers of at-risk students directly confront, support, and communicate with students in a setting with both academic and personal emphases. Finally, they follow through with concerns for the students' lives outside class. These teachers stress themes that are relevant to students' real life circumstances, while actively engaging them in their own learning process. Analysis of the themes in the Peterson et al. (1991) study yielded eight commonalities in their practice of teaching at-risk students. These findings are as follows:

1. Create a place of belonging and identity. Teachers make their classrooms and programs a place that fits their students. Pupils identify with a program that is working to help them. Students belong to a group or setting that has their interests at the core of its purpose. Academic activities are tied to their needs and interests.
2. Specific academic program. The teacher has a clearly defined program ready for students; he or she moves with it quickly, sell the program, and pays attention to developing a complete curriculum. The scope of the academic program is focused. Classroom routines directly support the academic program. Achievement and accomplishment in program themes are readily apparent. Programs range from clear, direct instruction to sophisticated role-playing in simulations. Goals include basic skills, social learning, and high-level cognitive outcomes.
3. Program interrupted for individual student problems. While the teacher has a strong academic program at hand, he or she interrupts the academic work quickly to respond to student problems. Sensitivity, keen observation, and experience guide the actions. Rather than justify this switch in emphasis, the teacher describes it

matter-of-factly--it is necessary for learning and teaching, not just an option to focus on disruptions in students' lives. The emphasis is on students' honestly connecting their learning and feelings.

4. Explicit "coaching" strategies for students. Teachers show students how to get along with others, to solve problems, and how to achieve success in social life. Teachers readily side-coach students for more successful schoolwork, interpersonal relations, and social skills. They give direct advice on personal behavior and problems. They are willing to confront students (even those who appear belligerent), talk with them, and keep up expectations for good behavior and achievement.
5. Demands, expectations placed on students. Teachers push students in specific tasks in which they can succeed. Success is made visible, acknowledged, and related to subsequent learnings. The emphasis is on progress, not on normative comparisons or absolute performances. The tone is serious, as if the learning is serious business. A you-can-do-it attitude is matched with insistence on work and success.
6. Central theme, several apparent strengths. Teachers have an identifiable theme in their classrooms. There is a clear emphasis on one approach or set of goals. Rather than a long list of significant features, several apparent strengths of each teacher make the difference with students. Each of the teachers present a fairly unique configuration of features.
7. Prior teacher learning, experience, perspective, or vision. Early recognition of capacity with at-risk students is common. Specific expressions of this capacity include empathy, connection, insight,

sensitivity, compassion, communication, and a knowledge of what to do next. While training and the influence of mentors are mentioned, each teacher describes a strong core background or experience-set that prepared him or her for success.

8. Small scale, small classes. Successful teachers need the time and individual attention for diagnosis and interaction in order to manage their curriculum and classroom routines. Students need fairly constant attention to participation and success. Teachers listen to individual cases, rather than generalizing to group prescriptions and assignments. They will repeat as necessary. Groups larger than perhaps 12 present difficulties for monitoring, instructing, acknowledging, and communicating. (p.179-186).

Peterson et al. (1991) found that successful teachers create an environment in which students can identify and build relationships with other students. Good working relationships are established with parents also by making contact with them early in the year (Reed, 1993). Selecting teachers to work with specific populations is challenging, especially when procedures for doing so are largely undefined.

Traditionally, placement practices, based on criteria such as certification, GPA, experience, and principal intuition, have focused on the match between teacher and content rather than teacher and student, reflecting academia's penchant toward learning and cognition. Recent societal changes, however, have resulted in an influx of students who are often unprepared for the demands of the conventional classroom. In such an environment, educators are increasingly called upon to fill in the gaps between home and school and embrace new roles which seemingly contradict the primary mission of the school (Van Zandt, 1995).

Effective At-risk Teachers

Descriptions of effective teachers of at-risk students include terms such as empathic, warm, understanding, and student-centered (Hanson, Silver, & Strong, 1989; Lehr, 1987; Peterson, Bennet, & Sherman, 1991). They take time out to discuss student concerns and include affective as well as cognitive objectives in the curriculum. Listed are the description of common characteristics of unusually successful teachers of at-risk students. As Rogers (1983) advocated, these teachers address the needs of the whole person.

Affective Domain

1. Create a place of belonging and identity for students
2. Promote a positive emotional climate
3. Are genuine, friendly
4. Are empathetic, patient, caring
5. Show warmth and enthusiasm
6. Put relationships with students ahead of academic concerns
7. Joke with students
8. Interrupt program for student problems
9. Exhibit a high quality social interaction with students
10. Create mild to moderate group tension
11. Use a definite structure, routine
12. Are often abstract rather than concrete
13. Are often divergent rather than convergent
14. Establish fair rules and maintain consistency
15. Intuitively know what to prioritize
16. Are usually slightly extroverted
17. Are often feelers rather than thinkers
18. Promote internal locus of control, responsibility

19. Include self-esteem, socialization activities in the curriculum

Cognitive Domain

1. Have an identifiable academic program
2. Place high demands, expectations on students
3. Utilize an interdisciplinary curriculum
4. Utilize a central theme
5. Utilize prior teacher vision, experience, and learning
6. Make curriculum relevant
7. Elicit interest in the task at hand
8. Incorporate "success" activities
9. Teach divergent thinking skills
10. Utilize nontraditional teaching methods (i.e. cooperative learning, teaming, discovery learning, projects, field trips)
11. Use alternative assessment techniques
12. Use concrete examples, manipulatives
13. Adapt materials to appropriate student level
14. Tie old knowledge to new concepts

(cited in paper presented at National Dropout Prevention Conference by Van Zandt, 1995)

Effective BD Teachers

Bullock, Ellis, and Wilson (1994) reexamined the knowledge and skills statements that reportedly have been used in teacher preparation programs for teachers of students with BD and listed the competencies needed by these teachers. Bullock et al. research listed 201 knowledge/skills statements arranged in 11 categories (See Appendix A). These statements were rated by 102 teachers of students with BD as to importance, proficiency, and frequency of use. Listed according to importance are fifteen competencies from the behavior management and fifteen from the programming

categories taken from the listed 201 knowledge/skills statements. (Bullock et al., 1994).
(See Appendix B for complete listing of behavior management and programming knowledge/skills).

Behavior Management

1. use a variety of nonadversive techniques
2. establish and maintain pupil attention, and present reinforcement and/or correct pupil responses
3. develop and/or implement appropriate classroom rules and a means for enforcing these rule
4. develop and/or implement a consistent classroom routine
5. use varied behavior management plans in a classroom setting
6. plan and implement a variety of crisis management procedures to control/contain severe behavior
7. use various techniques in isolation or in combination for providing appropriate instruction for students
8. develop and/or implement a positive reinforcement plan to change and/or maintain behavior for a classroom setting
9. select target behavior to be changed and identify the critical variables affecting the target behavior
10. self-evaluate one's own teaching and classroom management skills and use the results constructively
11. utilize behavioral principles to design procedures to effect behavior change
12. determine for each student a reinforcement preference and use different reinforcers to change and maintain behavior

13. designate certain pupil behavior as either appropriate or inappropriate for a specified age group based on observation and social validation
14. develop and implement a systematic behavior management plan for students including timelines and employ hierarchy for each student
15. develop and/or implement a reinforcement hierarchy for each student

Programming

1. plan and organize classroom instruction
2. establish a consistent classroom routine
3. establish classroom rules as well as a means for enforcing these rules
4. evaluate social/affective behavior in the classroom
5. explain orally and in writing and/or demonstrate appropriate management procedures when presented with a spontaneous management problem
6. prepare appropriate lesson plans
7. construct annual goals and short-term objectives in precise and measurable terms
8. select a functional classroom design
9. develop appropriate "teacher-made" materials to aid in reaching objectives when given specific instructional objectives
10. integrate academic instruction, affective education, and behavior management for individual students and group in the academic areas of art, music, handwriting, language development,

mathematics, motor development, science, social studies, spelling, vocational education, and reading

11. appropriately utilize, develop, and/or maintain individual case files and school records
12. develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation
13. state instructional goals, set priorities for teaching, and state criterion level for mastery of each task when presented with a statement of an individual's specific social deficit
14. integrate academic content with career/vocational preparation
15. compare behavioral outcomes with predetermined goals and objectives in order to evaluate and revise instructional goals, strategies, and materials

Behavior management and programming categories were selected from the listing by Bullock, Ellis & Wilson, (1994) because they were found to be important components of BD teachers' repertoire. Joyce and Wienke's study (as cited in Bullock, Ellis, & Wilson, 1994) stated that behavior management has held center stage across the years in teacher education programs, and is still considered a very critical BD teacher competency.

Summary of Teachers' Characteristics

Teachers are the crucial factor in increasing knowledge, skills and insights, both in the cognitive and the affective domains (Van Zandt, 1995). They have a central position in the classroom learning process, play a directive and active role in the learning process and decide the daily classroom routine. For this reason, it is relevant from both

the theoretical and the practical point of view to investigate which teaching behaviors will bring about the desired outcomes for working effectively with AE students.

Multicultural Considerations

Society. The larger percentage of the ethnic minority population is poor. Graham (1987) stated that the children of the poor and of racial minorities are likely to do less well in school than children from more affluent families, regardless of their racial or ethnic background. Historically, there have been gross disparities between expenditures for the education of ethnic minority children and expenditures for the education of European American children. Also, there have been gross disparities between expenditures for the education of rich children and expenditure for the education of the poor. Although we tend to think of these disparities as the products of a distant past, they were actually maintained well into the 1950s and 1960s (Graham, 1987).

Reed and Sautter (1990) reported that four out of nine African American children are poor. They stated that these children suffer not only the immediate physical and psychological damage of economic and social adversity; but the long-term effects of their childhood deprivation and neglect also manifest themselves in a growing complex of social ills. The children of poor families are at a disadvantage in the pursuit of learning, and teachers are often teaching the children of poverty less than they are capable of learning (Knapp & Shields, 1990).

Educational Achievement of African-American Students. Today there are many variables that hamper the educational achievement of ethnic minority males. One major stumbling block to the academic success of African American males has been the culturally assaultive nature of the school. Stereotypes concerning African-Americans are still unknowingly perpetuated by teachers who were exposed to these stereotypes when they were students. Racism and prejudice continue to be facts of life for ethnic minorities. Teachers often unknowingly see students from the same biased lens as the general

society. Academic apathy and failure on the part of African-Americans are often the results.

A comparison was made by Williams (1987) of African American dropouts and African American high school graduates in an urban public school setting. She investigated such variables as demographics, personal characteristics, academic origin variables, feelings toward school, and peers in school. Her findings revealed that the major distinguishing characteristics of the dropouts were feelings of isolation, rejection and disconnectedness.

Teacher expectations. African American students are often unfavorably impacted by teacher expectation. There is clear indication to support that teacher expectation plays a role in the academic achievement of students (Rosenthal & Jacobsen, 1968; Steele, 1995). Researchers in the field, such as, Brophy and Good (1970), as well as, Rosenthal and Jacobsen (1968) maintain that the more teachers expect from students academically, the more they are likely to achieve. They also stated that the more academically successful students are, the higher teacher expectations are likely to be for them (Brophy & Good, 1970; Rosenthal & Jacobsen, 1968). Unfavorable or negative expectations of children can impede ethnic minority children's access to equality of educational opportunity (Gose, 1993). No matter what the ability of the student, negative expectations have been shown to impede the educational achievement of poor and minority students. Rubowits and Maehr (1973) reported that African American children labeled "gifted" were treated worse than European American "gifted" children. They were even treated worse than African American "nongifted" children in regular classrooms.

Although negative expectations may lessen academic achievement, they do not necessarily lessen the self-esteem of African American students, especially, the African American male. Gaskin-Butler and Tucker (1995) reported that African American students' self-esteem increased when these dysfunctional behaviors increased. On the other hand, dysfunctional behavior seems to be detrimental to African American females.

Hare (1992) noted that the level of low-achieving African American boys' self-esteem was just as high as the level of self-esteem of high-achieving European American males. This high level of self-esteem in African American males was based on peer relationships rather academic achievement.

African American behavior expectations. Educators often view African Americans behavior variations from a deficit rather than a difference perspective. This judgment has led to the over-identification of African American students for at-risk programs and schools, especially of African American males. School divisions need to learn how difficult and complex cultural issues can be, and they need to learn how to deal with cultural issues effectively. It is the opinion of this researcher that teachers need to understand the nature of the African American culture, especially the African American male who is often found in most alternative education schools and programs.

Two researchers who have attempted to describe the cultural style of African American children were Hilliard (1976) and Akbar (1975). Some cultural characteristics described by them are: preferring people and activities over other things; appreciation of novelty, freedom and personal distinctiveness; high level of affectiveness; sociocentricness; adoption of a systematic use of nuances of intonation and body language, such as eye movement and positioning.

Tracking. Another roadblock to minority success in school is tracking. All too often, African-Americans and other students of color are placed in vocational rather than academic tracks thereby limiting future career options. In the feature article of the Virginia Journal of Education (February, 1990), the author stated that identifying students by "tracking", is damaging to the students' expectations of self.

The public school identification of students' perceived abilities and destinies reinforces social stereotypes and molds expectations. Parents accept the school's evaluation of their children, and perhaps most disturbing, so do the children themselves. It is this climate of low expectation--reinforced by all the institutions with which minorities and low-income families interact--that most depresses the energy needed to achieve. (Virginia Journal of Education, 1990).

Urban considerations.

The late eighties brought about many issues for the city of Hampton, Virginia and to its school division. In order to address these issues, the school division moved toward restructuring the schools. School restructuring has gained attention nationwide and was being done in most school divisions. Some researchers believe that the movement has its roots "in the problems of the nation's larger cities" (Heck, 1992, p.217). These problems include demographic changes, high crime rates, violence, teenage pregnancy, and overcrowding in the public schools.

Hampton City Schools faced the same type of problems as those in other urban settings; behavioral problems, excessive absenteeism, teenage pregnancy and other social maladjustments, but the problems differ in scope and intensity. Among the characteristics of urban schools there are two characteristics that are generic to Hampton: (a) cultural diversity, and (b) minority-majority differences (Louis & Miles, 1990, pp.11-13).

Summary

The review of the literature focused on the overlap between factors identifying students at-risk in general and characteristics of AE students as a subgroup of at-risk students. Further, the literature highlighted characteristics of the AE and E/BD teachers who work with them.

Studies on at-risk students reveal an expanding underclass of youth who will live their lives and never work. Many of them will fill our prisons. others will demand growing health, welfare, and social services (Barr,& Ross, 1989). Educators no longer talk about the one or two percent of their students who are troublemakers, but discussion has shifted to the 30 to 50% of the school population who are dropping out.

In summary, the Hampton, Virginia public school division used descriptors to set apart the subgroup of at-risk students eligible for the AE program. AE students are at risk of dropping out of school, they require highly structured and small class environments,

and they exhibit disruptive behaviors. AE students need to be accepted by others without being labeled or ridiculed for slower rates of learning.

Further, the literature supports the idea that effective teachers of at-risk students, and BD students share common characteristics, and since AE students are a subgroup of at-risk students, this statement should hold true. AE teachers create a place of belonging and identity for their students. Academic activities are tied to the students' needs and interests, promoting a positive emotional climate (Pariser, 1990). The effective AE, at-risk, and BD teachers have a specific academic program, yet, they will interrupt the program for student problems.

Also, studies show that the larger percentage of the AE population are African American males, and these children are often judged to be deficient in their social and academic development, rather than just different. These students do not function well in the regular classroom environment. They frequently display low academic achievement and are behind two or more grade levels. Research directed toward meeting the needs of this population is crucial.

Finally, the literature review on the effective characteristics of AE and BD teachers revealed a need to survey the perceptions related to effective characteristics of AE teachers deemed important in the education of AE students. Limited research has been conducted on the effective characteristics of AE teachers; therefore, sufficient support was found for a surveying of perceptions of individuals in AE environments on the effective characteristics of AE teachers. The following questions guided the study:

1. What behavior management, programming, and other characteristics do administrators, teachers and students perceive as important for AE teachers to be effective with AE students?
2. Do these groups feel AE teachers are using these behavior management, programming, and other teaching skills frequently and competently?

3. How frequently and proficiently do AE teachers use those skills perceived as important?

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter provides a description of the method employed in conducting this research study. The chapter contains purpose of the study, design of the study, setting, population and sample, instrumentation, procedures for data collection, and method of data collection and analysis.

Purpose of the Study

The purpose of this study was to identify the behavior management, programming, and other characteristics of AE teachers from urban education centered literature that is perceived by AE teachers, administrators, and students as effective when working with AE students. Specifically, the study was designed to find out to what degree do these groups perceive these characteristics as important, and whether they feel AE teachers are using these skills frequently and competently in their classrooms. Experts in the field of AE were interviewed, such as, past and present administrators of AE schools, teachers and students in urban AE settings. AE literature, related literature, and literature on disruptive and behavior disordered students were reviewed. The goal of the study was to provide information to serve as a foundation for staff development for AE teachers, restructuring efforts, and for future program development and implementation.

Design of the Study

A survey design was employed for this study. The survey is a method of collecting information directly from people. It usually takes the form of a questionnaire that someone fills out alone or with assistance, or it can be conducted as an interview in person or on the telephone (Fink & Kosecoff, 1985). This study sought to identify the behavior

management, programming, and other teaching characteristics deemed important for AE teachers to work effectively with AE students.

Setting

The setting of this study was the Hampton City School Division, Hampton, Virginia. Originally a port town, Hampton is now a city of approximately 137,000 people. The city borders the Hampton Roads waterway, a large natural harbor connecting the James River with the Chesapeake Bay and ultimately the Atlantic Ocean. Approximately 23,536 students attend the twenty-four elementary schools, five middle schools, four high schools and one alternative school in the city's public school division. This research study was conducted at the alternative high school site known as Beachside Alternative School and the middle schools in the Hampton School Division housing AE programs and classes.

Population and Sample

The subjects in this study were AE teachers, administrators of AE teachers, and randomly selected AE students in the Hampton City School Division. The teachers, administrators, and students were from the alternative and middle schools. Each group was surveyed at different times.

The AE teachers taught grades six through twelve. Their teaching experience range from first year teachers to twenty-five year plus veterans. Since the population of AE teachers is small, heterogeneous and multicultural, all teachers present at the teachers' workday activities were asked to participate. However, it was emphasized that participation was voluntary. Eighteen out of 21 AE teachers from the alternative school participated in the study.

There were twelve administrators of AE programs in the Hampton City Schools, four principals and eight assistant principals; and, they all participated in the study. Eleven from the middle schools, and one from the AE high school. Five middle schools in

Hampton serve students in grades 6 through 8. Only three middle schools had AE programs and/or classes. Of the middle schools with AE classes or programs only two had AE programs at all 3 grade levels (6th through 8th). One middle school had a combination 7th and 8th grade class and an eighth grade class. The principal and the eighth grade administrator were surveyed. Beachside Alternative School has two administrators, but only one administrator was surveyed. Because of the rigorous schedules of the administrators, the surveys were hand delivered by the researcher or they were sent through interoffice communication with a specified return or pick-up date.

Stratified random selection was used for selecting the student population in the AE programs and school. The population was subdivided into subgroups, AE school students and middle school students, and a select number of students were selected from each subgroup. Beachside Alternative School houses approximately 300 students in various programs with about 200 being in programs for at-risk students. The population of middle school AE student was estimated to be 94 students. Twelve percent of Hampton City Schools' AE students population (200 at AE school plus 94 at middle schools) were randomly selected to participate. The total number of students participating in the study was 37 students.

The ethnic composition of AE students, teachers and administrators is shown in Table 5. African-American males dominate the total population of AE students in the Hampton School Division. The ratio of African-American students to whites in the AE population is about 4/1. Girls in the AE population are there mostly due to pregnancy, regardless of ethnicity. Teachers in the AE population of teachers were mostly African-American, with the females outnumbering the males. The number of White teachers in the AE population of teachers was small and mostly females.

Table 5
Ethnic Composition of AE Teachers, Students and Administrators

| | <u>Groups</u> | | | | | |
|------------------|----------------------------|----|----------------------|----|----------------------|----|
| | Administrators N=12 (%) | | Teachers N=18 (%) | | Students N=37 (%) | |
| African-American | (5) | 42 | (12) | 67 | (28) | 76 |
| White | (7) | 58 | (5) | 28 | (7) | 19 |
| Others | | 0 | (1) | 5 | (2) | 5 |
| | 100 | | 100 | | 100 | |

Instrumentation

The instruments used for data collection were closed form surveys. The items on the surveys were adapted from competencies in the behavior management and programming categories of knowledge/skills from the research by Gable, Hendrickson, Young, and Shokoohi-Yekta (1992) and Fink and Janssen (1993). These competencies were reported in a review by Bullock, Ellis, and Wilson (1994). Also, items were taken from information in AE and related literature (Hanson, Silver, & Strong, 1989; Lehr, 1987; Peterson, Bennet, & Sherman, 1991; Van Zandt, 1995). (See Surveys, Appendixes C-F)

The review by Bullock et. al (1994) consists of a series of teacher competency statements derived from expert opinion and in some cases bolstered by empirical evidence (Fink and Janssen, 1993; Gable, Hendrickson, Young, & Shokoohi-Yekta, 1992). The authors (Fink & Janssen, 1993; Gable et. al, 1992) used sources from Educational Resources Information Clearinghouse (ERIC) articles published in special education journals during the past 25 years, and textbooks dealing with the subject of emotional/behavioral disorders. Two survey instruments were designed by the authors (Fink and Janssen, 1993; Gable, Hendrickson, Young, & Shokoohi-Yekta, 1992)--one to

investigate current classroom practices of teachers in the area of E/BD, and the other to gather information on teacher education perceptions of the importance of various teaching competencies and the degree to which training programs are meeting the training needs (Gable et al., 1992).

This research was concerned with the acquired skills of AE teachers in working with AE students. Some of the skill competencies in both the behavior management and programming categories of knowledge/skills (Bullock, Ellis, & Wilson, 1994) were used on the survey instrument. The survey was designed by the researcher using a similar format used by Bullock et. al (1994). The behavior management competencies were used because they focus on procedures which may be applied and utilized with AE students in the classroom environment. The programming competencies used focus on classroom organization, instructional management, and individualized curricular applications. Skills from the other nine categories from the review by Bullock et. al (1994) were not used on the instrument. The skills in the other nine categories focused on instruction and procedures, or on teacher preparation (See Appendix A).

According to Bullock et al. (1994), since the 1970s and 1980s, researchers have addressed issues related to the identification of competencies needed for personnel who work with students with E/BD (e.g., Gable, Hendrickson, Young, & Shokoohi-Yekta, 1992; Fink & Janssen, 1993; Cullinan, Epstein, & Schultz, 1986; Kerr, Salzberg, Polsgrove & Reith, 1979; Shores, Cegelka, & Nelson, 1973; Zabel, 1988). Institutions and agencies identified as having teacher preparation programs with E/BD emphasis were invited to provide aggregate lists of knowledge/skills statements used in their teacher preparation programs. After receiving the lists which yielded 1,341 separate statements, the lists were reviewed and aggregated. The ultimate goal for the authors was to organize the knowledge/skills statements in a manner that allowed implementation of a validation process (Fink, & Janssen, 1993). After this rigorous process of validation and cross-

checking by each researcher, 209 statements remained. Nine categorical headings were then established to sort the statement under.

Sorting of the statements was done by graduate students with an emphasis in E/BD. They were asked to independently sort the statements into the established categories. Finally, after each statement was placed into a category, four doctoral level teacher trainers and experts in the field of E/BD (Drs. Robert Gable, VA; Eleanor Guetzloe, FL; Robert Rutherford, AZ; and Richard White, NC) were given the task of critiquing the list of statements and making recommendations as to (a) the accuracy, clarity, and readability of the items; (b) whether they agreed with the categorical placement of the items; and (c) whether additional items were needed. The final list included 201 statements organized under eleven different categories (see Appendix B). There are seventy-one statements on the surveys for teachers, administrators, and supervisors. Many of the statements are from the review by Bullock et. al (1994), and others are from AE literature. Table 6 list the categories of competencies used on the survey. They are behavior management, programming, and AE characteristics. The behavior management and programming competencies are from the review by Bullock et. al (1994), and the AE characteristics are from AE literature (Morley, 1985-86; Pariser, 1990; Gregory, & Smith, 1987; Hurst, 1994; Peterson, Bennett, & Sherman, 1991).

Table 6

Categories of the Competency Statements Used on the Survey Questionnaire(s)BEHAVIOR MANAGEMENT COMPETENCY STATEMENTSKNOWLEDGE OF:

1. ethical issues related to the use of punishment and aversive consequences.
2. a variety of behavioral management models and techniques.
3. legal responsibilities associated with behavioral interventions.
4. aspects of major educational/therapeutic interventions (i. e., rationale, program components, operation, evaluation).

ABILITY TO:

5. establish and maintain students attention.
6. promote a positive emotional climate.
7. be flexible and responsive.
8. develop and/or implement a consistent classroom routine.
9. develop and negotiate acceptable contracts with students.
10. use a variety of nonthreatening techniques in the classroom (e.g., voice modulation, facial expressions, planned ignoring, proximity control, tension release).
11. plan and implement a variety of crisis management procedures to control and/or contain severe behavior.
12. use varied behavior management plans in a classroom setting.
13. use various instructional and behavioral management approaches in isolation or in combination for providing appropriate instruction for students.
14. utilize behavioral principles to design procedures (i.e., observation, recording, charting) for monitoring behavior change.
15. determine for each student a reinforcement preference and use different reinforcers to change and maintain behavior.
16. develop and/or implement a positive reinforcement plan to change and/or maintain behavior for a classroom setting.
17. select target behaviors to be changed and identify the critical variables affecting the target behavior.
18. designate certain pupil behavior as either appropriate or inappropriate for a specified age group.
19. develop and implement a systematic behavior management plan for students including timelines and adjusted for the severity of their behavior.

Table 6 Continued on Next Page

BEHAVIOR MANAGEMENT COMPETENCY STATEMENTS

20. perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in academic areas of conduct.
21. perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in social areas of conduct.
22. utilize the findings of systematic classroom observation to analyze pupil behavior.
23. develop and/or implement appropriate classroom rules and a means for enforcing these rules.
24. self-evaluate one's own teaching and classroom management skills and use the results constructively.
25. develop and/or implement a reinforcement hierarchy for each student.
26. use different schedules of reinforcement effectively.
27. develop and negotiate acceptable contracts with students.
28. develop and negotiate acceptable contracts with students parents.
29. develop and negotiate acceptable contracts with other school personnel.
30. analyze and apply the theory behind reinforcement techniques.
31. gather performance samples of a student's work and be able to generate a task analysis.
32. select a functional classroom design.

PROGRAMMING COMPETENCY STATEMENTS

KNOWLEDGE OF:

1. techniques for promoting and maintaining generalization of behaviors.
2. the continuum of alternative placements and programs (e.g., consultation, resource room, self-contained).
3. the issues, resources, and techniques used to integrate AE students into regular classrooms.
4. the characteristics and possible side effects of the use of medication for students.
5. the factors involved in the selection and/or use of appropriate commercial instructional materials for students.

ABILITY TO:

6. have an identifiable theme in the classroom that is centrally focused and student centered.
7. use human resources other than teachers.
8. define and use skills in problem solving and conflict resolution.
9. plan and organize classroom instructions specifically for AE students.

Table 6 Continued on Next Page

PROGRAMMING COMPETENCY STATEMENTS

10. construct annual goals and short-term objectives in precise and measurable terms.
11. develop appropriate "teacher-made" materials to aid in reaching objectives.
12. integrate academic instruction, affective education, and behavior management for individual students and groups in the academic areas.
13. develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation.
14. integrate academic content with career/vocational preparation.
15. revise instructional goals, strategies, and materials based on students performance.
16. develop measurement strategies consistent with instructional objectives.
17. utilize knowledge of cognitive, social, affective, and psychomotor development in planning instruction.
18. select, develop, adopt, and evaluate appropriate technology.
19. teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility.
20. develop and use age-appropriate vocational exploration/preparation materials.
21. assess the career/vocational needs of students.

AE COMPETENCY STATEMENTS

KNOWLEDGE OF:

1. student culture.

ABILITY TO:

2. create a place of belonging and identity.
3. show warmth and enthusiasm.
4. be sensitive and empathetic.
5. have reasonable expectations of the students.
6. supportive and encouraging.
7. produce a sense of connectedness in the classroom.
8. communicative with students, parents, teachers, etc.
9. be explicit and direct.
10. maintain a positive focus.

Table 6 Continued on Next Page

AE COMPETENCY STATEMENTS

11. promote student responsibility and self-esteem.
 12. be genuine and friendly.
 13. make learning interesting.
 14. maintain a safe and secure environment.
 15. develop and maintain a personal/professional support system.
 16. place personal/social needs of students before academics.
 17. implement cultural appropriate instruction.
 18. work with culturally diverse students.
 19. work with minority parents.
-

The subjects in the study (1) rated the competencies as what is important to determine the competencies they felt were the most important for AE teachers to have in working effectively with AE students, (2) they rated how proficient the AE teachers were in using these competencies, and (3) they rated how often AE teachers used these competencies in working with AE students.

Administrators had two questionnaires, referred to as Part I and Part II. Part I was used to rate the importance and frequency these competencies were used and needed by AE teachers in their schools and district. Part II was used to rate the proficiency administrators felt their AE teachers demonstrated in working with AE students.

The students' questionnaire has 33 statements. Each statement was rated according to its importance to the student. Proficiency on this questionnaire was rated according to how often the student felt his or her teacher used these skills in the class setting. Frequency of use was not rated by the students.

The four-point Likert-type scale on each questionnaire was designed to identify the characteristics AE teachers, principals, and students feel are effective when working with

AE students. The competencies used are ones considered important from prior research (e.g., Cullinan, Epstein, & Schultz, 1986; Kerr, Salzberg, Shores, & Stowitschek, 1979; Polsgrove, & Reith, 1979; Shores, Cegelka, & Nelson, 1973; Zabel, 1988). (See Appendix C for questionnaires).

For clarity, and uniformity of meaning, the questionnaires were piloted at Syms Middle School after receiving approval from the Hampton School Division's research committee. It was also reviewed by experts in the field of AE in Hampton City Schools. The experts were principals and supervisors with a broad based knowledge of AE and AE teachers. The pilot population consisted of four alternative education teachers and 12 AE students. The results of the pilot study were carefully reviewed, and necessary adjustments were made to the instrument with help and input from the three experts in the Hampton City Schools. The survey was shortened, for example, and some of the statements were reworded to make them more easily understandable to students.

Data Collection and Analysis

Data were collected by means of questionnaires containing 71 statements for teachers, administrators and supervisors. For students, the survey contains 33 statements. All items on the questionnaire were four-point Likert-like items based on a scale from "very important" to "not important for the IMPORTANCE column; from "very adequate" to "inadequate" for the PROFICIENCY column; and, from "seldom if ever" to "almost always" for the FREQUENCY OF USE column. For IMPORTANCE and PROFICIENCY, the closer the rating is to 1, the more important or proficient it is. For FREQUENCY OF USE, the closer the rating is to 4, the more frequent the skill was used.

The questionnaire was developed by the researcher using behavior management and programming competencies from the review by Bullock, Ellis, and Wilson (1994), and teaching characteristics from AE literature. Over 90% of the AE teachers' population was present on the workday the teachers were surveyed eliminating possible response bias. All

administrators and supervisors involved with AE teachers and students were surveyed. AE students were randomly selected from the population of students and surveyed at the same time on the same day.

A descriptive analysis of the data was conducted. These descriptions contain the means, standard deviations, discrepancies, and range of scores. The Hampton City Schools did not have a standard criteria they used for survey studies, therefore, 80% was the criteria set by the researcher to determine the importance, proficiency, and frequency of use of the competencies. Also, 80% represents 4-fifths of the respondents surveyed.

TrueSTAT, statistical program was used to analyze the data. TrueSTAT, copyrighted in 1988 by the Kemeny/Kurtz Math Series is a computer software program. It provides a simple, interactive statistical simulation and analysis system for teaching and learning statistics.

CHAPTER IV

DATA ANALYSIS AND RESULTS

This chapter provides an analysis and a discussion of the findings of the study relative to the behavior management, programming, and AE teaching characteristics on the questionnaires. This study was conducted in order to determine if these characteristics are ones that should be targeted in AE programs, classes, and staff development activities for AE teachers. Surveys were used to collect data. The study was conducted within the Hampton, Virginia Public School System. These surveys provided data to address the research questions that guided the study:

1. What behavior management, programming, and other characteristics do administrators, teachers, and students perceive as important for AE teachers to be effective with AE students?
2. Do these groups feel AE teachers are using these behavior management, programming, and other teaching skills frequently and competently?
3. How frequently and proficiently do AE teachers use those skills perceived as important?

The review of the literature provided in Chapter 2 revealed potential themes pertaining to characteristics of AE students, needs of AE students, similarities of at-risk and AE students, similarities of behavioral disordered (BD) and AE students, reaching out to at-risk students, effective AE teachers, effective at-risk teachers, effective BD teachers, and multicultural considerations. This chapter presents an analysis of the findings and juxtaposes the findings with interpretations based upon the review of the literature.

The criterion was set by the researcher. Eighty percent or better of the subjects in each group surveyed is the criterion for considering a skill as 'important; the teachers as being proficient; and as the frequency with which the competencies were used'. This

criterion was established because the researcher believed that 80% of the sample was sufficient to indicate agreement on a question.

The findings are presented in three sections. The first section presents skills perceived as important using the means and the criterion of 80% and higher set by the researcher. The findings pertaining to proficiency and frequency of use by AE teachers of the surveyed skills as perceived by AE teachers, administrators, and AE students are then presented in two sections: proficiency of AE teachers in using the behavior management, programming, and other teaching skills; and the frequency of use by AE teachers of the behavior management, programming, and other teaching skills. A summary will be presented in the final section where the skills will be compared between the groups according to importance, proficiency, and frequency of use.

Table 7 shows the measures on the four-point Likert Scale questionnaire used on the survey. This scale was used on all surveys. The analysis of the data was conducted in this manner to determine the behavior management, programming, and other teaching characteristics from AE literature that teachers, administrators, and students felt were (a) the most important, (b) AE teachers were the most proficient in using, and (c) they believed the AE teachers used with the greatest frequency.

The measures on the scale for 'IMPORTANCE' and 'PROFICIENCY' are from least to greatest; the closer the rating is to 1, the more important or proficient the skill is. 'FREQUENCY OF USE' is the reverse of 'IMPORTANCE' and 'PROFICIENCY'. The measures are from greatest to least. The closer the rating is to 4, the more important it is.

Table 7

Four-Point Likert Scale Measures Used on the Surveys for All Groups

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

Percentages used to aid in the interpretation of data are shown in Table 8. Many of the percentages are decimals rounded to the nearest whole percentage. Eighteen teachers, 12 administrators, and 37 students were surveyed in this study. All skills reported in the Tables in this chapter are numbered according to their number on the survey.

Table 8

Percentages Used in Data Interpretation

| TEACHERS (N=18) | | ADMINISTRATORS (N=12) | | STUDENTS (N=37) | |
|-----------------|-----|-----------------------|-----|-----------------|-----|
| No. | % | No. | % | No. | % |
| 18 | 100 | 12 | 100 | 37 | 100 |
| 17 | 94 | 11 | 92 | 36 | 97 |
| 16 | 89 | 10 | 83 | 35 | 95 |
| 15 | 83 | 9 | 75 | 34 | 92 |
| 14 | 78 | 8 | 67 | 33 | 89 |
| 13 | 72 | 7 | 58 | 32 | 86 |
| 12 | 67 | 6 | 50 | 31 | 84 |
| 11 | 61 | 5 | 42 | 30 | 81 |
| 10 | 56 | 4 | 33 | 29 | 78 |
| 9 | 50 | 3 | 25 | 28 | 76 |
| 8 | 44 | 2 | 17 | 27 | 73 |
| 7 | 39 | 1 | 8 | 26 | 70 |
| 6 | 33 | 0 | 0 | 25 | 68 |
| 5 | 28 | | | 24 | 65 |
| 4 | 22 | | | 23 | 62 |
| 3 | 17 | | | 22 | 59 |
| 2 | 11 | | | 21 | 57 |
| 1 | 6 | | | 20 | 54 |
| 0 | 0 | | | 19 | 51 |
| | | | | 18 | 49 |
| | | | | 17 | 46 |
| | | | | 16 | 43 |
| | | | | 15 | 41 |
| | | | | 14 | 38 |
| | | | | 13 | 35 |
| | | | | 12 | 32 |
| | | | | 11 | 30 |
| | | | | 10 | 27 |
| | | | | 9 | 24 |
| | | | | 8 | 22 |
| | | | | 7 | 19 |
| | | | | 6 | 16 |
| | | | | 5 | 14 |
| | | | | 4 | 11 |
| | | | | 3 | 8 |
| | | | | 2 | 5 |
| | | | | 1 | 3 |
| | | | | 0 | 0 |

Skills Perceived as Important

This section presents a discussion of the behavior management, programming, and other teaching characteristics perceived as important by teachers, administrators, and students to be effective with AE students.

Question 1. What behavior management, programming, and other characteristics do administrators, teachers, and students perceive as important for AE teachers to be effective with AE students?

The review of the literature suggested that certain assumptions can be made about AE students. The assumptions are AE students are at-risk of dropping out of school, they require highly structured and small class environments, and AE students exhibit disruptive behaviors. These assumptions suggest that certain behavior management, programming and other teaching characteristics are needed to be effective with AE students.

The perception of the behavior management, programming, and other teaching skills from AE literature as to the importance of these skills to be effective with AE students are reported in Table 9. The review of the literature was scant on what is perceived as important to be effective with AE students. Special education literature was used for important skills with BD students. The survey findings were analyzed as to what behavior management, programming, and other teaching characteristics were perceived as being important to be effective with AE students. Table 9 shows the averages of the ratings on the survey given by AE teachers, administrators, and students.

To compute the average rating for each skill given by each group of subjects the following information was considered, for example, item 1, 'establish and maintain students attention', thirteen teachers rated this item as #1, "very important"; five rated it as #2, "important"; 0 rated it as #3, "somewhat important"; and 0 rated it as #4, "not important", $([13 \times 1] + [5 \times 2] + [0 \times 3] + [0 \times 4])$ and divide by the number of teachers: $13 + 10 + 0 + 0$ divided by $18 = 1.28$). The closer the averages are to 1, the more important the skills. Therefore, the average rating for item 1 for teachers is 1.28. This average

indicates the skill is important to the AE teachers and is perceived as needed in order to be effective with AE students.

The averages in Table 9 by AE teachers range from 1.06, "very important" to 2.22, "important." This range showed that the teachers perceived the listed skills as "important" in order to be effective in the classroom with AE students. Thirteen skills in Table 9 received averages of 2.00 and above. Four skills were programming skills: #39, 'knowledge of the continuum of alternative placements and programs (e.g., consultation, resource room, self-contained)'; #57, 'develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation'; #61, 'utilize knowledge of cognitive, social, affective, and psychomotor development in planning instruction'; and #62, 'select, develop, adopt, and evaluate appropriate technology'.

Nine skills were behavior management skills: #33, 'perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in **academic** areas of conduct'; #34, 'perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in **social** areas of conduct'; #35, 'utilize the findings of systematic classroom observation to analyze pupil behavior'; #37, 'knowledge of the aspects of major educational and/or therapeutic interventions (i.e., rationale, program components, operations, evaluation)'; #44, 'develop and/or implement a reinforcement hierarchy for each student'; #45, 'use different schedules of reinforcement effectively'; #48, 'develop and negotiate acceptable contracts with other school personnel'; #50, 'analyze and apply the theory behind reinforcement techniques'; and, #54, 'select a functional classroom design'.

The administrators' ratings ranged from 1.00, "very important" to 2.33, "important." Like the AE teachers, the administrators showed by their averages that these skills are especially important in order to be effective with AE students. Seven skills received averages of 2.00 and above by the administrators. One skill was from AE

literature, #67, 'place personal/social needs of students before academics. One skill was from programming skills, #42, 'knowledge of the factors involved in the selection and/or use of appropriate commercial instructional materials for students.

Five skills were from behavior management skills. The five behavior management skills were #33, 'perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in **academic** areas of conduct'; #34, 'perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in **social** areas of conduct'; #35, 'utilize the findings of systematic classroom observation to analyze pupil behavior'; #48, 'develop and negotiate acceptable contracts with other school personnel'; and, #54, 'select a functional classroom design'. These five behavior management skills were some of the same skills receiving similar averages by the AE teachers.

The range of averages by AE students was from 1.51, "important" to 2.95 "somewhat important." The skills were not perceived with the same importance by the students as what was shown by the AE teachers and administrators. All averages by AE students were rated above 1.50. Nineteen skills listed in table 9 have a mean score of 2.00 and above. Two were skills from AE literature, #4, 'show warmth and enthusiasm', and #18, 'maintain a safe and secure environment'.

Five of the listed skills in Table 9 were behavior management skills. The behavior management skills were skill #16, 'develop and/or implement a consistent classroom routine'; #20, 'knowledge of ethical issues related to the use of punishment and aversive consequences'; skill #23, 'knowledge of legal responsibilities associated with behavioral interventions'; #24, 'plan and implement a variety of crisis management procedures to control and/or contain severe behavior'; and #50, 'analyze and apply the theory behind reinforcement techniques'. Twelve programming skills received ratings of 2.00 and above: #22, knowledge of the techniques for promoting and maintaining generalization of behaviors'; #38, 'use #18, human resources other than teachers; #39, 'knowledge of the

Table 9

Ratings (in averages) for Importance Given by AE Teachers, Administrators, and AE Students of the Skills Needed by AE Teachers to be Effective with AE Students

| | | <u>IMPORTANCE</u> | | | | | |
|-----|--|-------------------------------|------|-------------------------------------|------|-------------------------------|------|
| | | TEACHERS N=18 means SD* | | ADMINISTRATORS N=12 means SD* | | STUDENTS N=37 means SD* | |
| 1. | establish and maintain students attention. | 1.28 | 0.46 | 1.00 | 0.00 | 1.70 | 0.94 |
| 2. | create a place of belonging and identity. | 1.56 | 0.51 | 1.33 | 0.49 | 1.89 | 1.02 |
| 3. | promote a positive emotional climate. | 1.50 | 0.62 | 1.25 | 0.45 | 1.86 | 0.92 |
| 4. | show warmth and enthusiasm. | 1.44 | 0.62 | 1.25 | 0.45 | 2.05 | 1.10 |
| 5. | sensitive and empathetic. | 1.39 | 0.59 | 1.25 | 0.45 | 1.59 | 1.37 |
| 6. | flexible and responsive. | 1.39 | 1.03 | 1.25 | 0.45 | 1.78 | 0.82 |
| 7. | have reasonable expectations of the students. | 1.39 | 0.61 | 1.08 | 0.28 | 1.89 | 0.94 |
| 8. | supportive and encouraging. | 1.22 | 0.43 | 1.25 | 0.45 | 1.92 | 0.89 |
| 9. | produce a sense of connectedness in the classroom. | 1.72 | 0.67 | 1.50 | 0.67 | 1.89 | 1.02 |
| 10. | communicative with students, parents, teachers, etc. | 1.28 | 0.57 | 1.08 | 0.28 | 1.84 | 1.07 |
| 11. | explicit and direct. | 1.44 | 0.62 | 1.42 | 0.52 | 1.65 | 0.89 |
| 12. | maintain a positive focus. | 1.28 | 0.46 | 1.33 | 0.49 | 1.86 | 0.92 |
| 13. | promote student responsibility and self-esteem. | 1.22 | 0.43 | 1.33 | 0.49 | 1.85 | 1.03 |
| 14. | genuine and friendly. | 1.33 | 0.49 | 1.42 | 0.52 | 1.97 | 1.04 |
| 15. | make learning interesting. | 1.22 | 0.43 | 1.25 | 0.45 | 1.92 | 1.06 |
| 16. | develop and/or implement a consistent classroom routine. | 1.33 | 0.49 | 1.25 | 0.45 | 2.16 | 1.20 |

(table continues)

| | | <u>IMPORTANCE</u> | | | | | |
|-----|--|-------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| 17. | have an identifiable theme in the classroom that is centrally focused and student centered. | 1.83 | 0.79 | 1.83 | 0.94 | 1.59 | 0.87 |
| 18. | maintain a safe and secure environment. | 1.06 | 0.24 | 1.00 | 0.00 | 2.95 | 1.05 |
| 19. | use a variety of non-threatening techniques in the classroom (e.g., voice modulation, facial expressions, planned ignoring, proximity control, tension release). | 1.33 | 0.49 | 1.25 | 0.45 | 1.84 | 1.12 |
| 20. | knowledge of ethical issues related to the use of punishment and aversive consequences. | 1.67 | 0.77 | 1.25 | 0.45 | 2.00 | 1.03 |
| 21. | knowledge of a variety of behavioral management models and techniques. | 1.56 | 0.78 | 1.17 | 0.39 | 1.84 | 1.12 |
| 22. | knowledge of the techniques for promoting and maintaining generalization of behaviors. | 1.67 | 0.84 | 1.42 | 0.52 | 2.03 | 1.17 |
| 23. | knowledge of legal responsibilities associated with behavioral interventions. | 1.39 | 0.59 | 1.42 | 0.67 | 2.00 | 1.03 |
| 24. | plan and implement a variety of crisis management procedures to control and/or contain severe behavior. | 1.50 | 0.62 | 1.42 | 0.52 | 2.00 | 1.03 |
| 25. | use varied behavior management plans in a classroom setting. | 1.61 | 0.70 | 1.42 | 0.52 | 1.84 | 1.12 |
| 26. | use various instructional and behavioral management approaches in isolation or in combination for providing appropriate instruction for students. | 1.67 | 0.69 | 1.33 | 0.49 | 1.84 | 1.12 |

(table continues)

| | | <u>IMPORTANCE</u> | | | | | |
|-----|--|-------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| 27. | utilize behavioral principles to design procedures (i.e., observation, recording, charting) for monitoring behavior change. | 1.78 | 0.65 | 1.83 | 0.57 | 1.84 | 1.12 |
| 28. | determine for each student a reinforcement preference and use different reinforcers to change and maintain behavior. | 1.89 | 0.68 | 1.58 | 0.67 | 2.03 | 1.17 |
| 29. | develop and/or implement a positive reinforcement plan to change and/or maintain behavior for a classroom setting. | 1.50 | 0.62 | 1.42 | 0.52 | 2.03 | 1.17 |
| 30. | select target behaviors to be changed and identify the critical variables affecting the target behavior. | 1.72 | 0.83 | 1.58 | 0.67 | 2.03 | 1.17 |
| 31. | designate certain pupil behavior as either appropriate or inappropriate for a specified age group. | 1.72 | 0.83 | 1.58 | 0.65 | 2.35 | 1.16 |
| 32. | develop and implement a systematic behavior management plan for students including timelines and adjusted for the severity of their behavior. | 1.89 | 0.96 | 1.58 | 0.65 | 2.35 | 1.16 |
| 33. | perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in academic areas of conduct. | 2.22 | 1.06 | 2.00 | 0.42 | 2.35 | 1.16 |
| 34. | perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in social areas of conduct. | 2.11 | 1.02 | 2.08 | 0.52 | 1.81 | 0.57 |

(table continues)

| | | <u>IMPORTANCE</u> | | | | | |
|-----|---|-------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| 35. | utilize the findings of systematic classroom observation to analyze pupil behavior. | 2.06 | 1.00 | 2.00 | 0.60 | 1.81 | 0.57 |
| 36. | develop and/or implement appropriate classroom rules and a means for enforcing these rules. | 1.28 | 0.75 | 1.17 | 0.39 | 1.84 | 1.12 |
| 37. | knowledge of the aspects of major educational and/or therapeutic interventions (i. e., rationale, program components, operation, evaluation). | 2.22 | 0.94 | 1.67 | 0.78 | 1.84 | 1.12 |
| 38. | use human resources other than teachers. | 1.67 | 0.69 | 1.83 | 0.84 | 2.19 | 1.22 |
| 39. | knowledge of the continuum of alternative placements and programs (e.g., consultation, resource room, self-contained). | 2.06 | 1.00 | 1.67 | 0.49 | 2.19 | 1.22 |
| 40. | knowledge of the issues, resources, and techniques used to integrate AE students into regular classrooms. | 1.72 | 0.96 | 1.75 | 0.62 | 2.19 | 1.22 |
| 41. | knowledge of the characteristics and possible side effects of the use of medication for students. | 1.56 | 0.89 | 1.33 | 0.49 | 2.19 | 1.22 |
| 42. | knowledge of the factors involved in the selection and/or use of appropriate commercial instructional materials for students. | 1.78 | 0.55 | 2.33 | 0.65 | 1.78 | 1.18 |
| 43. | self-evaluate one's own teaching and classroom management skills and use the results constructively. | 1.44 | 0.62 | 1.33 | 0.49 | 1.86 | 0.92 |
| 44. | develop and/or implement a reinforcement hierarchy for each student. | 2.22 | 1.00 | 1.83 | 0.57 | 1.78 | 0.82 |
| 45. | use different schedules of reinforcement effectively. | 2.06 | 1.00 | 1.58 | 0.67 | 1.78 | 1.18 |

(table continues)

| | | <u>IMPORTANCE</u> | | | | | |
|------|--|-------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| -46. | develop and negotiate acceptable contracts with students. | 1.89 | 1.37 | 1.75 | 0.45 | 1.76 | 0.86 |
| -47. | develop and negotiate acceptable contracts with students parents. | 1.94 | 0.80 | 1.75 | 0.45 | 1.92 | 1.04 |
| -48. | develop and negotiate acceptable contracts with other school personnel. | 2.22 | 1.00 | 2.08 | 1.08 | 1.92 | 1.04 |
| -49. | define and use skills in problem solving and conflict resolution. | 1.22 | 0.43 | 1.25 | 0.45 | 1.97 | 1.17 |
| 50. | analyze and apply the theory behind reinforcement techniques. | 2.00 | 0.97 | 1.92 | 0.52 | 2.03 | 1.17 |
| 51. | gather performance samples of a student's work and be able to generate a task analysis. | 1.94 | 0.94 | 1.83 | 0.71 | 1.92 | 1.04 |
| 52. | plan and organize classroom instructions specifically for AE students. | 1.89 | 0.90 | 1.08 | 0.58 | 1.59 | 0.87 |
| 53. | construct annual goals and short-term objectives in precise and measurable terms. | 1.72 | 0.83 | 1.83 | 0.57 | 1.59 | 0.87 |
| 54. | select a functional classroom design. | 2.06 | 1.00 | 2.17 | 0.71 | 1.78 | 1.06 |
| 55. | develop appropriate "teacher-made" materials to aid in reaching objectives. | 1.50 | 0.62 | 1.67 | 0.49 | 1.78 | 1.18 |
| 56. | integrate academic instruction, affective education, and behavior management for individual students and groups in the academic areas. | 1.61 | 0.78 | 1.58 | 0.65 | 1.84 | 1.12 |

(table continues)

| | | <u>IMPORTANCE</u> | | | | | |
|-----|---|-------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| 57. | develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation. | 2.00 | 0.91 | 1.75 | 0.62 | 2.35 | 1.16 |
| 58. | integrate academic content with career/vocational preparation. | 1.61 | 0.78 | 1.58 | 0.79 | 2.14 | 1.20 |
| 59. | revise instructional goals, strategies, and materials based on students performance. | 1.44 | 0.51 | 1.42 | 0.67 | 1.97 | 0.98 |
| 60. | develop measurement strategies consistent with instructional objectives. | 1.89 | 0.96 | 1.58 | 0.65 | 1.97 | 0.98 |
| 61. | utilize knowledge of cognitive, social, affective, and psychomotor development in planning instruction. | 2.22 | 0.79 | 1.50 | 0.67 | 2.19 | 1.22 |
| 62. | select, develop, adopt, and evaluate appropriate technology. | 2.06 | 1.00 | 1.67 | 0.89 | 2.19 | 1.10 |
| 63. | teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility. | 1.44 | 0.51 | 1.50 | 0.67 | 2.27 | 1.19 |
| 64. | develop and use age-appropriate vocational exploration/preparation materials. | 1.72 | 0.75 | 1.83 | 0.71 | 2.14 | 1.20 |
| 65. | assess the career/vocational needs of students. | 1.67 | 0.84 | 1.58 | 0.90 | 2.14 | 1.20 |
| 66. | develop and maintain a personal/professional support system. | 1.44 | 0.51 | 1.50 | 0.45 | 1.76 | 0.86 |
| 67. | place personal/social needs of students before academics. | 1.72 | 0.75 | 2.42 | 0.79 | 1.97 | 1.17 |

(table continues)

| | | <u>IMPORTANCE</u> | | | | | |
|-----|---|-------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| 68. | implement cultural appropriate instruction. | 1.83 | 0.92 | 1.50 | 0.45 | 1.51 | 0.87 |
| 69. | work with culturally diverse students. | 1.28 | 0.46 | 1.25 | 0.45 | 1.51 | 0.87 |
| 70. | knowledge of student culture. | 1.56 | 0.51 | 1.42 | 0.52 | 1.51 | 0.87 |
| 71. | work with minority parents. | 1.28 | 0.57 | 1.33 | 0.49 | 1.51 | 0.87 |

NOTE: Scores for (1) Teachers, administrators, and students can range from 1 = very important to 4 = not important.

*Standard deviation.

continuum of alternative placements and programs (e.g., consultation, resource room, self-contained); #40, 'knowledge of the issues, resources, and techniques used to integrate AE students into regular classrooms'; #41, 'knowledge of the characteristics and possible side effects of the use of medication for students'; #57, 'develop and implement and instructional sequence to teach appropriate social behavior for a student based on assessment and observation'; #58, 'integrate academic content with career/vocational preparation'; #61, 'utilize knowledge of cognitive, social, affective, and psychomotor development in planning instruction'; #62, 'select, develop, adopt, and evaluate appropriate technology'; #63, 'teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility'; #64, 'develop and use age appropriate vocational exploration/preparation materials'; and #65, 'assess the career/vocational needs of students'.

Table 10 reports the most important behavior management, programming, and other teaching characteristics AE teachers, administrators, and students perceived as important to be effective with AE students. Listed in Table 10 are 13 skills from the analyzed data.

be effective with AE students. These skills were rated by 100% of the AE teachers and administrators as "very important" to "important". The skills in Table 10 are listed according to their number on the survey.

Of the skills listed in Table 10, one skill is a programming skill, #49, 'define and use skills in problem solving and conflict resolution', and three skills are behavior management skills. The behavior management skills are: skill #1, 'establish and maintain students attention'; #16, 'develop and/or implement a consistent classroom routine'; and #19, 'use a variety of non-threatening techniques in the classroom (e.g. voice modulation, facial expressions, planned ignoring, proximity control, tension release).' The programming and behavior management skills are from BD literature. The other skills in Table 10 are skills from AE literature. They are #5, 'sensitive and empathetic'; #8, 'supportive and encouraging'; #12, 'maintain a positive focus'; #14, 'genuine and friendly'; #15, 'make learning interesting'; #18, 'maintain a safe and secure environment'; #66, 'develop and maintain a personal/professional support system'; and #69, 'work with culturally diverse students.'

An analysis to the responses showed that a consistent pattern emerged in responses by the administrators and AE teachers. All skills in Table 10 were rated as "very important" to "important" by 100% of the AE teachers and administrators. However, less than 80% of the AE students rated these skills as "very important" to "important." In fact, some of these skills had less than 60% of the AE students rating them as "very important" to "important." The rating by the AE students could be low because students do not perceive things with the same importance or value as adults.

Table 10

Skills on the Survey Rated as 'Very Important' to 'Important' by 100% of the AE Teachers and Administrators

| <u>IMPORTANCE</u> | | | | | | |
|---|-----------------------|-----|-----------------------------|-----|-----------------------|----|
| | Teachers N=18 % | | Administrators N=12 % | | Students N=37 % | |
| 1. establish and maintain students attention. | | | | | | |
| very important | 18 | 100 | 12 | 100 | 29 | 78 |
| or important | | | | | | |
| somewhat important | 0 | 0 | 0 | 0 | 8 | 22 |
| or not important | | | | | | |
| 5. sensitive and empathetic. | | | | | | |
| very important | 18 | 100 | 12 | 100 | 23 | 62 |
| or important | | | | | | |
| somewhat important | 0 | 0 | 0 | 0 | 14 | 38 |
| or not important | | | | | | |
| 8. supportive and encouraging. | | | | | | |
| very important | 18 | 100 | 12 | 100 | 26 | 70 |
| or important | | | | | | |
| somewhat important | 0 | 0 | 0 | 0 | 11 | 30 |
| or not important | | | | | | |
| 12. maintain a positive focus. | | | | | | |
| very important | 18 | 100 | 12 | 100 | 28 | 76 |
| or important | | | | | | |
| somewhat important | 0 | 0 | 0 | 0 | 9 | 24 |
| or not important | | | | | | |
| 13. promote student responsibility and self-esteem. | | | | | | |
| very important | 18 | 100 | 12 | 100 | 27 | 73 |
| or important | | | | | | |
| somewhat important | 0 | 0 | 0 | 0 | 10 | 27 |
| or not important | | | | | | |
| 14. genuine and friendly. | | | | | | |
| very important | 18 | 100 | 12 | 100 | 28 | 76 |
| or important | | | | | | |
| somewhat important | 0 | 0 | 0 | 0 | 9 | 24 |
| or not important | | | | | | |
| 15. make learning interesting. | | | | | | |
| very important | 18 | 100 | 12 | 100 | 28 | 76 |
| or important | | | | | | |
| somewhat important | 0 | 0 | 0 | 0 | 9 | 24 |
| or not important | | | | | | |

(table continues)

| <u>IMPORTANCE</u> | | | | | | | |
|--|-----------------------|-----|-----------------------------|-----|-----------------------|----|--|
| | Teachers N=18 % | | Administrators N=12 % | | Students N=37 % | | |
| | <hr/> | | <hr/> | | <hr/> | | |
| 16. develop and/or implement a consistent classroom routine. | | | | | | | |
| very important | | | | | | | |
| or important | 18 | 100 | 12 | 100 | 21 | 57 | |
| somewhat important | | | | | | | |
| or not important | 0 | 0 | 0 | 0 | 16 | 43 | |
| 18. maintain a safe and secure environment. | | | | | | | |
| very important | | | | | | | |
| or important | 18 | 100 | 12 | 100 | 26 | 70 | |
| somewhat important | | | | | | | |
| or not important | 0 | 0 | 0 | 0 | 11 | 30 | |
| 19. use a variety of non-threatening techniques in the classroom (e.g., voice modulation, facial expressions, planned ignoring, proximity control, tension release). | | | | | | | |
| very important | | | | | | | |
| or important | 18 | 100 | 12 | 100 | 27 | 73 | |
| somewhat important | | | | | | | |
| or not important | 0 | 0 | 0 | 0 | 10 | 27 | |
| 49. define and use skills in problem solving and conflict resolution. | | | | | | | |
| very important | | | | | | | |
| or important | 18 | 100 | 12 | 100 | 25 | 68 | |
| somewhat important | | | | | | | |
| or not important | 0 | 0 | 0 | 0 | 12 | 32 | |
| 66. develop and maintain a personal/professional support system. | | | | | | | |
| very important | | | | | | | |
| or important | 18 | 100 | 12 | 100 | 29 | 78 | |
| somewhat important | | | | | | | |
| or not important | 0 | 0 | 0 | 0 | 8 | 22 | |
| 69. work with culturally diverse students. | | | | | | | |
| very important | | | | | | | |
| or important | 18 | 100 | 12 | 100 | 32 | 86 | |
| somewhat important | | | | | | | |
| or not important | 0 | 0 | 0 | 0 | 5 | 14 | |

Table 11 contains 40 skills. These skills were rated by more than 80% of the AE teachers and administrators as "very important" to "important." Table 11 skills are numbered according to their number on the survey. An analysis to the responses showed

that 27 of these skills were rated by 100% of the administrators as "very important" to "important".

Eight skills in Table 11 are from AE literature. They are skill #2, 'create a place of belonging and identity'; #4, 'show warmth and enthusiasm'; #7, 'have reasonable expectations of the students'; #10, 'communicative with students, parents, teachers, etc.'; #11, 'explicit and direct'; #68, 'implement cultural appropriate instruction'; #70, 'knowledge of student culture'; and #71, 'work with minority parents.

Thirteen skills are behavior management skills. They are #3, 'promote a positive emotional climate'; #6, 'flexible and responsive'; #20, 'knowledge of ethical issues related to the use of punishment and aversive consequences'; #21, 'knowledge of a variety of behavioral management models and techniques'; #24, 'plan and implement a variety of crisis management procedures to control and/or contain severe behavior'; #25, 'use varied behavior management plans in a classroom setting'; #26, 'use various instructional and behavioral management approaches in isolation or in combination for providing appropriate instruction for students'; #29, 'develop and/or implement a positive reinforcement plan to change and/or maintain behavior for a classroom setting'; #31, 'designate certain pupil behavior as either appropriate or inappropriate for a specified age group'; #36, 'develop and/or implement appropriate classroom rules and a means for enforcing these rules'; #43, 'self-evaluate one's own teaching and classroom management skills and use the results constructively'; #46, 'develop and negotiate acceptable contracts with students'; and #47, 'develop and negotiate acceptable contracts with students' parents.'

Six skills were programming skills. They are skills #22, 'knowledge of the techniques for promoting and maintaining generalization of behaviors'; #41, 'knowledge of the characteristics and possible side effects of the use of medication for students'; #52, 'plan and organize classroom instructions specifically for AE students'; #55, 'develop appropriate "teacher-made" materials to aid in reaching objectives'; #56, 'integrate academic instruction, affective education, and behavior management for individual students

and groups in the academic arena'; and #60, 'develop measurement strategies consistent with instructional objectives.'

Thirteen skills in Table 11 were rated by between 83% to 92% of the administrators as "very important" to "important." Of the 13 skills rated by between 83% to 92% of the administrators as "very important" to "important", One skill, #9, 'produce a sense of connectedness in the classroom' is a skill from AE literature. Four skills are behavior manage skills. They are skill #23, 'knowledge of legal responsibilities associated with behavioral interventions'; #27, 'utilize behavioral principles to design procedures (i.e., observation, recording, charting) for monitoring behavior change'; #28, 'determine for each student a reinforcement preference and use different reinforcers to change and maintain behavior'; and #30, 'select target behaviors to be changed and identify the critical variables affecting the target behavior.'

Eight skills are programming skills. The programming skills are #53, 'construct annual goals and short-term objectives in precise and measurable terms'; #57, 'develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation'; #58, 'integrate academic content with career/vocational preparation'; #59, 'revise instructional goals, strategies, and materials based on students performance'; #61, utilize knowledge of cognitive, social, affective, and psychomotor development in planning instruction'; #63, 'teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility'; #64, 'develop and use age-appropriate vocational exploration/preparation materials'; and #65, 'assess the career/vocational needs of students.'

Three skills in Table 11 are rated by 100% of the AE teachers a "very important" to "important." They are #23, 'knowledge of legal responsibilities associated with behavioral interventions'; #59, 'revise instructional goals, strategies, and materials based on student

performance'; and #63, 'teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility'. The other 37 skills in this table were rated "very important" to "important" by 83% to 94% of the AE teachers as "very important" to "important."

The students' responses range between 54% to 86%. Seven skills had more than 80% of the students rating them as 'very important' to 'important'. They are skills #6, 'flexible and responsive'; #11, 'explicit and direct'; #52, 'plan and organize classroom instructions specifically for AE students'; #53, 'construct annual goals and short-term objectives in precise and measurable terms'; #68, 'implement culturally appropriate instruction'; #70, 'knowledge of student culture'; and #71, 'work with minority parents'. The seven skills rated by more than 80% of the AE students as "important" are skills from AE literature.

Discrepancies were evident in the ratings by the AE students in comparison to the ones by the AE teachers and administrators. It should be noted that none of the skills on the survey were rated by all (100%) AE students as "very important" to "important." In fact, an inconsistent pattern was evident in the ratings. This inconsistency was seen in both, Tables 10 and 11. The majority of the skills rated as "very important" to "important" were by less than 80% of the students surveyed in both tables, except skill #18.

Other skills rated low by the AE students were two behavior management skills #30, 'select target behaviors to be changed and identify the critical variables affecting the target behaviors', and #31, 'designate certain pupil behavior as either appropriate or inappropriate for a specified age group'; and three programming skills, #57, 'develop appropriate "teacher-made" materials to aid in reaching objectives'; #61, 'utilize knowledge of cognitive, social, affective, and psychomotor development in planning instruction'; and #63, 'teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility.' Sixty percent or less AE students rated as "very important" to "important."

Table 11

Skills on the Survey Rated as "Very Important" to "Important" by 80% to 100% of the AE Teachers and Administrators

| <u>IMPORTANCE</u> | | | | | | |
|--|------------------------------|----|------------------------------------|-----|------------------------------|----|
| | <u>Teachers</u> N=18 % | | <u>Administrators</u> N=12 % | | <u>Students</u> N=37 % | |
| 2. create a place of belonging and identity. | | | | | | |
| very important | 17 | 94 | 12 | 100 | 28 | 76 |
| or important | | | | | | |
| somewhat important | 1 | 6 | 0 | 0 | 9 | 24 |
| or not important | | | | | | |
| 3. promote a positive emotional climate. | | | | | | |
| very important | 17 | 94 | 12 | 100 | 28 | 76 |
| or important | | | | | | |
| somewhat important | 1 | 6 | 0 | 0 | 9 | 24 |
| or not important | | | | | | |
| 4. show warmth and enthusiasm. | | | | | | |
| very important | 17 | 94 | 12 | 100 | 26 | 70 |
| or important | | | | | | |
| somewhat important | 1 | 6 | 0 | 0 | 11 | 30 |
| or not important | | | | | | |
| 6. flexible and responsive. | | | | | | |
| very important | 16 | 89 | 12 | 100 | 30 | 81 |
| or important | | | | | | |
| somewhat important | 2 | 11 | 0 | 0 | 7 | 19 |
| or not important | | | | | | |
| 7. have reasonable expectations of the students. | | | | | | |
| very important | 17 | 94 | 12 | 100 | 27 | 73 |
| or important | | | | | | |
| somewhat important | 1 | 6 | 0 | 0 | 10 | 27 |
| or not important | | | | | | |
| 9. produce a sense of connectedness in the classroom. | | | | | | |
| very important | 16 | 89 | 11 | 92 | 28 | 76 |
| or important | | | | | | |
| somewhat important | 2 | 11 | 1 | 8 | 9 | 24 |
| or not important | | | | | | |
| 10. communicative with students, parents, teachers, etc. | | | | | | |
| very important | 17 | 94 | 12 | 100 | 29 | 78 |
| or important | | | | | | |
| somewhat important | 1 | 6 | 0 | 0 | 8 | 22 |
| or not important | | | | | | |

(table continues)

| IMPORTANCE | | | | | | | |
|------------|----------------------------------|-----------------------|-----|-----------------------------|-----|-----------------------|----|
| | | Teachers N=18 % | | Administrators N=12 % | | Students N=37 % | |
| | | <hr/> | | <hr/> | | <hr/> | |
| 11. | explicit and direct. | | | | | | |
| | very important | | | | | | |
| | or important | 17 | 94 | 12 | 100 | 31 | 84 |
| | somewhat important | | | | | | |
| | or not important | 1 | 6 | 0 | 0 | 6 | 26 |
| 20. | knowledge of ethical issues | | | | | | |
| | related to the use of punishment | | | | | | |
| | and aversive consequences. | | | | | | |
| | very important | | | | | | |
| | or important | 17 | 94 | 12 | 100 | 24 | 65 |
| | somewhat important | | | | | | |
| | or not important | 1 | 6 | 0 | 0 | 13 | 35 |
| 21. | knowledge of a variety | | | | | | |
| | of behavioral management | | | | | | |
| | models and techniques. | | | | | | |
| | very important | | | | | | |
| | or important | 17 | 94 | 12 | 100 | 27 | 73 |
| | somewhat important | | | | | | |
| | or not important | 1 | 6 | 0 | 0 | 10 | 27 |
| 22. | knowledge of the techniques for | | | | | | |
| | promoting and maintaining | | | | | | |
| | generalization of behaviors. | | | | | | |
| | very important | | | | | | |
| | or important | 10 | 89 | 12 | 100 | 26 | 70 |
| | somewhat important | | | | | | |
| | or not important | 2 | 11 | 0 | 0 | 11 | 30 |
| 23. | knowledge of legal | | | | | | |
| | responsibilities associated with | | | | | | |
| | behavioral interventions. | | | | | | |
| | very important or | | | | | | |
| | important | 18 | 100 | 11 | 92 | 24 | 65 |
| | somewhat important | | | | | | |
| | or not important | 0 | 0 | 1 | 8 | 13 | 35 |
| 24. | plan and implement a variety | | | | | | |
| | of crisis management | | | | | | |
| | procedures to control and/or | | | | | | |
| | contain severe behavior. | | | | | | |
| | very important | | | | | | |
| | or important | 17 | 94 | 12 | 100 | 24 | 65 |
| | somewhat important | | | | | | |
| | or not important | 1 | 6 | 0 | 0 | 13 | 35 |
| 25. | use varied behavior management | | | | | | |
| | plans in a classroom setting. | | | | | | |
| | very important | | | | | | |
| | or important | 16 | 89 | 12 | 100 | 27 | 73 |
| | somewhat important | | | | | | |
| | or not important | 2 | 11 | 0 | 0 | 10 | 27 |

(table continues)

IMPORTANCE

| | Teachers | | Administrators | | Students | |
|---|----------|----|----------------|-----|----------|----|
| | N=18 | % | N=12 | % | N=37 | % |
| 26. use various instructional and behavioral management approaches in isolation or in combination for providing appropriate instruction for students. | | | | | | |
| very important | | | | | | |
| or important | 16 | 89 | 12 | 100 | 27 | 73 |
| somewhat important | | | | | | |
| or not important | 2 | 11 | 0 | 0 | 10 | 27 |
| 27. utilize behavioral principles to design procedures (i.e., observation, recording, charting) for monitoring behavior change. | | | | | | |
| very important | | | | | | |
| or important | 16 | 89 | 11 | 92 | 27 | 73 |
| somewhat important | | | | | | |
| or not important | 2 | 11 | 1 | 8 | 10 | 27 |
| 28. determine for each student a reinforcement preference and use different reinforcers to change and maintain behavior. | | | | | | |
| very important | | | | | | |
| or important | 15 | 83 | 11 | 92 | 26 | 70 |
| somewhat important | | | | | | |
| or not important | 3 | 17 | 1 | 8 | 11 | 30 |
| 29. develop and/or implement a positive reinforcement plan to change and/or maintain behavior for a classroom setting. | | | | | | |
| very important | | | | | | |
| or important | 17 | 94 | 12 | 100 | 26 | 70 |
| somewhat important | | | | | | |
| or not important | 1 | 6 | 0 | 0 | 11 | 30 |
| 30. select target behaviors to be changed and identify the critical variables affecting the target behavior. | | | | | | |
| very important | | | | | | |
| or important | 16 | 89 | 11 | 92 | 20 | 54 |
| somewhat important | | | | | | |
| or not important | 2 | 11 | 1 | 8 | 17 | 46 |
| 31. designate certain pupil behavior as either appropriate or inappropriate for a specified age group. | | | | | | |
| very important | | | | | | |
| or important | 16 | 89 | 12 | 100 | 20 | 54 |
| somewhat important | | | | | | |
| or not important | 2 | 11 | 0 | 0 | 17 | 46 |

(table continues)

IMPORTANCE

| | Teachers N=18 % | | Administrators N=12 % | | Students N=37 % | |
|--|-----------------------|----|-----------------------------|-----|-----------------------|----|
| 36. develop and/or implement appropriate classroom rules and a means for enforcing these rules. | | | | | | |
| very important | | | | | | |
| or important | 17 | 94 | 12 | 100 | 27 | 73 |
| somewhat important | | | | | | |
| or not important | 1 | 6 | 0 | 0 | 10 | 27 |
| 41. knowledge of the characteristics and possible side effects of the use of medication for students. | | | | | | |
| very important | | | | | | |
| or important | 15 | 83 | 12 | 100 | 29 | 78 |
| somewhat important | | | | | | |
| or not important | 3 | 17 | 0 | 0 | 15 | 41 |
| 43. self-evaluate one's own teaching and classroom management skills and use the results constructively. | | | | | | |
| very important or important | 17 | 94 | 12 | 100 | 28 | 76 |
| somewhat important | | | | | | |
| or not important | 1 | 6 | 0 | 0 | 9 | 24 |
| 46. develop and negotiate acceptable contracts with students. | | | | | | |
| very important | | | | | | |
| or important | 15 | 83 | 12 | 100 | 29 | 78 |
| somewhat important | | | | | | |
| or not important | 3 | 17 | 0 | 0 | 8 | 22 |
| 47. develop and negotiate acceptable contracts with students' parents. | | | | | | |
| very important | | | | | | |
| or important | 15 | 83 | 12 | 100 | 27 | 73 |
| somewhat important | | | | | | |
| or not important | 3 | 17 | 0 | 0 | 10 | 27 |
| 52. plan and organize classroom instructions specifically for AE students. | | | | | | |
| very important | | | | | | |
| or important | 16 | 89 | 12 | 100 | 32 | 86 |
| somewhat important | | | | | | |
| or not important | 2 | 11 | 0 | 0 | 5 | 14 |
| 53. construct annual goals and short-term objectives in precise and measurable terms. | | | | | | |
| very important | | | | | | |
| or important | 16 | 89 | 11 | 92 | 32 | 86 |
| somewhat important | | | | | | |
| or not important | 2 | 11 | 1 | 8 | 5 | 14 |

(table continues)

| | | <u>IMPORTANCE</u> | | | | | |
|-----|---|-------------------|----------|-----------------------|----------|-----------------|----------|
| | | <u>Teachers</u> | | <u>Administrators</u> | | <u>Students</u> | |
| | | <u>N=18</u> | <u>%</u> | <u>N=12</u> | <u>%</u> | <u>N=37</u> | <u>%</u> |
| 55. | develop appropriate "teacher-made" materials to aid in reaching objectives. | | | | | | |
| | very important | | | | | | |
| | or important | 17 | 94 | 12 | 100 | 29 | 78 |
| | somewhat important | | | | | | |
| | or not important | 1 | 6 | 0 | 0 | 8 | 22 |
| 56. | integrate academic instruction, affective education, and behavior management for individual students and groups in the academic areas. | | | | | | |
| | very important | | | | | | |
| | or important | 17 | 94 | 12 | 100 | 27 | 73 |
| | somewhat important | | | | | | |
| | or not important | 1 | 6 | 0 | 0 | 10 | 27 |
| 57. | develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation. | | | | | | |
| | very important | | | | | | |
| | or important | 15 | 83 | 11 | 92 | 20 | 54 |
| | somewhat important | | | | | | |
| | or not important | 3 | 17 | 1 | 8 | 17 | 46 |
| 58. | integrate academic content with career/vocational preparation. | | | | | | |
| | very important | | | | | | |
| | or important | 17 | 94 | 10 | 83 | 24 | 65 |
| | somewhat important | | | | | | |
| | or not important | 1 | 6 | 2 | 17 | 13 | 35 |
| 59. | revise instructional goals, strategies, and materials based on students performance. | | | | | | |
| | very important | | | | | | |
| | or important | 18 | 100 | 11 | 92 | 26 | 70 |
| | somewhat important | | | | | | |
| | or not important | 0 | 0 | 1 | 8 | 11 | 30 |
| 60. | develop measurement strategies consistent with instructional objectives. | | | | | | |
| | very important | | | | | | |
| | or important | 15 | 83 | 12 | 100 | 26 | 70 |
| | somewhat important | | | | | | |
| | or not important | 3 | 17 | 0 | 0 | 11 | 30 |

(table continues)

| | | <u>IMPORTANCE</u> | | | | | |
|-----|---|-------------------|----------|-----------------------|----------|-----------------|----------|
| | | <u>Teachers</u> | | <u>Administrators</u> | | <u>Students</u> | |
| | | <u>N=18</u> | <u>%</u> | <u>N=12</u> | <u>%</u> | <u>N=37</u> | <u>%</u> |
| 61. | utilize knowledge of cognitive, social, affective, and psychomotor development in planning instruction. | | | | | | |
| | very important | | | | | | |
| | or important | 16 | 89 | 11 | 92 | 22 | 59 |
| | somewhat important | | | | | | |
| | or not important | 2 | 11 | 1 | 8 | 15 | 41 |
| 63. | teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility. | | | | | | |
| | very important | | | | | | |
| | or important | 18 | 100 | 11 | 92 | 21 | 57 |
| | somewhat important | | | | | | |
| | or not important | 0 | 0 | 1 | 8 | 16 | 43 |
| 64. | develop and use age-appropriate vocational exploration/preparation materials. | | | | | | |
| | very important | | | | | | |
| | or important | 17 | 94 | 10 | 83 | 24 | 65 |
| | somewhat important | | | | | | |
| | or not important | 1 | 6 | 2 | 17 | 13 | 35 |
| 65. | assess the career/vocational needs of students. | | | | | | |
| | very important | | | | | | |
| | or important | 16 | 89 | 11 | 92 | 24 | 65 |
| | somewhat important | | | | | | |
| | or not important | 2 | 11 | 1 | 8 | 13 | 35 |
| 68. | implement cultural appropriate instruction. | | | | | | |
| | very important | | | | | | |
| | or important | 16 | 89 | 12 | 100 | 32 | 86 |
| | somewhat important | | | | | | |
| | or not important | 2 | 11 | 0 | 0 | 5 | 14 |
| 70. | knowledge of student culture. | | | | | | |
| | very important | | | | | | |
| | or important | 17 | 94 | 12 | 100 | 32 | 86 |
| | somewhat important | | | | | | |
| | or not important | 1 | 6 | 0 | 0 | 5 | 14 |
| 71. | work with minority parents. | | | | | | |
| | very important | | | | | | |
| | or important | 17 | 94 | 12 | 100 | 32 | 86 |
| | somewhat important | | | | | | |
| | or not important | 1 | 6 | 0 | 0 | 5 | 14 |

The differing of ratings could mean that the students do not feel the school environment is safe and secure, whereas, the teachers and administrators feel that the school environment is maintained in a safe and secure manner. The other skills with wide discrepancies are skills the students would not have access to. That is, selecting behaviors to be changed and designating certain behavior as either appropriate or inappropriate are done mainly by the teacher. Knowledge skills and the teaching of certain skills are also inaccessible by the students.

Eighteen skills are listed in Table 12. These skills have varying discrepancies. An analysis of the ratings for "very important" to "important" across skills in Table 12 showed that the highest ratings were given by the administrators. Skills #32, 'develop and implement a systematic behavior management plan for students including timelines and adjusted for the severity of their behavior'; and #39, 'knowledge of the continuum of alternative placements and programs (e.g., consultation, resource room, self-contained)', were rated "very important" to "important" by 100% of the administrators. Less than 80% of the teachers and less than 60% of the students rated these skills as "very important" to "important".

Among the skills listed in Table 12, five were rated "very important" to "important" by 100% of the administrators. The survey findings were analyzed for these skills and found them to be from the behavior management and programming categories. Skill #17, 'have an identifiable theme in the classroom that is centrally focused and student centered', and skill #67, 'place personal/social needs of students before academics' address behavior management needs of AE students. Skills #42, 'knowledge of the factors involved in the selection and/or use of appropriate commercial instructional materials for students'; #48, 'develop and negotiate acceptable contracts with other school personnel'; and #54, 'select a functional classroom design' are programming knowledge and skills and they are also addressing the needs of AE students.

Two skills, #54 and #67 received less than 70% of the administrators rating them as "very important" to "important". The ratings by the teachers and students were above 70%. All other skills in this table were rated "very important" to "important" by between 75% and 92% of the administrators.

Overall, the ratings of "very important" to "important" by the teachers for the skills in Table 12 ranged from as low as 56% for #33 to a high of 94% for skill #42. The ratings of "very important" to "important" by the students ranged from as low as 54 for skills #32 and #33 to a high of 86% for skill #17.

These findings do provide a general overview of the skills needed by AE teachers to be effective with AE students, this overview may be examined in light of the assumptions formulated from the review of the literature. The first assumption was that AE students are at-risk of dropping out of school. All questions in this area focused on skills needed by AE teachers to be successful with AE students in an effort to improve student performance in school. This focus was evident in the ratings of "very important" to "important" by the teachers, administrators, and students to the skills on the surveys. The students were more varied in their ratings than the teachers and administrators. They attached less importance to the skills on the survey than the teachers and administrators. The second assumption was that to be effective in the classroom with AE students, certain behavior management and programming skills from BD literature were needed by AE teachers. Many of the skills rated as "very important" to "important" were behavior management and programming skills. Most of the behavior management skills on the survey were rated as "very important" to "important" by the teachers and administrators. The third assumption was that to be effective in the classroom with AE students, certain skills from AE literature were needed by AE teachers. The skills from AE literature received the highest ratings than the other categories of skills. After the surveys were analyzed, a richer understanding of the skills needed by AE teachers to be effective with AE students was developed.

Table 12

Skills Rated 'Very Important to Important' by AE Teachers, Administrators,

and AE Students With Varying Discrepancies

| <u>IMPORTANCE</u> | | | | | | | |
|-------------------|--|-----------------|----------|-----------------------|----------|-----------------|----------|
| | | <u>Teachers</u> | | <u>Administrators</u> | | <u>Students</u> | |
| | | <u>N=18</u> | <u>%</u> | <u>N=12</u> | <u>%</u> | <u>N=37</u> | <u>%</u> |
| 17. | have an identifiable theme in the classroom that is centrally focused and student centered. | | | | | | |
| | very important | | | | | | |
| | to important | 16 | 89 | 8 | 67 | 32 | 86 |
| | somewhat important | | | | | | |
| | or not important | 2 | 11 | 4 | 33 | 5 | 14 |
| 32. | develop and implement a systematic behavior management plan for students including timelines and adjusted for the severity of their behavior. | | | | | | |
| | very important | | | | | | |
| | or important | 13 | 72 | 12 | 100 | 20 | 54 |
| | somewhat important | | | | | | |
| | or not important | 5 | 28 | 0 | 0 | 17 | 46 |
| 33. | perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in academic areas of conduct. | | | | | | |
| | very important | | | | | | |
| | or important | 10 | 56 | 11 | 92 | 20 | 54 |
| | somewhat important | | | | | | |
| | or not important | 8 | 44 | 1 | 8 | 17 | 46 |
| 34. | perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in social areas of conduct. | | | | | | |
| | very important | | | | | | |
| | or important | 12 | 67 | 10 | 83 | 24 | 65 |
| | somewhat important | | | | | | |
| | or not important | 6 | 33 | 2 | 17 | 13 | 35 |

(table continues)

| | | <u>IMPORTANCE</u> | | | | | |
|-----|--|-------------------|----------|-----------------------|----------|-----------------|----------|
| | | <u>Teachers</u> | | <u>Administrators</u> | | <u>Students</u> | |
| | | <u>N=18</u> | <u>%</u> | <u>N=12</u> | <u>%</u> | <u>N=37</u> | <u>%</u> |
| 35. | utilize the findings of systematic classroom observation to analyze pupil behavior. | | | | | | |
| | very important | | | | | | |
| | or important | 13 | 72 | 10 | 83 | 24 | 65 |
| | somewhat important | | | | | | |
| | or not important | 5 | 28 | 2 | 17 | 13 | 35 |
| 37. | knowledge of the aspects of major educational/therapeutic interventions (i. e., rationale, program components, operation, evaluation). | | | | | | |
| | very important | | | | | | |
| | or important | 12 | 67 | 10 | 83 | 27 | 73 |
| | somewhat important | | | | | | |
| | or not important | 6 | 33 | 2 | 17 | 10 | 27 |
| 38. | use human resources other than teachers. | | | | | | |
| | very important | | | | | | |
| | or important | 16 | 89 | 9 | 75 | 22 | 59 |
| | somewhat important | | | | | | |
| | or not important | 2 | 11 | 3 | 25 | 15 | 41 |
| 39. | knowledge of the continuum of alternative placements and programs (e.g., consultation, resource room, self-contained). | | | | | | |
| | very important | | | | | | |
| | or important | 13 | 72 | 12 | 100 | 22 | 59 |
| | somewhat important | | | | | | |
| | or not important | 5 | 28 | 0 | 0 | 15 | 41 |
| 40. | knowledge of the issues, resources, and techniques used to integrate AE students into regular classrooms. | | | | | | |
| | very important | | | | | | |
| | or important | 14 | 78 | 11 | 92 | 22 | 59 |
| | somewhat important | | | | | | |
| | or not important | 4 | 22 | 1 | 8 | 15 | 41 |
| 42. | knowledge of the factors involved in the selection and/or use of appropriate commercial instructional materials for students. | | | | | | |
| | very important | | | | | | |
| | or important | 17 | 94 | 7 | 58 | 29 | 78 |
| | somewhat important | | | | | | |
| | or not important | 1 | 6 | 5 | 42 | 8 | 22 |

(table continues)

IMPORTANCE

| | Teachers | | Administrators | | Students | |
|---|----------|----|----------------|----|----------|----|
| | N=18 | % | N=12 | % | N=37 | % |
| 44. develop and/or implement a reinforcement hierarchy for each student. | | | | | | |
| very important | | | | | | |
| or important | 13 | 72 | 11 | 92 | 30 | 81 |
| somewhat important | | | | | | |
| or not important | 5 | 28 | 1 | 8 | 7 | 19 |
| 45. use different schedules of reinforcement effectively. | | | | | | |
| very important | | | | | | |
| or important | 13 | 72 | 11 | 92 | 29 | 78 |
| somewhat important | | | | | | |
| or not important | 5 | 28 | 1 | 8 | 8 | 22 |
| 48. develop and negotiate acceptable contracts with other school personnel. | | | | | | |
| very important | | | | | | |
| or important | 11 | 61 | 7 | 58 | 27 | 73 |
| somewhat important | | | | | | |
| or not important | 7 | 39 | 5 | 42 | 10 | 27 |
| 50. analyze and apply the theory behind reinforcement techniques. | | | | | | |
| very important | | | | | | |
| or important | 14 | 78 | 11 | 92 | 26 | 70 |
| somewhat important | | | | | | |
| or not important | 4 | 44 | 1 | 8 | 11 | 30 |
| 51. gather performance samples of a student's work and be able to generate a task analysis. | | | | | | |
| very important | | | | | | |
| or important | 15 | 83 | 10 | 83 | 27 | 73 |
| somewhat important | | | | | | |
| or not important | 3 | 17 | 2 | 17 | 10 | 27 |
| 54. select a functional classroom design. | | | | | | |
| very important | | | | | | |
| or important | 13 | 72 | 8 | 67 | 28 | 76 |
| somewhat important | | | | | | |
| or not important | 5 | 28 | 4 | 33 | 9 | 24 |
| 62. select, develop, adopt, and evaluate appropriate technology. | | | | | | |
| very important | | | | | | |
| or important | 13 | 72 | 11 | 92 | 23 | 62 |
| somewhat important | | | | | | |
| or not important | 5 | 28 | 1 | 8 | 14 | 38 |

(table continues)

| | | <u>IMPORTANCE</u> | | | | | |
|-----|---|-------------------|----------|-----------------------|----------|-----------------|----------|
| | | <u>Teachers</u> | | <u>Administrators</u> | | <u>Students</u> | |
| | | <u>N=18</u> | <u>%</u> | <u>N=12</u> | <u>%</u> | <u>N=37</u> | <u>%</u> |
| 67. | place personal/social needs of students before academics. | | | | | | |
| | very important or important | 16 | 89 | 7 | 58 | 25 | 68 |
| | somewhat important or not important | 2 | 11 | 5 | 42 | 12 | 32 |

Proficiency of AE Teachers in Using Behavior Management, Programming, and Other Teaching Skills

Many skills on the survey were rated as "very important" to "important" by all groups. Proficiency was rated on the survey to determine if staff development was needed by the AE teachers. It was established earlier on that most AE teachers in the Hampton City Schools are regular education certified teachers.

Data analysis began with the question that established the foundation for the sections on use of the skills.

Question 2. Do these groups feel AE teachers are using these behavior management, programming, and other teaching skills frequently and competently?

Proficiency. The definition of proficiency is, "Advance in the acquisition of any art, science, or knowledge" (Webster's Dictionary, unabridged, 1951). When the data were analyzed in this area of proficiency, the researcher considered the fact that the AE teachers were self reporting their perceived proficiency of these skills as they rated the skills on the survey, the administrators rated how they perceived the AE teachers in using these skills, and the AE students rated teachers as to how proficient they felt they were in carrying out the instructional program in the classroom.

The skills in Table 13 were rated as to how proficient AE teachers were perceived by administrators, teachers, and students. In all likelihood, the AE teachers self reported

how proficient they felt they were in using the skills on the survey. The closer the averages are to 1, the more proficient the AE teachers were perceived as using and applying these skills.

The average of the ratings given by the AE teachers for the proficiency of the skills was between 1.39, "very adequate" and 2.67, "borderline." The skill with the highest rating was skill #6, 'flexible and responsive'. This skill is from the AE literature and it had an average rating of 1.39. All the other skills were rated above 1.50. Thirty-three skills were rated 2.00 and above, which is almost half the skills on the survey. Of the 33 skills rated above 2.00, six had ratings of 2.50 and above.

Three skills were behavior management skills; #37, 'knowledge of the aspects of major educational/therapeutic interventions (i.e., rationale, program components, operation, evaluation)'; #44, 'develop and/or implement a reinforcement hierarchy for each student'; and #45, 'use different schedules of reinforcement effectively.' Skill #39, 'knowledge of the continuum of alternative placements and programs (e.g., consultation, resource room, self-contained)', #41, 'knowledge of the characteristics and possible side effects of the use of medication for students', and #62, 'select, develop, adopt, and evaluate appropriate technology' are programming skills. The listed skills are behavior management and programming skills. These ratings indicate that the AE teachers felt they were "average" to "borderline" in using these skills.

The averages by the administrators in Table 13 range between 1.25, "very adequate", and 2.50, "borderline." Sixteen skills were rated 2.00 and above. One behavior management skill, #35, 'utilize the findings of systematic classroom observation to analyze pupil behavior', was rated 2.50. Compared to the other groups, the highest ratings of to the skills were given by the administrators. (Highest refers to the closer the averages are to 1).

Averages for the skills rated by the AE students are all above 1.50. The range of the averages as reported in Table 13 is from 1.62, "adequate" to 2.57, "borderline."

Table 13

Ratings (in averages) for Proficiency Given by AE Teachers, Administrators, and AE Students of the Skills Needed by AE Teachers to be Effective with AE Students

| | | <u>PROFICIENCY</u> | | | | | |
|-----|--|----------------------------------|------|--|-------|----------------------------------|------|
| | | TEACHERS N=18 means SD* | | ADMINISTRATORS N=12 means SD* | | STUDENTS N=37 means SD* | |
| 1. | establish and maintain students attention. | 1.56 | 0.51 | 1.50 | 0.67 | 1.89 | 0.91 |
| 2. | create a place of belonging and identity. | 1.61 | 0.61 | 1.50 | 0.67 | 1.95 | 1.02 |
| 3. | promote a positive emotional climate. | 1.83 | 0.58 | 1.25 | 0.45 | 2.05 | 0.97 |
| 4. | show warmth and enthusiasm. | 1.61 | 0.50 | 1.50 | 0.676 | 2.08 | 0.98 |
| 5. | sensitive and empathetic. | 1.72 | 0.57 | 1.42 | 0.67 | 2.24 | 1.17 |
| 6. | flexible and responsive. | 1.39 | 0.94 | 1.58 | 0.65 | 1.81 | 0.96 |
| 7. | have reasonable expectations of the students. | 1.72 | 0.67 | 1.42 | 0.52 | 2.03 | 0.93 |
| 8. | supportive and encouraging. | 1.50 | 0.51 | 1.75 | 0.62 | 2.11 | 0.99 |
| 9. | produce a sense of connectedness in the classroom. | 1.83 | 0.38 | 1.58 | 0.65 | 1.95 | 1.02 |
| 10. | communicative with students, parents, teachers, etc. | 1.83 | 0.71 | 1.50 | 0.67 | 2.19 | 1.02 |
| 11. | explicit and direct. | 1.77 | 0.65 | 1.75 | 0.45 | 2.16 | 1.01 |
| 12. | maintain a positive focus. | 1.78 | 0.65 | 1.75 | 0.62 | 2.05 | 0.97 |
| 13. | promote student responsibility and self-esteem. | 1.72 | 0.82 | 1.42 | 0.67 | 2.10 | 1.06 |
| 14. | genuine and friendly. | 1.56 | 0.62 | 1.50 | 0.67 | 2.00 | 1.08 |
| 15. | made learning interesting. | 1.78 | 0.73 | 1.75 | 0.45 | 2.24 | 1.04 |
| 16. | develop and/or implement a consistent classroom routine. | 1.50 | 0.51 | 1.42 | 0.52 | 2.16 | 1.01 |

(table continues)

| | | <u>PROFICIENCY</u> | | | | | |
|-----|--|--------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| 17. | have an identifiable theme in the classroom that is centrally focused and student centered. | 2.06 | 1.04 | 1.83 | 0.71 | 2.22 | 1.11 |
| 18. | maintain a safe and secure environment. | 1.61 | 1.04 | 1.50 | 0.79 | 2.49 | 1.12 |
| 19. | use a variety of non-threatening techniques in the classroom (e.g., voice modulation, facial expressions, planned ignoring, proximity control, tension release). | 1.61 | 0.77 | 1.42 | 0.67 | 2.00 | 1.13 |
| 20. | knowledge of ethical issues related to the use of punishment and aversive consequences. | 1.94 | 0.87 | 1.58 | 0.67 | 2.43 | 1.12 |
| 21. | knowledge of a variety of behavioral management models and techniques. | 1.94 | 0.83 | 1.83 | 0.71 | 2.00 | 1.13 |
| 22. | knowledge of the techniques for promoting and maintaining generalization of behaviors. | 2.00 | 0.97 | 1.83 | 0.71 | 2.43 | 1.28 |
| 23. | knowledge of legal responsibilities associated with behavioral interventions. | 1.94 | 0.87 | 1.67 | 0.78 | 2.43 | 1.12 |
| 24. | plan and implement a variety of crisis management procedures to control and/or contain severe behavior. | 2.11 | 0.32 | 1.75 | 0.62 | 2.43 | 1.12 |
| 25. | use varied behavior management plans in a classroom setting. | 1.94 | 0.80 | 1.58 | 0.67 | 2.00 | 1.13 |
| 26. | use various instructional and behavioral management approaches in isolation or in combination for providing appropriate instruction for students. | 1.94 | 0.80 | 2.08 | 0.28 | 2.00 | 1.13 |

(table continues)

| | | <u>PROFICIENCY</u> | | | | | |
|-----|--|--------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| 27. | utilize behavioral principles to design procedures (i.e., observation, recording, charting) for monitoring behavior change. | 2.00 | 0.84 | 2.08 | 0.28 | 2.00 | 1.13 |
| 28. | determine for each student a reinforcement preference and use different reinforcers to change and maintain behavior. | 2.22 | 0.94 | 1.75 | 0.62 | 2.43 | 1.28 |
| 29. | develop and/or implement a positive reinforcement plan to change and/or maintain behavior for a classroom setting. | 1.94 | 0.87 | 1.42 | 0.67 | 2.43 | 1.28 |
| 30. | select target behaviors to be changed and identify the critical variables affecting the target behavior . | 2.28 | 1.07 | 1.50 | 0.67 | 2.43 | 1.28 |
| 31. | designate certain pupil behavior as either appropriate or inappropriate for a specified age group. | 2.00 | 0.77 | 1.58 | 0.65 | 2.32 | 1.13 |
| 32. | develop and implement a systematic behavior management plan for students including timelines and adjusted for the severity of their behavior. | 2.44 | 1.13 | 1.92 | 0.52 | 2.32 | 1.13 |
| 33. | perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in academic areas of conduct. | 2.44 | 0.98 | 2.25 | 0.62 | 2.32 | 1.13 |
| 34. | perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in social areas of conduct. | 2.39 | 0.97 | 2.08 | 0.79 | 2.08 | 1.09 |

(table continues)

| | | <u>PROFICIENCY</u> | | | | | |
|-----|---|--------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| 35. | utilize the findings of systematic classroom observation to analyze pupil behavior. | 2.39 | 1.14 | 2.50 | 0.67 | 2.08 | 1.09 |
| 36. | develop and/or implement appropriate classroom rules and a means for enforcing these rules. | 1.61 | 0.85 | 1.25 | 0.45 | 2.00 | 1.13 |
| 37. | knowledge of the aspects of major educational and/or therapeutic interventions (i. e., rationale, program components, operation, evaluation). | 2.50 | 0.92 | 2.17 | 0.72 | 2.00 | 1.13 |
| 38. | use human resources other than teachers. | 1.78 | 0.93 | 1.83 | 0.57 | 2.03 | 1.01 |
| 39. | knowledge of the continuum of alternative placements and programs (e.g., consultation, resource room, self-contained). | 2.56 | 0.92 | 1.75 | 0.45 | 2.03 | 1.01 |
| 40. | knowledge of the issues, resources, and techniques used to integrate AE students into regular classrooms. | 2.39 | 0.98 | 1.92 | 0.52 | 2.03 | 1.01 |
| 41. | knowledge of the characteristics and possible side effects of the use of medication for students. | 2.67 | 0.80 | 2.33 | 0.89 | 2.03 | 1.01 |
| 42. | knowledge of the factors involved in the selection and/or use of appropriate commercial instructional materials for students. | 2.17 | 0.71 | 2.33 | 0.65 | 2.57 | 1.22 |
| 43. | self-evaluate one's own teaching and classroom management skills and use the results constructively. | 1.94 | 0.64 | 1.92 | 0.90 | 2.05 | 0.97 |
| 44. | develop and/or implement a reinforcement hierarchy for each student. | 2.50 | 0.98 | 1.75 | 0.45 | 1.81 | 0.96 |
| 45. | use different schedules of reinforcement effectively. | 2.50 | 1.15 | 2.00 | 0.73 | 2.57 | 1.22 |

(table continues)

| | | <u>PROFICIENCY</u> | | | | | |
|-------------------|--|--------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| 46. | develop and negotiate acceptable contracts with students. | 2.11 | 0.99 | 1.67 | 0.89 | 2.11 | 0.94 |
| 47. | develop and negotiate acceptable contracts with students parents. | 2.11 | 0.99 | 1.75 | 0.96 | 2.24 | 1.19 |
| 48. | develop and negotiate acceptable contracts with other school personnel. | 1.83 | 0.92 | 2.33 | 0.98 | 2.24 | 1.19 |
| 49. | define and use skills in problem solving and conflict resolution. | 1.78 | 0.73 | 1.92 | 0.67 | 2.27 | 1.24 |
| 50. | analyze and apply the theory behind reinforcement techniques. | 2.39 | 0.79 | 2.25 | 0.87 | 2.43 | 1.28 |
| 51. | gather performance samples of a student's work and be able to generate a task analysis. | 2.28 | 1.02 | 1.92 | 0.90 | 2.24 | 1.19 |
| 52. | plan and organize classroom instructions specifically for AE students. | 2.22 | 0.88 | 1.58 | 0.99 | 2.22 | 1.11 |
| 53. | construct annual goals and short-term objectives in precise and measurable terms. | 1.89 | 0.83 | 2.08 | 0.79 | 2.22 | 1.11 |
| 54. | select a functional classroom design. | 2.28 | 0.99 | 2.00 | 0.60 | 2.16 | 0.89 |
| 55. | develop appropriate "teacher-made" materials to aid in reaching objectives. | 2.00 | 0.69 | 1.83 | 0.57 | 2.57 | 1.22 |
| 56. | integrate academic instruction, affective education, and behavior management for individual students and groups in the academic areas. | 1.67 | 0.59 | 1.75 | 0.96 | 2.00 | 1.13 |
| (table continues) | | | | | | | |

| | | <u>PROFICIENCY</u> | | | | | |
|-----|---|--------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| 57. | develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation. | 2.06 | 0.80 | 1.83 | 0.71 | 2.32 | 1.13 |
| 58. | integrate academic content with career/vocational preparation. | 2.11 | 0.90 | 2.33 | 0.98 | 2.19 | 1.22 |
| 59. | revise instructional goals, strategies, and materials based on students performance. | 1.61 | 0.50 | 1.92 | 0.90 | 2.03 | 1.04 |
| 60. | develop measurement strategies consistent with instructional objectives. | 1.78 | 0.69 | 1.83 | 0.51 | 2.03 | 1.04 |
| 61. | utilize knowledge of cognitive, social, affective, and psycho-motor development in planning instruction. | 2.00 | 0.84 | 1.75 | 0.62 | 2.03 | 1.01 |
| 62. | select, develop, adopt, and evaluate appropriate technology. | 2.56 | 0.85 | 2.00 | 1.04 | 2.32 | 1.16 |
| 63. | teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility. | 1.72 | 0.67 | 1.67 | 0.89 | 2.41 | 1.24 |
| 64. | develop and use age-appropriate vocational exploration/preparation materials. | 2.17 | 0.98 | 2.00 | 1.04 | 2.19 | 1.22 |
| 65. | assess the career/vocational needs of students. | 2.33 | 1.08 | 1.75 | 1.04 | 2.19 | 1.22 |
| 66. | develop and maintain a personal/professional support system. | 1.67 | 0.49 | 1.92 | 0.90 | 2.11 | 0.94 |
| 67. | place personal/social needs of students before academics. | 1.72 | 0.46 | 1.92 | 0.90 | 2.27 | 1.24 |

(table continues)

| | | <u>PROFICIENCY</u> | | | | | |
|-----|---|--------------------|------|------------------------|------|------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | | STUDENTS N=37 | |
| | | means | SD* | means | SD* | means | SD* |
| 68. | implement cultural appropriate instruction. | 2.00 | 0.84 | 1.67 | 0.98 | 1.62 | 0.92 |
| 69. | work with culturally diverse students. | 1.78 | 0.88 | 1.50 | 1.00 | 1.62 | 0.92 |
| 70. | knowledge of student culture. | 2.00 | 0.97 | 1.58 | 0.99 | 1.62 | 0.92 |
| 71. | work with minority parents. | 1.72 | 0.82 | 1.58 | 0.99 | 1.62 | 0.92 |

NOTE: Scores for (1) Teachers, administrators, and students can range from 1 = very important to 4 = not important.

*Standard deviation.

Only nine skills in Table 13 are rated below 2.00 by the AE students. Skills #1, 'establish and maintain students attention', #6, 'flexible and responsive', and #44, 'develop and/or implement a reinforcement hierarchy for each student' are behavior management skills. Skills #2, 'create a place of belonging and identity', #9, 'produce a sense of connectedness in the classroom', #68, 'implement cultural appropriate instruction', #69, 'work with culturally diverse students', #70, 'knowledge of student culture', and #71, 'work with minority parents' are skills from AE literature.

Frequency of Use by AE Teachers in Using Behavior Management, Programming, and Other Teaching Skills as Perceived by Teachers and Administrators

Frequency of Use. Table 14 reports the averages for how often AE teachers were observed using the listed behavior management, programming, and other teaching skills. It also reports the rating given by AE teachers as to how frequent they perceived themselves as using the listed skills. This area was not rated by the AE students. In Table 14, the closer the averages are to 4 the more often the AE teachers were perceived as using the skills. The range of averages for AE teachers is 1.89, "sometimes" to 3.72, "almost

always." The range of averages for the administrators is 1.83, "sometimes" to 3.67, "almost always." There seem to be no major difference between the ratings by the AE teachers and the ratings by the administrators in Table 14.

It should be noted, that 15 skills in Table 14 received ratings below 2.50 by both groups indicating that their frequency of use was "borderline" with four being programming skills and the other 11 being behavior management skills. The programming skills are: #40, 'knowledge of the issues, resources, and techniques used to integrate AE students into regular classrooms; #41, 'knowledge of the characteristics and possible side effects of the use of medication for students; #62, 'select, develop, adopt, and evaluate appropriate technology'; and #65, 'assess the career/vocational needs of students'. These skills are not readily observable. Two of the programming skills are knowledge skills and the other two are areas the central administration and guidance department usually handles.

The behavior management skills receiving ratings of "borderline" as to how frequently used they are perceived or self reported are: #33, 'perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in **academic** areas of conduct'; #34, 'perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in **social** areas of conduct'; #35, 'utilize the findings of systematic classroom observation to analyze pupil behavior'; #37, 'knowledge of the aspects of major educational/therapeutic interventions (i.e., rationale, program components, operation, evaluation)'; #44, 'develop and/or implement a reinforcement hierarchy for each student'; #45, 'use different schedules of reinforcement effectively'; #46, 'develop and negotiate acceptable contracts with students'; #47, 'develop and negotiate acceptable contracts with students parents'; #48, 'develop and negotiate acceptable contracts with other school personnel'; #50, 'analyze and apply the theory behind reinforcement techniques'; and #51, 'gather performance samples of a student's work and be able to generate a task analysis'. These skills are not readily observable and many are not done by AE teachers.

Table 14

Ratings (in averages) for Frequency of Use Given by A Teachers and Administrators
for How Often the AE Teachers Were Perceived as Using the Skills Needed by
AE Teachers to be Effective with AE Students

| <u>FREQUENCY OF USE</u> | | | | | |
|-------------------------|---|------------------|------|------------------------|------|
| | | TEACHERS N=18 | | ADMINISTRATORS N=12 | |
| | | means | SD* | means | SD* |
| 1. | establish and maintain students attention. | 3.33 | 0.59 | 3.58 | 0.67 |
| 2. | create a place of belonging and identity. | 3.17 | 0.71 | 3.17 | 0.39 |
| 3. | promote a positive emotional climate. | 3.06 | 0.80 | 3.08 | 0.51 |
| 4. | show warmth and enthusiasm. | 3.28 | 0.71 | 3.25 | 0.62 |
| 5. | sensitive and empathetic. | 3.06 | 0.84 | 3.17 | 0.58 |
| 6. | flexible and responsive. | 3.61 | 0.61 | 3.17 | 0.58 |
| 7. | have reasonable expectations of the students. | 3.22 | 0.73 | 3.42 | 0.79 |
| 8. | supportive and encouraging. | 3.27 | 0.67 | 3.33 | 0.49 |
| 9. | produce a sense of connectedness in the classroom. | 3.17 | 0.62 | 3.08 | 0.67 |
| 10. | communicative with students, parents, teachers, etc. | 3.22 | 0.77 | 3.58 | 0.67 |
| 11. | explicit and direct. | 3.28 | 0.82 | 3.00 | 0.43 |
| 12. | maintain a positive focus. | 3.33 | 0.49 | 3.42 | 0.51 |
| 13. | promote student responsibility and self-esteem. | 3.33 | 0.59 | 2.92 | 0.29 |
| 14. | genuine and friendly. | 3.56 | 0.62 | 3.00 | 0.60 |
| 15. | make learning interesting. | 3.22 | 0.75 | 3.00 | 0.42 |
| 16. | develop and/or implement a consistent classroom routine. | 3.39 | 0.61 | 3.67 | 0.49 |
| 17. | have an identifiable theme in the classroom that is centrally focused and student centered. | 2.83 | 1.10 | 2.83 | 1.19 |
| 18. | maintain a safe and secure environment. | 3.72 | 0.46 | 3.83 | 0.39 |
| 19. | use a variety of nonthreatening techniques in the classroom (e.g., voice modulation, facial expressions, planned ignoring, proximity control, tension release). | 3.44 | 0.71 | 3.08 | 0.51 |

(table continues)

FREQUENCY OF USE

| | | TEACHERS N=18 means SD* | | ADMINISTRATORS N=12 means SD* | |
|-----|--|-------------------------------|------|-------------------------------------|------|
| | | | | | |
| 20. | knowledge of ethical issues related to the use of punishment and aversive consequences. | 2.89 | 0.96 | 3.08 | 0.67 |
| 21. | knowledge of a variety of behavioral management models and techniques. | 3.17 | 0.92 | 3.25 | 0.45 |
| 22. | knowledge of the techniques for promoting and maintaining generalization of behaviors. | 3.17 | 0.79 | 3.17 | 0.83 |
| 23. | knowledge of legal responsibilities associated with behavioral interventions. | 2.94 | 1.21 | 3.25 | 0.87 |
| 24. | plan and implement a variety of crisis management procedures to control and/or contain severe behavior. | 2.78 | 0.94 | 3.17 | 0.83 |
| 25. | use varied behavior management plans in a classroom setting. | 3.00 | 0.84 | 3.08 | 0.51 |
| 26. | use various instructional and behavioral management approaches in isolation or in combination for providing appropriate instruction for students. | 2.94 | 0.73 | 2.75 | 0.62 |
| 27. | utilize behavioral principles to design procedures (i.e., observation, recording, charting) for monitoring behavior change. | 2.67 | 1.14 | 2.42 | 0.98 |
| 28. | determine for each student a reinforcement preference and use different reinforcers to change and maintain behavior. | 2.50 | 1.10 | 3.17 | 0.39 |
| 29. | develop and/or implement a positive reinforcement plan to change and/or maintain behavior for a classroom setting. | 2.61 | 1.14 | 3.00 | 0.85 |
| 30. | select target behaviors to be changed and identify the critical variables affecting the target behavior. | 2.67 | 1.03 | 2.92 | 0.67 |
| 31. | designate certain pupil behavior as either appropriate or inappropriate for a specified age group. | 2.94 | 1.11 | 2.92 | 0.90 |
| 32. | develop and implement a systematic behavior management plan for students including timelines and adjusted for the severity of their behavior. | 2.44 | 1.10 | 2.58 | 0.79 |
| 33. | perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in academic areas of conduct. | 2.22 | 1.06 | 2.33 | 1.07 |
| 34. | perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in social areas of conduct. | 2.11 | 0.97 | 2.08 | 0.90 |
| 35. | utilize the findings of systematic classroom observation to analyze pupil behavior. | 2.44 | 1.04 | 2.08 | 0.79 |

(table continues)

FREQUENCY OF USE

| | | TEACHERS N=18 means SD* | | ADMINISTRATORS N=12 means SD* | |
|-----|--|----------------------------------|------|--|------|
| | | | | | |
| 36. | develop and/or implement appropriate classroom rules and a means for enforcing these rules. | 3.50 | 0.79 | 3.17 | 0.72 |
| 37. | knowledge of the aspects of major educational/therapeutic interventions (i. e., rationale, program components, operation, evaluation). | 2.17 | 0.98 | 2.25 | 0.87 |
| 38. | use human resources other than teachers. | 2.56 | 0.78 | 2.33 | 0.89 |
| 39. | knowledge of the continuum of alternative placements and programs (e.g., consultation, resource room, self-contained). | 2.17 | 1.10 | 2.75 | 0.97 |
| 40. | knowledge of the issues, resources, and techniques used to integrate AE students into regular classrooms. | 2.44 | 1.20 | 2.42 | 0.67 |
| 41. | knowledge of the characteristics and possible side effects of the use of medication for students. | 2.17 | 1.10 | 2.25 | 0.87 |
| 42. | knowledge of the factors involved in the selection and/or use of appropriate commercial instructional materials for students. | 2.67 | 0.84 | 2.25 | 0.75 |
| 43. | self-evaluate one's own teaching and classroom management skills and use the results constructively. | 2.50 | 0.66 | 2.42 | 0.79 |
| 44. | develop and/or implement a reinforcement hierarchy for each student. | 1.94 | 1.00 | 2.17 | 0.72 |
| 45. | use different schedules of reinforcement effectively. | 2.11 | 1.13 | 2.42 | 0.79 |
| 46. | develop and negotiate acceptable contracts with students. | 2.44 | 1.12 | 2.33 | 0.78 |
| 47. | develop and negotiate acceptable contracts with students parents. | 2.00 | 1.03 | 2.00 | 0.74 |
| 48. | develop and negotiate acceptable contracts with other school personnel. | 1.89 | 1.08 | 1.83 | 0.83 |
| 49. | define and use skills in problem solving and conflict resolution. | 3.06 | 0.64 | 2.92 | 0.29 |
| 50. | analyze and apply the theory behind reinforcement techniques. | 2.33 | 1.03 | 2.17 | 0.72 |
| 51. | gather performance samples of a student's work and be able to generate a task analysis. | 2.33 | 1.03 | 2.08 | 0.65 |
| 52. | plan and organize classroom instructions specifically for AE students. | 3.06 | 0.80 | 2.33 | 0.98 |
| 53. | construct annual goals and short-term objectives in precise and measurable terms. | 2.83 | 0.98 | 2.67 | 0.78 |
| 54. | select a functional classroom design. | 2.78 | 0.94 | 2.42 | 0.90 |

(table continues)

FREQUENCY OF USE

| | | TEACHERS N=18 means SD* | | ADMINISTRATORS N=12 means SD* | |
|-----|---|----------------------------------|------|--|------|
| | | | | | |
| 55. | develop appropriate "teacher-made" materials to aid in reaching objectives. | 3.00 | 0.69 | 3.25 | 0.45 |
| 56. | integrate academic instruction, affective education, and behavior management for individual students and groups in the academic areas. | 3.17 | 0.86 | 2.67 | 0.78 |
| 57. | develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation. | 2.67 | 0.97 | 2.58 | 0.51 |
| 58. | integrate academic content with career/vocational preparation. | 2.61 | 1.10 | 2.50 | 0.67 |
| 59. | revise instructional goals, strategies, and materials based on students performance. | 3.28 | 0.57 | 2.58 | 0.67 |
| 60. | develop measurement strategies consistent with instructional objectives. | 2.72 | 0.99 | 2.58 | 0.90 |
| 61. | utilize knowledge of cognitive, social, affective, and psychomotor development in planning instruction. | 2.56 | 0.98 | 2.67 | 0.90 |
| 62. | select, develop, adopt, and evaluate appropriate technology. | 2.17 | 0.98 | 2.42 | 1.08 |
| 63. | teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility. | 3.00 | 0.90 | 2.92 | 0.71 |
| 64. | develop and use age-appropriate vocational exploration/preparation materials. | 2.72 | 1.13 | 2.25 | 0.75 |
| 65. | assess the career/vocational needs of students. | 2.39 | 1.09 | 2.33 | 0.78 |
| 66. | develop and maintain a personal/professional support system. | 3.22 | 0.65 | 2.58 | 0.67 |
| 67. | place personal/social needs of students before academics. | 2.94 | 0.94 | 2.67 | 0.71 |
| 68. | implement cultural appropriate instruction. | 2.61 | 1.04 | 2.75 | 0.67 |
| 69. | work with culturally diverse students. | 3.50 | 0.71 | 3.17 | 0.72 |
| 70. | knowledge of student culture. | 3.17 | 0.92 | 2.83 | 1.03 |
| 71. | work with minority parents. | 3.39 | 0.77 | 3.67 | 0.49 |

NOTE: Scores for (1) Teachers, administrators, and students can range from 1 = very important to 4 = not important.

*Standard deviation.

Summary

The purpose of this study was to identify the needed characteristics of AE teachers from empirical, related, and implied literature. These characteristics were associated with the behavior management and programming skills needed by teachers who work with BD students, and with other teaching skills from AE literature. This survey was done to ascertain whether these behavior management, programming, and other skills are ones that should be targeted in AE programs in an urban school division. This chapter included presentation and analyses of data pertaining to the selected research questions.

Table 15 summarizes and integrates the data pertaining to the three research questions in the study. Compiling the data for this table was done by using the mean ratings in Tables 9, 13, and 14 and by using the "rule of thirds." "The rule of thirds" is not a rule as we know rules, but is a procedure to determine item discrimination.

Seventy-one items are on the survey. By dividing 71 by three to the nearest whole number, the whole number is 24. Twenty-four was used to identify the top and bottom thirds for Table 15. The 24 highest rated skills and the 24 lowest rated skills were considered in this analysis, thus, yielding the relatively high and relatively low rated skills.

After reviewing the skills in Tables 9, 13, and 14 rated 80% and higher using the criterion established by the researcher, all skills were then organized thematically under 11 headings. The headings are ones usually used on summative evaluation forms for teachers in most school divisions. Some of these heading are used on the summative evaluation in the Hampton City Schools (SBO Form 537). The headings used are delivery of instruction, rapport with students, learning climate, organizational/time management, communication, public relations, empathy/multicultural considerations, evaluation, professional growth, lesson preparation, and human relations.

The basic assumption about teachers evaluation is that evaluation can and must contribute to the improvement of instruction as determined by the quality of student achievement. Teachers are also evaluated in order to describe what is going on in the

classroom. Another reason they are evaluated is to learn why things happen and to learn what must be done in order to intervene effectively for better results (Hosford, 1984).

For importance for teachers, items with relative mean values of 1.44 and lower (24 items) were considered relatively high, and items with relative mean values of 1.78 and above (24 items) were considered relatively low. The middle group of items, 1.45 to 1.77 was not considered. For administrators, mean ratings of 1.58 and lower are relatively high (24 items) and ratings of 1.92 and higher (24 items) are relatively low. The middle items, 1.59 to 1.92 was not considered. For students, ratings of 2.03 and lower (26 items) are relatively high, and items with mean ratings of 2.24 and higher (25 items) are relatively low. Also, the middle group of items (2.02 to 2.23) was not considered.

For proficiency ratings, the relative mean values for the top group of thirds is 1.78 and lower (24 items), and for the bottom group of thirds is 2.11 and higher (24 items) for teachers. The middle group of items (1.77 to 2.10) was not considered. For administrators, relative high items are those with mean values above 1.33 (25 items) and relative low are those with relative mean values higher than 1.67 (23 items). The middle group of items (1.34 to 1.66) was not considered. For students, items with mean values of 1.81 and lower were rated as relative high and items with mean values of 2.00 and above were rated relative low in proficiency. The middle group of items (1.82 to 1.99) was not considered. The closer the rating is to 1 for importance and proficiency the more important it is.

For frequency of use, the relative mean values for relatively high rated skills for teachers are 3.17 and higher (24 items), and for the relatively low rated skills are 2.61 and lower (24 items). For administrators, frequency of use ratings of 3.08 and above (25 items) were relatively high rated skills and items with ratings of 2.50 and lower (23 items) were relatively low skills. The closer the rating is to 4, the more important it is. The skills in Table 15 are the top and bottom skills from the survey rated relatively high and relatively low. A discussion of all skills and their ratings was presented earlier in the chapter.

It is interesting to note that across all scales, if items were rated as important by teachers and administrators, they also were likely to rate themselves high on proficiency and frequency of use. Similarly, if skills were rated as low on importance by teachers, administrators, and students, they tend to be rated low in terms of proficiency. Teachers and administrators tended to be very similar in terms of what skills they perceived as being important and used frequently and proficiently. Students on the other hand, frequently differ in their perception compared with those of teachers and administrators.

Delivery of instructions. Eight skills are listed in Table 15 for delivery of instruction. These skills are behavioral skills needed by teachers to be effective when preparing the students to focus on the learning task, to keep the students actively involved, and to hold their attention. Four skills were rated relatively high by teachers and administrators on importance. The skills are: 'establish and maintain students attention'; 'flexible and responsive'; 'explicit and direct'; and 'maintain a positive focus.' The teachers reported that they are proficient in using these skills and that these skills are used frequently by them. The administrators also rated the teachers relatively high in using three of these skills. Yet, the administrators did not rate the skill of being 'explicit and direct' as being used frequently or proficiently by the teachers.

Students saw teachers as flexible and responsive and able to maintain their attention. However, they did not see the teachers as 'maintaining a positive focus' or being 'explicit and direct' in delivery of instruction. The skill, 'establish and maintain student's attention' was rated relatively high on importance and proficiency by teachers, administrators, and students.

Skills related to the knowledge of specific needs of AE students were not perceived as being important to teachers and they did not see themselves as very proficient in using those skills. Students did not see teachers as being proficient in teaching daily living skills. Staff development is indicated in the areas of meeting the developmental and daily living skills needs of AE students.

Rapport with students. Four skills from AE literature are listed on the survey for the category, rapport with students. These skills deal with the teachers being (a) willing to listen and respond to students' feelings and needs, and (b) to praise the students' efforts and accomplishments and to offer constructive criticism when appropriate.

The teachers rated all skills in the area of rapport with students as important and they reported that they were proficient in using them and that these skills were used frequently. The skills are 'show warmth and enthusiasm', 'sensitive and empathetic', 'supportive and encouraging', and 'genuine and friendly'. Three, rapport with students, skills were rated high by administrators on importance and frequency of use. One skill, 'sensitive and empathetic' was rated high by the students in terms of importance, but rated low in terms of teachers' proficiency. Students did not feel that the teachers needed to 'show warmth and enthusiasm' but they did perceive them as being 'genuine and friendly'.

Again, teachers and administrators saw these skills in establishing rapport with students as important and they saw themselves as proficient in using these skills. Students on the other hand, did not rate these skills as important nor did they see the teachers as proficient in using these skills. Given the teachers' and administrators' ratings in these areas, no direct recommendation for staff development can be made. However, the inconsistency with students' ratings would suggest the need for further investigation in this area.

Learning climate. The learning climate is where the teacher provides an atmosphere that is supportive, focused, safe, and secure. Fifteen skills on learning climate were presented on the survey. Three skills pertaining to the enthusiasm shown by the teacher as she or he moves among the students during work periods, and the consistency maintained in managing disciplinary problems were rated relatively high by the teachers on importance, proficiency, and frequency of use. The skills are 'promote student responsibility and self-esteem', 'make learning interesting', and 'maintain a safe and secure environment'. These skills were rated relatively high by the administrators with the addition of 'create a place of

belonging and identity', and 'promote a positive emotional climate'. The students rated all learning climate skills relatively low on importance.

The administrators and teachers felt it was important to define and use problem solving and conflict resolution skills, while, teachers rated themselves high on proficiency of use also. The administrators rated the teachers relatively low in this area. It should be noted that these skills are skills that the literature supports are especially important for AE students. It should be noted also that the skills pertaining; to the knowledge of the aspects of major educational and/or therapeutic interventions; of selecting a functional classroom design; and, of analyzing and applying the theory behind reinforcement techniques, were rated relatively low on importance, and proficiency of teachers by all groups. These problem solving and conflict resolution skills were also rated relatively low on the frequently with which the teachers use them. These low ratings were by the teachers and administrators. Therefore, since these skills are ones listed as needed by effective BD teachers in the BD literature, staff development is indicated in these areas.

Organizational/Time Management. Organizational/time management deal with skills, such as, arranging the classroom appropriately for class activities, timing and pacing of activities, having materials and equipment ready for use, and establishing clear classroom procedures. Nine skills were on the survey. One skill, 'develop and/or implement a consistent classroom routine', was rated relatively high by teachers and administrators on importance, proficiency, and frequency of use. The students, however, rated this skill relatively low on importance.

Two skills pertaining to needed materials and equipment were rated relatively high by the students. One was, 'have an identifiable theme in the classroom that is centrally focused', and the other was the appropriate selection and use of commercial materials to be used in the classroom. Teachers and administrators rated these skills as low on importance, proficiency, and frequency of use.

Other skills rated relatively low on importance, proficiency, and frequency of use by all groups were ones pertaining to the teachers having a functional classroom design, and clear classroom procedures. The skills are 'analyze and apply the theory behind reinforcement techniques' and 'select a functional classroom design'.

Staff development is suggested in areas such as knowledge of the continuum of alternative placements and programs for AE students; knowledge of the issues, resources, and techniques used to integrate AE students into regular classrooms; and, knowledge of the factors involved in the selection and use of appropriate commercial materials. These skills were rated relatively low on importance, proficiency and frequency of use by teachers and administrators. Yet, these behavior management and programming skills are ones from BD literature indicated as needed by teachers who work with BD students.

Communication. Six communication skills were on the survey. Skills pertaining to establishing and communicating classroom rules and regulations were rated relatively high by the teachers and administrators on importance, proficiency, and frequency of use. Such skills were 'communicative with students, parents, teachers, etc.', 'use a variety of non-threatening techniques in the classroom', and 'develop and/or implement appropriate classroom rules and a means for enforcing these rules'. The students also reported that the teachers used these skills proficiently. The skills pertaining to developing acceptable contracts with students, students' parents, or other school personnel were rated relatively low on importance, proficiency, and frequency of use by teachers and administrators. The students rated these same skills (The skills are 46, 47, and 48 on survey) relatively low on the teachers using them proficiently.

Apparently the uses of contracts by teachers with AE students were not perceived as being very important. While staff development activities encourages the use of contracts when working with BD-SE students in school divisions, BD-AE teachers do not perceive contracts as being particularly useful. Outside of examining the use of contracts which

would be appropriate, most of the communication skills were basically important, and the teachers used them frequently and proficiently.

Public relations. One skill was listed for public relations. Public relations pertains to supporting the school division's policies and regulations. Also, public relations pertains to the teacher assuming professionally related responsibilities outside the classroom whereby he or she makes use of community resources. The skill, 'develop and maintain a personal/professional support system', was rated relatively high by the teachers on importance, proficiency, and frequency of use by the teachers. The administrators rated this skill relatively low on importance and proficiency of use by the teachers.

Apparently while the administrators do not perceive 'develop and maintain a personal/professional support system' as important, teachers do. This skill is more a matter of managerial than a staff development issue.

Empathy/Multicultural considerations. Empathy/multicultural considerations are skills pertaining to multicultural considerations. Three skills were listed for empathy with students. Two skills, 'work with culturally diverse students', and 'work with minority parents' were skills rated relatively high by the teachers and administrators on importance, proficiency, and frequency of use. The students rated all skills relatively high on importance and proficiency of use by the teachers. The third skill being 'knowledge of student culture' was rated relatively high on frequency of use by the teachers. The administrators indicated that the teachers were proficient in this skill and that they used it frequently. While the responses to the survey in this area seem proficient in meeting the needs of AE students, multicultural literature on AE students would support continued attention in this area.

Evaluation. Evaluation pertains to the expectations the teachers have of the students in the learning environment. To communicate these expectations, the teacher advises the students in advance of immediate and/or long range requirements. The skill, 'have reasonable expectations of the students' was rated relatively high by the teachers and

administrators on importance, proficiency, and frequency of use. This skill was rated relatively high by students on proficiency of use by the teachers.

Skills pertaining to the use of systematic evaluative techniques were rated relatively low on importance, proficiency, and frequency of use by teachers and administrators. The skills are 'perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in **academic** areas of conduct', 'perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in **social** areas of conduct', and 'utilize the findings of systematic classroom observation to analyze pupil behavior'. Ratings by the students indicated a higher value on systematic evaluation in terms of social conduct, but not in the academic area. The students rated the importance of systematic evaluation in the academic area low. Staff development training is suggested in systematic collection and use of evaluative information.

Professional growth. Professional growth skills are knowledge skills. These skills pertain to the teachers participating in professional course work, workshops, conferences, and inservice activities. Such activities, allow the teachers an opportunity to respond affirmatively to suggestions for improvement if needed. Five skills are listed in this area.

The teachers rated the knowledge of legal responsibility skill high while, they did not rate themselves high on proficiency and frequency of use in this area, the administrators did. Administrators did express concern that teachers be knowledgeable of the ethical issues related to the use of punitive consequences, and that teachers be knowledgeable of a variety of behavior management models and techniques. Teachers did not rate the variety of knowledge of behavior management techniques as important to their professional growth. Administrators also felt that it was important that teachers be knowledgeable of the side effect of the use of medication for students. However, teachers and administrators rated teachers low in proficiency and frequency of use in this area.

Students ratings seem to be the opposite in these areas. They did not perceive it as important for the teachers to be knowledgeable of ethical issues nor do they perceive the teachers as being proficient in these areas.

Given the inconsistency in teachers rating themselves, staff development is suggested in the areas of knowledge of the characteristics and possible side effects of the use of medication by the students, and of the legal responsibilities associated with behavioral interventions.

Lesson preparations. Skills in this area deal with selecting the appropriate objectives and content for the lesson to be taught. These skills also have to do with the teachers utilizing instructional materials appropriate for content and instructional level. Eleven skills for lesson preparation were on the survey.

Interesting, teachers do not see themselves as proficient in developing a reinforcement heirarchy for students, doing task analyses, being able to evaluate and adopt appropriate technology, or using age appropriate vocational and exploration materials. Teachers, administrators, and students rated these areas similarly. Students did view it as important for the teachers to develop a reinforcement heirarchy, and be able to use appropriate teacher made materials in order to reach their objective. However, they rated teachers low on proficiency in the area of developing appropriate materials area.

Continued staff development is suggested in the effective use of different schedules of reinforcement, the use of performance samples of student's work to generate a task analysis, evaluating and adopting appropriate technology, and the using of appropriate vocational and exploration materials.

Human relations. Two skills were on the survey. These skills pertain to using discretion and confidentiality with sensitive information, parents, students, and other educational personnel. The skill, 'use human resources other than teachers' was rated relatively low by the administrators and students on importance. The students rated this

skills relatively low in the teachers being proficient in using it, and the teachers and administrators did not feel this skill was used frequently.

The skill, 'to place personal/social needs of students before academics', was perceived by administrators as low in importance, and the teachers were not perceived as being proficient in using it by the administrators and students. The teachers, however, reported that they were proficient in using this skill. Further, administrators and students did not perceive teachers as being proficient in these areas. Again, teachers rated themselves proficient in these areas. With parent tutors, school-business partnerships, and other school volunteer programs used in public schools, teachers need to be proficient in using these human relations skills. More staff development is indicated.

Table 15

| <u>Comparison of High Rated Behavior Management, Programming, and Other Teaching Skills as to Importance, Proficiency, and Frequency of Use Across Groups by Themes</u> | | | |
|---|-----------------------|--------------------|------------------|
| <u>Behavior Management, Programming, and Other Teaching Skills</u> | | | |
| | Importance | Proficiency | Frequency of Use |
| <u>Delivery of Instruction</u> | | | |
| | <u>Teachers</u> | | |
| Relatively High | 1, 6, 11, 12 63 | 1, 6, 11, 12 63 | 1, 6, 11, 12 |
| Relatively Low | 45, 52, 61 | 45, 52 | 45, 61 |
| | <u>Administrators</u> | | |
| Relatively High | 1, 6, 12, 52 | 1, 6, 52 | 1, 6, 12 |
| Relatively Low | | 45 | 45, 52, 61 |
| | <u>Students</u> | | |
| Relatively High | 1, 6, 45 | 1, 6 | Non-Applicable |
| Relatively Low | 61, 63 | 45, 63 | Non-Applicable |
| <u>Rapport with Students</u> | | | |
| | <u>Teachers</u> | | |
| | Importance | Proficiency | Frequency of Use |
| Relatively High | 4, 5, 8, 14 | 4, 5, 8, 14 | 4, 8, 14 |
| Relatively Low | | | |
| | <u>Administrators</u> | | |
| Relatively High | 4, 5, 8 | 4, 5, 14 | 4, 5, 8 |
| Relatively Low | | | |
| | <u>Students</u> | | |
| Relatively High | 5 | 14 | Non-Applicable |
| Relatively Low | 4 | 5 | Non-Applicable |
| (table continues) | | | |

Behavior Management, Programming, and Other Teaching Skills

Learning Climate

| | <u>Teachers</u> | | |
|-----------------|--------------------|----------------------------|--------------------|
| | Importance | Proficiency | Frequency of Use |
| Relatively High | 13, 15, 18, 49 | 2, 13, 15, 18, 49 | 2, 9, 13, 15, 18 |
| Relatively Low | 28, 32, 37, 50, 54 | 28, 30, 31, 32, 37, 50, 54 | 28, 29, 32, 37, 50 |

| | <u>Administrators</u> | | |
|-----------------|-----------------------|---------------------------------|-----------------|
| Relatively High | 2, 3, 13, 15, 18, 49 | 2, 3, 9, 13, 18, 29, 30, 31, 32 | 2, 3, 9, 18, 28 |
| Relatively Low | 37, 50, 54 | 37, 49, 50, 54 | 37, 50, 54 |

| | <u>Students</u> | | |
|-----------------|--------------------------------|------------------------------------|----------------|
| Relatively High | 54 | 2, 9, 37 | Non-Applicable |
| Relatively Low | 18, 28, 29, 30, 31, 32, 37, 50 | 15, 18, 28, 29, 30, 31, 32, 49, 50 | Non-Applicable |

Organizational/Time Management

| | <u>Teachers</u> | | |
|-----------------|--------------------|-------------|------------------|
| | Importance | Proficiency | Frequency of Use |
| Relatively High | 16 | 16 | 16 |
| Relatively Low | 17, 27, 39, 42, 57 | 39, 40, 42 | 39, 40 |

| | <u>Administrators</u> | | |
|-----------------|-----------------------|----------------|------------|
| Relatively High | 16 | 16, 25 | 16, 25 |
| Relatively Low | 17, 27, 40, 42, 57 | 26, 27, 40, 42 | 40, 42, 57 |

| | <u>Students</u> | | |
|-----------------|-----------------|--------------------|----------------|
| Relatively High | 17, 42 | 25, 26, 27, 39, 40 | Non-Applicable |
| Relatively Low | 16, 39, 40, 57 | 42, 57 | Non-Applicable |

(table continues)

Behavior Management, Programming, and Other Teaching Skills

Communication

| <u>Teachers</u> | | | |
|-----------------------|------------|-------------|------------------|
| | Importance | Proficiency | Frequency of Use |
| Relatively High | 10, 19, 36 | 19, 36 | 10, 19, 36 |
| Relatively Low | 46, 47, 48 | 46, 47 | 46, 47, 48 |
| <u>Administrators</u> | | | |
| Relatively High | 19, 36 | 10, 19, 36 | 10, 19, 36 |
| Relatively Low | 47, 48 | 48 | 46, 47, 48 |
| <u>Students</u> | | | |
| Relatively High | | 19, 36 | Non-Applicable |
| Relatively Low | | 47, 48 | Non-Applicable |

Public Relations

| <u>Teachers</u> | | | |
|-----------------------|------------|-------------|------------------|
| | Importance | Proficiency | Frequency of Use |
| Relatively High | 66 | 66 | 66 |
| Relatively Low | | | |
| <u>Administrators</u> | | | |
| Relatively High | | | |
| Relatively Low | 66 | 66 | |
| <u>Students</u> | | | |
| Relatively High | | | |
| Relatively Low | | | Non-Applicable |

(table continues)

Behavior Management, Programming, and Other Teaching Skills

Empathy/Multicultural Considerations

| <u>Teachers</u> | | | |
|-----------------------|------------|-------------|------------------|
| | Importance | Proficiency | Frequency of Use |
| Relatively High | 69, 71 | 69, 71 | 69, 70, 71 |
| Relatively Low | | | |
| <u>Administrators</u> | | | |
| Relatively High | 69, 71 | 69, 70, 71 | 69, 71 |
| Relatively Low | | | |
| <u>Students</u> | | | |
| Relatively High | 69, 70, 71 | 69, 70, 71 | Non-Applicable |
| Relatively Low | | | |

Evaluation

| <u>Teachers</u> | | | |
|-----------------------|----------------|----------------|----------------------|
| | Importance | Proficiency | Frequency of Use |
| Relatively High | 7, 43 | 7, 60 | 7 |
| Relatively Low | 33, 34, 35, 60 | 33, 34, 35, 65 | 33, 34, 35, 43 65 |
| <u>Administrators</u> | | | |
| Relatively High | 7, 43 | 7, 65 | 7 |
| Relatively Low | 33, 34, 35 | 33, 34, 35, 43 | 33, 34, 35, 43 65 |
| <u>Students</u> | | | |
| Relatively High | 34, 35 | 7, 60 | Non-Applicable |
| Relatively Low | 33, 65 | 33, | Non-Applicable |

(table continues)

Behavior Management, Programming, and Other Teaching Skills

Professional Growth

| <u>Teachers</u> | | | |
|-----------------------|----------------|-------------|------------------|
| | Importance | Proficiency | Frequency of Use |
| Relatively High | 23 | | 21, 22 |
| Relatively Low | | 41 | 41 |
| <u>Administrators</u> | | | |
| Relatively High | 20, 21, 41 | 20, 23 | 20, 21, 22, 23 |
| Relatively Low | | 41 | 41 |
| <u>Students</u> | | | |
| Relatively High | | | |
| Relatively Low | 20, 22, 23, 41 | 20, 22, 23 | Non-Applicable |

Lesson Preparation

| <u>Teachers</u> | | | |
|-----------------------|----------------------|--------------------------|----------------------|
| | Importance | Proficiency | Frequency of Use |
| Relatively High | 59 | 56, 59 | 56, 59 |
| Relatively Low | 44, 51, 62, 68 | 24, 44, 51, 58 62, 64 | 44, 51, 62, 64 |
| <u>Administrators</u> | | | |
| Relatively High | 24, 59 | 24, 44, 56, 68 | 24, 55 |
| Relatively Low | 44, 51, 53, 64 65 | 51, 53, 55, 58 62, 64 | 44, 50, 51, 62 64 |
| <u>Students</u> | | | |
| Relatively High | 44, 55 | 68 | Non-Applicable |
| Relatively Low | 24, 58, 62, 64 | 24, 51, 55, 62 | Non-Applicable |

(table continues)

Behavior Management, Programming, and Other Teaching Skills

| | | | |
|------------------------|------------|-------------|------------------|
| <u>Human Relations</u> | | | |
| <u>Teachers</u> | | | |
| | Importance | Proficiency | Frequency of Use |
| Relatively High | | 38, 67 | |
| Relatively Low | | | 38 |
| <u>Administrators</u> | | | |
| Relatively High | | | |
| Relatively Low | 38, 67 | 67 | 38 |
| <u>Students</u> | | | |
| Relatively High | | | |
| Relatively Low | 38 | 38, 67 | Non-Applicable |

The display of the relatively high and relatively low ratings by the teachers, administrators, and students in Table 15 is a compilation of skills from Tables 9, 13, and 14. Throughout the table, the students' ratings were contradictory to the ratings by the teachers and administrators. The low ratings by the students could mean that the students did not take the survey seriously, or that they basically rate survey items low, or it could mean that the perception of the learning environment by the students is the opposite of what the teachers and administrators see. Further research is implicated.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Most teachers want to be effective in the classroom. This is no less true of alternative education teachers than of teachers in conventional classroom situations. Similarly, administrators want to hire teachers with the greatest potential for success. But what are the qualities that mark an effective AE teacher? This study was undertaken to find out what behavior management, programming, and other teaching skills are perceived as important for effective AE teaching and what themes needs to be addressed in staff development.

Summary of the Study

An instrument with 71 characteristics was developed based upon behavior management and programming skills drawn from literature on teaching at-risk and behaviorally disordered students and from AE literature. These characteristics were listed on a survey administered to AE teachers and administrators to determine if these skills are those that should be targeted in AE programs. Each skill was rated by the teachers and administrators in the sample as to (a) its importance, (b) the perceived proficiency of the AE teachers in using the skills, and (c) the frequency with which AE teachers were perceived to utilize each skill.

Thirty-seven randomly selected AE students were also asked to rate 33 related skills, also listed in survey format. This was done to ascertain the students' perceptions of the skills as to (a) the importance of and (b) the proficiency of use of each skill in relation to effective AE teaching. The AE students were not asked to rate the frequency with which AE teachers are perceived to utilize each skill. The researcher felt such a request would be unfair to the AE teachers because the students do not possess the expertise to make a fair assessment of the teachers.

The literature review revealed that there is a substantial overlap between factors identifying, at-risk students; behaviorally disordered students in general (BD-GEN); behaviorally disordered students requiring special education (BD-SE); and the characteristics of behaviorally disordered students needing alternative education (BD-AE).

A descriptive study was conducted, and AE teachers, administrators, and students participated in the study. Data were collected by means of a questionnaire containing 71 statements at three middle schools and an alternative education high school in the city of Hampton, Virginia. A descriptive analysis of the data examined the means, range of scores, and standard deviation. The discrepancies between ratings of each skill by different groups were also examined.

The findings showed a slight contradiction between the ratings by the AE teachers and administrators. However, the findings showed a mark contradiction between these groups and the AE students. The students rated most skills on the survey as "important" and some as "somewhat important", whereas teachers and administrators rated most skills on the survey as "very important" to "important".

As to the perceived proficiency and frequency of use by the AE teachers in the classrooms, all groups indicated that AE teachers are "adequate" in their use of many of these skills and that these skills are perceived as being used "often" to "sometimes" (See Tables, 9, 13, and 14). As to the importance of many of the skills, low ratings given by teachers, administrators, and/or students indicate a need for staff development.

The skills from AE literature such as empathy/multicultural considerations, rapport with students, and delivery of instruction, were rated higher as to importance, proficiency, and frequency of use by all groups than were the behavior management and programming skills from BD literature. Behavior management skills are ones that focus on the procedures which may be applied to facilitate social and emotional growth of BD students. Interesting is the fact that the behavior management skills on the surveys were rated the lowest as to importance by all groups.

Results and Discussion

Findings from this study reveal that AE teachers and administrators perceived 11 AE skills as important. The skills, 'show warmth and enthusiasm', 'be sensitive and empathetic', 'have reasonable expectations of the students', 'supportive and encouraging', 'promote student responsibility and self-esteem', 'be genuine and friendly', 'make learning interesting', 'maintain a safe and secure environment', 'develop and maintain a personal/professional support system', 'work with culturally diverse students', and 'work with minority parents' reflect important skills from AE literature.

Many overlapping characteristics from BD literature were found important to AE teachers and administrators. The seven behavior management and two programming skills are 'legal responsibilities associated with behavioral interventions', 'establish and maintain students attention', 'be flexible and responsive', 'use a variety of nonthreatening techniques in the classroom', 'develop and/or implement appropriate classroom rules and a means for enforcing these rules', 'self-evaluate one's own teaching and classroom management skills and use the results constructively', 'define and use skills in problem solving and conflict resolution', and 'revise instructional goals, strategies, and materials based on students performance'.

Previous research on teachers indicates that teachers should be genuine and friendly, sensitive and empathetic, supportive and encouraging, and explicit and direct (Peterson, Bennet, & Sherman, 1991). In an effective learning climate, students are prodded to perform specific tasks on which they can be successful. Success from such 'nudging' is made visible and is acknowledged with positive feedback because the goal of educating our students is on progress. The survey administered to the sample groups supported previous research findings by Peterson, Bennet, and Sherman (1991) that relate to themes of uncommonly successful teachers of at-risk students. The survey results also indicated that it is important to AE teachers and administrators that AE teachers communicate with students, parents, other AE teachers, and other people related to the

education of these children. In doing so, the teachers are able to maintain a positive focus, promote student responsibility and self-esteem, and develop and maintain a personal and professional support system.

From the results, the teachers and administrators in the study indicated that in AE classrooms, appropriate classroom rules and routines, and means for enforcing them should exist. Self-evaluation of teaching and classroom management skills and how they are used will help AE teachers define and use problem solving and conflict resolution skills.

Of major importance in the findings was that AE teachers and administrators indicated the importance of being able to work with culturally diverse students and also to work with minority parents. Previous research has shown that effective multicultural teachers are able to relate to their students' lives (Banks, 1988). Effective teachers are aware of the diversity in the students' population (Hernandez, 1989). These teachers are cognizant of their own ethnic group membership in order to understand that of their students' and of the dynamics of family backgrounds.

In contrast to the AE teachers and administrators, the findings from the survey indicated that the percentage of AE students rating these skills as "very important" to "important" was below 80 percent overall. This contrast seems to indicate that what's perceived as "very important" to "important" by AE teachers and administrators is not perceived the same by AE students.

Three skills on the survey were rated by over 80 percent of the students, as well as, the AE teachers, and administrators as "very important" to "important." These skills were reported in Table 9. The 18 AE teachers, 12 administrators, and 37 AE students indicated that AE teachers should be (a) flexible and responsive to the needs of AE students, (b) plan and organize classroom instructions specifically for AE students, and (c) implement culturally appropriate instruction. Again bearing out what previous research has shown,

that is, effective multicultural teachers are able to relate to their students' needs in the multicultural classroom (Banks, 1988).

When analyzed on an item-by-item basis, the data from the surveys revealed considerable consistency in the responses of AE teachers and administrators regarding the importance of the skills needed by AE teachers to be effective with AE students. The AE students' responses in comparison to the AE teachers and administrators were leaning more toward the skills being "somewhat important."

Table 15 in Chapter 4 summarized the data analysis in that chapter. The headings; delivery of instruction, rapport with students, learning climate, organizational/time management, communication, public relations, empathy/multicultural considerations, evaluation, professional growth, lesson preparation, and human relations, were sub-headings on summative evaluation forms used to evaluate teachers in the Hampton City Schools, Hampton, Virginia.

Staff development considerations

The findings in this study have provided indications that staff development is suggested for AE teachers in certain areas. The suggested areas are listed below.

1. In the delivery of instruction area, staff development is suggested in skills dealing with meeting the developmental and daily living skills needs of AE students.
2. In the area of learning climate, staff development is indicated in the areas of the teachers having the knowledge of major educational and therapeutic interventions, selecting functional classroom designs, and being able to analyze and apply the theory behind reinforcement techniques.
3. Staff development is suggested in the area of organizational/time management with such skills as (1) knowledge of the continuum of alternative placement and programming for AE students, (2) knowledge of the issues, resources, and techniques

used to integrate AE students into regular classrooms, and (3) knowledge of the factors involved in the selection and use of appropriate commercial materials.

4. Evaluation skills needing attention from staff development are ones regarding the use of systematic collection and use of evaluative techniques.

5. Knowledge of the characteristics and possible side effects of the use of medication by the students and the legal responsibilities associated with behavioral interventions are professional growth skills needing staff development attention.

6. Staff development in the area of lesson preparation for AE teachers need to be directed toward the effective use of different schedules of reinforcement, the use of performance samples of students' work, evaluation and adoption of appropriate technology, and the use of appropriate vocational and exploration materials.

7. Using human resources other than teachers is a skill that needs more staff development. Another human resource skill in need of staff development attention is, teachers value for personal and social needs of students over academics needs.

8. Brenda Myles (1991) observed that children and youth with aggressive and violent tendencies are increasingly being educated by teachers who are untrained to work with them in settings where appropriate support and resources are less available. She found that general educators, among whom are many of our AE teachers, recognize their lack of knowledge and training. Myles (1991) reported findings from a survey conducted in a midwestern urban school district in which teachers reported a need for training to work with students with BD; and, as has been shown, many AE students fall into this category of displaying behaviorally disordered characteristics. (Myles, 1991). The needs of AE students is another area where staff development is suggested.

Staff development was suggested in the above areas because the ratings by students are opposite of the teachers' ratings on importance. Also, the teachers and administrators did not report the teachers as being proficient in using these skills, yet, many of these skills were reported as being used frequently by the teachers.

Conclusions from the Study

Data obtained during this study support the theory that the behavior management and programming skills used with BD students are skills perceived as needed by AE teachers in working with AE students. Findings revealed that most of the AE teachers and administrators rated these skills as "very important" to "important." The ratings by AE students, however, were lower on importance. They rated the skills as "important" to "somewhat important." Overall, more 'importance' than 'not importance' was placed on these skills by all groups.

The ratings by the teachers, administrators, and students indicated that AE teachers show some proficiency in using all skills on the survey, this is true regardless of whether they were rated high or low on importance. It should be kept in mind that teachers self reported their proficiency in using these skills so the proficiency reported by the teachers may be somewhat biased. The administrators and students reported their perception of how proficient they perceived the teachers.

These results have made it apparent that the data collected in this study have meaning for planners of staff development activities. These results should be used as a reference when organizing staff development workshops pertaining to the aforementioned themes for AE teachers. Urban policy makers should consider these perceived needed characteristics in AE teachers when they consider allocation of resources for training and staffing needs and for alternative schools and programs.

Teacher training programs would be helpful in preparing AE teachers to meet the needs of AE students. Also, if training programs are considered, attention should be given to certification for AE teachers. This statement in no way implies that such training programs will make AE teachers more proficient in working with AE students, and we don't know it makes a difference or not.

Recommendations

Recommendations for Program Implementation. The findings in this study have provided indications that AE teachers, administrators, and AE students perceived many of the behavior management, programming, and alternative education skills in this study as "very important" to "important" and these skills should be targeted for use by AE teachers in order to be effective with AE students. The skills referred to as 'important' to AE teachers, administrators, and AE students are the ones in Table 8, 9 and 10. Of particular interest are the use of these skills by teachers who work with BD students in special classes. It is for this reason that the following recommendations are being presented.

1. Since knowledge of the effective characteristics of AE teachers can aid in the selection and retention of effective AE teachers, as well as possibly curtailing the expulsion and dropout rate, it is recommended that Hampton City Schools consider these characteristics when selecting teachers for AE programs and schools.

2. Building administrators, referring teachers, and guidance counselors should consider these behavior management, programming, and other teaching characteristics in the placement of students with AE teachers and in AE programs.

3. Teachers interested in teaching AE students, as well as, teachers already teaching AE students, should consider these characteristics in the performance of their classroom duties.

4. Staff training, program evaluation, and proper certification of individuals are major emphases of educational institutions. Therefore, policy makers should consider these characteristics as they make decisions regarding allocations of resources to support AE initiatives.

5. This study also provides insights on concerns associated with the certification of AE teachers. AE teachers work with students who have similar characteristics as those of BD students; yet, these teachers are not trained, certified or endorsed as "AE teachers."

Recommendations for Further Study. As a result of the analysis of the findings of this study, the following recommendations are suggested to provide additional and more conclusive information regarding the effective characteristics of AE teachers.

1. It is recommended that research be conducted to investigate and use other categories of knowledge/skills competencies, such as, theory and knowledge, field experience and practice, and/or evaluation, research, and technology.

2. This study attempted to identify the effective characteristics of AE teachers as perceived by administrators, teachers, and students as being especially effective with AE students, the perceived importance, and how often and competently they are used by AE teachers in the City of Hampton. A repetition of the study in other cities and a comparison of results using the researcher's instruments or similar instruments would be useful in further refining what characteristics are perceived as most important.

3. Inasmuch as this study was limited to AE teachers, administrators, and AE students at the alternative high school and the middle schools with AE programs and classes, it is recommended that this study be repeated to include all school levels with at-risk students.

4. An investigation of the impact of these behavior management, programming, and AE characteristics on the learning progress of AE students might prove to be a fruitful area of research. If teachers actually do each of the skills well, does it mean a difference in AE student learning and development?

5. The present research was based on teachers and administrators and of what was perceived as important and used proficiently. However, it is not clear that teachers use these as reported especially given the students' ratings. Further, research is strongly indicated as to whether teachers actually used these skills effectively in the classroom.

REFERENCES

- Akbar, N. (1975). Address before the Black Child Development Institute annual meeting. October 1975, San Francisco.
- Algozzine, R. (1981). Introduction and perspective. In R. Algozzine, R. Schmid, & C.D. Mercer (eds.), Childhood behavior disorders: Applied research and educational practices, Rockville, MD: Aspen Systems Corp.
- Asher, S.R., & Taylor, A.R. (1982). Social outcomes of mainstreaming: Sociometric assessment and beyond. In P. Strain (Ed.), Social development of exceptional children. Rockville, MD: Aspen Systems Corp.
- Banks, J.A. (1988). Multiethnic education: Theory and practice (2nd ed.). Boston: Allyn and Bacon.
- Barber, L. W., & McCellan, M. C. (1987). Looking at America's dropouts: Who are they? Phi Delta Kappan, 64(1), 65-72.
- Barr, R. D., & Parrett, W. H. (1995). Hope At Last for At-Risk Youth. Massachusetts: Allyn & Bacon.
- Barr, R.D., & Ross, B. (1989). Teenage parent programs: The problems and possibilities. Corvallis, OR: Oregon State University.
- Beck, L, and Muia, J. A., (1981). Potential high school dropouts. Educational Digest, 46, 16.
- Bracey, Gerald W. (1989). Moving around and dropping out. Phi Delta Kappan, 70,(5), 407-410.
- Braddock, J. H., II. (1993). Tracking of Black, Hispanic, Asian, Native American and White students: National patterns and trends. Baltimore, MD: The Johns Hopkins University, Center for Research on Effective Schooling for Disadvantaged Students.

Brophy, J.E., & Good, T. (1970). Teachers' communications of differential expectations for children's classroom performance: Some behavioral data. Journal of Educational Psychology, 75, 633-661.

Bullock, L. M., Ellis, L.L., & Wilson, M. J. (1994). Knowledge/skills needed by teachers who work with students with severe emotional/behavioral disorders: A revisitation. Behavioral Disorders, 19(2), 108-124.

Cullinan, D., & Epstein, M. H. (1986). Behavior disorders. In N. Haring (Ed.), Exceptional children and youth (4th ed.), Columbus, OH: Merrill.

Cullinan, D., Epstein, M., & Lloyd, J. (1983). Behavior disorders of children and adolescents. Englewood Cliffs, NJ: Prentice-Hall.

Cullinan, D., Schloss, P.J., & Epstein, M.H. (1987). Relative prevalence and correlates of depressive characteristics among seriously emotionally disturbed and non-handicapped students. Behavioral Disorders, 12, 90-98.

Davis, W. E., & McCaul, E. J. (1990). At-risk children and youth: A crisis in our schools and society. (Report of the Institute for the Study of At-Risk Students, College of Education). Orono, ME: University of Maine.

Douglas, C. Ph D. (1990). Self-esteem, build, protect, nurture, Self, (April, 1990): 158-161.

Duke, D., & Perry, C. (1978). "Can Alternative Schools Succeed Where Benjamin Spock, Spiro Agnew, and B. F. Skinner Have Failed?" Adolescence, 13 (Fall 1978), 375-391.

Education for All Handicapped Children Act of 1975; Public Law 94-142. 89 Stat. 773. (1975). Codified at 20 U.S. Code 1401-1461.

Fink, A., & Janssen, K. (1993). Competencies for teaching students with emotional/behavioral difficulties. Preventing School Failure, 37(2), 11-15.

Fink, A., & Kosecoff, J. (1985). How to Conduct Surveys: A Step-by-Step Guide. Beverly Hills, CA: Sage Publications, Inc., 15.

Fizzell, B. (1990). [Personal communication via letter]. Edu-Serve, Vancouver, WA 98685.

Frymier, Jack. (1992). Children who hurt, children who fail. Phi Delta Kappan, 73(12), 257-259.

Frymier, Jack, & Gansneder, Bruce. (1989). The Phi Delta Kappa study of students at risk. Phi Delta Kappan, 71(2), 142-146.

Gable, R., Hendrickson, J., Young, C., & Shokoohi-Yekta, M. (1992). Preservice preparation and classroom practices of teachers with students with emotional/behavioral disorders. Behavioral Disorders, 17, 126-134.

Gaskin-Butler, V.T. & Tucker, C.M. (1995). Self-esteem, academic achievement and adaptive behavior in African American children. The Educational Forum, 59: 234-243.

Glass, Roger S. (1995). Alternative schools help kids succeed [EBSCO-CD]. Education Digest, 60(5), 21, 4p. Abstract from: Item Number: 9501164130

Gose, B. (1995). Test scores and stereotypes find that Blacks, females are vulnerable to lowered expectations. The Chronicle of Higher Education, 41: A31.

Graham, P.A. (1987). Black teachers: A drastically scarce resource. Kappan, 68, 600.

Gresham, F. M. (1985). Behavior disorder assessment: Conceptual, definitional, and practical considerations. School Psychology Review, 14, 495-509.

Greenwood, C.R., Walker, H.M., & Hops, H. (1977). Program for academic survival skills: Consultant manual. Eugene, OR: Center at Oregon for Research in the Behavioral Education of the Handicapped.

Greenwood, C.R., Walker, H.M., Todd, N.M., & Hops, H. (1979). Selecting a cost-effective screening device for the assessment of preschool social withdrawal. Journal of Applied Behavior Analysis, 12, 639-652.

Gregory, T, & Smith, G. (1987, 1990). High schools as communities: The small school reconsidered. Phi Delta Kappa Educational Foundation.

Hanson, J. R., Silver, H. F., & Strong, R. W. (1989). Square-pegs: Learning styles of at-risk students. Music Educators Journal, 78(3), 30-35.

Hare, M.A. (1992). Teaching conflict resolution. Paper presented at Eastern Community Association. Philadelphia, PA.

Herbert, M. (1982). Conduct disorders. In B.B. Lahey & A.E. Kazdin (Eds.), Advances in clinical child psychology (Vol. 5). New York: Plenum Press.

Hernandez, H. (1989). Multicultural Education: A teacher's guide to content and process. Columbus: Merrill.

Hilliard, A. (1972). Alternatives to IQ testing: An approach to the identification of gifted minority children. Final report to the California State Department of Education.

Hobbs, N. (1966). Helping the disturbing child: Psychological and ecological strategies. American Psychologist, 21, 1105-1115.

Hosford, P.L. (1984). The art of applying the science of education. Using What We Know About Teaching. Alexandria, VA: ASCD Publications, 141-161.

Hurley, L. (1982). Is alternative education the best response to student disruption? NASSP Bulletin, 66(450), 58-64.

Hurst, David. (1995). We cannot ignore the alternative, Educational Leadership, 673-674.

Information Booklet. (1980-81). Hampton Street Academy, Hampton, VA.

Institute of Medicine. (1989). Research on children and adolescents with mental, behavioral, and developmental disorders. Washington, DC: National Academy Press.

Is upward mobility possible without standard English?, VEA Journal, 71, (June, 1990): 12-17.

Kauffman, J. M. (1989). Characteristics of behavior disorders of children and youth (4th ed.). Columbus, OH: Merrill.

Kauffman, J. M., & Kneeder, R. D. (1981). Behavior disorders. In J. M. Kauffman & D. P. Hallahan (eds.), Handbook of special education. Englewood Cliffs, NJ: Prentice-Hall.

Kauffman, James M., & Wong, L. H. (1991). Effective teachers of students with behavioral disorders: Are generic teaching skills enough? Behavioral Disorders, 16(3), 225-237.

Kavale, K. A., Forness, S. R., & Alper, A. E. (1986). Research in behavioral disorders/emotional disturbance: A survey of subject identification criteria. Behavioral Disorders, 11, 159-167.

Kazdin, A. E. (1985). Treatment of antisocial behavior in children and adolescents. Homewood, IL: Dorsey Press.

Kazdin, A.E., & Strober, M. (1982, November). Assessment and diagnosis of childhood and adolescent depression. Paper presented at 9th Annual Convention of the Association for the Advancement of Behavior Therapy, Los Angeles.

Kennedy, E. M. (1988). When students dropout, we all lose. Vocational Educational Forum, 42, 47-48.

Kirst, Michael W. (1993). Strengths and weaknesses of American education. Stanley Elam, (Ed.), The state of the nation's public schools. Bloomington, IN: Phi Delta Kappa.

Knapczyk, Dennis R. (1992). Effects of developing alternative responses on the aggressive behavior of adolescents. Behavioral Disorders, 17(4), 247-263.

Knapp, M.S., & Shields, P.M. (Eds.) (1990). Better schooling for the children of poverty: Alternatives to conventional wisdom. Washington, DC: U.S. Department of Education.

Kyle, R. R. (1986). A Study of the Relationship Between Student Self-Concept, Achievement Scores, and Placement in In-School suspension for Misconduct. Ph.D. diss., Old Dominion University.

Lehr, J. (1987). A final report of the Furman University Center of Excellence, Greenville, S.C.: Furman Press.

McDill, E., Natriello, G. & Pallas, A. (1987). A population at risk: Potential consequences of tougher school standards for student dropouts. In G. Natriello, (Ed.). School dropouts: Patterns and policies (p. 106-147). New York Teachers College Press.

McPartland, James M., & Slavin, Robert E. (1990). Policy perspectives: Increasing achievement of at-risk students at each grade level. Washington, DC: U.S. Department of Education.

Myles, B.S. (1991). A survey of teachers needs and concerns in responding to problem students. Unpublished manuscript, Department of Special Education, University of Kansas, Lawrence.

Nash, M. A. (1990). Improving their chances: A handbook for designing and implementing programs for at-risk youth. Madison, SI: University of Wisconsin-Madison, Vocational Studies Center, School of Education.

National Center for Educational Statistics. (1987). Digest of educational statistics, U.S. Department of Education. Washington, DC: Center for Policy Research and Analysis.

National Mental Health Association (NMHA). (1986). Severely emotionally disturbed children: Improving services under the Education of the Handicapped Act (P. L. 94-142). Washington, DC: Author.

Neufeld, G., & Stevens, A. (1992). A summary of research on school dropouts and implications for special education. Stay in School Initiatives, Book 1. Canadian Council for Exceptional Children: Kingston (Ontario). (ERIC Document Reproduction Service No. ED 350 778).

Operational Manual for Alternative Education Middle School and Secondary Programs. (1994). Hampton City Schools, Hampton, VA.

Office of Special Education and Rehabilitative Services (1986). Eighth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (Vol. 1). Washington, DC: U.S. Department of Education.

Pallas, A.M., Natriello, G., & McDill, E.L. (1989). The changing nature of the disadvantaged population: Current dimensions and future trends. educational Researcher, 18(5)9,4 and 16-22.

Pariser, E. (1990). Intimacy, connectedness, and education. Holistic Education Review (Winter, 1990).

Peterson, K.D., Bennet, B., & Sherman, D. F. (1991). Themes of uncommonly successful teachers of at-risk students. Urban Education, 26(2), 176-194.

Reed, S., & Sautter, R.C. (1990). Children of poverty-KAPPAN SPECIAL REPORT, Phi Delta Kappan, 71, (K1-K12, June, 1990).

Rogers, C. (1983). Freedom to learn for the '80s. Columbus: Merrill Publishing.

Rosenthal, R. & Jacobson, L. (1968). Pygmalion in the classroom: Teacher expectations and pupils' intellectual development. New York: Holt, Rinehart & Winston.

Rubowits, P.C. & Maehr, M. (1973). Pygmalion black and white. Journal of Personality and Social Psychology, 25, 210-218.

Self, T. C. (1985). High School Retention: A Review of Literature. Monroe, LA, Northwest Louisiana University Graphics Services. SilverPlatter, (ERIC Document Reproduction Service No. ED 260 307)

Slavin, R.E., & Madden, N. A. (1989). What works for students at risk: A research synthesis. Educational Leadership, 46(5), 4-20.

Steele, C.M. (1992). Race and the schooling of Black Americans. The Atlantic Monthly, 68.

Strom, R. (1964). A realistic curriculum for the predictive Dropouts. The Clearing House, 39, 106.

Taylor, C.H. (1988). Children at risk: Are they headed for the exit door in a frenzied search for a place where they, too, can succeed? Virginia Journal of Education, 82 (December 1988): 13.

Texas Education Agency. (1989). Effective schools research and dropout reduction. Austin, TX: Texas Dropout Information Clearinghouse.

United States General Accounting Office. (1986). School Dropouts: The Extent and Nature of the Problem, Washington, DC: U.S. Government Printing Office. (ERIC Document Reproduction Service No. ED 274 765).

Van Zandt, Laura M. (1995). Predicting teacher success with at-risk students. (Paper presented at the 1995 National Dropout Prevention Conference, Indianapolis, IA). Department of Education, Trinity University, San Antonio, TX.

Veale, J. R. (1990). The cost of dropping out of school and the productivity benefits of returning and graduating. A Survey of Iowa's Alternative School Graduates from 1987 to 1989. Des Moines, IA: Iowa Department of Education.

Virginia Journal of Education, (1995, April). The State of American Education. 88(7).

Wehlage, G., Rutter, R. (1987). Dropping out: How much do schools contribute to the problem? (In G. Natriello (Ed.). School dropouts: Patterns and policies. New York: Teachers College Press.

Williams, S.B. (1987). A comparative study of Black dropouts and Black high school graduates in an urban public school system. Education and Urban Society 19, 311-319.

Young, T. (1990). Public alternative education: Options and choice for today's schools. New York: Teachers College Press.

Zabel, R.H. (1987-88). Preparation of teachers for behaviorally disordered students: A review of the literature. In M.C. Wang, M.C. Reynolds, & H.J. Walberg (eds.), Handbook of special education: Research and practice (Vol. 2, 171-193). New York: Pergamon.

APPENDIXES

Appendix A

Brief Description of Knowledge/Skills Categories and Number of Items in Each

| <u>Knowledge/Skills Category</u> | <u>Description</u> | <u>Number of Items</u> |
|-------------------------------------|---|------------------------|
| Foundation information | Focuses on terminology, classification procedures, and historical development of E/BD systems | 22 |
| General knowledge | Focuses on unique applications of the CEC Core of Knowledge and/or Skills as related to the E/BD specifically | 33 |
| Theory and knowledge | Focuses on the examination of theories as they relate to the etiology of the disorder of E/BD, diagnosis, and designing intervention systems | 10 |
| Screening/Assessment | Focuses on the development of a knowledge base of appropriate screening/assessment practices as they relate to the E/BD population | 24 |
| Behavior management | Focuses on the examination of systems/procedures which may be applied/utilized to facilitate social/emotional growth of students with E/BD | 31 |
| Programming | Focuses on the examination of classroom organization, instructional management, and individualized curricular applications designed to facilitate academic, social, and emotional growth of students with E/BD | 37 |
| Field experience/practice | Focuses on opportunities for students in training to participate in hands-on experiences with students with E/BD (mild to severe) being served in a variety placement options ranging from least restrictive to most restrictive | 13 |
| Parents | Focuses on increasing the understanding of students in training of parents' needs, how to communicate effectively with parents and assist them in becoming more facilitative advocates for their children | 16 |
| Evaluation, research and technology | Focuses on techniques and procedures available to classroom technology teachers to assist in student and program evaluation, student database management, and the use of Computer Assisted Instruction (CIA) and Computer Managed Instruction (CMI) | 7 |
| Consultation and collaboration | Focuses on the consultative and/or collaborative role of the special educator in ensuring the appropriate educational services are being provided to students with E/BD and in working with teachers and other direct service providers | 4 |
| Resources | Focuses on the techniques that teachers of E/BD students can utilize in working with a wide variety of school- and community-based professionals | 4 |
| Total Items | | 201 |

Appendix B

KNOWLEDGE/SKILLS RELATED TO TEACHING STUDENTS WITH EMOTIONAL/BEHAVIORAL DISORDERS REPORTED BY CATEGORY

FOUNDATION INFORMATION

Understanding of

1. rationale/benefit/limitations of and specific intervention with children/youth with severe E/BD linked to particular philosophical points of view
2. results of research in area of E/BD and closely allied fields
3. nature, etiology, and/or effects of E/BD
4. cognitive development as it relates to emotional/behavioral development and behavior performance
5. historical development of programs for students with E/BD
6. developmental, emotional, and educational problems of children born addicted to drugs
7. current educational definitions of E/BD including the identification criteria and labeling controversies
8. characteristics of E/BD and indications for education and treatment of populations with E/BD
9. utilize professionally accepted classification systems

Ability to

10. relate contributions of other professional disciplines to identification, classification, treatment, and education of exceptional children
11. recognize and identify the characteristics of children with E/BD as established by the American Psychiatric Association
12. list orally or in writing the most frequently accepted definitions of E/BD
13. list orally or in writing the major social characteristics of E/BD substantiated by current literature
14. list orally or in writing terminology associated with E/BD and their definitions critical to the understanding of children and youth with E/BD
15. identify procedures related to the education of students with E/BD
16. list orally or in writing the major classifications of mental disorders as delineated in the DSM III-R from American Psychiatric Association
17. list orally or in writing the current prevalence of E/BD in the school-age population, substantiated by current literature
18. describe orally or in writing the key aspects (i.e., rationale, program components, operation, evaluation) of major educational/therapeutic intervention approaches relevant to E/BD

Continued on Next Page

Knowledge/Skills Competencies (Cont'd.)

19. describe orally or in writing the characteristics of treatment options and education provision for children or youth socially maladjusted or delinquent
20. plan, organize, and implement an individual education plan (IEP) appropriate to the cognitive and affective needs of the students with E/BD
21. identify early intervention strategies used with students with E/BD
22. identify factors affecting the definitions and prevalence of E/BD

GENERAL KNOWLEDGE

Understanding of

23. the relationship of special education to general education
24. professional ethics in the field of special education
25. importance of various types of grouping techniques for instruction (e.g., heterogeneous grouping)
26. procedural safeguards and/or legal issues related to the assessment process
27. processes related to goals and objectives for special education (e.g., formulation, rationale)
28. federal laws and regulations concerned with special education (e.g., PL. 94-142 as amended, Section 504 of the Rehabilitation Act, and the IDEA re-authorization)
29. federal, state, and local regulations regarding appropriate identification procedures
30. philosophy and principles of career education, continuing education, and recreation activities as applicable to individuals with special needs
31. characteristics and stages of normal social/emotional growth and development
32. physical development, physical disability, and health impairment as they relate to emotional/behavioral development and behavior
33. major issues in education and special education from a philosophical basis including historical, social, and cultural perspectives
34. need for protection of individual privacy through appropriate categories for professional and personal interactions (CEC.K89)
35. concepts of "normal" versus "exceptional/abnormal"
36. state/provincial legislation and rules pertaining to students with special needs
37. roles that teachers, other professionals, and parents assume in providing instruction and other services for students with and without disabilities
38. impact that state and national legislation/litigation and professional and parent organizations have upon the development of special education programs
39. parental rights and responsibilities that are described in state, provincial, and federal statutes and regulations

Continued on Next Page

Knowledge/Skills Competencies (Cont'd.)

40. the types and importance of information generally available from family, school officials, legal systems, Department of Social and Health Services, and mental health agencies

Ability to

41. specify professional organizations and publications related to special education
42. identify the participants and specify roles of the assessment of individualized Education Program (IEP) team
43. explain issues and/or procedures related to the development, implementation, and/or evaluation of an Individualized Education Program (IEP)
44. list, define, and describe the etiological, educational, and vocational aspects of the traditional and contemporary categories of exceptionality
45. explain the principles of normalization versus the educational concept of "least restrictive environment" in designing educational programs
46. list the major components of state and federal legislation and their implications for the delivery of services to exceptional children/youth
47. explain orally or in writing general policies regarding referral and placement procedures by E/BD populations
48. exhibit skills needed for interdisciplinary communication and team functioning
49. describe Child Find activities
50. function as a member of a team to plan social and educational interventions for students
51. describe the major current trends and attitudes and major historical forces which influence the provision of services for children with special needs
52. identify national prevalence figures of major areas of exceptionality
53. discuss the philosophical basis for the delivery of services to children with special needs
54. identify major contributors to the growth and improvement of past-to-present special education knowledge and practices
55. develop and appropriate IEP considering assessment analysis, input from interagency sources

THEORY AND KNOWLEDGE

Understanding of

56. differences between organic and psychogenic theoretical approaches and their possible interaction
57. theories (e.g., psychodynamic, behavior) as they relate to etiology, diagnosis, and intervention procedures
58. theories, structure, and programming parameters of career/vocational education as they relate to students with affective/behavioral needs
59. theories of delinquent behavior and the processes of the correctional system

Continued on Next Page

Knowledge/Skills Competencies (Cont'd.)

- 60. model programs that have been effective in managing students with emotional/behavioral disorders
- 61. how deviance is perceived by different systems (i.e., mental health, religion, legal-corrections, education, social welfare)

Ability to

- 62. state orally or in writing the goals and intervention models related to the following theoretical approaches: psychodynamic, behavioral, biophysical, sociological, ecological, humanistic/phenomenological, and "counter"
- 63. describe and defend a personal orientation for dealing with children/youth and translate into educational practice
- 64. apply knowledge of teaching interventions based on traditional theories of psychopathology
- 65. define, discuss, and critique major theories that relate to understanding cultural diversity and the special learner

ASSESSMENT/SCREENING

Understanding of

- 66. statistical concepts that facilitate appropriate interpretation of assessment findings
- 67. minimum assessment requirements mandated by federal and state laws
- 68. the use of informal assessment (e.g., observation and conferences, teacher-made criterion-referenced tests) in individualizing instruction for students with E/BD
- 69. essential characteristics of a good behavior rating scale
- 70. factors involved in the appropriate selection and use of tests to measure academic achievement in children with E/BD
- 71. the value and limitations of checklists for diagnostic practices
- 72. processes involved in the diagnosis of students with E/BD
- 73. criteria used in determining eligibility, the effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions
- 74. role of a member of a multidisciplinary evaluation team in the referral process

Ability to

- 75. explain policies and procedures for the referral, evaluation, placement, and movement of students
- 76. assess the "least restrictive environment" for educational services
- 77. interpret and use a variety of assessment instruments in the affective, perceptual, and cognitive educational domains; and use of assessment information to plan an individual program and evaluate progress
- 78. list major psychometric instruments utilized to assess students with E/BD and explain what the tests purport to measure, why they are used, and how this information is useful in educational planning

Continued on Next Page

Knowledge/Skills Competencies (Cont'd.)

79. utilize informal techniques for completing an educational assessment on a given child in areas such as: motor, hearing, vision, reading, arithmetic, spelling, aptitude, and interest
80. translate assessment data into recommendations for educational programming
81. determine and explain orally or in writing the education performance level of a specific child by "pinpointing deficits, weaknesses, and strengths
82. determine or explain orally or in writing the social, emotional, and behavioral needs of students
83. identify the steps in the diagnostic process and pair an appropriate test instrument of alternative for each step
84. plan, explain, direct, and implement a procedure for screening students with E/BD in a school population
85. select, administer, and interpret various standardized group and individual instruments for measuring students' academic performance
86. interpret and use information from case records (e.g., reports from psychiatrist, psychologist, psychiatric social worker) for planning intervention strategies
87. prepare accurate formal social assessment reports on students based on behavioral-ecological information
88. differentiate between identification, assessment, and evaluation procedures and the process of ongoing assessment
89. select, administer, and score an appropriate curriculum-based assessment instrument across curricula areas

BEHAVIOR MANAGEMENT

Understanding of

90. behavioral principles for increasing and decreasing behaviors and implementation of individualized behavior management plans with rules and positive/negative consequences to modify deviant behaviors and increase appropriate behaviors of students with E/BD
91. ethical issues related to the use of punishment and aversive consequences
92. ethical and legal responsibilities associated with behavioral interventions

Ability to

93. plan and implement a variety of crisis management procedures (e.g., time-out, therapeutic holding) to control/contain severe behavior
94. use a variety of nonaversive techniques (e.g., voice modulation, facial expressions, planned ignoring, proximity control, tension release)
95. develop and implement a systematic behavior management plan for students including timelines and employ a hierarchy of intervention techniques
96. select target behaviors to be changed and identify the critical variables affecting the target behavior (e.g., subsequent events, antecedent events)

Continued on Next Page

Knowledge/Skills Competencies (Cont'd.)

97. analyze the theory behind reinforcement techniques and its application in teaching students with E/BD
98. use different schedules of reinforcement effectively
99. self-evaluate one's own teaching and classroom management skills and use the results constructively
100. record pupil behavior utilizing at least three different systems: sociometric, rating scales, and direct observation
101. choose and justify an appropriate recording system, based on relative strengths and weaknesses, from among several systems
102. designate certain pupil behavior as either appropriate or inappropriate for a specified age group based on observation and social validation
103. explain orally or in writing the aspects of major educational/therapeutic interventions (i.e., rationale, program components, operation, evaluation)
104. list orally or in writing the appropriate use of a variety of behavioral management models and techniques
105. utilize behavioral principles to design procedures (i.e., observation, recording, charting, interventions) to effect behavior change
106. establish and maintain pupil attention, and present reinforcement and/or correct pupil responses
107. develop and/or implement a reinforcement hierarchy for each student
108. develop and/or implement a positive reinforcement plan to change and/or maintain behavior in a classroom setting
109. develop and/or implement role playing as a behavior management technique
110. develop and/or implement a consistent classroom routine
111. gather performance samples of a student's work and be able to generate a task analysis
112. perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and logs in both academic and social areas of conduct.
113. develop and/or implement appropriate classroom rules and a means for enforcing these rules
114. apply the Premack Principles in planning and implementing an appropriate schedule for each student in the classroom
115. use varied behavior management plans (e.g., behavior modification, life-space interview, logical and natural consequences) in a classroom setting
116. define and use skills in problem solving and conflict resolution based on a specified theoretical orientation
117. determine for each student a reinforcement preference and use different reinforcers to change and maintain behavior

Continued on Next Page

Knowledge/Skills Competencies (Cont'd.)

- 118. develop and negotiate acceptable contracts with students, parents, and other school personnel
- 119. use various techniques (e.g., modeling, imitation, rehearsal, inquiry, prompting, cueing, feedback, consequence, discussion, lecture) in isolation or in combination for providing appropriate instruction for students
- 120. utilize the findings of systematic classroom observation to analyze pupil behavior

PROGRAMMING

Understanding of

- 121. factors involved in the selection and/or use of appropriate commercial or teacher-made instructional materials for students with E/BD
- 122. techniques for promoting generalization (e.g., setting, time, personnel)
- 123. the theoretical rationale/basis for specific management techniques (e.g., life-space interview)
- 124. continuum of alternative placement and programs (e.g., consultation, resource room, self-contained) available to students with E/BD; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services
- 125. characteristics and possible side effects of the use of medication in programs for students with E/BD
- 126. importance of establishing the duties, the training, and the supervision of aides
- 127. issues, resources, and techniques used to integrate the students with E/BD into alternative environments

Ability to

- 128. explain age-appropriate vocational instructional materials and plan for transition from school to postsecondary training and employment
- 129. select, develop, adopt, and evaluate curriculum materials and technology
- 130. select a functional classroom design (e.g., functional seating, work area, storage)
- 131. establish a consistent classroom routine
- 132. explain orally or in writing and/or demonstrate appropriate management procedures when presented with a spontaneous management problem
- 133. list and demonstrate a variety of commercial materials designed to facilitate social development, and evaluate the pros and cons
- 134. establish classroom rules as well as means for enforcing these rules
- 135. select appropriate instructional materials from available resources (e.g., Regional Service Center, professional library) when given a specific instructional problem
- 136. develop appropriate "teacher-made" materials to aid in reaching objectives when given specific instructional objectives
- 137. state instructional goals, set priorities for teaching, and state a criterion level for mastery of each task when presented with a statement of an individual's specific social deficit

Continued on Next Page

Knowledge/Skills Competencies (Cont'd.)

- 138. compile a comprehensive annotated bibliography on vocational areas appropriately divided into age level categories
- 139. construct an instructional sequence to teach general job seeking skills (e.g., programming job applications, how to obtain job leads, writing checks) for a class of students
- 140. task analyze potential jobs and design a transitional plan for a specific job
- 141. develop a comprehensive collection of free and inexpensive literature dealing with social and academic problems of children and youth
- 142. access the career/vocational needs of students
- 143. prescribe alternative instructional procedures to compensate for E/BD
- 144. integrate academic content with career/vocational preparation
- 145. integrate academic instruction, affective education, and behavior management for individual students and groups for the academic areas of art, handwriting, language development, mathematics, motor development, music, science, social studies, spelling, vocational education, and reading
- 146. evaluate social/affective behavior in the classroom (e.g., identifying possible sources of conflict, stress signals, etc.)
- 147. construct annual goals and short-term objectives in precise and measurable terms
- 148. implement procedures for assessing both appropriate and problematic social behaviors
- 149. develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation
- 150. appropriately utilize, develop, and maintain individual case files and school records
- 151. prepare appropriate lesson plans
- 152. teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility
- 153. utilize knowledge of cognitive, social, affective and psychomotor development in planning instruction
- 154. compare behavioral outcomes with predetermined goals and objectives in order to evaluate and revise instructional goals, strategies, and materials
- 155. develop measurement strategies consistent with instructional objectives
- 156. evaluate strengths and limitations of alternate delivery systems
- 157. plan and organize classroom instruction

FIELD EXPERIENCE/PRACTICE**Ability to**

- 158. work with groups of children and individuals who have different educational needs

Continued on Next Page

Knowledge/Skills Competencies (Cont'd.)

- 159. teach academics that relate directly to a student's functional needs
- 160. explain orally or in writing curriculum requirements at the various levels after observing and/or participating in at least one classroom at each grade level (e.g., 1-6, 6-8, 9-12)
- 161. delineate intragroup behavior changes from subject to subject and activity to activity
- 162. exhibit skills in implementing planned integration of students with disabilities into regular education
- 163. differentiate between divergent cultural practices and classroom behavior and performance
- 164. assist the teacher in implementing and evaluating proposed curriculum/management modifications
- 165. actively participate in teacher/parent conferences including multidisciplinary conferences, individualized educational (IEP) meetings, and placement conferences
- 166. conduct class activities in a way that encourages appropriate interaction among students
- 167. utilize student-initiated learning experiences and integrate them into ongoing instruction
- 168. provide effective individual, small, and large group instruction
- 169. identify the philosophy of a school relative to student management, administrative policies, operational procedures, dress codes, cultural/social values
- 170. evaluate the appropriateness of commercial materials used in the practicum setting, to include the following: age and ability appropriateness, attractiveness, convenience of use, cost, maintenance, feasibility for data collection, provisions for testing, evaluation of effectiveness, possible modifications, and adaptability to various instructional arrangements

PARENTS

Understanding of

- 171. group processes (e.g., decision making, parent support)
- 172. issues and procedures involved in communication and cooperating with regular classroom teachers
- 173. the influence of the total environment on the pupil (e.g., multicultural, ethnic background)
- 174. a variety of parent education programs which are available commercially
- 175. parents needs and ability to communicate and work with parents/guardians
- 176. need to adapt communication to the levels and needs of the listener (e.g., parents, volunteers, paraprofessionals, professionals outside the field of special education)

Ability to

- 177. use selected commercial materials with parents and professionals (e.g., behavior management guides, effective parenting kits such as STEP)
- 178. interpret the educational program to community agencies, parents, teachers, administrators, and advocacy groups

Continued on Next Page

Knowledge/Skills Competencies (Cont'd.)

- 179. develop and present an annotated bibliography of readings which may be beneficial to parents and professionals
- 180. explain the advocacy process to parents and assist them in becoming advocates for their children
- 181. use knowledge of local and state/provincial legal systems to assist students with E/BD
- 182. communicate effectively with other members on the IEP/ISFP/TTP planning team
- 183. demonstrate a professional attitude that reflects school policy and standards
- 184. use specific behavioral management and counseling techniques in managing students and training parents
- 185. plan, institute systematically, and evaluate transition programs that include family, child, peers, and staff
- 186. assist parents in understanding and supporting proposed management modification

EVALUATION, RESEARCH, AND TECHNOLOGY

Understanding of

- 187. a variety of approaches to program evaluation
- 188. current research, trends, and legal issues in the field of special education
- 189. current research on E/BD and appropriate ways to apply research findings in the classroom

Ability to

- 190. describe orally or in writing the following evaluation procedures employed by the school: academic grading systems, standardized tests, and permanent records
- 191. use the computer for Computer Assisted Instruction (CAI) (e.g., drill and practice, simulations/games/models, tutorials, problem solving), Computer Managed Instruction (CMI) (e.g., grades, student management), and evaluation of commercial programs
- 192. use the computer in instructional programs to special education students
- 193. evaluate the effects of the program upon individual pupil performance and use the evaluation to determine total program effectiveness

CONSULTATION AND COLLABORATION

Understanding of

- 194. collaborative and/or consultative role of special educator in reintegration of E/BD
- 195. use of professionals (e.g., mental and physical health specialists) as consultants to the special education program
- 196. principles and/or procedures for consulting with teachers and administrators about the special education program
- 197. the collaborative relationship of special education and regular education

Continued on Next Page

Knowledge/Skills Competencies (Cont'd.)

RESOURCES**Understanding of**

- 198. functions of professional groups and referral agencies which provide services to children and youth with E/BD
- 199. ways of identifying and accessing resources relevant to persons with disabilities

Ability to

- 200. explain the major responsibilities of ancillary personnel (e.g., school psychologist, school nurse, educational diagnostician, social worker, counselor, occupational therapist, adapted physical education specialist) and how their services might be utilized by special education teachers
 - 201. participate in the staff development of other professionals (e.g., able to identify, clarify, and report needs for staff development; able to plan staff development activity; able to use effective instructional techniques for implementation)
-

Appendix C

ALTERNATIVE EDUCATION TEACHERS' QUESTIONNAIRE

Thank you for participating in this survey study. Without your help my work is impossible. The information from this survey will be used to aid in restructuring the Alternative Education program as well as add to the knowledge base on alternative education. Furthermore, you need not worry that you will ever be associated with your answers because special care will be given to insure your confidentiality. A report of the findings will not individually identify you, your class, or your school.

Again, thank you for your cooperation and assistance. If you have any questions about the survey, please do not hesitate to contact me.

I understand that your time is precious, but this survey should only take about twenty minutes to complete.

You will find some statements about your understanding, beliefs, and abilities about teaching alternative education students.

PLEASE READ THE COMPETENCIES ON THE FOLLOWING PAGES AND USE THE CRITERIA BELOW TO RATE EACH. CONSIDER YOUR ANSWERS CAREFULLY.

A. IMPORTANCE OF COMPETENCIES - How important is the listed competency to you in your daily work with alternative education students?

B. PROFICIENCY - How adequately do you feel your teacher preparation program equipped you to demonstrate these competencies?

C. FREQUENCY OF USE - How frequent do you feel you use these competencies?

BEHAVIOR MANAGEMENT & PROGRAMMING COMPETENCIES NEEDED BY TEACHERS WHO WORK WITH ALTERNATIVE EDUCATION (AE) STUDENTS

1. ability to establish and maintain students attention.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

2. ability to create a place of belonging and identity.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

3. ability to promote a positive emotional climate.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

4. ability to show warmth and enthusiasm.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

5. ability to be sensitive and empathetic.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

6. ability to be flexible and responsive.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

7. have reasonable expectations of the students.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

8. ability to be supportive and encouraging.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

9. ability to produce a sense of connectedness in the classroom.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

10. ability to be communicative with students, parents, teachers, etc.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

11. ability to be explicit and direct.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

12. ability to maintain a positive focus.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

13. ability to promote student responsibility and self-esteem.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

14. ability to be genuine and friendly.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

15. ability to make learning interesting.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

16. ability to develop and/or implement a consistent classroom routine.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

17. ability to have an identifiable theme in the classroom that is centrally focused and student centered.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

18. ability to maintain a safe and secure environment.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

19. ability to use a variety of nonthreatening techniques in the classroom (e.g., voice modulation, facial expressions, planned ignoring, proximity control, tension release).

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

20. knowledge of ethical issues related to the use of punishment and aversive consequences.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

21. knowledge of a variety of behavioral management models and techniques.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

22. knowledge of the techniques for promoting and maintaining generalization of behaviors.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

23. knowledge of legal responsibilities associated with behavioral interventions.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

24. ability to plan and implement a variety of crisis management procedures to control and/or contain severe behavior.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

25. ability to use varied behavior management plans in a classroom setting.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

26. ability to use various instructional and behavioral management approaches in isolation or in combination for providing appropriate instruction for students.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

27. ability to utilize behavioral principles to design procedures (i.e., observation, recording, charting) for monitoring behavior change.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

28. ability to determine for each student a reinforcement preference and use different reinforcers to change and maintain behavior.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

29. ability to develop and/or implement a positive reinforcement plan to change and/or maintain behavior for a classroom setting.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

30. ability to select target behaviors to be changed and identify the critical variables affecting the target behavior.

A. IMPORTANCE:
1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:
1=very adequate
2=adequate
3=borderline
4=inadequate

C. FREQUENCY OF USE:
1=seldom if ever
2=sometimes
3=often
4=almost always

31. ability to designate certain pupil behavior as either appropriate or inappropriate for a specified age group.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

32. ability to develop and implement a systematic behavior management plan for students including timelines and adjusted for the severity of their behavior.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

33. ability to perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in academic areas of conduct.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

34. ability to perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in social areas of conduct.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

35. ability to utilize the findings of systematic classroom observation to analyze pupil behavior.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

36. ability to develop and/or implement appropriate classroom rules and a means for enforcing these rules.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

37. knowledge of the aspects of major educational/therapeutic interventions (i. e., rationale, program components, operation, evaluation).

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

38. ability to use human resources other than teachers.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

39. knowledge of the continuum of alternative placements and programs (e.g., consultation, resource room, self- contained).

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

40. knowledge of the issues, resources, and techniques used to integrate AE students into regular classrooms.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

41. knowledge of the characteristics and possible side effects of the use of medication for students.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

42. knowledge of the factors involved in the selection and/or use of appropriate commercial instructional materials for students.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

43. ability to self-evaluate one's own teaching and classroom management skills and use the results constructively.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

44. ability to develop and/or implement a reinforcement hierarchy for each student.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

45. ability to use different schedules of reinforcement effectively.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

46. ability to develop and negotiate acceptable contracts with students.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

47. ability to develop and negotiate acceptable contracts with students parents.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

48. ability to develop and negotiate acceptable contracts with other school personnel.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

49. ability to define and use skills in problem solving and conflict resolution.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

50. ability to analyze and apply the theory behind reinforcement techniques.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

51. ability to gather performance samples of a student's work and be able to generate a task analysis.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

52. ability to plan and organize classroom instructions specifically for AE students.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

53. ability to construct annual goals and short-term objectives in precise and measurable terms.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

54. ability to select a functional classroom design .

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

55. ability to develop appropriate "teacher-made" materials to aid in reaching objectives.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

56. ability to integrate academic instruction, affective education, and behavior management for individual students and groups in the academic areas.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

57. ability to develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

58. ability to integrate academic content with career/vocational preparation.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

59. ability to revise instructional goals, strategies, and materials based on students performance.

| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
|----------------------|-----------------|----------------------|
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

60. ability to develop measurement strategies consistent with instructional objectives.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

61. ability to utilize knowledge of cognitive, social, affective, and psychomotor development in planning instruction.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

62. ability to select, develop, adopt, and evaluate appropriate technology.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

63. ability to teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

64. ability to develop and use age-appropriate vocational exploration/preparation materials.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

65. ability to assess the career/vocational needs of students.

| | | |
|-----------------------|------------------------|-----------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

66. ability to develop and maintain a personal/professional support system.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

67. ability to place personal/social needs of students before academics.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

68. ability to implement cultural appropriate instruction.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

69. ability to work with culturally diverse students.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

70. knowledge of student culture.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

71. ability to work with minority parents.

| | | |
|----------------------|-----------------|----------------------|
| A. IMPORTANCE: | B. PROFICIENCY: | C. FREQUENCY OF USE: |
| 1=very important | 1=very adequate | 1=seldom if ever |
| 2=important | 2=adequate | 2=sometimes |
| 3=somewhat important | 3=borderline | 3=often |
| 4=not important | 4=inadequate | 4=almost always |

Appendix D

**ALTERNATIVE EDUCATION ADMINISTRATORS'/SUPERVISOR
QUESTIONNAIRE****Part I**

Thank you for participating in this survey study. Without your help my work is impossible. The information from this survey will be used to aid in restructuring the Alternative Education program as well as add to the knowledge base on alternative education. Furthermore, you need not worry that you will ever be associated with your answers because special care will be given to insure your confidentiality. A report of the findings will not individually identify you or your school.

You will be surveyed in two parts. Part I is concerned with the importance of the listed competencies and the frequency with which they should be used by AE teachers in your school. Part II is concerned with the proficiency of AE teachers in knowing and using these competencies.

I understand that your time is precious, however, each part should only take about twenty minutes or less to complete.

Once again, thank you for your participation.

**PLEASE READ THE COMPETENCIES ON THE FOLLOWING PAGES
AND USE THE CRITERIA BELOW TO RATE EACH. CONSIDER YOUR
ANSWERS CAREFULLY.**

**A. IMPORTANCE OF COMPETENCIES - How important is
the listed competency to you in your daily work with alternative
education students?**

**B. FREQUENCY OF USE - How frequent do you feel you use these
competencies?**

**BEHAVIOR MANAGEMENT & PROGRAMMING COMPETENCIES
NEEDED BY TEACHERS WHO WORK WITH ALTERNATIVE
EDUCATION (AE) STUDENTS IN YOUR SCHOOL OR DISTRICT**

1. ability to establish and maintain students attention.

| | |
|--|---|
| A. IMPORTANCE: 1=very important 2=important 3=somewhat important 4=not important | B. FREQUENCY OF USE: 1=seldom if ever 2=sometimes 3=often 4=almost always |
|--|---|

2. ability to create a place of belonging and identity.

| | |
|--|---|
| A. IMPORTANCE: 1=very important 2=important 3=somewhat important 4=not important | B. FREQUENCY OF USE: 1=seldom if ever 2=sometimes 3=often 4=almost always |
|--|---|

3. ability to promote a positive emotional climate.

| | |
|--|---|
| A. IMPORTANCE: 1=very important 2=important 3=somewhat important 4=not important | B. FREQUENCY OF USE: 1=seldom if ever 2=sometimes 3=often 4=almost always |
|--|---|

4. ability to show warmth and enthusiasm.

| | |
|--|---|
| A. IMPORTANCE: 1=very important 2=important 3=somewhat important 4=not important | B. FREQUENCY OF USE: 1=seldom if ever 2=sometimes 3=often 4=almost always |
|--|---|

5. ability to be sensitive and empathetic.

| | |
|--|---|
| A. IMPORTANCE: 1=very important 2=important 3=somewhat important 4=not important | B. FREQUENCY OF USE: 1=seldom if ever 2=sometimes 3=often 4=almost always |
|--|---|

6. ability to be flexible and responsive.

| | |
|--|---|
| A. IMPORTANCE: 1=very important 2=important 3=somewhat important 4=not important | B. FREQUENCY OF USE: 1=seldom if ever 2=sometimes 3=often 4=almost always |
|--|---|

7. have reasonable expectations of the students.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
8. ability to be supportive and encouraging.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
9. ability to produce a sense of connectedness in the classroom.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
10. ability to be communicative with students, parents, teachers, etc.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
11. ability to be explicit and direct.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
12. ability to maintain a positive focus.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|

13. ability to promote student responsibility and self-esteem.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
14. ability to be genuine and friendly.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
15. ability to make learning interesting.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
16. ability to develop and/or implement a consistent classroom routine.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
17. ability to have an identifiable theme in the classroom that is centrally focused and student centered.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
18. ability to maintain a safe and secure environment.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|

19. ability to use a variety of nonthreatening techniques in the classroom (e.g., voice modulation, facial expressions, planned ignoring, proximity control, tension release).
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
20. knowledge of ethical issues related to the use of punishment and aversive consequences.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
21. knowledge of a variety of behavioral management models and techniques.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
22. knowledge of the techniques for promoting and maintaining generalization of behaviors.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
23. knowledge of legal responsibilities associated with behavioral interventions.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
24. ability to plan and implement a variety of crisis management procedures to control and/or contain severe behavior.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|

25. ability to use varied behavior management plans in a classroom setting.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
26. ability to use various instructional and behavioral management approaches in isolation or in combination for providing appropriate instruction for students.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
27. ability to utilize behavioral principles to design procedures (i.e., observation, recording, charting) for monitoring behavior change.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
28. ability to determine for each student a reinforcement preference and use different reinforcers to change and maintain behavior.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
29. ability to develop and/or implement a positive reinforcement plan to change and/or maintain behavior for a classroom setting.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
30. ability to select target behaviors to be changed and identify the critical variables affecting the target behavior .
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|

31. ability to designate certain pupil behavior as either appropriate or inappropriate for a specified age group.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

32. ability to develop and implement a systematic behavior management plan for students including timelines and adjusted for the severity of their behavior.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

33. ability to perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in academic areas of conduct.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

34. ability to perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in social areas of conduct.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

35. ability to utilize the findings of systematic classroom observation to analyze pupil behavior.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

36. ability to develop and/or implement appropriate classroom rules and a means for enforcing these rules.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
37. knowledge of the aspects of major educational/therapeutic interventions (i. e., rationale, program components, operation, evaluation).
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
38. ability to use human resources other than teachers.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
39. knowledge of the continuum of alternative placements and programs (e.g., consultation, resource room, self- contained).
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
40. knowledge of the issues, resources, and techniques used to integrate AE students into regular classrooms.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
41. knowledge of the characteristics and possible side effects of the use of medication for students.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|

42. knowledge of the factors involved in the selection and/or use of appropriate commercial instructional materials for students.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
43. ability to self-evaluate one's own teaching and classroom management skills and use the results constructively.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
44. ability to develop and/or implement a reinforcement hierarchy for each student.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
45. ability to use different schedules of reinforcement effectively.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
46. ability to develop and negotiate acceptable contracts with students.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
47. ability to develop and negotiate acceptable contracts with students parents.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|

48. ability to develop and negotiate acceptable contracts with other school personnel.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

49. ability to define and use skills in problem solving and conflict resolution.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

50. ability to analyze and apply the theory behind reinforcement techniques.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

51. ability to gather performance samples of a student's work and be able to generate a task analysis.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

52. ability to plan and organize classroom instructions specifically for AE students.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

53. ability to construct annual goals and short-term objectives in precise and measurable terms.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

54. ability to select a functional classroom design .
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
55. ability to develop appropriate "teacher-made" materials to aid in reaching objectives.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
56. ability to integrate academic instruction, affective education, and behavior management for individual students and groups in the academic areas.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
57. ability to develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
58. ability to integrate academic content with career/vocational preparation.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|
59. ability to revise instructional goals, strategies, and materials based on students performance.
- | | |
|---|--|
| <p>A. IMPORTANCE:</p> <p>1=very important</p> <p>2=important</p> <p>3=somewhat important</p> <p>4=not important</p> | <p>B. FREQUENCY OF USE:</p> <p>1=seldom if ever</p> <p>2=sometimes</p> <p>3=often</p> <p>4=almost always</p> |
|---|--|

60. ability to develop measurement strategies consistent with instructional objectives.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

61. ability to utilize knowledge of cognitive, social, affective, and psychomotor development in planning instruction.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

62. ability to select, develop, adopt, and evaluate appropriate technology.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

63. ability to teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

64. ability to develop and use age-appropriate vocational exploration/preparation materials.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

65. ability to assess the career/vocational needs of students.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

66. ability to develop and maintain a personal/professional support system.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

67. ability to place personal/social needs of students before academics.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

68. ability to implement cultural appropriate instruction.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

69. ability to work with culturally diverse students.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

70. knowledge of student culture.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

71. ability to work with minority parents.

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. FREQUENCY OF USE:

1=seldom if ever
2=sometimes
3=often
4=almost always

Appendix E

ALTERNATIVE EDUCATION ADMINISTRATORS'/SUPERVISOR QUESTIONNAIRE

Part II

Thank you again for participating in this survey study. As stated in Part I, the information from this survey will be used to aid in restructuring the Alternative Education program as well as add to the knowledge base on alternative education. Furthermore, you need not worry that you will ever be associated with your answers because special care will be given to insure your confidentiality. A report of the findings will not individually identify you or your school.

Part II is concerned with the proficiency of AE teachers in knowing and using these statements of competency.

I understand that your time is precious, however, Part II should only take about twenty minutes to complete.

Once again, thank you for your participation.

**PLEASE READ THE COMPETENCIES ON THE FOLLOWING PAGES
AND USE THE CRITERIA BELOW TO RATE EACH. CONSIDER YOUR
ANSWERS CAREFULLY.**

**PROFICIENCY - How adequately do you feel your
teacher preparation program equipped you to demonstrate
these competencies?**

**BEHAVIOR MANAGEMENT & PROGRAMMING COMPETENCIES
NEEDED BY TEACHERS WHO WORK WITH ALTERNATIVE
EDUCATION (AE) STUDENTS IN YOUR SCHOOL OR DISTRICT**

1. ability to establish and maintain students attention.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

2. ability to create a place of belonging and identity.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

3. ability to promote a positive emotional climate.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

4. ability to show warmth and enthusiasm.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

5. ability to be sensitive and empathetic.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

6. ability to be flexible and responsive.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

7. have reasonable expectations of the students.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

8. ability to be supportive and encouraging.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

9. ability to produce a sense of connectedness in the classroom.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

10. ability to be communicative with students, parents, teachers, etc.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

11. ability to be explicit and direct.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

12. ability to maintain a positive focus.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

13. ability to promote student responsibility and self-esteem.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

14. ability to be genuine and friendly.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

15. ability to make learning interesting.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

16. ability to develop and/or implement a consistent classroom routine.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

17. ability to have an identifiable theme in the classroom that is centrally focused and student centered.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

18. ability to maintain a safe and secure environment.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

19. ability to use a variety of nonthreatening techniques in the classroom (e.g., voice modulation, facial expressions, planned ignoring, proximity control, tension release).

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

20. knowledge of ethical issues related to the use of punishment and aversive consequences.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

21. knowledge of a variety of behavioral management models and techniques.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

22. knowledge of the techniques for promoting and maintaining generalization of behaviors.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

23. knowledge of legal responsibilities associated with behavioral interventions.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

24. ability to plan and implement a variety of crisis management procedures to control and/or contain severe behavior.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

25. ability to use varied behavior management plans in a classroom setting.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

26. ability to use various instructional and behavioral management approaches in isolation or in combination for providing appropriate instruction for students.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

27. ability to utilize behavioral principles to design procedures (i.e., observation, recording, charting) for monitoring behavior change.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

28. ability to determine for each student a reinforcement preference and use different reinforcers to change and maintain behavior.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

29. ability to develop and/or implement a positive reinforcement plan to change and/or maintain behavior for a classroom setting.

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

30. ability to select target behaviors to be changed and identify the critical variables affecting the target behavior .

PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

31. ability to designate certain pupil behavior as either appropriate or inappropriate for a specified age group.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

32. ability to develop and implement a systematic behavior management plan for students including timelines and adjusted for the severity of their behavior.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

33. ability to perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in academic areas of conduct.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

34. ability to perform systematic evaluation and provide documentation for pupil behavior through the use of charts, graphs, and student log in social areas of conduct.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

35. ability to utilize the findings of systematic classroom observation to analyze pupil behavior.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

36. ability to develop and/or implement appropriate classroom rules and a means for enforcing these rules.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

37. knowledge of the aspects of major educational/therapeutic interventions (i. e., rationale, program components, operation, evaluation).

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

38. ability to use human resources other than teachers.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

39. knowledge of the continuum of alternative placements and programs (e.g., consultation, resource room, self- contained).

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

40. knowledge of the issues, resources, and techniques used to integrate AE students into regular classrooms.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

41. knowledge of the characteristics and possible side effects of the use of medication for students.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

42. knowledge of the factors involved in the selection and/or use of appropriate commercial instructional materials for students.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

43. ability to self-evaluate one's own teaching and classroom management skills and use the results constructively.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

44. ability to develop and/or implement a reinforcement hierarchy for each student.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

45. ability to use different schedules of reinforcement effectively.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

46. ability to develop and negotiate acceptable contracts with students.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

47. ability to develop and negotiate acceptable contracts with students parents.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

48. ability to develop and negotiate acceptable contracts with other school personnel.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

49. ability to define and use skills in problem solving and conflict resolution.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

50. ability to analyze and apply the theory behind reinforcement techniques.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

51. ability to gather performance samples of a student's work and be able to generate a task analysis.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

52. ability to plan and organize classroom instructions specifically for AE students.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

53. ability to construct annual goals and short-term objectives in precise and measurable terms.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

54. ability to select a functional classroom design .

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

55. ability to develop appropriate "teacher-made" materials to aid in reaching objectives.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

56. ability to integrate academic instruction, affective education, and behavior management for individual students and groups in the academic areas.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

57. ability to develop and implement an instructional sequence to teach appropriate social behavior for a student based on assessment and observation.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

58. ability to integrate academic content with career/vocational preparation.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

59. ability to revise instructional goals, strategies, and materials based on students performance.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

60. ability to develop measurement strategies consistent with instructional objectives.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

61. ability to utilize knowledge of cognitive, social, affective, and psychomotor development in planning instruction.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

62. ability to select, develop, adopt, and evaluate appropriate technology.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

63. ability to teach daily living skills such as family management, consumer responsibility, utilization of community resources, home management, use of leisure time, and civic responsibility.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

64. ability to develop and use age-appropriate vocational exploration/preparation materials.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

65. ability to assess the career/vocational needs of students.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

66. ability to develop and maintain a personal/professional support system.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

67. ability to place personal/social needs of students before academics.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

68. ability to implement cultural appropriate instruction.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

69. ability to work with culturally diverse students.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

70. knowledge of student culture.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

71. ability to work with minority parents.

PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

Appendix F

ALTERNATIVE EDUCATION STUDENTS' QUESTIONNAIRE

Thank you for participating in this survey study. Without your help my work is impossible. The information from this survey will be used to help in restructuring the Alternative Education program, as well as, add to the knowledge base on alternative education. Also, you need not worry that someone else will ever know the answers you selected because special care will be given to insure no one knows this information. A report of the survey results will not identify you, your class, or your school.

If you have any questions about the survey, please do not hesitate to contact me.

I understand that your time is precious, but this survey should only take about fifteen to twenty minutes to complete.

Again, thank you for participating.

READ THE INFORMATION BELOW. IT WILL HELP YOU MAKE GOOD CHOICES OF ANSWERS TO THE STATEMENTS ON THE FOLLOWING PAGES. AFTER READING THE INFORMATION BELOW, TURN THE PAGE AND START ANSWERING EACH STATEMENT. PLEASE THINK ABOUT YOUR CHOICE OF ANSWERS CAREFULLY.

A. IMPORTANCE OF COMPETENCIES - How important is the listed statement to you in your daily work in the classroom?

B. PROFICIENCY - How adequately do you feel your teacher is in using each item listed?

BEHAVIOR MANAGEMENT & PROGRAMMING COMPETENCIES

How important is each statement to you and how adequate do you feel your teacher is in doing these things?

1. My teacher knows how to get and keep my attention in the classroom . (1)

| | |
|-----------------------|------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

2. My teacher helps me to feel like I belong in his or her classroom. (2, 9)

| | |
|-----------------------|------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

3. My classroom is a positive place. (3, 12, 43)

| | |
|-----------------------|------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

4. My teacher is warm and enthusiastic. (4)

| | |
|-----------------------|------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

5. My teacher is sensitive to my feelings. (5)

| | |
|-----------------------|------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

6. My teacher is flexible. (6, 44)

| | |
|-----------------------|------------------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

7. My teacher is supportive and encouraging. (8)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

8. My teacher has reasonable expectations of me. (7)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

9. My teacher can communicate with me. (10)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

10. My teacher knows how to come to the point and be direct. (11)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

11. My teacher helps me feel good about myself. (13)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

12. My teacher encourages me to be responsible for myself. (13)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

13. My teacher is genuine and friendly. (14)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

14. My teacher makes learning interesting. (15)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

15. My teacher has a consistent classroom routine. (16)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

16. I believe my classroom is safe and secure. (18)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

17. My teacher knows how to control the class using different techniques like, a change in his or her voice, facial expressions, closeness, and other ways. (19, 21, 25, 26, 27, 36, 37, 56)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

18. My teacher avoids using negative comments or punishment. (20, 23, 24)

| | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

19. My teacher rewards me for good behavior. (22, 28, 29, 30, 50)

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

20. My teacher makes an acceptable contract with me. (31, 32, 33, 45, 57)

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

21. My teacher helps me learn to get along with people better. (46, 49, 67)

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

22. My teacher uses samples of my work when discussing my progress. (47, 48, 51)

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

23. My teacher gives clear instructions in the classroom. (17, 52, 53)

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

24. My classroom is arranged so that it is comfortable to work in. (54)

A. IMPORTANCE:

1=very important
2=important
3=somewhat important
4=not important

B. PROFICIENCY:

1=very adequate
2=adequate
3=borderline
4=inadequate

25. My teacher tells or shows me what progress I am making socially. (34, 35)
- | | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |
26. My teacher teaches me job seeking skills, such as, preparing job applications, how to obtain job leads, and how to dress for job hunting. (58, 64, 65)
- | | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |
27. My teacher uses computers, videos, and other AV equipment in the class. (62)
- | | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |
28. My teacher helps me learn to use my time wisely outside the classroom. (63)
- | | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |
29. My teacher sees and treats me as an individual. (46, 66)
- | | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |
30. My teacher is well organized during classroom instruction. (42, 45, 55)
- | | |
|----------------------|-----------------|
| A. IMPORTANCE: | B. PROFICIENCY: |
| 1=very important | 1=very adequate |
| 2=important | 2=adequate |
| 3=somewhat important | 3=borderline |
| 4=not important | 4=inadequate |

31. My teacher matches the tests he or she uses with what I am supposed to learn. (59,60)

A. IMPORTANCE:

1=very important

2=important

3=somewhat important

4=not important

B. PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

32. My teacher uses different materials to help me learn. (38, 39, 40, 41, 61)

A. IMPORTANCE:

1=very important

2=important

3=somewhat important

4=not important

B. PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

33. My teacher is supportive of all students no matter what their race or family background. (68, 69, 70, 71)

A. IMPORTANCE:

1=very important

2=important

3=somewhat important

4=not important

B. PROFICIENCY:

1=very adequate

2=adequate

3=borderline

4=inadequate

Appendix G

914 Thornhill Drive
Hampton, VA 23661
January 4, 1996

Lyndal M. Bullock
Regent's Professor, Special Education
University of North Texas
P. O. Box 13857
Denton, TX 76203

Dear Dr. Bullock,

My name is Barbara Anderson. I'm a graduate student in the Ph.D. Urban Studies program at Old Dominion University, Norfolk, VA.

In my review of the literature, I found an article entitled, "Knowledge/Skills Needed by Teachers Who Work with Students with Severe Emotional/Behavioral Disorders: A Revisitation", written by you, Lori L. Ellis, and Michael J. Wilson in the February 1994 Behavioral Disorders periodical. This article contains a table (Table 2, pp. 112-121) listing the knowledge/skills related to teaching students with E/BD. These knowledge/skills are reported by category along with the rank order and means for importance, proficiency, and frequency of use. This information is crucial to my research.

My study is looking at alternative education teachers (teachers who are not special education certified but are teaching students with E/BD). Alternative education (AE) is the education of E/BD students in non-traditional settings by teachers who are not special education endorsed. I would like to use the behavior management (28) and programming (30) competencies reported in this article to construct a survey instrument to use in my research.

This letter is a request for permission to reprint and use these competencies listed in this table. If this is not the proper way to make this request or if I'm to contact others, please advise. A copy of this letter is being sent to Drs. Ellis and Wilson for their permission and aid also.

Also, if you have information on literature, such as, articles, research, etc. you feel will be helpful to me in this endeavor, please advise. Thanks for your help.

Sincerely,

Barbara J. Anderson

copies to:
Lori L. Ellis
Programs in Special Education
University of North Texas
P.O. Box 13857
Denton, TX 76203

Michael J. Wilson
Supervisor of Student Assessment
Paterson School District
Paterson, NJ 07505



University of North Texas

College of Education
Programs in Special Education

Barbara J. Anderson
914 Thornhill Drive
Hampton, VA 23661

Dear Ms. Anderson:

Recently, I received a letter requesting permission to use the a listing of knowledge/skills that appeared in February 1994 Behavioral Disorders. You have my permission to use these knowledge/skill statements just as long as you give appropriate credit to the authors.

If you are not familiar with the work that the Council for Exceptional Children has been doing on delineation of knowledge and skills for special educators at the basic level and advanced levels by category, you may want to contact them. Contact Fred Weintraub, 1920 Association Drive, Reston, VA 22091 or call 703-620-3660. In addition, if you are not familiar with the document entitled Alternative Teacher Certification: A State-by-State Analysis by Emily Feishtritz and David Chester, you may want to take a look at it. The publication is available form the National Center for Education Information, 4401A CT Avenue, NW #212, Washington, DC 20008, 202-362-3444.

I recently visited Old Dominion--beautiful school. I have a good friend who works in the Department of Special Education - Child Study Center, Dr. Robert Gable. If you ever have a chance, drop by to see him.

Good luck in your studies.

Cordially,

A handwritten signature in black ink, appearing to read "Lyndal M. Bullock", written over the typed name and title.

Lyndal M. Bullock
Regent's Professor, Special Education