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# Inservice Training and Accessing Knowledge: The Perceived Needs of Parents and Educators of Children with Special Needs in North Dakota

Randal W. Eckart

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INSERVICE TRAINING AND ACCESSING KNOWLEDGE:  
THE PERCEIVED NEEDS OF PARENTS AND EDUCATORS  
OF CHILDREN WITH SPECIAL NEEDS IN NORTH DAKOTA

by

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A Dissertation

Submitted to the Graduate Faculty

of the

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in partial fulfillment of the requirements

for the degree of

Doctor of Education

Grand Forks, North Dakota  
December  
1992



This dissertation, submitted by Randal W. Eckart in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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Dean of the Graduate School

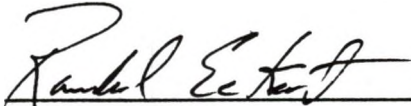
## PERMISSION

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Department    Center for Teaching and Learning

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## ABSTRACT

### Purpose and Procedure

The purpose of this study was to provide a detailed analysis of needs assessment data regarding inservice training and accessing knowledge as perceived by parents, special education teachers, general education teachers, related services providers, and administrators in the state of North Dakota. These five groups were surveyed by the Bureau of Educational Services and Applied Research at the University of North Dakota. Resulting data were statistically analyzed utilizing frequency distributions and percentages to identify perceived needs for accessing knowledge or skills in special education and inservice training.

### Conclusions and Recommendations

Educators prioritized concerns over programming and instruction as the areas of highest need for knowledge and skills. Parents, on the other hand, perceived the areas of greatest need for knowledge and skills to be in accessing information from federal, state, and local education agencies on transition and learning how to help their child become more self-confident.

With regard to format for inservice training, educators preferred conference/workshop courses, while parents preferred workshops led by other parents or professionals in small group settings. Educators chose graduate level courses or university level programs as the most effective resources for providing training or information. Salary step credit or continuing education units were selected by educators as incentives for participation in inservice training, and one

to three hours per month was the length of time they preferred to devote to inservice training outside of the regular work schedule.

Those planning statewide inservice training in the state of North Dakota should base their decisions regarding topics, format, resources, incentives, and timing upon the preferences indicated by the constituent groups in this study. In this process educators must collaborate with one another, share their expertise with parents, and empower parents to help their own children.

It is recommended that a qualitative follow-up study of parents of children with special needs in the state of North Dakota be conducted. The survey return rate for this constituent group was low; therefore, a qualitative study may well identify their perceived needs more effectively than was accomplished by this study.

## CHAPTER I

### INTRODUCTION

One of the main tasks of conducting an effective educational system is that of providing for a continuing process of teacher/parent training. Obtaining the most current and accurate information possible about the specific needs for continued learning is an essential underpinning in any successful plan for teaching and learning. It was the intent of this study to focus upon the parents and educators of children receiving special education services in the state of North Dakota, and to assist them in identifying their learning needs. It was also the intent of this study to provide current data that will lend assistance in directing the process of acquiring knowledge and skills through inservice training. Utilizing four survey rating scales, this study identified perceived needs of parent/educator constituent groups to effectively determine their needs for knowledge and/or skill acquisition through inservice training. This study was based upon the logic that continual learning demands an ongoing process of evaluating the needs of the constituent groups, of creating inservice training programs to meet these needs, and of assessing the effectiveness of the process.

For Arick, Falco, and Brazeau (1989), the dynamic status of instructional technology creates a constant need for inservice education to retrain and update



teachers and other related services personnel serving children with special needs. Therefore, cogent efforts must be made to (a) update current knowledge and research; (b) to reevaluate existing systems, processes, and methodological approaches to teaching; (c) to analyze new philosophical approaches to teaching; and (d) to synthesize and present this knowledge base to the educators and parents of children with special needs.

The goal of staying abreast of current educational needs, with regard to inservice training for educators, is not new to the institution of special education in the state of North Dakota. Inservice training and the identification of staff development needs have been a part of special education in North Dakota since its inception in 1951.

### Background of the Study

The special education program for the state of North Dakota began with the passage of the Special Education Bill by the 1951 legislature. This statute is codified in Chapter 15-59 of the North Dakota Century Code. According to Smaltz (1981), there was a great deal of flexibility with the interpretation of the law with respect to developing new programs for children with differing disabilities and differing needs. Under the direction of Dr. Harrie Selznick, from 1951 to 1955, there was an increasing cooperation of public health nurses, county welfare workers, school administrators, county superintendents of schools, and those in the education departments of the institutions of higher education in the

state. Many of these individuals were concerned about the lack of teacher preparation courses offered in special education.

There were three institutions offering courses in speech correction before 1951. In 1953 Minot State Teachers College offered demonstration classes on how to prepare teachers for teaching educable mentally handicapped children. Also beginning in 1953, the Department of Psychology at the University of North Dakota offered graduate courses designed to prepare visiting counselors for socially and emotionally maladjusted children.

In 1958 the University of North Dakota College of Education offered a workshop in special education, which was followed by two summer sessions of specialized work for teachers of mentally retarded children. Between 1951 and 1959, federally funded dollars for the preparation of personnel to work with the handicapped were very limited. Increased funding began in the year 1959.

In October of 1964, over a three-day period, the very first inservice session for speech therapists was held at Camp Grassick. Thirty-eight persons attended and each paid a \$15.00 registration fee for the conference. In September of 1965, 34 speech therapists met for a two-day workshop and were reimbursed for their costs. According to Smaltz (1981), this emphasis on speech therapy was justified, because it was the growing edge of special education at that time. In the 1965 to 1966 school year, 87% of the services provided to handicapped children consisted of speech therapy. Nineteen percent consisted of classes for educable mentally



handicapped children; only six trainable mentally handicapped children were enrolled in the entire state that year.

In 1966 through 1967, three special study institutes were held on the following topics: "Education Planning for Emotionally Disturbed Children," "Preparation for Employability for Mentally Retarded Students," and "Structural Linguistics for Speech Therapists."

In 1967 through 1968, a new federal program, Title VI, was available for local special education projects. Title VI provided funds for training personnel and providing statewide inservice to personnel serving the handicapped. Also, that year two three-day special study institutes were held which featured national leaders in special education. Ninety-three special education teachers and speech therapists attended. This was also the first year that specific learning disabilities programs were reported in the Department of Public Information's annual report. Inservice programming was largely directed at this time by Ida Schmitt, who was then chairperson of the programs for emotionally disturbed children and specific learning disabilities.

By the 1972-73 school year, inservice programs (carried out by the Department of Public Instruction for special education personnel) consisted of seven major workshops with 151 participants. The importance of these workshops according to Smaltz (1981) was to keep special education personnel up-to-date on changes and emerging programs in the field.

In 1979, inservice training for special education personnel became the responsibility of local educational agencies, after which only occasional inservice training was sponsored statewide. That same year, monitoring of programs for compliance to PL 94-142 began, and a systematic review of one-third of the units each year over a three-year period was put into effect to insure compliance with impartial due process hearings, evaluations, needs assessments, and their timelines. Inservice training of special education personnel from that time until the present has been left to the individual special education coops and education districts, under the guidance and regulation of the Department of Public Instruction. With the inception of PL 101-476, annual evaluations and needs assessments of the various subsystems within special education agencies, including inservice training of personnel, must take place.

#### Purpose of the Study

The singular most important goal of special education must be to effectively meet the needs of its clientele of disabled, handicapped, and unique learners. Of primary importance to this end is the implementation of a regular, thorough, and valid evaluation and assessment to determine the perceived needs of the parents and personnel involved with the teaching of these children.

The purpose of this study was to provide a detailed analysis of needs assessment data regarding inservice training and accessing knowledge as perceived by parents, special education teachers, general education teachers, related services providers, and administrators in the state of North Dakota.



## Rationale

It is not simply the answers to questions that scholarly endeavor must pursue. Rather, it is the asking of the right questions, which is paramount to the advancement of knowledge. It is from this vantage point that this study sought to understand the perceptions of those individuals most close at hand to the everyday realities of educating the disabled, handicapped, and unique learners of special education.

It is highly likely that each of the constituent groups in this study viewed the process and needs related to serving special education students from a differing paradigm. If this were true, then members of these groups may well have posed some unique questions and/or special needs never before contemplated by the progenitors of special education programs in North Dakota. Without the input from all parties concerned, a skewed vision of areas of needs and concerns would ensue--thus the need arises for focus upon the various constituent groups of individuals serving special education students. Concomitant to the constituent groups was a need for both parallelism and diversity in the questions pertinent to their functioning successfully. In some areas the groups shared similar needs; while in others, a wide variety of needs were addressed. Instead of asking broadly generalized questions often deemed appropriate in the past by state and local directors and administrators, this study sought to elicit a wide range of individualized responses that were focused upon issues unique to these groups. From this perspective, then, a focus of analysis on the perceived

needs of inservice training by the parents, general education teachers, special education teachers, related services personnel, and educational administrators of children being served by special education in North Dakota was the primary concern of this study.

It is conceivable that parallel issues existed from group to group, eliciting similar, varying, or totally opposing views as to the importance of training need. It must be equally conceivable that the needs themselves differed both in scope and direction from group to group.

In special education, not unlike all other realms of education, the process of learning and the creation and accumulation of knowledge is an ongoing process. Because of this, the need for assessment and evaluation must be a continual process. If educational systems put programs into effect, or continue existing programming without the input of a working knowledge base deemed appropriate by its constituency, then the focus of such programming may well be lacking the direction and insight necessary for successful, progressive learning to take place. A cognitive road map based upon the perceptions of the constituency, coupled with expert judgment based upon solid educational research, is essential to creating an effective plan of action for serving the needs of learners. Perceptions, be they real or imaginary, will affect the way the constituency views the agenda and process of education, and, therefore, must be addressed to insure both credibility and validity to programming or training needs.



Within PL 94-142, The Education for All Handicapped Children Act of 1975, the mandate exists to insure that a periodic evaluation of special education programs be conducted throughout each state and county for the purpose of assessing the needs of special education students, their parents or guardians, and the personnel who teach them. Revised in 1990, PL 101-476 (known as the Individuals with Disabilities Education Act [IDEA]) mandates: (a) all states are to ensure a system for the continuing education of regular and special education and related services personnel; (b) procedures for acquiring and disseminating to teachers, administrators, and related services personnel, significant knowledge derived from educational research and other sources; and (c) procedures for adopting, where appropriate, promising practices, materials, and technology. Also, under the mandate of PL 101-476, administrators must initiate working plans of action to insure educational practices in the area of transition for all special needs students (Data Research, Inc., 1991).

It is possible that many educators currently serving students with special needs are unaware of efficient practices for teaching these students (Arick, Falco, & Brazeau, 1989). In addition, the creation of research and new instructional technology generates a constant need for inservice education to retrain and update parents, administrators, teachers, and other staff members who serve special education students.

General education teachers are now being called upon to provide services in heterogeneous, integrated educational settings for students with special or

unique needs, previously served solely in resource rooms. In order to make such endeavors successful, collaborative, collegial relationships must be developed between special and general education teachers (Aldinger, Warger, & Bailey, 1989).

One must also consider the parents' involvement with the child's education. According to Waggoner and Wilgosh (1989), parents play an essential and critical role in teaching their children with special needs at home. Without this commitment of parents to assist with their children's homework assignments, their children may fall behind in school. As parents come to realize that very often it is their input which plays a major role in determining the progress of their child in school, they seek information and teacher-guided assistance from the schools in order to help them help their children.

Educational agencies must assess and analyze the needs of these constituent groups as accurately and thoroughly as possible in order to prioritize, accumulate, evaluate, and dispense the information necessary to serve the needs of special education students.

### Research Questions

1. Which areas of knowledge or skills in special education do parents, general educators, special educators, related services providers, and administrators perceive to be of highest priority for receiving information and/or training in the near future?

2. What would be the best format for parents, general educators, special educators, related services providers, and administrators to receive development training or information?

3. What would be the most effective resources for providing training or information to general educators, special educators, related services providers, and administrators?

4. In the case of teachers, related services providers, and administrators, what incentives would increase motivation for participation in staff development activities?

5. How much time, on a monthly basis, would general educators, special educators, related services providers, and administrators be willing to devote to obtaining information or training outside of their regular working hours?

### Limitations

Following are limitations which may have affected the results of the study.

1. The surveys utilized to gather data in this study were created by the North Dakota Department of Public Instruction (DPI), while the data gathered from these surveys was analyzed by the writer. Had the writer been able to design the survey instruments in collaboration with DPI, a more extensive analysis would have been possible.

2. With regard to specific questions or statements on the survey instruments, there was a general lack of "sameness" or "parallelism" from survey to survey. This occurrence limited the researcher from making exacting comparisons



and identifying perceived needs based upon responses of similar questions and statements.

3. Because this study was based upon an exclusive population within the state of North Dakota, the results have limited generalizability.

### Definition of Terms

For this study, the following terms and their definitions are pertinent:

General Educators. Educators who are licensed to teach in an elementary, middle, or secondary/high school setting, and who may have specialized training in specific subject areas (e.g., English, math, and social studies).

Special Educators. Educators who are licensed to teach in a K-12 setting, and who also have specialized training for students having specific disabling or handicapping conditions. For the purpose of this study, those specialty areas consisted of one or more of the following categories: educable mentally handicapped, trainable mentally handicapped, severely/multiply handicapped, learning disabled, emotionally disturbed, other health impaired, hearing impaired/deaf, physically handicapped, speech/language impaired, visually impaired/blind, deaf-blind, preschool handicapped (ages 3-5), infant/toddler (ages 0-2), and multicategorical resource room (i.e., learning disabled/educable mentally handicapped).

Related Services Providers. Licensed professionals in fields related to special education who assist in serving students with specific learning needs. For the

purpose of this study, those licensed fields were: school psychologist, school counselor, school social worker, physical therapist, occupational therapist, speech/language clinician, and audiologist.

Administrators. For the purpose of this study, administrators refers only to directors of special education and to special education coordinators.

Parents. For the purpose of this study, parents refers only to parents or guardians of students being served in special education programs in the state of North Dakota.



## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

This study focuses upon the parents, administrators, general education teachers, special education teachers, and related services personnel of special education students, and how the members of these constituent groups prioritize their needs for inservice training. The review of literature has three sections. The first section focuses on the historical background of giving voice to parents and educators with regard to inservice training. The second section describes priority areas for inservice training and ways of accessing information for each of the constituent groups (i.e., parents, administrators, general educators, special educators, and related services personnel). The final section of this chapter reviews how people decide to approach inservice training and how they become involved in the initial decision making process. It identifies what service delivery formats look like and how they are put into place. It also reviews what incentives have been used to motivate educators with regard to inservice training. In addition, this section takes a look at what has and has not worked with respect to inservice training.

## Historical Background

Teaching and learning must be an ongoing process in one's life if one is to stay abreast of the ever-expanding influx of current information that society has to offer. Above all, it is the responsibility of educators and parents of children to access "state-of-the-art" knowledge and teaching methodologies in order to provide children with all possible advantages for their present and future successes in life.

If the initial goal of staff development and parent training is to enhance student achievement, then one must keep in mind that in order to have the greatest impact on student achievement, needs assessments must address areas known to be related to teacher effectiveness and improving student achievement (Melnick, Iwanicki, & Gable, 1989). Teachers need to be planners of inservice activities. Teachers who have active roles choosing goals and activities for themselves, and who participate as helpers to each other, are exemplifying effective practices as described by Sparks and Horsley (1989).

Staff development came of age in the 1980s, as a result of countless workshops, conferences, books, articles, and research reports. Staff development is defined as a process that improves the job-related knowledge, skills, or attitudes of school employees. The participants in staff development are teachers, school board members, central office administrators, principals, and non-certified staff (Sparks & Horsley, 1989). The purpose of inservice training is to provide opportunities for the staff to learn together in a formal setting with collectively agreed upon goals (Boyd & Chenoweth, 1989).

According to Liberman and Miller (1990), a common paradigm of the past for teacher development was one in which authoritarian management talked about teaching practices, rather than talking with teachers about their practices. In many school districts across the country, however, teachers are still viewed as passive recipients of knowledge passed down to them via administrators. Democratic practices of cooperative research and collaborative work among teachers, principals, and researchers, based on notions of teachers as colleagues engaged in inquiry about practice, has slowly arisen. By the mid-1970s, a greater emphasis was placed on the connection between teachers' concerns with regard to their professional development and the school as an organization made up of cooperating teachers (Goodlad, 1975; Hall & Loucks, 1978).

The empowerment of educators refers to making judgments, exercising prerogatives, and becoming involved in experimentation and decision making within an appropriate sphere of control (Boyd & Chenoweth, 1989). If modes of collaboration rather than competition are to exist between educators and administrators, and if ideas such as shared problem solving, mutual assistance and teacher leadership in curriculum and instruction are to flourish as effective processes for staff development as described by Liberman and Miller (1990), then educators and parents must be empowered with the choice to ascertain what knowledge is most pertinent for their needs in the process of educating their children.



Priority Areas of Inservice Training  
and Ways of Accessing Information

Parents

In a study conducted by Waggoner and Wilgosh (1989), seven themes emerged that focused on the concerns of parents who have children in special education settings. They were: (a) parental involvement in the child's education, (b) the parents' relationship with the school, (c) physical and mental support for the parents, (d) social concerns for the child, (e) concerns about the child's future, (f) the emotional strains of parenting, and (g) the effect on the family. The following areas of need for inservice training were identified by Villa (1989) for parents of children receiving special education services: (a) parent and community involvement, (b) parent professional partnerships, (c) legal rights and safeguards, (d) individual educational planning, (e) behavior management, (f) community based training, (g) building a work history before graduation, (h) transition between school environments, (i) transition to adult services, (j) interagency cooperation, and (k) post-high school follow-up.

How best to serve the needs of parents who have children in special education is a question that needs to be addressed through more research. Currently, parents can obtain information by accessing local parent advocacy groups such as The Association for Retarded Citizens (ARC) or The Council for Exceptional Children (CEC), or by requesting information through state and local education agencies and cooperatives. According to Villa (1989), parents need to

be empowered by becoming involved in the design and delivery of training units that provide more knowledge of legal issues and best practices.

### Administrators

During the course of the past ten years, the practice of a basic initial training program for administrators has shifted to an ongoing professional development process (Hallinger & Greenblatt, 1989). These authors recommend that annual professional development goals and action plans should be expected of leaders in all educational organizations, and that administrators must make the opportunity to share knowledge with one another, as a part of the development of a school district's culture.

According to Stephens (1990), administrators should be committed to the idea that teachers must grow professionally and stay abreast of current educational thinking. Also, administrators must work closely with teachers to plan and coordinate every inservice program with both the needs of teachers and the school in mind. Administrators need to become skilled in the same content areas as their staff if they intend to promote teachers' effective and continued use of skills acquired through inservice training (Villa, 1989).

Administrators in supervisory positions must receive training related to their role as observer and supervisor of instructional personnel (Joyce & Showers, 1980). Administrators need ongoing training to observe, script, and label teachers' lessons (Cummings, 1985), and they should be video taping conferencing and



providing feedback to teachers to insure the effectiveness of their conferencing behaviors (Villa, 1989).

Administrators must collaborate with staff and convince them that inservice training is valuable and beneficial to the school organization by involving teachers in the planning process of staff development. In addition, administrators must attend conferences, seek out the best consultants, and lobby for funds for staff development. Administrators should seek out the expertise and resources that local universities can offer, and they should also take advantage of current educational research and assessment data to help them in program planning (Stephens, 1990).

Educational administrators have the responsibility of providing formal non-credit inservice programs when appropriate. They also have the responsibility of providing opportunities for educators to enroll in credit courses and degree programs (Boyd & Chenoweth, 1989).

#### General Education Teachers

Results of a 1989 study conducted by Melnick, Iwanicki, and Gable on self-perceived needs for staff development training indicate that the use of technology and resources was a priority issue among general education teachers. In a study conducted by Byrne, Hittleman, and Marchisotto (1989), teachers from a number of public schools in New York felt that telecommunications would reduce teacher isolation by allowing opportunities for teachers to network electronically. The prioritized goals of this study were (a) to implement voluntary collaborative staff

development, shared ownership and personal responsibility; (b) to provide staff development within the context of existing curriculum needs; (c) to provide staff development in the technology of telecommunications through a cost-effective process; (d) to foster collaboration among public school systems and a university system; and (e) to develop a student-authored product in telecommunications.

The results of this study indicated that teachers and students were willing and able to utilize current developing technologies in the course of teacher training.

Similar research conducted by Schmidt and Faulkner (1989) indicates that planning for staff development should include the up-to-date technological changes provided through electronic delivery systems of information over vast distances. Accordingly, these authors view electronic delivery systems not only as possible, but practical as well.

Regardless of the mode of accessibility, the issue of priority is different for one author. Kavale (1989) calls for improved coordination between state departments of education and university teaching programs. This author sees more collaborative and cooperative arrangements as the foundation for providing dividends in both inservice and preservice training efforts.

The most effective way to access information through inservice teacher training is through district-offered workshops and credit and noncredit courses that are either directly sponsored or endorsed by the school districts and offered by institutions of higher education (Boyd & Chenoweth, 1989). Liberman and Miller (1990) contend that teacher development must be accessed around notions



of collegueship, openness, and trust, and provide for a networking of activities and coalition building beyond the boundaries of the school.

According to Kavale (1989), inservice training is best managed through collaborative relationships between local education agencies and teacher training instructions. Joyce and Showers (1988) see a variety of formats that should be employed with regard to inservice training, including the following: (a) graduate courses; (b) workshops; (c) required inservice presentations; (d) staff meetings; (e) observations, coaching, and supervision; (f) mentoring; (g) team teaching; (h) videotaping; and (i) summer institutes.

In a study conducted by Sanche, Schwier, and Haines (1990), it was decided that instructor-led inservice training was preferred by educators over video-based inservice (providing a great deal of interaction and practice), and greatly preferred over video-based instruction only. The results of this study suggested that strong leadership is important in successful inservice teacher education, and that a critical common factor in inservice education is the quality of participant interaction.

### Special Education Teachers

Because educators are now being called upon to serve students with special needs in a variety of heterogeneous, integrated educational settings, and because many educators are unaware of state-of-the-art educational practices, the Oregon Department of Education made the decision to examine a population of educators who taught heterogeneous groups of students with special educational needs

(Arick, Falco, & Brazeau, 1989). This study examined special educators' perceived needs for future inservice training. Some general categories were prioritized by these teachers as areas of need. These general categories were (a) the teaching of students having specific handicapping conditions, (b) teaching functional communication, (c) teaching appropriate behavior and modifying inappropriate behavior, and (d) identifying and designing appropriate curriculum materials and specific instructional programs to implement individual educational programs.

Specific priorities for inservice training were also identified in this study. These priorities were (a) the teaching of students with autism, (b) teaching students to spontaneously interact with others, and (c) teaching students to engage in appropriate social interactions.

Aldinger, Warger, and Bailey (1989) believe that a priority of staff development is to promote the integration of special education students into the mainstream of general education. To meet this goal, these authors suggest the development of collaborative, collegial relationships between special and general educators.

Hanko (1989) sees the accessing of inservice training information through a framework of school-based, joint problem solving by teachers in order to recognize and understand their difficult-to-teach students. This process-oriented model would lead to consultation for and by the teaching staff. In such a

consultative model, questions would lead to discovering and building of teacher strengths, and the generating of information that can help to highlight the issues.

Aldinger, Warger, and Bailey (1989) see consultations between special education teachers and general education teachers as being enhanced through the use of expert-based software. This software is described as containing a database of strategies drawn from research and a listing of "best practices" in a given problem area.

#### Related Services Personnel

Villa (1989) believes that related services personnel and teachers must be trained and prepared to work collaboratively with one another in order to meet the diverse educational and psychological needs of all children. To accomplish this, he sees a need for teachers and administrators alike to be exposed to inservice training in the areas of assessment, behavior management, and instructional strategies. He lists the following areas in which inservice training could be used to enhance the skills of all instructional personnel: (a) outcome based instructional models, (b) cooperative learning models, (c) computer-assisted instruction, (d) classroom and school-wide behavior management and discipline approaches, (e) methods for teaching and reinforcing students' use of positive social skills, and (f) the use of student-peer tutoring.

For Hanko (1989), a top priority for inservicing special education and related services personnel is the topic of disruptive behavior in the classroom. As sub-categories under this major heading, she identifies the following needs:



(a) adaptations in day-to-day learning programs; (b) teacher/pupil and class/group relationships; and (c) enlisting the cooperation of parents, colleagues, and the effective support of specialists (related services) from the school.

Often, administrators' perceptions of staff needs overlap with the staff's own perceptions. For this reason, Darou (1990) reports that the best method for obtaining information and assessing need is to simply ask staff members to check off the job tasks in which they would most like to be trained. This method gives a current status for the perceived needs of staff members as well as a quick assessment of how best to access information. In many areas where social workers and psychologists find the needs of the students very diverse, it is important to know where one is going. It is in just such situations as these, according to Darou (1990), that this method proves itself to be most effective.

### Means of Delivering Inservice Training

#### Initial Decision Making Process

Dillon-Peterson (1991), in a brief history of the National Staff Development Council originating in 1969, indicates that inservice training (or staff development) has become an accepted function in almost all school districts of any size in the United States, as well as around the world. The author foresees the future of inservice training to be run by staff developers who are problem solvers, co-learners, action-researchers, and experts in and orchestrators of organization development. Staff developers, who tend to operate in a very

bureaucratic, top-down way and who cannot seem to adjust to a more egalitarian process, will find themselves being bypassed.

In determining how people decide to do inservice training, teachers should be asked to state their needs. According to Bennet (1986), this happens less than 50% of the time.

Clemente (1991) describes what can go wrong in an inservice training session when the needs of the majority are ignored and the decision concerning the inservice topic is made strictly by administrative preference. Taking the appropriate first step, a local Ohio State School Board conducted a needs assessment regarding inservice training. In a less than appropriate second step, teachers' preferences for training needs were ignored for administrative preference in choosing the inservice topic. Teachers responded to the inservice program as though they were just putting in their time. They were less than enthusiastic about the topic and cold and uncooperative toward the presenter.

According to Clemente (1991), what works in making inservice training an effective learning experience is a collaborative effort between administration and staff to initiate sound long-range planning for inservice training that will meet the needs of those being trained. The process must be able to provide ways and means (a) for the staff to have the necessary time for planning, (b) to have follow-up procedures built into the program to insure that newly acquired methods become a part of the regular classroom, and (c) to convince the local school



board to be committed to the fiscal and ideological support necessary for achieving excellence in education through an inservice training process.

For King (1991), the procedure for developing successful inservice training is very similar. Educators should work in teams to design the program of instruction. The workshop facilitator should be a classroom teacher who is competent in the subject area and teaching methodology. After acquiring knowledge from the inservice training session, a practical application is put to the test in the classroom setting. Inservice groupings then meet again as a follow-up procedure to evaluate effectiveness and share additional ideas and feedback.

Melnick (1991) suggests that staff development outcomes can be visualized as three distinct dimensions: (a) imparting knowledge, (b) changing attitudes, and (c) developing skills. Successful staff development programs need to determine what the desired outcome is to be and which of the dimensions is to be addressed in order to plan appropriate and effective staff development activities. To successfully plan for staff development, a service delivery system must be determined to identify preferred training techniques of the teachers in relation to the type of material or format to be presented.

Joyce and Showers (1981, 1983) discovered that much of the literature on inservice teacher training was concerned with governance rather than effects. Much of the literature discussed who should select the content of training, who should provide training, and where and when training should occur. Training methodology was rarely addressed.

A second characteristic of the literature was that most evaluations of training programs focused on teachers' attitudes toward the experience. Rarely did teachers transfer their new knowledge and skills to regular classroom use. The authors concluded that when training was designed to include theory, demonstration, and practice, nearly all teachers developed sufficient skill to implement models in their classrooms. The authors felt that the teachers' failure to transfer new knowledge, skills, strategies, curricula, and technologies into their daily teaching repertoires was due to the characteristics of the work place. Noting the isolation time in which most classroom teachers work, Joyce and Showers (1990) hypothesized that providing opportunities for substantive collegial interaction (coaching) would increase the thoughtful interaction required to use new knowledge, behaviors, and materials and add them to existing repertoires.

In a 1990 analysis of studies of training, Joyce and Showers determined that the coached teachers exceeded their uncoached comparison group in implementation of new strategies by 70%. The impact on student learning resulted in a dramatic increase in the promotion rate of students based on merit, as well as a reduction in disciplinary referrals. Changing the work place to one of cooperative study and decision making was a complex process. School-wide objectives for teaching the students to respond to the models of teaching were very important to everyone concerned. Administrators led the way in establishing helpful incentives such as cooperative learning days and other school-wide efforts. Administrators served a general cheerleading function with both regular and



special education teachers in a unified school improvement program. The practice of collective action did have an effect, provided that the work place was changed to make cooperative behavior the norm.

Rule, Fodor-Davis, Morgan, Salzberg, and Chen (1990) designed a collaborative approach to problem solving by teaching educators to help one another. Participating teachers developed and implemented procedures to address students' learning and behavior problems in the classroom. According to Pugach and Johnson (1989), effective collaboration requires each party (mainstream teacher, parent, special educator, administrator, or related service personnel) to share some expertise bearing upon a given problem.

Today, staff development opportunities through inservice training exist in many educational communities throughout the world. The knowledge shared from different locations and from differing philosophical mindsets helps us to better understand expedient ways to access necessary knowledge.

In 1987, under the Teachers' Pay and Conditions Act, teachers of England were introduced to compulsory inservice training. Over these past years, the days allocated for inservice training have gone through a process of trading ownership, and for the most part, are now managed and structured by the teachers as opposed to the local education authority. According to a study conducted by Busher (1990), at first, the top-down allocation of inservice assignment was met with resistance and cynicism by the teachers. The major complaint was that they had no say in what was on the agenda for inservice training and that which was on



the agenda was, to a large extent, irrelevant to the needs of staff and students alike. Over the past five years, teachers of Northern England have gained influence in their decision making process with regard to inservice training days. As a consequence, inservice days have resulted in a more progressive mixture of consultation and decision making. Professionally, teachers more often perceive great benefit accruing from the training days.

In a study of inservice education within the Australian school system, Sachs and Logan (1990) identify the decision making process of how to conduct inservice training as lying solely in the hands of administration. The result is bureaucratic control over teachers, increasing dependency through a process of deskilling and reskilling. The author contends that there has always been a tension between funding for meeting the perceived needs of teachers and for meeting system-identified needs, with the system-initiated programs generally winning out. The indication is that teachers identify the best inservice as the type that they themselves decide they need, using the rationale of "significant relevance" to particular teaching situations.

Powell and Moss (1990) describe a cyclical model for the identification of training and staff development needs within the local education authorities of Gwent, United Kingdom. The basis of the model is that of identifying local needs. A fundamental philosophy is that centralized initiatives are unlikely to be successful unless the staff of individual schools are ready to receive the proposed change. The model suggests that wide ranging consultancy with teachers in

determining their training needs is necessary. At the same time, the opportunity to feed national priority needs and the identified needs of local educational authorities into the program is provided. Thus, the model seeks to attain a balance between top-down and bottom-up planning procedures. Prior to the model, there was a marked absence of formal procedures for identifying needs, but this has now changed considerably. The new model has had the effect of involving all staff in an on-going discussion of curriculum matters and training needs. The significant finding here, according to Powell and Moss (1990), is that the model has apparently had the effect of increasing the channels of communication and formalizing these to an extent which has given the teachers a sense of empowerment. The author notes that since the inception of the training model, the regular staff meetings have often become a follow-up of initial procedures, allowing greater opportunities for open debate and discussion. The selection of staff for inservice training is now done to meet school and curriculum interests, as well as the personal interests of staff.

The results of a study conducted in the Netherlands by Van Tulder and Veeman (1991) indicate that the link between inservice training activities and educational practice is important. Participants need help in transferring their acquired knowledge and skills to school and classroom practice. The survey showed that guided try-outs during the course of the study were significantly associated with the final impact of the inservice activities. Thus, implementing educational changes demands extra time investment and a large amount of human



involvement. The steering of the implementation process through a procedure of structuring and coordinating functional arrangements enlarges the chance of realizing improvements. Specification of an agenda for change correlates significantly with impact at school level inservice training, showing that the planning of implementation is important. Sharing implementation ideas and experiences obviously stimulates the realization of educational changes.

### Service Delivery Formats

To help insure the success of inservice training, the program should be tailored to the needs of those individuals or groups who are to be trained. Lee (1984) and Rubin (1978) identify factors that contribute to effective inservice training and provide ways for new ideas and new materials to become a part of individual teaching styles:

1. Programs are more effective when teachers collaborate with principals to set the goals and create the framework for study. This process builds ownership in the inservice.

2. Formatting of the inservice training needs to be a balance between lecture, demonstration, and hands-on activities, in order to insure active teacher participation. Teachers need to be a part of the process for determining what the format will look like.

3. The service delivery of the program should be conducted at the school site. Such school-based programs are perceived by teachers as more practical, applicable, and easily achieved than college-based programs. Also, whenever



possible, inservice should be facilitated by other teachers who have the knowledge and skills to share. In addition, a follow-up support system is necessary to help implement the new ideas and materials focused upon during the course of the inservice training. Either trained teachers or facilitators should be on call to help with the problems or concerns that arise during the implementation process.

A study by Ross (1990) compared student achievement effects of key teacher and all-teacher inservice treatments. In the control group, key teachers were given inservice training and, in turn, passed the information on to fellow teachers over the course of a four-month period of time. In the all-teacher group, every teacher received inservice training and then discussed it with fellow teachers over the same four-month period. The results showed no significant difference between these two inservice delivery systems. Student achievement effects did show significant gains, however, indicating that both inservice training methods were effective.

Teacher interaction is a main ingredient with respect to successful inservice training (King, 1991; Ross, 1990). Fullan (1981, 1982), in reviews of inservice literature, concluded that teachers learned more effectively from other teachers than from other agents in the school system. Both Little (1982) and Rosenholtz (1985) found that frequent talk among teachers, in a concrete and precise manner, had a beneficial effect. Clark, Deshler, Schumaker, and Rademacher (1988) report that teachers sharing ideas about teaching practices is a major contributor

to teacher change. The research from these authors indicates that peer interaction in conjunction with inservice training has a greater impact than inservice alone.

In replicating a 1985 study conducted by Harris (suggesting that the relationships between objectives, group size, and experience impact might be useful in selecting appropriate inservice activities), Melnick (1991) selected a statewide sample of 496 high school teachers to determine which training techniques they preferred to impart knowledge, change attitudes, and develop skills. The results of the study were consistent with Harris's views that activities are differentially useful for achieving certain outcomes. For imparting knowledge, teachers preferred presentations; for changing attitudes, they preferred discussions and role play; and for developing skills, the preferred training mode was demonstrations.

Similar research conducted by Mangieri and Kemper (1983) to establish teacher preferences for certain modes of inservice training suggests that current practices of inservice training do not match teacher preferences for types of training. While the study conducted by Melnick (1991) suggests that most inservice training is directed toward imparting knowledge through lectures, staff meetings, and large group assemblies, Farnsworth (1981) and Rappa (1985) found that teachers believe effective staff development should encompass many other facets of training, such as small-group discussion, practice with coaching, and observing other teachers.



Bratcher, Stroble, Lincoln, and Shor (1991) suggest successful inservice training makes use of a format which includes planning voluntary inservices, expressing positive attitudes about the inservice experience, and training as many people as possible, including parents. The successful inservice programming also means committing time and money through administrative channels, by setting time lines and having administrators take an active participatory role in the change process.

The format Rule et al. (1990) utilize for successful inservice training is encouraging collaboration through team participation, using a collegial approach to training, providing a forum that encourages educators to share classroom problems and possible solutions, and providing educators with a base of technical skills needed to design systematic, data-based programs for students with serious academic and behavior problems. Participants were well aware of the requirement to share information about their classroom ecology, curriculum, instructional strategies, procedures, and their knowledge of student needs in order to assist others in the group with their problem solving.

Moser (1990) describes a successful staff development in the form of a program called teacher sharing. It is simple, informal, and based entirely on teacher input. The program started with a school-wide needs assessment survey which indicated that most of the staff was frustrated by how little time there was for exchanging ideas and how isolated everyone felt from one another. The teachers developed a simple plan to tap "in-house talent" by holding a 45-minute



meeting each month before school. One or more teachers make a brief presentation on a topic at hand, followed by a discussion. Monthly meetings are announced and structured in a three-step process. First, a flier is sent to the entire teaching staff, noting the date, topic, location, and speakers. Second, one or two inexpensive door prizes are purchased such as a professional book or a gift certificate to the local teachers' store. Third, arrangements are made for someone to supply early morning refreshments. Since attendance is optional and the setting informal, every participant is interested and eager to ask questions and contribute. Although meetings are kept informal, they are kept on definite timelines. Moser (1990) describes the benefits of the teacher sharing staff development experience as having benefits that reach far beyond the specific topics and incidents to a spirit of cooperation and support that has spilled out into the classrooms, hallways, and faculty lounge. The author describes the school as now being more a community of teachers working together toward common goals, by helping one another when problems arise.

Schumaker and Clark (1990) describe a new inservice model which was created at the University of Kansas Institute for Research in Learning Disabilities. Designed for strategies instruction, it was based on a set of best practices that the research team had utilized over the past years. The first key to success in the Kansas strategies inservice training is to obtain a broad-based support system and a full commitment for whatever it is going to take to be successful. A second critical requirement is to secure full implementation of a strategies program, i.e.,

to schedule sufficient training over a 5-7 year period in a sustained effort. In order for teachers to become strategic instructors, they must also receive instruction at the practice and application levels, and, using their new skills, they need to receive feedback. Requiring active and continued participation by key participants is a necessary factor for motivational purposes. The authors refer to the experience of the Kansas team to show that the rate and extent of implementation and institutionalization of strategy instruction within school districts is enhanced if key personnel within the district are active in all aspects of the training process. Another important step in this model is to develop policies and procedures to support the program and its change process. Experience has shown the Kansas team that district personnel who are aware that they are engaged in a change processes and who understand what such a process entails, are more likely to accept and actively engage in that process. The final training phase involves helping a district become self-sufficient in maintaining the programs that have been developed, and, thus, steps are taken to allow for continuity in the case of staff turnover. To some, the Kansas Learning Strategies represent all that is "up-to-date" with regard to inservice training of teachers. To others, they represent what is "state-of-the-art" in salespersonship.

There are those who will say that inservice training should not be discussed without mentioning what "state-of-the-art" technology can do for it. Nuccio (1990) acknowledges the tremendous technological advances over the past decade with regard to computer hardware and software. He feels that teachers need to



become more learner oriented to make effective use of these technological advances. Inservice education should now focus upon helping teachers to organize interactive and cooperative learning environments that make use of multi-sensory instruction, delivered via the computer. According to Nuccio (1990), the integration of computer hardware and software into the regular classroom setting is more dependent upon significant modification of teacher instructional behavior than their level of sophistication with computer technology.

### Motivational Incentives

King (1991) feels that teachers are motivated to participate in inservice training by being recognized for their professionalism and efforts put forth in designing better teaching methods or improving curriculum. In addition to helping students to learn, a basic human need for self-actualization and ownership is accomplished by being a part of the designing and implementation of the inservice training. An inverse philosophical construct also comes into play in motivating educators toward inservice training; that is, teachers find it difficult to provide for the educational growth of their students when they, themselves, are not allowed to grow professionally.

Both King (1991) and Ross (1990) identify similar motivational incentives for teacher-instructed inservice training. From the administrator's perspective, there is a cost savings factor involved that can be highly motivational. From the teacher's perspective, receiving release time from the daily routine and the



recognition for one's ability and skill in instructing their fellow teachers are motivational stimuli.

Motivation for the collaborative approach to inservicing designed by Rule et al. (1990) was spurred on by the individual's desire to solve existing problems within their classroom, and the additional incentive of college accreditation for the class sessions. The participants of this inservice model have generally been successful in designing and conducting programs to solve the problems they chose to address. A limitation of this study was that inservice training did not address the logistics of maintaining collaboration once it has begun. Johnson, Pugach, and Devlin (1990) have suggested a number of supports for maintenance, such as clerical assistance to free teacher time, and designing times for collaborative problem solving. Training must be accompanied by specific arrangements within the school to provide a desirable climate for continued collaboration.

When it comes to inservice training, the factors which may influence teachers' active participation in on-going programming may remain rather illusive. Smylie and Smart (1990) examined the issues of merit pay and career ladder programs as career enhancement initiatives. The most current national surveys of public opinion reveal at least eight-to-one margins of support for paying better teachers more money (Elam, 1989; Gallup & Elam, 1988). The Smylie and Smart study reveals, however, that teacher opinion is in substantial opposition to merit pay. The study indicates that teachers' support of merit pay is associated with concerns about its effects on their relationships with other teachers, their work

with students, and recognition of their work and accomplishments. Teachers are more likely to oppose merit pay if they believe that it will create competition, divisiveness, or status differences among teachers. They are also likely to oppose merit pay if they believe that it devalues their work with students, especially that which is not specifically associated with attainment of reward. Smylie and Smart suggest that we will accomplish very little in enhancing teachers' careers unless new and innovative ideas are found. These ideas must take into account the importance that teachers place on their professional relationships with other teachers, their own professional learning and development, and their work in classrooms with students.

### Summary

Villa (1989) may sum it up best when he says that school administrators can facilitate the development of inservice training programs which will provide school and community members with the skills required to successfully educate all children. For many of the authors in this literature review, parents, administrators, teachers, and related support services personnel alike are viewed as having the need to be active participants in the planning of inservice training. Inservice training should provide opportunities for education personnel to learn together, utilizing collectively agreed upon goals. Educators and parents must be empowered with the choice to decide what knowledge to be most pertinent to their needs. Ideas such as shared ownership in relation to problem solving and modes of collaboration rather than competition need to be established. New



technologies must be put to use, and the expertise and resources of local universities need to be more effectively utilized.

Inservice training for educators throughout the world seems to be influenced and motivated by a common theme of active teacher participation. In England, Australia, and the Netherlands, inservice training processes have traditionally been a top-down administrative process, originating from the state or with the local educational authority. These systems are now being more directly influenced by teachers' input and their demand for addressing current needs and information. Within the United States, local educational authorities are also placing priorities on their teaching staffs for the identification of needs and for developing programs of study.

If motivation stems from any one place in the field of teachers' inservice training, it comes from the desire to identify learning needs and to improve upon their methods of teaching. Studies reveal that teachers are more motivated by an active role in the decision making processes of needs identification, formatting, and establishing service delivery systems than by the time and money incentives that have been experimented with thus far. Many combinations of formats, service delivery systems, and technological innovations will work with regard to inservice training. Those systems most likely to be successful are those which encourage collaborative, cooperative efforts on the part of teachers, parents, administrators, and students alike. Successful programs have been those which stress practice and practical application of new skills and strategies. Another key



to successfully planning for inservice training sessions requires presenters to know whether they will be imparting knowledge, changing attitudes, or developing skills. Presenters must then be able to deliver services in a manner that corresponds to the preferred training techniques of the attending teachers and to match materials and formats in practical teaching applications. Above all, inservice training becomes more successful through open channels of collaborative, cooperative effort.

## CHAPTER III

### METHODOLOGY

The data used in this study came from a survey initiated by the Department of Public Instruction's Office of Special Education for the state of North Dakota and was conducted by the Bureau of Educational Services and Applied Research at the University of North Dakota. Specifically, the surveys targeted parents and educators serving students with disabilities. The results of the surveys are to be used to update information regarding the need for preservice and inservice training. The questions in the surveys were created for the purpose of generating an information base to be used by the State Advisory Committee for the Comprehensive System of Personnel Development (CSPD) in order to establish statewide priorities for the next three years.

#### Procedures of the Study

The surveys were commissioned in October 1991 by the Special Education Division of the Department of Public Instruction and conducted by the Bureau of Educational Services and Applied Research (BESAR) at the University of North Dakota. Using a Michigan study as a base, the Division of Special Education rewrote the surveys in that study and provided the Bureau with the surveys to be

used. Five groups were surveyed, including: (a) the parents of special education children, (b) general education teachers, (c) special education teachers, (d) administrators regarding transition, and (e) related services providers.

The current study excluded the grouping "administrators regarding transition," and instead focused upon administrators within the realm of special education regarding all possible areas concerning the education of children with special needs, not to exclude transition. The names of all individual respondents, their school affiliation, and/or child affiliation remained anonymous and confidential.

In addition, and for the purpose of this study, data from the above mentioned survey were analyzed to determine the perceived needs for inservice training by parents, special education administrators, general education teachers, special education teachers, and related services providers, and how best to access this information. A detailed analysis identified specific areas of concern among these constituent groups. This study identified how these groups prioritized their perceived needs for inservice training and the means for best accessing that knowledge base. This study also identified any parallels between groups in their order of prioritization and means for accessing knowledge.

### Setting

Survey participants were identified from all parts of North Dakota, including the special education units of West River, Upper Valley, Fargo, Lake Region, Dickey LaMoure, Souris Valley, Mandan-Morton/Sioux, and Wilmac.



Within these physical boundaries, the study focuses upon the parents of children being served by special education, as well as the education personnel who serve these children.

### Subjects

The subjects used in this evaluation came from five separate constituent groups within the state of North Dakota (see Table 1). They consisted of 1,200 parents whose children are being served by special education, 1,044 general educators serving the needs of children in special education, 848 special education personnel, 30 special education administrators, and 259 related services personnel. Of the 1,044 general education teachers involved in the study, 617 were from an elementary school educational setting, while 427 were secondary teachers. The 30 special education administrators were evenly divided into two groups consisting of 15 directors of special education and 15 special education coordinators.

Table 1

### Subjects Targeted for Questionnaire

Subjects	Number Sent	Number Returned	Percentage
Parents	1,200	431	36
General educators	1,044	691	66
Special educators	848	605	71
Special education administrators	30	16	53
Related services providers	259	157	61
	Total 3,381	Total 1,900	Average 56

A breakdown of special education personnel (see Table 2) consisted of 47 public school special education teachers, 48 private school special education teachers, 153 teachers of the educable mentally handicapped, 21 teachers of the hearing impaired, 71 early childhood teachers, 302 teachers of students with specific learning disabilities, 110 speech pathologists, 59 teachers of the trainable mentally handicapped, 6 teachers of the vision impaired, and 31 teachers of students with emotional or behavior disturbances.

Table 2

Categorical Identification of Special Education Personnel

Subjects	Number Sent	Number Returned	Percentage
Special education-public school	47	25	53
Special education-private school	48	37	77
Educable mentally handicapped	153	108	71
Hearing impaired	21	15	71
Early childhood	71	36	51
Specific learning disabilities	302	219	73
Speech pathology	110	89	81
Trainable mentally handicapped	59	41	69
Vision impaired	6	5	83
Emotional/behavior disturbed	31	20	65
	Total 848	Total 595	Average 70

Related services (see Table 3) consisted of 24 audiologists, 20 occupational therapists, 35 psychologists, 44 social workers, 15 vision-related educators, 109 speech pathologists, and 8 physical therapists.

Table 3

Categorical Identification of Related Services Personnel

Subjects	Number Sent	Number Returned	Percentage
Audiologists	24	1	0
Occupational therapists	20	15	76
Psychologists	35	20	58
Social workers	44	25	57
Visual resources	22	15	68
Speech pathologists	109	69	63
Physical therapists	8	5	63
	Total 255	Total 150	Average 59

## Instrumentation

The instrumentation used in this evaluation was comprised of five independently constructed questionnaires utilizing five separate formats (see Appendices A through D). The instruments were designed to address and identify needs concerning inservice training among the educators and parents of children receiving special education services in the state of North Dakota.

Four surveys were utilized for the purpose of this study. They were: (a) a survey of general education personnel, (b) a survey of special educators, (c) a survey of related services providers, and (d) a survey of parents. Omitted from this study was a fifth survey dealing with administrators and the exclusive issue of transition (see Appendix D). The survey entitled Special Educators (Appendix B) provided response data for special educators and administrators. Only the



portions of these four surveys that coincided with this study's research questions were utilized. Of the four surveys used in this study, all addressed needs regarding a knowledge base for the education of children served in special education. No extraneous survey questions occurred in this study to contaminate this process. The surveys made allowances for write-in responses that, for the purposes of this study, were not analyzed. In later tables, these responses would have appeared under the category labeled "other."

Parallel questions occurred in the surveys for general education teachers, special education teachers, special education administrators, and related services providers with regard to methods, timelines, and procedures for accessing information for inservice training. Similar questions occurred in the survey for parents of special education students.

Parallel questions occurred in the surveys for special education teachers, special education administrators, and related services providers in the area of preparing students and families for transition. Similar questions occurred in the survey for parents of special education students.

Some general topical headings were parallel to one another in the surveys sent to general educators, special educators, special education administrators, and related services personnel. These areas included due process, individual educational programming, and identification and assessment of students with special education needs. Similar topical areas were identified in each of the four

surveys (e.g., the general identification of need for accessing and updating current knowledge bases).

### Data Analysis

The research method utilized for the purposes of this study was a descriptive method. The computer program used was Statistical Programming for the Social Studies (SPSS-X) User's Guide, Third Edition. This study was concerned with identifying the current status of the above mentioned constituent groups with regard to their perceived needs for accessing knowledge through inservice training. Survey results were analyzed by means of frequency distributions, measures of central tendency, and percentages. Response rates for each targeted item were given, as well as the total sample size and the overall percentage of returns. A relationship analysis between variables was initiated to investigate group prioritization of perceived needs. This analysis compared responses of specific groups to specific topics, along with responses of other groups.

## CHAPTER IV

### PRESENTATION OF DATA

The purpose of this study was to provide a detailed analysis of data gathered via a needs assessment regarding inservice training and accessing knowledge for the state of North Dakota, as perceived by parents, special education teachers, general education teachers, related services providers, and administrators.

For the purpose of this study, surveys were mailed to 3,381 parents and educators. Response rates varied with a high of 71% from special educators to a low of 36% from parents. General educators responded with a return rate of 66%, while related services providers and administrators responded with return rates of 61% and 53% respectively. The overall return rate for all groups was 56%.

The remainder of this chapter is divided into five sections represented by each of the groups surveyed: General Educators, Special Educators, Administrators, Related Services Providers, and Parents. Within each section the prioritized response rating (the three highest percentages) to each of the research questions identified in Chapter I is presented. The research questions were as follows:



1. Which areas of knowledge and skills in special education do parents, general educators, special educators, related services providers, and administrators perceive to be of highest priority for receiving information and/or training in the near future?

2. What would be the best format for parents, general educators, special educators, related services providers, and administrators to receive development training or information?

3. What would be the most effective resources for providing training or information to general educators, special educators, related services providers, and administrators?

4. In the case of teachers, related services providers, and administrators, what incentives would increase motivation for participation in staff development activities?

5. How much time, on a monthly basis, would general educators, special educators, related services providers, and administrators be willing to devote to obtaining information or training outside of their regular working hours?

### General Education Teachers

Table 4 gives the results of the questionnaire rating scale for general education teachers. The results identifying need for general information and/or training (Appendix A, Section 4, numbers 5, 21, and 10) revealed that the greatest priority of needs were in the areas of managing instructional strategies and adaptations necessary to meet needs of students within the classroom (71%),

followed by differentiating classroom curriculum to challenge highly able students (69%), and identifying characteristics and needs of highly able students (62%).

Of the general educators surveyed, 39% indicated that the best format for receiving staff development training was through conference/workshop courses, while 26% indicated that summer courses were a priority. Evening/weekend courses were considered third in priority (chosen by 9%) (Appendix A, Section 6, numbers 2, 1, and 3).

Twenty-one percent indicated that the most effective resources for providing inservice training/staff development was through graduate courses or university/college-level programs. Thirteen percent of general educators indicated that local school personnel and resources were a priority, while 11% indicated that trained university personnel were the most effective resources for providing inservice training (Appendix A, Section 8, numbers 1, 2, and 6).

The highest priorities for incentives to increase motivation for participation in staff development activities were indicated to be salary step and credit/continuing education units (16%), tuition payment (15%), and academic credit (university or college credits) (12%). Certificates of training in personnel files were ranked a mere 1% (Appendix A, Section 9, numbers 1, 3, 7, and 11).

The amount of time general educators were willing to spend each month on inservice training or personnel development was prioritized at 1-3 hours (receiving 59% of the responses), followed by 4-6 hours (18% of the responses).

The response code designated "none" received 16% of the general educators' responses (Appendix A, Section 5, numbers 1, 2, and 5).

Table 4

Frequencies and Percentages of Responses by General Education Teachers (N = 691)

<u>Response Code:</u>		GN = Great Need	SN = Some Need	LN = Little Need	NN = No Need	NR = No Response	
<u>Perceived Need for Information or Training</u>							
		GN	SN	LN	NN	NR	GN + SN %
1.	Use of building-based problem solving teams to support regular classroom teachers' efforts to address student needs.	F 77 % 11	247 36	233 34	129 19	5 1	47
2.	Models and methods for promoting team collaboration between special education and regular education teachers to maximize learning for the student with a disability.	F 123 % 18	274 40	217 31	76 11	1 0	58
3.	Defusing potential conflict situations with parents and handling conflicts.	F 83 % 12	221 32	282 41	103 15	2 0	44
4.	Evaluating student progress across disciplines and using data to improve programs.	F 84 % 12	303 44	233 34	60 9	11 2	56
5.	Managing the instructional strategies and adaptations necessary to meet needs of students within the regular classroom.	F 213 % 31	276 40	168 24	31 5	3 0	71
6.	Understand and participate in special education's multi-disciplinary team approach to assessment and planning.	F 66 % 10	245 36	248 36	127 18	5 1	46
7.	Determining the purpose of the assessment (e.g., determining a disability, establishing instructional needs, establishing program effectiveness).	F 100 % 15	255 37	236 34	95 14	5 1	52
8.	Knowing the educationally significant aspects of various exceptionalities and the implications for assessment.	F 79 % 11	278 40	251 36	73 11	10 1	51



		GN	SN	LN	NN	NR	GN + SN %
9. Identifying and describing unique needs of students within the regular classroom setting.	F %	120 17	301 44	205 30	61 9	4 1	61
10. Identifying characteristics and needs of highly able students.	F %	179 26	250 36	183 27	76 11	3 0	62
11. Identifying characteristics and needs of highly able students who are economically disadvantaged, culturally different, limited in English proficiency, or who have disabilities.	F %	115 17	232 34	231 33	105 15	8 1	51
12. Understanding the regular classroom teacher's responsibilities in implementing due process and procedural safeguards of PL 92-142.	F %	122 18	245 36	219 32	95 14	10 1	54
13. Ensuring confidentiality of student records.	F %	73 11	125 18	216 31	274 40	3 0	29
14. Explaining due process regulations and procedures to parents and non-education professionals.	F %	85 12	217 31	232 34	149 22	8 1	43
15. The role of the teacher in the school's implementation of Section 504 of the Vocational Rehabilitation Act of 1973 (e.g., serving students with chemical dependency, social maladjustment, attention deficit hyperactivity disorder, or those with other special needs that do not require special education or related services).	F %	157 23	255 37	182 26	91 13	6 1	60
16. Other	F %	7 1	8 1	8 1	16 3	652 94	2
17. Understanding the individualized education plan (IEP) development process.	F %	67 10	160 23	271 39	187 27	6 1	33
18. Prioritizing unique needs of the student to establish target areas for educational planning.	F %	67 10	257 37	263 38	89 13	15 2	47

		GN	SN	LN	NN	NR	GN + SN %
19. Understanding the regular classroom teacher's role in writing measurable goals and objectives based on the individual student's need.	F %	103 15	262 38	233 34	86 12	7 1	53
20. Providing services for students' unique needs in regular education, special education, home, and community environments through organized teaming, training, and support of educators and parents (includes concepts of integration and inclusion).	F %	104 15	273 40	232 34	63 9	19 3	55
21. Differentiating classroom curriculum to challenge highly able students.	F %	214 31	260 38	138 20	65 9	14 2	69

The Best Format for Receiving Staff Development Training, As Perceived by General Education Teachers

	F	%
1. Summer courses	181	26
2. Conference/workshop courses	271	39
3. Evening/weekend courses	59	9
4. Self-paced instructional materials	49	7
5. Institutes	9	1
6. Interactive video networking or other training via television	50	7
7. Other	22	3

The Most Effective Resources for Providing Inservice Training/Staff Development, As Perceived by General Education Teachers (Frequency Based on 3 Choices)

	F	%
1. Graduate course or university/college level program	431	21
2. Local school personnel and resources	266	13
3. Department of Public Instruction personnel	131	6
4. Teaching Learning Centers	172	8
5. Agency or organization personnel	97	5
6. Training university personnel	237	11
7. Consultants	142	7
8. Other	10	1
Missing	195	28

Incentives That Would Increase Motivation for Participation in Staff Development Activities, As Perceived by General Education Teachers (Frequency Based on 3 Choices)

	F	%
1. Salary step credit/continuing education units	341	16
2. Travel reimbursement	92	4
3. Tuition payment	318	15
4. Payment or waiver of conference/workshop fees	255	12
5. Additional salary for evening/weekend attendance	192	9
6. Payment for books or materials	69	3
7. Academic credit (university or college credits)	252	12
8. Increasing knowledge base	83	4
9. Released time from classroom teaching	127	6
10. Summer activities with extended contract	54	3
11. Certificates of training in personnel files	19	1
12. Other	70	0
Missing	263	13

The Amount of Time Willing to be Spent Each Month on Inservice Training and/or Personnel Development, As Perceived by General Education Teachers

	F	%
1. 1-3 hours	410	59
2. 4-6 hours	124	18
3. 7-9 hours	17	3
4. 10 or more hours	10	1
5. None	111	16
Missing	19	3

### Special Education Teachers

Table 5 gives the results of the questionnaire rating scale for special education teachers. The results of perceived need for information or training revealed that 77% of the special educators surveyed prioritized the need for methods for assisting special education and regular education teachers in working together to maximize learning for the student with a disability. Sixty-three percent indicated that knowing about and accessing services through non-school agencies,



tied with evaluating student progress across disciplines and using data to improve programs, was the next highest priority. Sixty-two percent ranked providing information and training programs for parents as the third highest (Appendix B, Section 5, numbers 54, 38, 10, and 49).

The general area which special educators ranked as the highest priority for information or training in the coming year was educational programming (teaching strategies, selecting and modifying content of materials, management procedures for organizing instruction and student management techniques), receiving 18% of the responses. IEP/IFSP (Individualized Family Service Plan) development (writing objectives, determining content, involvement of regular educators, and fostering parent participation) received 11% of the responses. The third highest priority area was identification and assessment (identification procedures, diagnosis, determining disability, team evaluation procedures, and instructional planning), with 10% of the responses (Appendix B, Section 7, numbers 4, 3, and 1).

Responses to identifying the best format for receiving staff development training indicated that conference/workshop courses ranked highest with 58% of the responses, followed by summer courses with a 19% response rate. Evening/weekend courses ranked third highest with 11% of the special educators' responses (Appendix B, Section 9, numbers 2, 1, and 3).

Special educators indicated that the most effective resources for providing inservice training/staff development was through graduate course or university/

college-level programs, with a 21% response rate. They ranked trained university personnel as the next highest choice with 16% of their responses, and consultants as the third highest choice for most effective resources with 14% of the responses (Appendix B, Section 11, numbers 1, 7, and 8).

Incentives that would increase motivation for participation in staff development activities were tied for the highest ranking priority, with salary step credit/continuing education units receiving 15% of the responses, as did academic credit (university or college credits) and tuition payment. Payment or waiver of conference/workshop fees ranked next with 14%, followed by additional salary for evening/weekend attendance (11%). Certificates of training in personnel files was the least motivating of incentives as indicated by a mere 1% response rate (Appendix B, Section 12, numbers 1, 7, 3, 4, 5, and 11).

Fifty-one percent of the special educators surveyed chose 1-3 hours as the amount of time they would be willing to spend each month on inservice training. Thirty percent indicated that 4-6 hours was the amount of time they were willing to spend, and 6% were willing to spend 7-9 hours. Seven percent indicated that they were not willing to spend any hours during the course of a month on inservice training (Appendix B, Section 8, numbers 1, 2, 3, and 5).

Table 5

Frequencies and Percentages of Responses by Special Education Teachers (N = 605)

<u>Response Code:</u>		GN = Great Need	SN = Some Need	LN = Little Need	NN = No Need	NR = No Response	
<u>Perceived Need for Information or Training</u>							
		GN	SN	LN	NN	NR	GN + SN %
1.	Use of building-based problem solving teams to support regular classroom teachers' efforts to address student needs.	F 119 % 20	184 30	189 31	105 17	8 1	50
2.	Developing an assessment plan based on need for information about the student.	F 69 % 11	191 32	229 38	111 18	5 1	43
3.	Preparing an integrated Assessment Summary Report to summarize findings.	F 96 % 16	198 33	205 34	101 17	5 1	49
4.	Understanding and using the multi-disciplinary team approach to assessment and planning.	F 64 % 11	172 28	224 37	139 23	6 1	39
5.	Determining the purpose of the assessment (e.g., determining a disability, establishing instructional needs, establishing program effectiveness).	F 72 % 12	174 29	221 37	131 22	7 1	41
6.	Conducting behavioral assessments.	F 126 % 21	237 39	159 26	78 13	5 1	60
7.	Legal mandates and specialized assessment in the special education environment.	F 101 % 17	221 37	215 36	57 9	11 2	54
8.	The educationally significant aspects of various exceptionalities and the implications for assessment.	F 68 % 11	209 35	251 42	65 11	12 2	46
9.	Using non-discriminatory assessment techniques.	F 69 % 11	144 24	265 44	123 20	4 1	35
10.	Evaluating student progress across disciplines and using data to improve programs.	F 113 % 19	268 44	176 29	45 7	3 1	63
11.	Clarifying and using program area criteria for determination of disability.	F 82 % 14	198 33	223 37	90 15	12 2	47



		GN	SN	LN	NN	NR	GN + SN %
12. Implementing procedures to identify unserved and inappropriately served exceptional students.	F %	103 17	229 38	173 29	90 15	10 2	55
13. Conducting more effective procedures for collecting needed information from teachers and parents.	F %	90 15	213 35	204 34	89 15	9 2	50
14. Other	F %	8 1	1 0	0 0	0 0	596 99	1
15. Understanding responsibilities in implementing due process and procedural safeguards of PL 94-142.	F %	64 11	165 27	250 41	117 19	99 2	38
16. Ensuring confidentiality of student records.	F %	28 5	63 10	238 39	270 45	6 1	15
17. Explaining due process regulations and procedures to parents and non-education professionals.	F %	56 9	174 29	229 38	140 23	6 1	38
18. Role of special education in the school's implementation of Section 504 of the Vocational Rehabilitation Act of 1973.	F %	160 26	211 35	136 23	89 15	9 2	61
19. Other	F %	3 1	1 0	0 0	2 0	599 99	1
20. Understanding the individual education or service plan development process.	F %	30 5	104 17	225 37	237 39	9 2	22
21. Discrimination between educationally related services, which are provided through the school, and other needed services, which are not provided through the school.	F %	72 12	178 29	218 36	129 21	8 1	41
22. Understanding and using least restrictive environment (LRE) requirements under PL 94-142.	F %	60 10	154 26	217 36	164 27	10 2	36
23. Developing present level of performance statements based on the unique needs of the student.	F %	69 11	164 27	230 38	136 23	6 1	38

		GN	SN	LN	NN	NR	GN + SN %
24. Prioritizing unique needs of the student to establish target areas for educational planning.	F %	98 16	168 28	212 35	119 20	8 1	44
25. Writing measurable goals and objectives based on the individual student's needs.	F %	128 21	172 28	181 30	119 20	5 1	49
26. Determining and applying criteria for mastery of individualized education or service plan objectives.	F %	87 14	196 32	217 36	99 16	6 1	46
27. Developing the written justification to document the least restrictive environment decision.	F %	104 17	191 32	202 33	102 17	6 1	49
28. Developing procedures and schedules for evaluating progress on short-term objectives.	F %	85 14	201 33	213 35	101 17	5 1	47
29. Developing procedures to monitor the implementation of the plan as written.	F %	82 14	189 31	224 37	102 17	8 1	45
30. Determining the characteristics of services (nature and scope) necessary to meet stated objectives.	F %	59 10	167 28	248 41	121 20	10 2	38
31. Making placement decisions based on outcomes of the IEP process.	F %	69 11	145 24	262 43	122 20	7 1	35
32. Identifying and learning strategies to facilitate team planning of the IEP (e.g., agendas, time, efficiency, roles, and responsibilities).	F %	138 23	177 29	185 31	96 16	9 2	52
33. Other	F %	9 2	0 0	2 0	0 0	594 98	2
34. Understanding the regional inter-agency agreement through which transition services are provided for secondary students.	F %	141 23	163 27	161 27	128 21	12 2	50
35. Identifying life-skill competencies that will contribute to student success in a new educational or service environment.	F %	129 21	185 31	176 29	105 17	10 2	52
36. Assessing student readiness for transition to new environments.	F %	124 21	206 34	178 29	87 14	10 2	55

		GN	SN	LN	NN	NR	GN + SN %
37. Developing and implementing transition goals as part of the IEP process.	F %	136 23	197 33	170 28	92 15	10 2	56
38. Knowing about and accessing services through non-school agencies.	F %	165 27	216 36	139 23	75 12	10 2	63
39. Identifying and meeting the counseling needs of students/families in transition.	F %	168 28	192 32	150 25	84 14	11 2	60
40. Understanding the relationship between state/local graduation requirements and IEP requirements.	F %	158 26	184 30	134 0	115 0	14 2	56
41. Other	F %	4 1	0 0	1 0	2 0	599 99	1
42. Teaming with, training, and supporting educators and parents in the provision of services in regular education, special education, home, and community environments.	F %	136 23	218 36	167 28	72 12	12 2	59
43. Identifying and programming for students with traumatic brain injury.	F %	148 25	126 21	166 27	154 26	11 2	46
44. Identifying and programming for students with autism.	F %	178 29	123 20	147 24	145 24	12 2	49
45. Managing students who are on medication or who are medically fragile.	F %	158 26	178 29	173 29	86 14	10 2	55
46. Other	F %	9 2	0 0	0 0	1 0	595 98	2
47. Defusing potential conflict situations with parents.	F %	126 21	215 36	191 32	66 11	7 1	56
48. Handling conflicts with parents.	F %	124 21	213 35	197 33	65 11	6 1	56
49. Providing information and training programs for parents.	F %	154 26	225 37	147 24	66 11	13 2	63
50. Assigning and understanding the role of surrogate parents.	F %	72 12	142 24	231 38	153 25	7 1	36



		GN	SN	LN	NN	NR	GN + SN %
51. Understanding the role of external agencies in advocacy.	F	97	190	226	85	7	
	%	16	31	37	14	1	47
52. Other	F	1	0	0	1	603	
	%	0	0	0	0	100	0
53. The role of special education in providing services for students who are culturally or linguistically different.	F	91	161	205	140	8	
	%	15	27	34	23	1	42
54. Methods for assisting special education and regular education teachers in working together to maximize learning for the student with a disability.	F	270	197	95	35	8	
	%	45	33	16	6	1	78
55. Other	F	8	0	0	0	597	
	%	1	0	0	0	99	1

Three Areas Which Are the Highest Priorities for Information and/or Training in the Coming Year, As Perceived by Special Education Teachers (Frequency Based on 3 Choices)

	F	%
1. Identification and assessment (identification procedures, diagnosis, determining disability, team evaluation procedures, instructional planning).	187	10
2. Due process (procedural safeguards, confidentiality, legal responsibilities).	73	4
3. IEP/IFSP development (writing objectives, determining content, involvement of regular educators, fostering parent participation).	198	11
4. Educational programming (teaching strategies, selecting and modifying content of materials, management procedures for organizing instruction and student management techniques).	335	18
5. Service delivery (regular and special education cooperative planning, availability of services for a free and appropriate education, assuring instruction in the least restrictive environment).	182	10
6. Parent involvement (communication with parents, parent participation in conferences).	115	6

	F	%
7. CSPD ([Comprehensive System of Personnel Development], creation of local systems for delivery of staff training programs relevant to personnel needs, motivational techniques to participation in staff development activities, obtaining qualified persons to conduct inservice programs).	168	9
8. Compliance/services (standards to be met by local and state education agencies, teacher's role in meeting compliance/services requirements, techniques to aid teachers in meeting and/or supporting compliance/services responsibilities).	88	5
9. Coordination/collaboration with other agency services (e.g., health and medical).	53	3
10. Transition (coordinated movement of individuals from one situation or setting into another, including movement from medical setting to infant development services, infant development to preschool, preschool to school age, other school age transition such as elementary level to junior high school, and secondary level to adult services).	180	10
11. Technology (e.g., assistive and adaptive devices, computer-aided instruction, telecommunication networks).	150	8
12. Other	16	1
Missing	75	4

The Best Format for Receiving Staff Development Training, As Perceived by Special Education Teachers

	F	%
1. Summer courses	114	19
2. Conference/workshop courses	348	58
3. Evening/weekend courses	65	11
4. Self-paced instructional materials	29	9
5. Institutes	3	1
6. Interactive video networking or other training via television.	34	6
7. Other	3	1
Missing	9	2

The Most Effective Resources for Providing Inservice Training/Staff Development, As Perceived by Special Education Teachers (Frequency Based on 3 Choices)

	F	%
1. Graduate course or university/college level program	384	21
2. Leadership in educational administration development (LEAD)	69	4
3. Local school personnel and resources	154	8
4. Department of Public Instruction personnel	217	12
5. Teaching learning centers	116	6
6. Agency or organization personnel	139	7
7. Trained university personnel	291	16
8. Consultants	261	14
9. Other	11	1
Missing	171	9

Incentives That Would Increase Motivation for Participation in Staff Development Activities, As Perceived by Special Education Teachers (Frequency Based on 3 Choices)

	F	%
1. Salary step credit/continuing education units	278	15
2. Travel reimbursement	92	5
3. Tuition payment	267	15
4. Payment or waiver of conference/workshop fees	246	14
5. Additional salary for evening/weekend attendance	207	11
6. Payment for books or materials	56	3
7. Academic credit (university or college credits)	275	15
8. Increasing knowledge base	118	7
9. Released time from classroom teaching	155	9
10. Summer activities with extended contract	67	4
11. Certificates of training in personnel files	16	1
12. Other	4	0
Missing	33	2

The Amount of Time Willing to be Spent Each Month on Inservice Training and/or Personnel Development, As Perceived by Special Education Teachers

	F	%
1. 1-3 hours	311	51
2. 4-6 hours	179	30
3. 7-9 hours	39	6
4. 10 or more hours	17	3
5. None	43	7
Missing	16	3



## Administrators

Table 6 gives the results of the questionnaire rating scale for administrators. These results revealed that the greatest perceived need for information or training was identifying and programming for students with autism (receiving 88% of the responses), followed closely by the role of special education in the school's implementation of section 504 of the Vocational Rehabilitation Act of 1973 (87% of the responses). The third highest ranking in this category of needs was a six-way tie, with each receiving 81% of the responses. These needs were: (a) discrimination between educationally related services, which are provided through the school, and other needed services, which are not provided through the school; (b) assessing student readiness for transition to new environments; (c) knowing about and accessing services through non-school agencies; (d) identifying and programming for students with traumatic brain injury; (e) defusing potential conflict situations with parents; and (f) determining methods for assisting special education and regular education teachers in working together to maximize learning for the student with a disability (Appendix B, Section 5, numbers 44, 18, 21, 36, 38, 43, 47, and 54).

Three areas which were the highest priorities for information and/or training in the coming year, as perceived by administrators, were (a) educational programming (teaching strategies, selecting and modifying content of materials, management procedures for organizing instruction and student management techniques) (23%); (b) IEP/IFSP development (writing objectives, determining

content, involvement of regular educators, fostering parent participation) (15%); and (c) service delivery (regular and special education cooperative planning, availability of services for a free and appropriate education, assuring instruction in the least restrictive environment) (13%). The least important of the administrators' priorities in this category of responses was for coordination and/or collaboration with other agency services (e.g., health and medical) (2%) (Appendix B, Section 7, numbers 4, 3, 5, and 9).

In identifying the three best formats for receiving staff development, administrators indicated their priorities to be conference/workshop courses (56%), followed by interactive video networking or other training via television (19%). The next four ratings by administrators in this category constituted a four-way tie (each receiving 6% of the responses). They were: (a) summer courses, (b) evening/weekend courses, (c) self-paced instructional materials, and (d) institutes (Appendix B, Section 9, numbers 2, 6, 1, 3, 4, and 5).

The most effective resources for providing inservice training were perceived to be graduate courses or university/college level programs (25%), consultants (21%), and leadership in educational administration development center (19%) (Appendix B, Section 11, numbers 1, 8, and 2).

Twenty-five percent of administrators ranked tuition payment as the incentive that would most increase motivation for participation in staff development activities. Fifteen percent ranked payment or waiver of conference/workshop fees. Both travel reimbursement and increasing knowledge

base received 10% of the responses in regard to increasing motivation for inservicing (Appendix B, Section 12, numbers 3, 4, and 8).

Administrators ranked 1-3 hours as the amount of time they would be most willing to spend each month on inservice training (44%). Thirty-one percent ranked 4-6 hours as the next highest priority, and 13% of the responses were identified respectively for both 10 or more hours of time and the "no time" choice (Appendix B, Section 8, numbers 1, 2, 4, and 5).

Table 6

Frequencies and Percentages of Responses by Administrators (N = 16)

<u>Response Code:</u>		GN = Great Need	SN = Some Need	LN = Little Need	NN = No Need	NR = No Response	
<hr/>							
<u>Perceived Need for Information or Training</u>		GN	SN	LN	NN	NR	GN + SN %
<hr/>							
1. Use of building-based problem solving teams to support regular classroom teachers' efforts to address student needs.	F %	1 6	10 63	3 19	2 13	0 0	69
2. Development an assessment plan based on need for information about the student.	F %	2 13	9 56	3 19	2 13	0 0	69
3. Preparing an integrated assessment summary report to summarize findings.	F %	4 25	4 25	5 31	3 19	0 0	50
4. Understanding and using the multi-disciplinary team approach to assessment and planning.	F %	2 13	4 25	7 44	3 19	0 0	38
5. Determining the purpose of the assessment (e.g., determining a disability, establishing instructional needs, establishing program effectiveness.	F %	2 13	7 44	3 19	4 25	0 0	57



		GN	SN	LN	NN	NR	GN + SN %
6. Conducting behavioral assessments.	F	4	7	3	2	0	
	%	25	44	19	13	0	69
7. Legal mandates and specialized assessment in the special education environment.	F	6	3	4	2	1	
	%	38	19	25	13	6	57
8. The educationally significant aspects of various exceptionalities and the implications for assessment.	F	1	6	9	0	0	
	%	6	38	57	0	0	44
9. Using non-discriminatory assessment techniques.	F	2	4	6	4	0	
	%	13	25	38	25	0	38
10. Evaluating student progress across disciplines and using data to improve programs.	F	2	6	4	2	0	
	%	25	38	25	13	0	63
11. Clarifying and using program area criteria for determination of disability.	F	4	4	5	3	0	
	%	25	25	31	19	0	50
12. Implementing procedures to identify unserved and inappropriately served exceptional students.	F	3	3	6	4	0	
	%	19	19	38	25	0	38
13. Conducting more effective procedures for collecting needed information from teachers and parents.	F	2	2	10	2	0	
	%	13	13	63	13	0	26
14. Other	F	1	0	0	0	15	
	%	6	0	0	0	94	6
15. Understanding responsibilities in implementing due process and procedural safeguards of PL 94-142.	F	3	4	4	5	0	
	%	19	25	25	31	0	44
16. Ensuring confidentiality of student records.	F	1	2	6	7	0	
	%	6	13	38	44	0	19
17. Explaining due process regulations and procedures to parents and non-education professionals.	F	1	2	9	4	0	
	%	6	13	56	25	0	19
18. Role of special education in the school's implementation of Section 504 of the Vocational Rehabilitation Act of 1973.	F	6	8	1	1	0	
	%	38	50	6	6	0	88
19. Other	F	0	0	0	0	16	
	%	0	0	0	0	100	0

		GN	SN	LN	NN	NR	GN + SN %
20. Understanding the individual education or service plan development process.	F %	1 6	2 13	7 44	6 38	0 0	19
21. Discrimination between educationally related services, which are provided through the school, and other needed services, which are not provided through the school.	F %	6 38	7 44	1 6	2 13	0 0	82
22. Understanding and using LRE requirements under PL 94-142.	F %	3 19	6 38	5 31	2 13	0 0	57
23. Developing present level of performance statements based on the unique needs of the student.	F %	1 6	5 31	7 44	3 19	0 0	37
24. Prioritizing unique needs of the student to establish target areas for educational planning.	F %	1 6	6 38	8 50	1 6	0 0	44
25. Writing measurable goals and objectives based on the individual student's needs.	F %	4 25	0 0	7 44	5 31	0 0	25
26. Determining and applying criteria for mastery of individualized education or service plan objectives.	F %	1 6	8 50	4 25	3 19	0 0	56
27. Developing the written justification to document the least restrictive environment decision.	F %	4 25	8 50	0 0	4 25	0 0	75
28. Developing procedures and schedules for evaluating progress on short-term objectives.	F %	2 13	5 31	5 31	4 25	0 0	44
29. Developing procedures to monitor the implementation of the plan as written.	F %	2 13	4 25	7 44	3 19	0 0	38
30. Determining the characteristics of services (nature and scope) necessary to meet stated objectives.	F %	4 25	5 31	4 25	3 19	0 0	56
31. Making placement decisions based on outcomes of the IEP process.	F %	1 6	4 25	6 38	5 31	0 0	31
32. Identifying and learning strategies (e.g., agendas, time, efficiency, roles, and responsibilities).	F %	4 25	2 13	8 50	2 13	0 0	38

		GN	SN	LN	NN	NR	GN + SN %
33. Other	F	0	0	0	0	16	
	%	0	0	0	0	100	0
34. Understanding the regional inter-agency agreement through which transition services are provided for secondary students.	F	2	5	5	4	0	
	%	13	31	31	25	0	44
35. Identifying life-skill competencies that will contribute to student success in a new educational or service environment.	F	3	7	5	1	0	
	%	19	44	31	6	0	63
36. Assessing student readiness for transition to new environments.	F	3	10	2	1	0	
	%	19	63	13	6	0	82
37. Developing and implementing transition goals as part of the IEP process.	F	1	8	6	1	0	
	%	6	50	38	6	0	56
38. Knowing about and accessing services through non-school agencies.	F	7	6	2	1	0	
	%	44	38	13	6	0	82
39. Identifying and meeting the counseling needs of students/families in transition.	F	3	7	5	1	0	
	%	19	44	31	6	0	63
40. Understanding the relationship between state/local graduation requirements and IEP requirements.	F	6	4	4	2	0	
	%	38	25	25	13	0	63
41. Other	F	0	0	0	0	16	
	%	0	0	0	0	100	0
42. Teaming with, training, and supporting educators and parents in the provision of services in regular education, special education, home and community environments.	F	5	7	4	0	0	
	%	31	44	25	0	0	75
43. Identifying and programming for students with traumatic brain injury.	F	8	5	2	1	0	
	%	50	31	13	6	0	81
44. Identifying and programming for students with autism.	F	11	3	2	0	0	
	%	69	19	13	0	0	88
45. Managing students who are on medication or who are medically fragile.	F	8	4	4	0	0	
	%	50	25	25	0	0	75
46. Other	F	0	0	0	0	16	
	%	0	0	0	0	100	0



		GN	SN	LN	NN	NR	GN + SN %
47. Defusing potential conflict situations with parents.	F	7	6	0	3	0	
	%	44	38	0	19	0	82
48. Handling conflicts with parents.	F	7	5	1	3	0	
	%	44	31	6	19	0	75
49. Providing information and training programs for parents.	F	5	5	5	1	0	
	%	31	31	31	6	0	62
50. Assigning and understanding the role of surrogate parents.	F	2	5	8	1	0	
	%	13	31	50	6	0	44
51. Understanding the role of external agencies in advocacy.	F	6	4	2	4	0	
	%	38	25	13	25	0	63
52. Other	F	1	0	0	0	15	
	%	6	0	0	0	94	6
53. The role of special education in providing services for students who are culturally or linguistically different.	F	5	2	7	2	0	
	%	31	13	44	13	0	44
54. Methods for assisting special education and regular education teachers in working together to maximize learning for the student with a disability.	F	8	5	2	1	0	
	%	50	31	13	6	0	81
55. Other	F	0	0	0	0	16	
	%	0	0	0	0	100	0

Three Areas Which Are the Highest Priorities for Information and/or Training in the Coming Year, As Perceived by Administrators (Frequency Based on 3 Choices)

	F	%
1. Identification and assessment (identification procedures, diagnosis, determining disability, team evaluation procedures, instructional planning).	4	8
2. Due process (procedural safeguards, confidentiality, legal responsibilities).	3	6
3. IEP/IFSP development (writing objectives, determining content, involvement of regular educators, fostering parent participation).	7	15
4. Educational programming (teaching strategies, selecting and modifying content of material, management procedures for organizing instruction and student management techniques).	11	23

	F	%
5. Service delivery (regular and special education cooperative planning, availability of services for a free and appropriate education, assuring instruction in the least restrictive environment).	6	13
6. Parent involvement (communication with parents, parent participation in conferences).	2	4
7. CSPD (comprehensive system of personnel development; creation of local systems for delivery of staff training programs relevant to personnel needs, motivational techniques to participation in staff development activities, obtaining qualified persons to conduct inservice programs).	2	4
8. Compliance/services (standards to be met by local and state education agencies, teacher's role in meeting and/or supporting compliance/services responsibilities).	2	4
9. Coordination/collaboration with other agency services (e.g., health and medical).	1	2
10. Transition (coordinated movement of individuals from one situation or setting into another including movement from medical setting to infant development services, infant development to preschool, preschool to school age, other school age transition such as elementary level to junior high school, and secondary level to adult services).	4	8
11. Technology (e.g., assistive and adaptive devices, computer-aided instruction, telecommunications networks).	4	8
12. Other	0	0
Missing	1	4

The Best Format for Receiving Staff Development Training,  
As Perceived by Administrators

	F	%
1. Summer courses	1	6
2. Conference/workshop courses	9	56
3. Evening/weekend courses	1	6
4. Self-paced instructional materials	1	6
5. Institutes	1	6
6. Interactive video networking or other training via television	3	19
7. Other	0	0
Missing	0	0

The Most Effective Resources for Providing Inservice Training/Staff Development, As Perceived by Administrators (Frequency Based on 3 Choices)

	F	%
1. Graduate course or university/college level program	12	25
2. Leadership in educational administration development center (LEAD)	9	19
3. Local school personnel and resources	0	0
4. Department of Public Instruction personnel	6	13
5. Teaching learning centers	1	2
6. Agency or organization personnel	2	4
7. Trained university personnel	7	15
8. Consultants	10	21
9. Other	0	0
Missing	1	2

Incentives That Would Increase Motivation for Participation in Staff Development Activities, As Perceived by Administrators (Frequency Based on 3 Choices)

	F	%
1. Salary step credit/continuing education units	2	4
2. Travel reimbursement	5	10
3. Tuition payment	12	25
4. Payment or waiver of conference/workshop fees	10	15
5. Additional salary for evening/weekend attendance	3	6
6. Payment for books or materials	4	8
7. Academic credit (university or college credits)	4	8
8. Increasing knowledge base	5	10
9. Released time from classroom teaching	2	4
10. Summer activities with extended contract	1	2
11. Certificates of training in personnel files	0	0
12. Other	0	0
Missing	0	0

The Amount of Time Willing to be Spent Each Month on Inservice Training and/or Personnel Development, As Perceived by Administrators

	F	%
1. 1-3 hours	7	44
2. 4-6 hours	5	31
3. 7-9 hours	0	0
4. 10 hours or more	2	13
5. None	2	13
Missing	0	0



### Related Services Providers

Table 7 gives the results of the questionnaire rating scale for related services providers. These results reveal that the perceived need for information or training was ranked highest in understanding the special educator's role in serving at-risk populations of individuals with attention deficit hyperactivity disorder, receiving 84% of the responses, the socially maladjusted (78%), and fetal alcohol syndrome (75%) (Appendix C, Section 5, numbers 56, 58, and 59).

Three areas which are the highest priorities for information and/or training in the coming year, as perceived by related services providers are: (a) educational programming (teaching strategies, selecting and modifying content of materials, management procedures for organizing instruction and student management techniques) (18%); (b) programming and service delivery (regular and special education cooperative planning, availability or services for a free and appropriate education, assuring instruction in the least restrictive environment) (15%); and (c) technology (e.g., assistive and adaptive devices, computer-aided instruction, telecommunications networks) (12%) (Appendix C, Section 6, numbers 4, 5, and 9).

Sixty-two percent of related services providers ranked conference/workshop courses as their first priority for the best format for receiving staff development training. Thirteen percent indicated that summer courses were a priority, and 10% responded to the idea that interactive video networking or other training via

television was the best format for receiving staff development (Appendix C, Section 9, numbers 2, 1, and 6).

The most effective resources for providing inservice training/staff development, as perceived by related services providers, was through trained university personnel invited to present at workshops (23% of the responses). Response rates were tied at 16%, indicating that consultants were the most effective resource for providing inservice training, as well as graduate courses or university/college-level programs. Ten percent indicated that local discipline area specialists were the most effective resource (Appendix C, Section 11, numbers 6, 7, 1, and 3).

Incentives that would increase motivation for participation in staff development activities were salary step credit/continuing education units (15% of the responses), followed by payment or waiver of conference/workshop fees (14% of the responses). The third choice was tuition payment, receiving 12% of the responses (Appendix C, Section 12, numbers 1, 4, and 3).

Forty-nine percent of related services providers indicated that 1-3 hours was the amount of time they were willing to spend each month on inservice training. Twenty-seven percent indicated that 4-6 hours was an appropriate amount of time, and 8% responded with 7-9 hours of time that they were willing to spend on inservice training per month. Six percent indicated that they were not willing to spend any hours during the course of a month on inservice training (Appendix C, Section 8, numbers 1, 2, 3 and 5).

Table 7

Frequencies and Percentages of Responses by Related Services Providers (N = 157)

<u>Response Code:</u>		GN = Great Need	SN = Some Need	LN = Little Need	NN = No Need	NR = No Response	
<u>Perceived Need for Information or Training</u>							
		GN	SN	LN	NN	NR	GN + SN %
1.	Using the multi-disciplinary approach to assessment and planning.	F 8	52	68	29	0	
		% 5	33	43	19	0	38
2.	Developing an assessment plan based on need for information about the student.	F 13	44	74	23	3	
		% 8	28	47	15	2	36
3.	Legal mandates and specialized assessment requirements in the special education environment.	F 30	48	59	20	0	
		% 19	31	38	13	0	50
4.	The educationally significant aspects of various exceptionalities and the implication for assessment.	F 27	70	41	17	2	
		% 17	45	26	11	1	62
5.	Updating diagnostic and/or assessment skills including interview-based assessment and curriculum-based assessment, environmental and functional skills assessment.	F 55	52	32	17	1	
		% 35	33	20	11	1	68
6.	Conducting behavioral assessments.	F 35	56	46	20	0	
		% 22	36	29	13	0	58
7.	Using non-discriminatory assessment techniques.	F 19	44	61	30	3	
		% 12	28	39	19	2	40
8.	Constructing more effective forms for collecting needed information from teachers and parents.	F 24	54	58	19	2	
		% 15	34	37	12	1	49
9.	Using appropriate assessment procedures for young children.	F 30	43	53	31	0	
		% 19	27	34	20	0	46
10.	Preparing an integrated assessment summary report to summarize findings.	F 33	39	55	28	2	
		% 21	25	35	18	1	46



		GN	SN	LN	NN	NR	GN + SN %
11. Determining the purpose of the assessment (e.g., determination of a disability, establishing program effectiveness, establishing instructional needs).	F %	24 15	40 26	64 41	28 18	1 1	41
12. Evaluating student progress across disciplines and using data to improve programs.	F %	30 19	68 43	47 30	12 8	0 0	62
13. Other	F %	1 1	0 0	1 1	4 3	151 96	1
14. Understanding responsibilities in implementing related services provision of PL 94-142.	F %	14 9	46 29	67 43	30 19	0 0	38
15. Ensuring confidentiality of student records.	F %	9 6	12 8	56 36	79 50	1 1	14
16. Explaining due process regulations and procedures to parents and non-education professionals.	F %	17 11	35 22	56 36	48 31	1 1	33
17. Role of special education in the school's implementation of Section 504 of the Vocational Rehabilitation Act of 1973.	F %	45 29	46 29	45 29	19 12	2 1	58
18. Other	F %	3 1	0 0	0 0	2 2	152 97	1
19. Understanding the individual education or service plan development process.	F %	10 6	23 15	63 40	60 38	1 1	21
20. Discriminating between educationally related services, which are provided through the school and other needed services, which are not provided through the school.	F %	25 16	51 33	53 34	27 17	1 1	49
21. Understanding and using LRE requirements under PL 94-142.	F %	14 9	45 29	57 36	36 23	5 3	38
22. Developing present level of performance statements based on the unique needs of the student.	F %	22 14	42 27	52 33	38 24	3 2	41
23. Prioritizing unique needs of the student to establish target areas for educational planning.	F %	22 14	57 36	56 36	21 13	1 1	50

		GN	SN	LN	NN	NR	GN + SN %
24. Writing measurable goals and objectives based on the individual student's needs.	F %	24 15	53 34	55 35	24 15	1 1	49
25. Determining and applying criteria for mastery of individualized education or service plan objectives.	F %	20 13	57 36	59 38	20 13	1 1	49
26. Developing the written justification to document the least restrictive environment decision.	F %	27 17	46 29	53 34	29 19	2 1	46
27. Developing procedures and schedules for evaluating progress on short-term objectives.	F %	16 10	51 33	53 34	35 22	2 1	43
28. Developing procedures to monitor the implementation of the plan as written.	F %	13 8	50 32	64 41	26 17	4 3	40
29. Determining the characteristics of services (nature and scope) necessary to meet stated objectives.	F %	13 8	51 33	62 40	29 19	2 1	41
30. Making placement decisions based on outcomes of the IEP process.	F %	11 7	48 31	58 37	39 25	1 1	38
31. Identifying and learning strategies to facilitate team planning of the IEP (e.g., agendas, time efficiency, roles and responsibilities).	F %	33 21	55 35	43 27	24 15	2 1	56
32. Other	F %	3 2	1 1	0 0	2 1	151 96	3
33. Understanding the regional inter-agency agreement through which transition services are provided for secondary students.	F %	38 24	42 27	44 28	31 20	2 1	51
34. Identifying life-skill competencies that will contribute to student success in a new educational or service environment.	F %	37 24	60 38	4 26	17 11	2 1	62
35. Assessing student readiness for transition to new environments.	F %	33 21	56 36	43 27	24 15	1 1	57
36. Developing and implementing transition goals as part of the IEP process.	F %	27 17	58 37	47 30	23 15	2 1	54

		GN	SN	LN	NN	NR	GN + SN %
37. Knowing about and accessing services through non-school agencies.	F %	45 29	45 29	43 27	21 13	3 2	58
38. Identifying and meeting the counseling needs of students/families in transition.	F %	42 27	47 30	46 29	21 13	1 1	57
39. Understanding the relationship between state/local graduation requirements and IEP requirements.	F %	37 24	41 26	44 28	33 21	2 1	50
40. Other	F %	2 1	1 1	2 1	2 1	150 96	2
41. Understanding the relationship between the daily program plan and the IEP.	F %	15 10	43 27	55 35	43 27	1 1	37
42. Teaming with, training, and supporting educators and parents in the provision of related services in the regular education, special education, home and community environments.	F %	32 20	57 36	46 29	20 13	2 1	56
43. Translating other agencies' recommendations into education language and services.	F %	25 16	55 35	49 31	27 17	1 1	51
44. Adapting strategies and techniques to meet individual student's characteristics and needs.	F %	25 16	66 42	47 30	18 12	1 1	58
45. Incorporating services for students with disabilities into vocational/career education.	F %	23 15	49 31	48 31	33 21	4 3	46
46. Incorporating recreation/leisure education into services for students with disabilities.	F %	22 14	46 29	57 36	29 19	3 2	43
47. Incorporating behavior management strategies into services for students with disabilities.	F %	40 26	57 36	41 26	17 11	2 1	62
48. Integrated related services activities into education objectives.	F %	27 17	61 39	49 31	17 11	3 2	56
49. Incorporating functional curricula and community-based programming into services for students with disabilities.	F %	31 20	51 33	44 28	28 18	3 2	53
50. Acquiring collaborative consulting skills for special education and related services personnel.	F %	44 28	63 40	31 20	16 10	3 2	68



		GN	SN	LN	NN	NR	GN + SN %
51. Exploring models and options for delivery of related services.	F	34	58	40	21	4	
	%	22	37	26	13	3	59
52. Conducting conferences with parents.	F	16	35	59	44	3	
	%	10	22	38	28	2	32
53. Managing students who are on medication or who are medically fragile.	F	31	48	43	31	4	
	%	20	31	27	20	3	51
54. Identifying and programming for students with traumatic brain injury.	F	44	42	44	24	3	
	%	28	27	28	15	2	55
55. Identifying and programming for students with autism.	F	61	41	38	14	3	
	%	39	26	24	9	2	65
56. Understanding the special educator's role in serving at-risk populations.	F	72	59	16	5	5	
	%	46	38	10	3	3	84
57. Chemically dependent,	F	55	47	33	16	6	
	%	35	30	21	10	4	65
58. Socially maladjusted,	F	67	55	21	8	6	
	%	43	35	13	5	4	78
59. And fetal alcohol syndrome.	F	67	50	22	9	9	
	%	43	32	14	6	6	75
60. Other	F	1	0	0	5	151	
	%	1	0	0	3	96	1

Three Areas Which Are the Highest Priorities for Information and/or Training in the Coming Year, As Perceived by Related Services Providers (Frequency Based on 3 Choices)

	F	%
1. Identification and assessment (identification procedures, diagnosis, determining disability, team evaluation procedures, instructional planning).	54	11
2. Due process (procedural safeguards, confidentiality, legal responsibilities).	20	4
3. IEP/IFSP development (writing objectives, determining content, involvement of regular educators, fostering parent participation).	47	11

	F	%
4. Educational programming (teaching strategies, selecting and modifying content of materials, management procedures for organizing instruction and student management techniques).	83	18
5. Programming and service delivery (regular and special education cooperative planning, availability of services for a free and appropriate education, assuring instruction in the least restrictive environment).	71	15
6. Parent involvement (communicating with parents, parent participation in conferences).	30	6
7. Coordination/collaboration with other agency services (e.g., health and medical).	30	6
8. Transition (coordinated movement of individuals from one situation or setting into another including movement from medical setting to infant development services, infant development to preschool, preschool to school age, other school age transition such as elementary level to junior high school and secondary level to adult services).	41	9
9. Technology (e.g., assistive and adaptive devices, computer-aided instruction, telecommunications networks).	57	12
10. Other	6	1
Missing	32	7

The Best Format for Receiving Staff Development Training, As Perceived by Related Services Providers

	F	%
1. Summer courses	21	13
2. Conference/workshop courses	97	62
3. Evening/weekend courses	12	8
4. Self-paced instructional materials	5	3
5. Institutes	1	1
6. Interactive video networking or other training via television.	16	10
7. Other	4	3
Missing	1	1

The Most Effective Resources for Providing Inservice Training/Staff Development, As Perceived by Related Services Providers (Frequency Based on 3 Choices)

	F	%
1. Graduate course or university/college level program	74	16
2. Local school system personnel and resources	37	8
3. Local discipline area specialists	47	10
4. Department of Public Instruction personnel	42	9
5. State level discipline area specialists (i.e., state boards)	42	9
6. Trained university personnel invited to present at workshops	108	23
7. Consultants	75	16
8. Other	0	0
Missing	46	10

Incentives That Would Increase Motivation for Participation in Staff Development Activities, As Perceived by Related Staff Providers (Frequency Based on 3 Choices)

	F	%
1. Salary step credit/continuing education units	70	15
2. Travel reimbursement	28	6
3. Tuition payment	58	12
4. Payment or waiver of conference/workshop fees	65	14
5. Additional salary for evening/weekend attendance	43	9
6. Payment for books or materials	11	2
7. Academic credit (university or college credits)	54	11
8. Increasing knowledge base	46	10
9. Released time from professional assignments	41	9
10. Summer activities with extended contract	10	2
11. Certificates of training in personnel files	6	1
12. Other	1	0
Missing	38	8

The Amount of Time Willing to be Spent Each Month on Inservice Training and/or Personnel Development, As Perceived by Related Services Providers

	F	%
1. 1-3 hours	77	49
2. 4-6 hours	42	27
3. 7-9 hours	12	8
4. 10 or more hours	7	5
5. None	10	6
Missing	9	6



## Parents

Table 8 gives the results of the questionnaire rating scale for parents. These results reveal that the perceived need for information and/or training was ranked highest in ways that parents can help their child become self-confident, receiving 66% of the responses. The second highest priority was information on federal, state, and local agencies that provide services to persons with disabilities (65%). The identification of services that can be provided to help their child move to a new educational program (such as moving from infant development to preschool, preschool to elementary school, special education classroom to regular classroom, elementary to middle school, middle school to high school, high school to college or vo-tech school) received 64% of the responses, as did the need to identify what services, besides educational, the program can help parents find for their children (Appendix D, Section 6, numbers 38, 2, 16, and 15).

Parents identified workshops led by parents/professionals (small group, hands-on activities) as the best format for receiving training and information, with a response of 21%. Thirteen percent identified films, slides, audio-cassettes, or video tapes that they could check out, workbooks with ideas and activities that could be tried at home, and lectures by parents/professionals in a small group setting as the second highest priority for best format. Ten percent indicated that other printed materials such as newsletters, pamphlets, etc., would be the best format (Appendix D, Section 7, numbers 4, 5, 6, 2, and 9).

Table 8

Frequencies and Percentages of Responses by Parents (N = 431)

<u>Response Code:</u>		GN = Great Need	SN = Some Need	LN = Little Need	NN = No Need	NR = No Response	
		GN	SN	LN	NN	NR	GN + SN %
1. Federal or state laws that provide for services to persons with disabilities.	F %	124 29	137 32	84 20	74 17	12 3	61
2. Federal, state and local agencies that provide services to persons with disabilities	F %	129 30	150 35	80 19	64 15	8 2	65
3. My rights and my child's rights under the law.	F %	150 35	109 25	95 22	69 16	8 2	60
4. Mediation, complaint investigation, and due process procedures.	F %	63 15	90 21	118 27	144 33	16 4	36
5. How the privacy of my child's records are protected.	F %	111 26	104 24	96 22	109 25	11 3	50
6. How parents can work within legal and political systems to improve opportunities for persons with disabilities.	F %	140 33	133 31	85 20	60 14	13 3	64
7. Other	F %	9 2	2 1	10 2	38 9	372 86	3
8. Which personnel play a part in my child's special education program.	F %	102 24	109 25	91 21	103 24	26 6	49
9. What each person working on my child's education program does.	F %	114 27	111 26	96 22	88 20	22 5	53
10. What my part is as a member of my child's special education team.	F %	115 27	110 26	93 22	98 23	15 4	53
11. Information about the special education program (who does what, forms to fill out, what the words mean, what the time limits are, etc.).	F %	94 22	103 24	117 27	100 23	17 4	46

		GN	SN	LN	NN	NR	GN + SN %
12. Who, in the service delivery system, can help with problems that I cannot solve by myself.	F %	119 28	134 31	86 20	74 17	18 4	59
13. What kinds of tests are used in planning my child's education program.	F %	126 29	128 30	94 22	69 16	14 3	59
14. My part in planning my child's individualized education program (IEP)/individualized family service plan (IFSP).	F %	101 23	102 24	101 23	105 24	22 5	47
15. What services, besides educational, the program can help me find for my child.	F %	152 35	123 29	66 15	72 17	18 4	64
16. What services can be provided to help my child move to a new educational program (such as moving from infant development to preschool, preschool to elementary school, special education classroom to regular classroom, elementary to middle school, middle school to high school, high school to college or vo-tech school).	F %	179 42	97 23	67 16	74 17	14 3	65
17. What services the school can provide to help my child move from school to the world of work.	F %	161 37	82 19	63 15	111 26	14 3	56
18. What services the school can provide to help my child move from school to adult services.	F %	115 27	82 19	73 17	141 33	20 5	46
19. How my child's special education program is like the regular (general) school program and how it is different.	F %	73 17	97 23	110 26	128 30	23 5	40
20. Special education teaching methods I could use to help my child learn at home.	F %	128 30	112 26	87 20	84 20	20 5	56
21. What the school can do to help my child train for a job or career (such as job training classes, work experience programs, career counseling, etc.).	F %	126 29	93 22	71 17	123 29	18 4	51
22. What service agencies can help my child get job training or employment after my child leaves school.	F %	152 35	83 19	72 17	104 24	20 5	54



		GN	SN	LN	NN	NR	GN + SN %
23. What kinds of advanced schooling may be available for my child after high school (such as colleges, nursing training programs, technical training programs, etc.).	F %	177 41	85 20	55 13	95 22	19 4	61
24. What special services colleges, vocational rehabilitation programs and technical schools offer students with disabilities.	F %	168 39	80 19	63 15	98 23	22 5	58
25. Other.	F %	8 2	5 1	3 1	30 7	385 89	3
26. Ways I and my family can learn more about my child's disability.	F %	88 20	106 25	109 25	110 26	18 4	45
27. Ways I can help my child understand his or her disability.	F %	115 27	102 24	103 24	94 22	17 4	51
28. Ways I can help others in my home and community understand my child's disability.	F %	103 24	107 25	117 27	88 20	16 4	49
29. Methods or activities I could use to help my child improve social and emotional coping skills.	F %	124 29	112 26	100 23	81 19	14 3	55
30. Methods or activities I could use to help my child improve communication skills.	F %	134 31	102 24	105 24	73 17	17 4	55
31. Methods or activities I could use to help my child improve physical development and/or physical activity skills.	F %	70 16	95 22	109 25	139 32	18 4	38
32. Methods or activities I could use to help my child improve recreation and/or leisure activity skills.	F %	63 15	99 23	121 28	129 30	19 4	38
33. Methods or activities I could use to help my child improve organizational, time management, personal care and other living skills needed in the home and community.	F %	98 23	108 25	95 22	113 26	17 4	48
34. Methods or activities I could use to help my child develop self-advocacy skills.	F %	93 22	117 27	96 22	108 25	17 4	49
35. Methods or activities I could use to encourage my child's social growth.	F %	84 20	139 32	102 24	85 20	21 5	52

		GN	SN	LN	NN	NR	GN + SN %
36. Age appropriate information and teaching methods I can use to help my child prepare for sexual development.	F %	80 19	89 21	100 23	139 32	23 5	40
37. Methods I can use to help myself and/or my child deal with stress.	F %	147 34	122 28	84 20	60 14	18 4	62
38. Ways I can help my child become more self-confident.	F %	152 35	132 31	75 17	53 12	19 4	66
39. Community resources and agencies that are available for direct assistance or services to parents (such as financial, medical, counseling, etc.).	F %	144 33	96 22	84 20	89 21	18 4	55
40. National, state, or community organizations that make information available to parents (such as directories, how-to booklets, research findings, etc.).	F %	135 31	112 26	88 20	77 18	19 4	57
41. Magazines and books that are available to parents of children with disabilities.	F %	95 22	118 27	99 23	98 23	21 5	49
42. Parent support groups that exist in my community, region, or statewide.	F %	67 16	89 21	119 28	135 31	21 5	37
43. How I can find good recreation and leisure activities for my child.	F %	61 14	90 21	115 27	143 33	22 5	35
44. Technology that is available to help people with disabilities (such as adaptive devices like hearing aids, or electronic teaching aids like computers, etc.).	F %	84 20	81 19	88 20	156 36	22 5	39
45. How I can find or create good learning and play materials for my child.	F %	81 19	95 22	98 23	134 31	23 5	41
46. How I can find or create good learning activities to support classroom work.	F %	97 23	111 26	102 24	95 22	26 6	49
47. How I can find good day care or respite services for my child.	F %	50 12	43 10	56 13	256 59	26 6	22
48. Ways I can start planning for my child's financial future now (such as insurance, wills, income tax, trust funds, etc.).	F %	109 25	76 18	77 18	147 34	22 5	43

		GN	SN	LN	NN	NR	GN + SN %
49. Ways I can start planning for my child's future work and living arrangements now.	F %	102 24	69 16	82 19	155 36	23 5	40
50. Ways I can start planning for my child's post-secondary school adult education now.	F %	107 25	86 20	76 18	138 32	24 6	45
51. Ways I could improve my own management skills (such as time management, child behavior management, organization methods).	F %	105 24	91 21	98 23	114 27	23 5	45
52. Other	F %	8 2	4 1	2 1	32 7	385 89	3
53. Information about basic assertiveness/advocacy/communication skills.	F %	80 19	100 23	130 30	96 22	25 6	42
54. Information about special education language and terms.	F %	48 11	98 23	131 30	130 30	24 6	34
55. How to let program personnel know about my personal observations and feelings regarding my child's education.	F %	69 16	99 23	120 28	118 27	25 6	39
56. Information about my child's classroom and school program so that I can be helpful when problems or unusual situations occur.	F %	87 20	103 24	119 28	95 22	27 6	44
57. To know what the teacher should be told about my child's life/abilities outside the school.	F %	84 20	93 22	113 26	115 27	26 6	42
58. Information about working with both school and non-school professionals (such as child care providers, doctors, psychologists, therapists, etc.) to help bridge the gap between their points of view and to best help my child.	F %	101 23	101 23	104 24	103 24	22 5	46
59. Ways I can improve my skills for dealing with and solving problems that may occur in my child's education.	F %	124 29	111 26	108 25	65 15	23 5	55
60. Ways I can strengthen my parent/professional relationships.	F %	91 21	107 25	121 28	88 20	24 6	46
61. Ways I can help strengthen the parent/child/teacher relationship.	F %	89 21	125 29	102 24	89 21	26 6	50



		GN	SN	LN	NN	NR	GN + SN %
62. How to start, direct, or join parent or other advocacy groups.	F %	48 11	66 15	122 28	171 40	24 6	26
63. Ways I can become skilled in helping other parents of children with disabilities.	F %	69 16	77 18	126 29	135 31	24 6	34
64. Ways parents can get support from legislators, community leaders, civic groups, etc., to improve opportunities for children with disabilities.	F %	108 25	99 23	98 23	107 25	19 4	48
65. What organizations provide information or support for expanding current leisure activities, or starting new leisure activities for children with disabilities.	F %	79 18	82 19	113 26	134 31	23 5	37
66. Other.	F %	9 2	5 1	4 1	32 7	381 88	3

The Best Format for Receiving Training and Information, As Perceived by Parents (Frequency Based on 2 Choices)

	F	%
1. Lectures by parents/professionals--large group	38	4
2. Lectures by parents/professionals--small group	108	13
3. Workshops led by parents/professionals (hands-on activities)--large group	45	5
4. Workshops led by parents/professionals (hands-on activities)--small group	184	21
5. Films, slides, audio-cassettes, or video tapes that I could check out	113	13
6. Workbooks with ideas and activities I could try at home	112	13
7. Books or magazines	53	6
8. TV programs	51	6
9. Other printed materials such as newsletters, pamphlets, etc.	87	10
10. Other	5	1
Missing	66	8

### Summary

Research question number one asked which areas of knowledge in special education parents, general educators, special educators, related services providers,

and administrators perceived to be the highest priority for receiving information and/or training in the near future. General educators indicated that the greatest priority needs were in the areas of managing instructional strategies and adaptations necessary to meet the needs of students in the classroom, to differentiate classroom curriculum in order to challenge highly able students, and to better identify the characteristics and needs of highly able students.

Special education teachers, administrators, and related services providers alike ranked educational programming as their highest priority for information and training in the coming year. Special education teachers and administrators chose IEP/IFSP development as their second highest area of need. Programming and service delivery was the second highest area of need for related services providers and the third highest area for administrators. The third highest ranking for related services providers was technology, while identification and assessment was third priority for special educators.

Parents prioritized the need for information and training in ways that can help their children become more self-confident. In addition, parents prioritized the need to access information on federal, state, and local agencies that provide services to persons with disabilities, and the identification of services that can be provided to help their child move to new educational programs.

Research question number two asked what would be the best format for parents, general educators, special educators, related services providers, and administrators to receive development training or information. General

educators, special educators, administrators, and related services providers all chose conference/workshop courses as the highest priority for format. General educators and special educators chose summer courses as the second highest priority, and evening/weekend courses as the third choice. Administrators and related services providers chose interactive video networking or other training via television as their second highest priority and summer courses as the third choice. Parents chose lectures by parents/professionals in a large group setting as their first priority. They indicated that films, slides, audio-cassettes, video tapes and workbooks that could be used at home, as well as lectures by parents/professionals in a small group setting, as the second highest priority. Other printed materials, such as newsletters, pamphlets, etc., was their third choice.

Research question number three asked what the most effective resources for providing training or information to general educators, special educators, related services providers, and administrators would be. General educators, special educators, and administrators all rated graduate courses or university/college-level programs as their highest priority. Related services providers rated trained university personnel invited to present at workshops as their highest priority. Related services providers and administrators ranked consultants as their second highest priority. General educators chose local school system personnel and resources, while special educators chose trained university personnel presenting at workshops. As a third priority in the resources category, general educators chose trained university personnel while special educators chose



consultants. Administrators chose the Leadership in Educational Administration Development Center (LEAD), and related services providers chose local discipline area specialists.

Research question number four asked teachers, related services providers, and administrators what incentives would increase motivation for participation in staff development activities. General educators, special educators, and related services providers all ranked salary step credit/continuing education units as their highest priority for incentives. Administrators chose tuition payment as their highest priority. Special educators, related services providers, and administrators all chose payment or waiver of conference/workshop fees as their second highest priority. General educators chose tuition payment. For the third priority, related services providers chose tuition payment, administrators chose increasing knowledge base, special educators chose additional salary for evening/weekend attendance, and general educators chose payment or waiver of conference/workshop fees.

Research question number five asked how much time, on a monthly basis, general educators, special educators, related services providers, and administrators were willing to devote to obtaining information or training outside of their regular working hours. General educators, special educators, related services providers, and administrators all ranked 1-3 hours as their highest priority for time. General educators, special educators, related services providers, and administrators all ranked 4-6 hours as their second highest priority for time. Special educators and

related services providers chose 7-9 hours as their third highest priority.

Administrators chose 10 or more hours as their third highest priority, and general

educators chose no hours as their third priority.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to provide a detailed analysis of data gathered via a needs assessment regarding inservice training and accessing knowledge for the state of North Dakota, as perceived by parents, special education teachers, general education teachers, related services providers, and administrators.

This chapter presents conclusions and recommendations based upon the findings as reported in Chapter IV. Whenever the related literature reviewed in Chapter II has bearing relative to a conclusion statement, it will be discussed following the conclusion.

#### Conclusions

##### Knowledge/Skills

Research question number one asked which areas of knowledge and skills in special education do parents, general educators, special educators, related services providers, and administrators perceive to be of highest priority for receiving information and/or training in the near future. All four groups of school personnel ranked areas dealing with programming and instruction as the highest priority for receiving information and/or training in the near future. It is



not surprising that special educators and special education administrators ranked IEP/IFSP development as the second highest priority for receiving information and/or training, since IEP/IFSP development is an important aspect of their job responsibilities. As identified in this study's literature review, these priorities closely parallel the priorities identified in a study conducted by Arick, Falco, and Brazeau (1989) for the Oregon Department of Education, which examined special educators' perceived needs for future inservice training. Under general categories prioritized by these teachers as areas of need were the identification and design of appropriate curriculum materials and specific instructional programs to implement individual educational programs.

It is also not surprising that the priorities of parents for receiving information and/or training on how they could help their child become more self-confident, and how best to access information from state, federal, and local agencies regarding children with disabilities and issues of transition, are much different from the school personnel groups. Parents' needs, with respect to their children with special needs, will be different from school personnel due to differences in roles and interactions. Parents prioritizing the need to access information from state, federal, and local agencies regarding issues of transition, corresponds with Villa's (1989) findings wherein parents of children receiving special education services identified a need to receive inservice training in the areas of transition between school environments and transition to adult services.

### Training Format

Research question number two asked what the best format for parents, general educators, special educators, related services providers, and administrators to receive development training or information would be. It is not surprising that the highest priority chosen among the four constituent groups of educational personnel was conference/workshop courses. This format has traditionally been offered and presented to educational personnel in specified times allotted during the school/work day. This means that, in most cases, educators lose neither time nor money for attending conferences or workshops. Other choices (i.e., summer courses, evening/weekend courses, and self-paced instructional materials) are alternatives that usually are not paid for by school systems. Even in cases where these activities are paid for, individuals are still required to forfeit time other than the regular school/work day. Besides convenience and the motivational incentive of monetary gain, research indicates that conference/workshop training is beneficial to educators as an effective inservice learning method (Boyd, 1989; Joyce & Showers, 1988). Villa (1989), who also supports conference/workshops as an effective method for inservice training, further suggests that administrators should attend conferences. They need to do this to become skilled in the same content areas as their staff if they intend to promote teachers' effective and continued use of skills acquired through inservice training. Along these same lines, Stephens (1990) recommends that administrators need to work closely with



teachers to plan and coordinate every inservice program with both the needs of teachers and the school in mind.

It is understandable that administrators chose interactive video networking as their second highest priority. It was administrators at both the K-12 and the college levels, working through joint cooperative efforts, that made this technological link between the two institutions a reality. Although interactive video networking is a recent technological development that effectively accesses information directly to the school environment, it is most frequently being used to provide information through local colleges and universities as a format for presenting evening college classes. Thus, the interactive video experience is more synonymous with the evening class phenomenon than it is with daytime, or school time, conferences/workshops.

It is also understandable that general educators, special educators, and related services providers chose summer or evening courses as their second highest priority. Either one of these two choices usually results in an independent investment with regard to time and money on their part. This investment has traditionally been made through the motivational incentives of pay-scale step raises. The choice of summer courses over evening classes is not so readily apparent, unless, with the greater time span afforded by summer vacation, there also comes a more relaxed, or less hectic, opportunity for study.

Parents indicated that the best format to receive development training or information was through workshops led by parents or professionals in a small



group setting utilizing hands-on activities. This seems to be a reasonable choice of priorities. The fact that either parents or professionals was the choice for leading workshops is understandable. There has been a long and significant history of both parents and professionals as informational resources for the parents of children with special needs. Through parent advocacy groups such as Pacer and The Association for Retarded Citizens (ARC), parents have shared their needs and problems and have exchanged information with one another in an effort to achieve greater success in their lives and the lives of their children. In this effort, and through organizations like those mentioned, these parents have long sought out the expert advice of professionals. The preference for hands-on activities is an indication that parents seek practical solutions to their needs and realistic applications to methods and procedures for learning new skills. All in all, the priority concerning format seems to be easily explained and highly appropriate.

### Training Resources

Research question number three asked what the most effective resources for providing training or information to general educators, special educators, related services providers, and administrators would be. Again there was a significant pattern of similarities in the responses. General educators, special educators, and administrators all chose graduate courses or university/college level programs as the most effective resource for receiving inservice training. Related services providers chose trained university personnel invited to present at

workshops as their highest priority. Although it is surprising that so much similarity has occurred with regard to these responses, again, this particular response is not without supporting research in this study's literature review. Joyce and Showers (1988) suggest that graduate courses should be a major focus with regard to inservice training. In addition, these authors suggest formats that employ workshops, teacher presentations, staff meetings, observations, coaching, mentoring, team teaching, video taping, and summer institutes. Stephens (1990) has indicated that administrators should seek out the expertise and resources that local universities can offer. Further, he believes they should also take advantage of current educational research and assessment data to help them in program planning.

There appears to be a major inconsistency between what the constituent groups of educators have prioritized for best formats and what they perceive to be the best resources for obtaining information and training. The format so widely agreed upon by educators in research question number two, in which conferences/workshops were rated as the highest priority, does not match with the perception of college/university classes being the best choice for resources in question number three. Regular college/university programming is generally not taught during conferences/workshops. The choice of college/university programming as a priority for resources systematically aligns better with educators' second highest priority for formats, that being evening or summer classes at regular colleges or universities. The choice of related services providers



to have trained university personnel as presenters at conferences and workshops also seems to be more consistent with the idea that university/college programming is perceived to be the best resource for training educators. It appears that the convenience and minimal expense of the regular school day conference/workshop to some degree outweighed what many educators perceived to be a more effective and higher quality learning experience, that being regular college level programming. The paradigms, in which we are accustomed to thinking about inservice training, may have excluded plans that would incorporate regular college programming in conjunction with such conveniences as time, place, and monetary stability now currently built into models of inservice training. If there truly is a rift between actual practices and what educators perceive to be a better way of learning through inservice training, then this needs to be investigated further.

#### Participation Incentives

Research question number four asked what incentives would increase motivation for participation by teachers, related services providers, and administrators in staff development activities. General educators, special educators, and related services providers all chose salary step credit/continuing education units as their highest priority for incentives. This is not surprising, for in most school systems educators are not rewarded monetarily or with continuing education units for their inservice training. It is the number of units of continuing



education by which most school systems base their salary step raises; thus, most inservice training programs simply do not meet the incentive mark for educators. Administrators, on the other hand, chose tuition payment as their highest priority. This also is not unexpected, since the pay scale for administrators functions differently than that of the general education staff. Administrators usually work near the top of a salary range, which can be governed by years in service but most usually is affected through arbitration with local school boards. In this paradigm, inservice training has no effect on monetary gain. What can be potentially most beneficial to administrators is regular college or university programming that leads to higher educational degrees or licensures, thus allowing them to become more marketable for higher paying administrative positions. Since monetary gain seems to be the incentive that both educators and administrators are seeking, it also seems logical for school systems to work toward this end. But herein lies the rub. In the history of America, a society based upon the democratic principles of freedom and equity has, in the hearts and minds of many thinkers, been dependent upon an educated citizenry. If such thoughts are meritorious, then education must have value. Political constituencies throughout American history have always given lip service to the importance of education and how highly it is valued. In American society today, state and federal educational institutions and private business continue to give lip service to the importance of teacher specialization and advanced knowledge skills to better educate this citizenry. The blame for many of society's ills have been laid at the feet of its educators and

their lack of skills. However, the monetary incentive that educators seem to be calling out for in this study has been neglected in educational systems throughout the country throughout history. Educators have not been rewarded in kind for the knowledge they obtain. New and inexperienced teachers, having achieved only Bachelor's degrees, are hired by school systems in preference to experienced teachers or those having achieved higher degrees, simply because it is cheaper to do so. This keeps the better educated and more experienced teachers of this country highly immobile and robs them of their incentive for more advanced schooling. Individuals who specialize to the point of doctoral degrees find it difficult, if not impossible, to find employment in K-12 institutions. School systems don't want to pay the price. Instead, many of these teachers seek employment in colleges and universities where salaries are often less than the K-12 institutions. This study seems to reveal that teachers want to get paid for their knowledge, skills, and abilities. It is an indication, to some degree, that incentives for motivating participation in staff development are commensurate with pay increases. This is not a new concept, nor is it an unexpected finding.

#### Time Commitment

Research question number five asked how much time, on a monthly basis, would general educators, special educators, related services providers, and administrators be willing to devote to obtaining information or training outside of their regular working hours. All four educator constituent groups gave the same priority rankings to both first and second choices. The highest priority was to



three hours and the second highest priority was four to six hours. This fits with the logic of the discussion given for research question number four. The motivational incentives that would help to increase participation in inservice training are most likely the same incentives that would motivate educators to spend an increased amount of time outside of the regular school day.

On the other hand, one to three hours per month for inservice training seems to be a minimal amount of time to devote to increasing one's knowledge base and training. Any skilled worker, professional, artisan, or student may need to devote an unspecified amount of time to the process of obtaining new skills and maintaining old skills. However, if educators were allowed or encouraged to complete such tasks during the regular work week, possibly more motivation would be generated on their part. Johnson, Pugach, and Devlin (1990) suggest that there be a number of maintenance supports put in place in order to free teachers' time for collaborative problem solving. Training must be accompanied by specific arrangements within the school to provide a desirable climate for continued collaboration. Bratcher, Stroble, Lincoln, and Shor.(1991) suggest that successful inservice programming means committing time and money through administrative channels by setting timelines and having administrators take an active participatory role in the process. It is not unexpected that educators have chosen as their priority the most minimal of hours for inservice training outside of the regular work week. Ours is a society in which individuals in the work place are rewarded monetarily for the services they perform. It would be sad, and even



frightening, to think that educators were not motivated to increase their teaching and learning skills through other extraneous factors and incentives; however, that was not the purpose of this study. Therefore, it may be safe to assume that the love of knowledge and the ever inquisitive nature of the human mind may, in fact, be the greatest motivator of all, irrespective of time or money spent.

### Recommendations

Recommendations are presented in this study based upon the data analysis and the literature review. Recommendations are presented in two parts: (a) recommendations for practice, and (b) recommendations for research.

#### Recommendations for Practice

With regard to obtaining information and training in the near future, the four constituent groups of educators need to have inservice training focused upon programming and instruction of children with special needs. This should be a process-oriented task with members from each of the constituent groups collaborating and sharing in joint decision making and building a program of study from which all will benefit. These decisions should be based on the needs identified for each of the constituent groups. A process-oriented model of this nature would generate questions leading to the building of teacher strengths and the gathering of information that can help to highlight the issues of programming and instruction. Educators can help one another to meet their needs through cooperation and collaborative efforts. According to Pugach and Johnson (1989), effective collaboration requires each party (i.e., mainstream teacher, parent,

special educator, administrator, or related services provider) to share some of their expertise upon given problems.

Recommendations for parents are similar in nature. The present focus of need lies in helping parents to teach their children to become more self-confident. Parents have identified their need to become an active part of the teaching and learning process. Educators need to share their expertise with parents, giving them the empowerment to succeed in helping their own children. The success of this effort would not only raise the self-esteem and confidence level of the children, it would also do the same for their parents and teachers. Parents will require a cooperative, collegial atmosphere where their needs can be addressed. In the state of North Dakota, the Department of Public Instruction should assist local education agencies in providing the training and informational needs for parents of children receiving special educational services. The learning needs of children are best served when educators, parents, and representative institutions work together cooperatively. Parents must be allowed and encouraged to participate in the process. Their sharing of views, experiences, successes and failures, and their identification of what has and has not worked in the past is necessary for the improvement of quality in education. In a true atmosphere of cooperation, all contributors need empowerment, and everyone should benefit.

The second prioritized need identified by parents was related to accessing information from state, federal, and local agencies regarding transition. The North Dakota State Department of Public Instruction must take the lead on this



issue to insure that state and local education agencies are providing parents with information regarding transition. Within the contract of the Individualized Education Program (IEP), parents have the right to be informed of the transitional services their child may need. Since the issue of transition must be addressed for all children receiving special education services by age 14 or ninth grade, it behooves the educational agencies of North Dakota to have a strong training program in place in order to address this topic with respect to educators and parents alike.

Educators chose conferences/workshops as the best format to receive development training or information. This study's review of literature presents a significant amount of research to support the idea that conferences/workshops are a practical and effective means for obtaining inservice training. Interpretation of this study's data may lead to the conclusion that motivational incentives of time and money may have played a significant role in influencing this choice by educators. As long as workshops take place during the regular school day, and costs for the workshops are not a factor to teachers, then this process of inservice training will probably remain effective. If teachers come to view the process as a point of arbitration with regard to pay, this may no longer remain the case. Educational agencies of North Dakota should continue their practices of inservice training through conferences and workshops but should keep in mind that the accessing of appropriate timing and pay incentives will likely increase the motivational response on the part of educators.



The economic feasibility of upgrading our technology systems in education is not always at our fingertips. In North Dakota, administrators who are in charge of agencies that have the capabilities of utilizing the technology of interactive video networking should see that it gets used for inservice training. Through this medium, professionals from the state's university and college system can be effectively integrated into the conference/workshop programs.

Parents have indicated that they would like to receive development training through workshops led by other parents or professionals in small group settings. The North Dakota State Department of Public Instruction must influence the state educational agencies to ensure the reality of this process. Educational agencies should empower the parents of children with special needs with useable knowledge, and from this experience, create a coalition for the enhancement of the child.

All four of the educator constituent groups chose pay-scale step credit or continuing education units as their priority for increasing motivation to participate in staff development activities. If the educational agencies within North Dakota choose to remain among the nation's lowest paying employers of teachers, they will limit the quality of educators that will be drawn into the profession within their state. The recommendation here is that the educational agencies of North Dakota must be prepared to pay for the quality of education they expect to receive, be selective about the service they pay for, and motivation will follow their lead.

There are alternatives to the monetary incentives chosen by educators in this study for time spent outside of the regular work week receiving inservice training. If training sessions present programs or materials that educators can relate to as being functionally important to serving their immediate teaching needs, then attendance in these after-hours sessions may increase. The recommendation is to continue exploring the needs of the constituent groups, to identify the occurrence of changing needs within these groups, and to base future inservice programming on the best possible collaborative interpretation of these various needs.

#### Recommendations for Research

Because of the low return rate of the parent survey questionnaires (an average of 36%), an independent research study concerning the perceived needs of parents should be conducted in order to gain a more accurate perspective.

A qualitative follow-up study should be conducted, based upon information raised in this study. Qualitative research will provide the reader with an inductive study based upon a more emic perspective. The task of identifying perceived needs may well be served more effectively through an inductive rather than through a deductive perspective.

The creation of questionnaires for future empirical studies should be constructed with greater parallelism between questions. Accurate statistical measurements cannot be made when two groups are being compared using differing terminology.

## Summary

Education is a continual process existing within the human experience. It is paramount to survival. For children with special needs, learning can be a difficult and arduous task. Their learning process and needs are often directed by agendas that have been established for them by others. As such, a true and accurate identification of their academic needs and continued educational training is often masked. For parents and educators, acquiring up-to-date knowledge and training to better serve the needs of these children remains no less an arduous task.

The groups identified in this study each have a unique role in the education of children with special needs. Their needs for continued training and knowledge may also be unique. It is necessary for their opinions to be heard, for their perceived educational needs to be recognized and addressed, and for effective training to take place. Cooperative, collaborative efforts to better serve the educational needs of these groups must take place if we hope to improve upon the future education of students with special needs.



**APPENDIX A**

**Survey of General Education Personnel**

**SURVEY OF GENERAL EDUCATION PERSONNEL**

**Inservice Training and Staff Development Needs**

Please complete the following survey. The information obtained will determine personnel needs for inservice training and staff development.

**INSTRUCTIONS:** Please answer each question by circling the number of the response(s) you choose.

1. A) PLEASE INDICATE THE GENERAL EDUCATION LEVEL OF THE CHILDREN YOU SERVE BY CIRCLING THE NUMBER CORRESPONDING TO THE MOST APPROPRIATE CATEGORY. (Circle One)

1. Elementary (kindergarten - grade 3)
2. Elementary (grades 4 - 6)
3. Middle School/Junior High
4. Secondary/High School

B) YEARS OF EXPERIENCE

1. Two or Fewer
2. More Than Two

2. HOW MANY STUDENTS WITH DISABILITIES DO YOU CURRENTLY HAVE IN YOUR CLASSES? (DISABILITY INCLUDES MENTALLY HANDICAPPED, LEARNING DISABLED, EMOTIONALLY DISTURBED, HEARING OR VISION IMPAIRED, PHYSICALLY DISABLED, SPEECH/LANGUAGE IMPAIRED, OTHER HEALTH IMPAIRED.) (Circle One of the following)

1. None
2. 1 - 3 students
3. 3 - 6 students
4. 6 - 10 students
5. More than 10 students

3. HOW MANY STUDENTS WHO ARE HIGHLY ABLE DO YOU CURRENTLY HAVE IN YOUR CLASSES? (Highly able includes not only those identified as gifted or talented, but other students who have high potential or who are achieving at a high level.) (Circle One)

1. None
2. 1 - 3 students
3. 3 - 6 students
4. 6 - 10 students
5. More than 10 students

4. PLEASE INDICATE YOUR LEVEL OF NEED FOR INFORMATION OR TRAINING FOR EACH SUBJECT BY CIRCLING THE NUMBER (4, 3, 2, 1) ON THE SCALE PROVIDED.

**Response Scale: 4 = Great, 3 = Some, 2 = Little, 1 = None**

**Need**  
**Great - No**      **AREA: GENERAL**

- |         |    |   |
|---------|----|---|
| 4 3 2 1 | 1. | Use of building based problem solving teams (e.g., BLST, teacher assistance teams) to support regular classroom teacher's efforts to address student needs                                  |
| 4 3 2 1 | 2. | Models and methods for promoting team collaboration between special education and regular education teachers to maximize learning for the student with a disability                         |
| 4 3 2 1 | 3. | Defusing potential conflict situations with parents, and handling conflicts   |
| 4 3 2 1 | 4. | Evaluating student progress across disciplines and using data to improve programs   |
| 4 3 2 1 | 5. | Managing the instructional strategies and adaptations necessary to meet needs of students within the regular classroom (low achievers as well as high achievers, behavioral concerns, etc.) |

**AREA: IDENTIFICATION AND ASSESSMENT**

- |         |     |  |
|---------|-----|--|
| 4 3 2 1 | 6.  | Understanding and participating in special education's multi-disciplinary team approach to assessment and planning   |
| 4 3 2 1 | 7.  | Determining the purpose of the assessment (e.g., determining a disability, establishing instructional needs, establishing program effectiveness)                                 |
| 4 3 2 1 | 8.  | Knowing the educationally significant aspects of various exceptionalities and the implications for assessment  |
| 4 3 2 1 | 9.  | Identifying and describing unique needs of students within the regular classroom setting   |
| 4 3 2 1 | 10. | Identifying characteristics and needs of highly able students  |
| 4 3 2 1 | 11. | Identifying characteristics and needs of highly able students who are economically disadvantaged, culturally different, limited in English proficiency, or who have disabilities |

**AREA: DUE PROCESS**

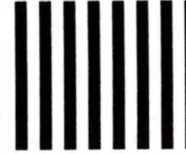
- |         |     |   |
|---------|-----|---|
| 4 3 2 1 | 12. | Understanding the regular classroom teacher's responsibilities in implementing due process and procedural safeguards of PL 94-142   |
| 4 3 2 1 | 13. | Ensuring confidentiality of student records   |
| 4 3 2 1 | 14. | Explaining due process regulations and procedures to parents and non-education professionals  |
| 4 3 2 1 | 15. | The role of the teacher in the school's implementation of Section 504 of the Vocational Rehabilitation Act of 1973 (e.g., serving students with chemical dependency, social maladjustment, attention deficit hyperactivity disorder, or those with other special needs that do not require special education or related services) |
| 4 3 2 1 | 16. | Other _____   |

AREA: **INDIVIDUAL EDUCATION PLAN (IEP)**

- 4 3 2 1 17. Understanding the individual education plan (IEP) development process
- 4 3 2 1 18. Prioritizing unique needs of the student to establish target areas for educational planning
- 4 3 2 1 19. Understanding the regular classroom teacher's role in writing measurable goals and objectives based on the individual student's need
- 4 3 2 1 20. Providing services for students' unique needs in regular education, special education, home and community environments through organized teaming, training, and support of educators and parents (includes concepts of "integration" and "inclusion")
- 4 3 2 1 21. Differentiating classroom curriculum to challenge highly able students
5. HOW MUCH TIME EACH MONTH WOULD YOU BE WILLING TO DEVOTE TO INSERVICE TRAINING AND/OR PERSONNEL DEVELOPMENT ACTIVITIES OUTSIDE REGULAR WORKING HOURS?
1. 1 - 3 hours
  2. 4 - 6 hours
  3. 7 - 9 hours
  4. 10 or more hours
  5. None
6. WHICH OF THE FOLLOWING WOULD BE THE BEST FORMAT FOR YOU TO RECEIVE STAFF DEVELOPMENT TRAINING? (Circle One)
1. Summer Courses
  2. Conference/Workshop Courses
  3. Evening/Weekend Courses
  4. Self-paced Instructional Materials
  5. Institutes
  6. Interactive Video Networking or Other Training Via Television
  7. Other \_\_\_\_\_

7. IF YOU SELECTED "CONFERENCE/WORKSHOP COURSES," WHICH OF THE FOLLOWING WOULD YOU PREFER? (Circle One)
1. State
  2. Regional
  3. Local
8. IN YOUR OPINION, WHICH OF THE FOLLOWING WOULD BE THE MOST EFFECTIVE RESOURCES FOR PROVIDING INSERVICE TRAINING/STAFF DEVELOPMENT ASSISTANCE IN THE TRAINING AREAS YOU NEED? (Circle Three)
1. Graduate Course or University/College Level Program
  2. Local School Personnel and Resources
  3. Department of Public Instruction Personnel
  4. Teaching Learning Centers
  5. Agency or Organization Personnel
  6. Trained University Personnel
  7. Consultants
  8. Other \_\_\_\_\_
9. WHICH OF THE FOLLOWING INCENTIVES WOULD INCREASE YOUR MOTIVATION FOR PARTICIPATION IN STAFF DEVELOPMENT ACTIVITIES? (Circle Three)
1. Salary Step Credit/Continuing Education Units
  2. Travel Reimbursement
  3. Tuition Payment
  4. Payment or Waiver of Conference/Workshop Fees
  5. Additional Salary for Evening/Weekend Attendance
  6. Payment for Books or Materials
  7. Academic Credit (University or College Credits)
  8. Increasing Knowledge Base
  9. Released Time from Classroom Teaching
  10. Summer Activities with Extended Contract
  11. Certificates of Training in Personnel Files
  12. Other \_\_\_\_\_

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**APPENDIX B**

**Survey of Special Education Personnel**

**SURVEY OF SPECIAL EDUCATION PERSONNEL**

**Inservice Training and Staff Development Needs**

Please complete the following survey. The information obtained will determine personnel needs for inservice training and staff development.

**INSTRUCTIONS:** Please answer each question by circling the number of the response(s) you choose.

1a. INDICATE THE SPECIAL EDUCATION UNIT TO WHICH YOU ARE PRIMARILY RESPONSIBLE

1b. INDICATE YOUR MAJOR PROFESSIONAL RESPONSIBILITY BY CIRCLING THE NUMBER CORRESPONDING TO THE MOST APPROPRIATE POSITION TITLE [THINK ABOUT THE ONE POSITION THAT OCCUPIES MOST OF YOUR TIME] (Select One)

1. Special Education Teacher/Therapist
2. Special Education Director
3. Special Education Coordinator
4. Infant Development Personnel

1c. YEARS OF EXPERIENCE

1. Two or Fewer
2. More than Two

2. INDICATE THE GENERAL EDUCATION LEVEL OF THE CHILDREN YOU SERVE BY CIRCLING THE NUMBER CORRESPONDING TO THE MOST APPROPRIATE CATEGORY. (Select one)

1. Infant/Toddler (ages 0-2)
2. Preschool (ages 3-5)
3. Elementary
4. Middle School/Junior High
5. Secondary/High School
6. Post Secondary/Adult Services
7. More than one of the above (specify)

3. CASELOAD: PLEASE CIRCLE THE NUMBER CORRESPONDING TO THE EXCEPTIONALITY OR CATEGORY THAT CONSTITUTES THE MAJORITY OF YOUR STUDENTS. (Select One)

1. Educable Mentally Handicapped
2. Trainable Mentally Handicapped
3. Severely/Multiply Handicapped
4. Learning Disabled
5. Emotionally Disturbed
6. Other Health Impaired
7. Hearing Impaired/Deaf
8. Physically Handicapped
9. Speech/Language Impaired
10. Visually Impaired/Blind
11. Deaf-Blind
12. Preschool Handicapped (ages 3-5)
13. Infant/Toddler (ages 0-2)
14. Multicategorical Resource Room (i.e., LD/EMH)
15. Administrative—all categories
16. Administrative—selected categories
17. Other \_\_\_\_\_

4. CERTIFICATION/LICENSURE AREA: PLEASE CIRCLE THE NUMBER CORRESPONDING TO THE AREA IN WHICH YOU CURRENTLY HOLD CERTIFICATION [IF YOU ARE CURRENTLY CERTIFIED IN MORE THAN ONE AREA, PLEASE INDICATE THE ONE MOST CLOSELY ASSOCIATED WITH YOUR CURRENT ASSIGNMENT.] (Select One)

1. Educable Mentally Handicapped
2. Trainable Mentally Handicapped
3. Learning Disabled
4. Emotionally Disturbed
5. Physically Handicapped
6. Speech/Language Impaired
7. Blind
8. Deaf
9. Preschool Handicapped
10. Special Education Director
11. Other Licensure or Certification (specify)

5. QUESTION 5 LISTS TOPICS OF INTEREST TO SPECIAL EDUCATION PERSONNEL. PLEASE INDICATE YOUR LEVEL OF NEED FOR INFORMATION OR TRAINING FOR EACH SUBJECT BY CIRCLING ONE NUMBER (4, 3, 2, OR 1) ON THE SCALE PROVIDED.

Response Scale: 4 = Great, 3 = Some, 2 = Little, 1 = None

Need				AREA: IDENTIFICATION AND ASSESSMENT
Great	No			
4	3	2	1	1. Use of building based problem-solving teams (e.g. BLST, teacher assistance teams) to support regular classroom teachers' efforts to address student needs
4	3	2	1	2. Developing an assessment plan based on need for information about the student
4	3	2	1	3. Preparing an Integrated Assessment Summary Report to summarize findings
4	3	2	1	4. Understanding and using the multi-disciplinary team approach to assessment and planning
4	3	2	1	5. Determining the purpose of the assessment (e.g., determining a disability, establishing instructional needs, establishing program effectiveness)
4	3	2	1	6. Conducting behavioral assessments
4	3	2	1	7. Legal mandates and specialized assessment in the special education environment
4	3	2	1	8. The educationally significant aspects of various exceptionalities and the implications for assessment
4	3	2	1	9. Using non-discriminatory assessment techniques
4	3	2	1	10. Evaluating student progress across disciplines and using data to improve programs

Response Scale: 4 = Great, 3 = Some, 2 = Little, 1 = None

- 4 3 2 1 11. Clarifying and using program area criteria for determination of disability
- 4 3 2 1 12. Implementing procedures to identify unserved and inappropriately served exceptional students
- 4 3 2 1 13. Conducting more effective procedures for collecting needed information from teachers and parents
- 4 3 2 1 14. Other \_\_\_\_\_

**AREA: DUE PROCESS**

- 4 3 2 1 15. Understanding responsibilities in implementing due process and procedural safeguards of PL 94-142
- 4 3 2 1 16. Ensuring confidentiality of student records
- 4 3 2 1 17. Explaining due process regulations and procedures to parents and non-education professionals
- 4 3 2 1 18. Role of special education in the school's implementation of section 504 of the Vocational Rehabilitation Act of 1973
- 4 3 2 1 19. Other \_\_\_\_\_

**AREA: INDIVIDUAL EDUCATION OR SERVICE PLANS**  
(IEPs, IFSPs, ITPs, etc.)

- 4 3 2 1 20. Understanding the individual education or service plan development process
- 4 3 2 1 21. Discriminating between educationally-related services, which are provided through the school, and other needed services, which are not provided through the school
- 4 3 2 1 22. Understanding and using LRE requirements under PL 94-142
- 4 3 2 1 23. Developing present level of performance statements based on the unique needs of the student
- 4 3 2 1 24. Prioritizing unique needs of the student to establish target areas for educational planning

- 4 3 2 1 25. Writing measurable goals and objectives based on the individual student's needs
- 4 3 2 1 26. Determining and applying criteria for mastery of individualized education or service plan objectives
- 4 3 2 1 27. Developing the written justification to document the least restrictive environment decision
- 4 3 2 1 28. Developing procedures and schedules for evaluating progress on short-term objectives
- 4 3 2 1 29. Developing procedures to monitor the implementation of the plan as written
- 4 3 2 1 30. Determining the characteristics of services (nature and scope) necessary to meet stated objectives
- 4 3 2 1 31. Making placement decisions based on outcomes of the IEP process
- 4 3 2 1 32. Identifying and learning strategies to facilitate team planning of the IEP (e.g., agendas, time efficiency, roles and responsibilities)
- 4 3 2 1 33. Other \_\_\_\_\_

**AREA: PREPARING STUDENTS AND FAMILIES FOR TRANSITION**

- 4 3 2 1 34. Understanding the regional interagency agreement through which transition services are provided for secondary students
- 4 3 2 1 35. Identifying life-skill competencies that will contribute to student success in a new educational or service environment
- 4 3 2 1 36. Assessing student readiness for transition to new environments
- 4 3 2 1 37. Developing and implementing transition goals as part of the IEP process
- 4 3 2 1 38. Knowing about and accessing services through non-school agencies
- 4 3 2 1 39. Identifying and meeting the counseling needs of students/families in transition

- 4 3 2 1 40. Understanding the relationship between state/local graduation requirements and IEP requirements
- 4 3 2 1 41. Other \_\_\_\_\_

**AREA: EDUCATIONAL PROGRAMMING**

- 4 3 2 1 42. Teaming with, training, and supporting educators and parents in the provision of services in regular education, special education, home and community environments
- 4 3 2 1 43. Identifying and programming for students with traumatic brain injury
- 4 3 2 1 44. Identifying and programming for student with autism
- 4 3 2 1 45. Managing students who are on medication or who are medically fragile
- 4 3 2 1 46. Other \_\_\_\_\_

**AREA: PARENT INVOLVEMENT**

- 4 3 2 1 47. Defusing potential conflict situations with parents
- 4 3 2 1 48. Handling conflicts with parents
- 4 3 2 1 49. Providing information and training programs for parents
- 4 3 2 1 50. Assigning and understanding the role of surrogate parents
- 4 3 2 1 51. Understanding the role of external agencies in advocacy
- 4 3 2 1 52. Other \_\_\_\_\_

**AREA: OTHER**

- 4 3 2 1 53. The role of special education in providing services for students who are culturally or linguistically different
- 4 3 2 1 54. Methods for assisting special education and regular education teachers in working together to maximize learning for the student with a disability
- 4 3 2 1 55. Other \_\_\_\_\_



6. RATE EACH OF THE FOLLOWING IN TERMS OF YOUR SYSTEM'S NEED TO IMPROVE. [CIRCLE THE NUMBER WHICH BEST FITS YOUR RESPONSE]

- 4 3 2 1 1. Development and implementation of a local system plan for providing a comprehensive staff development program
- 4 3 2 1 2. Local system incentives to encourage participation in staff development activities

7. PLEASE INDICATE THE THREE AREAS WHICH ARE YOUR HIGHEST PRIORITIES FOR INFORMATION AND/OR TRAINING IN THE COMING YEAR. (Circle no more than three)

1. Identification and Assessment (identification procedures, diagnosis, determining disability, team evaluation procedures, instructional planning)
2. Due Process (procedural safeguards, confidentiality, legal responsibilities)
3. IEP/IFPS Development (writing objectives, determining content, involvement of regular educators, fostering parent participation)
4. Educational Programming (teaching strategies, selecting and modifying content of materials, management procedures for organizing instruction and student management techniques)
5. Service Delivery (regular and special education cooperative planning, availability of services for a free and appropriate education, assuring instruction in the least restrictive environment)
6. Parent Involvement (communicating with parents, parent participation in conferences)
7. CSPD (Comprehensive System of Personnel Development; creation of local systems for delivery of staff training programs relevant to personnel needs, motivational techniques to participation in staff development activities, obtaining qualified persons to conduct inservice programs).

8. Compliance/Services (Standards to be met by local and state education agencies, teacher's role in meeting compliance/services requirements, techniques to aid teachers in meeting and/or supporting compliance/services responsibilities).
9. Coordination/Collaboration with Other Agency Services (e.g., health and medical)
10. Transition (coordinated movement of individuals from one situation or setting into another including movement from medical setting to infant development services, infant development to preschool, preschool to school age, other school age transition such as elementary level to junior high school, and secondary level to adult services)
11. Technology (e.g., assistive and adaptive devices, computer aided instruction, telecommunications networks)
12. Other (describe) \_\_\_\_\_

8. HOW MUCH TIME EACH MONTH WOULD YOU BE WILLING TO DEVOTE TO INSERVICE TRAINING AND/OR PERSONNEL DEVELOPMENT ACTIVITIES OUTSIDE REGULAR WORKING HOURS?

1. 1-3 hours
2. 4-6 hours
3. 7-9 hours
4. 10 or more hours
5. None

9. WHICH OF THE FOLLOWING WOULD BE THE BEST FORMAT FOR YOU TO RECEIVE STAFF DEVELOPMENT TRAINING? (Circle One)

1. Summer Courses
2. Conference/Workshop Courses
3. Evening/Weekend Courses
4. Self-paced Instructional Materials
5. Institutes
6. Interactive Video Networking or Other Training Via Television
7. Other \_\_\_\_\_

10. IF YOU SELECTED "CONFERENCE/WORKSHOP COURSES," WHICH OF THE FOLLOWING WOULD YOU PREFER? (Circle One)

1. State
2. Regional
3. Local

11. IN YOUR OPINION, WHICH THREE OF THE FOLLOWING WOULD BE THE MOST EFFECTIVE RESOURCES FOR PROVIDING INSERVICE TRAINING/STAFF DEVELOPMENT ASSISTANCE IN THE TRAINING AREAS YOU NEED? (Circle Three)

1. Graduate Course or University/College Level Program
2. Leadership in Educational Administration Development Center (LEAD)
3. Local School Personnel and Resources
4. Department of Public Instruction Personnel
5. Teaching Learning Centers
6. Agency or Organization Personnel
7. Trained University Personnel
8. Consultants
9. Other \_\_\_\_\_

12. WHICH THREE OF THE FOLLOWING INCENTIVES WOULD INCREASE YOUR MOTIVATION FOR PARTICIPATION IN STAFF DEVELOPMENT ACTIVITIES? (Circle Three)

1. Salary Step Credit/Continuing Education Units
2. Travel Reimbursement
3. Tuition Payment
4. Payment or Waiver of Conference/Workshop Fees
5. Additional Salary for Evening/Weekend Attendance
6. Payment for Books or Materials
7. Academic Credit (University or College Credits)
8. Increasing Knowledge Base
9. Released Time from Classroom Teaching
10. Summer Activities with Extended Contract
11. Certificates of Training in Personnel Files
12. Other \_\_\_\_\_



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13. DO YOU HAVE ACCESS TO A COMPUTER ON A DAILY BASIS?
1. Yes
  2. No

14. IF YES TO ABOVE, WHAT TYPE?
1. Apple IIE or 2GS
  2. Apple Macintosh
  3. IBM or IBM Clone/MSDOS Compatible Machine
  4. Other (specify) \_\_\_\_\_

**FOR ADMINISTRATORS ONLY**

15. IS YOUR SCHOOL DISTRICT OR UNIT WILLING TO PAY FOR SUBSTITUTE TEACHERS SO THAT REGULAR PERSONNEL CAN RECEIVE TRAINING DURING THE REGULAR SCHOOL DAY? (Circle One)
1. Yes
  2. No
  3. Does not apply

16. IS YOUR SCHOOL DISTRICT OR UNIT WILLING TO PAY SALARY FOR ADDITIONAL CONTRACT DAYS TO ACCOMMODATE TRAINING FOR YOUR SCHOOL STAFF BEYOND THE NORMAL SCHOOL CONTRACT (i.e., summer)? (Circle One)
1. Yes
  2. No
  3. Does not apply

COMMENTS \_\_\_\_\_

PLEASE FOLD YOUR QUESTIONNAIRE SO THE RETURN ADDRESS SHOWS AND SECURE THE SHEETS WITH TAPE - DO NOT STAPLE

THANK YOU FOR YOUR RESPONSE

**APPENDIX C**

**Survey of Related Services Providers**



**SURVEY OF RELATED SERVICES PROVIDERS**

**Inservice Training and Staff Development Needs**

Please complete the following survey. The information obtained will determine personnel needs for inservice training and staff development.

**INSTRUCTIONS:** Please answer each question by circling the number of the response(s) you choose.

1a. INDICATE THE SPECIAL EDUCATION UNIT TO WHICH YOU ARE PRIMARILY RESPONSIBLE

1b. PLEASE INDICATE YOUR MAJOR PROFESSIONAL RESPONSIBILITY. (Circle One)

1. School Psychologist
2. School Counselor
3. School Social Worker
4. Physical Therapist
5. Occupational Therapist
6. Speech/Language Clinician
7. Audiologist
8. Other Assessment/Diagnostic Personnel
9. Other (specify) \_\_\_\_\_

2. PLEASE INDICATE YOUR YEARS OF EXPERIENCE AS A RELATED SERVICES PROVIDER.

1. Two or Fewer
2. More than Two

3. PLEASE INDICATE THE GENERAL LEVEL OF THE STUDENTS YOU SERVE. (Circle One)

1. Infant/Toddler (ages 0-2)
2. Preschool (ages 3-5)
3. Elementary
4. Middle School/Junior High
5. Secondary/High School

6. Post Secondary/Adult Services
7. More than one of the above (specify) \_\_\_\_\_

4. PLEASE INDICATE THE TYPE OF PROFESSIONAL CREDENTIAL YOU HOLD. (If you hold credentials in more than one area, please circle only the one which best applies to serving special education students in your current position.) (Circle One)

1. Current License
2. Current Certification
3. Provisional Certification or License (Certification or License in Process)
4. No Certification or License (None Needed)
5. Other (specify) \_\_\_\_\_

**INSTRUCTIONS:** Question 5 lists topics of interest to related services providers. Please mark your level of need for information or training for each subject by circling one number (4, 3, 2, or 1) on the scale provided.

**Response Scale:** 4 = Great, 3 = Some, 2 = Little, 1 = None

5. MY NEED FOR INFORMATION AND/OR TRAINING ON EACH SUBJECT LISTED BELOW IS:

- |   |   | Need  |    |                  |   |
|---|---|-------|----|------------------|---|
|   |   | Great | No | AREA: ASSESSMENT |   |
| 4 | 3 | 2     | 1  | 1.               | Using the multi-disciplinary approach to assessment and planning                                      |
| 4 | 3 | 2     | 1  | 2.               | Developing an assessment plan based on need for information about the student                         |
| 4 | 3 | 2     | 1  | 3.               | Legal mandates and specialized assessment requirements in the special education environment           |
| 4 | 3 | 2     | 1  | 4.               | The educationally-significant aspects of various exceptionalities and the implications for assessment |

- |                          |   |   |   |     |   |
|--------------------------|---|---|---|-----|---|
| 4                        | 3 | 2 | 1 | 5.  | Updating diagnostic and/or assessment skills including interview-based assessment and curriculum-based assessment, environmental and functional skills assessment |
| 4                        | 3 | 2 | 1 | 6.  | Conducting behavioral assessments   |
| 4                        | 3 | 2 | 1 | 7.  | Using non-discriminatory assessment techniques  |
| 4                        | 3 | 2 | 1 | 8.  | Constructing more effective forms for collecting needed information from teachers and parents   |
| 4                        | 3 | 2 | 1 | 9.  | Using appropriate assessment procedures for young children  |
| 4                        | 3 | 2 | 1 | 10. | Preparing an Integrated Assessment Summary Report to summarize findings   |
| 4                        | 3 | 2 | 1 | 11. | Determining the purpose of the assessment (e.g., determination of a disability, establishing program effectiveness, establishing instructional needs)             |
| 4                        | 3 | 2 | 1 | 12. | Evaluating student progress across disciplines and using data to improve programs   |
| 4                        | 3 | 2 | 1 | 13. | Other _____   |
| <b>AREA: DUE PROCESS</b> |   |   |   |     |   |
| 4                        | 3 | 2 | 1 | 14. | Understanding responsibilities in implementing related services provision of PL 94-142  |
| 4                        | 3 | 2 | 1 | 15. | Ensuring confidentiality of student records   |
| 4                        | 3 | 2 | 1 | 16. | Explaining due process regulations and procedures to parents and non-education professionals  |
| 4                        | 3 | 2 | 1 | 17. | Role of special education in the school's implementation of Section 504 of the Vocational Rehabilitation Act of 1973  |
| 4                        | 3 | 2 | 1 | 18. | Other _____   |

Response Scale: 4 = Great, 3 = Some, 2 = Little, 1 = None

**AREA: INDIVIDUAL EDUCATION  
OR SERVICE PLANS**  
(IEPs, IFSPs, ITPs, etc.)

- 4 3 2 1 19. Understanding the individual education or service plan development process
- 4 3 2 1 20. Discriminating between educationally-related services, which are provided through the school, and other needed services, which are not provided through the school
- 4 3 2 1 21. Understanding and using LRE requirements under PL 94-142
- 4 3 2 1 22. Developing present level of performance statements based on the unique needs of the student
- 4 3 2 1 23. Prioritizing unique needs of the student to establish target areas for educational planning
- 4 3 2 1 24. Writing measurable goals and objectives based on the individual student's needs
- 4 3 2 1 25. Determining and applying criteria for mastery of individualized education or service plan objectives
- 4 3 2 1 26. Developing the written justification to document the least restrictive environment decision
- 4 3 2 1 27. Developing procedures and schedules for evaluating progress on short-term objectives
- 4 3 2 1 28. Developing procedures to monitor the implementation of the plan as written
- 4 3 2 1 29. Determining the characteristics of services (nature and scope) necessary to meet stated objectives
- 4 3 2 1 30. Making placement decisions based on outcomes of the IEP process
- 4 3 2 1 31. Identifying and learning strategies to facilitate team planning of the IEP (e.g., agendas, time efficiency, roles and responsibilities)
- 4 3 2 1 32. Other \_\_\_\_\_

**AREA: PREPARING STUDENTS  
AND FAMILIES FOR TRANSITION**

- 4 3 2 1 33. Understanding the regional inter-agency agreement through which transition services are provided for secondary students
- 4 3 2 1 34. Identifying life-skill competencies that will contribute to student success in a new educational or service environment
- 4 3 2 1 35. Assessing student readiness for transition to new environments
- 4 3 2 1 36. Developing and implementing transition goals as part of the IEP process
- 4 3 2 1 37. Knowing about and accessing services through non-school agencies
- 4 3 2 1 38. Identifying and meeting the counseling needs of students/families in transition
- 4 3 2 1 39. Understanding the relationship between state/local graduation requirements and IEP requirements
- 4 3 2 1 40. Other \_\_\_\_\_

**AREA: PROGRAMMING AND SERVICE DELIVERY**

- 4 3 2 1 41. Understanding the relationship between the daily program plan and the IEP
- 4 3 2 1 42. Teaming with, training, and supporting educators and parents in the provision of related services in the regular education, special education, home and community environments
- 4 3 2 1 43. Translating other agencies' recommendations into education language and services
- 4 3 2 1 44. Adapting strategies and techniques to meet individual student's characteristics and needs

- 4 3 2 1 45. Incorporating services for students with disabilities into vocational/career education
- 4 3 2 1 46. Incorporating recreation/leisure education into services for students with disabilities
- 4 3 2 1 47. Incorporating behavior management strategies into services for students with disabilities
- 4 3 2 1 48. Integrating related services activities into education objectives
- 4 3 2 1 49. Incorporating functional curricula and community-based programming into services for students with disabilities
- 4 3 2 1 50. Acquiring collaborative consulting skills for special education and related services personnel
- 4 3 2 1 51. Exploring models and options for delivery of related services
- 4 3 2 1 52. Conducting conferences with parents
- 4 3 2 1 53. Managing students who are on medication or who are medically fragile
- 4 3 2 1 54. Identifying and programming for students with traumatic brain injury
- 4 3 2 1 55. Identifying and programming for students with autism
56. Understanding the special educator's role in serving at-risk populations:
- attention deficit hyperactivity disorder (ADHD, ADD)
  - chemically dependent
  - socially maladjusted
  - fetal alcohol syndrome
- 4 3 2 1 57. Other \_\_\_\_\_

6. PLEASE INDICATE THE THREE AREAS WHICH ARE YOUR HIGHEST PRIORITIES FOR INFORMATION AND/OR TRAINING IN THE COMING YEAR. (Circle **no more than three**)
1. Identification and Assessment (identification procedures, diagnosis, determining disability, team evaluation procedures, instructional planning)



2. Due Process (procedural safeguards, confidentiality, legal responsibilities)
  3. IEP/IFPs Development (writing objectives, determining content, involvement of regular educators, fostering parent participation)
  4. Educational Programming (teaching strategies, selecting and modifying content of materials, management procedures for organizing instruction and student management techniques)
  5. Programming and Service Delivery (regular and special education cooperative planning, availability of services for a free and appropriate education, assuring instruction in the least restrictive environment)
  6. Parent Involvement (communicating with parents, parent participation in conferences)
  7. Coordination/Collaboration with Other Agency Services (e.g., health and medical)
  8. Transition (coordinated movement of individuals from one situation or setting into another including movement from medical setting to infant development services, infant development to preschool, preschool to school age, other school age transition such as elementary level to junior high school and secondary level to adult services)
  9. Technology (e.g., assistive and adaptive devices, computer aided instruction, telecommunications networks)
  10. Other (describe) \_\_\_\_\_
7. PLEASE INDICATE THE TWO AREAS WHICH YOU ANTICIPATE WILL BE YOUR HIGHEST INFORMATION AND/OR TRAINING NEEDS THREE OR MORE YEARS FROM NOW. (Circle Two)
1. Identification and Assessment
  2. Due Process
  3. IEP/IFPs Development
  4. Educational Programming
  5. Programming and Service Delivery
  6. Parent Involvement
  7. Coordination/Collaboration with Other Agency Services
  8. Transition
  9. Technology
  10. Other (describe) \_\_\_\_\_

8. HOW MUCH TIME EACH MONTH WOULD YOU BE WILLING TO DEVOTE TO INSERVICE TRAINING AND/OR PERSONNEL DEVELOPMENT ACTIVITIES OUTSIDE REGULAR WORKING HOURS?

1. 1-3 hours
2. 4-6 hours
3. 7-9 hours
4. 10 or more hours
5. None

9. WHICH OF THE FOLLOWING WOULD BE THE BEST FORMAT FOR YOU TO RECEIVE STAFF DEVELOPMENT TRAINING? (Circle One)

1. Summer Courses
2. Conference/Workshop Courses
3. Evening/Weekend Courses
4. Self-paced Instructional Materials
5. Institutes
6. Interactive Video Networking or Other Training Via Television
7. Other \_\_\_\_\_

10. IF YOU SELECTED "CONFERENCE/WORKSHOP COURSES," WHICH OF THE FOLLOWING WOULD YOU PREFER? (Circle One)

1. State
2. Regional
3. Local

11. IN YOUR OPINION, WHICH THREE OF THE FOLLOWING WOULD BE THE MOST EFFECTIVE RESOURCES FOR PROVIDING INSERVICE TRAINING/STAFF DEVELOPMENT ASSISTANCE IN THE TRAINING AREAS YOU NEED? (Circle Three)

1. Graduate Course or University/College Level Program
2. Local School System Personnel and Resources
3. Local Discipline Area Specialists
4. Department of Public Instruction Personnel
5. State Level Discipline Area Specialists (i.e., State Boards)

6. Trained University Personnel Invited to Present at Workshops
7. Consultants
8. Other \_\_\_\_\_

12. WHICH OF THE FOLLOWING INCENTIVES WOULD INCREASE YOUR MOTIVATION FOR PARTICIPATION IN STAFF DEVELOPMENT ACTIVITIES? (Circle Three)

1. Salary Step Credit/Continuing Education Units
2. Travel Reimbursement
3. Tuition Payment
4. Payment or Waiver of Conference/Workshop Fees
5. Additional Salary for Evening/Weekend Attendance
6. Payment for Books or Materials
7. Academic Credit (University or College Credits)
8. Increasing Knowledge Base
9. Released Time from Professional Assignments
10. Summer Activities with Extended Contract
11. Certificates of Training in Personnel Files
12. Other \_\_\_\_\_

13. DO YOU HAVE ACCESS TO A COMPUTER ON A DAILY BASIS?

1. Yes
2. No

14. IF YES TO ABOVE, WHAT TYPE?

1. Apple IIE or 2GS
2. Apple Macintosh
3. IBM or IBM Clone/MS DOS Compatible Machine
4. Other (specify) \_\_\_\_\_

COMMENTS \_\_\_\_\_

PLEASE FOLD YOUR QUESTIONNAIRE SO THE RETURN ADDRESS SHOWS AND SECURE THE SHEETS WITH TAPE - DO NOT STAPLE

THANK YOU FOR YOUR RESPONSE



**APPENDIX D**  
**Survey of Parents**

**SPECIAL EDUCATION SURVEY OF PARENTS  
Training and Information Needs**

Please complete this survey. The information obtained will help us plan parent workshops and materials.

**INSTRUCTIONS: Please answer each question by circling the number that you choose.**

**1. SPECIAL SERVICES ARE PROVIDED FOR MY CHILD(REN) THROUGH:**

1. Special Education Unit
  - \_\_\_\_\_ Dickey-Lamoure
  - \_\_\_\_\_ Fargo
  - \_\_\_\_\_ Lake Region
  - \_\_\_\_\_ Oliver Mercer
  - \_\_\_\_\_ Souris Valley
  - \_\_\_\_\_ Upper Valley
  - \_\_\_\_\_ West River
  - \_\_\_\_\_ WILMAC
2. Human Service Center
  - \_\_\_\_\_ Bismarck
  - \_\_\_\_\_ Devils Lake
  - \_\_\_\_\_ Fargo
  - \_\_\_\_\_ Williston
3. Other, please specify \_\_\_\_\_

**2. MY CHILD IS IN: (Circle One)**

1. Early Childhood (ages 0-2)
2. Early Childhood (ages 3-5)
3. Elementary School (including kindergarten)
4. Middle School or Junior High School
5. High school
6. College, University, or Voc-Tech school, or other training program

**3. MY CHILD GOES TO A: (Circle One of the following)**

1. Public school program
2. Private school program
3. Infant Development program
4. Other \_\_\_\_\_

**4. MY CHILD'S MAIN DISABILITY (HANDICAP) IS: (Pick the term that best fits your child. Please circle only one.)**

1. A mental disability
2. A learning disability
3. A behavioral disability
4. An emotional disability
5. A hearing disability
6. A speech disability
7. A visual disability
8. A physical disability
9. A deaf and blind disability
10. Multi-handicapping disability
11. Other \_\_\_\_\_

**5. AT THIS TIME, MY CHILD'S MOST IMPORTANT NEEDS ARE: (Pick the three top needs. Please circle no more than three.)**

1. School readiness tasks for young children
2. Academics (such as science, math, reading, writing)
3. Cognitive (thinking skills)
4. Social or emotional skills (such as good attitudes, behavior, coping skills)
5. Communication skills (such as sharing/understanding ideas, feelings)
6. Personal care (hygiene) and home living skills
7. Job training or career planning
8. Physical activity skills (large motor, small motor)
9. Recreation and leisure activity skills
10. Self-help skills/independent living skills/community integration
11. Getting adult services
12. Other \_\_\_\_\_

**INSTRUCTIONS: Question 6 lists subjects that many parents feel they need to know more about. Please indicate the extent of your level of need for information or training for each subject over the next 2-3 years by circling one number (4,3,2, or 1) on the scale provided.**

**Response Scale: 4 = Great, 3 = Some, 2 = Little, 1 = None**

**6. MY NEED FOR INFORMATION OR TRAINING ON EACH SUBJECT LISTED BELOW IS:**

Need				AREA: <u>LAW AND POLICY</u>
Great	3	2	No	
4	3	2	1	1. Federal and state laws that provide for services to persons with disabilities
4	3	2	1	2. Federal, state and local agencies that provide services to persons with disabilities
4	3	2	1	3. My rights and my child's rights under the law
4	3	2	1	4. Mediation, complaint investigation, and due process procedures
4	3	2	1	5. How the privacy of my child's records are protected
4	3	2	1	6. How parents can work within legal and political systems to improve opportunities for persons with disabilities
4	3	2	1	7. Other _____
<b>AREA: <u>EDUCATIONAL SERVICES</u></b>				
Note: If your child is in an Infant Development Program, respond in terms of your experience with that program. If your child is in a school program, respond in terms of school services and personnel.				
4	3	2	1	8. Which personnel play a part in my child's special education program
4	3	2	1	9. What each person working on my child's education program does

Response Scale: 4 = Great, 3 = Some, 2 = Little, 1 = None

- |   |   |   |   |     |  |                                 |   |   |   |     |  |   |   |   |   |     |  |
|---|---|---|---|-----|--|---------------------------------|---|---|---|-----|--|---|---|---|---|-----|--|
| 4 | 3 | 2 | 1 | 10. | What my part is as a member of my child's special education team   | 4                               | 3 | 2 | 1 | 22. | What service agencies can help my child get job training or employment after my child leaves school  | 4 | 3 | 2 | 1 | 35. | Methods or activities I could use to encourage my child's social growth  |
| 4 | 3 | 2 | 1 | 11. | Information about the special education program (who does what, forms to fill out, what the words mean, what the time limits are, etc.)  | 4                               | 3 | 2 | 1 | 23. | What kinds of advanced schooling may be available for my child after high school (such as colleges, nursing training programs, technical training programs, etc.)  | 4 | 3 | 2 | 1 | 36. | Age-appropriate information and teaching methods I can use to help my child prepare for sexual development   |
| 4 | 3 | 2 | 1 | 12. | Who, in the service delivery system, can help with problems that I cannot solve by myself  | 4                               | 3 | 2 | 1 | 24. | What special services colleges, vocational rehabilitation programs and technical schools offer students with disabilities  | 4 | 3 | 2 | 1 | 37. | Methods I can use to help myself and/or my child deal with stress  |
| 4 | 3 | 2 | 1 | 13. | What kinds of tests are used in planning my child's education program  | 4                               | 3 | 2 | 1 | 25. | Other _____  | 4 | 3 | 2 | 1 | 38. | Ways I can help my child become more self-confident  |
| 4 | 3 | 2 | 1 | 14. | My part in planning my child's individualized education program (IEP)/ Individual Family Service Plan (IFSP)   | <b>AREA: HOME AND COMMUNITY</b> |   |   |   |     |  | 4 | 3 | 2 | 1 | 39. | Community resources and agencies that are available for direct assistance or services to parents (such as financial, medical, counseling, etc.)              |
| 4 | 3 | 2 | 1 | 15. | What services, besides educational, the program can help me find for my child  | 4                               | 3 | 2 | 1 | 26. | Ways I and my family can learn more about my child's disability  | 4 | 3 | 2 | 1 | 40. | National, state, or community organizations that make information available to parents (such as directories, how-to booklets, research findings, etc.)       |
| 4 | 3 | 2 | 1 | 16. | What services can be provided to help my child <u>move to a new educational program</u> (such as moving from infant development to preschool, preschool to elementary school, special education classroom to regular classroom, elementary to middle school, middle school to high school, high school to college or vo-tech school) | 4                               | 3 | 2 | 1 | 27. | Ways I can help my child understand his or her disability  | 4 | 3 | 2 | 1 | 41. | Magazines and books that are available to parents of children with disabilities  |
| 4 | 3 | 2 | 1 | 17. | What services the school can provide to help my child <u>move from school to the world of work</u>   | 4                               | 3 | 2 | 1 | 28. | Ways I can help others in my home and community understand my child's disability   | 4 | 3 | 2 | 1 | 42. | Parent support groups that exist in my community, region, or statewide   |
| 4 | 3 | 2 | 1 | 18. | What services the school can provide to help my child <u>move from school to adult services</u>  | 4                               | 3 | 2 | 1 | 29. | Methods or activities I could use to help my child improve social and emotional coping skills  | 4 | 3 | 2 | 1 | 43. | How I can find good recreation and leisure activities for my child   |
| 4 | 3 | 2 | 1 | 19. | How my child's special education program is like the regular (general) school program, and how it is different   | 4                               | 3 | 2 | 1 | 30. | Methods or activities I could use to help my child improve communication skills  | 4 | 3 | 2 | 1 | 44. | Technology that is available to help people with disabilities (such as adaptive devices like hearing aids, or electronic teaching aids like computers, etc.) |
| 4 | 3 | 2 | 1 | 20. | Special education teaching methods I could use to help my child learn at home  | 4                               | 3 | 2 | 1 | 31. | Methods or activities I could use to help my child improve physical development and/or physical activity skills  | 4 | 3 | 2 | 1 | 45. | How I can find or create good learning and play materials for my child   |
| 4 | 3 | 2 | 1 | 21. | What the school can do to help my child train for a job or career (such as job training classes, work experience programs, career counseling, etc.)  | 4                               | 3 | 2 | 1 | 32. | Methods or activities I could use to help my child improve recreation and/or leisure activity skills   | 4 | 3 | 2 | 1 | 46. | How I can find or create good learning activities to support classroom work  |
|   |   |   |   |     |  | 4                               | 3 | 2 | 1 | 33. | Methods or activities I could use to help my child improve organizational, time management, personal care and other living skills needed in the home and community | 4 | 3 | 2 | 1 | 47. | How I can find good day care or respite services for my child  |
|   |   |   |   |     |  | 4                               | 3 | 2 | 1 | 34. | Methods or activities I could use to help my child develop self-advocacy skills  | 4 | 3 | 2 | 1 | 48. | Ways I can start planning for my child's financial future now (such as insurance, wills, income tax, trust funds, etc.)                                      |
|   |   |   |   |     |  |                                 |   |   |   |     |  | 4 | 3 | 2 | 1 | 49. | Ways I can start planning for my child's future work and living arrangements now   |
|   |   |   |   |     |  |                                 |   |   |   |     |  | 4 | 3 | 2 | 1 | 50. | Ways I can start planning for my child's post-secondary school adult education now   |



Response Scale: 4 = Great, 3 = Some, 2 = Little, 1 = None

4 3 2 1 51. Ways I could improve my own management skills (such as time management, child behavior management, organization methods)

4 3 2 1 52. Other \_\_\_\_\_

**AREA: COMMUNICATION SKILLS**

4 3 2 1 53. Information about basic assertiveness/advocacy/communication skills

4 3 2 1 54. Information about special education language and terms

4 3 2 1 55. How to let program personnel know about my personal observations and feelings regarding my child's education

4 3 2 1 56. Information about my child's classroom and school program so that I can be helpful when problems or unusual situations occur

4 3 2 1 57. To know what the teacher should be told about my child's life/abilities outside the school

4 3 2 1 58. Information about working with both school and non-school professionals (such as child care providers, doctors, psychologists, therapists, etc.) to help bridge the gap between their points of view and to best help my child

4 3 2 1 59. Ways I can improve my skills for dealing with and solving problems that may occur in my child's education

4 3 2 1 60. Ways I can strengthen my parent/professional relationships

4 3 2 1 61. Ways I can help strengthen the parent/child/teacher relationship

4 3 2 1 62. How to start, direct, or join parent or other advocacy groups

4 3 2 1 63. Ways I can become skilled in helping other parents of children with disabilities

4 3 2 1 64. Ways parents can get support from legislators, community leaders, civic groups, etc., to improve opportunities for children with disabilities

4 3 2 1 65. What organizations provide information or support for expanding current leisure activities, or starting new leisure activities for children with disabilities

4 3 2 1 66. Other \_\_\_\_\_

The following information will help us plan workshops and materials that fit the needs of parents in your community. Please answer as completely as you can.

7. A) I WOULD LEARN BEST FROM: (Circle **Two**)

1. Lectures by parents/professionals - large group
2. Lectures by parents/professionals - small group
3. Workshops led by parents/professionals (hands-on activities) - large group
4. Workshops led by parents/professionals (hands-on activities) - small group
5. Films, slides, audio-cassettes, or videotapes that I could check out
6. Workbooks with ideas and activities I could try at home
7. Books or magazines
8. TV programs
9. Other printed materials such as newsletters, pamphlets, etc.
10. Other \_\_\_\_\_

B) I FEEL THAT MY CHILD SHOULD COME TO GROUP LEARNING ACTIVITIES WITH ME: (Circle **One**)

1. Every time. My child needs to learn about the same things I (and other family members) want to learn.
2. Sometimes. For example, when we can try out activities together, or when the subject is something (like career planning) that my child should learn about too.

3. Never. I would not be able to learn as well if my child came with me.

8. WILL CHILD CARE MAKE A DIFFERENCE IN YOUR DECISION TO ATTEND TRAINING? (Circle **One**)

1. Yes
2. No

9. THE BEST TIME FOR ME TO COME AND LEARN IS: (Circle **One**)

1. Weekdays during school hours
2. Weekdays after school
3. Weekday evenings
4. Weekends - mornings
5. Weekends - afternoons
6. Weekends - evenings

10. THE SIZE OF COMMUNITY I LIVE IN IS: (Circle **One**)

1. Larger community (25,000 or more)
2. Midsize community (10,000-25,000)
3. Smaller community (2,500 to 10,000)
4. Country/Rural

11. MY EDUCATION LEVEL IS: (Circle **One**)

1. Completed Grade \_\_\_\_\_
2. Completed High School
3. Some College
4. Completed College

12. MY RACE OR ETHNIC BACKGROUND IS: (Circle **One**)

1. White - Not of Spanish/Hispanic origin
2. Black - Not of Spanish/Hispanic origin
3. American Indian/Aleut or Eskimo
4. Spanish/Hispanic
5. Asian or Pacific Islander
6. Other \_\_\_\_\_



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13. MY AGE IS: (Circle One)

- 1. Under 20
- 2. 21-40
- 3. 41-60
- 4. 61 or over

14. I AM THIS CHILD'S: (Circle One)

- 1. Parent, stepparent, or long-term guardian
- 2. Foster parent or short-term guardian
- 3. Other \_\_\_\_\_

**APPENDIX E**

**Survey of Administrators Regarding Transition**



**SURVEY OF ADMINISTRATORS  
REGARDING TRANSITION**

**Inservice Training and Staff Development Needs**

Please complete the following survey. The information obtained will determine personnel needs for inservice training and staff development.

**INSTRUCTIONS:** Please answer each question by circling the number of the response(s) you choose.

**1. PLEASE INDICATE YOUR MAJOR PROFESSIONAL RESPONSIBILITY. (Circle One)**

1. Special Education Administrator
2. Regular Education Administrator
3. Vocational Education Administrator
4. Vocational Rehabilitation Administrator
5. Developmental Disabilities Administrator
6. Job Service Administrator
7. Other (specify) \_\_\_\_\_

**2. PLEASE INDICATE YOUR YEARS OF EXPERIENCE AS AN ADMINISTRATOR.**

1. Two or Fewer
2. More than Two

**3. PLEASE INDICATE THE GENERAL EDUCATION OR PROGRAM LEVELS YOU SERVE. (Circle One)**

1. Infant/Toddler (ages 0-2)
2. Preschool (ages 3-5)
3. Elementary
4. Middle School/Junior High
5. Secondary/High School
6. Post Secondary/Adult Services
7. More than one of the above (specify) \_\_\_\_\_

**4. PLEASE INDICATE THE TYPE OF PROFESSIONAL CREDENTIAL YOU HOLD. (If you hold credentials in more than one area, please circle only the one which best applies to serving special education students in your current position.) (Circle One)**

1. Special Education Teaching Area Certification
2. Regular Education Teaching Area Certification
3. Vocational Education Teaching Area Certification
4. Educational Administration Certification (Any Area)
5. Educational Psychology or Educational Counseling Certification
6. Non-Educational License or Board Certification
7. Provisional Certification (Certification or License in Process)
8. No Certification or License (None Needed)
9. Other (specify) \_\_\_\_\_

**INSTRUCTIONS:** Question 5 lists topics related to the transition process. Please mark your level of need for information or training for each topic by circling one number (4, 3, 2, or 1) on the scale provided.

**Response Scale: 4 = Great, 3 = Some, 2 = Little, 1 = None**

**5. MY NEED FOR INFORMATION AND/OR TRAINING ON EACH SUBJECT LISTED BELOW IS:**

- | Need<br>Great - No | AREA: <u>UNDERSTANDING THE<br/>TRANSITION PROCESS</u>  |
|--------------------|--|
| 4 3 2 1            | 1. The overall concept of transition (e.g., history, philosophy, current models, trends, issues) |
| 4 3 2 1            | 2. The overall transition services system now existing in the school system and community        |
| 4 3 2 1            | 3. The roles of service agencies and individuals as contributors to the transition process       |

- |         |   |
|---------|---|
| 4 3 2 1 | 4. When and how to use referral procedures (within and between school systems, between a school system and non-school agencies)   |
| 4 3 2 1 | 5. Collaborative efforts at the state level and their effects on local transition services  |
| 4 3 2 1 | 6. Strategies for coordination of local interagency efforts in transition services delivery   |
| 4 3 2 1 | 7. Strategies in developing local procedures for transition planning  |
| 4 3 2 1 | 8. Development and implementation of individualized plans such as:<br><u>Family Service Plan</u> - services for children birth through two<br><u>Pre-School Transition Plan</u> - pre-school to school<br><u>In-School Transition Plan</u> - one program to another (e.g., elementary to junior high school level)<br><u>Post-School Transition Plan</u> - school to work or adult services |
| 4 3 2 1 | 9. Other _____  |

**AREA: STRENGTHENING THE  
TRANSITION PROCESS**

- |         |   |
|---------|---|
| 4 3 2 1 | 10. Strategies for improving cooperative transition services delivery systems   |
| 4 3 2 1 | 11. Developing an interagency transition team, composed of community agency and local school system personnel, to coordinate transition services delivery plans |
| 4 3 2 1 | 12. Strategies for developing or improving transition services for students with low incidence disabilities (e.g., blind, deaf, severely disabled)              |
| 4 3 2 1 | 13. Strategies for decreasing the number of students dropping or truant from programs that are part of the transition process                                   |

Response Scale: 4 = Great, 3 = Some, 2 = Little, 1 = None

- 4 3 2 1 14. Strategies for collecting information for identification, assessment, and educational programming of students needing transition services
- 4 3 2 1 15. Planning for future needs, including using individual transition plans to gain advance information on future students or clients and identifying time lines
- 4 3 2 1 16. Other \_\_\_\_\_

**AREA: EVALUATING TRANSITION EFFORTS**

- 4 3 2 1 17. Strategies for improving assessment and/or evaluation of an interagency approach to providing transition services
- 4 3 2 1 18. Strategies for improving assessment and/or evaluation of transition efforts within the school system or agency
- 4 3 2 1 19. Strategies for improving evaluation of transition efforts according to specific criteria, such as grade levels or type of disability
- 4 3 2 1 20. Strategies for gathering and evaluating information on former students for use in evaluating programs, curricula, and transition services
- 4 3 2 1 21. Strategies for documenting the effectiveness of each service or program involved in implementing individual transition plans
- 4 3 2 1 22. Other \_\_\_\_\_

**AREA: COOPERATIVE PLANNING WITH STUDENTS AND FAMILIES IN TRANSITION**

- 4 3 2 1 23. Strategies for increasing the frequency and effectiveness of student-parent-professional collaboration in transition processes

- 4 3 2 1 24. Strategies for including student and family values and attitudes as considerations when developing individualized transition plans
- 4 3 2 1 25. Explaining results of evaluations in lay terms to students, parents, and/or other professionals
- 4 3 2 1 26. Explaining non-school service options and application procedures to students and parents
- 4 3 2 1 27. Other \_\_\_\_\_

**AREA: SERVING STUDENTS IN TRANSITION**

- 4 3 2 1 28. How various disabilities affect the lives of students and their families
- 4 3 2 1 29. When and how to begin preparing students for transition within the school system or agency
- 4 3 2 1 30. Non-academic abilities and competencies that will contribute to students' success at the next stage in the transition process
- 4 3 2 1 31. Adapting curricula or programs to be more effective with special education students
- 4 3 2 1 32. Strategies for adapting curricula or programs to reflect students' cross-cultural and linguistic characteristics
- 4 3 2 1 33. Local and state policies regarding statewide achievement testing for special education students
- 4 3 2 1 34. Strategies for incorporating pre-vocational preparation in middle school and high school programs
- 4 3 2 1 35. Strategies for expanding vocational education options for special education students
- 4 3 2 1 36. The kinds of information helpful to parents and students in selecting educational and vocational training objectives

- 4 3 2 1 37. Strategies for incorporating life skills training into the secondary program
- 4 3 2 1 38. The counseling needs of students in transition
- 4 3 2 1 39. Other \_\_\_\_\_

**AREA: PREPARING STUDENTS TO LEAVE SCHOOL**

- 4 3 2 1 40. When and how to begin preparing students for transition to post-school life
- 4 3 2 1 41. Special services, including non-work support services, available to exceptional students before and after exiting public school (e.g., living arrangements, transportation, guardianship)
- 4 3 2 1 42. The types of resources and initial linkages with non-school service providers needed by parents and students preparing to graduate or leave school, including when initial contacts should be made
- 4 3 2 1 43. Strategies to prepare students for greater independence in competitive work and community living environments
- 4 3 2 1 44. Methods and strategies for developing functional curricula for community-based programming
- 4 3 2 1 45. The range and types of employment, placement, or education options available to special education students after leaving school
- 4 3 2 1 46. Developing and implementing procedures to help students locate training and employment opportunities based upon individual interests and aptitudes
- 4 3 2 1 47. Developing or improving communication and collaboration between the school's vocational training program and the business community, adult service agencies, and supported employment programs



- 4 3 2 1 48. Developing and implementing community-based, work experience opportunities to supplement classroom instruction and provide school-student-potential employer linkage before graduation
- 4 3 2 1 49. The world-of-work environment, including non-vocational skills that will contribute to students' success in the work place
- 4 3 2 1 50. Other \_\_\_\_\_

6. BRIEFLY REVIEW THE SIX AREAS ADDRESSED BY ITEMS 1-50. THEN INDICATE THE TWO AREAS WHICH ARE YOUR HIGHEST PRIORITIES FOR INFORMATION AND/OR TRAINING IN THE COMING YEAR. (Circle Two)

1. Understanding the Transition Process
2. Strengthening the Transition Process
3. Evaluating Transition Efforts
4. Cooperative Planning with Students and Families in Transition
5. Serving Students in Transition
6. Preparing Students to Leave School
7. Other (describe) \_\_\_\_\_

7. PLEASE INDICATE THE TWO AREAS WHICH YOU ANTICIPATE WILL BE YOUR HIGHEST INFORMATION AND/OR TRAINING NEEDS THREE OR MORE YEARS FROM NOW. (Circle Two)

1. Understanding the Transition Process
2. Strengthening the Transition Process
3. Evaluating Transition Efforts
4. Cooperative Planning with Students and Families in Transition
5. Serving Students in Transition
6. Preparing Students to Leave School
7. Other (describe) \_\_\_\_\_

8. HOW MUCH TIME EACH MONTH WOULD YOU BE WILLING TO INVEST IN INSERVICE TRAINING AND/OR PERSONNEL DEVELOPMENT ACTIVITIES OUTSIDE REGULAR WORKING HOURS?

1. 1-3 hours
2. 4-6 hours
3. 7-9 hours
4. 10 or more hours
5. None

9. WHICH OF THE FOLLOWING WOULD BE THE BEST FORMAT FOR YOU TO RECEIVE STAFF DEVELOPMENT TRAINING? (Circle One)

1. Conference/Workshop Courses
2. Evening/Weekend Courses
3. Self-paced Instructional Materials
4. Institutes
5. Interactive Video Networking Training or Other Training Via Television
6. Other \_\_\_\_\_

10. IN YOUR OPINION, WHICH OF THE FOLLOWING WOULD BE THE MOST EFFECTIVE RESOURCES FOR PROVIDING INSERVICE TRAINING AND STAFF DEVELOPMENT ASSISTANCE IN THE TRAINING AREAS YOU NEED? (Circle No More Than Three)

1. Graduate Course or University/College Level Program
2. Leadership in Educational Administration Development (LEAD) Center
3. Local System Personnel and Resources
4. Department of Public Instruction Personnel
5. Agency or Organization Personnel
6. Trained University Personnel
7. Consultants
8. Other \_\_\_\_\_

11. WHICH OF THE FOLLOWING INCENTIVES WOULD INCREASE YOUR MOTIVATION FOR PARTICIPATION IN STAFF DEVELOPMENT ACTIVITIES? (Circle No More Than Three)

1. Salary Step Credit/Continuing Education Units
2. Travel Reimbursement
3. Tuition Payment
4. Payment or Waiver of Conference/Workshop Fees

5. Additional Salary for Evening/Weekend Attendance
6. Payment for Books or Materials
7. Academic Credit (University or College Credits)
8. Increasing Knowledge Base
9. Released Time from Professional Assignments
10. Certificates of Training in Personnel Files
11. Other \_\_\_\_\_

12. IS YOUR SCHOOL DISTRICT OR UNIT WILLING TO PAY FOR SUBSTITUTE TEACHERS SO THAT REGULAR PERSONNEL CAN RECEIVE TRAINING DURING THE REGULAR SCHOOL DAY?

1. Yes
2. No
3. Does not apply

13. IS YOUR SCHOOL DISTRICT OR UNIT WILLING TO PAY SALARY FOR ADDITIONAL CONTRACT DAYS TO ACCOMMODATE TRAINING FOR YOUR SCHOOL STAFF BEYOND THE NORMAL SCHOOL CONTRACT (i.e., summer)?

1. Yes
2. No
3. Does not apply

COMMENTS \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

PLEASE FOLD YOUR QUESTIONNAIRE SO THE RETURN ADDRESS SHOWS AND SECURE THE SHEETS WITH TAPE - DO NOT STAPLE

**THANK YOU FOR YOUR RESPONSE**



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