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AN EXPLORATORY STUDY OF THE PERCEPTIONS
OF TEACHERS, PARENTS, AND ADMINISTRATORS
OF COMPETENCIES MOST CRITICAL TO THE
BEGINNING TEACHER OF THE SEVERELY HANDICAPPED
presented by

Shirley Beverley Gogoleski

has been accepted towards fulfillment
of the requirements for

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AN EXPLORATORY STUDY OF THE PERCEPTIONS
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by

Shirley Beverley Gogoleski

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ABSTRACT

AN EXPLORATORY STUDY OF THE PERCEPTIONS OF TEACHERS, PARENTS, AND ADMINISTRATORS OF COMPETENCIES MOST CRITICAL TO THE BEGINNING TEACHER OF THE SEVERELY HANDICAPPED

By

Shirley Beverley Gogoleski

In response to a need to better prepare teachers of the severely handicapped to be competent to meet the needs of the influx of more severely handicapped children into public schools, teacher preparation programs at colleges and universities began to examine their offerings. The first step was to identify competencies the teacher of the severely handicapped would need to teach this population with unique needs. A number of attempts were made to identify competencies and plan curriculums for teacher preparation around those competencies.

The purpose of this study was to identify competencies most critical to the beginning teacher of the severely handicapped as perceived by teachers, parents, and administrators who have direct contact with this population. In addition, the rating of 96 competencies would reveal a value for categories into which the competencies had been sorted namely, Planning for Instruction, Instruction, and Evaluation.

The target population for this study was graduates of the Michigan State University teacher preparation program in mental retardation during the 1978 -

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1981 years. These graduates, currently employed as teachers, were asked to recruit parents and administrators as respondents to the survey.

This was an exploratory study which focused on gathering demographic data, rating and ranking competencies and determining if there were a consensus in perceptions of competencies most critical to the beginning teacher of the severely handicapped from teachers, parents and administrators and a consensus of values for categories.

The respondents did not provide a consensus about which of the 96 competencies rated were perceived to be most critical to the beginning teacher of the severely handicapped; nor was the value of the categories determined. Teachers, parents, and administrators were willing to participate in a study, and their ratings reflect the complexity of the task of determining what is best for this population.

DEDICATION

To my mother,
a life-long learner

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CHAPTER I

INTRODUCTION

Current political and economic climates threaten teacher preparation programs in special education. Diminishing resources, technology, and alternative programming for the handicapped are the changes in the field which will affect university training programs (Birch, 1982). Federal legislation in particular will affect teacher preparation programs for special education (Weintraub & Baressi, 1981).

These changes will affect programs for the handicapped and, consequently, programs will change the teacher competencies critical to the teaching of the students in these programs. There is a need to determine what people are doing in the field, what competencies are required for their jobs, and what can be done to reduce fragmentation in the training of special education teachers (Birch, 1982).

Confrontations between parents and teachers and administrators and teachers indicate a need for a meeting of the minds. Working with parents needs to be addressed in personnel training programs (Weintraub, 1982; Birch, 1982). Historically, parent groups, acting as advocates for such populations as the severely handicapped have exercised enough influence to cause the implementation of new programs and services for the population.

Conventionally, parents have not had input into curriculum planning for their impaired children. Teachers and administrators often saw themselves as the more knowledgeable experts on what is best for the severely handicapped student.

The individual educational planning committee (IEPC) process mandated by PL 94-142, the Education of All Handicapped Children Act, now offers a forum for parents' input to the educational program plan for their children. However, there is still room for improvement in acknowledging parents as contributors to educational research.

Additionally, administrators tend to view serving the severely handicapped as problematic and expect teachers to manage the students, particularly those with severe behavior problems, within the classroom. Parents may be dissatisfied with what the teacher is doing for their children. Some teachers are frustrated by both sets of critics, because they feel they are exerting every effort to meet the demands of the complex population of the severely handicapped on a daily basis. The contradictions in the perceptions each group has, compared to the others, of the competencies that the teacher of the severely handicapped needs seem to be at the root of the conflicting views cited.

Another issue in the global aspect of preparing teachers of the severely handicapped is the certification and endorsement/approval of such teachers by state departments of education. Some states have already changed from preparing teachers for specific categories of handicaps such as mentally retarded, emotionally impaired, visually impaired, etc., to preparing teachers to teach across categories. Cross-categorical preparation in some cases is also addressed to serve either mildly or severely handicapped populations.

Because categorical definitions do not always fit individual students' needs, controversy is aroused. In Michigan, for example, there are programs for the severely multiply impaired (SMI). Severely multiply impaired persons have, as the categorical name suggests, a number of handicaps, one of which is mental retardation. Students placed in programs for the severely multiply impaired are often assigned to classrooms regardless of the degree of their retardation.

Often students with a variety of cognitive levels are assigned to the same classroom. Parents view this practice as stigmatizing for those students who might have a higher level of cognition. A movement to eliminate the category of severely multiply impaired gained some momentum in Michigan. In addition, it was proposed that the word mentally would be eliminated from programs for the severely mentally impaired which would then be known as programs for the severely impaired. The leaders of the movement reasoned that because severely multiply impaired persons are placed in programs for the severely mentally impaired, eliminating the program rule for severely multiply impaired (SXI) and eliminating the word mentally from programs for the severely mentally impaired (SMI) would allow placements to be made in "less stigmatizing" programs for the severely impaired (severely handicapped). The movement was stalled, and the SXI and SMI rules have not yet been changed.

Regardless of the outcome of any movement to redefine or eliminate categories, the Michigan Department of Education recognizes the need to "develop criteria for severely impaired teacher training and university program approval" (MDE, 1984).

The reality remains, whether rules for programs are changed or not, that severely handicapped students need to be taught and teachers need to be prepared to teach them. The MDE acknowledges the need for new or different teacher preparation and endorsement programs and holds the university responsible for the development of the criteria.

Background

During the school years, 1972 through 1976, the investigator served as the principal of an Intermediate School District's (ISD) program for the severely handicapped, and was required to evaluate teachers of the severely handicapped.

The task revealed that competencies for these teachers were many and varied, especially depending upon the particular group of severely handicapped the teachers might have at a given time.

During this tenure as a principal, the researcher identified the fact that parents perceptions of teacher competency varied, usually because of success or lack of success the student was experiencing. To complicate matters, teachers perceptions of critical competencies varied, usually dependent on the group with which they worked. And, as an evaluator, the administrator had even other perceptions about which competencies were critical or desirable, usually dependent on all of the above.

As more severely handicapped students were being admitted to public school programs, the group a teacher might be assigned to became more complex. It was observed that as newer degreed and certified teachers were being employed, some of these beginning teachers were more competent to teach the severely handicapped than others. These factors stimulated the writer to reflect on how beginning teachers might be better prepared to teach the severely handicapped.

Also, as an Intern Consultant to Special Education at Grand Valley State Colleges, 1976-1979, the writer needed to evaluate the performance of the student-intern preparing to teach the handicapped. The evidence from this activity reinforced the notion that teachers, and their students, might profit from a better or more specific type of pre-service education to teach the severely handicapped.

Classroom visitations by the writer led to confirmation of the idea that severely handicapped students, across categories, were more alike than they were different and the training of the teachers might better be done using a cross-categorical training approach.

This interest and the desire to teach in a teacher preparation program, motivated the writer to begin a doctoral program in College Teaching at Michigan State University. Then, as a graduate assistant, instructor and field supervisor in the teacher preparation program in special education, working with Michigan State University students and certified teachers in the field, the evidence gathered supported these notions:

1. the unique needs of severely handicapped students required teachers who were uniquely prepared to teach them;
2. teachers, parents and administrators agreed and differed about what the teacher should be able to do;
3. although there were extensive lists of competencies for teachers of the severely handicapped, there was no prescribed list for beginning teachers; and
4. teaching the severely handicapped was becoming more complex as new students were being admitted to the schools and teacher training institutions needed to examine their preparation programs and at least revitalize them.

Statement of Need

The need to change teacher preparation programs for the handicapped is based on the fact that student performance outcomes in programs for the severely handicapped often do not meet the needs of students as perceived by teachers, parents, and administrators. Sometimes the student's failure to achieve desirable performance outcomes is considered the fault of the teacher; i.e., the teacher does not have the particular competency to teach what would result in a favorable performance outcome for the student (a severely impaired student who has severely inappropriate behaviors is viewed to be this way,

especially by administrators, because the teacher lacks the behavior management competency to modify the inappropriate behavior). Feedback from parents of the severely handicapped indicates that parents may be pleased with some of their children's performance outcomes, but almost secretly wish other performance outcomes could be reached; i.e., if only the teacher could stop him/her from slamming his/her fingers in the suitcase (the pre-vocational performance; e.g., sorting nuts and bolts is fine, but . . .). This may be a reflection of desired priorities in performance outcomes of the student, but it is generally seen as a lack of teacher competency.

There has been little if any systematic effort to obtain the perceptions of teachers, parents, and administrators who deal directly with this population, to determine which competencies would bear directly on the desired performance outcomes for the severely handicapped. It is reasonable to expect that these persons could identify competencies considered to be important to the teaching of the severely handicapped and further to determine which of the important competencies are critical to the beginning teacher of the severely handicapped.

It is not expected that teacher preparation programs develop total expertise in the beginning teacher in all competencies. "The very nature of teacher education makes this impossible, for the effective teacher is himself a continuous learner" (Briscoe, 1972, p. 1) and " . . . recognition of the fact that competence in the tasks of teaching develops over a long period of time as a result of formal preparation and experience" (Hoeksema, 1975, p. 6).

Since determining and analyzing competencies are the necessary first steps in developing and validating special education teacher training models (Iacino & Bricker, 1978), a logical approach would identify which competencies are perceived to be most critical to the beginning teacher of the severely handicapped and then begin the development of those critical competencies in

the preservice component of the teacher's career. By seeking and using perceptions of parents and administrators, perceptions which have been neglected or ignored, a broader base is available for pragmatic change in teacher preparation programs for the severely handicapped.

In addition, the use of teacher, parent, and administrative expertise could result in the identification of some common perceptions which could serve to begin the healing of rifts previously identified and establish a cooperative climate for parents and professional educators to pursue the determination of what is best for the severely handicapped child.

The need to change teacher preparation programs for the handicapped has also been recognized by the Delegate Assembly of the Council for Exceptional Children (CEC) in April, 1983, which adopted a Code of Ethics, Standards for Professional Practice, and Standards for the Preparation of Special Education Personnel. These documents were published in Exceptional Children (November, 1983). These position papers evoke principles relating to performance, practice, and behavior of special educators in an effort to strengthen the profession. Professional competency is addressed in the Code of Ethics, Principle II:

Special education professionals promote and maintain a high level of competency and integrity in practicing their profession (p. 205).

The Standards for Professional Practice clearly recommend that professionals in parent relationships:

Seek and use parents' knowledge and expertise in planning, conducting, and evaluating special education and related services for exceptional persons (1.4.1.2, p. 207).

An exemplary study would use parent respondents.

The need for administrators to participate is made clear in 2.4, Professional Development:

Professionals in administrative positions support and facilitate professional development (2.4.3, p. 208).

Administrative respondents should be invited to participate in the study of professional development.

The obligation of professionals to facilitate professional development is further stressed in 3.1, to the teacher educator:

Special education professionals initiate support and/or participate in research related to the education of exceptional persons with the aim of improving the quality of educational services, increasing the accountability of programs and generally benefiting exceptional persons (3.1.5, pp. 208-9).

Primary reasons which justify conducting research in this area of professional development are reflected in CEC Standards for the Preparation of Special Education Personnel (1983). First, from Curricula for Basic Programs:

From 2.4, Use of Guidelines Developed by National Learned Societies and Professional Associations: Standard: In planning and developing curriculum of teacher education, the institution studies the recommendations of national professional associations and learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each teacher education program (p. 208).

Second:

From 2.5, Student Participation in Program Evaluation and Development: Standard: The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation, and modification of its teacher education program (p. 214).

The fact that there is discussion of the need to revise teacher preparation programs in special education, and particularly those at Michigan State University, to address the changing needs of the handicapped, provides impetus for investigation according to the standards stated above.

The need to revise special education teacher preparation programs also arises from mandatory special education legislation (Public Act 198, 1971) in Michigan which increased the diversity of educational programs for the

handicapped by including new programs for the severely mentally and severely multiply impaired.

To date, the state of Michigan, hence Michigan State University, has made no differentiation in the preparation and approval of teachers of the mentally impaired which would identify specific competencies to teach specific subgroups of the handicapped such as the severely mentally impaired, the multiply impaired, and the severely multiply impaired. Consequently, some graduates find it necessary to learn skills on the job, if given the opportunities, which they would have learned in preservice programs. Data from the field could be used in the decision making process for the modification of content and structure of preparation programs in special education at Michigan State University and other universities that prepare teachers to work with the severely handicapped. The data could also be applied to the concerns in revising teacher certification and endorsement/approval practices in Michigan and other states.

This discussion then identifies the need to identify competencies most critical to the beginning teacher of the severely handicapped. Such findings would benefit several populations.

1. For teacher educators in special education, knowing which competencies are perceived to be most critical to the beginning teacher of the severely handicapped, university faculty could assess the needs of their preparation program. Expectations, process, and performance outcomes for prospective teachers of the severely handicapped could be changed. Findings also should serve as a guide to the development of inservice experiences to continue the development of teaching competencies which began to be developed in the preservice program.

2. For the Michigan Department of Education (Special Education Services--SES), this research should provide information relevant to revising teacher certification and endorsement/approval practices in special education. Further, it could assist in the development of pragmatic preservice and inservice programs in special education personnel development on a state-wide basis.
3. For students in special education teacher preparation programs, the identified most critical competencies a teacher needs to develop could serve as indicators to the students of precisely what kind of energies and skills they will need if they choose a career in the education of the severely handicapped.
4. For teachers of the severely handicapped, the competencies perceived to be most critical to the beginning teacher of the severely handicapped could enable teachers to assess and analyze their own performance and encourage them to identify priorities in their own professional development on a continuing basis.
5. For administrators of programs for the severely handicapped, the knowledge of most critical competencies for the beginning teacher would directly relate to the hiring of personnel for such programs. The administrator would be better able to assess the potential of a teacher of the severely handicapped by determining if the teacher preparation program from which the candidate graduated began the development of the perceived critical competencies or not.
6. For parents of the severely handicapped, the knowledge of the competencies perceived to be most critical to the beginning teacher of the severely handicapped could give the parents an

awareness of the skills the teacher brings to the task and could enhance the working relationship between parent and school and provide for realistic planning for the student, especially at the Individual Educational Planning Committee (IEPC) meeting.

7. For students who are severely handicapped, the identification of competencies perceived to be most critical to the beginning teacher of the severely handicapped could assure a greater probability of the students' needs being met and a greater opportunity for successful performance outcomes and consequently a better quality of life for the severely handicapped student.

Development of the competencies most critical to the beginning teacher of the severely handicapped is a long-range activity and should involve a carefully planned process by which the preservice teacher could begin the development. The process should include at least the following points.

1. Teachers, parents, and administrators should be surveyed and asked to use their expertise to determine which competencies, in their perceptions, are most critical to the beginning teacher of the severely handicapped.
2. The competencies perceived to be most critical to the beginning teacher of the severely handicapped could serve as the basic curriculum to that teacher's preparation program.
3. The measurement and validation of the teacher's demonstration of a beginning development of competencies could be done in a field-based experience with severely handicapped students.

4. The validation of teacher competencies could be made by a team of university and state officials to determine the students' readiness for the teaching position.
5. A determination of which of the most critical competencies need to be addressed in inservice could be made based on a study of the amount of time and field experience needed beyond preservice program provisions.

An exploratory study designed to follow the first two steps in competency-based education--(a) determining competencies, and (b) analyzing competencies for curriculum mentioned above--seemed the most logical way to reach the desired outcome, that of identifying competencies most critical to the beginning teacher of the severely handicapped.

The involvement of teachers, parents and administrators in the process seems logical. To include graduates of a program would serve to communicate to those persons that their preparation program values their input. To extend the inquiry to parents and administrators acknowledges the importance of their expertise concerning the education of the severely handicapped and teacher preparation for this population. The inclusion of parents and administrators is long overdue.

Purposes of the Study

Identification of competencies is the first step in the process of developing a competency based teacher preparation program. The general purpose of this exploratory study was to determine the perceptions of teachers, parents, and administrators concerning competencies judged to be most critical to teachers of the severely handicapped. This study is seen as the first step in the process of developing a competency based teacher preparation program for the teachers of

the severely handicapped. An analysis of the perceptions of persons most concerned with the education of this population would be helpful in identifying priorities for a preservice program for teachers of the severely handicapped. However, it was recognized that a teacher is not completely prepared at the time of graduation based on the fact that development of teaching competence is an on-going process which continues during employment. Therefore, the specific purposes of this study were:

1. to identify a cluster of competencies perceived to be most critical in the formation of the preservice instructional program for beginning teachers of the severely handicapped; and
2. to identify within the cluster of competencies perceived to be most critical in the formation of the preservice instructional program of beginning teacher of the severely handicapped, the relative importance of planning for instruction, instruction, and evaluation of instruction.

Questions

In an effort to identify a cluster of competencies most critical to the beginning teacher of the severely handicapped, the following questions were addressed.

1. Do teachers' perceptions of competencies most critical to the beginning teacher of the severely handicapped equate with parents' perceptions?
2. Do teachers' perceptions of competencies most critical to the beginning teacher of the severely handicapped equate with administrators' perceptions?
3. Do parents' perceptions of competencies most critical to the beginning teacher of the severely handicapped equate with administrators' perceptions?
4. Do teachers value planning for instruction, instruction, or evaluation of instruction categories?

5. Do parents value planning for instruction, instruction, or evaluation of instruction categories?
6. Do administrators value planning for instruction, instruction, or evaluation of instruction categories?

Overview of the Study

Chapter II contains a review of literature related to the topics of this study. In Chapter III, the methodology used in the study will be discussed, and Chapter IV presents the study's findings. In Chapter V the study will be summarized, conclusions will be drawn, and recommendations and implications for further research will be made.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The literature appears to support the contention that evaluation has become a necessary component of any educational program at any level. Such evaluation requires specificity of outcomes. In teacher education, these outcomes have come to be known as specific teaching competencies (Kowalski, 1977).

The review of literature is organized under two major headings. The headings are:

1. review of competency based teacher education in regular education and
2. review of competency based teacher education in special education.

Review of Competency Based Teacher Education

By definition, a competency based teacher education program specifies the competencies to be demonstrated by the student, makes explicit the criteria to be applied in assessing the students' competencies and holds the student accountable for meeting those criteria (Cooper & Weber, 1973).

Criteria of teacher competencies have been identified at three levels:

1. certification based largely on knowledge demonstration,
2. assessment of the performance of the teacher, and
3. product criteria: evidence that the teacher can, in whatever way, obtain specified results with learners in the classroom (DeVault & Gollady, 1977).

The competency based teacher education movement was developed along with management by objectives and accountability emphases (DeVault & Gollady, 1977). An operational plan for program development in teacher education was an effort to respond to the competency based teacher education movement in 1972 and reform teacher education. The operational plan was described as a context in which research could be generated to provide a flow of information necessary to direct a continuing reform of teacher education (Rosner, 1977).

A major aspect of Dean's grant projects has been to identify the competencies and/or capabilities teachers must have if they are to perform in accordance with the high principles and expectations of the new policies. The intent of these major institutional revisions was to ensure that present and future generations of instructional and support personnel are equipped with the skills necessary to master the challenges which exist in the public schools (Behrens, 1980).

The effort at reform in teacher education resulted in attempts to gather information on teacher effectiveness, and an increasing number of educational projects are being devoted to the identification of competencies or skills that are required by some particular occupational or learning groups.

This phenomenon appears to have emerged from interest in program effectiveness and the development of performance based teacher education programs of the early 1970s as well as from the applications of "systematic approaches" to the design and development of learning programs (Branson, 1975; Corrigan, 1975; Dick & Carey, 1978).

Cooper and Weber (1973) offer that a systems approach would be a logical and analytical approach to competency based teacher education. They defend the systems approach by saying, "The three features (of a system) of purpose, process, and components comprise a way of analyzing, describing, and/or

designing a teacher education program. The application of such a systematic strategy to any human process is called a systems approach" (p. 12).

A systematic approach forces the examination of the product the system produces. In teacher education, the product, of course, is the teacher. An educational program using a systems approach design would require reference to educational theory and research.

Ideally, the examination of the product, the teacher, is done through process-product research which attempts to relate teacher behavior to student outcomes. But the relationship between specified teacher competencies and desired student outcomes cannot (yet) be defended (Cooper & Weber, 1973).

Identified teacher competencies may not be based on what students need to learn as is pointed out by MacMillan (1982):

Although the advent of special classes brought about prescribed certification standards for those who were to teach the mentally retarded (Bruinks & Reynolds, 1971), we might question the need for specialized training, either in terms of courses or competencies. This question need not be restricted to special education but could be raised for general education as well (Popham, 1971). This does not mean, of course, that teacher training per se is irrelevant but that what is being taught to teachers must be evaluated in the light of what children need to learn to be successful adults (p. 468).

The identified competencies for a teacher preparation program have usually been gathered from experienced teacher educators' opinions. Cooper and Weber (1973) note, "When we have also identified teaching behaviors that relate strategy to pupil outcomes, teacher education will have a research base that can lead to improved training programs" (p. 16).

The concept of competency arose in discussions with the rise of something called performance-based teacher education. This all arose out of discussions of accountability in education which is itself an offshoot of behavioral objectives (Pearson, 1980).

The issue of accountability of teachers in Michigan was an issue larger than life when the the Michigan State Board of Education saw fit to adopt 12 competencies recommended for all teachers in the state by the State Superintendent for Public Instruction (MDE, 1972).

1. Demonstrate the ability to set educational goals.
2. Establish reasonable expectations for every student in the instructional program in advance of instruction.
3. Demonstrate the ability to identify entry level skills of learners, plan and implement specific learning activities as the class or student shows readiness.
4. Assess outcomes of instruction and interaction between students and teachers and participate in self-assessment activities.
5. Communicate and work with support personnel and community resource persons in order to facilitate an attainment of the students' performance objectives.
6. Develop the ability to use various resources available to assist in better responding to each student's unmet need.
7. Demonstrate the ability to relate the instructional program to unmet student needs.
8. Demonstrate the ability to reevaluate the instructional process and to redesign and implement changes as indicated.
9. Relate meaningfully to students, to parents, and to other professional and paraprofessional personnel so as to enable communication and cooperative planning to take place on a continuous basis.
10. Demonstrate knowledge of various classroom organizational structures and instructional methods.
11. Demonstrate the ability to create a positive environment in the classroom that facilitates learner motivation and self-concept.
12. Understand federal, state, and local statutes and guidelines relating to education, and respond appropriately to these mandates in the discharge of their professional responsibilities (see Appendix A for full text).

The 12 competencies reflect the suggested purposes of competency-based education as named by Dick et al. (1981): "What are the skills, knowledge, and attitudes that an individual must know and use to be successful?"

Competencies would appear to be "in the eyes of the beholder." Identifying the competencies necessary to a particular occupation or learner is dependent upon perceptions of respondents and investigators.

Shores, Cegelka, and Nelson (1973) verified perceived competencies of experts against perceptions of teachers, parents, and administrators and concluded that "expert" opinion (i.e., teacher educators, state department leaders, and researchers in special education) is an appropriate place to begin in identifying teacher competencies, but that such opinion is not sufficient validation of critical teaching skills; and further some teacher educators have gone a step farther and verified competencies identified by experts against opinions or judgments of practicing teachers (Mackie, Kravaceus, & Williams, 1957; Bullock & Whelan, 1971).

The validation of assessment of the critical teaching skills or competencies should not be left to the teacher education institution alone. Dodi and Schalock (1973) acknowledge no precedents exist for choosing the appropriate mix of agencies and/or persons to select and specify appropriate knowledge, behaviors, or product outcomes, but suggest:

It seems reasonable that representatives from state departments of education, professional education, associations, teachers' unions, citizens from school districts, and students themselves should join university faculties in determining what knowledge, behaviors, and product outcomes shall stand as a basis for competency assessment (p. 49).

In the identification of competencies, educators ask educators to determine what skills are important to be effective. This process is known as the consensus approach (Dick et al., 1981) and is used to identify the

competencies required of teachers. The method assumes that the teachers being asked have a common understanding of competencies they are asked to rate and that the agreed upon competencies are not only complete and acceptable but are valid and useful as well.

The other process of the two described in the literature is the Model-Building Approach. The competency identification process is initiated by developing a model or is a description of the total process that is required to design, implement, and evaluate a successful education or training program (Dick et al., 1981).

Successful implementation was made of the consensus approach by the Council on Teacher Education in Florida (1976) when it reviewed lists of competencies to begin to identify the generic skills required of effective classroom teachers. Because of duplication and overlap in the lists, the lists were reduced to 50 skills. A sample of 4500 randomly selected Florida teachers were asked to rate the importance of these skills in their day to day work. The list of 50 skills was reduced to 22 generic skills clustered in areas of basic skills; physical, social, and academic development of students; technical skills; and classroom management skills. The list then served as a basis for the development of tests for candidates for teacher certification and influenced the curriculum of teacher training institutions.

The consensus approach then starts with "what is" in terms of what teachers judge themselves to be doing on a day to day basis. It focuses on and emphasizes what is known and accepted, to date, in the field in order to deliver effective instruction.

The literature cited suggests that seeking expert opinion or using the consensus approach is acceptable to the identification of a particular set of competencies for a particular set of learners. The difficulty lies in the fact that

teaching itself is such a broad activity that one cannot specify in advance all that the teacher will be called upon to do (Pearson, 1980).

The identification of competencies is the first step: relating them to student outcomes needs to be explored and confirmed. Further difficulty arises in the attempt to measure the competencies required and to validate their implementation by teachers. This all suggests that the identification of competencies is not an easy task and has its limitations.

Review of Competency Based Teacher Education for Special Education

The special education teacher is first and foremost a teacher, therefore, the competency based teacher education review is practical for the preparation of special education teachers. However, the role of the teacher of the severely handicapped is unique to the population being served. Further, the setting in which the severely handicapped population is served is frequently not a traditional classroom setting. The role and setting, therefore, affect the job description for the teacher of the severely handicapped.

The treatment of work descriptions is always arbitrary. Job definitions and functions to be performed, for example, may be extremely broad or narrow. In describing work, five levels of differentiation are commonly displayed: jobs, functions (the largest units of work within a job), activities (the largest units of work within a function), tasks (the largest units of work within an activity), and actions (the largest units of work within a task). While no hard and fast boundaries surround any of these levels of differentiation, they are intended to indicate the level of detail at which a particular analysis of work is focusing (Schalock, 1981).

The role of the teacher of the severely handicapped encompasses all five of the these levels. The fact that they are used to analyze details of a work

description validates the position of Sontag, Burke, and York (1973): "There is a direct relationship between the level of the student's disability and the competencies of the teacher; i.e., the more pronounced the level of disability, the more specific and precise are the competencies required of the teachers" (p. 23). The need then for special and precise competencies requires attention to detail on the job (role) description for the teacher of the severely handicapped and particularly for the beginning teacher of the severely handicapped.

Attention must also be given to the setting in which the teacher of the severely handicapped may work with this population. Besides the public school, conventional classroom locale, a teacher of the severely handicapped may be assigned to teach the population in school-centered programs and/or group homes, sheltered workshops, activities centers, half-way houses, residential facilities, clinics, hospitals, community programs, university/research affiliated programs.

The variable of working in a setting other than a classroom is another factor that affects the need for a particular competency and the opportunity to demonstrate that competency. Neither traditional teacher preparation nor traditional school setting is sufficient preparation for the beginning teacher of the severely handicapped.

We do know the definition of a competent teacher in a prescribed role such as the beginning teacher of the severely handicapped: "A competent teacher is one who performs satisfactorily all or the majority of functions included within a particular position; a teacher demonstrates a competency by demonstrating the ability to perform successfully a given function" (Nickse, 1981, pp. 148-175).

Traditional teacher education programs heavily emphasize program entrance requirements while competency based program emphasize exit requirements (Cooper & Weber, 1973). "Competency based teacher preparation

derives from instructional activities designed and implemented to produce teachers who possess designated competencies for entry into the teaching profession (Dodl & Schalock, 1973, p. 46).

In special education the designated activities may be peculiar to the particular handicap the teacher chooses to serve. In serving the severely handicapped, a teacher must be prepared to play a number of roles within the scope of this multifaceted population and in addition expect to have the role affected by the setting if it is other than in a traditional classroom.

The application of the concept of competency based teacher education to special education teacher education is favorably viewed (Connor, 1976). Further, the need for competency based teacher education in special education is acknowledged by Abeson (1979-80):

Despite the fact that an adequate supply of teachers for the handicapped is not yet available in many nations, there is a clear call for the development, use, and refinement of standards in selecting and training such individuals. What can be predicted is that with growing emphasis upon organizing children on the basis of specific learning needs, teacher training will focus increasingly on the techniques to meet those needs. This translates into greater emphasis upon competencies. (p. 383)

More severely handicapped children are being educated in the public schools, and their needs demand teachers with critical competencies unique to their needs. Most teachers currently working with the severely handicapped have not been prepared to teach to the unique needs of the severely handicapped. The training of teachers of the severely handicapped must be restructured (Brown & York, 1974; Meyen, 1978; Sontag, Burke, & York, 1973).

Seven training needs were identified by Stainback et al. (1976) as a result of their examination of components they found would have to be integrated into the existing structures of teacher training programs to adequately prepare teachers

for this relatively new population of the severely and profoundly handicapped.

The seven training needs were:

1. diagnostic evaluation,
2. curriculum,
3. methodology,
4. interdisciplinary teamwork,
5. field experience,
6. parent training, and
7. prosthetic aids.

Because the field of competency based teacher education (CBTE) is relatively new to special education, few investigators have attempted to identify the competencies necessary to be able to teach the handicapped let alone the severely handicapped (Wilcox, 1977; Horner, 1977).

Horner described how teacher competencies should be divided into three blocks:

1. those directly related to changing the behavior of clients (e.g., use of attention and prompts),
2. those indirectly related to changing client behavior (e.g., task analysis), and
3. those related to professional performance (e.g., legal aspects).

Wilcox proposed several more specific strategies for identifying competencies for personnel training programs. These were:

1. converting existing courses and course work into a set of skills to be learned,
2. having teachers and professionals who work with the handicapped list behaviors they consider important for working in this area,
3. asking employers and supervisors of teachers to suggest competencies they consider important, and
4. observing good teachers and attempting to identify the skills they demonstrate.

Burke and Cohen (1977) generated a list of 50 skills, divided into 19 areas of competency that they believed teachers of the severely and profoundly handicapped should demonstrate. They developed the list by "extensive review of the literature, surveys of current training programs, discussion with colleagues, and numerous analyses of curriculum available for both severely and profoundly handicapped youngsters and their teachers" (p. 447). The 19 areas included history; right to education; interdisciplinary communication; parents; utilization of local, state, and national resources; development of community-based services; administrative skills; classroom organization; public speaking and writing; training; normal child development; medical bases; handling of health problems; prosthetic strategies; assessment; applied behavior analyses; curriculum development; and curriculum (Zane et al., 1982).

In his unpublished doctoral dissertation, Hoeksema (1975) cites the efforts of faculty in the Department of Special Education at the University of Missouri-Columbia to develop and implement a CBTE program at the graduate level using a two-fold approach to competency identification (Altman & Meyen, 1974). The initial phase of this project involved the systematic identification of competencies through empirical research. First, relevant literature in education, sociology, psychology, and business was explored; second, structural interviews were conducted with 587 public school personnel in nine different educational roles.

Public school personnel were asked to respond in two ways to a questionnaire containing 100 competency statements:

1. an importance ranking from zero to four, and
2. a trainability index using the following categories:

- a. OC: best developed through on-campus curriculum,
- JT: best developed through on-the-job training, and
- c. SG: not amenable to training; a matter of self growth.

Altman and Meyen (1974) note that "the eliciting of information from the field adds significantly to the competency identification process," and the analysis of data "yielded meaningful guidelines for both module development and student counseling relative to the training objectives."

An approach similar to that used at the University of Missouri-Columbia (Altman & Meyen, 1974) was first used by Mackie, Williams, and Dunn (1957) in their nation-wide survey of teachers of the mentally impaired. Competencies identified by experts were verified by asking classroom teachers to rate their importance. Anttonen (1972) surveyed building principals as well as teacher educators and special class teachers, thus adding a third group to the process of competency identification (teacher educators, special class teachers, and principals).

Shores, Cegelka, and Nelson (1973) critically examined the literature dealing with competency based teacher education (CBTE) in terms of the "derivation and validation of teacher competencies." They found that competency statements varied widely in their level of specificity, ranging from broad standards such as those by Cruickshank (1966) to specific behavioral statements such as those by Rosenshine and Furst (1971). Shores et al. (1973) pointed out a similarity in a number of competency statements in which they found "the majority were grounded on 'expert' opinion (i.e., those of teacher educators, state department leaders and researchers in special education)" (p. 193).

We do not know the answers regarding teacher education; we hardly know the questions. We are still seeking the best means of identifying the specific

competencies needed by teachers of the severely and multiply handicapped children (Connor, 1975). The competency areas contained in most personal preparation programs for teachers of the severely handicapped, according to Burke & Cohen (1977), include:

1. assessment,
2. curriculum development,
3. measurement systems,
4. parent unit,
5. interdisciplinary communication,
6. community based services,
7. prosthetic strategies, and
8. curriculum units.

Professional activity domains described by Maher (1982) in a time management program developed to address the need for more productive use of time on the part of public school special services providers, identifies another way to look at the areas of competencies for special educators. The five professional activity domains are:

1. identification and assessment which consist of screening and testing activities;
2. program planning which consists of goal setting and instructional strategy selection activities;
3. program evaluation which consists of implementation, monitoring, and evaluation of goal attainment;
4. direct services which consist of individual, group, and parent counseling activities; and
5. administration which consists of report writing and clerical activities (e.g., updating files, etc.) (pp. 523-528).

The focus on competencies for teachers of the severely handicapped began with Sontag, Smith, & Sailor (1977), suggesting that special education be

remodeled into three global areas: early childhood education, general special education, and severely handicapped special education with emphasis on basic skills development which precedes academic instruction. The basic skills are language acquisition; self-care abilities; and building early cognitive, motor, perceptual, and social skills.

Based on the suggestion that three global areas be the model and one of these be severely handicapped education, Snell (1978) proposed that teacher training would be characterized by the development of competencies in the corresponding areas.

Fredricks, Anderson, & Baldwin (1979) identified a set of skills and knowledge and/or behavior (competency indicators) that could be taught to teachers of the severely handicapped and that could be consequently shown to affect student performance. Eighty-six competency indicators were identified by teachers from the list drawn from the literature.

Some other attempts at identification of competencies for special education personnel include competencies for teachers of the hearing impaired (Scott, 1983), for teachers of students with autistic characteristics (Smith, 1979), for doctoral students in visual impairment: competency based curricula (MSU, 1978), for persons responsible for classification of mentally retarded individuals (Cegelka, 1978), for mainstreaming competency specifications for elementary teachers (Redden & Blackhurst, 1978), special education administration competencies of the general education administrators (Nevin, 1979).

It is clearly evident that the training of an educator is never completed. The process begins long before the career decision is made and continues--systematically or not--as long as the educator remains in the profession (Stewart, 1972).

All competencies perceived to be important to the teacher of the severely handicapped could not possibly be taught in the time allotted for an undergraduate teacher preparation program. Time constraints of an undergraduate teacher preparation program and the acknowledgment that preservice preparation is only the beginning of the development of teaching competency demand that sorting and selecting of competencies is the first logical step in determining which competencies are critical to the beginning teacher of the severely handicapped.

Iacino and Bricker (1978) identify the Burke and Cohen (1977) model of determining and analyzing competencies as the necessary first steps in developing and validating special education teacher training models. In their own efforts, Iacino and Bricker conceptualized the generative teacher, a label used to describe an ideal educational interventionist; but the label itself is less important than the concepts underlying this multifaceted approach to the preparation of teachers of the severely/profoundly handicapped. This approach is composed of four interrelated aspects of educational competency as described below:

1. **CONCEPTUALIZER:** the teacher has a broad conceptual base to "develop" programs for a specific child in a particular learning situation. Requires knowledge of behavior technology, awareness of developmental processes, and familiarity with the broad content of curricular domains to develop conceptual skills.
2. **SYNTHESIZER:** seeks, evaluates, and implements information from a wide range of professionals.
3. **INSTRUCTOR:** provides instruction to the severely handicapped children assigned to the classroom, their parents, and other primary care givers; college students in academic training

programs for practicum placement with the severely handicapped population.

4. **EVALUATOR:** assesses child's level of functioning to determine appropriate training targets; sets priorities; develops intervention strategies; develops monitoring system for child's progress; relates information useful to program decision-making.

The roles ascribed to the generative teacher above are indicators of the scope of the position held by the teacher of the severely handicapped. In addition, however, the role of the teacher of the handicapped is more complex and the role of the teacher of the severely handicapped has greater complexity as described by Snell (1978):

Your job as teachers of the moderately and severely handicapped will be a complex one--only outsiders are fooled by the small number of students you have in comparison to regular classrooms. The range of skills you must be ready to teach will range widely from visual tracking and toilet training to functional reading and employment skills; the members of your immediate teaching team will vary as much as the handicaps displayed by your students. (p. 1)

The particular position of the teacher of the severely handicapped is ascribed other functions by other sources. Among these are witness/advocate in due process hearings (Scandary, 1981), technologist having computer literacy (Budoff & Hutten, 1982), and disciplinarian handling the law with special education students (Flygare, 1981). One source goes so far as to say a teacher may be forced to choose a role of advocate for students or professional employee viewed as faithful to the job or to the administration (Frith, 1981). Other descriptors are simply planner, instructor and evaluator, and adjunct therapist (this researcher's term for the teacher carrying on the prescribed therapies in the classroom such as physical, occupational, and speech-language therapy).

A recent analysis of personnel preparation programs in the area of the severely and profoundly handicapped seems to indicate the increasing degree of

complexity in the content that needs to be acquired by individuals preparing to become teachers of severely handicapped students. In addition to the 19 primary competency areas with 50 sub-elements identified by Burke and Cohen (1977), 25 modules composed of 322 informational competencies and 128 performance competencies developed by Horner, Holvolt, and Rinne (1976), a current text (Snell, 1983) includes chapters on parent-professional interactions, routine and emergency medical procedures, and competitive vocational training.

The list continues with a proliferation of language training programs, advancements in the area of prosthetic devices and procedures (Macey, Stancliffe, Beumer & Roper, 1974; Robinault, 1973; Smith & Niesworth, 1975), new developments in alternate modes of communication (Carrier & Peake, 1975; Clark & Woodcock, 1976; Harris-Vanderheiden & Vanderheiden, 1977; Stremel-Campbell et al., 1977), and the increasing emphasis on the parent-professional partnership (Turnbull, 1978; Roos, 1977; Sontag et al., 1979).

It is evident that the role of a teacher of the severely handicapped is multifaceted. To identify competencies without focusing on the roles played by the teacher would be futile. It is crucial then to look at competencies for the beginning teacher of the severely handicapped within the scope of the role played by that teacher.

In keeping with the concept of competence within a role, Gale and Pol (1981) point out:

Competence signifies the ability to do something well. Ordinarily it refers to a job, a role or complex task like managing a business or a farm, functioning as a scientist or surgeon, or playing tennis or chess. In everyday terms the concept of competence applies equally well to being a mother, homemaker, student, or citizen. What is important about the general meaning attached to the term is its linkage to a role or position. (p. 153)

In addition, the setting in which the teacher of the severely handicapped plays the role must also be taken into consideration. The Southeastern Regional

Coalition for Personnel Preparation to Work with the Severely/Profoundly handicapped (1982) recommends that competencies to be acquired by students should, among other things, reflect a rationale based upon needs analysis and review of professional literature.

From the review of literature above it is apparent that the severely handicapped population has complex and unique needs. Consequently, the range of competencies for the teacher of the severely handicapped is extraordinarily wide.

Some attempts have been made to identify the competencies of the teacher for the severely handicapped that need to be part of the outcome of the personnel preparation program. A proliferation of competencies identified has compounded the problem of how best to prepare a teacher of the severely handicapped.

The acknowledged need to identify competencies and the limited efforts to do so leave us with the problem: what are the competencies necessary to teach the severely handicapped? And, since all the competencies identified to date cannot be taught in a pre-service program, which competencies are most critical to the beginning teacher?

CHAPTER III

METHODOLOGY

Introduction

As previously discussed, the primary goal of this study was to determine the perceptions of teachers, parents, and administrators concerning the competencies most critical to the beginning teacher of the severely handicapped. This study was based on the assumption that three groups of respondents, teachers, parents, and administrators, who have direct responsibility for the severely handicapped could rate competencies for the beginning teacher of the severely handicapped. Therefore, the focus of the study was to gather the perceptions of these three groups for purposes of identifying a cluster of competencies most critical in the formation of a preservice instructional program and, further, to identify within that cluster the relative importance of competencies associated with planning for instruction, instruction, and evaluation of instruction.

In this chapter, questions, population, instrumentation, and procedures for data collection are discussed in detail.

Questions

The study addressed six questions which are stated below.

1. Do teachers' perceptions of competencies most critical to the beginning teacher of the severely handicapped equate with parents' perceptions?

2. Do teachers' perceptions of competencies most critical to the beginning teacher of the severely handicapped equate with administrators' perceptions?
3. Do parents' perceptions of competencies most critical to the beginning teacher of the severely handicapped equate with administrators' perceptions?
4. Do teachers value planning for instruction, instruction, or evaluation of instruction categories?
5. Do parents value planning for instruction, instruction, or evaluation of instruction categories?
6. Do administrators value planning for instruction, instruction, or evaluation of instruction categories?

Population

Because the identified consumers, namely, teachers, parents, and administrators, reportedly have different perceptions of teacher competencies needed to meet the expectations for the severely handicapped, these three groups were asked to participate in this study. The participants and the rationale for their selection follow.

1. Teachers. Teacher respondents for this study were an identified group of 196 persons who received a degree and/or approval/endorsement from Michigan State University to teach the mentally impaired since the implementation of the mandatory special education law, 94-142.

Teachers provide direct, daily service to the severely handicapped and are able to report what competencies they need to meet the expectations for this population.

- 2 Parents. Parent respondents for this study are persons who have handicapped children. Each child may or may not be living with the surveyed parents at this time. Each teacher was asked to identify the parent of the third, seventh, or eleventh child on the class enrollment register as a parent participant for this study.

Parents have 24-hour care of their severely handicapped children and have performance data on their children which enables them to determine what and how much their children have learned and what the teacher needs to be able to teach them.

3. Administrators. Administrator respondents for this study are persons who are currently engaged in the activities of director, supervisor, principal, and curriculum supervisor, of programs of the handicapped. Each teacher was asked to identify his/her immediate supervisor as the administrator participant in this study.

As personnel evaluators and employers, administrators are on the front line of program implementation for the severely handicapped and can identify the competencies teachers of this complex population need to meet the expectations of the students and parents.

Instrumentation

Qualitative researchers focus on the insider's perspective. They talk with people who have had firsthand experiences with the educational activities or procedures being investigated. It is assumed that close, firsthand experience provides the most meaningful data (Stainback & Stainback, 1984).

Since the primary respondents in the study were teacher graduates scattered across the United States and in one foreign country, conversation with them would be costly at the least. Other possibilities for gathering the desired information and other possibilities of instrumentation were considered. All seemed less expeditious and more expensive than the questionnaire. Therefore, the decision was made to develop a questionnaire to capture the perceptions of teachers, parents, and administrators concerning the competencies most critical to the beginning teacher of the severely handicapped.

Development of Questionnaire

The instrumentation for this study evolved from discussion with teachers who are currently working with the severely handicapped, interviews with parents of the severely handicapped, and interviews with administrators who are responsible for programs for the severely handicapped who were NOT subjects in the study.

Teachers currently working with severely handicapped children revealed their frustration with their own perceived lack of competencies to teach this complex population now being served in their classrooms in the public schools.

Parents of the severely handicapped expressed their wishes that teachers of their children had different competencies which could lead to preferred outcomes for their children.

Administrators repeatedly said teacher training institutions needed to examine the traditional methods of preparing teachers and address this new, complex population the public schools have been mandated to serve, one that demands non-traditional teaching competencies.

As an experienced observer, teacher, consultant, and administrator in the education of the severely handicapped, the researcher identified still other performance competencies most critical to the beginning teacher of the severely handicapped.

The literature was reviewed, and over 200 competencies were identified for teachers of the severely handicapped. A wide range of competencies was perceived to be important to the teacher of the severely handicapped, but no one list was recommended.

A list of these identified competencies was taken to a group of selected teachers of the severely handicapped who were not to be subjects in the study. The teachers were asked to identify the competencies most critical to the beginning teacher of the severely handicapped and to sort these competencies into categories. The teachers found the sorting of competencies into categories too cumbersome and reported that they would prefer to have the categories identified for them. They indicated that this modification would eliminate ambiguity and would accelerate the process of identifying the competencies most critical to the beginning teacher of the severely handicapped.

To provide a more manageable format for the identification of most critical competencies, the literature was again reviewed, and it showed that other researchers had attempted to group competencies into clusters or categories (Certo & York, 1976; Stainback et al., 1976). In an attempt to encompass the roles prescribed, assigned, or perceived for the teacher of the severely handicapped, competencies were sorted into six categories. The categories suggest roles played by the teacher of the severely handicapped in varying degrees at various times:

1. assessment/management/evaluation (pretest/growth/posttest)
2. curriculum and instruction

3. behavior management/classroom
4. parent training
5. management/indirectly related service delivery/disciplinary teamwork
6. knowledge

This categorization was supported by the teachers who reported that having the categorization of the competencies supplied to them did eliminate ambiguity and accelerate the process of identifying the competencies most critical to the beginning teacher of the severely handicapped. Their responses also revealed that

1. competencies should begin to be developed in the preservice preparation period, and
2. particular competencies appeared to be critical to the beginning teacher of the severely handicapped.

The list of competencies within the six categories was then submitted to in the field for close scrutiny. Two teacher educators affirmed the need for categories, realigned some competencies, suggested that some competencies might fit in more than one category, restructured the list to include and exclude categories, found redundancy and reduced the number to be listed, and recommended a new categorization. This activity reduced the number of competencies to 96 which could be sorted into three categories, namely: (a) planning for instruction, which is defined as planning the curriculum, the learning environment, the management of behaviors, assessing, setting instructional objectives, and selecting appropriate goals; (b) instruction, which is defined as any implementation of the planning for instruction and as teaching, managing, and carrying out the plan; and (c) evaluation of instruction, which is defined as any effort to judge the quality of instruction as record keeping and analysis of

performance data and determining if the planned curriculum and environment meet the students' needs.

Description of Questionnaire

The questionnaire (Appendix B) followed the preferred format which teachers, parents, and administrators found manageable. A decision was made to list the 96 competencies and not identify the categories in the questionnaire but to use the categories in the data analysis.

The actual questionnaire section begins with instructions for rating each competency, encouraging respondents to rate each competency based on their own perceptions and not on how others might rate the competency. The assumption was that all the items were considered critical but some MOST critical.

A Likert type scale was used to offer five choices for rating each competency: (A) Most Critical, which means the BEGINNING teacher of the severely handicapped cannot begin to teach without it; the other ratings suggest the competencies could be acquired later (e.g., on the job, with inservice, or additional coursework); (B) Very Critical; (C) Critical; (D) Somewhat Critical; (E) Least Critical.

Data Collection Procedures

Approval/endorsement records maintained by the Counseling, Educational Psychology, and Special Education Department (CEPSE) in the Office of Student Affairs, College of Education, Michigan State University, showed that 196 persons received degrees and/or approval/endorsement to teach the mentally retarded between the summer of 1978 and the summer of 1981 (see Appendix C). A list of these 196 graduates with their student numbers and dates of granted approval was submitted to the Michigan State University Alumni Donor Records

Office for current or permanent addresses. This Office's search yielded 140 current/permanent addresses. There were "no records" on the balance of 56.

A pre-mailing letter of request and return postcard were sent to the 140 graduates on record in order to determine:

1. the graduate's willingness to participate in the study,
2. the graduate's current employment status with the mentally impaired,
3. the type of program in which the graduate works, and
4. confirmation or correction of current address (see Appendix C).

Of the 140 graduates to whom the pre-mailing was sent, 75 indicated a willingness to participate in this study. Two graduates were located in the field and agreed to participate, for a total of 77 teacher respondents.

A teacher questionnaire was mailed to each of the 77 graduates with a cover letter requesting the identification and addition of a parent and an administrator participant. Questionnaires for parents and administrators were enclosed along with stamped, return envelopes for each (Appendix B).

Of the 77 graduates, 36 returned completed questionnaires as a result of the initial mailing. Follow-up letters and questionnaires with stamped, returned envelopes were sent to 41 non-respondents who had initially agreed to participate. This follow-up effort yielded nine responses for a total of 45 teacher questionnaires. Eighteen parents returned completed questionnaires, as did 24 administrators.

Treatment of Data

Because little was known about the Michigan State University graduates after they received their approval/endorsement in the teacher preparation program in Mental Retardation, demographic data was designed to gather some information about where they located, if they were employed in programs for the

handicapped, what kind of administrators the programs had, and how parents perceived programs in which their children were enrolled. The data gathered were aggregated and reported in numbers with their per cent equivalent for each group and reported in tables for convenient reading.

Demographic Data

The demographic data were collected for each group to reflect the distinctive characteristics of each group. Teachers were asked to indicate their sex, age, whether they were currently employed, what type of program they taught in, the level of district and the setting, the mix of the population taught, the age level of students, how many years teaching experience they had, whether they had additional training and what form they chose for additional training.

Parents were asked to indicate their sex, age, whether they were the biological parent or their relationship to the child, whether the child was enrolled in a school program, whether the child was severely handicapped, a description of the child's handicap, the age of the child, where the child lives, how the program in which the child is enrolled is defined.

Administrators were asked to indicate their sex, age, their current position, the area covered by their duty, their preparation/training for their current position, how many years they held their current position, their previous positions and whether they had ever taught the severely handicapped.

Knowing that each group of respondents would have a different perspective to bring to the task of rating competencies most critical to the beginning teacher of the severely handicapped, the demographic data questions were designed to gather as much information as possible to reflect each group's uniqueness.

There were no predictable qualifiers for the group of respondents other than the fact that they were a teacher, parent or administrator who had direct contact with the population of the severely handicapped. It would be useful to know, for example, whether the Michigan State University graduates were actually teaching and if so where they were teaching. All graduates were certified to teach in the state of Michigan but had they actually remained in state?

The teacher preparation program at Michigan State University trained them to work with all degrees of mental retardation. Were they actually teaching the retarded or other special populations? It would be interesting to know what kinds of settings teachers worked in, particularly if they were not in a classroom, and then what kind of supervision or administration they found.

Because parents of the handicapped are rarely asked to participate in research studies, there is little known about their perceptions. Having teachers recruit parents to participate in this study would give additional information about the students with whom these Michigan State University graduates are now working.

It seemed all this information would provide a clearer picture of how the Michigan State University teacher preparation program in mental retardation might be maintained or changed to meet the professional needs of its graduates.

Competency Data

In an effort to determine the relative perceptions of the teacher, parent and administrative respondents in the study, the results of their ratings of the 96 competency items had to be reported in some meaningful way. In order to be able to rank order the 96 items, means and standard deviations had to be calculated for each item rated by each respondent.

It was determined that the ratings by each group could be compared with the others to identify the competencies perceived to be most critical to the beginning teacher of the severely handicapped. Further, if the group ratings were combined and rank-ordered, it would be easy to see which items surfaced as most critical.

The mean and standard deviation were determined for each of the 96 items rated by each group of respondents. The rank order was made to reflect that some items had the same mean. The standard deviation was reported for each item to reflect the strength of items that could be perceived to be tied, by the mean, for a particular rank. The lists were combined to give a rank order, by mean, with standard deviation for all items by all groups.

In addition to the reporting the demographic data and analyzing the ratings of teachers, parents and administrators, a further analysis, using the Chi Square Test was accomplished to determine if there was a relationship between group membership and ratings of items.

An application of a chi square test to this study was deemed appropriate because the chi square test does not make any assumptions about the shape or variance of population scores. No assumptions are made concerning the distribution of the population and normality is not assumed. The chi square test is particularly applicable to studies with small samples, and with data in the form of frequency counts such as in this study. When variables can be placed on nominal and ordinal scales, as in this study, it is appropriate to use the chi square test. The alpha level .05 was chosen for this study which is the value set for rejection of the null hypotheses.

CHAPTER IV

PRESENTATION OF FINDINGS

Introduction

This chapter presents the analysis and discussion of the data. An attempt was made to identify the competencies perceived to be critical to the beginning teacher of the severely handicapped. Two major sections are presented. First, the demographic data are presented. These are more interesting than usual because recruited respondents were scattered beyond Michigan. Second, to answer the question posed by the study, the ratings of the competencies by teachers, parents and administrators were combined, then analyzed, by group and then combined for further analysis. In addition, the chi square test was used to determine if there was a relationship between the group to which the respondent belonged and the respondent's rating of the items.

Demographic Data

Teachers

The 44 teacher respondents represent 13 states and one foreign country. Table 1 shows the regions of the United States, the states, and the cities where those Michigan State University graduates of the teacher preparation program in mental retardation are employed. The regions are taken from a representative map in the Chronicle of Higher Education (August 29, 1984).

Table 1
Region, State and City of Teacher Respondents
n = 44

<u>Region</u>	<u>State</u>	<u>City</u>	<u>(n)</u>
WEST	Oregon	Coos Bay	1
	Washington	Tacoma	1
	Utah	Ogden	2
MIDWEST	Iowa	Council Bluffs	1
	Wisconsin	Milwaukee	1
	Illinois	Oak Park	1
	Michigan	Alden	1
		Battle Creek	1
		Berrien Springs	1
		Boyne City	1
		Caro	1
		Clinton	1
		East Lansing	3
		Eaton Rapids	1
		Essexville	1
		Flint	1
		Grand Rapids	1
		Harper Woods	1
		Jackson	1
		Laingsburg	1
		Lansing	2
		Mason	1
		Mio	1
		Mt. Clemens	1
		Okemos	1
		Owosso	1
		Port Huron	1
		Saginaw	1
		Southfield	1
		Troy	1
		Ypsilanti	1

Table 1, continued

<u>Region</u>	<u>State</u>	<u>City</u>	<u>(n)</u>
SOUTHWEST	Texas	Houston	1
		Woodlands	1
SOUTH	Kentucky	Lexington	1
	Virginia	Penn Laird	1
	North Carolina	Weaverville	1
	Georgia	Albany	1
MIDDLE STATES	District of Columbia	Washington	1
NEW ENGLAND	none	none	
<u>FOREIGN COUNTRY</u>			
Africa	Sudan	Atabara	1
UNKNOWN			1
TOTAL			44

The geographical distribution of respondents is important because terms used to describe programs, levels, and populations served were used interchangeably, and new and different terms were used.

The term "resource room" which is used to describe a particular kind of classroom program in Michigan was used to describe many and varied classroom

arrangements and services in different states. Table 2 shows the types of programs represented and the number of graduates employed in them.

Table 2
Program Descriptors Reported by Teacher Respondents (n= 44)

<u>Program Descriptor</u>	<u>n</u>	<u>%</u>
Educable classroom	7	15.9
Trainable classroom	9	20.4
Severely impaired classroom	5	11.4
Severely multiply impaired classroom	10	22.7
Resource room	7	15.9
Other		
Combined above	2	4.5
Vocational evaluation	1	2.3
Adaptive physical education	1	2.3
Community based independent	1	2.3
Living training program (TMI + EMI)	1	2.3
TOTALS	44	100.0

The term "county program" was used to describe a level of administration that would equate with Michigan's intermediate school districts (ISDs) that serve county-wide populations. Table 3 shows the administrative organization of programs and the number of respondents in each.

Table 3
Administrative Organization of Programs Reported by Teacher Respondents
(n = 44)

<u>Administrative Organization</u>	<u>n</u>	<u>%</u>
Local	27	61.3
Intermediate	12	27.3
Regional	1	2.3
Other		
County	3	6.8
State school	1	2.3
TOTALS	44	100.0

One respondent checked the descriptor "community education" to describe a setting that would better be described as an "agency" in Michigan. Table 4 shows the types of settings in which programs are housed and number of graduates in each setting.

Table 4
Setting Descriptors of Programs Reported by Teacher Respondents (n = 44)

<u>Setting Descriptor</u>	<u>n</u>	<u>%</u>
School (non-specific)	14	31.8
Regular school	15	34.0
Center-based program (school or community)	11	25.0
Sheltered workshop	1	2.3
Community	1	2.3
Other	1	2.3
Missing	1	2.3
TOTALS	44	100.0

These responses suggest that there are other descriptors used than those offered in the questionnaire; i.e., the lists of descriptors for programs, levels, and settings were not "all-encompassing."

The terms used by respondents in an effort to respond to the survey questions are evidence that although there is a national mandate (PL 94-142) to serve the handicapped, there is not a nationally recognized glossary of terms to describe the programs services for the severely handicapped.

The fact that some respondents worked in more than one type of program or setting reflects the complexity of the population of the severely handicapped and the complex role the beginning teacher may play. The program or setting in which the respondent spent most of the working day was considered the dominant setting and recorded as such. Table 5 shows the number of programs segregated from other populations and non-segregated programs. It is interesting to note that 61% of the programs are not set apart (segregated) from the regular education's mainstream. Those identified as segregated are programs geographically apart from the mainstream such as center programs described earlier.

Table 5
Programs Segregated and Not Segregated from Other Populations as Reported by Teacher Respondents (n = 44)

<u>Descriptor</u>	<u>n</u>	<u>%</u>
Segregated (from regular school)	17	39
Non-segregated	27	61
TOTALS	44	100

The age-level descriptors provided in the questionnaire cover the ages as they are served in Michigan, that is, preschool through vocational programs. Again respondents offered other descriptions of the age levels of populations they are currently serving. All descriptions are reflected in Table 6.

Table 6
Age Level Descriptors Reported by Teacher Respondents of Students in Programs (n = 44)

<u>Age Level Descriptor</u>	<u>n</u>	<u>%</u>
Preschool	0	0.0
Early	2	4.5
Later	4	9.0
Middle	8	18.2
Secondary	8	18.2
Post-secondary	2	4.5
Pre-vocational	0	0.0
Vocational	0	0.0
Other		
3 to 4 years	1	2.3
3 to 20 years	1	2.3
4 to 20 years	1	2.3
7 to 16 years	1	2.3
15 to 21 years	1	2.3
18 to 55 years	1	2.3
20 to 26 years	1	2.3
Combined level		
4 or more levels	2	4.5
3 or more levels	2	4.5
2 or more levels	9	20.5
TOTALS	44	100.0

Table 6 provides evidence that the ages of students served in programs for the severely handicapped range from age 3 to 55 years. The table also reflects that, in some programs, age levels are combined. In other words the teacher is expected to be able to teach from pre-school age through adult aged students and possibly have a combination of ages in one group. The data suggest that the

placement of students is probably based upon their mental ability, their mobility, their medical disorders but not primarily on their chronological age. Consequently, the beginning teacher of the severely handicapped has a compound problem of teaching a wide range of ages within a group of severely handicapped students and the wide range of abilities found within any given group of students.

Table 7
Years of Experience Reported by Teacher Respondents (n = 44)

<u>Years of Experience</u>	<u>n</u>	<u>%</u>
5 or more	9	20.5
4	9	20.5
3	11	25.0
2	14	31.8
1	1	2.2
TOTALS:	44	100.0

Teaching experience varies from one year to more than five years. The range is reflected in Table 7. The fact that 31.8% of the respondents are still in the beginning stage of their careers enables them to identify the needs of the beginning teacher of the severely handicapped. It suggests that the teachers are close enough to the beginning of their own careers to remember the impact of their own first year on the job. Also, by being so new to the field, they are receiving more seriously handicapped students than experienced teachers had previously received and are the best witnesses to testify to which competencies are critical to the beginning teacher of the severely handicapped. The influx of the more severely handicapped student into the public schools is probably a function of deinstitutionalization. The nationwide deinstitutionalization effort was designed to return persons in institutions to their communities and was a

response to the perception that institutions, for the most part, did not constitute appropriate placement or the least restrictive environment for these persons.

Table 8
Types of Additional Training Reported by Teacher Respondents (n = 44)

<u>Types of Training</u>	<u>n</u>	<u>%</u>
Graduate School and In Service	16	36.4
Graduate School Only	18	40.9
In Service Only	7	15.9
No Additional Training	3	6.8
TOTALS	44	100.0

Inspection of Table 8 reveals that 77.3% of the Michigan State University graduates elected to pursue additional training in graduate programs. Some of the teachers (36.4%) had in-service training in addition to their graduate work to increase their competencies. The high percentage of respondents in graduate school may reflect the fact that graduate school is one of the options prescribed by a particular state department of education for continuing teacher certification.

Parents

As can be seen in Table 9, eighteen persons responded to the parent survey. It is interesting to note that one response was from both parents, which suggests a collaborative effort to rate the 96 competencies. The male parent was 65 and the female parent was 69 years of age. A decision was made to count this particular case as a "female" respondent.

Table 9
Sex and Age-Range of Parent Respondents (n = 18)

<u>Sex</u>	<u>n</u>	<u>%</u>	<u>Age</u>		<u>Range</u>
			<u>More than 36 Years</u>	<u>Less than 35 Years</u>	
Male	3	16.7	1	1	35-50
Female	15	83.3	6	10	22-69
TOTALS: 18		100	7	11	

Parents described their children as having varied handicaps and labels. These findings are reported in Table 10. The notion of multiple handicaps reflects the nature of the population of the severely handicap as being complex and their existence compounded by medical problems and a need for special accommodations at home as well as in school.

Table 10
Handicaps and Labels of Children Reported by Parent Respondents (n = 18)

<u>Handicap and Labels</u>	<u>n</u>	<u>%</u>
Down's syndrome	5	27.8
Multiply impaired	3	16.6
Mentally retarded	2	11.1
Trainable mentally retarded	2	11.1
Cerebral palsy	2	11.1
Learning disabled	2	11.1
Spina bifida	1	5.6
Developmentally disabled	1	5.6
TOTALS	18	100.0

In reporting the degree of severity of their child's handicap and label, some of the parents again reported the fact that their child had multiple handicaps. The parents reported the primary handicap or label and indicated the degree of severity for that only (See Table 11).

Table 11
Degree of Child's Handicap or Label Reported by Parent Respondents (n = 18)

<u>Degree</u>	<u>n</u>	<u>%</u>
Severe	9	50.0
Other than severe	7	39.0
Not reported	2	11.0
TOTALS	18	100.0

Severely handicapped persons are not always able to live at home with their biological parents for a multitude of reasons. Among those are: the severely handicapped person's condition deteriorates and requires hospitalization; the burden of 24 hour care of the person can no longer be assumed by the family; aging parents cannot provide the physical care and handling the person requires; the younger parent has suffered psychological trauma from the birth of the severely handicapped child and many be unable to cope; the person's behavior patterns become increasingly volatile and cannot be managed by the family; siblings are being affected adversely by the presence of the severely handicapped person in the home, especially if the parents need to devote most of their time and attention to the handicapped child.

In this study, as reported above in Table 9, the parent respondents ranged in age from 22 to 69 years. It seems particularly significant, in view of this finding, that 83.3% of the severely handicapped children in this study do live at home with their parents (See Table 12).

Table 12
Handicapped Child's Residence Reported by Parent Respondents (n = 18)

<u>Residence</u>	<u>n</u>	<u>%</u>
At home with parents	15	83.3
In a group home	1	5.6
In a foster home	2	11.1
TOTALS	18	100.0

Parents were asked to describe by definition the type of programs in which their children were placed, selecting from one of two choices. The functionally defined program choice meant the child had been placed by the fact that s/he had been described as "very poorly functioning," regardless of the type of handicaps involved. The operationally defined program choice offered meant the child had been placed in a program based on his/her "primary impairment." The child may have had multiple handicaps, but the primary handicap, sometimes called the dominant handicap, determined his/her placement. The primary handicap may be his/her mental retardation or physical impairment or emotional impairment or other. The level of impairment could be mild to severe.

Consequently, a child identified as "very poorly functioning" could be in a classroom of presumably non-retarded students with varied and multiple kinds of handicaps, but all "very poorly functioning." Or the child could be found in a program for the mentally retarded where, in fact, all the students were very poorly functioning. The program identification of placement findings are reported in Table 13.

Table 13
Program Identification of Child's Placement Reported by Parent Respondents
(n = 18)

<u>Program Identification</u>	<u>n</u>	<u>%</u>
Operationally defined	12	66.6
Functionally defined	3	16.7
Not reported	3	16.7
TOTALS	18	100.0

The responses reported in Table 13 indicated that 66.6% of the handicapped children in this study were placed in programs based on the "primary or dominant handicap." Only 16.7% were placed in functionally defined programs where placement is based on the child's "level of functioning" regardless of his handicap. This suggests that degrees of severity of handicap and levels of functioning can vary widely within programs.

The demographic data from teachers, parents and administrators illustrates that classrooms for the severely handicapped are units of complexity for teachers and administrators and suggests that parents, who have 24 hour care of the children, have a multitude of difficulties with which to cope at home.

Administrators

Previous positions held by the 24 administrator respondents reflect an incredible range of experiences which may or may not have prepared them for their current positions as administrators of programs for the severely handicapped. A list of previous positions held by some administrators includes:

- educational strategist
- teacher consultant
- special education administrator
- other principal
- physical education teacher/coach
- speech-language teacher
- coordinator
- supervisor
- teacher in residential setting
- teacher in state hospital
- work coordinator
- school psychologist
- federal project director
- behavioral consultant
- case manager
- program specialist
- work study coordinator
- training specialist
- pre-school director
- curriculum coordinator
- teacher coordinator
- school social worker
- adaptive physical education instructor

Precise descriptions of the positions previously held by the administrative respondents were not provided.

As previously reported, demographic data revealed that the settings for programs for the severely handicapped vary widely across the country. The descriptors used in the questionnaire to identify current positions of administrators were generally descriptive of administrative positions in Michigan. All administrator respondents were able to select the one that most nearly described their current role. The responses are reported in Table 14.

Table 14 shows that 50% of administrators held the position of principal and 25% were supervisors. Others had varying degrees of administrative responsibility.

Table 14
Current Positions of Administrator Respondents (n = 24)

<u>Position</u>	<u>n</u>	<u>%</u>
Intermediate director	0	0.0
Local director	1	4.2
Supervisor	6	25.0
Principal of school	9	37.5
of center	3	12.5
Other		
Assistant principal	2	8.2
ISD coordinator/planner	1	4.2
Supervisor-principal	1	4.2
Coordinator, residential services	1	4.2
TOTALS	24	100.0

The territory covered by the administrators' duties are shown in Table 15. It is interesting to note that 45.8% of the administrators reported responsibility for school programs. This suggests that some programs for the severely handicapped are not isolated but are part of the mainstream of public education. In contrast, 37.5% of the administrators are responsible for center programs, which, in Michigan, are schools set apart from the mainstream and in some cases, geographically isolated from the mainstream of education.

Table 15
Territories of Responsibility Reported by Administrator Respondents (n = 24)

<u>Territory</u>	<u>n</u>	<u>%</u>
District	3	12.5
Center	9	37.5
School	11	45.8
Other: county	1	4.2
TOTALS	24	100.0

Table 16 indicates that 66.6% of administrators reported having earned a Master's Degree. The major emphasis of the degree was not given and it cannot be assumed that the Master's Degree was in administration. Table 11 shows the types of degrees held by administrators.

Table 16
Academic Degrees Reported by Administrator Respondents (n = 24)

<u>Degree</u>	<u>n</u>	<u>%</u>
BA/BS	4	16.6
MA/MS	16	66.6
Ed.S.	1	4.2
ABD	1	4.2
Ph.D.	0	0
MSW	1	4.2
UNK	1	4.2
TOTALS	24	100.0

It is interesting to note that only two administrators (8.4%) had degrees beyond the Master's which gives the general impression that advanced degrees are not necessary for the administrator of programs for the severely handicapped. The years of experience in current positions held by administrators are shown in Table 17.

The results in Table 17 reveal that 29.2% of the administrators are in the first year of experience in the administration of a program for the severely handicapped and 37.1% are in their second, third or fourth year. The first general impression would be that the administrators are beginners or at least relative newcomers to the administration of programs for the severely handicapped.

Table 17
Years of Experience in Current Position Reported by Administrator Respondents
(n = 24)

<u>Years of Experience</u>	<u>n</u>	<u>%</u>
1	7	29.2
2	2	8.3
3	4	16.6
4	3	12.5
5	1	4.2
7	2	8.3
9	1	4.2
10	1	4.2
14	2	8.3
20	1	4.2
TOTALS	24	100.0

Of the 24 administrator respondents, 21 had previously taught, one had been a supervisor, one had been a case manager, and one had been a school psychologist. Twelve of the administrator respondents had actually taught the severely handicapped, and 12 had never taught the severely handicapped.

Competency Data

An attempt was made to determine which of the 96 competencies rated were perceived to be critical to the beginning teacher of the severely handicapped and then to determine which competencies and, consequently, which categories were valued by each group. The competencies and categories identified might then be used as a basis for preservice preparation programs for teachers of the severely handicapped.

The specific questions to be answered were:

1. Do teachers' perceptions equate with parents' perceptions?
2. Do teachers' perceptions equate with administrators' perceptions?
3. Do parents' perceptions equate with administrators' perceptions?
4. Do teachers value planning for instruction, instruction, or evaluation?
5. Do parents value planning for instruction, instruction, or evaluation?
6. Do administrators value planning for instruction, instruction, or evaluation?

The list of competencies was designed into a five-point Likert-type questionnaire with a score of 5 designated as "most critical" and a score of 1 as "least critical." A decision was made to graduate the scale from top to bottom i.e., MOST CRITICAL to LEAST CRITICAL. As all the items are considered important, there was no intent to eliminate any of them. A Likert type scale was used to offer five choices for rating each competency: (A) MOST CRITICAL means the BEGINNING teacher of the severely handicapped cannot begin to teach without it; the other ratings suggest the competencies could be acquired later (e.g., on the job, with inservice, or additional coursework) (B) VERY CRITICAL; (C) CRITICAL; (D) SOMEWHAT CRITICAL; (E) LEAST CRITICAL.

The final questionnaire consisted of 63 competencies with 33 sub-items for a total of 96 competencies to be rated. For data analysis and computer manageability, the Likert scale was reversed. Consequently, a score of 1 was designated as "most critical" and a score of 5 as "least critical." The items were sorted in descending order. The rank order was based on the mean for each item. Each group of respondents, teachers, parents, and administrators rated the 96 items differently. All the ratings, including mean, standard deviation and rank order, for each group of respondents and for the groups combined are reported in Appendix F.

As can be seen in these tables, there was no consensus concerning which competencies were most critical. Nor was there agreement as to which categories were valued.

The lack of consensus in the ratings among groups answers the six specific questions posted above in the following way:

1. Teachers' perceptions do not equate with parents perceptions. Although there appeared to be some degree of agreement on some items, the agreement was not enough to merit an equation.
2. Teachers' perceptions do not equate with administrators' perceptions. Although there appeared to be some degree of agreement on some items, it was not enough to affirm a consensus.
3. Parents' perceptions do not equate with administrators perceptions. Although there appeared to be some degree of agreement on some items, it was not enough to identify a consensus.
4. Teachers apparently did not value Planning for Instruction, Instruction or Evaluation as a preferred category.
5. Parents apparently did not value Planning for Instruction, Instruction or Evaluation as a preferred category.
6. Administrators apparently did not value Planning for Instruction, Instruction or Evaluation as a preferred category.

In sum, there was no agreement on the criticalness of items by the three groups. Therefore, no decision can be made about which competencies are most

critical to the beginning teacher of the severely handicapped or which categories are valued.

For the sake of discussion, the five items with the highest rank and the five items with the lowest rank were selected from the combined ratings of teachers, parents and administrators for observation and discussion here.

It is interesting to note that the ability to plan classroom structure to control behavior with consistent rules, Item 16B, a planning competency, ranks number one in the combined ratings of teachers, parents and administrators. The first general impression might be that all severely handicapped children have behavior problems which require more management. However, a second general impression may be that all classrooms need consistent rules, as part of the classroom structure, to control the management of behavior. The combined rating on this item suggests that all three respondent groups perceive behavior control to be a critical issue in the programs for severely handicapped students.

Table 18
Highest Ranked Items from the Combined Rating of Respondents

Item Number	Competency	Combined Rank	Category
16B	Plan Classroom Structure: Control Behavior with Rules	1	Planning for Instruction
62	Communicate Effectively with Parents RE: Child's Performance	2	Evaluation
4	Establish Realistic Goals	3	Planning for Instruction
63	Derive a Sense of Accomplishment Despite Small Gains by Student	4	Evaluation
61	Use Evaluation to Change Teaching/Instructional Methods	5	Evaluation

The ability to communicate effectively with parents about the performance of their severely handicapped child (Item 62) is of course a highly desirable competency for an educator. The important feature of this evaluation competency, which is rank ordered second in the competency ratings, is the preference for communication about the student's performance. Parent-teacher conferences, we know, are an opportunity for communication, but the critical part is to focus on the student's performance (the word performance was underlined in the questionnaire for emphasis). A number of skills are required for effective communication with parents by educators and could be trained at the pre-service level. As can be seen by the combined ratings and the rank order assigned, all three groups at least recognize the need for such competency. Item 62 is in the third category, Evaluation.

The ability to establish realistic goals, a planning competency (Item 4), ranked third in the list of the combined ratings of 96 items. Establishing goals for students is a basic competency for any teacher but the ability to establish realistic goals is seen as critical to the beginning teacher of the severely handicapped. This rating by teachers, parents and administrators could infer that particular skill is required to set goals for students whose learning ability is hampered by physical limitations as well as mental or emotional impairment and conceivably by a combination of all three. It is especially important for this population to have success through individualized goals since the usual goals for non-handicapped children of the same age are not feasible.

The teachers ability to derive a sense of accomplishment (Item 64), an evaluation competency, is critical as can be seen by the fourth place ranking of the combined ratings it received on the list of 96 competencies.

In regular education, a teacher gauges his/her accomplishment perhaps by the reading or math levels students achieve. The teacher can also furnish much

physical evidence of what the child has learned in a particular length of time. With the severely handicapped, some of the gains can be termed minute and have taken an incredible amount of time and repetition as compared to the learning of non-handicapped students. There is also some evidence of regression in learning by the severely handicapped over the school holidays, and in some cases what was determined as learned on Friday needs to be taught again on the following Monday.

The recognition of the students small gains and their effect on the teacher's feeling of lack of accomplishment is apparently evident to administrators. As one administrator noted ". . . this is perhaps the most significant item of the 96 items on the list and I applaud the inclusion of it in this survey . . ."

In view of the fact that each severely handicapped child may have compound learning difficulties, it is interesting to see that the fifth-ranked item of the combined ratings in the list of 96 competencies is the one that states that the beginning teacher of the severely handicapped should have the ability to use evaluation, obviously an evaluation competency, to change teaching methods and/or instructional materials (Item 61).

Frequently, packaged or time-honored instructional materials must be adapted to the needs of the child. It can be noted that this is true for non-handicapped learners who have different styles of learning. But, again, the handicapped learner may have not only a particular learning style but also physical, mental or social limitations that interfere with learning.

The time-honored methods of teaching academics may have to be adapted considerably to meet the needs of the severely handicapped student. The critical feature of this competency is the teacher's ability to use evaluation of the student's performance and/or the teacher's performance to determine what

appropriate changes can be made in methods or instructional materials to assure student success.

As can be seen in Table 18, of the items that earned the top five rankings of the combined ratings, two were in the category of Planning for Instruction and three were in the category of Evaluation. It is interesting to note that no items from the category of Instruction were in these top five combined ratings.

Although no conclusions can be drawn from these rankings, as previously indicated, discussion of the items that earned the last five rankings (Items 92-96) of the combined ratings of 96 items, seems warranted, especially if the bottom of the rank-ordering is perceived as least critical to the respondent.

Table 19
Lowest Ranked Items from the Combined Rating of Respondents

Item Number	Competency	Combined Rank	Category
39C	Use Latest Hardware/Technology: Train Students to Use	92	Instruction
20	Make a "Life-Plan" for Students: Project Needs Beyond School Years	93	Planning for Instruction
39A	Use Latest Hardware/Technology: Identify for Purchase	94	Instruction
39B	Use Latest Hardware/Technology: Train Teachers/Non-certified Staff to Use	95	Instruction
19	Influence Hiring of Other Personnel	96	Planning for Instruction

The ability to use the latest in hardware/technology (e.g., computers, communications devices) and train students to use them (Item 39C) ranked 92nd of 96 items on the combined ratings.

The general first impression of this instructional competency might be that the students are too handicapped to use any kind of equipment but the paradox is that some of the equipment is the only modality they have for learning. For example, the student who does not have use of his hands for the conventional way of writing or typing may have enough dexterity to use a stick to manipulate the computer, even if he puts the stick in his mouth.

The beginning teacher's ability to make a "life-plan" for students and to project their needs beyond school years (Item 20) was ranked 93rd on the combined ratings of 96 items. At first glance, the rating of this planning competency would seem to reflect the feeling of respondents that many severely handicapped children may have a short-life span and may not require a plan beyond their school years.

The incongruity rests in how the lack of a "life-plan" would affect the selection of appropriate goals for the student. If educational goals are to be made without regard for what the student will be able to do the rest of his life, perhaps the goals are in fact inappropriate. More and more the severely handicapped are entering the mainstream of life and are striving for some degree of independence through employment capabilities after school.

Another impression from this rating is that perhaps respondents do not perceive the ability to make a "life-plan" for the student as most critical to the beginning teacher, but as a competency that could be acquired later on, with experience.

Item 39 A related to new technology ranked 94th of 96 items on the combined ratings. It may be that the beginning teacher's ability to identify for purchase the latest in hardware/technology (e.g., computers, communication devices) is not perceived to be his/her responsibility. This instructional competency may be perceived as an administrator's task.

The ability to use the latest in hardware/technology (e.g., computers, communication devices), that is train teachers/non certified staff to use (Item 39B), ranked 95th on the combined ratings of 96 items.

It is interesting to note that this instructional competency (Item 39), namely the ability to use the latest hardware/technology (e.g., computers, communication devices) and the sub-items, that is the ability to identify for purchase (Item 39A), the ability to train teachers and non-certified personnel to use (Item 39B) and the ability to train students to use (Item 39C) the latest hardware/technology, received three of the five lowest rankings on the combined ratings of 96 items.

The beginning teacher's ability to influence hiring of other personnel (Item 19) ranked as 96th on the combined ratings of 96 items. Although administration is usually primarily responsible for the hiring of personnel, the need for a person with particular skills as a teacher's aide, for example, may be critical to the classroom. If aides, for example, are hired en masse and assigned by an arbitrary method, the person most suited to a particular group could be lost. Frequently, the need for a particular set of skills and strengths can influence the hiring of personnel. In general, this may not be perceived to be a critical competency for the beginning teacher of the severely handicapped. In the items rank-ordered 92-96, all the items are in the category of Instruction.

Consensus of all groups on which competencies are most critical to the beginning teacher of the severely handicapped is impossible to achieve because of the different points of view held by the respondents. However, each group's top rankings may be very valid and significant to designing a training program. In view of this, the top 10 competencies ranked by each group are presented in Appendix H.

The lack of consensus in this study supports the literature previously discussed which claims that the seeking of a consensus often leads to additions to the list of what is already perceived to be important. Because there was no consensus about which competencies were most critical to the beginning teacher of the severely handicapped, an additional effort was made to analyze the data.

A chi square test was applied and 17 of the 96 items analyzed were identified as having significant value at the .05 level. The test revealed that the group to which the respondent belonged (teacher, parent or administrator) and the respondent's ratings of the item were related.

In other words, not only was there no consensus among the respondents concerning their perceptions of the relative importance of the competencies, the additional analysis indicates that group membership influenced the respondent's ratings of competencies. The items reporting a significant value are presented in the following tables. Tables 20 to 36 reflect the results of the chi square test application to the data which yielded 17 items of significant chi square value. Not all five of the rating choices, MOST CRITICAL, VERY CRITICAL, CRITICAL, SOMEWHAT CRITICAL and LEAST CRITICAL, are reflected in the Tables 20-36. Thirteen of the 17 tables reflect the use of MOST CRITICAL, VERY CRITICAL and CRITICAL; three tables reflect the use of VERY CRITICAL, CRITICAL and SOMEWHAT CRITICAL; and one table reflects the use of only two points of the Likert type scale: VERY CRITICAL and CRITICAL. As can be seen, not all five points of the Likert type scale appear in any of the tables. This simply reflects the fact that some of the points of the scale had no responses recorded for that item. Rather than print the entire scale in each table, a decision was made to show only those points actually used for rating by respondents.

There seems to be some agreement among the groups on two of the 17 significant items, namely the ability to teach students to read (Item 52E) and the ability to use evaluation to affect appropriate changes in students' goals and objectives (Item 60). However, the highest perceived value for both items is only VERY CRITICAL and consequently cannot be considered as MOST CRITICAL to the beginning teacher of the severely handicapped. Tables 20 and 21 report these data.

Table 20
Chi Square Values for Teacher, Parent, and Administrator Perceptions of Competencies Critical to the Beginning Teacher of the Severely Handicapped: Ability to Teach Students to Read (Item 52E)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Very Critical	26 60.5%	10 55.6%	8 33.3%	44 51.8%
Critical	3 7.0%	5 27.8%	10 41.7%	18 21.2%
Somewhat Critical	14 32.6%	3 16.7%	6 25.0%	23 27.1%
Column Total	44	18	24	N=86/100%
				Degrees Value
Item 52E	Chi-Square 12.71336%	of Freedom 4	Significance .0128	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to teach students to read was viewed as VERY CRITICAL by teachers (60.5%), parents (55.6%), and administrators (33.3%). Other administrators rated it only CRITICAL (41.7%). None of the respondents rated it MOST CRITICAL. In general, there is some agreement among groups on this item.

Table 21
Chi Square Values for Teacher, Parent, and Administrator Perceptions
of Competencies Critical to the Beginning Teacher of the Severely
Handicapped: Ability to Use Evaluation to Affect Appropriate Changes
in Students' Goals and Objectives (Item 60)

	Teachers (n=44)	Parents (n=18)	Adminstrators (n=24)	Row Total (N=86)
Very Critical	40 90.0%	15 83.3%	15 62.5%	70 81.4%
Critical	4 9.1%	3 16.7%	9 37.5%	16 18.6%
Column Total	44	18	24	N=86/100%
Item 60	Chi-Square 8.33300%	Degrees of Freedom 4	Value of Significance .0155	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to use evaluations to affect appropriate changes in students goals and objectives was viewed as VERY CRITICAL by teachers (90.0%), parents (83.3%) and administrators (62.5%). None of the respondents rated it as MOST CRITICAL. In general, there is strong agreement that the item is important but not MOST CRITICAL to the beginning teacher of the severely handicapped.

Although there is some agreement on the ability to teach students to self-feed (Item 52A), the ability to teach students to self-dress (Item 52B), the ability to teach to varying ratios, namely large groups (Item 56C), knows how to intercede on the student's behalf as an advocate (Item 58), it is not strong enough to consider these items as MOST CRITICAL to the beginning teacher of the severely handicapped. These data are reported in Tables 22, 23, 24 and 25.

Table 22
Chi Square Values for Teacher, Parent, and Administrator Perceptions
of Competencies Critical to the Beginning Teacher of the Severely
Handicapped: Ability to Teach Students to Self Feed (Item 52A)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	28 65.1%	8 44.4%	12 50.0%	48 56.5%
Very Critical	14 32.6%	4 22.2%	5 20.8%	23 27.1%
Critical	1 2.3%	6 33.3%	7 29.2%	14 16.5%
Column Total	43	18	24	N=86/100%
Item 52A	Chi-Square 12.86796%	Degrees of Freedom 4	Value of Significance .0119	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to teach the students to self-feed was viewed MOST CRITICAL by teachers (65.1%), administrators (50.0%), and parents (44.4%). Although there seems to be strong agreement among all three groups, it should be noted that a significant number of parents (33.3%) view it as only CRITICAL. In general, there is some agreement on this item.

Table 23
Chi Square Values for Teacher, Parent, and Administrator Perceptions of Competencies Critical to the Beginning Teacher of the Severely Handicapped: Ability to Teach Students to Self-Dress (Item 52B)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	27 52.9%	7 38.9%	12 50.0%	46 54.1%
Very Critical	14 32.6%	5 27.8%	5 20.8%	24 28.2%
Critical	2 13.3%	6 33.3%	7 29.2%	15 17.6%
Column Total	44	18	24	N=86/100%
Item 52B	Chi-Square 10.62579%	Degrees of Freedom 4	Value of Significance .0311	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to teach students to self-dress was viewed as MOST CRITICAL to teachers (52.9%), administrators (50.0%) and to some extent to parents (38.9%). However, some of the parents (61.1%) viewed it as only VERY CRITICAL and CRITICAL as did some of the administrators (50.0%). In general, there seems to be some agreement among groups on this item.

Table 24
Chi Square Values for Teacher, Parent, and Administrator Perceptions of Competencies Critical to the Beginning Teacher of the Severely Handicapped: Ability to Teach to Varying Ratios: Large Groups (Item 56C)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	26 59.1%	5 27.8%	10 41.7%	41 47.7%
Very Critical	13 29.5%	5 27.8%	5 20.8%	23 26.7%
Critical	5 11.4%	8 44.4%	9 37.5%	22 25.6%
Column Total	44	18	24	N=86/100%
Item 56C	Chi-Square 10.64235%	Degrees of Freedom 4	Value of Significance .0309	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to teach to varying ratios: large groups (as opposed to small groups or one on one) was viewed as MOST CRITICAL by teachers (59.1%), administrators (41.7%), and to some degree by parents (27.8%). However, more parents (44.4%) saw it as only CRITICAL and administrators (58.3%) saw it as VERY CRITICAL or CRITICAL. In general, there is some agreement on this item.

Table 25
Chi Square Values for Teacher, Parent, and Administrator Perceptions of Competencies Critical to the Beginning Teacher of the Severely Handicapped: Knows How to Intercede on the Student's Behalf (i.e., Student's Advocate) (Item 58)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	21 47.7%	11 61.1%	4 16.7%	36 41.9%
Very Critical	12 27.3%	5 27.8%	8 33.3%	25 29.1%
Critical	11 25.0%	2 11.1%	12 50.0%	25 29.1%
Column Total	44	18	24	N=86/100%
Item 58	Chi-Square 11.66815%	Degrees of Freedom 4	Value of Significance .0200	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to intercede on the students' behalf (i.e., student's advocate) is viewed as MOST CRITICAL by parents (61.1%) and teachers (47.7%) and to a lesser degree by administrators (16.7%). Administrators (50.0%) appear to view it as only CRITICAL. In general, there is some agreement on this item.

There was some degree of agreement on the ability to assess students: perceptual skills (Item 34A), gross and fine motor skills (Item 34B), social and emotional development (Item 34C), cognitive skills (Item 34D) and language and speech skills (Item 34E) by teachers and parents. However, administrators perceptions differed from that of the teachers and parents and these items could not be considered MOST CRITICAL to the beginning teacher of the severely handicapped. It is interesting to note that all of these items were about the teacher's ability to assess students' skills. Tables 26, 27, 28, 29 and 30 report these data.

Table 26
Chi Square Values for Teacher, Parent, and Administrator Perceptions
of Competencies Critical to the Beginning Teacher of the Severely
Handicapped: Ability to Assess Students Perceptual Skills (Item 34A)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	23 52.3%	9 50.0%	2 8.3%	34 39.5%
Very Critical	13 29.5%	5 27.8%	9 37.5%	27 31.4%
Critical	8 18.2%	4 22.2%	13 54.2%	25 29.1
Column Total	44	18	24	N=86/100%
Item 34A	Chi-Square 15.90597%	Degrees of Freedom 4	Value of Significance .0031	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to assess student's perceptual skills was viewed as MOST CRITICAL by teachers (52.3%) and parents (50.0%). Administrators (54.2%) view it as only CRITICAL or at best VERY CRITICAL (37.5%). There seems to be some agreement between teachers (29.5%) and parents (27.8%) since they are also in close proximity in rating it VERY CRITICAL. In general, teachers and parents seem to have a similar perception of it's value, but administrators differ.

Table 27
Chi Square Values for Teacher, Parent, and Administrator Perceptions
of Competencies Critical to the Beginning Teacher of the Severely
Handicapped: Ability to Assess Students' Gross and Fine Motor Skills
(Item 34B)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	24 54.5%	11 61.1%	6 25.0%	41 47.7%
Very Critical	13 29.5%	3 16.7%	7 29.2%	23 26.7%
Critical	7 15.9%	4 22.2%	11 45.8%	22 25.6%
Column Total	44	18	24	N=86/100%
Item 34B	Chi-Square 10.10726%	Degrees of Freedom 4	Value of Significance .0387	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to assess students' gross and fine motor skills was viewed as MOST CRITICAL by parents (61.1%) and teachers (54.5%). Administrators (45.8%) saw it as only CRITICAL. However, the administrators (54.2%) did view it as VERY CRITICAL or MOST CRITICAL. In general, teachers and parents seemed in closer agreement while administrators differ.

Table 28
Chi Square Values for Teacher, Parent, and Administrator Perceptions
of Competencies Critical to the Beginning Teacher of the Severely
Handicapped: Ability to Assess Students' Social and Emotional
Development (Item 34C)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	23 52.3%	9 50.0%	4 16.7%	36 41.9%
Very Critical	13 29.5%	4 22.2%	9 37.5%	26 30.2%
Critical	8 18.2%	5 27.8%	11 45.8%	24 27.9%
Column Total	44	18	24	N=86/100%
Item 34C	Chi-Square 10.12668%	Degrees of Freedom 4	Value of Significance .0383	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to assess students' social and emotional development was viewed as MOST CRITICAL by teachers (52.3%) and parents (50.0%) while administrators (45.8%) saw it as only CRITICAL or at best VERY CRITICAL (37.5%). In general, the teachers and parents are in close agreement but the administrators differ.

Table 29
Chi Square Values for Teacher, Parent, and Administrator Perceptions
of Competencies Critical to the Beginning Teacher of the Severely
Handicapped: Ability to Assess Students' Cognitive Skills (Item 34D)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	24 54.5%	8 44.4%	2 8.3%	34 39.5%
Very Critical	14 31.8%	6 33.3%	11 45.8%	31 36.0%
Critical	6 13.6%	4 22.2%	11 45.8%	21 24.4%
Column Total	44	18	24	N=86/100%
Item 34D	Chi-Square 16.05774%	Degrees of Freedom 4	Value of Significance .0029	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to assess students' cognitive skills was viewed by teachers (54.4%) to be MOST CRITICAL. Most parents (44.4%) also rated it MOST CRITICAL or only CRITICAL. Administrators (91.6%) rated it VERY CRITICAL or only CRITICAL. In general, teachers and parents are in close agreement, but administrators differ.

Table 30
Chi Square Values for Teacher, Parent, and Administrator Perceptions
of Competencies Critical to the Beginning Teacher of the Severely
Handicapped: Ability to Assess Students' Language and Speech Skills
(Item 34E)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	20 45.5%	10 55.6%	3 12.5%	33 38.4%
Very Critical	15 34.1%	5 27.8%	11 45.8%	31 36.0%
Critical	9 20.5%	3 16.7%	10 41.7%	22 25.6%
Column Total	44	18	24	N=86/100%
Item 34E	Chi-Square 10.61138%	Degrees of Freedom 4	Value of Significance .0313	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to assess student's language and speech skills was viewed as MOST CRITICAL by most parents (55.6%) and many teachers (45.5%). Most administrators (91.6%) rated it as VERY CRITICAL or CRITICAL. In general, parents and teachers agree and administrators differ.

The first general impression would be that administrators do not value the teacher's ability to assess students' skills. However, examination of the tables reveals that administrators view the competencies as only VERY CRITICAL or CRITICAL but not MOST CRITICAL as do some of the teachers and parents.

As can be seen in the text for Tables 31-36, teachers, parents and administrators differ in their perceptions of the ability to: identify needs for further assessment (Item 1), plan classroom structure to control behavior by daily routine (Item 16A), influence the hiring of other personnel (Item 19), make a "life-plan" for students, that is, project their needs beyond school years (Item 20), assist parents of severely handicapped students to use services of community agencies (Item 23), teach students to write (Item 52D). Although five of the six items had some ratings of MOST CRITICAL and the ability to make a 'life-plan' for students, that is, project their needs beyond their years in school (Item 20) rated as VERY CRITICAL, these responses were not great enough to be conclusive evidence for being the MOST CRITICAL to teachers of the severely handicapped.

Table 31
Chi Square Values for Teacher, Parent, and Administrator Perceptions of Competencies Critical to the Beginning Teacher of the Severely Handicapped: Ability to Identify Needs for Further Assessment (Item 1)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	18 40.9%	11 61.1%	5 20.8%	34
Very Critical	17 38.6%	1 5.6%	10 41.7%	28
Critical	9 20.5%	6 33.3%	9 37.5%	24
Column Total	44	18	24	N=86/100%
Item 1	Chi-Square 11.262%	Degrees of Freedom 4	Value of Significance .0238	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to identify the need for further assessment of the student seems MOST CRITICAL to parents (61.1%) and some teachers (40.9%) but not to administrators. In fact, administrators (79%) rated it VERY CRITICAL or CRITICAL while teachers (79%) rated it MOST CRITICAL or VERY CRITICAL. In general, the groups differ in their perceptions.

Table 32
Chi Square Values for Teacher, Parent, and Administrator Perceptions of Competencies Critical to the Beginning Teacher of the Severely Handicapped: Ability to Plan Classroom Structure to Control Behavior: Daily Routine (Item 16A)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	19 43.2%	7 38.9%	14 58.3%	40 46.5%
Very Critical	19 43.2%	3 16.7%	5 20.8%	27 31.4%
Critical	6 13.8%	8 44.4%	5 20.8%	19 22.1%
Column Total	44	18	24	N=86/100
Item 16A	Chi-Square 10.60620%	Degrees of Freedom 4	Value of Significance .0314	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to plan classroom structure to control behavior using a daily routine seems MOST CRITICAL to administrators (58.3%). Although teachers (43.2%) rated it a MOST CRITICAL too, an equal number of teachers (43.2%) rated it as VERY CRITICAL. Parents (38.9%) rated it MOST CRITICAL, but a greater number of parents (61%) saw it as only CRITICAL or VERY CRITICAL. In general, the groups differ in their perceptions.

Table 33
Chi Square Values for Teacher, Parent, and Administrator Perceptions of Competencies Critical to the Beginning Teacher of the Severely Handicapped: Ability to Influence the Hiring of Other Personnel (Item 19)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Very Critical	6 13.8%	19 50.0%	4 16.7%	19 22.1%
Critical	16 36.4%	4 22.2%	6 25.0%	26 30.2%
Somewhat Critical	22 50.0%	5 27.8%	14 58.3%	41 47.7%
Column Total	44	18	24	N=86/100%
Item 19	Chi-Square 11.35231%	Degrees of Freedom 4	Value of Significance .0229	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to influence the hiring of other personnel was not viewed as MOST CRITICAL by any of the respondents. Parents (50.0%) saw it as VERY CRITICAL, but teachers (50.0%) and administrators (58.3%) saw it as less than critical and rated it SOMEWHAT CRITICAL. In general, the groups differ in their perceptions.

Table 34
Chi Square Value for Teacher, Parent, and Administrator Perceptions of Competencies Critical to the Beginning Teacher of the Severely Handicapped: Ability to Make a "Life-Plan" for Students: Project Their Needs Beyond School Years (Item 20)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Very Critical	18 40.9%	8 44.4%	7 29.2%	33 38.4%
Critical	16 36.4%	2 11.1%	4 16.7%	22 25.6%
Somewhat Critical	10 22.7%	8 44.4%	13 54.2%	31 36.0%
Column Total	44	18	24	N=86/100%
Item 20	Chi-Square 9.969906%	Degrees of Freedom 4	Value of Significance .0458	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to make a "life-plan" for students: to project their needs beyond school years was not viewed as MOST CRITICAL by any of the respondents. Although parents (44.4%) viewed it as VERY CRITICAL, an equal number (44.4%) viewed it as only SOMEWHAT CRITICAL. Teachers (40.9%) were in close accord with parents (44.4%) in rating it VERY CRITICAL, but a near equal number of teachers (36.4%) rated it as only CRITICAL. Administrators viewed it only as SOMEWHAT CRITICAL. In general, the groups differ in their perceptions.

Table 35
Chi Square Values for Teacher, Parent, and Administrator Perceptions of Competencies Critical to the Beginning Teacher of the Severely Handicapped: Ability to Assist Parents of Severely Handicapped Students to Use Services of Community Agencies (Item 23)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	8 18.2%	11 44.4%	4 16.7%	20 23.3%
Very Critical	18 40.9%	5 27.8%	5 20.8%	28 32.6%
Critical	18 40.9%	5 27.8%	15 25.5%	38 44.2%
Column Total	44	18	24	N=86/100%
Item 23	Chi-Square 9.51771%	Degrees of Freedom 4	Value of Significance .0494	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to assist the parents of severely handicapped students to use services of community agencies was viewed by parents (44.4%) as MOST CRITICAL. Teachers (40.9%) viewed it as VERY CRITICAL but an equal number of teachers (40.9%) viewed it as CRITICAL. The

bulk of administrators (46.3%) viewed it as VERY CRITICAL or only CRITICAL.

In general, the groups differ in their perceptions.

Table 36
Chi Square Values for Teacher, Parent, and Administrator Perceptions
of Competencies Critical to the Beginning Teacher of the Severely
Handicapped: Ability to Teach Students to Write (Item 52D)

	Teachers (n=44)	Parents (n=18)	Administrators (n=24)	Row Total (N=86)
Most Critical	7 16.3%	9 50.0%	4 16.7%	20 23.5%
Very Critical	19 44.2%	1 5.6%	5 20.8%	25 29.4%
Critical	3 7.0%	6 33.3%	9 37.5%	18 21.2%
Somewhat Critical	14 32.6%	2 11.1%	6 25.0%	22 25.9%
Column Total	44	18	24	N=86/100%
Item 52D	Chi-Square 24.71145%	Degrees of Freedom 4	Value of Significance .0004	

NOTE: Each cell reflects the number of respondents and the percentage equivalent of that number for that column only.

The beginning teacher's ability to teach students to write was viewed as MOST CRITICAL by parents (50%). Administrators viewed it as only CRITICAL or SOMEWHAT CRITICAL (62.5%). Although teachers (44.2%) viewed it as VERY CRITICAL, other teachers (32.6%) rated it as only SOMEWHAT CRITICAL. In general, the groups differ in their perceptions.

Summary of Findings

The major findings of the study are the following.

Demographic Data

1. The 44 graduate teacher respondents represented 13 of the United States and one foreign country. The teachers are employed in a variety of programs for the handicapped ranging from the mildly retarded to the severely handicapped.
2. Most of the programs are in local districts but in a wide variety of settings besides the conventional classroom in a school. Some of the programs are segregated from regular schools and other programs are part of the mainstream of public education. The teachers are responsible for students in preschool through vocational programs for adults. The students range in age from three years to 55 years. In some cases, teachers have a combination of levels and ages.
3. Most of the teachers, who are graduates of Michigan State University's teacher preparation in mental retardation, have had additional training since they received their approval/endorsement at Michigan State University only four of 24 teacher respondents reported no additional training. Teachers chose graduate school or attended in-service training as ways to increase their competency.
4. The parent respondents had children with multiple handicaps and described the children by their primary handicap.
5. Parents reported all degrees of mental retardation and physical impairment in their children as well as varying degrees of learning disabilities.
6. Some parents reported that their children were severely handicapped while others used the descriptor not severe based on the child's primary handicap. However, all parents explained that their child's multiple handicapping conditions made this identification difficult.
7. Of 18 parents responding, sixteen reported their child living at home and not in alternative settings.
8. Most of the children were in programs identified as "operationally defined" meaning they were placed in programs based on their primary or dominant impairment.
9. Administrators had many different professional experiences before they became administrators of programs for the severely handicapped.

10. Most of the administrators are principals of programs and hold Master's degrees. The administrators are relatively new to their positions.
11. Most of the programs are housed in schools or center sites.

Competency Data

1. Each group of respondents rated each item differently. There was no consensus on which competencies were most critical to the beginning teacher of the severely handicapped.
2. Each group valued the 96 competencies differently and consequently the value of the categories of Planning for Instruction, Instruction and Evaluation of Instruction could not be determined.
3. The first five items on the rank-ordered list of combined ratings of 96 items were primarily from the category of evaluation but the lack of consensus for a rating of MOST CRITICAL prohibits citing the category of evaluation as the most valued category.
4. The last five items on the rank-ordered list of combined ratings were primarily from the category of instruction but the lack of consensus prohibits citing the category of instruction as least valued.
5. The chi square analysis rejected the null hypotheses of this study and revealed that the rating of the items was related to the group to which the respondents belonged: teacher, parent or administrator.
6. The analysis identified seventeen of the 96 as significant at the .05 level. The significant items give evidence that the ratings of the respondents were related to the group to which they belong. In other words, whether the respondent was a teacher, parent or administrator apparently affected their rating of the item.
7. There was agreement on two items, namely, the ability to teach students to read (52E), and the ability to use evaluation to affect appropriate changes in students goals and objectives (60). The agreement although not at the MOST CRITICAL level was judged to be very critical for beginning teachers of the severely handicapped.
8. A group of four items, namely, the ability to teach students to self-feed (52A), the ability to teach students to self-dress (52B), the ability to teach to varying ratios-large groups (56C), knows how to intercede on the student's behalf (i.e., student's advocate) (58) came from the category of Instruction (58).

These items had some agreement among the different groups. However, the agreement was not powerful enough to warrant consideration of these items as MOST CRITICAL to the beginning teacher of the severely handicapped (Tables 22-25).

9. Another group of five items of the 17 significant items was from the category of Instruction, namely, the ability to assess student's perceptual skills (34A), the ability to assess student's gross and fine motor skills (34B), the ability to assess students' social and emotional development (34C), the ability to assess students' cognitive skills (34D), the ability to assess students' language and speech skills (34E). As can be seen, all the items are about the teacher's ability to assess a student's capability. Teachers and parents only showed some agreement on all these items related to the teacher's ability to assess children's abilities, but the agreement was not at the MOST CRITICAL level. Administrators perceived these assessment competencies as only VERY CRITICAL or CRITICAL to the beginning teacher of the severely handicapped.
10. A cluster of six of the 17 significant items had no consensus. The items in this cluster included the ability to identify needs for further assessment (1), the ability to plan classroom structure to control behavior with daily routine (16A), the ability to influence the hiring of other personnel (19), the ability to make a "life-plan" for students, that is, project their needs beyond school years (20), the ability to assist parents of severely handicapped students to use services of community agencies (23), and the ability to teach students to write (52D). Five of the items are from the category of Planning for Instruction; item 52D is from the category of Instruction. The groups differed on all these items.

As predicted by the literature, seeking a consensus on a list of items, whatever the subject, frequently reveals no consensus but adds items to the original list of what is perceived to be important. That is precisely the major finding in this study. All 96 items identified as important to the teacher of the severely handicapped received at least a SOMEWHAT CRITICAL rating by some group of respondents. MOST CRITICAL competencies did not surface as a cluster from all groups of respondents. Consequently, a value of the categories, namely, Planning for Instruction, Instruction and Evaluation could not be determined from the ratings of the competencies.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this research was to identify the competencies perceived to be most critical to the beginning teacher of the severely handicapped by teachers, parents and administrators. It was hypothesized that there would be agreement, across the three groups, as to which of the 96 competencies offered for rating, would be most critical for the beginning teacher of the severely handicapped. It was also hypothesized that the ratings of the three groups would indicate a common value for competencies categorized as planning for instruction, instruction, and evaluation.

A questionnaire was built for the purpose of data collection. The questionnaire items were competencies known to be important to teachers of the severely handicapped, some of which could be rated as most critical to the beginning teacher of the severely handicapped as perceived by teachers, parents, and administrators.

Data were collected from 44 Michigan State University graduates of the teacher preparation program in mental retardation representing 13 of the United States and one foreign country. Data were gathered from parents and administrators identified by the graduates. All respondents had direct contact with severely handicapped persons.

Treatment of the data included a thorough analysis of the demographic data reported through use of descriptive statistics. Rank orders of the competencies as rated by each group of respondents and a combined rank order

were arranged. Standard deviations were completed for ratings of each competency in each of the four rankings. In addition, a chi square test was applied to the data to determine if there were a relationship between the role of the respondent and their ratings of the competencies.

The major findings of the study were the following.

Demographic Data

Teachers

1. Michigan State University graduates are scattered over the United States and one foreign country. Michigan State University graduates (teacher respondents) are not confined to employment in the state of Michigan.
2. Teacher respondents work in a wide variety of settings and teach a wide range of ages and handicaps.
3. Most teacher respondents chose graduate school as a form for continuing to develop their competencies.

Parents

4. The age range for parent respondents of handicapped children was 22-69 years.
5. The parent respondents acknowledged that their children have multiple handicaps even though they carry a label for a primary handicap.
6. Most of the children (83.3%) in this study live at home with their parents.
7. Most of the children (66.6%) in this study are placed in operationally defined programs, i.e., placed in a program based on their "primary impairment."

Administrators

8. Administrators bring an extensive variety of experience to their positions from previous roles they have played. However, they are relatively new to their current positions as administrators of programs for the severely handicapped.
9. Half of the administrator respondents are classified as principals (50.0%).

10. Many of the administrators (45.8%) have the territorial responsibility of a school building. Others (37.5%) are responsible for center programs.
11. Many administrators (66.6%) have a Master's Degree but it cannot be assumed the degree is in administration.

Competency Data

1. There was no consensus among groups concerning which competencies were most critical to the beginning teacher of the severely handicapped.
2. There was no agreement as to the relative value of the categories of planning for instruction, instruction or evaluation.
3. The five highest ranked competencies on the combined list of 96 items were from the categories of planning for instruction, and evaluation. There were no items from the category of instruction.
4. The five lowest ranked items on the combined list of 96 items were from the categories of planning for instruction and instruction. There were no items from the category of evaluation.

Discussion

The education of the severely handicapped is relatively new to public education because of the enactment of recent legislation (PL 94-142), the Education of All Handicapped Children Act (1975). The influx of severely handicapped children into the regular education system has raised the issue of how to prepare teachers to teach this population and prepare for all the roles they must play in the process.

Conventional teacher training methods are not sufficient to prepare the teacher to cope with the complexities of this population and a need to alter current teacher preparation programs has been identified. In response to this need, some attempts have been made to identify the competencies critical to the teachers of the severely handicapped.

Michigan State University is examining its program in teacher preparation for the severely handicapped. Consequently, the graduates of the program, who are now employed as teachers, were recruited for this study to help identify the competencies critical to the beginning teacher of the severely handicapped. In an effort to obtain more help, the graduates were asked to recruit parents of handicapped children and administrators of programs for the handicapped for their input.

In this study it was assumed a number of competencies would be identified as most critical to the beginning teacher of the severely handicapped and values for categories into which the competencies were sorted would emerge. These competencies and categories could then constitute the basis of a curriculum for the preparation of teachers of the severely handicapped. The results of the study did not identify such a list of competencies, in fact, the results indicate that teachers, parents, and administrators did not even agree as to relative value of Planning for Instruction, Instruction, or Evaluation. However, the study gives credence to the notion that a consensus of opinion is difficult to reach, particularly as it applies to a group of individuals with incredibly unique needs: The population of the severely handicapped.

The results of this study and the literature to date acknowledge the fact that seeking a consensus of opinion tends to add to the list of competencies already identified as being important to the teacher of the severely handicapped.

The results further suggest that it may be an entirely arbitrary decision on what competencies are preferred for the beginning teacher of the severely handicapped. The beginning teacher of the severely handicapped, no matter the preparation, cannot be perceived as completely prepared to teach the population by one group.

The fact that graduates from the training program are located throughout the country suggests that the scope of their pre-service training be widened to acknowledge that although they are being trained in the state of Michigan, (by Michigan standards) they could conceivably be employed in another continental state or even a foreign country which uses an entirely different set of criteria and management style for programs for the severely handicapped. Perhaps in the pre-service program the undergraduate could do a comparative study or investigation of how other states operate their programs for the severely handicapped and what impact this might have upon them if they chose to teach in another state. The undergraduate needs to recognize that s/he may have to adapt to another set of standards for programming in another state when s/he takes his first teaching job. As a beginning teacher of the severely handicapped, s/he may find that settings, age ranges, abilities of students, degrees of severity of handicaps are programmed very differently from Michigan where s/he was trained.

It was interesting to note that age range concerning parent respondents was (22 to 69) and that over 83% were caring for their multiply handicapped child in their homes.

The increase in the number of newborn severely handicapped children, kept alive with new medical technology, created a need for early intervention with parents by professionals to lessen the impact of the trauma and help the parents cope. It is only recently that the needs of the parent, for relief from 24 hour care of the severely handicapped child, has been acknowledged and provided for, to some extent, by care facilities and persons trained to come into the home.

The economic stress placed on the family of a severely handicapped child should be cited. The need for relief from care and cost of keeping a severely handicapped child was recognized by the Michigan legislature which passed a bill

to provide nominal financial award to parents. Though there are no precise stipulations as to how the monies would be used to relieve parents, some pay medical care costs and others use it to provide some respite for family caretakers. They may be able to hire a sitter for the child, in some cases for the first time, or take a trip while the child stays in a respite care setting.

The fact that administrators in this study were relatively new to their current positions as administrators of programs for the severely handicapped suggests that they may have no formal preparation for this particular role.

The combined rankings of the ratings of respondents, though not statistically significant, should be of interest to teacher training programs. The first ranked item of the 96 items on the combined list is the ability to plan classroom structure to control behavior with consistent rules (16B) from the category of planning for instruction. As suggested earlier, this is one of the major concerns expressed by administrators in interviews, the desirability for teachers to have the skills to manage behavior. Apparently the teachers and parents share this concern. Further, control of behavior in any classroom is more likely with rules, if the children learn and obey them. The interesting feature of this response, control with consistent rules (16B), is that it was the one selected from six alternatives to controlling behavior: daily routine, consistent rules, physical arrangement, minimize stimuli, remove dangerous objects or retrieve seductive materials.

The second ranked item on the combined list, the teacher's ability to communicate effectively with parents about the child's performance (62) from the category of evaluation, is a competency viewed by experts (Birch, 1982; Weintraub, 1982) as a highly desirable one and is one that is currently lacking. The word performance was underlined to emphasize that the child's performance

should be the primary focus of discussion with parents. It's all too easy to have pleasant conversations without ever discussing this critical factor in parent and teacher conferences. It is interesting that this issue in special education, the need to communicate with parents, surfaces as second in these combined rankings, especially when this item identifies the business to be discussed: the child's performance.

The third ranked item on the combined list, the teacher's ability to establish realistic goals (4), from the category of planning for instruction, is a competency perceived to be important to any teacher. It seems especially important to the severely handicapped when we acknowledge the extent of their capabilities and establish goals which they, with their uniqueness, can successfully achieve.

The fourth ranked item on the combined list, the teacher's ability to derive a sense of accomplishment despite small gains by the student (62) from the category of evaluation, is identified in the literature in an almost cautionary sense, i.e., if you plan to teach this population, you need to be satisfied by seemingly small accomplishments. On the other side, if the small gains are viewed in their proper perspective, they are large gains for the severely handicapped and great celebration and satisfaction accompany them!

The fifth ranked item on the combined list of the five highest rankings, the ability to use evaluation to change teaching and instruction goals, from the category of evaluation, is another basic principle in good teaching. Rather than a teacher arbitrarily changing teaching and instructions, s/he bases the change on evaluation of student or self. Hopefully, on-going evaluation of the student's performance and the teacher's performance would take place. If assessment of student needs is critical to begin appropriate instruction, it would seem

evaluation could be used to guarantee some degree of successful outcomes for the severely handicapped student.

Three of the five items ranked 92nd through 96th on the combined list of 96 items, were about the ability to use the latest hardware/technology, that is, to train students to use it (39C), to identify which to purchase (39A), and to train teachers and non-certified staff to use it (39B).

The use of hardware and technology may have been controversial at one time, but currently the literature on competency based education identifies it as a necessary competency for teachers. The literature in special education lists it as important to the teacher of the severely handicapped because of the proliferation of new technology which aids in mobility, communication and even socialization. The paradox is interesting. The competency is viewed as important in the education of the severely handicapped but is perceived by teachers, parents and administrators as three of the lowest ranked items on the combined list of 96 categories.

Conclusions and Recommendations

The following conclusions seem warranted based on the findings of the study.

1. A consensus is difficult, if not impossible, to reach in the identification of competencies. A more worthwhile effort might be to focus on outcomes for students who are severely handicapped and determine how the teacher might better be able to help students reach those outcomes.
2. No teacher may be totally prepared to teach any group, the teacher preparation program may aim to begin a cluster of competencies in pre-service and identify the resources available to the beginning teacher to continue competency building upon employment.
3. Parents who were recruited were willing to contribute their expertise about their severely handicapped children. The parents can be a major resource for the teacher in competency building.

4. Administrators new to the population of the severely handicapped may need on the job education about this population. The beginning teacher of the severely handicapped could help provide that education.

The recommendations for use of the findings of this study are addressed to the special populations previously identified, namely: teacher educators in special education; Michigan Department of Education: Special Education Services Area; students in special education; teachers of the severely handicapped; administrators of programs for the severely handicapped; parents of the severely handicapped.

The results could be useful if these groups would compare their views of what is most critical to the beginning teacher of the severely handicapped with the ranks of the 96 items and a reflection on the standard deviations of items especially where several items are tied for a rank.

This could be an informal way of comparing one consensus of opinion with another. Teacher educators, for example, could find where the competencies they currently teach rank in this particular study of a small sample of teachers, parents and administrators.

The unusual role, assignment and setting of the teacher of the severely handicapped would preclude a prescribed list of competencies being used by the state department for certification of these teachers.

Students preparing to become teachers of the severely handicapped might be asked to rate these 96 competencies and then compare their results to the results of this study. The fact that the three groups in the study did not have consensus would in itself aid prospective teachers in knowing what lies ahead in their career.

Teachers of the severely handicapped might find comfort in the fact that it may be difficult if not impossible to please parents and administrators with their

performance, a frustration identified in this study, and try to identify for students the most desirable outcomes for student success on a continuing basis.

Parents of severely handicapped persons could see that no one teacher of the severely handicapped will come fully prepared to deal with one particular child and the parent could communicate to the teacher and the administrator which outcomes he/she preferred for his/her child.

Administrators of programs, who are identified as having strong feelings about what a teacher ought to be able to do, could recognize that parents and teachers perceptions may be different and design a way to identify those perceptions in favor of the particular population of the severely handicapped which they administer.

The student who is severely handicapped could profit very favorably from the results of this study if all the other populations identified above acknowledged the fact that the list of competencies critical to the beginning teacher of the severely handicapped is expanded by his/her uniqueness. It would seem that this uniqueness could be acknowledged at the individual's educational planning committee meeting and any lack of teacher competency critical to the unique student's needs could be compensated for with the expertise of others.

The recommendations for future research activity in this area of teacher competency for teachers of the severely handicapped include:

1. direct research activities to determine university's role in developing teacher competencies in developing teacher competencies after the pre-service preparation;
2. develop studies to examine whether the in-service might better be provided by the staff of the employing district or be in addition to what the university provides or a combination of both;
3. design follow-up studies to determine which competencies, from those already listed do in fact result in successful outcomes for the student;

4. direct data collection activities to determine how parent expertise can be harnessed to provide valuable input for teachers and administrators of programs for the severely handicapped for successful outcomes for the student;
5. develop studies to determine what kind of information administrators need to successfully administer programs for the severely handicapped and design a delivery system; and
6. design an experimental system for communications for teachers, parents and administrators that will result in successful outcomes for the severely handicapped student.

APPENDICES

APPENDIX A

**MICHIGAN STATE BOARD OF EDUCATION
TEACHER COMPETENCIES**

MICHIGAN STATE BOARD OF EDUCATION

TEACHER COMPETENCIES

1.0 DEMONSTRATE THE ABILITY TO SET EDUCATIONAL GOALS

The first step of instruction is the identification of the goals of instruction. A goal for instruction is a general statement of the purpose of instruction as opposed to objectives of instruction which are measurable progress checks of the results of instruction as the student progresses toward attainment of the goal. The development of goals and objectives are necessary prerequisites to the individualization of instruction. In order to develop goals of instruction, the teacher must refer to several sources including student needs, society's needs, and parent needs. The classroom teacher must then be able to:

- 1.01 Identify group goals for the course of study as a whole for students.
- 1.02 Identify individual goals based upon cognitive, affective, and psychomotor domains.

2.0 ESTABLISH REASONABLE EXPECTATIONS FOR EVERY STUDENT IN THE INSTRUCTIONAL PROGRAM IN ADVANCE OF INSTRUCTION

Once the teacher has identified the group and the individual goals for instruction, the teacher must be able to develop student expectations to enable the student to attain the goals of instruction. This may be interpreted as the annual goal component of the I.E.P. process. In order to establish reasonable expectations for each child, including the handicapped child, a teacher must:

- 2.01 Utilize various sources of information in determining student expectations including formal and informal testing, information provided by support personnel, fellow staff members, and objective observations.
- 2.02 Establish minimum curriculum requirements for grade and subject area for each individual student in the cognitive, affective, and psychomotor domains.

3.0 DEMONSTRATE THE ABILITY TO IDENTIFY ENTRY LEVEL SKILLS OF LEARNERS, PLAN AND IMPLEMENT SPECIFIC LEARNING ACTIVITIES AS THE CLASS OR STUDENT SHOWS READINESS

To determine a starting point of instruction for any student, the teacher must identify the point at which the student is in the sequence of instruction. This corresponds to the present level of performance component of the I.E.P.

- 3.01 Use data obtained in standardized, informal, and objective observation to assess each student's knowledge and skill level in the cognitive, affective, and psychomotor domain.

- 3.02 Establish individual objectives based upon assessments in the three domains.
- 3.03 Establish a delivery system utilizing a variety of materials, methods and techniques to obtain these objectives.

4.0 ASSESS OUTCOMES OF INSTRUCTION AND INTERACTION BETWEEN STUDENTS AND TEACHERS AND PARTICIPATE IN SELF-ASSESSMENT ACTIVITIES

Effective instruction requires constant assessment of student progress as a result of teaching and modifications of instruction as needed. This process relates to the annual review component of the I.E.P. Analysis of instruction includes methods, materials, and self-assessment of teacher behavior and attitudes. To accomplish these tasks the teacher must:

- 4.01 Utilize effective techniques to obtain information from students, parents, and other educators as a basis for self-assessment.
- 4.02 Evaluate data from student achievement and classroom performance of goals and objectives.
- 4.03 Analyze teacher attitudes and behavior toward the handicapped.

5.0 COMMUNICATE AND WORK WITH SUPPORT PERSONNEL AND COMMUNITY RESOURCE PERSONS IN ORDER TO FACILITATE AN ATTAINMENT OF THE STUDENTS' PERFORMANCE OBJECTIVES

There are a variety of resources a teacher may use to enhance the instructional process and better understand the needs of the handicapped student. Effective teaching must provide the teacher with skills to:

- 5.01 Utilize the referral and placement process.
- 5.02 Include knowledge of the role of support personnel.
- 5.03 Obtain and use information provided by parents.
- 5.04 Use community resources to facilitate instruction; e.g., business/industry, service agencies, municipal service agencies and personnel, libraries, and local state agency branch offices.
- 5.05 Maintain on-going communication with special education support person responsible for the handicapped student.

6.0 DEVELOP THE ABILITY TO USE VARIOUS RESOURCES AVAILABLE TO ASSIST IN BETTER RESPONDING TO EACH STUDENT'S UNIQUE NEEDS

Problem solving is an integral component of meeting the needs of handicapped students in the regular classroom. Although the usual teaching strategies are very likely to be effective, there are occasions when they are not. The teacher must:

- 6.01 State clearly and concisely student needs/problems to support personnel.
- 6.02 Collect data on observable behaviors.
- 6.03 Develop a system to use the assistance of volunteers (other students, parents, etc.) to reinforce and supplement classroom activities.
- 6.04 Develop and implement a plan to use parents in supporting the learning activities of their child at home.

7.0 DEMONSTRATE THE ABILITY TO RELATE THE INSTRUCTIONAL PROGRAM TO UNMET STUDENT NEEDS

Students have many needs. No established curriculum or course of study can meet their unique needs. As a consequence, the teacher must look at each individual, be the student handicapped or not, and identify and attempt to meet those unique needs. To accomplish this goal the teacher must:

- 7.01 Gather information on student needs from staff members.
- 7.02 Use observational techniques and formal and informal evaluation techniques to assess students' unmet needs.
- 7.03 Modify the instructional methods, or the organizational structure of the classroom insofar as possible to meet these student needs.

8.0 DEMONSTRATE THE ABILITY TO REEVALUATE THE INSTRUCTIONAL PROCESS AND TO REDESIGN AND IMPLEMENT CHANGES AS INDICATED

Constant evaluation of the success of the instructional process in terms of student growth is essential if instruction is to be individualized. Because both handicapped and nonhandicapped students should benefit from an individualized instructional program, the teacher must know how to:

- 8.01 Reconvene the I.E.P.C. (Individualized Educational Planning Committee)
- 8.02 Assist in writing a new I.E.P.
- 8.03 Implement the plan.

9.0 RELATE MEANINGFULLY TO STUDENTS, TO PARENTS, AND TO OTHER PROFESSIONAL AND PARAPROFESSIONAL PERSONNEL SO AS TO ENABLE COMMUNICATION AND COOPERATIVE PLANNING TO TAKE PLACE ON A CONTINUOUS BASIS

Communication between the classroom teacher and those who are concerned with the progress of an individual student is a prerequisite to success. Education is indeed a group effort and must be approached as such. As a consequence, teacher must:

- 9.01 Utilize a feedback system that furnishes continuous data to parents, students, and other educators on student progress toward individual goals.

10.0 DEMONSTRATE KNOWLEDGE OF VARIOUS CLASSROOM ORGANIZATIONAL STRUCTURES AND INSTRUCTIONAL METHODS

Once goals and objectives have been established, the teacher must determine how they are to be attained as a result of teaching. Classroom organization and teaching methods must be determined to facilitate instruction. The teacher must:

- 10.01 Develop, schedule, and maintain a variety of grouping patterns that provide opportunities for handicapped students to reach cognitive, affective, and psychomotor objectives.
- 10.02 Provide an optimal classroom setting through arrangement and adaptation of the physical properties of the classroom.
- 10.03 Implement a flexible time schedule that provides for the learning needs of each student in cognitive, affective, and psychomotor domains.
- 10.04 Develop, adopt, modify, and implement teaching strategies and techniques.
- 10.05 Develop, adopt, modify, and implement appropriate materials to meet individual student needs.

11.0 DEMONSTRATE THE ABILITY TO CREATE A POSITIVE ENVIRONMENT IN THE CLASSROOM THAT FACILITATES LEARNER MOTIVATION AND SELF-CONCEPT

Children learn best in an environment which acknowledges their personal worth, recognizes their individual growth and in which learning is a successful activity. An effective teacher is one whose philosophy recognizes that such a positive learning environment is a prerequisite to learning. The teacher must be a positive model for students and must engage in specific activities to insure that such an environment exists: To do this the teacher must:

- 11.01 Implement behavior management techniques to manage individual and group behavior.
- 11.02 Provide learning tasks which are within the student's capability.
- 11.03 Provide learning materials which give the student immediate feedback regarding progress.
- 11.04 Acknowledge appropriate behaviors in each student in order to stimulate continued effort.
- 11.05 Structure the learning environment to insure positive reinforcement of the student for appropriate academic and social behavior.
- 11.06 Prepare the regular class for the entry of special students into the classroom.

- 11.07 Conduct class activities in such a way as to encourage interaction between and among students.
- 11.08 Identify the positive aspects of integration of the handicapped upon both the handicapped and the regular education student.

12.0 UNDERSTAND FEDERAL, STATE, AND LOCAL STATUTES AND GUIDELINES RELATING TO EDUCATION, AND RESPOND APPROPRIATELY TO THESE MANDATES IN THE DISCHARGE OF THEIR PROFESSIONAL RESPONSIBILITIES

There are a number of laws, rules, regulations, and policies which impinge upon the teacher of both the handicapped and nonhandicapped student. For the protection of the teacher, the student, parents, and the community, as well as to maximize the impact of the educational process, the teacher must identify resources for information on laws pertaining to:

- 12.01 Free appropriate public education.
- 12.02 Nondiscriminatory evaluations.
- 12.03 Due process.
- 12.04 Records and confidentiality.
- 12.05 The I.E.P.C. (Individualized Educational Planning Committee) and the I.E.P. (Individualized Educational Plan).
- 12.06 Barrier free facilities.
- 12.07 Child/drug abuse.
- 12.08 Traffic and transportation.
- 12.09 Graduation requirements.
- 12.10 Teacher certification.

APPENDIX B

QUESTIONNAIRE AS MAILED TO RESPONDENTS

A SURVEY TO IDENTIFY COMPETENCIES
CRITICAL TO THE BEGINNING TEACHER
OF THE SEVERELY HANDICAPPED

INSTRUCTIONS

Please read the directions for rating each competency.

Please return the questionnaire in the enclosed, labeled, postage-paid envelope.

TO

Shirley Gogoleski
Special Education
342 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Please fill in your name and address below. This information will enable us to keep track of who has returned the survey. It will be detached from the rest of the questionnaire as soon as we receive it to insure confidentiality. If you would like a copy of the results of the study, please check here. _____

NAME _____
Last First Title

ADDRESS _____
Street

City State Zip Code

TELEPHONE () _____

QUESTIONNAIRE

All of the competencies listed are considered to be important to the teaching of the severely handicapped. We need to determine which of these are MOST CRITICAL to the BEGINNING teacher. By rating a competency as MOST CRITICAL, we mean the BEGINNING teacher cannot begin to teach the severely handicapped without it. The other ratings suggest the competencies could be acquired later (e.g., on the job with inservice additional course work). Please circle the letter which best reflects your opinion.

Ratings

- A = Most Critical (means the BEGINNING teacher must have it)
- B = Very Critical
- C = Critical
- D = Somewhat Critical
- E = Least Critical

COMPETENCIES

	*					
1. Able to identify the needs for further assessment	(1)	A	B	C	D	E
2. Able to modify assessment devices and procedures as necessary	(2)	A	B	C	D	E
3. Able to determine students' readiness for learning activities	(3)	A	B	C	D	E
4. Able to establish realistic goals	(4)	A	B	C	D	E
5. Able to write behavioral objectives	(5)	A	B	C	D	E
6. Able to prioritize behavioral objectives	(6)	A	B	C	D	E
7. Able to effectively plan and evaluate the Individual Educational Plan (I.E.P.)	(7)	A	B	C	D	E
8. Able to prepare written lesson plans	(8)	A	B	C	D	E
9. Able to prepare a comprehensive and developmentally sequenced curriculum for severely impaired students	(9)	A	B	C	D	E
10. Able to plan a purposeful, organized, consistent schedule of <u>daily</u> activities for severely impaired students	(10)	A	B	C	D	E
11. Able to task-analyze and sequence learning tasks	(11)	A	B	C	D	E
12. Able to structure tasks and activities so they end in positive, successful experiences for severely impaired students	(12)	A	B	C	D	E
13. Able to structure transition—from one activity to another—for severely impaired students	(13)	A	B	C	D	E

*This column reflects Computer Input of 96 Items for Ranking.

*

- | | | | | | | |
|-----|---|------|---|---|---|-----|
| 14. | Able to identify target behaviors to be changed | | | | | |
| a. | Identify the antecedent events | (14) | A | B | C | D E |
| b. | Describe the consequences | (15) | A | B | C | D E |
| 15. | Able to prevent problem behaviors; altering the environment | (16) | A | B | C | D E |
| 16. | Able to plan classroom structure to control behavior | | | | | |
| a. | Daily routine | (17) | A | B | C | D E |
| b. | Consistent rules | (18) | A | B | C | D E |
| c. | Physical arrangement | (19) | A | B | C | D E |
| d. | Minimize stimuli | (20) | A | B | C | D E |
| e. | Remove dangerous objects | (21) | A | B | C | D E |
| f. | Retrieve seductive materials | (22) | A | B | C | D E |
| 17. | Able to design and implement a systematic behavior management plan (timelines, specified order for intervention techniques) | (23) | A | B | C | D E |
| 18. | Able to furnish classrooms with equipment and materials | (24) | A | B | C | D E |
| 19. | Able to influence hiring of other personnel | (25) | A | B | C | D E |
| 20. | Able to make a "life-plan" for students: project their needs beyond school years | (26) | A | B | C | D E |
| 21. | Able to upgrade level of instruction | | | | | |
| a. | Content | (27) | A | B | C | D E |
| b. | Materials | (28) | A | B | C | D E |
| c. | Techniques | (29) | A | B | C | D E |
| 22. | Able to determine use of time, facility, additional personnel | (30) | A | B | C | D E |
| 23. | Able to assist parents of severely impaired students to use services of community agencies | (31) | A | B | C | D E |
| 24. | Able to help parents set goals for their severely handicapped children | (32) | A | B | C | D E |

*This column reflects Computer Input of 96 Items for Ranking.

		*							
25.	Able to help parents manage the behavior of their severely handicapped children	(33)	A	B	C	D	E		
26.	Able to teach travel skills to the parents of the severely handicapped.		A	B	C	D	E		
27.	Able to remain objective about the families of severely impaired students	(34)	A	B	C	D	E		
28.	Able to define the characteristics and causes of severe handicapping conditions	(35)	A	B	C	D	E		
29.	Able to define the legal rights of the handicapped	(36)	A	B	C	D	E		
30.	Able to define <u>normal</u> growth and developmental patterns	(37)	A	B	C	D	E		
31.	Able to recognize the medical complications accompanying certain syndromes	(38)	A	B	C	D	E		
32.	Able to define the normalization principle	(39)	A	B	C	D	E		
33.	Able to administer tests and interpret results	(40)	A	B	C	D	E		
34.	Able to assess students' skills								
	a. In perception	(41)	A	B	C	D	E		
	b. In gross and fine motor	(42)	A	B	C	D	E		
	c. In social-emotional development	(43)	A	B	C	D	E		
	d. Cognitive	(44)	A	B	C	D	E		
	e. Language/speech	(45)	A	B	C	D	E		
	f. Self-care/feeding, toileting, dressing	(46)	A	B	C	D	E		
35.	Able to assess <u>basic</u> academic skills of severely impaired students	(47)	A	B	C	D	E		
36.	Able to assess pre-academic/readiness skills (attending, following, identifying colors, recognizing basic shapes, etc.)	(48)	A	B	C	D	E		
37.	Able to assess pre-vocational and vocational skills (sorting, matching, etc.)	(49)	A	B	C	D	E		
38.	Able to train non-certified personnel to work with the severely impaired	(50)	A	B	C	D	E		
39.	Able to use the latest in hardware/technology (e.g., computers, communication devices)		A	B	C	D	E		
	a. Identify for purchase	(51)	A	B	C	D	E		
	b. Train teachers/non-certified staff to use	(52)	A	B	C	D	E		
	c. Train students to use	(53)	A	B	C	D	E		

*

40.	Able to administer prescribed medications	(54)	A	B	C	D	E
41.	Able to handle seizures	(55)	A	B	C	D	E
42.	Able to do physical positioning	(56)	A	B	C	D	E
43.	Able to conduct daily exercise regimens	(57)	A	B	C	D	E
44.	Able to teach vocational skills	(58)	A	B	C	D	E
45.	Able to locate those needing service (child-find activity)	(59)	A	B	C	D	E
46.	Able to teach students to respond to social stimuli	(60)	A	B	C	D	E
47.	Able to teach students to play with toys, games, etc.	(61)	A	B	C	D	E
48.	Able to teach travel skills to the severely handicapped						
a.	Special seating arrangements	(62)	A	B	C	D	E
b.	Boarding/entering vehicles	(63)	A	B	C	D	E
c.	Disembarking	(64)	A	B	C	D	E
d.	Toilet problems enroute	(65)	A	B	C	D	E
49.	Able to implement toilet-training technology	(66)	A	B	C	D	E
50.	Able to teach students to imitate desired behavior	(67)	A	B	C	D	E
51.	Able to teach students to communicate	(68)	A	B	C	D	E
52.	Able to teach students to						
a.	Self-feed	(69)	A	B	C	D	E
b.	Self-dress	(70)	A	B	C	D	E
c.	Self-ambulate	(71)	A	B	C	D	E
d.	Write	(72)	A	B	C	D	E
e.	Read	(73)	A	B	C	D	E
f.	Compute	(74)	A	B	C	D	E
g.	Cope with their sexuality	(75)	A	B	C	D	E
53.	Able to apply the principles of behavior modification/ management to specific classroom situations	(76)	A	B	C	D	E
54.	Able to teach and assist students in developing self-control	(77)	A	B	C	D	E

*This column reflects Computer Input of 96 Items for Ranking.

*

55. Able to use management control techniques
- a. Voice modulation (78) A B C D E
 - b. Facial expression (79) A B C D E
 - c. Planned ignoring (80) A B C D E
 - d. Proximity control (81) A B C D E
 - e. Tension release (82) A B C D E
 - f. Relaxation activities (83) A B C D E
 - g. Physical restraint (84) A B C D E
 - h. Time-out (85) A B C D E
 - i. Therapeutic holding (86) A B C D E
56. Able to teach to varying ratios
- a. Individuals (87) A B C D E
 - b. Small groups (88) A B C D E
 - c. Large groups (89) A B C D E
57. Able to modify self-abusive behavior (90) A B C D E
58. Knows how to intercede on the students' behalf (91) A B C D E
(i.e., students' advocate)
59. Able to conduct on-going evaluation of students' progress (92) A B C D E
60. Able to use evaluation to affect appropriate change in (93) A B C D E
students' goals and objectives
61. Able to use evaluation to change teaching methods and/or (94) A B C D E
instructional materials
62. Able to communicate effectively with parents about the (95) A B C D E
performance of their severely impaired children
63. Able to derive a sense of accomplishment, despite the (96) A B C D E
small gains made by severely handicapped students

*This column reflects Computer Input of 96 Items for Ranking.

APPENDIX C

**LETTER OF REQUEST TO OBTAIN GRADUATE ADDRESSES,
LETTER OF ACKNOWLEDGEMENT OF REQUEST,
LETTER OF CONFIRMATION, AND
LETTER ACCOMPANYING LIST OF NAMES OF GRADUATES**

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION · DEPARTMENT OF COUNSELING,
EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

EAST LANSING · MICHIGAN · 48824-1034

February 4, 1983

Mr. Joseph E. Dickinson
Vice President for Development
220 Nisbet Building
1407 S. Harrison
East Lansing, MI 48824

Dear Mr. Dickinson:

Leigh Waltersdorf, Manager, Alumni Donor Records, advised me to write to you for permission to obtain the current addresses of ¹⁹⁹ graduates of the College of Education, from his office. *196*

I am currently a doctoral candidate and graduate assistant in the Department of Counseling, Educational Psychology and Special Education in MSU's College of Education.

My dissertation proposal, "An Exploratory Study of ^{the} Perceptions of Teachers, Administrators and Parents of Competencies Critical to Beginning Teachers of the Severely Handicapped" was approved January 03, 1983.

196 From records in the Student Affairs Office, 134 Erickson Hall, I determined that there are ¹⁹⁹ persons who received their degree and/or approval to teach the mentally impaired in the State of Michigan. The degrees and/or approvals were granted during Summer of 1978 through Summer, 1981.

These graduates of our Special Education Teacher Preparation Program in Mental Retardation are the primary subjects for my study. I need their current addresses to mail my survey to them. May I have your permission to use the records of the Alumni Records Office for this purpose?

Thank you for your consideration.

Sincerely,

Shirley Gogoleski
Shirley Gogoleski
Graduate Assistant
Counseling, Educational Psychology &
Special Education

SG:cd

MICHIGAN STATE UNIVERSITY

ALUMNI/DONOR RECORDS • 320 NISBET BUILDING

EAST LANSING • MICHIGAN • 48824

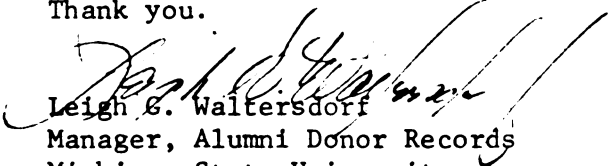
February 18, 1983

Ms. Shirley Gogoleski
Graduate Assistant
Counseling, Educational Psychology,
and Special Education

Dear Ms. Gogoleski,

This is acknowledge receipt of your request pertaining to the 199 graduates of the College of Education. I anticipate that this request will take approximately 5 to 7 days to complete. There is one problem that may make this request somewhat difficult to complete from our point of view. That problem is that we do not retain the necessary teaching certificate information for graduates of Michigan State University. Should this prohibit our identifying these 199 graduate, would it be possible for you to provide the names and student number for these individuals. If so, would you please forward the necessary list to our office.

Thank you.



Leigh G. Waltersdorf
Manager, Alumni Donor Records
Michigan State University
320 Nisbet Building
1407 Harrison Road
East Lansing, Michigan

To High Watermark
file

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
OFFICE OF STUDENT AFFAIRS
134 ERICKSON HALL

EAST LANSING • MICHIGAN • 48824

February 22, 1983

Mr. Joseph E. Dickinson
Vice President for Development
220 Nisbet Building
1407 S. Harrison
East Lansing, MI 48824

Dear Mr. Dickinson:

At the request of Ms. Shirley Gogoleski I am writing to confirm that she is a doctoral student in the College of Education. Her dissertation topic, "An Exploratory Study of the Perceptions of Teachers, Administrators, and Parents of Competencies Critical to Beginning Teachers of the Severely Handicapped" requires that she contact a number of recent graduates from the Special Education Program. The College of Education supports her request for addresses as legitimately related to the completion of her doctoral dissertation.

If you have questions or need additional information, please feel free to contact me.

Sincerely,



D.H. Nickerson
Assistant Dean

CS

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

EAST LANSING • MICHIGAN • 48824
March 1, 1983

Leigh G. Waltersdorf
Manager, Alumni Donor Records
Michigan State University
320 Nisbet Building
1407 Harrison Road
East Lansing, MI 48824

Dear Mr. Waltersdorf:

Enclosed is the list of names and student numbers of the 196 graduates of the College of Education. I plan to survey, as you requested. I have also included the date each person's approval was granted. In addition to each graduate's current address, may I have the address of parents or any "permanent" address that may be listed? My colleagues advise that this information is critical to the follow-up procedure.

I hope this list is helpful in our search! Thank you.

Sincerely,



Shirley Gogoleski
Graduate Assistant-CEPSE
342 Erickson Hall

APPENDIX D

RECRUITMENT LETTER TO GRADUATES AND RETURN POSTCARD

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION · DEPARTMENT OF COUNSELING,
EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

EAST LANSING · MICHIGAN · 48824-1034

May 4, 1983

Dear Graduate:

Evaluation, modification, and improvement of the teacher training program in mental retardation are on-going activities conducted by the faculty. Teacher preparation programs across the nation are being evaluated and restructured to meet the needs of the field.

Recommendations of the National Council for the Accreditation of Teacher Education, the United States Office of Education, and the Council for Exceptional Children all suggest that in order to make informed decisions, all persons affected by a training program must be involved in the evaluation of that program. We need to know what your perceptions are in order to justify and validate what we are doing and to make decisions about what we should be doing.

The purpose of this letter is to ask for your involvement in a survey of selected graduates of the training program in mental retardation. The survey will seek your perceptions of competencies critical to the teaching of the severely handicapped.

Please indicate your willingness to respond to the survey by completing the enclosed postcard. We trust that our recognition of the importance of your involvement will be matched by your professional concern for improving training in mental retardation at Michigan State University.

Thank you very much for your help.

Sincerely,



Donald A. Burke
Professor



Shirley B. Gogoleski
Instructor

DAB-SBG/bar

APPENDIX E

**LETTER OF ACKNOWLEDGEMENT TO TEACHERS,
LETTER OF ACKNOWLEDGEMENTS TO PARENTS,
LETTER OF ACKNOWLEDGEMENTS TO ADMINISTRATORS,
FOLLOW-UP LETTER TO GRADUATE RESPONDENTS,
TEACHER SURVEY,
PARENT SURVEY, AND
ADMINISTRATOR SURVEY**

Old Post Office
St. Louis, Missouri

USA 13c



Historic Preservation

Ms. Shirley B. Gogoleski
Special Education
342 Erickson Hall
Michigan State University
East Lansing, MI 48824

© USPS 1982

1. I am currently employed or have been employed as a teacher of the mentally impaired
yes _____ no _____
2. If yes, my most recent experience with the mentally impaired has been in the following type of program
educable _____ trainable _____
severely _____
3. I would be willing to complete a questionnaire
yes _____ no _____
4. Name and current address:

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF COUNSELING,
EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

EAST LANSING • MICHIGAN • 48824

June 01, 1983

Dear Teacher:

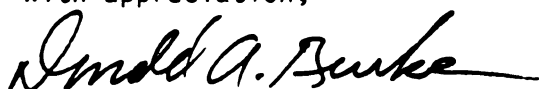
Thank you for your willingness to engage in research to identify the competencies critical to the beginning teacher of the severely handicapped.

We would like to report the views of teachers, administrators and parents in this study. We need your help in identifying the administrator-respondent and the parent-respondent. The administrator-respondent would be your immediate supervisor. The parent-respondent could be the parent of the first, third or seventh student on your class list.

Would you enlist the cooperation of the administrator and a parent? Letters of explanation are attached to the appropriate copies of the questionnaire. A labeled, postage-paid envelope is enclosed for each respondent (teacher, administrator, parent).

We thank you for your professional response to our request and for your investment in this study.

With appreciation,



Donald A. Burke
Professor



Shirley B. Gogoleski
Instructor

Enclosures: 3 questionnaires
3 return envelopes

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF COUNSELING,
EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

EAST LANSING • MICHIGAN • 48824

June 01, 1983

Dear Parent:

The faculty within Special Education at Michigan State University are currently preparing teachers of the severely handicapped. The faculty is attempting to identify the competencies critical to the beginning teacher of the severely handicapped.

You have been selected (via a random sampling) to provide your view of the competencies critical to the beginning teacher of the severely handicapped. You are in a position to provide us with the parent's view of the beginning teacher of the severely handicapped.

The 62 competencies listed are all considered important to the teaching of the severely handicapped. This study is designed to determine which of these competencies are critical to the beginning teacher of the severely handicapped.

Neither you nor your child will be identified; confidentiality of your responses will be protected.

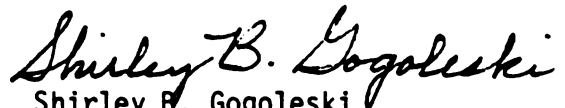
When you have completed the questionnaire, kindly return it using the labeled, postage-paid envelope provided.

We thank you for your assistance in this important project.

Sincerely,



Donald A. Burke
Professor



Shirley B. Gogoleski
Instructor

Enclosure: questionnaire
return envelope

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF COUNSELING,
EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

EAST LANSING • MICHIGAN • 48824

June 01, 1983

Dear Administrator:

The faculty in Special Education at Michigan State University prepares teachers of the severely handicapped. In an effort to be more responsive to the needs of the population, this study is being conducted to gather the perceptions of teachers, administrators and parents of competencies critical to the beginning teacher of the severely handicapped.

You have been identified by an MSU graduate of the teacher preparation program in mental retardation as his/her immediate supervisor. You are in a unique position to provide us with the administrator's view of the competencies critical to the beginning teacher of the severely handicapped.

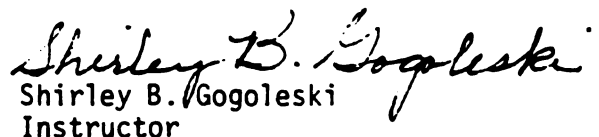
Your response will be treated confidentially. When you have completed the questionnaire kindly return it using the labeled, postage-paid envelope provided.

We thank you for your assistance in this important project.

Sincerely,



Donald A. Burke
Professor



Shirley B. Gogoleski
Instructor

Enclosure: questionnaire
return envelope

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION · DEPARTMENT OF COUNSELING,
EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

EAST LANSING · MICHIGAN · 48824-1034

October 5, 1983

Dear Graduate:

Your returned postcard indicating your willingness to engage in research to identify "Competencies Critical To The Beginning Teacher of the Severely Handicapped" was received.

To date, your response to the survey has not been received. We are counting on your commitment to this research. Questionnaires and postage-paid envelopes are enclosed.

We hope the request for two additional respondents (Administrator and Parent) did not inconvenience you. We recognized an opportunity to collect additional data with your help.

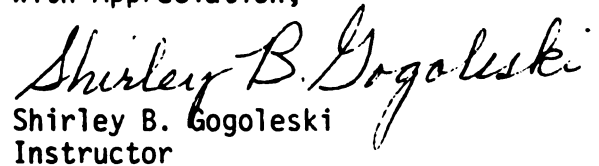
It is important that we receive the completed questionnaires as soon as possible. Your commitment is critical to this research. Please respond.



Donald Burke
Professor

DB/SG:cd

With Appreciation,



Shirley B. Gogoleski
Instructor

Teacher Survey

We need to know a little about you so that we can see how different groups of people feel about items on the survey.

1. Male _____ Female _____
2. Age _____
3. Have you been or are you currently employed as a teacher of the mentally impaired?
Yes _____ No _____
4. If "yes," in what type of program for the mentally impaired did you teach?
 - a. educable classroom _____
 - b. trainable classroom _____
 - c. severely impaired classroom _____
 - d. severely multiply impaired classroom _____
 - e. resource room _____
 - f. other (please describe) _____
5. Level
 - a. local _____
 - b. intermediate _____
 - c. regional _____
 - d. other (please describe) _____
6. If "yes," what kind of setting did/do you work in?

school _____	clinic _____
regular school _____	hospital _____
center-based program _____	institution _____
group home _____	research/affiliate university _____
sheltered workshop _____	community program _____
activity center _____	agency _____
half-way house _____	residential facility _____
other (please describe) _____	

7. Is the population:
- a. segregated? _____
 - b. mixed? _____
 - c. mainstreamed? _____
8. What age level do you teach?
- a. preschool _____
 - b. early _____
 - c. later _____
 - d. middle _____
 - e. secondary _____
 - f. post-secondary _____
 - g. pre-vocational _____
 - h. vocational _____
 - i. other (please describe) _____
9. How many years teaching experience have you had? (Include both regular and special education experience; do not count student teaching; count the current year as one full year.)
- 0 _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 or more _____
10. Have you had additional training since you received your endorsement from MSU?
- Yes _____ No _____
11. If "yes," what form?
- a. graduate school _____
 - b. inservice _____
 - c. other (please describe) _____

If you are not currently teaching the mentally impaired, please describe your current position. _____

Please feel free to make any additional comments about:

1. Competencies listed

2. Competencies not listed

When rating these competencies, please keep in mind that we are interested in your perception of the competencies critical to the beginning teacher of the severely handicapped, not how others would rate the competencies.

Please rate each competency by circling (○) the one response which best represents your opinion. Please rate all items.

Parent Survey

We need to know a little about you so that we can see how different groups of people feel about items on the survey.

1. Male _____ Female _____
2. Age _____
3. Are you the biological parent of a handicapped child?
Yes _____ No _____
4. If "no," what is your relationship to a handicapped child? _____

5. Is your child
 - a. enrolled in a school program? _____
 - b. a graduate of a school program? _____
6. Is your child considered to be severely handicapped?
Yes _____ No _____
7. Describe your child's handicap. _____

8. How old is your child? _____
9. Is your child living
 - a. at home? _____
 - b. in a group home? _____
 - c. in a foster home? _____
 - d. in an institution? _____
 - e. in another setting (please describe)? _____
10. How is the population of the severely handicapped defined in your district?
 - a. operationally (i.e., by primary impairment—SMI, SXI, SEI)? _____
 - b. functionally (i.e., "very poorly functioning")? _____

Please feel free to make any additional comments about:

- 1. Competencies listed**

- 2. Competencies not listed**

When rating these competencies, please keep in mind that we are interested in your perception of the competencies critical to the beginning teacher of the severely handicapped, not how others would rate the competencies.

Please rate each competency by circling (○) the one response which best represents your opinion. Please rate all items.

Administrator Survey

We need to know a little about you so that we can see how different groups of people feel about items on the survey.

1. Male _____ Female _____
2. Age _____
3. What is your current position?
 - a. Intermediate Director _____
 - b. Local Director _____
 - c. Supervisor _____
 - d. Principal _____
 - e. Other (please specify) _____
4. What are is covered by your duty?
 - a. District wide _____
 - b. Center program _____
 - c. School _____
 - d. Other setting (please describe) _____
5. Describe your preparation/training for your current position: _____

6. How many years have you held this position? _____
7. What were your previous positions? _____

8. Have you ever taught the severely handicapped?
Yes _____ No _____

Please feel free to make any additional comments about:

- 1. Competencies listed**

- 2. Competencies not listed**

When rating these competencies, please keep in mind that we are interested in your perception of the competencies critical to the beginning teacher of the severely handicapped, not how others would rate the competencies.

Please rate each competency by circling (O) the one response which best represents your opinion. Please rate all items.

APPENDIX F

**RATINGS AND RANK ORDERS OF COMPETENCIES BY TEACHERS,
RATINGS AND RANK ORDERS OF COMPETENCIES BY PARENTS,
RATINGS AND RANK ORDERS OF COMPETENCIES BY ADMINISTRATORS, AND
COMBINED RATINGS AND RANK ORDERS OF COMPETENCIES
(TEACHERS, PARENTS, AND ADMINISTRATORS)**

Teachers' Ratings and Rank Orders of the 96 Competencies for Beginning Teachers of the Severely Handicapped (sorted in descending order)

<u>Item</u>	<u>X</u>	<u>S.D.</u>	<u>Rank</u>
16B	1.36	.61	1
52A	1.37	.54	2
62	1.41	.62	3
10	1.43	.66	5
51	1.43	.63	5
56A	1.43	.79	5
52B	1.44	.67	7.5
63	1.44	.70	7.5
12	1.46	.59	10.5
56B	1.46	.73	10.5
59	1.46	.70	10.5
61	1.46	.66	10.5
4	1.48	.73	13
41	1.50	.76	14
57	1.51	.71	15
34F	1.55	.79	16.5
60	1.55	.73	16.5
52C	1.58	.88	18
34D	1.59	.73	19.5
53	1.59	.97	19.5
35	1.61	.78	21.5
37	1.61	.75	21.5
11	1.64	.69	23.5
56C	1.64	.99	23.5
34B	1.66	.86	25.5
54	1.66	.75	25.5
7	1.68	.77	27.5
36	1.68	.86	27.5
16E	1.71	.80	30
34A	1.71	.88	30
34C	1.71	.88	30
55C	1.73	.87	32
49	1.77	.81	35
3	1.77	.83	35
16A	1.77	.92	35
42	1.77	.83	35
50	1.77	.86	35
15	1.79	.82	38
24	1.81	.87	40
34E	1.81	.95	40
58	1.81	.92	40
17	1.83	.96	42
55F	1.84	.82	43
1	1.84	.86	44
6	1.84	.83	44

Teachers' Ratings and Rank Orders of the 96 Competencies for Beginning Teachers of the Severely Handicapped (sorted in descending order) continued

<u>Item</u>	<u>X</u>	<u>S.D.</u>	<u>Rank</u>
14A	1.86	.77	46.5
46	1.86	.74	46.5
21C	1.89	.92	48
55E	1.91	.95	49.5
14B	1.91	.77	49.5
55	1.93	.92	51
31	1.96	.86	53
55B	1.96	.94	53
55G	1.96	.91	53
21A	1.98	.88	56.5
44	1.98	.96	56.5
55A	1.98	.90	56.5
27	1.98	1.0	56.5
55H	2.00	1.1	59
9	2.01	1.0	60
38	2.02	.88	61.5
55D	2.02	.90	61.5
16C	2.05	.86	63.5
47	2.05	.80	63.5
25	2.07	.90	65
5	2.09	.98	66
21B	2.11	.90	67
52G	2.14	1.1	68
16D	2.18	1.0	70
29	2.18	.97	70
43	2.18	.82	70
30	2.20	1.1	72
2	2.27	1.1	73
16F	2.34	.99	74
23	2.36	.94	76
13	2.39	1.2	76.5
33	2.39	1.2	76.5
48D	2.47	.98	78
48B	2.58	1.1	79
8	2.61	1.2	80
48C	2.61	1.2	81.5
22	2.61	.90	81.5
18	2.63	.87	83
52E	2.67	1.4	84
28	2.70	1.2	85.5
48A	2.70	.98	85.5
52D	2.72	1.4	87
32	2.73	.95	88
20	2.75	1.0	89.5
40	2.75	1.3	89.5
45	2.77	.95	91
52F	2.88	1.4	92

Teachers' Ratings and Rank Orders of the 96 Competencies for Beginning Teachers of the Severely Handicapped (sorted in descending order) continued

<u>Item</u>	<u>X</u>	<u>S.D.</u>	<u>Rank</u>
39C	2.93	1.2	93
39B	3.23	1.2	94
39A	3.30	1.2	95
19	3.55	.95	96

Parents' Ratings and Rank Orders of the 96 Competencies for Beginning Teachers of the Severely Handicapped (sorted in descending order)

<u>Item</u>	<u>X</u>	<u>S.D.</u>	<u>Rank</u>
60	1.44	.78	1.5
61	1.44	.78	1.5
57	1.50	.70	3
59	1.56	.78	4.5
62	1.56	1.1	4.5
16E	1.61	1.2	10
51	1.61	1.1	10
58	1.61	1.0	10
63	1.61	1.2	10
16B	1.67	1.1	11
2	1.67	.84	11
4	1.72	1.3	11
3	1.72	1.1	13
34B	1.72	1.1	13
34E	1.72	1.0	13
37	1.72	.89	13
7	1.78	1.1	17.5
42	1.78	1.1	17.5
1	1.83	1.2	20.5
34A	1.83	1.1	20.5
36	1.83	1.2	20.5
56A	1.83	1.2	20.5
12	1.89	1.1	25.5
34D	1.89	1.1	25.5
41	1.89	1.3	25.5
43	1.89	1.1	25.5
53	1.89	.90	25.5
54	1.89	1.1	25.5
10	1.94	1.2	30.5
16C	1.94	1.1	30.5
35	1.94	.87	30.5
52A	1.94	1.0	30.5
9	2.00	1.3	37
23	2.00	1.2	37
34C	2.00	1.3	37
50	2.00	.91	37
52B	2.00	.97	37
52C	2.00	1.1	37
55D	2.00	1.0	37
55F	2.00	1.0	37
29	2.06	1.3	45.5
44	2.06	1.3	45.5
55A	2.06	1.3	45.5
55E	2.06	1.0	45.5
55H	2.06	.94	45.5

Parents' Ratings and Rank Orders of the 96 Competencies for Beginning Teachers of the Severely Handicapped (sorted in descending order)

<u>Item</u>	<u>X</u>	<u>S.D.</u>	<u>Rank</u>
55I	2.06	1.1	45.5
56B	2.06	1.2	45.5
40	2.06	1.5	45.5
16D	2.11	1.1	51
52D	2.11	1.3	51
55G	2.11	1.3	51
6	2.17	1.2	56
11	2.17	.99	56
16F	2.17	1.4	56
21C	2.17	.99	56
22	2.17	1.0	56
46	2.17	1.2	56
52E	2.17	1.3	56
16A	2.22	1.2	64
21A	2.22	1.1	64
24	2.22	1.4	64
32	2.22	1.0	64
34F	2.22	1.3	64
48B	2.22	1.3	64
48C	2.22	1.3	64
52F	2.22	1.1	64
52G	2.22	1.4	64
13	2.27	.95	69
15	2.28	1.4	72
21B	2.28	1.1	72
25	2.28	1.2	72
33	2.28	1.2	72
47	2.28	1.2	72
31	2.33	1.5	77
48D	2.33	1.2	77
49	2.33	1.1	77
55B	2.33	1.5	77
56C	2.33	1.1	77
5	2.39	1.2	80.5
14A	2.39	1.1	80.5
8	2.44	1.5	84
17	2.44	1.3	84
38	2.44	1.4	84
48A	2.44	1.3	84
55C	2.44	1.4	84
18	2.50	1.0	87.5
39A	2.50	1.2	87.5
14B	2.56	1.2	89.5
39C	2.56	1.3	89.5
19	2.61	1.2	92.5
28	2.61	1.3	92.5

Parents' Ratings and Rank Orders of the 96 Competencies for Beginning Teachers of the Severely Handicapped (sorted in descending order)

<u>Item</u>	<u>X</u>	<u>S.D.</u>	<u>Rank</u>
30	2.61	1.5	92.5
45	2.61	1.2	92.5
39B	2.78	1.4	95
20	3.01	1.6	96

Administrators' Ratings and Rank Orders of the 96 Competencies for Beginning Teachers of the Severely Handicapped

<u>Item</u>	<u>X</u>	<u>S.D.</u>	<u>Rank</u>
16B	1.50	.66	1
4	1.54	.78	2
16E	1.63	.77	3
5	1.67	.92	5
16A	1.67	.89	5
63	1.67	.96	5
62	1.71	1.0	7
10	1.75	1.0	8
56A	1.79	.98	10
57	1.79	.78	10
61	1.79	1.0	10
56B	1.83	1.0	12
59	1.88	.95	14.5
6	1.88	.80	14.5
12	1.88	.99	14.5
50	1.88	.95	14.5
16D	1.92	.83	18.5
51	1.92	1.2	18.5
52A	1.92	1.0	18.5
54	1.92	1.1	18.5
3	1.96	.81	24
8	1.96	.91	24
16C	1.96	.86	24
16F	1.96	.81	24
34F	1.96	.95	24
41	1.96	1.0	24
52B	1.96	1.2	24
53	1.96	1.0	24
52C	2.00	1.1	29.5
60	2.00	1.2	29.5
56C	2.08	1.1	31
7	2.04	1.2	32.5
37	2.08	1.1	32.5
11	2.08	1.0	35
17	2.08	.83	35
52G	2.08	1.1	35
55B	2.09	.95	38
55D	2.09	.85	38
55G	2.09	.85	38
13	2.13	.98	38
14A	2.13	.99	41
55A	2.13	1.1	41
15	2.17	.92	46.5
42	2.17	1.0	46.5
46	2.17	.96	46.5

Administrators' Ratings and Rank Orders of the 96 Competencies for Beginning Teachers of the Severely Handicapped

<u>Item</u>	<u>X</u>	<u>S.D.</u>	<u>Rank</u>
47	2.17	.92	46.5
49	2.17	1.1	46.5
55C	2.17	1.0	46.5
55F	2.17	.77	46.5
55H	2.17	1.0	46.5
1	2.21	.83	51.5
14B	2.21	.97	51.5
30	2.25	1.0	54
34B	2.25	.90	54
36	2.25	1.2	54
24	2.29	1.0	57
25	2.29	1.0	57
27	2.29	.96	57
55E	2.30	.82	59
34E	2.33	.76	60.5
35	2.33	1.1	60.5
21B	2.38	.97	65
21C	2.38	.97	65
29	2.38	1.1	65
31	2.38	.92	65
43	2.38	1.1	65
4.4	2.38	1.3	65
48C	2.38	1.1	65
21A	2.42	1.0	71
34C	2.42	.97	71
38	2.42	1.2	71
48B	2.42	1.0	71
58	2.42	.88	71
55I	2.44	.95	74
48A	2.46	1.2	75.5
48D	2.46	.98	75.5
2	2.54	1.0	78
32	2.54	1.2	78
34A	2.54	.78	78
34D	2.50	.88	80
23	2.63	.79	81
22	2.67	.96	82
9	2.71	1.2	83
18	2.79	.83	84
28	2.83	.96	85.5
40	2.83	1.6	85.5
52D	2.88	1.3	87
39C	2.92	1.0	89
52E	2.92	1.3	89
52F	2.92	1.2	89
33	3.00	.99	91
39A	3.08	.83	92

Administrators' Ratings and Rank Orders of the 96 Competencies for Beginning Teachers of the Severely Handicapped

<u>Item</u>	<u>X</u>	<u>S.D.</u>	<u>Rank</u>
45	3.17	1.2	93
39B	3.25	1.4	94
20	3.38	1.1	95
19	3.63	1.2	96

Combined Ratings and Rank Orders of Teachers, Parents and Administrators of the Competencies for Beginning Teachers of the Severely Handicapped.

<u>Item</u>	<u>X</u>	<u>S.D.</u>	<u>Rank</u>
16B	1.47	.75	1
62	1.52	.88	2
4	1.53	.88	3
63	1.54	.89	4
61	1.55	.81	5
57	1.59	.69	6.5
59	1.59	.80	6.5
51	1.60	.95	8
56A	1.62	.95	9
10	1.63	.91	10
52A	1.65	.87	11.5
60	1.65	.90	11.5
12	1.66	.85	13.5
16E	1.66	.88	13.5
56B	1.69	.95	15
52B	1.71	.92	16.5
41	1.71	.98	16.5
37	1.76	.89	18.5
53	1.76	.98	18.5
54	1.78	.93	20
52C	1.79	1.02	21
7	1.80	.96	22.5
34F	1.80	.98	22.5
3	1.81	.87	24
16A	1.84	.98	25.5
34B	1.84	.96	25.5
50	1.85	.89	27
11	1.87	.88	28.5
36	1.87	1.05	28.5
35	1.88	.95	30.5
42	1.88	.96	30.5
134D	1.91	.93	32.5
56C	1.91	1.08	32.5
6	1.92	.90	34
1	1.94	.92	36
34E	1.94	.95	36
58	1.94	.97	36
34A	1.97	.96	38.5
34C	1.97	1.05	38.5
15	2.00	.99	42
16C	2.00	.91	42
49	2.00	.98	42

Combined Ratings of Teachers, Parents and Administrators of the the
Competencies for Beginning Teachers of the Severely Handicapped, continued.

<u>Item</u>	<u>X</u>	<u>S.D.</u>	<u>RANK</u>
55C	2.00	1.07	42
55F	2.00	.86	42
46	2.02	.93	45
55G	2.02	.98	46
5	2.03	1.03	47.5
24	2.03	1.07	47.5
55A	2.04	1.02	50
55D	2.04	.91	50
17	2.04	1.02	50
14A	2.05	.92	52.5
55E	2.05	.93	52.5
55H	2.06	1.06	54
27	2.07	1.06	55.5
55B	2.07	1.09	55.5
21C	2.08	.96	57
16D	2.09	.97	58
55I	2.10	.98	59
44	2.11	1.13	60
47	2.13	.92	61.5
14B	2.13	.97	61.5
52G	2.14	1.17	63
21A	2.15	.96	64.5
31	2.15	1.05	64.5
25	2.17	1.00	66.5
43	2.17	.98	66.5
16F	2.19	1.05	68
9	2.21	1.21	69.5
29	2.21	1.06	69.5
2	2.22	1.06	72
21B	2.22	.95	72
38	2.22	1.10	72
13	2.26	1.00	74
30	2.30	1.16	75
23	2.36	1.02	76
8	2.39	1.22	77
48D	2.44	1.16	78
48B	2.46	1.13	79.5
48C	2.46	1.16	79.5
22	2.53	.95	81.5
33	2.53	1.16	81.5
32	2.57	1.03	83
48A	2.58	1.15	84
40	2.64	1.45	86
52D	2.64	1.34	86
52E	2.64	1.34	86
18	2.65	.90	88
28	2.72	1.13	89

Combined Ratings of Teachers, Parents and Administrators of the
Compentencies for Beginning Teachers of the Severely Handicapped, continued.

<u>ITEM</u>	<u>X</u>	<u>S.D.</u>	<u>RANK</u>
52F	2.75	1.31	90
45	2.85	1.10	91.5
39C	2.85	1.19	91.5
20	2.99	1.19	93
39A	3.07	1.67	94
39B	3.14	1.16	95
19	3.37	1.13	96

APPENDIX G

**TEACHERS, PARENTS, AND ADMINISTRATORS' COMMENTS
ABOUT THE COMPETENCIES LISTED AND
THE COMPETENCIES NOT LISTED
IN THE QUESTIONNAIRE OF 96 ITEMS**

TEACHER COMMENTS

Competencies Listed:

There is a great need to be cognizant in the laws associated with the use of management Control techniques.

All of the competencies listed are very important in the everyday routine of a teacher. While teaching these skills, it should be stressed that there will be variances from district to district. Also, teachers are being required to develop positioning and feeding programs more. Possibly, classes in these areas could be added curriculum.

#41 I think that somewhere in the program the students should learn about all severe physical problems they may need to deal with (i.e., colostomy, glass eye, seizures), and proper medical care that they may need to provide on a daily basis or in an emergency basis until trained personnel arrives.

#42 Proper positioning and handling of students should be discussed along with adaptive equipment and the reasons for using it.

20 - important for secondary staff.

Many of the competencies listed in this study are vital to the beginning teacher, however, classroom experience is the only logical way to completely understand them. Somehow, reading about these items in a textbook is fine, but it seems like a completely different thing when you see it in the classroom.

Competencies Not Listed:

Have knowledge of cultural differences in children.
Know your own strengths and weaknesses.
Flexibility.

After seeing much of our trainable population mainstreamed in the regular classroom, I wonder if it would be valuable for the elementary teacher to have a few special education introductory classes.

Able to assess administrative support and direction.
Able to communicate and work with ancillary O.T. P.T. Sp. Lang., etc.
Able to assess alternative communication programs and their applications.
Able to advocate for students and program development.

It is important that beginning teachers know how to deal with the aide in the classroom, regardless of the competency of that person. PR and interpersonal relations are very critical in dealing with all of the people a teacher works with - from the child, to the parent, administration, and support personnel.

PARENT COMMENTS

Competencies Listed:

I feel that a teacher in special education should have great love for children - to be able to see a person inside the handicapped child and use all avenues to help that student feel good about himself and be successful in his efforts, to be realistic in goals for him and to be supportive to family.

Competencies Not Listed:

I feel that teachers have so much to be concerned with other than time spent with students - that sometimes the students needs aren't met.

The most important things a teacher of the severely handicapped must have are patience, kindness, cheerfulness and a sense of humor.

We feel our child has had very good teachers, they have to be good to work with children that are special.

ADMINISTRATIVE COMMENTS

Competencies Listed:

For a beginning teacher I feel the interaction with students, the skills needed to be successful w/students and in the best interest of students is most critical. Other competencies will be learned with time. Student interaction and planning the student program is #1.

Re: community agencies and assessments - most often support staff/itinerant staff are available to assist here.

In some areas, "A" was not checked because therapists would be assisting the teacher in assessment and development of appropriate program for individual (Speech, physical, and occupational therapists). However, most of the listed competencies are very important for beginning teachers.

Legal rights and computer design continue to change and so can be an ongoing learning activity.

If you are describing your curriculum for teachers of severely handicapped, I commend you. Your graduate teaching in my school is excellent! Those competencies rated as less than A or B are so noted because of our procedures, etc. With more applicants than teaching vacancies the applicant who's abilities rate high in these areas will be at an advantage.

Competencies Not Listed:

Assess student's skills in-community based instruction, Life Education (Sex Ed).

Able to determine how a skill can be worked on age appropriately and functionally for each individual student.

Supervise non-certified personnel (train is mentioned but supervision is ongoing).

Intergrate skills such as communication, fine motor, and behavior all day long, not in isolation.

I think growing up as a child of parents who are teachers, etc., prepares you in ways that cannot be learned in college. Expectation of financial and educational rewards are more realistic.

Teachers should have knowledge and be able to use pre/post testing instruments and data to design individual student needs. You talked a lot about evaluations and assessments and testings. Teachers don't need to have mastered standardized IQ testing - just pre/post testing (eg: Brigance).

Evaluating a comprehensive and developmentally sequenced curriculum for functional use (A); working with educational team members (P.T., O.T., other teachers (A); communicating with other teachers and non-certified staff (A); stress management skills (a sense of humor and reality) (A).

Be more aware of child abuse/neglect so as to better act as child advocate
Be aware of community in which you teach, the economic climate, the educational teach, the economic climate, the educational and cultural background and expectations of parents, etc.

Maximum experience in working w/severely handicapped prior to completing degree program. O.J.T. remains first and foremost in developing those competencies essential in working with students having very extensive needs.

APPENDIX H

HIGHEST RANKED ITEMS FROM RATINGS FROM TEACHERS, PARENTS, AND ADMINISTRATORS

HIGHEST RANKED ITEMS FROM TEACHER RATINGS

<u>Item</u>	<u>Competency</u>	<u>Rank</u>	<u>Category</u>
16B	Plan classroom structure; control behavior with rules	1	Planning for instruction
52A	Able to teach students to self-feed	2	Instruction
62	Able to communicate effectively with parents about the perfor- mance of their severely handi- capped children	3	Evaluation
10	Able to plan a purposeful, organized, consistent schedule of daily activities for severely handicapped students	4	Planning for instruction
51	Able to teach students to communicate	5	Instruction
56A	Able to teach to varying ratios: individuals	6	Instruction
52B	Able to teach students to self-dress	7	Instruction
63	Able to derive a sense of accom- plishment despite the small gains made by severely handicapped students	8	Evaluation
12	Able to structure tasks and activities so they end in posi- tive, successful experiences for severely impaired students	9	Planning for instruction
56B	Able to teach to varying ratios: small groups	10	Instruction

HIGHEST RANKED ITEMS FROM PARENT RATINGS

<u>Item</u>	<u>Competency</u>	<u>Rank</u>	<u>Category</u>
60	Able to use evaluation to affect appropriate change in students' goals and objectives	1	Evaluation
61	Able to use evaluation to change teaching methods and/or instructional materials	2	Evaluation
57	Able to modify self-abuse behavior	3	Instruction
59	Able to conduct on-going evaluation of students' progress	4	Evaluation
62	Able to communicate effectively with parents about the performance of their severely handicapped children	5	Evaluation
16E	Able to plan classroom structure to control behavior; remove dangerous objects	6	Planning for instruction
51	Able to teach students to communicate	7	Instruction
58	Knows how to intercede on the students' behalf	8	Instruction
63	Able to derive a sense of accomplishment despite the small gains made by severely handicapped students	9	Evaluation
16B	Able to plan a classroom structure to control behaviors with rules	10	Planning for instruction

HIGHEST RANKED ITEMS FROM ADMINISTRATOR RATINGS

<u>Item</u>	<u>Competency</u>	<u>Rank</u>	<u>Category</u>
16B	Able to plan classroom structure to control behavior with rules	1	Planning for instruction
4	Able to establish realistic goals	2	Planning for instruction
16E	Able to plan classroom structure to control behavior; remove dangerous objects	3	Planning for instruction
5	Able to write behavioral objectives	4	Planning for instruction
16A	Able to plan classroom structure to control behavior with daily routine	5	Planning for instruction
63	Able to derive a sense of accomplishment, despite the small gains made by severely handicapped students	6	Evaluation
62	Able to communicate effectively with parents about the performance of their severely handicapped; children	7	Evaluation
10	Able to plan a purposeful, organized, consistent schedule of daily activities for severely handicapped students	8	Planning for instruction
56A	Able to teach to varying ratios: individuals	9	Instruction
57	Able to modify self-abusive behavior	10	Instruction

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