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**Determining activities and outcomes of elementary level
teacher/consultant programs in Michigan**

Thaxton, Anthony Severy, Ph.D.

Michigan State University, 1987

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DETERMINING ACTIVITIES AND OUTCOMES OF
ELEMENTARY LEVEL TEACHER/CONSULTANT PROGRAMS
IN MICHIGAN

by

Anthony Severy Thaxton

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Counseling, Educational
Psychology and Special
Education

1986

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1986

ABSTRACT

DETERMINING ACTIVITIES AND OUTCOMES OF ELEMENTARY LEVEL TEACHER/CONSULTANT PROGRAMS IN MICHIGAN

By

Anthony Severy Thaxton

Teacher/Consultant (T/C) programs were designed to provide services to children with handicaps and, more importantly, to the adults involved in a child's education. They were based upon the supposition that many students could be successful in the regular classroom given supportive help to the regular classroom teacher.

Numerous authors have noted the need for a determination of the specific roles of the T/C program model. The primary purpose of this study was to (1) determine the activities and outcomes of Elementary Level T/C programs in Michigan preferred by key consumers and providers; (2) to determine the differences in priorities between key consumer and provider subgroups; and (3) to determine the differences between the priorities identified and opinions about the manner in which T/C programs are presently operated. Activities and outcomes extracted from previous

research were compiled and included on random lists for these purposes.

A random sampling technique was employed to select the survey population from throughout the State of Michigan including Teacher/Consultants, Regular Classroom Teachers, Parents of T/C program students, Elementary Principals and Directors of Special Education. A total of 336 individuals were selected as study participants and an overall return rate of 43 percent was attained. The mean response for each statement was used to determine the rank-order of priority. The Mann-Whitney U-Test was used to determine whether subgroups responded as members of the same continuous population. The Wilcoxon Matched-Pairs Signed-Ranks Test was used to compare priority rankings of actual with preferred activities and outcomes.

The results of this procedure yielded rank-ordered lists of the 16 activities and 10 outcomes for each subgroup and the combined group. For the combined group, high priority activities included providing tutorial/supportive instruction, providing information about a students' difficulty to others, and instructing students in classroom learning strategies. High priority outcomes included increasing the time a student successfully spends in the regular classroom and improving the students self-esteem.

Differences between subgroups were discovered. Generally, Teacher/Consultants and Directors more highly prefer services to adults while Regular Classroom Teachers, Parents and Principals prefer direct service to students. Differences between actual and preferred activities/outcomes were also discovered. Major findings suggest that T/C programs should spend less time with remedial and testing activities/outcomes and more time consulting with adults.

In conclusion, a clearly articulated mission statement for the T/C program needs to be developed. Breadth of responsibility issues remain to be addressed. Lastly, viable program evaluation and improvement models are sorely needed by the field.

To my wife, Becky, and daughter,
Jennifer, without whom life
would have little meaning.

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CHAPTER I

THE PROBLEM

As recently as 1980, Gliedman and Roth described as "Revolutionary" the changes in the delivery of Special Education programs and services that had occurred over the previous decade. Litigation (e.g., *Hobson v. Hansen*) and legislation at the state and national level (P.L. 94-142) began to mandate Special Education for all students with handicapping conditions. Building upon the anti-discrimination and civil rights movements of the 60's, these laws and court cases insured the provision of due process in the identification, planning, and placement of students in Special Education programs.

At the present time in this country however, we are experiencing bold new movements against these civil rights laws and values. We need only consider the dissolution of affirmative action programs or the recent attempts to dismantle The Education For All Handicapped Children's Act (P.L. 94-142) as examples. The proponents of these actions would say that the pendulum had swung too far in one direction and is in the process of seeking equilibrium. In any event, the "primacy of the individual" value (Dunn, 1968)

is being challenged by this growing conservatism.

Historically, education for children with handicaps evolved in a fashion similar to that of civil rights for racial minorities. Beginning with virtually no services at all, small segregated classrooms and programs were begun in large population centers. As their numbers grew, segregation was one salient feature that remained constant. It was only through permissive legislation (and the financial resources it offered) in the 50's and 60's that public schools in some states began to develop classrooms for the mildly handicapped in general education school buildings. Most students with handicaps, however, continued to be denied access to classrooms for "normal" students.

Provisions for the integration of children with handicapping conditions in regular classrooms was one of the major changes characterized by Gliedman and Roth (1980) as "revolutionary." This occurred with the addition of two new concepts that appeared in the mandatory special education legislation of the 1970's. First of all, the new laws have required that each handicapped student must have an "Individualized Educational Program" (I.E.P.). This I.E.P. must reflect the unique needs and abilities of the handicapped individual and state specific educational goals. Secondly, each student must, to the extent determined appropriate, be educated with his or her non-handicapped

peers in order to receive programs and related services in the "least restrictive environment" (L.R.E.). This concept, commonly referred to as "mainstreaming," requires that children with handicaps be educated in the same environment as other children wherever and whenever possible.

Research and the professional literature, as it focused on program development and implementation, has also played a dramatic role in the changes that have occurred in Special Education. One topic of research focuses on comparisons of the traditional self-contained special class and the regular classroom regarding their respective effects upon the academic development of children with handicapping conditions. Commonly referred to as "the efficacy studies", they are often cited in support of L.R.E. practices (e.g., "These studies have documented the disadvantages of the restrictive placement of children in Special Education classes and clearly demonstrated that there were inherent weaknesses with the self-contained Special Education setting" (Cohen, 1982, p. 6).

The interpretation and implementation of these new laws and research resulted in dramatic changes in administrative arrangements or service delivery systems in Special Education as many students with mild to moderate handicaps

began to be placed in regular education classrooms for all or part of their school day. The role of the Special Education teacher, in many instances, shifted from providing a total educational program to a supportive and collaborative "team" approach with general education teachers and other education personnel. Reynolds and Birch (1977) characterized this trend as change from a "two-box theory" (regular or special class) to a "cascade model" or "continuum" of programs and services approach determined by the unique needs of the individual child.

Attempting to provide this continuum, numerous Special Education programs or service delivery models evolved. This includes specifically those programs and services for children who need assistance in order to learn in a normal classroom. These program models have been variously identified in the literature by such labels as diagnostic-prescriptive teachers, resource programs, resource rooms, teacher/consultants, support service specialists, etc. These programs have been designed to provide services, primarily of a supportive nature, directly to the child. In addition, and perhaps more importantly, was an intent to serve or support the key adults involved in a child's education (e.g., regular class teachers, parents, principals, etc.). These programs and services were based on the supposition that many students with mild handicaps could be successful in the regular class setting given supportive

help to the regular class teacher (i.e.; indirect service) as well as the child (i.e., direct service).

In 1979 Hudson, Graham and Warner determined that up to forty-seven percent of regular classroom teachers were not supportive of mainstreaming. The primary reason given for their reluctance to have a handicapped child in their class was the belief that they were not prepared to deal with a student's special needs. It was for this, and other reasons given, that the supportive program was initially developed. Pervasive feelings of non-support for mainstreaming and perceived inadequacies of supportive special education programs for the mainstreamed child are apparent (Abramson, 1980).

Problem Statement

Future support of the L.R.E. concept, and mainstreaming in particular, is clouded to say the least. Research, new laws, and supportive program models as implemented to date, have not provided a clear pathway for acceptance by the education community. Some writers have already expressed fears that mainstreaming may be condemned as another educational fad (Hallahan and Kaufman, 1982).

According to MacMillan, Jones, and Aloia (1974), the

concept of mainstreaming needs to be distinguished from its implementation. Stated another way, the effectiveness of Special Education programs that provide supportive services to regular classroom teachers is of question. They go on to note that the development and implementation of valid and reliable program evaluation and improvement models is sorely needed. This need has been echoed as recently as 1984 (Haight, 1984). Furthermore, numerous authors have noted the significant need for a determination of the specific roles of supportive program model teachers (Haight, 1984; Scandary, 1979; Miller and Sabatino, 1978; Haight and Molitor, 1983; Nelson and Stevens, 1981; Evans, 1980; Lilly and Givens-Ogle, 1981; D'Alonzo and Wiseman, 1978; Knight, Meyers, Paolucci-Whitcomb, Hasazi, and Nevin, 1981; Salend and Salend, 1984; Gickling, Murphy, and Mallory, 1979; Sargent, 1981; Idol-Maestas, 1983).

In order to develop appropriate program models or conduct efficacy studies about supportive Special Education programs a crucial "first step" is required. There must be agreement or consensus among the consumers and providers of these programs about the services provided (program activities) and the ultimate goals desired (program outcomes). This consensus exists for Special Education programs which supplant the regular classroom (e.g., traditional self-contained special class). For example, the activity of academic instruction and the outcome of student academic

achievement gains are agreed upon universally. Supportive program models developed to date, however, suggest a myriad of possible activities and outcomes. As noted, many of the suggested activities of supportive programs are directed at the adults intensely involved in a child's education including parents, regular classroom teachers, and other education professionals. The use of student academic achievement gain as the sole measure of supportive program effectiveness is of questionable value.

A formula for defining "program effectiveness" for supportive special education programs has yet to be developed. Many program activities (services) and outcomes (goals) have been suggested, but there have been no efforts to determine which ones are considered priorities by key consumers and providers. This study is designed to investigate these issues. There are three principle questions that need to be addressed. First of all, what activities and outcomes of supportive programs are perceived to be priorities for maximum program effectiveness by various consumers and providers (e.g., parents, regular classroom teachers, principals, supportive teachers, and Directors of special education administrators)? Secondly, how do the various consumers and providers differ in their perceptions of these priorities? Finally, what are the differences between the priorities identified and those activities and outcomes of supportive programs as they are presently

implemented?

Once these questions are addressed, efforts by future researchers may then be directed toward the discovery of valid and reliable measures of these programmatic variables. Subsequently, future researchers can begin to discover the programmatic inputs necessary (e.g., professional competencies, program model designs) that may then lead to maximum program effectiveness.

Review of Related Literature

The research and professional literature related to this study is reviewed in this section. The following topical areas are included: 1) The development of the least restrictive environment (L.R.E.) and mainstreaming concepts including the role of research and legal history; 2) The development of special education supportive program models with an emphasis on the resource program model; 3) An analysis of supportive program models emphasizing the consultant role; 4) Evaluation of the Teacher/Consultant model.

The Least Restrictive Environment

Definitions of the Least Restrictive Environment (L.R.E.) abound. Perhaps one of the most clear and succinct definitions is provided by Idol-Maestas (1983). She states that "L.R.E. roughly means selecting the most normal education setting in which a special education student can profit from learning opportunities that afford the maximum amount of progress in the least amount of time" (p. 8). The L.R.E. for a particular student therefore, depends upon his or her unique needs and abilities and may range from full-time placement in the regular classroom to full-time placement in a special program segregated completely from regular school buildings. Mainstreaming is a term often used interchangeably with L.R.E. The term mainstreaming, however, is usually used to describe the integration of handicapped students with their non-handicapped peers in regular school settings. That is, the placement of students with handicaps in the "mainstream" of the educational process. Perhaps one of the most widely accepted definitions of mainstreaming is as follows:

the temporal, instructional, and social integration of eligible exceptional children with normal peers on an ongoing, individually determined, educational planning and programming process and requires clarification of responsibility among regular and special education administrative, instructional, and supportive personnel (Kaufman, Gottlieb, Agard, and Kukic, 1975, p. 4).

Identifying the history of the L.R.E. concept, however, and tracing its path from segregated programs to the implementation of mainstreaming practices, is a difficult undertaking. The lack of clarity about its beginnings makes it difficult to clearly comprehend mainstreaming and L.R.E. as a distinct way to organize the educational program for children with handicaps (Birch, 1976). The factors that have given rise to mainstreaming were identified by Birch in 1974. Several of these are of particular interest to this research including the negative effects of segregating the handicapped from the non-handicapped and the research conducted on the effectiveness of conventional special education programs. These will be expanded upon in the following sections.

Legal History and its Role

Certainly the greatest impetus for the establishment of the L.R.E. concept, mainstreaming practices, and the development of the supportive special education program model has been the changes in the common and statutory laws of our nation. Two landmark court decisions in special education were based on the legal precedent established by the Supreme Court decision in Brown vs. The Board of Education (1954). This decision stated that segregation of blacks and whites in separate but equal facilities was

unconstitutional. This gave parents of handicapped children a strong legal base for litigation. Citing the equal protection and due process clauses of the Fourteenth Amendment, the Pennsylvania Association for Retarded Children (PARC) challenged Pennsylvania's state law that excluded certain retarded children from attendance in the public schools (Pennsylvania Association for Retarded Children vs. Commonwealth of Pennsylvania, 1971). The PARC ruling guaranteed, among other items, a free public education to all children with retardation and placement within the least restrictive alternative (environment). A second court case which significantly impacted the delivery of special education services to students with handicaps was Mills vs. Board of Education of the District of Columbia (1972). The important features of this agreement included the provision that all handicapped students, not just the mentally retarded, must be educated by the public schools and that lack of financial resources was not a reason to deny education for these students. Therefore, in addition to a free public education for children with handicaps, "widespread application of due process of law and the concept of the least restrictive environment came into use" (Zettel and Weintraub, 1978, p. 12).

An additional court case provided a major influence in the widespread mainstreaming movement and the civil rights of the handicapped. The class action suit of Diana vs.

California State Board of Education (1970) focused on the improper use of intelligence tests for the placement of Mexican-American students in classes for children with retardation. It was argued by the plaintiffs that this practice constituted discrimination when the intelligence tests had been standardized on primarily white, middle socio-economic class children. A disproportionate number of ethnic and cultural group enrollments in these classes was offered as evidence. The outcome of this case included a California Code stipulation ensuring that any ethnic, socio-economic, and cultural group not be placed in E.M.R. (Educable Mentally Retarded) classes if they could be appropriately served in regular classes. Two consequences occurred as a result of the Diana decision. First, questionable uses of psychological tests, as pointed out by this case, caused the development of due process procedures in the evaluation and identification (classification) process. Second, many E.M.R. students were assigned to regular classes as school districts became sensitive to the implications of litigation and tended to avoid any placement that might invite scrutiny or appeal (Meyers, MacMillan, and Yoshida, 1979).

These court cases, and the PARC case in particular, firmly established the rights of parents to participate in major decisions affecting the education of their children. Additionally courts, in these and other cases, have firmly

"expressed the preference for placing handicapped children in regular classes for their education, with changes to special classes and special schools requiring extraordinary justification.." "The need for support systems to work with regular teachers to meet these new imperatives is obvious" (Reynolds and Birch, 1977, p. 55). A statement, advanced by leaders of the Council for Exceptional Children, shares a similar interpretation and proceeds as follows:

Effectively complying with due process requirements contributes to the designing of educational programs to meet the individual needs of each child. Determination of both the child's needs and the appropriate program is the purpose of due process. The process, however, is also designed to insure that handicapped children receive their education in the least restrictive setting. Such a concept assumes that there are a variety of alternative settings in which the child can be placed. These settings range from the usual or regular classroom with non-handicapped peers to more restrictive settings such as special classes on a full or part time basis, special school, or residential institutions which are the most restrictive.

The concept is frequently referred to as mainstreaming. From a legal view, the concept means that any removal of an individual from a normal situation into one which is restrictive as a matter of public policy, is a limitation of that individual's liberty. Thus, placement in a special class as opposed to a regular class deprives the individual of some liberty, and is restrictive...

In light of the judicial mandates and those which are based in statutes, adherence to due process in placement decision means that for each child regarding of the severity of his handicap, the schools must propose a placement in the most normal setting possible. Further, within the due process context, the schools must be prepared to accept the responsibility for demonstrating the appropriateness of their rec-

ommendation not only as the best setting for the education service but also as the least restrictive. This same obligation occurs each time a change is proposed in the child's education program. Further, it has been recommended that a hearing officer's decision to approve a proposed education plan "shall indicate why less restrictive placement alternative could not adequately and appropriately serve the child's educational needs." (Abeson, Bolick, and Hass, 1975, p. 29).

The addition of statutory laws (e.g., P.L. 94-142, 1977; Section 504 of the Rehabilitation Act, 1973) with their provisions for the least restrictive environment, reflected many of the issues in the education of children with handicapping conditions previously addressed in court suits, civil rights actions, and professional writings. Mainstreaming has therefore evolved, as one point along the least restrictive environment continuum, as a valid educational alternative for many children with handicapping conditions.

The Role of Research

Some of the earliest conceptual support for mainstreaming is found in the writings of Nicholas Hobbs (1963) in describing his "RE-ED Approach." Essentially, this approach involves: (a) viewing the child as a part of an ecological sub-system, (b) analyzing the discordances in

that sub-system that lead to labeling the child as "different" or "problematic"; and (c) utilizing the best applied knowledge currently available in the fields of education and human behavior to reduce the discordances to such an extent that the child can be maintained within the ecological subsystem (Cantrell and Cantrell, 1976). This description points out that L.R.E., and mainstreaming in particular, must stem from an attitude or viewpoint about the basic role of education in society. This attitude involves the acceptance of the idea that the primary goal of education is to train children to be contributing members of society and that it is a fair assumption that a child cannot learn to contribute to, nor properly function in, a society (ecological sub-system) by removing him or her from it. Two factors, stemming from research on learning, tend to add additional support to this notion.

The first factor involves the role modeling plays in learning. Significant research on modeling in the 60's by Bandura, and others, served to point out its importance as a powerful learning technique in the classroom. This includes the role of modeling in academic learning as well as social behavior. The importance of good role models for children and the concomitant negative effects of placing behaviorally disordered children together in a separate classroom, began to be recognized more and more by educators.

The second factor involves the role that teacher expectations have on the achievement levels and behavior of children labeled by such terms as Learning Disabled, Mentally Retarded, and Emotionally Disturbed. A well publicized study by Rosenthal and Jacobsen (1968) purported to show significant harmful effects of labeling exceptional children. This study received so much attention during the late 60's and early 70's that the terms "Rosenthal effect" and "self-fulfilling prophecy" are still found in the literature today. This study has since been found to contain many methodological flaws (Barber and Silver, 1968a, 1968b; Snow, 1969; Thorndike, 1968) and attempts to replicate the results have not been successful (Fleming and Anttonen, 1971). There is research evidence, however, that demonstrates that teachers view labeled children with reduced expectancies and negative bias (Foster, Schmidt, and Sabatino, 1976; Foster and Salvia, 1977; and Gillung and Rucker, 1977). "Teachers are more likely to expect deviant behavior from labeled individuals and are more likely to rate normal individuals as possessing abnormal traits if they are provided the misinformation that the individuals are deviant" (Hallahan and Kaufman, 1982, p. 422).

While the above factors certainly played a role in the historical development of mainstreaming and the L.R.E. concept a far greater influence is attributed to a body of

research commonly referred to as the "Efficacy Studies." These studies purported to provide conclusive empirical support for the practice of mainstreaming and the wholesale dismantling of the self-contained special education classroom program. While many of these studies were conducted during the 50's and 60's (the earliest cited reference was written in 1932) perhaps the greatest impetus for questioning the validity of special classes came from an article by Lloyd Dunn (1968) entitled "Special Education for the Mildly Retarded--Is Much of It Justifiable?" (Hallahan and Kaufman, 1982). In reviewing the studies conducted to that date, Dunn concluded that there was no evidence to justify the existence of special classes for this population. His words became the rallying cry for early mainstream efforts when he suggested that....:

...we do away with many existing disability labels and the present practice of grouping children homogeneously by these labels into special classes. Instead, we should try keeping slow learning children more in the mainstream of education, with special educators serving as diagnostic, clinical, remedial, resource room, itinerant and/or team teachers, consultants, and developers of instructional materials and prescriptions for effective teaching (Dunn, 1968, p. 11-12).

Studies researching the effectiveness of various special education program models continue to date. Those referred to collectively as the "Efficacy Studies", however, were primarily conducted prior to 1968. The

special education literature of the past 17 years contains many reviews and critiques of these studies (Keogh and Levitt, 1976; MacMillan and Becker, 1977; Robinson and Robinson, 1976; Reynolds and Birch, 1977; and Hallahan and Kaufman, 1982). Perhaps one of the most comprehensive and well organized reviews is the one conducted by Idol-Maestas (1983) as she states her case for the increased need for consultation services to regular educators. In her review she provides a summation of 10 studies conducted between 1932 and 1965 comparing the academic gains and social competence of students labeled educable mentally retarded (EMR) who attended special classes with equally low scoring students in regular classrooms. These ten studies were chosen because of their inclusion in the majority of seven literature reviews conducted between 1963 and 1979 (Cegelka and Typer 1970; Corman and Gottlieb, 1978; Guskin and Spiker, 1968; Kaufman and Alberto, 1976; Kirk, 1964; Quay, 1963; Semmel, Gottlieb, and Robinson, 1979). Tables 1.1 and 1.2 contain Maestas' summation of the primary findings of these studies. Table 1.1 contains those studies in which academic gains of EMR students attending regular classes were superior to those of similar students in special or self-contained classes. Table 1.2 contains the studies in which there are no significant differences between academic gains made in

Table 1.1 - Efficacy Studies in which Academic Gains Were Superior in Regular Classes When Compared to Self-Contained Classes

<u>Investigators</u>	<u>Variables Controlled</u>	<u>Conclusions</u>	<u>Variables Not Controlled</u>
Bennett (Baltimore, 1932)	Chronological age Mental age Intelligence	-Regular class students superior to special students on four types of reading, arithmetic comp. and reasoning, arithmetic total, and spelling.	-Initial group differences for educational achievement and physical characteristics. -Selection factor
Pertsch (New York, 1936)	Chronological age Mental age Intelligence Sex/Race	-Regular class students superior on reading comp., math comp. and reasoning, and personality adjustment.	-Students with more serious problems were referred to special classes.
Elenbogan (Chicago, 1957)	Chronological age Intelligence Sex School district	-Regular class students superior in paragraph meaning, word meaning, and math computation and reasoning. -Special students superior in social adjustment.	-Selection factor -Different curriculum in special class than in regular class.
Cassidy & Stanton (Ohio, 1959)	Chronological age Intelligence	-Regular class students superior in educational achievement. -Special class students superior in some aspects of personality and social adjustment.	-Special class teachers were more interested in social academics.
Mullen & Itkin (Chicago, 1961)	Chronological age Intelligence/Sex Reading achievement School attendance Foreign languages Adjustment appraisal Presence or absence of brain injury Socioeconomic status	-Regular class students superior in math gains for first year, reading gains after two years, and ratings of overall classroom work for second year.	-Regular students had higher scores on Chicago Test of General Information and Comprehension. -Subjects were matched at beginning of study, not entrance to special education. -Students placed on waiting lists had more serious problems.

Table 1.2 - Efficacy Studies in which There Were No Significant Differences Between Academic Gains Made in Self-Contained Classes and Regular Classes

<u>Investigators</u>	<u>Matched Variables</u>	<u>Conclusions</u>	<u>Variables Not Controlled</u>
Blatt (Pennsylvania, 1958)	Chronological age Mental age Intelligence	-No group differences in educational achievement, personality, or physical status. -Special class improved more in reading from one year to the next.	-Groups selected from different school systems: one with special classes and one without. -Special class had more uncorrected or permanent physical defects. -Selection factor
Ainsworth (Georgia, 1959)		-All groups made educational achievement progress during one-year period. -No significant group differences for achievement, social adjustment, or behavior.	-Kirk (1964) criticized the study for its short duration of one year. -Selection factor
Wrightstone, Foriano, Lep- kowski, Sontag, & Edelstein (New York, 1959)	Chronological age Intelligence/Sex Ratings of social maturity and emotional stability Teachers' ratings of educability Test (level and form)	-No major group differences for academic achievement. -Of 40 separate comparisons for academic achievement, one favored special class and six, regular class. -Low level EMR had more difficulty in social adjustment and speech.	-Groups were not discrete. -Two-thirds of population was lost through attrition during first year.
Thurstone (North Carolina, 1959)		-On Stanford Achievement Test (SAT) regular class students scored higher except on arithmetic computation. -For low IQ group, gains were higher in special class (except arithmetic computation). -No group differences for gain scores	-Selection factor -Low EMR were more likely to be referred to special class. -IQ differences between groups were significant.

(Table 1.2 cont.)

Goldstein, Moss,
& Jordan
(Illinois,
1965)

- except for extreme deviates.
- Social adjustment was superior in special class.
- Regular class students scored higher in reading (no differences by fourth year), word discrimination (by the fourth year), and arithmetic (only the first year).
- No group differences for social knowledge, but less social interaction in special classes.
- More mothers thought special class students were doing well.
- Special class students were superior on verbal tests of originality, fluency, and flexibility of thought; tried to answer more questions.

self-contained classes and those made in regular classes. She goes on to note that "there were no studies in which the majority of academic gains were made by students attending special classes."

In her review, Idol-Maestas analyzes the primary criticisms of these studies that are found in the literature. The most obvious and often cited criticism relates to the issue of subject selection and equivalent groups. She notes that eight of the studies (Ainsworth, 1959; Bennett, 1932; Blatt, 1958; Cassidy and Stanton, 1959; Elenbogan, 1957; Mullen and Itkin, 1961; Pertsch, 1936; Wrightstone, Forlano, Lepkowski, Sontag, and Edelstein, 1959) contain a procedure whereby students already placed in self-contained classroom are matched with students in regular classes. The variables used to match students included chronological age, mental age, I.Q. scores, sex, race, and socioeconomic status. Additional matched variables specific to certain studies can be found in Tables 1.1 and 1.2.

The primary problem cited by Idol-Maestas is the high probability of initial group differences. As examples, she notes that in the Bennett study (1932) the academic achievement and physical characteristics were superior in the regular class students. Similar problems, found in other studies, include the selection of regular

class students by principals (Pertsch, 1936), only the selection of regular class students from districts with no special classes (Blatt, 1958), and the matching procedure completed at the onset of the study, not upon entrance to special education (Mullen and Itkin, 1961). According to Idol-Maestas (1983), "This procedure could nullify effects of special class instruction prior to the study" (p. 29). Another group selection problem is identified in the Mullen and Itkin study (1961) where an attrition rate of more than 50 percent nullifies any inferences that could possibly be made.

Idol-Maestas also notes that there were serious attempts by some studies to deal with subject selection problems. As an example she points out that Cassidy and Stanton (1959) randomly selected special class students by stratifying five geographic locations in the state of Ohio. However, she goes on to note, in order to obtain a sufficient sample of regular class students they selected those students from the ten largest cities from each of the five regions. Another example is the Goldstein, Moss and Jordon (1965) study which she describes as the most problem-free design regarding the subject selection factor. First grade students were randomly assigned to special and regular classes. However, significant initial differences in test scores (lower) were found for the

special class students as a group. No significant differences between academic gains made in special or regular classes were found in this study (Idol-Maestas, 1983).

Other problems associated with these studies include the effects of different curricula and variables associated with different teachers (Idol-Maestas, 1983). Examples here include the use of a curriculum guide in the special class, differences in training and supervision of teachers, and major curriculum differences (Goldstein et al., 1965). Related problems include smaller class sizes for the special classes (Elenbogan, 1957), and the emphasis on social adjustment in the special class (Cassidy and Stanton, 1959). To summarize, Idol-Maestas states: "These special class characteristics raise the question of why efficacy studies should compare academic gains of students exposed to regular class curricula to special class studies who receive different curricula and different teacher expectations" (p. 30).

Examination of these studies, contrary to the interpretation by Dunn et al., (1968), strongly suggests that little can be said about the definite positive effects of either the regular or special class alternatives for the EMR child. Although many of these studies have been criticized for their design weaknesses, the results have

shown that various classroom and instructional variables must be considered.

If these studies are analyzed from the viewpoint that lower ability students are likely to be placed in special classes and higher ability students more likely to remain in regular classes, then their respective academic gains are informative. Beginning evidence for the need of a "continuum" approach to meeting students needs was pointed out by the Ainsworth (1959) study also reviewed by Idol-Maestas (1982). Three groups of students were involved including (1) special class students; (2) the regular class students; and (3) students in regular class receiving help from an itinerant teacher. The results of this study strongly suggest that there are no significant differences in academic gains across approaches. The basic principle of beginning with the approach that involves the least possible amount of change, however, is clearly supported.

Development of Supportive Programs

A review of recent literature concerning supportive programs for special education reveals numerous models and efficacy studies. Most, however, focus on resource

programs. This section integrates several reviews, primarily regarding resource programs and highlights the major trends in program development and evaluation.

The idea of a supportive program service to handicapped students is not a recent phenomenon. "Resource" programs, according to Wiederholt, Hammill, and Brown (1983), were operated for the visually handicapped as early as 1913 by Dr. Robert Irwin. They also note that similar programs for the "hard-of-hearing", as reported by Frampton and Rowell (1940), were developed soon after.

The major developmental period for supportive programs, however, occurred during the 60's and 70's. While all strive to educate the mainstreamed handicapped child, each may differ slightly in its theoretical orientation and function within the school setting. For the purposes of this study a distinction is made between two general types of supportive programs. The first type, referred to as "resource programs", generally include those that function as stationary units within the regular school setting. Often referred to in the literature as resource rooms, these supportive programs emphasize direct service to students in the way of remedial or compensatory instruction. The second type of program, referred to as "teacher/consultant" (T/C) programs, include those that

function on an itinerant basis and emphasize indirect service to students. This is accomplished through various consulting or supportive services to the regular class teacher, the parent, and/or other education personnel.

The basic theoretical orientations of these two programs can be explained by an understanding of two distinct mainstreaming models. These are Lilly's (1971) "Zero-Reject" model and Van Etten and Adamson's (1973) "Fail-Save" model. Lilly's model proposes that once a student enters the regular class program he or she should never be removed to a special class. The role of the special educator is to train the regular class teacher to deal with the student's unique needs. This orientation to the role of the special educator can be broadly associated with the T/C program model.

The "Fail-Save" model, on the other hand, considers the possibility that some direct service to the student may be necessary. This model has been referred to as a "filtering system" (Hallahan and Kaufman, 1982) as students may be placed in special programs for greater periods of time depending on their needs. The long-term goal of this model is to return the child to the regular class as much as possible. This orientation is generally associated with the general resource program model. The

remainder of this section will focus specifically on the development and efficacy of this model as it has become one of the most widely implemented.

Perhaps the most widely accepted definition of the resource program is the one offered by Wiederholt et al. (1983). It is as follows:

Basically, a resource program is any school operation which a person (usually the resource teacher) has the responsibility of providing supportive educationally related services to students and/or to their teachers. The resource teacher may provide the student with direct services in the form of analytic, remedial, developmental, or compensatory teaching and/or behavioral management. Such services may be conducted either in the regular classroom or in a room designated for that purpose, such as the resource room or center. The services offered to the regular or special teachers may include, but are not limited to, helping them either to adjust or to select curricula to meet the unique needs of some children and to manage the classroom behavior of disruptive students. In addition, the resource teacher also discusses with parents the problems evidenced by their students (p. 3).

One of the earliest efforts to assemble and disseminate descriptions of various resource program models was a monograph prepared by Evelyn Deno in 1973, entitled "Instructional Alternatives for Exceptional Children." This monograph contains descriptions and evaluations of four different resource program development efforts occurring nation-wide at that time. Recent efforts to

describe and categorize differing types of resource program models generally focus on the type of students served rather than major differences in program procedures (Weiderholt, et al., 1983; Hallahan and Kaufman, 1982; Sindelar and Deno, 1978; and Reynolds and Birch, 1977). These programs include:

- 1) The Categorical Resource Program
- 2) The Cross-Categorical Resource Program
- 3) The Non-Categorical Resource Program

The categorical program assumes that each handicap category (e.g., Learning Disabled, Emotionally Impaired, etc.) presents unique educational needs and requires a teacher trained specifically in the problems and instructional approaches felt necessary for these students. The cross-categorical approach also involves a program reserved for students classified as handicapped. In this program, however, the teacher may see students from two or more different categories at the same time. The primary assumption of this type of resource program is that students have similar instructional needs regardless of label.

The non-categorical program, as its name suggests, may serve both labeled and non-labeled students. Described as a bridge between regular and special education

(Wiederholt, et al., 1983) this type of program is not as prevalent as the other models due to regulatory funding arrangements. It is interesting to note, however, that this model has been found to be the one most preferred by both regular and special education teachers (Gickling, et al., 1979).

The efficacy of the general resource program has been firmly established within recent years. This conclusion, while a gross statement, is substantially supported by a review of the numerous studies conducted during the last 15 years. Major reviews of these studies share this enthusiasm with few caveats (Wiederholt, et al., 1983; Sindelar and Deno, 1978; Reynolds and Birch, 1977). According to Wiederholt, et al, (1983) "the collective results of this research indicate that handicapped students who receive resource services do as well as handicapped students who remain in special, segregated classes" (p. 15). Given the current acceptance of the idea that students should be taught in the least restrictive environment, it would seem that general resource programs are preferable to special classes, especially since the students appear to profit from instruction in both settings. Attention now must be focused specifically upon the Teacher/Consultant program model.

The Teacher/Consultant Model

As noted in the previous section the Teacher/Consultant (T/C) program model, for purposes of this study, is a term used to denote those supportive special education programs designed to primarily provide indirect services to handicapped children through supportive help to regular class teachers, parents, and/or other education personnel. Furthermore, this program operates primarily on an itinerant basis (two or more buildings). This section contains descriptions of various T/C program models found in the literature including overviews of their proposed activities and programatic goals.

The professional literature contains numerous descriptions of supportive programs emphasizing the consultant role. The general concept of a consultive service to regular classroom teachers can be found in the writings and studies of many authors in the late 60's and early 70's (Deno, 1970; Lilly, 1971; McKenzie, 1972; and Meyers, 1973). The reader will also recall an earlier quote by Dunn (1968) in which he supported a move toward this role by all special educators. Some of the initial impetus for consultation also came from the field of School Psychology. These efforts were based on the supposition that a better alternative to removing "different" children from the regular classroom was to help the

regular class teacher learn to deal with these differences and therefore make fewer referrals in the future (Meyers, 1973).

A major push for consulting activities was provided by Deno (1970) when she presented an overall approach to special education identified as "a cascade of services." This overall model of special education received wide support and is often referred to as the definition of a "continuum" of services required under P.L. 94-142. At the top of her cascade Deno denotes that level I students include those who are able to get along with regular class accommodations with or without medical or counseling support services. T/C program services would be included here along with perhaps those of Psychologists, Social Workers, Speech Therapists, etc. Level II of this model is described as services to those students attending regular class plus requiring "supplementary instructional services." T/C program services may also fit at this level, providing some minimal direct service to the student. It should also be noted that this may be the level at which, in general terms, there is some overlap with the resource program. This again, draws attention to the differences between these programs regarding the emphasis on either direct or indirect services. The other levels of Deno's (1970) cascade model include: Level III--Part-time special class; Level IV--Full-time

special class; Level V--Full-time Special Day School; and Level VI--Full-time Residential School. It is interesting to note that Deno described her model as "non-categorical" in its implementation. She took this position to emphasize the concept that the "problem is not in the child but in the mis-match that occurs between children's needs and the opportunities we provide to nurture his or her self-realization" (p. xii). It was her intent that special education also be a vehicle for helping regular educators to develop instructional approaches for hard-to-teach nonhandicapped students. This model, and her emphasis on the support of regular classroom teachers, had a significant impact on the development of T/C programs as mandatory laws were written soon after.

Perhaps one of the earliest developed T/C program models is entitled "The Diagnostic-Prescriptive Teacher" (D.P.T.). This program was first developed in 1966-67 at the George Washington University, Washington, D.C. (Prouty and Prillaman, 1967). This University was one of the first in the country to move all of its special education teacher-training programs from a categorical pattern to a non-categorical or cross-categorical type of preparation. The D.P.T. is described as "a specifically trained, school based, special educator. He or she serves as an educational diagnostician-consultant to regular class teachers in the development of appropriate

instructional and socialization experiences for children who are viewed as posing problems in learning and/or behavior" (Prouty and McGarry, 1973, p. 27). A major objective of the D.P.T. is the reduction of negative differentiation and exclusion of children from the regular class environment. The D.P.T. model, as described by Prouty and McGarry, is based on a highly structured procedural approach to dealing with classroom problems. This procedure delineates clearly the perceived role and major activities of the D.P.T. as follows:

1. Referral: The classroom teacher submits a written referral--a simple, one-page form--of the child seen as posing problems. An anecdotal description of the problem and a summary of the referring teacher's efforts to that point to adapt the program to the child, are required.
2. Observations: The D.P.T. observes the referred child in his regular-class environment one or more times.
3. Referral Conference: The D.P.T. confers with the referring teacher to update referral information, clarify their respective roles and responsibilities in the case, and arrange suitable times for the referred child to come to the D.P.T.'s room for diagnostic teaching.
4. Diagnostic Teaching: Informal, small-group work is conducted by the D.P.T. with the referred child to determine successful teaching techniques and materials based on the child's needs and strengths.
5. Educational Prescription: A written educational report is prepared; it recommends well-defined techniques and materials to the referring teacher and describes in detail their use with the child.

6. Prescription Conference: Explanation and open discussion of the Prescription with the referring teacher result in modifications that are mutually agreed upon and culminates in a schedule for demonstration by the D.P.T.
7. Demonstration: The D.P.T. takes over the referring teacher's class to demonstrate elements of the Prescription in the total class environment.
8. Short-Term Follow-Up: The D.P.T. makes periodic visits to the referring teacher's room to offer suggestions, provide encouragement, and give demonstrations as they are needed.
9. Evaluation: The referring teacher completes a single page evaluation form 30 days after receiving the Prescription, indicating progress to date.
10. Long-Term Follow-Up: The D.P.T. continues periodic checks with the referring teacher. Only when both D.P.T. and referring teacher view the child's progress as satisfactory is the case closed.

The primary activities of this T/C program model emphasize various diagnostic services, the development of a "prescription" or intervention plan, and the sharing of these suggestions with the classroom teacher. While the description denotes "open discussion" with the classroom teacher, it is apparent that the intervention plan is developed primarily by the D.P.T. One other interesting aspect of this model involves the emphasis placed on both short-term and long-term follow-up and written evaluations by the classroom teacher. Unlike many later T/C program models the D.P.T. model does involve a special classroom location within the school often referred to as

an "Activity Room" to avoid stigmatizing labels. Despite this similarity to a conventional resource program model the D.P.T. does not engage in remediation, tutoring, or counseling, except as it may occur coincidentally to the Diagnostic-Teaching process.

The evaluation procedure of the D.P.T. program, as reported by Prouty and McGarry (1973) includes the following questions asked of each school:

1. Is the D.P.T. following completely and without variation the operational model?
2. Are all children now, with rare exception, functioning successfully in their regular classes?
3. To what degree and in what ways are regular-class teachers making changes in their teaching techniques, environments, and materials to accommodate individual needs?
4. How is the D.P.T. influencing change?
5. What is the evaluation of the D.P.T. program by the teachers? by the principal? by the D.P.T.?
6. How successfully are children functioning who have been served by the D.P.T.? Particularly, how well are they integrated socially within the class group and what is the nature of their learning behavior?

Program effectiveness decisions, based upon this evaluation approach, appear to be highly related to whether or not the D.P.T. procedures were followed and

the results of several indirect (self-report) measures of student and teacher change. Exact data collection methods, however, are not described. Despite the indirect measures some elements focused upon are instructive. These include the questions related to student success in the regular class, improvement of regular class teachers knowledge and skills, and the behavioral and academic changes noted in the students served by the program. Another interesting aspect of the D.P.T. program model is the fact that the authors incorporated it as a distinct "graduate level" (M.A.) program. It was their feeling that specialized training, beyond the bachelors level is required of a successful D.P.T.

A second early T/C program model also involves a comprehensive graduate training program and, as a distinctive addition, a state-wide program development plan. This T/C program model is identified as the "Regular Classroom Approach to Special Education" and was developed cooperatively between the Vermont State Department of Education and the Special Education Department of the University of Vermont (Fox, Egner, Paolucci, Perelman, McKenzie, and Gorvin, 1973). In this program model, first developed in the late 60's, consulting teachers assist and train regular-classroom teachers to provide successful learning experiences for children eligible for special education services. This model is based on the

development of specific instructional objectives for the referred child and also involves a procedural step-by-step approach. Based on a collaborative effort between the regular and consulting teacher, the process involves: 1) referral by classroom teacher because of a "measured" deficit, 2) measurement of entry level skills, 3) specification of instructional objectives, 4) development and implementation of appropriate teaching/learning procedures and 5) evaluation of procedures. One of the primary methods used to create change in the classroom is termed "teacher education through inservice teacher training." This method involves the provision of teacher inservice on three levels. The first level involves inservice through one-on-one consultation regarding a referred child. The second level is through inservice workshops taught by consulting teachers. The third level involves formal University coursework taught by consulting teachers who hold appointments as associate faculty at the University of Vermont. According to the authors, this approach was very successful because of state support for the program.

While the Vermont program had been in operation for over five years it is interesting to note that no formal program evaluation effort is described in the manuscript. Rather, various testimonials are given as well as a note

that over 400 Vermont teachers had taken part in inservice workshops (level II). The model is noteworthy; however, as it is the first, and perhaps only T/C program developed cooperatively by a State Department of Education and a major State University. Furthermore, this program model was perhaps the first that emphasized formal and informal inservice training to regular class teachers in order to systematically improve attitudes, knowledge, and skills in dealing with the unique needs of handicapped children.

A third early T/C program model is the "Stratistician Model" developed by Judy Buffmire (1973). This model was also developed as a graduate training (M.A.) program through the Rocky Mountain Regional Resource Center at the University of Utah. The stated motivating factor behind its development was the perceived need to identify better ways to help teachers deal with handicapped children in their regular classroom. The Stratistician's activities include the following:

1. Modeling of behavior.
2. Class screening in specific areas.
3. Observation of a single student or of a whole class.
4. Planning (with teachers, administrators, aids, committees, pupil personnel, tutors, university personnel, graduate students, RMRRRC personnel, district supervisors, etc.)

in classroom management, program development, use of specific curriculum, etc.

5. Evaluation of programs, systems, methods, curriculum, etc.
6. Diagnosis (formal and informal).
7. Instructional skills (individual inservice).
8. Interaction skills, methods and techniques (role playing, reflective listening, congruent sending, "I" messages, etc.) with children, teachers, administrators, agencies, parents.
9. Evaluation of interventions and recycling with feedback to teachers, children, parents, other school personnel.
10. Data collecting, recoding, systematizing, and reporting for RMRRRC research programs.
11. Liaison for resource room and regular-room activities.

This early model differs from the two previously described in that it is less bound by a specific, step-by-step, procedure. At the same time, however, it emphasizes many of the same activities and includes some direct service to students. It does mention inservice, focused primarily at the individual level. Inservice in the Stratistician Model is similar to "Level I" inservice as described in the Vermont model. However, it is not indicated whether "inservice" means formal training or training that may occur informally during collaboration between the consultant and regular classroom teacher. It is also interesting that the manuscript contains no clear reference to the evaluation of the model other than some

"excitement" with the approach on the part of the Strati-
sticians. There are also no clear programatic goals men-
tioned other than helping regular classroom teachers do
those "things" necessary to allow students to be
"successful" in the regular classroom.

The three program models described here are repre-
sentative of early T/C program models attempting to
support handicapped children in the regular classroom
through consultive help to the regular class teacher.
T/C program models developed since have retained many of
their features including highly trained consultants, an
emphasis on pupil evaluation, and attempts to train (for-
mally and informally) the regular class teacher. These
early program descriptions are also similar in that scant
attention is paid to delineating specific desired pro-
grammatic outcomes and developing sound program evalua-
tion strategies. While much space is used to describe
what consultants should do, there is little evidence
demonstrating what was done or whether or not it made any
difference. Furthermore, and perhaps more important, no
attempts were made to determine if the services provided
were those the recipients felt were needed.

Teacher/Consultant program models of recent years,
while based upon features of these early models, have
become more refined in several areas. Furthermore, much

of the leadership in program development continues to come from University graduate training programs. One area of refinement is exemplified by the consultant program model developed at the University of Northern Iowa (Little, 1975). This model differentiates the content of consultation (e.g., behavior modification, teaching strategies) from the process (e.g., interpersonal skills, change agent skills). This model recognizes that the "relationship" between the consultant and consultee is important for overall program effectiveness. Would-be consultants are thus trained in such areas as communication techniques, group processes, and educational problem solving. The consultation process is viewed as containing five subcomponents including: 1) planning, 2) observation, 3) analysis, 4) strategy, and 5) conference. Within this process the Teacher/Consultant functions primarily as a facilitator rather than assuming problem ownership. In addition, the process described is viewed as cyclical. For example, if during the conference stage new objectives or other substantial changes are appropriate, then the consultation process is returned to the planning stage. Therefore, consultation is viewed as a long-term, ongoing relationship with consultee change as the primary outcome desired.

Another area of recent T/C program model refinement

is noted in the Resource-Consulting Teacher (R/CT) program model at the University of Illinois (Idol-Maestas, 1981; Idol-Maestas, Lloyd, and Lilly, 1981). In this model the direct services component is focused upon to incorporate the concept proposed by Jenkins and Mayhall (1976). According to this concept direct service to students is offered in the form of tutorial or small group instruction. The unique feature of the approach is that the instruction is data-based and emphasizes the regular class curricula. As Idol-Maestas (1983) states:

An integral part of the RCT's job is to plan and implement systematically the transfer of behaviors acquired in the direct service setting to the regular classroom. This transfer component requires close cooperation and collaboration between the RCT and the classroom teacher of the student who is being transferred. Identical teacher expectations and reinforcement programs must be agreed upon so that the variable that changes in the students instructional program is a site change and nothing more (p. 56).

Despite this unique direct service concept the University of Illinois model incorporates an emphasis on indirect services as the first alternative chosen for a particular child. The following guidelines are used to describe the activities and expected outcomes of this component (Idol-Maestas, 1983, p. 57):

1. Establish a referral system that ensures that teachers can request assistance without formally referring a student for special services. This practice eliminates the need to refer some students to special education and encourages teachers to solve problems.
2. Meet with the classroom teacher to define and prioritize problematic social behaviors and/or academic subject areas collectively. Some students may have so many problems that teachers are overwhelmed. A good practice is to identify a workable number of problems to focus on. Other problem areas can be added later. Sometimes targeting a few behaviors eliminates other troublesome behaviors.
3. Design and demonstrate a data collection procedure that can be implemented in the classroom by the classroom teacher. If the data collection system is too elaborate, the classroom teacher may become discouraged and terminate collection.
4. Obtain behavioral observation data to determine the extent of the referred problem(s) (baseline data). If possible, these data should be collected by the classroom teacher. The consulting teacher should obtain reliability data. Under some circumstances the data collection roles must be reversed. If this role reversal is necessary at onset, it is important to trade roles as soon as the classroom teacher feels comfortable with the measurement procedures.
5. For academic subjects, analyze the student's performance skills on curriculum based assessments (C.B.A.'s) that reflect samples of curricular content. This should be done in collaboration with the classroom teacher. Criterial definitions of acceptable performance must meet classroom teacher expectations.
6. Confer with the classroom teacher to summarize performance data and select appropriate remedial interventions. The interventions must be those that the classroom

teacher is willing to try. They must be easy to administer.

7. Demonstrate or practice the selected intervention with the classroom teacher. What the two collaborating teachers have designed on paper may be difficult to administer. A practice demonstration is a solution to this problem. It also serves as a means for the two collaborators to ensure that they agree upon the procedures.
8. Collect direct and daily measures of pupil performance after the method of remediation has been selected. This should be structured so the classroom teacher can easily collect the data. The consulting teacher collects reliability data.
9. Examine the performance data regularly to determine whether further modifications are necessary. This is a crucial step. Sometimes novice data collectors become immersed in collection and forget to examine performance trends. It is also important to measure the effects of an intervention for at least five days before dropping or changing it. It may take that long for the intervention to take effect.
10. Share the pupil performance data with students and their parents. Accumulated data are useful to illustrate to parents and students the actual progress a student has made. For many students these charted data become powerful reinforcers.

In addition to these and other University developed T/C program models, many writers have proposed and described activities and outcomes of T/C programs thought essential for maximum program effectiveness. Newcomer (1977) views the T/C as a specialist who provides the regular educator with the additional skills and competencies required to undertake remedial activities independently, and to prevent certain problems from developing. Others have seen the T/C as someone who has the

skills to act as a materials resource, and provide demonstrations of instructional strategies and techniques (McKenzie, 1972; Bagley and Larsen, 1976; Rabinowitz and Basso, 1976). Along these same lines Lilly (1971) maintains that diagnostic and tutorial work should be accomplished in the regular classroom itself in order to demonstrate new ideas or techniques to the classroom teacher. Others continue to advocate for formal inservice training as an essential activity of the T/C program (McGlothlin, 1981).

Evaluation of Teacher/Consultant Model

This section contains a review of the research conducted and published to date concerning the effectiveness of the T/C Program Model. Also included is an overview of current trends as well as a discussion of future research needs.

In a 1978 article entitled "An Evaluation of the Teacher/Consultant Model as an Approach to Mainstreaming", Miller and Sabatino state: "despite behavioral data that support the effectiveness of the general resource room model, and despite litigation and legislation that promote its use, little has been done to develop and evaluate

variations such as the Teacher/Consultant model" (p. 86). One might take issue with the statement that little has been done to develop the T/C program model. To the contrary, much has been accomplished in the way of model construction and implementation as reported in the previous section. The statement that little has been done to evaluate the effectiveness of the T/C program model, however, remains unchallenged. This status, unfortunately, has not been rectified in the ensuing years.

Broadly speaking, many parallels can be found between the research conducted in both general and special education fields. Furthermore, the implications are often shared. In a recent article, Bickle and Bickle (1986) reviewed the recent general education research in light of its implications for Special Education. They identify three general levels of investigation including effective schools research, effective classroom research, and effective instruction research. Each level, they explain, increasingly becomes more specific in the analysis of the teaching-learning process.

Studies concerning the effectiveness of Teacher/Consultant program models can be similarly divided into three general types or levels. The first level involves the

traditional approach to efficacy evaluations as exemplified by those earlier studies comparing the self-contained special class with regular classroom placement as reviewed by Idol-Maestas (1983). These studies have used the program itself as the primary treatment (independent) variable and focus on student academic achievement data as the primary outcome or dependent variable.

A second type or level of study concerning the efficacy of the T/C program model can be found (albeit very infrequently) where alternative dependent and independent variables have been used. These studies have attempted to focus more specifically on the actual activities and direct outcomes of T/C program models as implemented in the form of specific demonstration projects.

The third level of research concerning T/C programs can be described as generic in scope. These studies have generally consisted of attempts to determine what T/C program teachers are doing, and what has been the impact of T/C programs in the schools.

Three studies were found that utilized the traditional efficacy study model (Cantrell and Cantrell, 1976; Miller and Sabatino, 1978; Knight, Meyers, Paolucci-Whitcomb, Hasazi, and Nevin, 1981). Each of these three

studies involved comparisons of students receiving a supportive program with a control group of students in regular classroom where neither they nor their teachers received supportive services. The Miller and Sabatino (1978) study differed somewhat as their study also contained a group of students receiving traditional resource room program services (i.e., direct instruction to the student).

Each of these three studies reported significantly higher academic achievement gains for students receiving indirect or supportive services to the regular classroom teachers over those students in their respective control groups. In the Miller and Sabatino (1978) study, significant differences in academic achievement between resource room and consultant program students were not found while both groups made greater achievement gains than the control group. All three studies suggest that these results lend significant support for the consulting teacher model as the model fulfills the goals of mainstreaming. Miller and Sabatino go on to state that, based on their findings, the T/C model is apparently just as effective as the resource room model.

It is interesting to note that each of these three

studies differed from the traditional efficacy study method by the inclusion of a dependent variable in addition to academic achievement. These outcome variables, while different in each study, point out the fact that the literature purports other possible outcomes of the indirect services of the T/C program model. In the Cantrell and Cantrell (1976) study, program effectiveness was evaluated by the frequency of referrals for traditional special education services in addition to achievement score changes. The results of their investigation demonstrated that significantly more students were referred by control teachers than by experimental teachers during the following year. The reader will recall that this was one of the primary outcomes of consultant services sought in the school psychology literature (Meyers, 1973).

The Miller and Sabatino (1978) study investigated changes in teacher and pupil behavior between T/C program and resource room program groups. Using a modified version of the Flanders Classroom Interaction Scale (Flanders, 1966), significant differences were found between T/C model and resource room model regular classroom teacher behavior. Regular classroom teachers served by the T/C program model made significantly higher gains for the following three behaviors: accepting feelings; praising and encouraging students; and accepting or using ideas

of students. Significant student behavior differences between the two models were not found.

In the Knight (et al., 1981) study the authors focus on the evaluation of the Vermont consulting teacher model. This model, as described in the previous section, focused on three levels of inservice intervention. In addition to significantly greater child achievement gains achieved in the schools receiving consulting teacher services, the authors report significant gains and positive differences in several characteristics of instruction for handicap children. Inservice education, as defined by the authors, included formal inservice offered in the way of college level instruction, formal building-wide inservice, as well as informal inservice provided on a continuous basis via consultation during the student problem-solving process. Differences in the characteristics of instruction between T/C service and non-service schools include for example, the level of responsibility assumed by regular classroom teachers during the referral, assessment, program planning and evaluation process as well as the acceptance of primary responsibility for the instruction of the student. This study, they contend, supports the premise that certain changes in the process of educating marginally handicapped children can have significant positive impacts upon

both the processes of teaching and on learning outcomes. They go on to note that the isolation of specific components responsible for these changes, however, remains to be explored.

A common criticism made by past efficacy reviews has been that many of the efficacy studies have used the setting or program as the primary treatment variable studied (Bickle and Bickle, 1986). The primary criticism of these studies, therefore, has been the lack of careful controls in the intervention itself. That is, descriptions of intervention controls lack specificity. For example, in the Miller and Sabatino (1978) study, the impression is given that T/C program teachers did not ever work directly with students and that resource room program teachers did not (or very rarely) facilitate best practice skills with regular classroom teachers. Specific methods by which these variables were controlled are not described.

Despite limitations, these three studies have made significant contributions in the search for effectiveness evaluation methodology as applied to the T/C program model. Perhaps their most important contribution is the recognition that the T/C program model must be evaluated on a basis other than student academic achievement.

Focusing on those outcomes directly related to the activities of Teacher/Consultants requires a much shorter "inferential leap" and allow us to obtain a more specific picture of the program activity-outcome relationship.

Two studies were found that begin to evaluate the T/C program model on a basis other than the traditional "efficacy study" model. These studies utilize different independent and dependent variables and begin to focus more specifically on the desired outcomes of T/C programs. A two year study reported by Wixson (1980) compared direct and indirect services for behavior disordered students. A unique feature of this study is the fact that program effectiveness was evaluated by measuring the proportion of the total number of direct and indirect service programs that were successful during the academic year. A successful program was one in which a student was returned to full-time participation in the regular class without supportive services from special education. While attempting to demonstrate that a two component resource room program offering direct and indirect services could serve more students than one conventional direct service program, without appreciable loss in program effectiveness, the Wixson study demonstrated that the average number of students served with the direct/indirect component was larger

than the direct service component alone. The primary independent variable in this study, therefore, was the nature of the service (i.e., direct and/or indirect).

A second alternative approach to evaluating the effectiveness of the T/C program model is found in a 1981 study by Nelson and Stevens where they describe the implementation and evaluation of a two year project where a consultation model was introduced in three elementary school buildings. A unique feature of this model is that it focused exclusively on the successful mainstreaming of behaviorally disordered children. The ultimate target for change was pupil behavior and the success or failure of consultation was evaluated against the criterion of desirable changes in children's academic or social performance. The criterion for success or failure was therefore developed on an individual child basis. Judgments for success or failure were based on three factors including: 1) the terminal objectives determined at the onset of consultation were met; 2) a significant positive change was indicated in the data collected and 3) the regular classroom teacher (consultee) evaluated the results of the intervention positively. A consultation case was judged to be successful when all three criteria were met. A partial success consisted of two of the three conditions being met and a failure meant that less than two criteria were met.

During the course of one year a total of twenty-five cases were studied with fifteen successes, eight partial successes, and two failures. During the second year of the study only fourteen cases were included where formal written plans were developed. Of these fourteen cases there were eight successes, four partial successes, and one failure. In their study Nelson and Stevens (1981) also give a specific overview of the time involved in the allocation of consultation services. This included time spent in consultation, observation, meetings, preparation and planning, providing administrative assistance, supplementary services, and direct services. It is interesting to note that the cases of informal consultation increased significantly during the second year of the study. These were cases where consultation consisted primarily of informal discussions between consultants and regular classroom teachers regarding students having difficulties in the regular classroom. The authors do not discuss the outcomes for these intervention activities.

While not adhering to the traditional model of efficacy studies, the studies by Nelson and Stevens (1981) and Wixson (1980) differ significantly from the three studies discussed under the traditional efficacy evaluation approach. We begin to see with these studies a narrowing of

the focus in the evaluation of T/C program models specifically with regards to their activities as well as direct outcomes. There is a paucity of research focusing on other expected outcomes of T/C program models. In summary, the five studies discussed above purport change in teacher behavior, new referral rates, various characteristics of instruction (e.g., assumption of responsibility), successful full-time integration in the regular classroom, and individually based criteria identified initially during the consultation process. In total, these studies provide evidence that there is a need to focus on variables other than student academic achievement for valid and reliable evaluations of the Teacher/Consultant program model. It has also been recommended that program effectiveness of T/C programs should be determined by evaluating such factors as: 1) the extent of materials made available, 2) validity of suggestions made to teachers, and 3) improved behavior of the student (Bagley, 1976). It is of further interest that no studies were found comparing and contrasting different T/C program models.

A number of studies have been conducted which have focused more specifically upon other aspects of the T/C program. Despite tentative support for the T/C program model, as demonstrated in the previously mentioned studies,

it has been found that regular classroom teachers report consultation to be their least preferred special education service (Gickling, et al., 1979). This study demonstrated that regular (daily) direct services to students was preferred. In apparent contrast, however, it has also been found that regular class teachers generally feel that communication between themselves and the special teacher is not adequate (Gramm, Burdg, Hudson, and Carpenter, 1980). While focusing on the role of the resource room teacher, it has been discovered that both resource room and regular classroom teachers are most supportive of increased resource room teacher participation in communication and consultation activities (Evans, 1980). In their study of the characteristics of superior and average special education teachers, Westland, Koorland, and Rose (1981) discovered that one of the most significant differences between superior and average special education teachers is the fact that superior teachers spend a significantly greater proportion of time engaged in consultation activities with regular classroom teachers.

As exemplified by the effectiveness studies conducted to date, as well as studies regarding teacher attitudes towards consultation services, it is apparent that significant differences exist regarding the expectancies for both the activities and outcomes of the T/C program model. That is, many activities and outcomes have been suggested and,

in some cases, evaluated. Numerous discrepancies are found, however, when we look at the role of the Teacher/Consultant.

For example, in a 1983 survey of Teacher/Consultants in Michigan, Haight and Molitor discovered that specific job descriptions were not available for up to 55 percent of the consultants surveyed. Seventy-four percent of the Teacher/Consultants surveyed felt that a job description with prioritized responsibilities would be helpful in fulfilling their duties. Further results of their survey (Haight and Molitor, 1983) suggest that there is a significant amount of role confusion among practicing teacher/consultants and that in many cases there is no time allotted for consultation with parents or regular classroom teachers.

An article by Lilly and Givens-Ogle (1981) takes a look at the T/C program model on the basis of its past, its present, and its future needs. While their number one recommendation is for increased attention to consultation skill development at the pre-service level, Lilly and Givens-Ogle described a significant need for further research into various specific aspects of teacher consultation. They note that it is not their intention that another round of efficacy studies is needed to determine

whether consultation services are more effective than resource or special class services. Rather, "we feel that efficacy studies have served their purpose, and that public policy regarding Least Restrictive Environment dictates development of some form of teacher consultation services. It is doubtful that new efficacy studies would yield results less equivocal than those produced by the studies in the past thirty years" (p. 75). They suggest that a more reasonable line of research on teacher consultation would focus on the extent, nature, and results of various types of consulting services. With regard to consultation services, these authors encourage the use of a "best case" approach in which consultation projects are described and effects on teachers and children are documented.

In another comprehensive review of the special education T/C program literature, Haight (1984) makes several observations and suggestions regarding the needs of the field at the present time. She notes that "Teacher/Consultants face a number of problems indigenous to special education consultation including 1) insufficient role definition of the nature of the service to be delivered; 2) current changes in special education resulting in increased needs of mainstreamed teachers, increased attention to non-categorical services, and re-evaluation of traditional assessment tools and techniques; 3) a lack of consideration of multiple consultant responsibilities in determining

caseload and service duties; and 4) inadequate approval criteria and lack of professional preparation in the multiple skills of teacher consultation" (p. 514). She goes on to note that "consonant with sound educational procedure, analysis of a problem should lead to a solution. One approach would be to first establish priorities within the definition and execution of the service delivery continuum for optimum benefit of students and their teachers" (p. 514). It is necessary at this point to determine the role functions of the Teacher/Consultant in special education as well as priorities among those activities and the desired outcomes of Teacher/ Consultant programs. Despite studies of various program activities and possible outcomes there have been no attempts to discover, compare, and contrast the priority activities and outcomes of the Teacher/Consultant program.

Purpose of the Study

The primary purpose of this study was to determine the activities and outcomes of Elementary Level Teacher/Consultant (T/C) programs in Michigan preferred by the key consumers and providers of T/C programs. Activities and outcomes extracted from research and the professional literature were compiled and randomly listed for this purpose.

The second purpose of this study was to determine the differences in priorities between key consumer and provider subgroups. The third purpose of this study was to determine the differences between the priorities identified (preferred) and consumer and provider subgroups' opinions about the manner in which T/C programs are presently operated (actual).

The following research questions were addressed:

Given 16 Activities of Teacher/Consultant programs as identified and extracted from research and extracted from research and the professional literature.

1. What is their actual rank-order of priority as assigned by the combined groups?
2. What is their preferred rank-order of priority as assigned by the combined groups?
3. What is their actual rank-order of priority as assigned by each subgroup?
4. What is their preferred rank-order of priority as assigned by each subgroup?
5. What are the differences in the actual rank-order of priority between subgroups?
6. What are the differences in the preferred rank-order of priority between subgroups?
7. What are the differences between the actual rank-order of priority and the preferred rank-order of priority as assigned by the combined group?
8. What are the differences between the actual rank-order of priority and the preferred rank-order of priority as assigned by the subgroups?

Given 10 Outcomes of Teacher/ Consultant programs as identified and extracted from research and the professional literature. .

9. What is their actual rank-order of priority as assigned by the combined groups?
10. What is their preferred rank-order of priority as assigned by the combined groups?
11. What is their actual rank-order of priority as assigned by each subgroup?
12. What is their preferred rank-order of priority as assigned by each subgroup?
13. What are the differences in the actual rank-order of priority between subgroups?
14. What are the differences in the preferred rank-order of priority between subgroups?
15. What are the differences between the actual rank-order of priority and the preferred rank-order of priorities as assigned by the combined group?
16. What are the differences between the actual rank-order of priority and the preferred rank-order of priority as assigned by the subgroups?

Value of the Study

The findings of this study would appear to be of value to a variety of educational practitioners and parents of children with handicapping conditions. A prioritized list of activities and outcomes of Teacher/Consultant programs may be of interest to teacher-trainers in the development of more appropriate coursework or training activities and experiences. An analysis of actual versus preferred activities and outcomes may have a significant impact on the administration of T/C programs and give direction for change. Significant implications for future program evaluation efforts, both formative and summative,

can also be envisioned. Further, in this regard, program development efforts may be able to more effectively address role/activity issues. Finally, the study results may be of interest to those individuals, including parents, concerned with the effective accommodation of students with handicaps in regular classrooms.

Definition of Terms

1. Consumers of Teacher/Consultant program services-- Those adult individuals who receive services from the Teacher/Consultant. For the purposes of this study this includes regular classroom teachers and parents of students with handicapping conditions placed in a Teacher/Consultant program for Special Education services.
2. Least Restrictive Environment (L.R.E.) -- The concept of educating handicapped children to the maximum extent possible with children who are not handicapped. Removal of handicapped children from the regular educational environment should occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. A continuum of alternative placements

must be available to meet the needs of handicapped children for Special Education and related services. These may range from instruction in regular classes to institutional services. (P.L.94-142, 1977)

3. Local Education Agency (L.E.A.) -- A public board of education legally responsible in the State to perform a service function for public elementary or secondary schools in a city, county, township, school district or other political subdivision of a State. In this study a L.E.A. denotes a local school district.
4. Mainstreaming -- the temporal, instructional, and social integration of eligible exceptional children with normal peers on an ongoing, individually determined, educational planning and programming process and requiring clarification of responsibility among regular and special education administrative, instructional, and supportive personnel (Kaufman, Gottlieb, Agord, and Kucia, 1975, p .4).
5. Providers of Teacher/Consultant programs -- Those individuals responsible for the provision or supervision of Teacher/Consultant programs. For the purposes of this study this group includes the subgroups of Teacher/Consultants, Elementary Principals, and Directors of Special Education.

6. Activities of Teacher/Consultant Programs -- For the purpose of this study, these items include the duties or services provided by Teacher/Consultants in order to achieve the goals and objectives of a student's individualized educational plan or their unique job role. These activities were abstracted from relevant research studies and articles.
7. Outcomes of Teacher/Consultant Programs -- For the purpose of this study, these items include the program goals or desired changes brought about by Teacher/Consultant programs which the investigator abstracted from relevant research studies and articles.

Organization of the Dissertation

Chapter two will contain a description of the methodology employed to carry out this study. A presentation and analysis of the data will be included in Chapter three. Chapter four will provide a summary, as well as conclusions, implications and recommendations for future research.

Chapter II

METHODOLOGY

This study employed a survey technique to determine the activities and outcomes of Elementary Level Teacher/Consultant (T/C) Programs in Michigan considered to be priorities by the key consumers and providers of these programs. In addition, this study determined the differences in priorities between key consumer and provider subgroups as well as differences between preferred priorities and the actual activities and outcomes of T/C programs as they are currently implemented. Activities and outcomes of T/C programs were identified and extracted from research and the professional literature so that they could be prioritized by the participants.

This chapter presents a description of the methodology for this study. It describes the setting and the study participants including how they were identified and selected. It also describes procedures employed in the study including the development of the survey instrument, its

trial administrations, and how the survey was distributed and collected. This chapter concludes with a description of the treatment of the data.

Setting

The State of Michigan is located in the mid-western United States and has a total population of approximately 9 million people. Michigan can be roughly divided into three geographical regions. The Southeastern region can be characterized as densely populated, containing a large urban area (Detroit) surrounded by numerous suburban areas. The Southern (Central and West) region can be characterized as moderately populated, containing several middle-sized urban areas, surrounded by small suburban areas. These, in turn, are surrounded by rural/agricultural farms and communities. The Northern region can be generally characterized as sparsely populated rural areas. A handful of small cities can be found however and tourism and agriculture are the primary sources of income.

For educational purposes the State has a central Department of Education, 57 Intermediate (Regional) School Districts and 528 local Public School districts.

Having had a mandatory Special Education Law since 1972 (P.A. 198), Michigan has developed a comprehensive continuum of Special Education programs and services. It has generally been recognized as a leader in the nation in Special Education practices. The Federal Mandatory Special Education Law (P.L. 94-142 of 1975) was based, in part, on Michigan's (P.A. 198 of 1971).

For administrative purposes, the Special Education Services Area (SESA) of the Michigan Department of Education divides the State into five Planning Regions as follows: Region 1-the Upper Peninsula; Region 2-upper 1/3 of the Lower Peninsula; Region 3-western-lower 2/3 of the Lower Peninsula; Region 4-central-lower 2/3 of the Lower Peninsula; and Region 5-eastern four counties surrounding and including the City of Detroit. These regions are established for various supervisory, planning, information dissemination, and data collection purposes.

On two occasions SESA has published a document entitled, "Trends in Special Education" that gives an overview of the numbers and incidence rates of the various diagnostic categories of special education students in Michigan. The most recent edition available was published in October of 1983 and includes the public school student population figures as of the 1982/83 school year. Table 2.1 shows

Table 2.1 - Public School Student (K-12) Population by
State Planning Region; 1982/83 School Year

<u>Region</u>	Public School <u>Enrollment (K-12)</u>	Percentage <u>of Total</u>
1	60,783	3.5
2	116,241	6.7
3	347,596	19.9
4	459,807	26.3
5	<u>762,168</u>	<u>43.5</u>
TOTALS	1,746,595	100

the public school student population (grades kindergarten through twelfth) as well as each Region's percentage of the total population. The selection of participants for this study was based upon these figures in order to obtain a sample representative of Michigan's population distribution.

Subjects

A random sampling technique was employed to select the survey population for this study from five distinct strata that represent the key consumers and providers of Teacher/Consultant (T/C) programs in Michigan as of September 1, 1985. For purposes of this study, these strata are referred to as subgroups. The five subgroups are:

1. Special Education Teacher/Consultants who provide services to Elementary Level students, their regular classroom teachers, and their parents.
2. Elementary Level Regular Classroom Teachers having at least one student from their classroom who is placed in a Special Education Teacher/Consultant program.
3. Parents having at least one Elementary Level child who receives Special Education from a Teacher/Consultant program.
4. Directors of Special Education who supervise the operation of Teacher/Consultant programs.

5. Elementary Building Principals who have Teacher/Consultant programs operating within their building(s).

Following is a description of the methods used to identify and select the study participants:

Initially, because a secondary purpose of this study was to determine the extent of intra-district (local public school district) agreement about T/C program activities and outcomes, the participant identification and selection process needed to identify individuals (from each subgroup) on a school district basis. It would have been preferable to first randomly select elementary students placed in T/C programs and subsequently their parents, regular classroom teachers, T/Cs, Elementary Principals, and Directors of Special Education. This process, however, was determined not to be feasible due to 1) the complexity of the procedure, 2) unrealistic levels of cooperation and staff time required on the part of school district employees, and 3) the time required to identify the population. Therefore, the procedure called for Directors of Special Education to identify T/Cs in their employ and the elementary buildings which they served. T/Cs, in turn, were requested to identify the regular classroom teachers and parents of students placed

in their program. A detailed description of this process follow.

A listing of the population of Special Education Administrators in Michigan was obtained from a document published by the Statewide Communication and Dissemination System (SCADS) entitled "Special Education Administrators in Michigan, 1984-85 Edition". All fifty-seven (57) Intermediate (county/region) School Districts (I.S.D.'s) in Michigan are identified in this document along with the names, titles, and addresses of all administrators for Special Education employed by either the I.S.D. or a Local Education Agency (local school district - L.E.A.).

It was originally planned that only those individuals with the title of "Director of Special Education" and employed by an L.E.A. would be selected as participants. Two rationale were involved in this decision. 1) the title of "Director" conotes a level of training in administration as State Special Education rules define requirements for approval as a "Director" and 2) it was felt that L.E.A. Directors of Special Education would be more involved on a day-to-day basis with the administration and supervision of T/C programs and therefore more familiar with their activities and outcomes. A total of

117 individuals are listed as L.E.A. Directors of Special Education.

It was discovered, however, that only one individual from Region 1 (upper peninsula), and only two individuals from Region 2 (upper 1/3 of the lower peninsula) would fit this definition. As a greater representation from these Regions was desired it was decided that I.S.D. Directors of Special Education from Regions 1 and 2 would be included. It was noted that I.S.D.'s within these Regions directly operate most, and in many instances all, of the Special Education programs and services within their boundaries as they tend to be sparsely populated. Therefore, unlike most I.S.D.'s from Regions 3, 4, and 5, I.S.D. Directors of Special Education from Regions 1 and 2 are involved on a day-to-day basis with the administration and supervision of T/C programs. A total of eighteen individuals are listed as I.S.D. Directors of Special Education from Regions 1 and 2. A total of 135 individuals was therefore identified as the population for this subgroup.

Every individual from this population was subsequently contacted in a letter (Appendix A - L.E.A. Directors, and Appendix B - I.S.D. Directors) that explained the purpose of the study, requested their participation, and also requested the names, addresses,

and buildings served for the Elementary Level Teacher/Consultants in their employ to be placed on an enclosed form (Appendix C). A total of 66 Directors responded to this request. Totals for each region are delineated in Table 2.2. A total of 305 T/C program teachers, including their addresses and buildings served, were identified in this manner as also noted in Table 2.2.

A stratified random sampling technique was used to select 197 T/C program teachers as potential study participants. The sampling procedure was stratified by region so that a general representation, based upon K-12 student population, could be obtained as close as possible. Totals selected from each Region can also be seen in Table 2.2.

Regular Classroom Teachers and Parents of students placed in T/C programs were identified by a procedure similar to the one used to identify Teacher/Consultants. All 197 Teacher/Consultants selected were contacted by letter (Appendix D) that explained the purpose of the study, requested their participation, and also requested the names and addresses of the Regular Classroom Teachers and Parents of students placed in their program. For this purpose, Teacher and Parent forms were included for their optional use (Appendixes E and F). While it is not illegal to divulge the names and addresses of parents of

Table 2.2 - Selection of Survey Population

Region	DIRs Cont. (%)	DIR Resp.	T/Cs ID	T/Cs Cont.
1	7 (5.2)	5	9	8
2	14 (10.4)	6	17	13
3	15 (11.1)	8	46	38
4	34 (25.2)	15	74	47
5	65 (48.1)	32	159	91
TOTALS	135 (100%)	66	305	197

T/Cs Resp.	PARs ID	PARs Sel.	RCTs ID	RCTs Sel.
1	1	1	13	2
2	12	4	18	4
10	112	20	92	20
9	122	18	101	18
21	261	42	165	38
43	508	85	389	82

DIR = Directors of Special Education
 T/C = Teacher/Consultants
 RCT = Regular Classroom Teachers
 PAR = Parents
 Cont = Contacted
 Resp = Responding
 ID = Identified
 Sel = Selected

Special Education students for research purposes (Family Educational Rights and Privacy Acts, 1976), Teacher/Consultants were given a parent permission form for their use if they so desired (Appendix G).

A total of 43 Teacher/Consultants responded positively to this request (see Table 2.2 for Regionals Totals). This yielded the names and addresses of 508 parents (or parent pairs) and 389 regular classroom teachers. From these, a random sample of two parents and two regular classroom teachers was selected for each Teacher/Consultant responding. While it was originally planned that only one parent and one regular classroom teacher would be chosen (per T/C), it was determined that two each per T/C program) would be necessary to obtain an adequate sample of these subgroups. As two T/Cs responded with only partial lists, a total of 85 parents and 82 regular classroom teachers was ultimately selected as study participants from these subgroups.

In order to obtain additional participants from the Teacher/ Consultant subgroup, an additional 20 Teacher/Consultants were randomly selected from those not responding to the request for names of parents and regular classroom teachers. This yielded a list of 63 Teacher/

Consultants as participants in the study.

To identify Elementary Principals a listing of the population members was obtained from a document published by Michigan Education Directories, Inc., entitled "1985 Michigan Education Directory and Buying Guide." It was noted earlier that Directors of Special Education were requested to include the Elementary School Buildings served by each Teacher/Consultant along with the names of their Teacher/Consultants. This directory contains the names of all elementary schools within each local school district in the State of Michigan. In addition, it includes the names of the building Principal and the buildings' address. From the names of the buildings served by T/C programs, one Principal was selected per T/C to become a participant in the study. This yielded a list of the names and addresses of 63 Elementary Principals.

The final list of Directors of Special Education selected as study participants was based on the Teacher/Consultant subgroups selected (N=63). This yielded a list of 47 Directors selected as study participants. Overall study participant data for each region and subgroup can be seen in Table 2.3.

Table 2.3 - Total Survey Population Information

<u>Region</u>	<u>T/C</u>	<u>%</u>	<u>RCT</u>	<u>%</u>	<u>PAR</u>	<u>%</u>	<u>PRN</u>	<u>%</u>	<u>DIR</u>	<u>%</u>	<u>TOTAL</u>	<u>%</u>
1	4	6.3	2	2.5	1	1.2	4	6.2	4	8.5	15	4.5
2	5	7.9	4	5.0	4	4.8	5	8.0	5	10.6	23	6.8
3	13	20.6	20	25.0	20	24.1	13	21.0	8	17.0	74	22.0
4	15	23.8	18	22.5	18	21.7	15	24.0	12	25.5	78	23.2
<u>5</u>	<u>26</u>	<u>41.3</u>	<u>36</u>	<u>45.0</u>	<u>40</u>	<u>48.2</u>	<u>26</u>	<u>40.8</u>	<u>18</u>	<u>38.4</u>	<u>146</u>	<u>43.5</u>
TOTALS	63	100	80	100	83	100	63	100	47	100	336	100

T/C = Teacher/Consultant

RCT = Regular Classroom Teacher

PAR = Parent

PRN = Principal

DIR = Director of Special Education

Procedures

The procedures employed in this study are described in the three sections which follow. The first section describes the questionnaire used in the study. The second section describes the trial administrations of the questionnaire. The final section explains the procedures used for the distribution and collection of the questionnaire.

Description of the Questionnaire

The questionnaire used in this study (Appendix H) was first drafted in May, 1985. It consists of four pages. The first page is a cover sheet containing directions for completing the questionnaire. The second and third pages are the rank-order response sheets. The first rank-order response sheet (second page) consists of sixteen statements describing activities of T/C programs. The second rank-order response sheet (page three) consists of ten statements describing outcomes of T/C programs. The activities and outcomes were identified and extracted from research and the professional literature regarding successful or appropriate T/C program techniques and models. Specifically, this task was accomplished in the following manner: First, an initial list

of T/C program activities and outcomes was constructed by the researcher based upon personal experience, several available T/C job descriptions, and various State of Michigan Special Education Guidelines and Rules. Secondly, during the review of research and available literature, the activities and outcomes of T/C programs were focused upon and numerous changes and additions were made to the initial list. From this revised list the first draft of the survey questionnaire was constructed. During this process an attempt was made to keep the list of statements as short as possible for rank-ordering and as specific as possible to be meaningful. An attempt was also made to keep the language used as meaningful as possible so that the statements would be readily understood by all study participants. This initial draft of the questionnaire went through several trial administrations and revisions as explained in the next section.

The third response sheet (fourth page) differed slightly for each subgroup. It consisted of various short-answer questions designed to elicit basic demographic information, degree of familiarity with T/C programs, attitudes toward mainstreaming, and the possible reasons why respondents prefer activities and outcomes that differed from those that T/C programs presently implement.

Since Parten (1966) found that return rates tend to be higher for shorter questionnaires, the researcher attempted to keep statements short and on as few pages as possible. On the questionnaire, respondents were asked to rank-order twice the activity and outcome statements separately from highest to lowest importance, with the most important statement given a one rank. The first ranking requested was to reflect their opinion regarding how T/C programs are actually operating at the present time. The second ranking requested was to reflect their opinion regarding how T/C programs should operate to be most effective.

The questionnaire was printed on yellow paper because various marketing studies have shown that survey participants tend to respond in greater number to this color than to any other color (Parten, 1966). The questionnaire was coded for confidentiality and for ease in statistical analysis. Each respondent was assigned a discreet eightdigit number. The first three numbers referred to the individual participant. The fourth number referred to their subgroup (i.e., 1 = T/C, 2 = regular classroom teacher, 3 = parent, 4 = Principal, 5 = Director). The fifth and sixth numbers referred to the region of the State where the participant resided. The seventh and eighth numbers referred to the Local School District.

This method of coding allowed respondents to remain anonymous while still being identifiable to the researcher and was used for statistical analysis of the data.

Several steps were taken in order to ensure the greatest possible return of questionnaires from the participants. A cover letter from the researcher accompanied the questionnaire explaining the purpose of the study, a timeline for the distribution and collection of the questionnaires, the feedback of final results, and an estimate of the expected time involvement of the respondents. Also accompanying the questionnaire was a letter of endorsement for the study, signed by Dr. Edward Birch, Director of Special Education for the Michigan Department of Education (See Appendix I). As Parten (1966) found in research on surveys, endorsement by prominent individuals tends to increase the return rate because they add prestige and credibility to the study. Additionally, respondents were invited to receive a copy of the results of the study. Finally, each packet contained a self-addressed, stamped envelope.

Trial Administrations of the Questionnaire

The survey questionnaire proposed for use in this study was administered several times, on a piloting basis, in order to address issues of clarity and item

inclusion. The first draft was initially administered to a graduate level class of eleven students at Michigan State University in May, 1985. This course focused on the development of Teacher/Consultant skills. The students consisted primarily of practicing Special Education classroom teachers and teacher/consultants. These students were asked to complete the questionnaire and respond with any comments or suggestions that they may have on the questionnaire. Based on this input, several statements were re-worded and directions re-written.

During the summer and early fall of 1985, the questionnaire went through several trial administrations and re-drafts. These changes were made based upon the input of numerous individuals asked to complete the questionnaire and provide feedback. Individuals involved included an I.S.D. director of special education, an L.E.A. director of special education, two school psychologists, two regular education teachers, three Teacher/Consultants, and four parents of handicapped children.

Several additional changes were made to the questionnaire including the rewording of statements and directions. Also, the section on the direction page regarding the rank-ordering process was added.

Distribution and Collection of Questionnaires

The questionnaire was mailed to the participants on February 7, 1986. Participants were requested to return the survey by February 28, 1986 and a stamped, self-addressed envelope was provided for their ease in replying. The return rates for all subgroups and the combined group are presented in Table 2.4. The combined group return rate was 43%. As noted in Table 2.4 the differences in return rates between participant subgroups were significant. Return rates for Directors of Special Education (DIRs) and Teacher/Consultants (T/Cs) were relatively high at 66% and 65.1% respectively. Return rates for Parents (PARs), Regular Classroom Teachers (RCTs), and Elementary Principals (PRNs), on the other hand, were relatively low at 26.5%, 33.8% and 35.3% respectively. Possible reasons for these low return rates, based on several comments written on returned surveys, include the complexity of the survey, difficulties in rank-ordering longer lists of items, and general disinterest in the research topic. In any event, these low return rates must be considered in the interpretation of the results.

Table 2.4 - Questionnaire Return Rates by Region for Subgroups and Combined Group

<u>Region</u>	<u>T/C(N)</u>	<u>T/C(%)</u>	<u>RCT(N)</u>	<u>RCT(%)</u>	<u>PAR(N)</u>	<u>PAR(%)</u>	<u>PRN(N)</u>	<u>PRN(%)</u>	<u>DIR(N)</u>	<u>DIR(%)</u>	<u>TOTAL(N)</u>	<u>TOTAL(%)</u>
1	2	50	0	0	0	0	1	25	3	75	6	40
2	5	100	2	50	1	25	2	40	3	60	13	56.5
3	8	61.5	10	50	5	25	7	53.8	5	62.5	35	47.3
4	8	53.3	4	22.2	6	33	1	6.7	8	66.6	27	34.6
5	<u>18</u>	<u>69.2</u>	<u>11</u>	<u>30.6</u>	<u>10</u>	<u>25</u>	<u>11</u>	<u>42.3</u>	<u>12</u>	<u>66.6</u>	<u>62</u>	<u>42.5</u>
TOTAL	41	65.1	27	33.8	22	26.5	22	35.5	31	66	143	43

T/C = Teacher/Consultant

RCT = Regular Classroom Teacher

PAR = Parent

PRN = Elementary Principal

DIR = Director of Special Education

Treatment of the Data

After the data from the survey were collected they were recorded on computer entry data sheets from which the data cards were punched. All statistical computations were done utilizing the computer program SPSS, Statistical Package for the Social Sciences, (Nie, et al., 1975) at Michigan State University.

Relative, adjusted, and cumulative frequencies for all subgroups were obtained for each Activity and Outcome statement (actual and preferred). The mean response for each statement was used to determine the rank-order of priority. The rank-order of priority for each statement (actual and preferred), as assigned by each subgroup was obtained in this manner. In order to obtain the rank-order of priority for the combined groups the mean of the subgroup means was obtained for each statement. This procedure was used in order to control for unequal subgroup size (N). Therefore, the rank-order of priority as assigned by the study participants (combined groups) reflects an average of the combined groups' mean ranks.

The rankings of each statement (actual and preferred) by all subgroups were compared to determine whether these subgroups responded as members of the same continuous

population. The statistical procedure employed for this purpose was the Mann-Whitney U Test. This test was chosen over the extension of the Median test because it is more powerful than the Median test and uses the rank of each case, not just its location relative to the Median.

To compare each subgroup's priority ranking of actual activities and outcomes with preferred activities and outcomes the Wilcoxon Matched-Pairs Signed-Ranks Test was used. This procedure, based on the work of Siegel (1965), was selected in order to determine both the direction of the differences between actual and preferred (higher or lower rank-order) and the relative magnitude of the differences. According to Siegel (1965), this procedure gives more weight to pairs having large differences than to pairs having small differences.

Summary

This chapter described the methodology used in this study to determine priority activities and outcomes of Elementary Level Teacher/Consultant Program in Michigan. This chapter included: 1) the setting in which the study took place, 2) the subjects of the study and how they were selected, 3) the procedures employed in the study including the development of the survey instrument, its

trial administrations, and how it was distributed and collected, and 4) the treatment of the data. The results of the analysis will be presented in Chapter Three.

Chapter III

RESULTS

This chapter presents the results of a study about the activities and outcomes of Elementary Level Teacher/Consultant (T/C) programs in Michigan. It is divided broadly into three sections. The first section presents the results of that portion of the survey designed to collect participant (survey respondent) demographic data as well as basic attitudinal information about T/C programs and mainstreaming. These data are presented initially to describe more clearly the nature of the survey population.

The results of this study concerning the Activities of T/C programs are presented in the second section of this chapter. Each research question (1 through 8, page 61) concerning T/C program activities is restated followed by a review and analysis of the results of the statistical procedures employed.

The third section of this chapter is similar to the preceeding section except that it focuses on the Outcomes

of T/C programs. In this section each research question (9 through 16, page 62) concerning T/C programs outcomes is restated, followed by a review and analysis of the results of the statistical procedures employed.

It should be noted that the activity and outcome statements included on the accompanying tables in this chapter are abbreviated for the purpose of data presentation. The reader is referred to the questionnaire (Appendix I) for actual wording of these statements.

Demographic Information of Study Participants

As noted in Chapter II, the fourth page of the survey questionnaire consisted of a series of short-answer questions designed to elicit information about the survey respondents. Each of the five subgroups received a somewhat different version of this page of the survey. (see Appendix J). Results for each subgroup are as follows:

Teacher/Consultants

Forty of the forty-one Teacher/Consultants (T/Cs) returning completed surveys also completed all or part of this section. Data concerning responses to the closed-ended questions (1-15) are presented in Table 3.1. Each

Table 3.1 - Demographic Information - TEACHER/CONSULTANTS

1. How many years have you worked professionally in education?
Range: 4 to 24 Mean: 13.23 Mode: 5 and 10
2. How many of these years did you work as a special education classroom teacher?
Range: 0 to 20 Mean: 6.58 Mode: 4
3. How many years have you been working as a Teacher/Consultant?
Range: 1 to 15 Mean: 6.78 Mode: 10
4. What is the highest degree you have earned? (please circle)
BA/BS: 3 MA/MS: 36 Specialists: 2 PhD: 0
5. How many separate buildings do you serve as a Teacher/Consultant?
Range: 1 to 16 Mean: 3.75 Mode: 1
6. What is the total number of regular classroom teachers in the building(s) you serve? (approx.)
Range: 6 to 170 Mean: 50 Mode: 16
7. How many students are currently placed in your program or on your caseload?
Range: 0 to 38 Mean: 18.1 Mode: 25
8. Do you also function part-time as special education classroom or resource room program? yes no (please circle). If yes, approximately what percentage of your time do you function as Teacher/Consultant?
Yes: 17 No: 21 Avg. Percent: 32.76 Range: 2 to 75
9. What Special Education certifications and/or endorsements do you have? (please circle)
PPI: 1 EI: 20 LD: 32 MI: 21 VI: 0 HI: 1 POHI: 3
AI: 0
1 area = 15 2 areas = 16 3 areas = 9 4 areas = 1
10. What grade levels are involved in the building(s) you serve? (please circle)
K - 5: 16 K - 6: 9 K - 8: 6 K - 12: 10

(Table 3.1 cont.)

11. Do you work directly with students other than testing activities?

Yes: 25

No: 3

12. Approximately what percentage of your time is spent working directly with students?

Range: 0 to 98

Mean: 66.8

Mode: 90 and 95

13. Approximately what percentage of your time is spent working directly with regular classroom teachers?

Range: 0 to 50

Mean: 13.5

Mode: 10

14. What is your general attitude toward mainstreaming?

1 (0)
negative

2 (1)

3 (7)

4 (10)

5 (19)
positive

Mean: 4.27

15. What is your general attitude toward Teacher/Consultant programs?

1 (2)
negative

2 (6)

3 (6)

4 (14)

5 (11)
positive

Mean: 3.66

question is restated for ease of review and interpretation.

These data suggest that T/Cs responding to the survey tend to have considerable professional experience in education and special education in particular. Almost all T/Cs possess graduate level degrees (M.A. or higher). The range of buildings and regular classroom teachers served is quite large; from 1 to 16 and 6 to 170 respectively. Despite this disparity, it is apparent that most T/Cs spend a greater portion of time providing direct service to children than providing indirect (consulting) services to professionals and parents. An average of 13.5 percent (with a range of 0 to 50%) is reported as that portion of time spent working directly with regular classroom teachers.

An important observation is that almost all of the T/Cs possess certification in what has been termed "high-incidence" handicap areas (i.e., L.D., E.I., E.M.I.). According to Scandary (1979) T/C programs in Michigan, serving high incidence handicapped populations, have only increased significantly since the mid to late 1970's.

A review of the results of questions 14 and 15 indicate that T/Cs report a more positive attitude toward mainstreaming than toward T/C programs in general. A summary

of the responses given to the open-ended questions follows:

16. What in your opinion, is the most positive aspect of Teacher/Consultant programs?

Eighteen of the 45 comments (40%) given in response to this question generally refer to the opportunity to help students be successful in the regular classroom environment (mainstream). The next two highest response categories continue with this theme. These include the provision of quality services directly to children (12 responses) and the opportunity to help the regular classroom teacher (11 responses).

17. What, in your opinion, is the most negative aspect of Teacher/Consultant programs?

Approximately 58% of the responses to this question cite various demands of the job as the most negative aspect of T/C programs. These include, for example, being spread too thin, paperwork, lack of time and resources, etc. The next highest category of response (approximately 25%) refers to factors concerning the lack of role definition and the differing expectancies people have for the role of the T/C. Ten percent of the respondents indicate that T/Cs are too involved with testing activities.

18. On the questionnaire you were asked to indicate differences between actual and preferred activities and outcomes. If you perceive differences between the actual and preferred, to what do you attribute these differences?

Approximately 50% of the 45 responses to this question refer to the factors of lack of time and resources as the major causes of the discrepancy between actual and preferred activities and outcomes of T/C programs. Approximately 30% felt that this discrepancy is caused by attitudes and expectancies of the T/C program including a misunderstanding of the T/C role.

Regular Classroom Teachers

All 27 of the Regular Classroom Teachers (RCTs) returning completed surveys also completed all or part of this section. Data concerning responses to the closed-ended questions (1-8) are presented in Table 3.2. These data suggest generally that RCTs also possess considerable professional experience with an average of 16.36 years reported. A clear majority of the RCTs also possess graduate level degrees. The average number of mainstreamed special education students in their classrooms (other than those receiving Speech Therapy Services) was 2.75 with an average of 2.11 receiving services from a T/C program. RCTs indicate an average to high degree of familiarity with T/C programs and a moderately positive

- Range: 3 to 30 Mean: 16.36 Mode: 15 and 20

- K: (2) 1st: (4) 2nd: (4) 3rd: (7) 4th: (3) 5th: (5)
6th: (3)

- BA/BS: (9) MA/MS: (19) Specialists: (0) PhD: (0)

- Range: 9 to 34 Mean: 25.79 Mode: 26

- Range: 1 to 8 Mean: 2.75 Mode: 1

- Range: 1 to 7 Mean: 2.11 Mode: 1

- 1: (2) 2: (2) 3: (11) 4: (8) 5: (5) Mean: 3.43
unfamiliar familiar

- 1: (2) 2: (5) 3: (4) 4: (10) 5: (6) Mean: 3.48

attitude toward mainstreaming. A summary of the responses given to the open-ended questions (9-11) follows:

9. What, in your opinion, is the most positive aspect of Teacher/Consultant programs?

Of the 27 comments received in response to this question, slightly over half (14) refer to the general topic of opportunity for academic help for students. Approximately 30% of the comments refer to the availability of help or advice concerning problems they face in the teaching of children.

10. What, in your opinion, is the most negative aspect of Teacher/Consultant programs?

Fifty percent of the responses to this question consist of comments regarding the general area of scarce program resources. This includes, for example, the scarcity of staff, staff time, etc. Six of the 22 responses refer to a general lack of program acceptance or a poor attitude toward T/C programs. Only two responses indicate any concern regarding the lack of skill of the Teacher/Consultant.

11. On the questionnaire you were asked to indicate differences between actual and preferred activities and outcomes. If you perceive differences between the actual and preferred, to what do you attribute these differences?

As is the case with T/Cs, RCTs also site lack of staff and resources as the major cause for a discrepancy between actual and preferred activities and outcomes of T/C programs. These factors are cited by approximately 75% of the responses to this question. Approximately 10% of the RCTs cite T/C program role expectancy or understanding as a factor.

Parents of T/C Program Students

Twenty of the 22 parents (PARs) returning completed surveys also completed all or part of this section. Data concerning responses to the closed-ended questions (1-5) are presented in Table 3.3.

Sixteen of the 20 PARs are mothers and all twenty report they are the natural parent. All but two have graduated from high school and six report completing a baccalaureate or graduate degree. PARs report an average to above average degree of familiarity with T/C programs and are, as a group, somewhat more positive toward mainstreaming than regular classroom teachers. A summary of the responses to the open-ended questions (6-8) follows:

Table 3.3 - Demographic Information - PARENTS

1. Are you: (please circle)

a. mother: (16) or father: (4)

b. natural parent: (20) or legal guardian: (0)

2. Please check your age group:

24 years or less: (0) 25 - 29: (2) 30 - 34: (7)

35 - 39: (9) 40 years or above: (2)

3. What is the level of your formal education? (please circle)

grade: (2) H.S. Diploma?G.E.D.: (11) BA/BS: (2)

MA/MS: (1) PhD/MD or equivalent: (1)

4. How would you rate your degree of familiarity with Teacher/
Consultant programs?1: (1) 2: (2) 3: (6) 4: (5) 5: (6)
unfamiliar very familiar

Mean: 3.65

5. What is your general attitude toward mainstreaming? (see definition
on back)1: (1) 2: (0) 3: (6) 4: (3) 5: (10)
negative positive

Mean 4.05

6. How has the Teacher/Consultant Program been most helpful to your child?

Ten of the 23 responses to this question cite the improvement of their child's self-esteem and/or motivation as the most positive outcome of the T/C program. Nine responses refer to the gains in academic skills or success in the regular classroom. Only one PAR referred to the support they personally received from the T/C.

7. How could the Teacher/Consultant program be more helpful?

Approximately 33% of the PARs indicate that the T/C program needs to provide for more parent involvement in the education of their child. Thirty percent felt that T/C programs do not provide enough academic support and that more is needed. Finally, another 30% feel that the program/service should be provided earlier, before their child failed academically in the regular classroom.

8. On the questionnaire you were asked to indicate differences between actual and preferred activities and outcomes. If you perceive differences between the actual and preferred, to what do you attribute these differences?

As was reported by T/Cs and RCTs, a clear majority (80%) of the PAR's cite the lack of resources as the primary reason for discrepancies between actual and preferred activities and outcomes of T/C programs. Only one parent cited a lack of skill on the part of the T/C as a

cause of the discrepancy.

Elementary Principals

Twenty-one of the 22 Elementary Principals (PRNs) returning completed surveys also completed all or part of this section. Data concerning responses to the close-ended questions (1-11) are presented in Table 3.4.

PRNs report considerably more professional experience than T/Cs, RCTs, and DIRs, with an average of 24.76 years. An average of approximately 15 years experience as a building principal is also reported. Virtually all PRNs possess graduate level degrees and 2 report possessing doctoral level degrees. Most indicate having only one Special Education classroom in their building(s) (average 2.5). PRNs indicate a high degree of familiarity with T/C programs and a very positive attitude toward mainstreaming in general. It is also interesting to note that they report a somewhat higher positive attitude toward T/C programs in general than did T/Cs. A summary of the responses to the open-ended questions (12-14) follows:

12. What, in your opinion, is the most positive aspect of Teacher/Consultant programs?

Table 3.4 - Demographic Information - PRINCIPAL

1. How many years have you worked professionally in education?
 Range: 16 to 33 Mean: 24.76 Mode: 18
2. How many years have you been a principal?
 Range: 2 to 24 Mean: 14.95 Mode: 20
3. What is the highest degree you have earned? (please circle)
 BA/BS: (1) MA/MS: (16) Specialists: (3) PhD: (2)
4. For how many separate buildings are you the principal?
 Range: 1 to 3 Mean: 1.43 Mode: 1
5. How many regular education classrooms are you responsible for?
 Range: 11 to 35 Mean: 19.43 Mode: 17
6. What grade levels? (please circle)
 K - 5: (7) K - 6: (14)
7. How many special education classrooms or resource rooms?
 Range: 1 to 6 Mean: 2.5 Mode: 1
8. How many different Teacher/Consultants regularly serve your building (s)?
 Range: 1 to 5 Mean: 2.38 Mode: 1
9. How would you rate your degree of familiarity with T/C programs?
 1: (0) 2: (2) 3: (5) 4: (6) 5: (8) Mean: 3.95
 unfamiliar very familiar
10. What is your general attitude toward mainstreaming? (see definition on back)
 1: (2) 2: (0) 3: (3) 4: (6) 5: (10) Mean: 4.05
 negative positive
11. What is your general attitude toward T/C programs?
 1: (3) 2: (0) 3: (4) 4: (5) 5: (9) Mean: 3.81
 negative positive

Approximately 50% of the PRNs indicate that academic support for T/C program students is the most positive aspect of T/C programs. Other positive aspects include support for regular classroom teachers and helping students be successful in the mainstream.

13. What, in your opinion, is the most negative aspect of T/C programs?

As in the case of T/Cs, PARs, and RCTs, PRNs cite program resource limits (50%) as the primary negative aspect of T/C programs. Factors such as paperwork, time, and personnel limitations are mentioned as examples. Approximately 15% cite regular classroom teacher attitudes toward the T/C program as a negative aspect of T/C programs.

14. On the questionnaire you were asked to indicate differences between actual and preferred activities and outcomes. If you perceive differences between the actual and preferred, to what do you attribute these differences?

Again, as in the case of previously reported subgroups, a clear majority of PRNs cite resource factors as the major cause of discrepancies between actual and preferred activities and outcomes of T/C programs.

Directors of Special Education

Thirty of the 31 Directors of Special Education (DIRs) returning completed surveys also completed all or part of this section. Data concerning responses to the close-ended questions (1-10) are presented in Table 3.5.

DIRs report an average of 22.17 years of professional experience in education. An average of 12.6 years is reported as their experience as a Special Education administrator. All DIRs possess graduate level degrees with three possessing doctoral level degrees. While most DIRs report responsibility for only one local school district (13 of 29) the range is considerably large (1 to 14). This is also true for the number of Special Education programs, in total, and T/C programs, in particular. The range of Special Education programs is 6 to 106 and for T/C programs, 1 to 28. This suggests that Directors from both small and large districts are represented in the sample.

Direct supervision of T/C programs is reported to be evenly distributed between building Principals or the Directors themselves. DIRs indicate a very positive attitude toward mainstreaming in general and the most positive attitude of all subgroups toward T/C programs.

1. How many years have you worked professionally in education?
 Range: 12 to 35 Mean: 22.17 Mode: 26
2. How many years have you worked as a Special Education Administrator?
 Range: 4 to 23 Mean: 12.6 Mode: 11
3. What is the highest degree you have earned? (please circle)
 BA/BS: (0) MA/MS: (20) Specialists: (7) PhD: (3)
4. How many local school districts are you responsible for as Director?
 Range: 1 to 14 Mean: 3.76 Mode: 1
5. How many Special Education programs or services are you responsible for as Director?
 Range: 6 to 106 Mean: 34.32 Mode: 14
6. How many Teacher/Consultant programs do you have?
 Range: 1 to 28 Mean: 7.27 Mode: 1
7. Who provides for their direct supervision? (please circle)
 Self (10) Special Ed. (6) Building (12) Other (5)
 Supervisor Principals Combination
8. What is your general attitude toward mainstreaming?
 1: (0) 2: (1) 3: (4) 4: (7) 5: (19) Mean: 4.42
 negative positive
9. What is your general attitude toward Teacher/Consultant programs?
 1: (1) 2: (0) 3: (7) 4: (7) 5: (16) Mean: 4.19
 negative positive
10. How would you rate your degree of familiarity with Teacher/Consultant programs?
 1: (0) 2: (0) 3: (3) 4: (8) 5: (20) Mean: 4.55
 unfamiliar very familiar

A summary of the responses to the open-ended questions (11-13) follows:

11. What, in your opinion, is the most positive aspect of T/C programs?

Of the 30 comments received in response to this question, 14 (approximately 50%) cite the opportunity for student academic success in the mainstream as the most positive aspect. No other major category of response is given. Other responses include role flexibility, involvement in student testing, and teacher/staff support.

12. What, in your opinion, is the most negative aspect of T/C programs?

Two broad categories of responses are given as answers to this question. Approximately 60% of the DIRs share the observation of the other subgroups by citing the limited resources of staff and time as the primary negative aspect. However, 40% refer to factors related to program acceptance and attitude toward T/C programs.

13. On the questionnaire you were asked to indicate differences between actual and preferred activities and outcomes. If you perceive differences between the actual and preferred, to what do you attribute these differences?

Approximately 33% of the DIRs cite resource factors as the primary cause of the discrepancy between Actual

and Preferred T/C program activities and outcomes. Another 25%, however, cite disagreements over program expectancies and the role of T/Cs.

Activities of Teacher/Consultant Programs

The results of this study concerning the activities of Teacher/Consultant (T/C) programs are presented in this section. Sixteen T/C program activities, identified and extracted from previous research and the professional literature, were rank-ordered according to priority by the study participants representing five distinct strata (subgroups) involved with T/C programs on a day-to-day basis. Participants were requested to rank-order the activity statements by priority according to the manner in which they perceived T/C programs were actually operated or implemented. Participants were then requested to rank-order the activity statements by priority according to the manner in which they would prefer T/C programs to be operated or implemented in order to maximize program effectiveness. All statistical computations were done utilizing the computer program SPSS, Statistical Package for the Social Sciences, (Nie, et al., 1975) at Michigan State University.

In this section, each research question concerning T/C program activities (questions 1-8, pg 61) is re-stated, followed by a review and analysis of the results of the statistical procedures employed.

Research Question 1:

Given 16 Activities of Teacher/Consultant programs as identified and extracted from research and the professional literature, what is their actual rank-order of priority as assigned by the combined groups?

Relative, adjusted, and cumulative frequencies for all subgroups were obtained for the actual rank-order of priority of each activity statement. In order to determine the rank-order of priority for the combined groups the average of the subgroups means was obtained for each statement. This procedure was used to control for unequal subgroup size (N).

The results of this procedure are presented in Table 3.6. The average subgroups mean response and standard deviation is presented following each activity statement. These data are followed by the relative rank-order of priority of the 16 T/C program activity statements.

Table 3.6 - Rank-Order of Actual Activities: Combined Groups

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	7.370	3.980	8
2. Teach use of compensatory devices.	9.389	3.932	11
3. Provide tutorial instruction.	3.583	3.245	1
4. Provide remedial instruction.	6.181	4.511	3
5. Counsel with students.	6.976	4.156	6
6. Develop/implement behavior management.	7.078	3.125	7
7. Test students for Sp. Ed. eligibility.	5.051	3.978	2
8. Test T/C program students for planning.	6.868	3.755	5
9. Provide information about student difficulties.	6.208	3.012	4
10. Provide/demonstrate intervention techniques.	9.377	3.525	10
11. Listen/respond to adult questions/concerns.	7.692	3.591	9
12. Assist in behavior crisis.	10.062	3.306	12
13. Provide formal inservice to teachers.	12.615	3.044	14
14. Provide training to parents.	13.472	2.611	16
15. Provide/demonstrate instructional materials.	10.806	3.413	13
16. Team teach with regular class teachers.	13.232	3.454	15

* = ties

These data indicate clearly that the activity of providing tutorial or supportive instruction of regular classroom content is the highest priority activity of T/C programs as they are actually operated. The lowest priority actual activity selected by the participants is providing training programs to parents.

It is interesting to note that actual activities identified as high priority tend to be those closely associated with the provision of direct services to children and that actual activities identified as low priority tend to be those closely associated with the provision of indirect services (i.e. focusing on support of the adult receiving T/C services).

Research Question 2:

Given 16 Activities of Teacher/Consultant programs as identified and extracted from research and the professional literature, what is their preferred rank-order of priority as assigned by the combined groups?

The same statistical procedure used to determine the answer to research question 1 was used to address research question 2. The results of this procedure for preferred activities are presented in Table 3.7. The average subgroup mean response and standard deviation are presented

Table 3.7 - Rank-Order of Preferred Activities: Combined Groups

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	6.826	4.379	3
2. Teach use of compensatory devices.	9.757	4.696	12
3. Provide tutorial instruction.	5.267	4.052	1
4. Provide remedial instruction.	8.096	4.766	9
5. Counsel with students.	7.748	4.417	6
6. Develop/implement behavior management.	7.878	3.779	7
7. Test students for Sp. Ed. eligibility.	7.723	4.532	5
8. Test T/C program students for planning.	8.477	3.809	10
9. Provide information about student difficulties.	6.366	3.512	2
10. Provide/demonstrate intervention techniques.	8.009	3.721	8
11. Listen/respond to adult questions/concerns.	7.545	3.803	4
12. Assist in behavior crisis.	10.258	3.714	13
13. Provide formal inservice to teachers.	11.490	4.038	14
14. Provide training to parents.	11.606	3.751	15
15. Provide/demonstrate instructional materials.	8.831	3.872	11
16. Team teach with regular class teachers.	11.948	4.222	16

* = ties

for each activity statement. These data are followed by the relative rank-order of preferred priority of the 16 T/C program activity statements.

The results of this procedure indicate that the activity of providing tutorial or supportive instruction of regular classroom content is the highest preferred priority activity or T/C programs as assigned by the combined groups.

The lowest priority activity preferred by the combined groups is team-teaching with the regular classroom teacher. Differences between actual and preferred rank-order of priority are noted. A detailed analysis of these differences is presented under research question #7.

Research Question 3:

Given 16 Activities of Teacher/Consultant programs, as identified and extracted from research and the professional literature, what is their actual rank-order of priority as assigned by each subgroup?

Relative, adjusted, and cumulative frequencies for all subgroups were obtained for the actual rank-order of priority of each activity statement. The mean response for each statement was used to determine the rank-order of priority.

The results of this procedure are presented in the accompanying Tables (3.8, 3.9, 3.10, 3.11, and 3.12) for each subgroup. Each statement is followed by its mean response and the standard deviation. These data are followed by the relative rank-order of priority of the 16 T/C program activity statements.

Teacher/Consultant:

The results of this procedure (see Table 3.8) indicate that, for Teacher/Consultant respondents (T/Cs) the activity of providing tutorial or supportive instruction of regular classroom content is the highest priority activity of T/C programs as they are actually implemented. The difference between the mean rank of this activity and the second and third highest-ranked activities appears considerably large indicating a strong consensus. Furthermore, the standard deviations for the second and third priority-ranked activities appear to be considerably large indicating a larger degree of variability among T/Cs in their ranking of these activities. Differences in the mean ranks of the remaining activities appear relatively small. The lowest ranked activity was the provision of formal inservice training programs to educational personnel.

Table 3.8 - Rank-Order of Actual Activities: Teacher/
Consultants

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	6.872	3.342	7
2. Teach use of compensatory devices.	9.846	3.794	12
3. Provide tutorial instruction.	3.103	3.331	1
4. Provide remedial instruction.	6.000	5.005	3
5. Counsel with students.	6.359	3.475	6
6. Develop/implement behavior management.	7.744	2.953	9
7. Test students for Sp. Ed. eligibility.	5.538	4.559	2
8. Test T/C program students for planning.	7.487	3.713	8
9. Provide information about student difficulties.	6.026	2.334	4
10. Provide/demonstrate intervention techniques.	8.974	3.535	10
11. Listen/respond to adult questions/concerns.	6.256	2.692	5
12. Assist in behavior crisis.	9.667	3.586	11
13. Provide formal inservice to teachers.	14.051	2.685	16
14. Provide training to parents.	13.974	2.334	15
15. Provide/demonstrate instructional materials.	10.615	3.400	13
16. Team teach with regular class teachers.	13.462	2.751	14

* = ties

Regular Classroom Teacher:

The results of this procedure (see Table 3.9) indicate that Regular Classroom Teacher respondents (RCTs) perceive the activity of conducting student assessment for eligibility as the highest priority activity of T/C programs. The mean rank of the second priority activity (providing tutorial or supportive instruction of regular classroom content) does not differ considerably from the mean rank of the first priority activity. Similar to PARs, RCTs indicate that providing training programs to parents is the lowest priority activity of T/C programs as actually implemented.

Parents:

The results of this procedure (see Table 3.10) indicate that Parent respondents (PARs) perceive the activity of providing tutorial or supportive instruction of regular classroom content to be the highest priority activity of T/C programs. The lowest priority activity was the provision of training programs to parents. Taken as a whole, the standard deviations for the activity statements as rank-ordered

Table 3.9 - Rank-Order of Actual Activities: Regular Classroom Teachers

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	8.136	4.313	8
2. Teach use of compensatory devices.	11.000	3.665	12
3. Provide tutorial instruction.	4.182	3.621	2
4. Provide remedial instruction.	5.136	3.226	3
5. Counsel with students.	6.364	4.499	5
6. Develop/implement behavior management.	7.045	3.139	6
7. Test students for Sp. Ed. eligibility.	4.045	2.803	1
8. Test T/C program students for planning.	6.182	3.621	4*
9. Provide information about student difficulties.	6.182	3.126	4*
10. Provide/demonstrate intervention techniques.	10.273	2.453	10
11. Listen/respond to adult questions/concerns.	7.909	3.841	7
12. Assist in behavior crisis.	9.909	3.351	9
13. Provide formal inservice to teachers.	13.227	3.085	14
14. Provide training to parents.	13.500	3.036	15
15. Provide/demonstrate instructional materials.	10.591	3.686	11
16. Team teach with regular class teachers.	12.318	4.815	13

* = ties

Table 3.10 - Rank-Order of Actual Activities: Parents

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	7.714	4.480	7
2. Teach use of compensatory devices.	8.357	4.684	8*
3. Provide tutorial instruction.	4.571	3.610	1
4. Provide remedial instruction.	7.357	5.733	6
5. Counsel with students.	8.357	4.668	8*
6. Develop/implement behavior management.	6.571	3.480	3*
7. Test students for Sp. Ed. eligibility.	6.571	4.127	3*
8. Test T/C program students for planning.	7.000	3.679	4
9. Provide information about student difficulties.	5.714	3.911	2
10. Provide/demonstrate intervention techniques.	9.500	3.818	9
11. Listen/respond to adult questions/concerns.	7.286	4.665	5
12. Assist in behavior crisis.	9.643	3.225	10
13. Provide formal inservice to teachers.	10.786	4.173	11
14. Provide training to parents.	12.357	3.079	14
15. Provide/demonstrate instructional materials.	12.214	3.806	13
16. Team teach with regular class teachers.	11.929	4.599	12

* = ties

by PARs indicates somewhat larger variability when compared to other subgroups.

Principals:

The results of this procedure (see Table 3.11) indicate that Principal respondents (PRNs) also perceive the activity of providing tutorial or supportive instruction of regular classroom content to be the highest priority activity of T/C programs. As indicated by other subgroups, the activity of conducting student assessment for eligibility is also highly ranked. PRNs, as well as T/Cs (see Table 3.8) differ somewhat from RCTs in the degree of variability in their rank order of this activity. T/Cs and PRNs exhibit considerably more variability than RCTs for this activity. The lowest priority activity perceived by PRNs is team-teaching with regular classroom teachers.

Directors:

Again, as in the case of all subgroups (except RCTs) Director respondents (DIRs) perceive (see Table 3.12) the provision of tutorial or supportive instruction of regular classroom content as the highest priority activity of T/C programs. Furthermore, DIRs also exhibit the least degree

Table 3.11 - Rank-Order of Actual Activities: Principals

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	8.250	3.522	8
2. Teach use of compensatory devices.	10.500	3.804	13
3. Provide tutorial instruction.	3.500	3.017	1
4. Provide remedial instruction.	6.650	4.694	6
5. Counsel with students.	5.600	3.885	4
6. Develop/implement behavior management.	5.150	3.133	3
7. Test students for Sp. Ed. eligibility.	4.500	4.347	2
8. Test T/C program students for planning.	7.350	4.056	7
9. Provide information about student difficulties.	6.000	2.575	5
10. Provide/demonstrate intervention techniques.	9.100	3.919	10
11. Listen/respond to adult questions/concerns.	8.650	3.675	9
12. Assist in behavior crisis.	9.650	3.167	11
13. Provide formal inservice to teachers.	12.850	2.498	14
14. Provide training to parents.	13.250	2.552	15
15. Provide/demonstrate instructional materials.	10.450	2.911	12
16. Team teach with regular class teachers.	14.450	2.395	16

* = ties

Table 3.12 - Rank-Order of Actual Activities: Directors

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	5.880	4.246	4
2. Teach use of compensatory devices.	7.240	3.711	7
3. Provide tutorial instruction.	2.560	2.647	1
4. Provide remedial instruction.	5.760	3.897	3
5. Counsel with students.	8.200	4.252	8
6. Develop/implement behavior management.	8.880	2.920	10
7. Test students for Sp. Ed. eligibility.	4.600	4.052	2
8. Test T/C program students for planning.	6.320	3.705	5
9. Provide information about student difficulties.	7.120	3.113	6
10. Provide/demonstrate intervention techniques.	9.040	3.900	11
11. Listen/respond to adult questions/concerns.	8.360	3.081	9
12. Assist in behavior crisis.	11.440	3.203	13
13. Provide formal inservice to teachers.	12.160	2.779	14
14. Provide training to parents.	14.280	2.052	16
15. Provide/demonstrate instructional materials.	10.160	3.262	12
16. Team teach with regular class teachers.	14.000	2.708	15

* = ties

of variability in their ranking of this activity as evidenced by a standard deviation of 2.647. A larger degree of variability is evidenced by the priority ranking of DIRs for the second highest ranked activity of conducting student assessment as a part of determining eligibility. This perhaps suggests considerable variability across the state regarding the role of the T/C and their involvement in the referral-to-placement process. Again, the provision of training programs to parents was identified by DIRs as the lowest priority activity of T/C programs.

Research Question 4:

Given 16 Activities of Teacher/Consultant programs as identified and extracted from research and the professional literature, what is their preferred rank-order of priority as assigned by each subgroup?

Relative, adjusted, and cumulative frequencies for all subgroups were obtained for the preferred rank-order of priority of each activity statement. The mean response for each statement was used to determine the rank-order of priority. The results of this procedure are presented in the accompanying Tables (3.13, 3.14, 3.15, 3.16, and 3.17) for each subgroup. Each statement is followed by its mean response and the standard deviation. These data are followed by the relative rank-order of priority of the 16 T/C program activity statements.

Teacher/Consultants:

The results of this procedure (see Table 3.13) indicate that for Teacher/Consultant respondents (T/Cs) the activity of providing information about a student's difficulty or problem to parents and educational personnel is the highest preferred. It should also be noted that with a standard deviation of 2.703, T/Cs indicate the lowest degree of variability in response to this activity statement. The second highest preferred activity is listening and responding to questions/concerns of parents or educational personnel. This activity received a rank-order of 5 by T/Cs among actual activities of T/C programs.

The highest ranked actual activity received a rank of 3 among preferred activities. This activity involves the provision of tutorial or supportive instruction to students. Similarly, the second highest ranked actual activity, that of providing direct instruction of content different from the regular classroom content, was ranked 8th among preferred activities by T/Cs. A considerable degree of variability among T/Cs is noted for these activities with standard deviations of 5.040 and 5.386 respectively. A considerable degree of variability is also evident among T/Cs for the activity of conducting student assessment activities for determining eligibility for special education. A lack of consensus is apparent among T/Cs with a standard deviation

Table 3.13 - Rank-Order of Preferred Activities: Teacher/Consultants

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	6.872	3.935	4
2. Teach use of compensatory devices.	9.590	4.172	12
3. Provide tutorial instruction.	6.590	5.040	3
4. Provide remedial instruction.	7.872	5.386	8
5. Counsel with students.	7.564	3.926	6
6. Develop/implement behavior management.	9.103	3.740	10
7. Test students for Sp. Ed. eligibility.	7.667	5.392	7
8. Test T/C program students for planning.	9.154	4.088	11
9. Provide information about student difficulties.	5.103	2.703	1
10. Provide/demonstrate intervention techniques.	7.000	3.713	5
11. Listen/respond to adult questions/concerns.	5.846	3.453	2
12. Assist in behavior crisis.	9.795	4.426	13
13. Provide formal inservice to teachers.	11.615	4.308	15
14. Provide training to parents.	11.436	4.064	14
15. Provide/demonstrate instructional materials.	8.154	4.036	9
16. Team teach with regular class teachers.	12.359	3.930	16

* = ties

of 5.392.

It is also noteworthy that the first and second ranked activities preferred by T/Cs are activities that could be characterized as indirect services. That is, services provided to other adults versus directly to students.

Regular Classroom Teachers:

The results of this procedure (see Table 3.14) indicate that for Regular Classroom Teacher respondents (RCTs) the activity of providing tutorial or supportive instruction of regular classroom content is the highest preferred. The second, third and fourth highest preferred activities by RCTs also involve the provision of direct services to students and include the provision of direct instruction of content different from the regular classroom content, the direct implementation of behavior management techniques, and counseling with students about feelings or attitudes.

The activity of providing formal inservice training programs to educational personnel is identified as the least preferred activity by RCTs.

Table 3.14 - Rank-Order of Preferred Activities: Regular Classroom Teachers

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	7.682	4.476	7
2. Teach use of compensatory devices.	11.500	4.585	13
3. Provide tutorial instruction.	3.773	4.047	1
4. Provide remedial instruction.	6.409	3.972	2
5. Counsel with students.	6.864	4.389	4
6. Develop/implement behavior management.	6.636	3.259	3
7. Test students for Sp. Ed. eligibility.	8.455	4.867	10*
8. Test T/C program students for planning.	8.091	3.337	8
9. Provide information about student difficulties.	7.045	3.552	5
10. Provide/demonstrate intervention techniques.	8.455	3.725	10*
11. Listen/respond to adult questions/concerns.	8.273	4.108	9
12. Assist in behavior crisis.	7.545	5.050	6
13. Provide formal inservice to teachers.	13.045	3.258	15
14. Provide training to parents.	10.545	3.863	12
15. Provide/demonstrate instructional materials.	9.227	3.571	11
16. Team teach with regular class teachers.	12.682	4.592	14

* = ties

Parents:

The results of this procedure (see Table 3.15) indicate that for Parent respondents (PARs) providing tutorial or supportive instruction of regular classroom content is the highest preferred activity. A relatively high degree of consensus regarding this activity is apparent with a standard deviation of 2.848. The second highest preferred activity is instructing students in various classroom learning strategies. T/Cs and RCTs rank this activity at 4 and 7 respectively. Considerable difference between PARs and RCTs is apparent for the activity of assisting school personnel in behavioral crisis situations. This activity was identified as the lowest (16) preferred among PARs and the seventh highest preferred among RCTs.

Principals:

The results of this procedure (see Table 3.16) indicate that, for Principal respondents (PRNs), providing tutorial or supportive instruction of regular classroom content is the highest preferred activity. This corresponds with the preferences indicated by RCTs and PARs. Unlike PARs, RCTs and T/Cs however, PRNs identify conducting student assessment activities for determining special education eligibility as their second highest priority. The assigned ranks for this

Table 3.15 - Rank-Order of Preferred Activities: Parents

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	5.214	4.758	2
2. Teach use of compensatory devices.	9.214	6.002	11
3. Provide tutorial instruction.	4.429	2.848	1
4. Provide remedial instruction.	7.571	4.831	5
5. Counsel with students.	8.000	4.961	6
6. Develop/implement behavior management.	8.071	3.912	7
7. Test students for Sp. Ed. eligibility.	9.071	2.731	10
8. Test T/C program students for planning.	9.000	3.419	9
9. Provide information about student difficulties.	5.500	3.976	3
10. Provide/demonstrate intervention techniques.	8.500	4.256	8
11. Listen/respond to adult questions/concerns.	7.286	4.393	4
12. Assist in behavior crisis.	11.929	2.369	16
13. Provide formal inservice to teachers.	11.500	4.292	15
14. Provide training to parents.	10.857	3.860	14
15. Provide/demonstrate instructional materials.	9.643	4.551	12
16. Team teach with regular class teachers.	10.000	5.306	13

* = ties

Table 3.16 - Rank-Order of Preferred Activities: Principals

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	8.400	4.223	9
2. Teach use of compensatory devices.	10.600	4.477	13
3. Provide tutorial instruction.	4.000	4.078	1
4. Provide remedial instruction.	6.950	5.135	6
5. Counsel with students.	6.550	4.729	5
6. Develop/implement behavior management.	6.500	3.993	4
7. Test students for Sp. Ed. eligibility.	5.700	4.835	2
8. Test T/C program students for planning.	7.100	4.115	7
9. Provide information about student difficulties.	5.900	2.789	3
10. Provide/demonstrate intervention techniques.	8.450	3.000	10
11. Listen/respond to adult questions/concerns.	7.800	3.254	8
12. Assist in behavior crisis.	9.700	3.743	11
13. Provide formal inservice to teachers.	11.450	3.818	14
14. Provide training to parents.	12.550	3.316	15
15. Provide/demonstrate instructional materials.	10.100	3.024	12
16. Team teach with regular class teachers.	13.700	2.849	16

* = ties

activity by these subgroups were 7, 10, and 10 respectively. With a standard deviation of 4.835, considerable variability among PRNs is indicated for this activity.

Providing information about a student's difficulty or problem to parents or school personnel is the third highest preferred activity according to PRNs. A relatively lower degree of variability among PRNs is suggested with a standard deviation of 2.789. Their lowest preferred activity is team-teaching with regular classroom teachers.

Directors:

The results of this procedure (see Table 3.17) indicate that, for Director respondents (DIRs), instructing students in classroom learning strategies is the highest preferred activity. With a standard deviation of 4.504, a relatively high degree of variability among DIRs is apparent for this activity. Ranks assigned to this activity by other respondent subgroups are as follows: T/Cs - 4, RCTs - 7, PARs-2, PRNs-9.

The second highest preferred activity of DIRs is providing and/or demonstrating alternative instructional materials to educational personnel or parents. Ranks assigned to this activity by other respondent subgroups are as follows:

Table 3.17 - Rank-Order of Preferred Activities: Directors

<u>Activity</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Instruct students in learning strategies.	5.960	4.504	1
2. Teach use of compensatory devices.	7.880	4.246	6
3. Provide tutorial instruction.	7.542	4.166	3
4. Provide remedial instruction.	11.680	4.233	14
5. Counsel with students.	9.760	4.800	11
6. Develop/implement behavior management.	9.080	3.999	10
7. Test students for Sp. Ed. eligibility.	7.720	4.233	5
8. Test T/C program students for planning.	9.040	4.087	9
9. Provide information about student difficulties.	8.280	3.966	7
10. Provide/demonstrate intervention techniques.	7.640	4.022	4
11. Listen/respond to adult questions/concerns.	8.520	3.809	8
12. Assist in behavior crisis.	12.320	2.982	15
13. Provide formal inservice to teachers.	9.840	4.516	12
14. Provide training to parents.	12.640	3.650	16
15. Provide/demonstrate instructional materials.	7.040	4.178	2
16. Team teach with regular class teachers.	11.000	4.435	13

* = ties

T/Cs-9, RCTs - 11, PARs-12, and PRNs - 12. A detailed analysis of the differences among subgroups will be addressed under research question 6.

Research Question 5:

Given 16 Activities of Teacher/Consultant programs, as identified and extracted from research and the professional literature, what are the differences in the actual rank-order of priority between subgroups?

The purpose of this research question was to determine the extent of agreement between respondent subgroups regarding their perceptions of the actual activities of T/C programs. That is, the priority of activities of T/C programs as they are actually implemented. To determine if the subgroups responded similarly their "actual" rankings for each activity statement were compared. The statistical procedure employed for this purpose was the Mann-Whitney U Test. The results of this procedure are presented on the accompanying Tables (3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, and 3.27) for each of the 10 comparisons. Each statement is followed by the mean rank for each of two subgroups being compared. These data are followed by the obtained Z score and the results of the 2-tailed p test. Significant differences are denoted via asteriks where $*$ = $p > .05$ and $**$ = $p > .01$ levels of significance.

Teacher/Consultants and Regular Classroom Teachers:

The results of this procedure (see Table 3.18) indicate that there are no significant differences in the rank-order of priority between Teacher/Consultant respondents (T/Cs) and Regular Classroom Teacher respondents (RCTs) regarding actual activities of T/C programs.

While not statistically significant, a difference is indicated between T/Cs and RCTs for the activity of listening and responding to the questions/concerns of parents or educational personnel. T/Cs tend to give this actual activity a higher rank-order of priority than do RCTs. Therefore, T/Cs tend to perceive themselves to be actually engaged in this activity somewhat more than do RCTs.

Teacher/Consultants and Parents:

The results of this procedure (see Table 3.19) indicate that Parent respondents (PARs) perceive the activity of providing formal in-service training programs to education personnel to be a significantly higher priority than Teacher/Consultant respondents (T/Cs). No other significant differences in Rank-Order of Actual Activities are indicated. It is of interest to note that a large (but not statistically

Table 3.18 - Differences in Rank-Order of Actual Activities: Teacher/Consultant and Regular Classroom Teacher

<u>Activity</u>	<u>T/C Mean Rank</u>	<u>RCT Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	29.49	33.68	- .8899	.3735
2. Teach use of compensatory devices.	29.09	34.39	-1.1242	.2609
3. Provide tutorial instruction.	28.46	35.50	-1.5482	.1216
4. Provide remedial instruction.	30.87	31.23	- .0757	.9396
5. Counsel with students.	31.37	30.34	.2190	.8266
6. Develop/implement behavior management.	32.40	28.52	.8228	.4106
7. Test students for Sp. Ed. eligibility.	32.28	28.73	.7583	.4483
8. Test T/C program students for planning.	33.13	27.23	1.2523	.2104
9. Provide information about student difficulties.	30.88	21.20	- .0681	.9457
10. Provide/demonstrate intervention techniques.	28.76	34.98	-1.3228	.1859
11. Listen/respond to adult questions/concerns.	28.36	35.68	-1.5564	.1196
12. Assist in behavior crisis.	30.56	31.77	- .2567	.7974
13. Provide formal inservice to teachers.	33.31	26.91	1.3837	.1664
14. Provide training to parents.	32.12	29.02	.6728	.5011
15. Provide/demonstrate instructional materials.	30.74	31.45	- .1518	.8794
16. Team teach with regular class teachers.	31.22	30.61	.1320	.8950

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

RCT = Regular Classroom Teacher

Table 3.19 - Differences in Rank-Order of Actual Activities: Teacher/Consultant and Parent

<u>Activity</u>	<u>T/C Mean Rank</u>	<u>PAR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	26.54	28.29	-.3648	.7153
2. Teach use of compensatory devices.	28.81	21.96	1.4300	.1527
3. Provide tutorial instruction.	25.22	31.96	-1.4692	.1418
4. Provide remedial instruction.	26.03	29.71	-.7731	.4394
5. Counsel with students.	25.27	31.82	-1.3702	.1706
6. Develop/implement behavior management.	28.55	22.68	1.2283	.2193
7. Test students for Sp. Ed. eligibility.	25.54	31.07	-1.1580	.2469
8. Test T/C program students for planning.	27.44	25.79	.3444	.7305
9. Provide information about student difficulties.	27.51	25.57	.4069	.6841
10. Provide/demonstrate intervention techniques.	26.13	29.43	-.6902	.4901
11. Listen/respond to adult questions/concerns.	26.55	28.25	-.3552	.7225
12. Assist in behavior crisis.	27.12	26.68	.0912	.9273
13. Provide formal inservice to teachers.	31.12	15.54	3.2974	.0010**
14. Provide training to parents.	29.28	20.64	1.8330	.0668
15. Provide/demonstrate instructional materials.	24.78	33.18	-1.7580	.0788
16. Team teach with regular class teachers.	28.05	24.07	.8491	.3958

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

PAR = Parent

significant) difference also exists between these subgroups for the activity of providing training programs to parents. PARs tend to perceive this activity to be of higher priority than do T/Cs.

Teacher/Consultants and Principals:

The results of this procedure (see Table 3.20) indicate that Teacher/Consultant respondents (T/Cs) and Principal respondents (PRNs) differ significantly in their perceptions of Rank-Order of Priority for three (3) Activities. The greatest difference ($Z = 2.9805$, $p > .01$) is indicated for the actual activity of developing, implementing, and monitoring behavior management techniques for students. PRNs perceive this activity to be of significantly higher actual priority than do T/Cs.

The second greatest difference between these subgroups ($Z = 2.6596$, $p > .01$) is indicated for the activity of providing formal inservice training programs to educational personnel. Again, PRNs perceive this actual activity to be of significantly higher priority than do T/Cs. The third significant difference is indicated for the activity of listening and responding to the questions/concerns of parents or educational personnel ($Z = -2.3852$, $p > .05$). T/Cs

Table 3.20 - Differences in Rank-Order of Actual Activities: Teacher/Consultant and Principal

<u>Activity</u>	<u>T/C Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	27.53	34.82	-1.5521	.1206
2. Teach use of compensatory devices.	28.96	32.02	- .6527	.5139
3. Provide tutorial instruction.	28.88	32.17	- .7331	.4635
4. Provide remedial instruction.	28.62	32.70	- .8701	.3843
5. Counsel with students.	31.56	26.95	.9825	.3258
6. Develop/implement behavior management.	34.74	20.75	2.9805	.0029**
7. Test students for Sp. Ed. eligibility.	31.24	27.57	.7860	.4319
8. Test T/C program students for planning.	30.33	29.35	.2092	.8343
9. Provide information about student difficulties.	30.19	29.63	.1215	.9033
10. Provide/demonstrate intervention techniques.	29.95	30.10	- .0322	.9743
11. Listen/respond to adult questions/concerns.	26.21	37.40	-2.3852	.0171*
12. Assist in behavior crisis.	30.18	29.65	.1126	.9104
13. Provide formal inservice to teachers.	34.17	21.88	2.6596	.0078
14. Provide training to parents.	31.64	26.80	1.0704	.2844
15. Provide/demonstrate instructional materials.	31.03	28.00	.6453	.5187
16. Team teach with regular class teachers.	27.50	34.87	-1.6449	.1000

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

PRN = Principal

perceive this activity to be of significantly higher priority than do PRNs.

Teacher/Consultants and Directors:

The results of this procedure (see Table 3.21) indicate that Teacher/Consultant respondents (T/Cs) and Director respondents (DIRs) differ significantly in their perceptions of the Rank-Order of Priority for four (4) Activities. The greatest difference ($Z = 3.3031$, $p > .01$) between T/Cs and DIRs is indicated for the activity of providing formal inservice training programs to educational personnel. DIRs perceive this activity to be of significantly higher priority than do T/Cs. The second greatest difference between these subgroups ($Z = 2.6938$, $p > .05$) is indicated for the activity of teaching students to use compensatory devices. Again, DIRs perceive this activity to be of significantly higher priority than do T/Cs.

The third greatest significant difference ($Z = -2.5893$, $p > .05$) between these two subgroups is indicated for the activity of listening and responding to questions/concerns of parents or educational personnel. T/Cs perceive this activity to be of significantly higher priority than DIRs. This relationship is also found for the activity of assisting school personnel immediately in behavioral crisis

Table 3.21 - Differences in Rank-Order of Actual Activities: Teacher/Consultant and Director

<u>Activity</u>	<u>T/C Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	35.18	28.32	1.4437	.1488
2. Teach use of compensatory devices.	37.50	24.70	2.6938	.0071**
3. Provide tutorial instruction.	32.90	31.88	.2273	.8202
4. Provide remedial instruction.	31.82	33.56	-.3671	.7136
5. Counsel with students.	29.28	37.52	-1.7354	.0827
6. Develop/implement behavior management.	30.01	36.38	-1.3424	.1795
7. Test students for Sp. Ed. eligibility.	33.46	31.00	.5213	.6021
8. Test T/C program students for planning.	35.04	28.54	1.3692	.1709
9. Provide information about student difficulties.	30.05	36.32	-1.3244	.1854
10. Provide/demonstrate intervention techniques.	32.62	32.32	.0623	.9503
11. Listen/respond to adult questions/concerns.	27.71	39.98	-2.5893	.0096**
12. Assist in behavior crisis.	28.60	38.58	-2.1038	.0354**
13. Provide formal inservice to teachers.	38.56	23.04	3.3031	.0010**
14. Provide training to parents.	31.12	34.66	-.7653	.4441
15. Provide/demonstrate instructional materials.	33.88	30.34	.7490	.4539
16. Team teach with regular class teachers.	30.95	34.92	-.8585	.3906

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

DIR = Director

situations. Again, T/Cs perceive this activity to be of significantly ($Z = -2.1038$, $p > .05$) higher priority than DIRs.

Regular Classroom Teachers and Parents:

The results of this procedure (see Table 3.22) indicate that there were no significant differences in the rank-order of priority between Regular Classroom Teacher respondents (RCTs) and Parent respondents (PARs) regarding the actual activities of T/C programs.

While not statistically significant the greatest difference between RCTs and PARs was found for the activity of providing formal inservice training programs to education personnel. PARs tend to perceive this activity to be of higher priority than RCTs.

Regular Classroom Teachers and Principals:

The results of this procedure (see Table 3.23) indicate that Regular Classroom Teacher respondents (RCTs) and Principal respondents (PRNs) differ significantly in their perceptions of the Rank-Order of Priority for only one actual

Table 3.22 - Differences in Rank-Order of Actual Activities: Regular Classroom Teacher and Parent

<u>Activity</u>	<u>RCT Mean Rank</u>	<u>PAR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	19.09	17.57	.4248	.6710
2. Teach use of compensatory devices.	21.07	14.46	1.8437	.0652
3. Provide tutorial instruction.	18.18	19.00	- .2323	.8163
4. Provide remedial instruction.	17.50	20.07	- .7207	.4711
5. Counsel with students.	16.84	21.11	-1.1904	.2339
6. Develop/implement behavior management.	19.41	17.07	.6544	.5128
7. Test students for Sp. Ed. eligibility.	15.89	22.61	-1.8782	.0603
8. Test T/C program students for planning.	17.57	19.96	- .6699	.5030
9. Provide information about student difficulties.	18.91	17.86	.2943	.7685
10. Provide/demonstrate intervention techniques.	18.75	18.11	.1806	.8567
11. Listen/respond to adult questions/concerns.	19.30	17.25	.5703	.5685
12. Assist in behavior crisis.	18.95	17.79	.3277	.7432
13. Provide formal inservice to teachers.	21.20	14.25	1.9489	.0513
14. Provide training to parents.	20.30	15.68	1.2992	.1939
15. Provide/demonstrate instructional materials.	16.16	22.18	-1.6958	.0899
16. Team teach with regular class teachers.	19.09	17.57	.4384	.6611

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

PAR = Parent

Table 3.23 - Differences in Rank-Order of Actual Activities: Regular Classroom Teacher and Principal

<u>Activity</u>	<u>RCT Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	20.98	22.07	- .2906	.7713
2. Teach use of compensatory devices.	22.07	20.88	.3163	.7518
3. Provide tutorial instruction.	22.70	20.17	.6850	.4934
4. Provide remedial instruction.	19.91	23.25	- .8871	.3750
5. Counsel with students.	22.30	20.63	.4432	.6576
6. Develop/implement behavior management.	25.41	17.20	2.1793	.0293*
7. Test students for Sp. Ed. eligibility.	21.98	20.97	.2681	.7886
8. Test T/C program students for planning.	20.07	23.07	- .7985	.4246
9. Provide information about student difficulties.	21.80	21.17	.1650	.8690
10. Provide/demonstrate intervention techniques.	23.09	19.75	.8868	.3752
11. Listen/respond to adult questions/concerns.	20.30	22.82	- .6712	.5021
12. Assist in behavior crisis.	22.70	20.17	.6712	.5021
13. Provide formal inservice to teachers.	23.05	19.80	.8690	.3849
14. Provide training to parents.	22.32	20.60	.4683	.6396
15. Provide/demonstrate instructional materials.	22.91	19.95	.7868	.4314
16. Team teach with regular class teachers.	19.16	24.07	-1.4202	.1556

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

PRN = Principal

activity. A difference ($Z = 2.1793$, $p > .05$) is indicated for the activity of developing, implementing and monitoring behavioral management/modification techniques for students. PRNs perceive this activity to be of significantly higher priority than do RCTs.

Regular Classroom Teachers and Directors:

The results of this procedure (see Table 3.24) indicate that Regular Classroom Teacher respondents (RCTs) and Director respondents (DIRs) differ significantly in their perceptions of the Rank-Order of Priority for only one Activity. This difference ($Z = 3.2411$, $p > .01$) is indicated for the activity of teaching students to use compensatory devices. DIRs perceive this activity to be of significantly higher priority than RCTs.

A nearly significant difference is also indicated for the activity of developing, implementing, and monitoring behavioral management/modification techniques for students. RCTs generally perceive this actual activity to be of a higher priority than DIRs.

Table 3.24 - Differences in Rank-Order of Actual Activities: Regular Classroom Teacher and Director

<u>Activity</u>	<u>RCT Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	28.05	20.44	1.9066	.0566
2. Teach use of compensatory devices.	30.89	17.94	3.2411	.0012**
3. Provide tutorial instruction.	27.70	20.74	1.8021	.0715
4. Provide remedial instruction.	22.98	24.90	- .4833	.6289
5. Counsel with students.	21.14	26.52	-1.3475	.1778
6. Develop/implement behavior management.	19.86	27.64	-1.9574	.0503
7. Test students for Sp. Ed. eligibility.	23.95	24.04	- .1216	.9828
8. Test T/C program students for planning.	23.84	24.14	- .0750	.9402
9. Provide information about student difficulties.	21.48	26.22	-1.1920	.2332
10. Provide/demonstrate intervention techniques.	26.64	21.68	1.2438	.2136
11. Listen/respond to adult questions/concerns.	22.91	24.96	- .5141	.6072
12. Assist in behavior crisis.	20.41	27.16	-1.6998	.0892
13. Provide formal inservice to teachers.	27.52	20.90	1.6668	.0955
14. Provide training to parents.	21.57	26.14	-1.1668	.2433
15. Provide/demonstrate instructional materials.	25.52	22.66	.7186	.4724
16. Team teach with regular class teachers.	22.75	25.10	- .6116	.5408

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

DIR = Director

Parents and Principals:

The results of this procedure (see Table 3.25) indicate that there were no significant differences in the rank-order of priority between Parent respondents (PARs) and Principal respondents (PRNs) regarding the actual activities of T/C programs. While not statistically significant the greatest differences between PARs and PRNs were found for the activities of providing and/or demonstrating alternative instructional materials ($Z = 1.9351$) and counseling with students ($Z = 1.8996$). In both instances, PRNs tend to perceive these activities to be of somewhat higher priority than do PARs. PARs.

Parents and Directors:

The results of this procedure (see Table 3.26) indicate that Parent respondents (PARs) and Director respondents (DIRs) differ significantly in their perceptions of the rank-order of priority for three actual activities of T/C programs. The greatest difference ($Z = -2.2553$, $p > .05$) is indicated for the activity of developing, implementing, and monitoring behavior management/modification techniques of students. PARs perceive this activity to be of significantly higher priority than do DIRs. It is noteworthy that PRNs also differ from DIRs for this activity in a similar manner.

Table 3.25 - Differences in Rank-Order of Actual Activities: Parent and Principal

<u>Activity</u>	<u>PAR Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	16.36	18.30	- .5621	.5741
2. Teach use of compensatory devices.	14.14	19.85	-1.6553	.0979
3. Provide tutorial instruction.	19.29	16.25	.9023	.3669
4. Provide remedial instruction.	17.75	17.32	.1234	.9018
5. Counsel with students.	21.36	14.80	1.8996	.0575
6. Develop/implement behavior management.	20.43	15.45	1.4485	.1475
7. Test students for Sp. Ed. eligibility.	21.14	14.95	1.7970	.0723
8. Test T/C program students for planning.	17.04	17.82	- .2289	.8190
9. Provide information about student difficulties.	16.57	18.15	- .4578	.6471
10. Provide/demonstrate intervention techniques.	18.32	16.92	.4049	.6856
11. Listen/respond to adult questions/concerns.	15.61	18.82	- .9318	.3514
12. Assist in behavior crisis.	17.50	17.50	0.000	1.0000
13. Provide formal inservice to teachers.	14.54	19.57	-1.4779	.1394
14. Provide training to parents.	16.14	18.45	- .6788	.4973
15. Provide/demonstrate instructional materials.	21.43	14.75	1.9351	.0530
16. Team teach with regular class teachers.	14.14	19.85	-1.7841	.0744

* = $p > .05$ ** = $p > .01$

PAR = Parent

PRN = Principal

Table 3.26 - Differences in Rank-Order of Actual Activities: Parent and Director

<u>Activity</u>	<u>PAR Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	23.11	18.26	1.2789	.2009
2. Teach use of compensatory devices.	21.86	18.96	.7652	.4442
3. Provide tutorial instruction.	23.79	17.88	1.6195	.1053
4. Provide remedial instruction.	21.39	19.22	.5740	.5660
5. Counsel with students.	20.14	19.92	.0588	.9531
6. Develop/implement behavior management.	14.54	23.06	-2.2553	.0241*
7. Test students for Sp. Ed. eligibility.	24.11	17.70	1.6956	.0900
8. Test T/C program students for planning.	21.50	19.16	.6182	.5364
9. Provide information about student difficulties.	17.32	21.50	-1.1029	.2701
10. Provide/demonstrate intervention techniques.	21.86	18.96	.7647	.4444
11. Listen/respond to adult questions/concerns.	17.71	21.28	-.9400	.3472
12. Assist in behavior crisis.	15.16	22.46	-1.8160	.0692
13. Provide formal inservice to teachers.	18.32	20.94	-.6934	.4881
14. Provide training to parents.	15.04	27.78	-2.0765	.0379*
15. Provide/demonstrate instructional materials.	25.04	17.18	2.0771	.0378
16. Team teach with regular class teachers.	17.21	21.56	-1.1798	.2381

* = $p > .05$ ** = $p > .01$

PAR = Parent

DIR = Director

PARs also perceive the activity of providing training programs to parents to be of significantly higher priority than do DIRs ($Z = 2.0765$, $p > .05$).

DIRs perceive only one actual activity to be of significantly higher priority than do PARs. This activity involves the provision and/or demonstration of alternative instructional materials to educational personnel or parents ($Z = 2.0771$, $p > .05$). A similar, albeit non-significant, relationship for this activity is indicated between PARs and PRNs.

Principals and Directors:

The results of this procedure (see Table 3.27) indicate that Principal respondents (PRNs) and Director respondents (DIRs) differ significantly in their perceptions of the rank-order of priority for five actual activities of T/C programs. The greatest difference ($Z = 3.7421$, $p > .01$) between PRNs and DIRs is indicated for the activity of developing, implementing, and monitoring behavior management/modification techniques for students. PRNs (as also found with PARs) perceive this activity to be of significantly higher priority than do DIRs.

Table 3.27 - Differences in Rank-Order of Actual Activities: Principal and Director

<u>Activity</u>	<u>PRN Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	27.55	19.36	2.0862	.0370*
2. Teach use of compensatory devices.	29.05	18.16	2.7732	.0056**
3. Provide tutorial instruction.	24.97	21.42	.9482	.3430
4. Provide remedial instruction.	24.20	22.04	.5512	.5815
5. Counsel with students.	18.55	26.56	-2.0428	.0411*
6. Develop/implement behavior management.	14.85	29.52	-3.7421	.0002**
7. Test students for Sp. Ed. eligibility.	22.17	23.66	-.3824	.7022
8. Test T/C program students for planning.	25.13	21.30	.9772	.3285
9. Provide information about student difficulties.	20.35	25.12	-1.2185	.2230
10. Provide/demonstrate intervention techniques.	23.15	22.88	.0690	.9450
11. Listen/respond to adult questions/concerns.	23.62	22.50	.2872	.7740
12. Assist in behavior crisis.	18.27	26.78	-2.1734	.0298*
13. Provide formal inservice to teachers.	25.17	21.26	1.0061	.3143
14. Provide training to parents.	19.45	25.84	-1.6710	.0947
15. Provide/demonstrate instructional materials.	23.30	22.76	.1385	.8899
16. Team teach with regular class teachers.	25.15	21.28	1.0571	.2905

* = $p > .05$ ** = $p > .01$

PRN = Principal

DIR = Director

PRNs also perceive two other activities to be of significantly higher priority than do DIRs. These activities include counseling with students about feelings or attitudes ($Z = -2.0428$, $p > .05$) and assisting school personnel in behavioral crisis situations ($Z = -2.1734$, $p > .05$).

DIRs perceive significantly higher priorities than PRNs for two other T/C program activities. These include instructing students in classroom learning strategies ($Z = 2.0862$, $p > .05$) and teaching students to use compensatory devices ($Z = 2.7732$, $p > .05$). It is interesting to note that more significant differences were found between these subgroups than any of the other comparisons.

Research Question 6:

Given 16 Activities of Teacher/Consultant programs, as identified and extracted from research and the professional literature, what are the differences in the preferred rank-order of priority between subgroups?

The purpose of this research question was to determine the extent of agreement between respondent subgroups regarding their preferred rank-order of priority of activities of T/C programs; that is, the activities of T/C programs as subgroups would prefer them to operate. To determine if the subgroups responded similarly their "preferred" rankings for

each activity statement were compared. The statistical procedure employed for this purpose was the Mann-Whitney U Test. The results of this procedure are presented in the accompanying Tables (3.28, 3.29, 3.30, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, and 3.37) for each of the 10 comparisons. Each activity statement is followed by the mean rank for each of the two subgroups being compared. These data are followed by the obtained score and the results of the 2-tailed p test. Significant differences are denoted via asterisk where $* = p > .05$ and $** = p > .01$ levels of significance.

Teacher/Consultants and Regular Classroom Teachers:

The results of this procedure (see Table 3.28) indicate that Teacher/Consultant respondents (T/Cs) and Regular Classroom Teacher respondents (RCTs) differ significantly in their preferences for four T/C program activities. The largest difference ($Z = 2.4057$, $p > .05$) between T/Cs and RCTs is for the activity of developing, implementing, and monitoring behavior management/modification techniques for children. RCTs prefer this activity to be of a significantly higher priority than do T/Cs. This same relationship is also indicated for the activity of providing tutorial or supportive instruction of regular classroom content. Again, RCTs prefer this activity to be of significantly higher priority ($Z = 2.1725$, $p > .05$) than do T/Cs.

Table 3.28 - Differences in Rank-Order of Preferred Activities: Teacher/Consultant and Regular Classroom Teacher

<u>Activity</u>	<u>T/C Mean Rank</u>	<u>RCT Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	30.03	32.73	- .5726	.5669
2. Teach use of compensatory devices.	27.78	36.70	-1.8921	.0585
3. Provide tutorial instruction.	34.63	24.57	2.1725	.0298*
4. Provide remedial instruction.	32.41	28.50	.8299	.4066
5. Counsel with students.	32.46	28.41	.8596	.3900
6. Develop/implement behavior management.	35.09	23.75	2.4057	.0161*
7. Test students for Sp. Ed. eligibility.	29.99	32.80	- .5959	.5512
8. Test T/C program students for planning.	32.69	28.08	.9941	.3202
9. Provide information about student difficulties.	27.65	36.93	-1.9727	.0485*
10. Provide/demonstrate intervention techniques.	28.59	35.27	-1.4166	.1566
11. Listen/respond to adult questions/concerns.	27.29	37.57	-2.1778	.0294*
12. Assist in behavior crisis.	34.05	25.59	1.7928	.0730
13. Provide formal inservice to teachers.	28.82	34.86	-1.2893	.1973
14. Provide training to parents.	32.78	27.84	1.0492	.2941
15. Provide/demonstrate instructional materials.	29.37	33.89	- .9573	.3384
16. Team teach with regular class teachers.	29.58	33.52	- .8492	.3958

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

RCT = Regular Classroom Teacher

Two activities are preferred by T/Cs to be of significantly higher priority than RCTs. These include the activities of listening and responding to questions and concerns of parents or educational personnel ($Z = -2.1778$, $p > .05$) and providing information about a student's difficulty or problem to parents and educational personnel ($Z = -1.9727$, $p > .05$).

It is interesting to note that the activities more highly preferred by RCTs are those that constitute direct services of students and deal more specifically with classroom performance, behavioral and academic.

Teacher/Consultant and Parents:

The results of this procedure (see Table 3.29) indicate that Teacher/Consultant respondents (T/Cs) and Parent respondents (PARs) do not differ significantly in their preferences for T/C program activities. T/Cs do not prefer any of the 16 activities to be of significantly higher priority than do PARs and vice versa.

Teacher/Consultant and Principals:

The results of this procedure (see Table 3.30) indicate

Table 3.29 - Differences in Rank-Order of Preferred Activities: Teacher/Consultant and Parent

<u>Activity</u>	<u>T/C Mean Rank</u>	<u>PAR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	29.00	21.43	1.5815	.1138
2. Teach use of compensatory devices.	27.12	26.68	.0912	.9274
3. Provide tutorial instruction.	27.44	23.00	1.1424	.2533
4. Provide remedial instruction.	27.06	26.82	.0507	.9596
5. Counsel with students.	26.85	27.43	- .1217	.9032
6. Develop/implement behavior management.	27.88	24.54	.6985	.4849
7. Test students for Sp. Ed. eligibility.	25.72	30.57	-1.0133	.3109
8. Test T/C program students for planning.	27.19	26.46	.1518	.8793
9. Provide information about student difficulties.	27.00	27.00	0.000	1.0000
10. Provide/demonstrate intervention techniques.	25.35	31.61	-1.3051	.1919
11. Listen/respond to adult questions/concerns.	25.64	30.79	-1.0729	.2833
12. Assist in behavior crisis.	25.22	31.96	-1.4078	.1792
13. Provide formal inservice to teachers.	27.01	26.96	.0102	.9919
14. Provide training to parents.	27.55	25.46	.4366	.6624
15. Provide/demonstrate instructional materials.	25.58	30.96	-1.1237	.2612
16. Team teach with regular class teachers.	28.90	21.71	1.5064	.1320

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

PAR = Parent

Table 3.30 - Differences in Rank-Order of Preferred Activities: Teacher/Consultant and Principal

<u>Activity</u>	<u>T/C Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	27.81	34.27	-1.3743	.1693
2. Teach use of compensatory devices.	28.32	33.27	-1.0534	.2921
3. Provide tutorial instruction.	32.95	24.25	1.8755	.0607
4. Provide remedial instruction.	30.91	28.22	.5709	.5680
5. Counsel with students.	31.73	26.62	1.0876	.2768
6. Develop/implement behavior management.	33.74	22.70	2.3475	.0189*
7. Test students for Sp. Ed. eligibility.	31.91	26.27	1.1998	.2302
8. Test T/C program students for planning.	32.90	24.35	1.8162	.0693
9. Provide information about student difficulties.	28.47	32.97	- .9638	.3352
10. Provide/demonstrate intervention techniques.	27.53	34.82	-1.5518	.1207
11. Listen/respond to adult questions/concerns.	27.09	35.67	-1.8265	.0678
12. Assist in behavior crisis.	30.29	29.42	.1849	.8533
13. Provide formal inservice to teachers.	30.90	28.25	.5649	.5721
14. Provide training to parents.	28.44	33.05	- .9844	.3249
15. Provide/demonstrate instructional materials.	27.51	34.85	-1.5588	.1190
16. Team teach with regular class teachers.	27.76	34.38	1.4325	.1520

* = $\underline{p} > .05$ ** = $\underline{p} > .01$

T/C = Teacher/Consultant

PRN = Principal

that Teacher/Consultant respondents (T/Cs) and Principal respondents (PRNs) differ significantly in their preference for only one T/C program activity. PRNs more highly prefer the activity of developing, implementing, and monitoring behavior management/modification techniques for students than do T/Cs ($Z = 2.3475$, $p > .05$). The reader will also note a similar significant difference between T/Cs and RCTs for this same activity.

Teacher/Consultants and Directors:

The results of this procedure (see Table 3.31) indicate that Teacher/Consultant respondents (T/Cs) and Director respondents (DIRs) differ significantly in their preferences for three T/C program activities. The greatest difference ($Z = -2.9313$, $p > .01$) between T/Cs and DIRs is indicated for their preferences for the activity of providing information about a student's difficulty or problem to parents and educational personnel. T/Cs prefer this activity to be of a significantly higher priority than do DIRs. Similar significant differences are also noted between T/Cs and RCTs for this same activity.

DIRs and T/Cs also differ ($Z = -2.7333$, $p > .01$) in their preferences for the activity of listening and responding to

Table 3.31 - Differences in Rank-Order of Preferred Activities: Teacher/Consultant and Director

<u>Activity</u>		<u>T/C Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1.	Instruct students in learning strategies.	34.49	29.40	1.0705	.2844
2.	Teach use of compensatory devices.	35.35	28.06	1.5337	.1251
3.	Provide tutorial instruction.	33.29	29.90	.7256	.4681
4.	Provide remedial instruction.	30.63	35.42	-1.0075	.3137
5.	Counsel with students.	29.54	37.12	-1.5950	.1107
6.	Develop/implement behavior management.	32.88	31.90	.2071	.8359
7.	Test students for Sp. Ed. eligibility.	33.54	30.88	.5604	.5752
8.	Test T/C program students for planning.	32.69	32.20	.1035	.9176
9.	Provide information about student difficulties.	27.08	40.96	-2.9313	.0034**
10.	Provide/demonstrate intervention techniques.	33.26	31.32	.4074	.6837
11.	Listen/respond to adult questions/concerns.	27.42	40.42	-2.7333	.0063**
12.	Assist in behavior crisis.	28.42	38.86	-2.1961	.0281*
13.	Provide formal inservice to teachers.	35.62	27.64	1.6825	.0925
14.	Provide training to parents.	30.10	36.24	-1.2976	.1944
15.	Provide/demonstrate instructional materials.	34.47	29.42	1.0635	.2875
16.	Team teach with regular class teachers.	34.68	29.10	1.1814	.2374

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

DIR = Director

questions/concerns of parents or educational personnel. T/Cs prefer this activity to be of a significantly higher priority than do DIRs. A similar relationship ($Z = -2.21961$, $p > .05$) exists for the activity of assisting school personnel immediately in behavioral crisis situations. T/Cs again prefer this activity to be of a significantly higher priority than do DIRs.

Regular Classroom Teachers and Parents:

The results of this procedure (see Table 3.32) indicate that Regular Classroom Teacher respondents (RCTs) and Parent respondents (PARs) differ significantly in their preference for only one T/C program activity. RCTs more highly prefer the activity of assisting school personnel immediately in behavioral crisis situations than do PARs ($Z = -2.3147$, $p > .05$). The reader will also note a similar significant difference between RCTs and DIRs for this same activity.

Regular Classroom Teachers and Principals:

The results of this procedure (see Table 3.33) indicate that Regular Classroom Teacher respondents (RCTs) and Principal respondents (PRNs) do not differ significantly in their preferences for T/C program activities. RCTs do not prefer

Table 3.32 - Differences in Rank-Order of Preferred Activities: Regular Classroom Teacher and Parent

<u>Activity</u>	<u>RCT Mean Rank</u>	<u>PAR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	21.02	14.54	1.8113	.0701
2. Teach use of compensatory devices.	19.50	16.93	.7233	.4695
3. Provide tutorial instruction.	16.70	21.32	-1.3171	.1878
4. Provide remedial instruction.	17.66	19.82	-.6036	.5461
5. Counsel with students.	17.30	20.39	-.8648	.3871
6. Develop/implement behavior management.	16.89	21.04	-1.1567	.2474
7. Test students for Sp. Ed. eligibility.	17.93	19.39	-.4073	.6838
8. Test T/C program students for planning.	17.55	20.00	-.6853	.4932
9. Provide information about student difficulties.	20.73	15.00	1.5989	.1098
10. Provide/demonstrate intervention techniques.	18.41	18.64	-.0654	.9479
11. Listen/respond to adult questions/concerns.	19.43	17.04	.6681	.5041
12. Assist in behavior crisis.	15.27	23.57	-2.3147	.0206*
13. Provide formal inservice to teachers.	19.66	16.68	.8382	.4019
14. Provide training to parents.	17.91	19.43	-.4245	.6712
15. Provide/demonstrate instructional materials.	17.98	19.32	-.3759	.7070
16. Team teach with regular class teachers.	21.05	14.50	1.8547	.0636

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

PAR = Parent

Table 3.33 - Differences in Rank-Order of Preferred Activities: Regular Classroom Teacher and Principal

<u>Activity</u>	<u>RCT Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	20.50	22.60	-.5560	.5782
2. Teach use of compensatory devices.	23.23	19.60	.9631	.3355
3. Provide tutorial instruction.	20.80	22.26	-.4077	.6835
4. Provide remedial instruction.	21.14	21.90	-.2024	.8396
5. Counsel with students.	21.52	21.47	.0127	.9899
6. Develop/implement behavior management.	22.05	20.90	.3036	.7614
7. Test students for Sp. Ed. eligibility.	24.86	17.80	1.8721	.0612
8. Test T/C program students for planning.	23.27	19.55	.9868	.3237
9. Provide information about student difficulties.	23.66	19.12	1.2051	.2282
10. Provide/demonstrate intervention techniques.	21.64	21.35	.0760	.9394
11. Listen/respond to adult questions/concerns.	21.95	21.00	.2529	.8004
12. Assist in behavior crisis.	18.77	24.50	-1.5180	.1290
13. Provide formal inservice to teachers.	24.80	17.87	1.8495	.0644
14. Provide training to parents.	18.14	25.20	-1.8916	.0585
15. Provide/demonstrate instructional materials.	20.64	22.45	-.4813	.6303
16. Team teach with regular class teachers.	20.48	22.63	-.5966	.5508

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

PRN = Principal

any of the 16 activities of T/C programs to be of significantly higher priority than do PRNs and vice versa.

It is interesting to note that nearly significant differences between these two respondent subgroups are indicated for the activities of providing formal inservice to educational personnel and providing training programs to parents. RCTs tend to more highly prefer training programs for parents while PRNs tend to more highly prefer inservice training programs for educational personnel.

Regular Classroom Teachers and Directors:

The results of this procedure (see Table 3.34) indicate that Regular Classroom Teacher respondents (RCTs) and Director respondents (DIRs) differ significantly in their preferences for five (5) T/C program activities. Differences between these two groups are at the .01 level of significance for three of the 16 T/C program activities. Differences of this magnitude for this many T/C program activities are not indicated between any of the other group comparisons for preferred activities.

The greatest difference ($Z = -3.2298$, $p > .01$) between RCTs and DIRs is indicated in their preferences for the

Table 3.34 - Differences in Rank-Order of Preferred Activities: Regular Classroom Teacher and Director

<u>Activity</u>	<u>RCT Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	26.95	21.40	1.3912	.1642
2. Teach use of compensatory devices.	29.82	18.88	2.7394	.0062**
3. Provide tutorial instruction.	20.80	25.98	-1.3518	.1764
4. Provide remedial instruction.	20.16	27.38	-1.8060	.0709
5. Counsel with students.	20.23	27.32	-1.7772	.0755
6. Develop/implement behavior management.	19.36	28.08	-2.1850	.0289*
7. Test students for Sp. Ed. eligibility.	26.45	21.84	1.1559	.2477
8. Test T/C program students for planning.	22.32	25.48	- .7921	.4283
9. Provide information about student difficulties.	22.14	25.64	- .8776	.3802
10. Provide/demonstrate intervention techniques.	27.41	21.00	1.6067	.1081
11. Listen/respond to adult questions/concerns.	23.36	24.56	- .2996	.7645
12. Assist in behavior crisis.	17.14	30.04	-3.2298	.0012
13. Provide formal inservice to teachers.	29.75	18.94	2.7208	.0065**
14. Provide training to parents.	19.43	28.02	-2.1575	.0310*
15. Provide/demonstrate instructional materials.	27.91	20.56	1.8405	.0657
16. Team teach with regular class teachers.	27.34	21.06	1.5938	.1110

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

DIR = Director

activity of assisting school personnel immediately in behavioral crisis situations. RCTs prefer this activity to be of a significantly higher priority than do DIRs. The reader will note similar significant differences between RCTs and PARs as well as DIRs and PRNs for this same activity.

The results of this procedure also indicate that RCTs more highly prefer the activities of developing, implementing, and monitoring behavior management/modification techniques for students ($Z = -2.1850$, $p > .05$) and providing training programs to parents ($Z = -2.1575$, $p > .05$) than do DIRs. This same relationship (for the activity of developing, implementing, and monitoring behavior management/modification techniques) was also indicated between RCTs and T/Cs.

RCTs and DIRs also differ greatly in their preferences for the activities of teaching students to use compensatory devices ($Z = 2.7394$, $p > .01$) and providing formal inservice training programs to educational personnel ($Z = 2.7208$, $p > .01$). DIRs prefer these activities to be of a significantly higher priority than do RCTs.

Parents and Principals:

The results of this procedure (see Table 3.35) indicate

Table 3.35 - Differences in Rank-Order of Preferred Activities: Parent and Principal

<u>Activity</u>	<u>PAR Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	13.46	20.32	-1.9887	.0467*
2. Teach use of compensatory devices.	17.00	17.85	- .2467	.8052
3. Provide tutorial instruction.	19.54	16.07	1.0180	.3087
4. Provide remedial instruction.	18.57	16.75	.5273	.5980
5. Counsel with students.	19.64	16.00	1.0574	.2903
6. Develop/implement behavior management.	19.86	15.85	1.1589	.2465
7. Test students for Sp. Ed. eligibility.	22.75	13.82	2.5811	.0098**
8. Test T/C program students for planning.	20.39	15.47	1.4248	.1542
9. Provide information about student difficulties.	16.29	18.35	- .6024	.5469
10. Provide/demonstrate intervention techniques.	18.29	16.95	.3868	.6989
11. Listen/respond to adult questions/concerns.	16.50	18.20	- .4917	.6229
12. Assist in behavior crisis.	21.04	15.02	1.7447	.0810
13. Provide formal inservice to teachers.	18.07	17.10	.2829	.7773
14. Provide training to parents.	14.61	19.52	-1.4391	.1501
15. Provide/demonstrate instructional materials.	17.93	17.20	.2114	.8326
16. Team teach with regular class teachers.	12.86	20.75	-2.3311	.0197

* = $p > .05$ ** = $p > .01$

PAR = Parent

PRN = Principal

that Parent respondents (PARs) and Principal respondents (PRNs) differ significantly in their preferences for three(3) T/C program activities. The greatest difference ($Z = 2.5811$, $p > .01$) between PARs and PRNs is indicated in the preferences for the activity of conducting student assessment activities as a part of the eligibility determination process. PRNs prefer this activity to be of a significantly higher priority than do PARs.

PARs prefer the activities of instructing students in classroom learning strategies ($Z = -1.9887$, $p > .05$) and team-teaching with regular classroom teachers ($Z = -2.3311$, $p > .05$) to be of significantly higher priority than do PRNs.

It is interesting to note that a similar (albeit not statistically significant) difference between PARs and RCTs is also indicated for the activity of instructing students in classroom learning strategies.

Parents and Directors:

The results of this procedure (see Table 3.36) indicate that Parent respondents (PARs) and Director respondents do not differ significantly in their preferences for any any of the T/C program activity statements. A nearly significant difference ($Z = 1.9247$, $p > .0543$) is noted for the activity

Table 3.36 - Differences in Rank-Order of Preferred Activities: Parent and Director

<u>Activity</u>	<u>PAR Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	18.29	20.96	- .7086	.4786
2. Teach use of compensatory devices.	22.11	18.82	.8679	.3855
3. Provide tutorial instruction.	19.07	19.75	- .1843	.8538
4. Provide remedial instruction.	17.82	21.22	- .8954	.3706
5. Counsel with students.	17.36	21.48	-1.0878	.2767
6. Develop/implement behavior management.	18.61	20.78	- .5740	.5660
7. Test students for Sp. Ed. eligibility.	24.39	17.54	1.8096	.0704
8. Test T/C program students for planning.	19.82	20.10	- .0735	.9414
9. Provide information about student difficulties.	15.75	22.38	-1.7516	.0798
10. Provide/demonstrate intervention techniques.	22.75	18.45	1.1329	.2573
11. Listen/respond to adult questions/concerns.	17.68	21.30	- .9561	.3390
12. Assist in behavior crisis.	18.57	20.80	- .5899	.5552
13. Provide formal inservice to teachers.	23.32	18.14	1.3676	.1715
14. Provide training to parents.	16.00	22.24	-1.6547	.0980
15. Provide/demonstrate instructional materials.	24.68	17.38	1.9247	.0543
16. Team teach with regular class teachers.	18.43	20.88	- .6480	.5170

* = $p > .05$ ** = $p > .01$

PAR = Parent

DIR = Director

of providing and/or demonstrating alternative instructional materials to parents and educational personnel. DIRs tend to more highly prefer this activity than do PARs. It is noted that DIRs did perceive this activity to be of a significantly higher actual priority than did PARs.

Principals and Directors:

The results of this procedure (see Table 3.37) indicate that Principal respondents (PRNs) and Director respondents (DIRs) differ significantly in their preferences for seven of the 16 T/C program activities. Differences in preferred priority for this many activities are not indicated between any of the other subgroup comparisons.

The greatest difference ($Z = 2.5918$, $p > .01$) between PRNs and DIRs is indicated in their preferences for the activity of providing and/or demonstrating alternative instructional materials to educational personnel or parents. DIRs prefer this activity to be of a significantly higher priority than do PRNs. It is noteworthy that significant differences between other subgroups are not indicated for this activity.

Similar differences between PRNs and DIRs are indicated for the activities of team-teaching with regular classroom

Table 3.37 - Differences in Rank-Order of Preferred Activities: Principal and Director

<u>Activity</u>	<u>PRN Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	27.27	19.58	1.9612	.0499*
2. Teach use of compensatory devices.	27.55	19.36	2.0860	.0370*
3. Provide tutorial instruction.	20.25	24.38	-1.0890	.2762
4. Provide remedial instruction.	19.90	25.48	-1.4206	.1554
5. Counsel with students.	18.27	26.78	-2.1663	.0303*
6. Develop/implement behavior management.	18.67	26.46	-1.9827	.0474*
7. Test students for Sp. Ed. eligibility.	21.07	24.54	- .8853	.3760
8. Test T/C program students for planning.	19.63	25.70	-1.5468	.1219
9. Provide information about student difficulties.	19.22	26.02	-1.7386	.0821
10. Provide/demonstrate intervention techniques.	25.90	20.68	1.3316	.1830
11. Listen/respond to adult questions/concerns.	21.40	24.28	- .7337	.4632
12. Assist in behavior crisis.	17.90	27.08	-2.3412	.0192
13. Provide formal inservice to teachers.	25.35	21.12	1.0827	.2289
14. Provide training to parents.	22.02	23.78	- .4530	.6505
15. Provide/demonstrate instructional materials.	28.65	18.48	2.5918	.0095**
16. Team teach with regular class teachers.	27.92	19.06	2.2971	.0216*

* = $p > .05$ ** = $p > .01$

PRN = Principal

DIR = Director

teachers ($Z = 2.2971$, $p > .05$), teaching students to use compensatory devices ($Z = 2.0860$, $p > .05$), and instructing students in classroom learning strategies ($Z = 1.9612$, $p > .05$). DIRs prefer these activities to be of a significantly higher priority than do PRNs. It is noteworthy that the preferences of DIRs are similar to those of PARs for 2 of these activities.

The results of this procedure indicate that PRNs more highly prefer the activities of assisting school personnel immediately in behavioral crisis situations ($Z = -2.3412$, $p > .05$), counseling with students about feelings or attitudes ($Z = -2.1663$, $p > .05$), and developing, implementing, and monitoring behavior management/modification techniques for students ($Z = -1.9827$, $p > .05$). PRNs prefer these activities to be of a significantly higher priority than do DIRs. The reader should note similar differences in preferences for these activities between DIRs and RCTs.

Research Question 7:

Given 16 Activities of Teacher/Consultant Programs as identified and extracted from research and professional literature, what are the differences between the actual rank-order of priority and the preferred rank-order of priority as assigned by the combined groups?

The Wilcoxon Matched-Paris Signed-Ranks Test was employed to compare the combined groups priority ranking of actual T/C program activities with the combined groups

priority ranking of preferred T/C program activities. The results of this procedure are presented on Table 3.38. Each activity statement is followed by the number of negative and positive ranks along with their corresponding mean ranks. These data are followed by the obtained Z score and the results of the 2tailed p test. Significant differences are denoted via asterisks where * = $p > .05$ and ** = $p > .01$ levels of significance. Please note that where the number of negative (-) ranks is smaller than the number of positive (+) ranks the activity has been assigned a higher actual priority than preferred priority. Conversely, where the number of negative ranks is larger than the number of positive ranks the activity has been assigned a higher preferred priority than actual priority.

The results of this procedure indicate that significant differences between actual and preferred priorities are assigned by the combined groups for 10 of the 16 activities of T/C programs. Significantly higher actual priority rankings are indicated for five of the activity statements. The greatest difference between actual and preferred activities, where higher actual priority rankings is indicated, is for the activity of conducting student assessment for the eligibility determination process ($Z = -5.481$, $p > .01$). In other words, the combined group ranks this T/C program activity significantly lower in preferred priority than they perceive its actual priority. Similar differences are

Table 3.38 - Differences Between Actual and Preferred Ranking of Activities: Combined Groups

<u>Activity</u>		<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1.	Instruct students in learning strategies.	42/41.04	36/37.71	.911	.362
2.	Teach use of compensatory devices.	39/42.04	45/42.90	.649	.516
3.	Provide tutorial instruction.	28/29.63	50/45.03	3.541	.000**
4.	Provide remedial instruction.	23/33.41	55/42.05	3.845	.000**
5.	Counsel with students.	30/40.25	52/42.22	2.284	.022*
6.	Develop/implement behavior management.	34/44.25	54/44.66	1.887	.059
7.	Test students for Sp. Ed. eligibility.	14/27.64	61/40.38	5.481	.000**
8.	Test T/C program students for planning.	24/37.98	61/44.98	4.014	.000**
9.	Provide information about student difficulties.	48/37.78	36/48.79	.127	.899
10.	Provide/demonstrate intervention techniques.	56/45.74	26/32.37	3.976	.000**
11.	Listen/respond to adult questions/concerns.	44/48.41	47/43.74	.146	.884
12.	Assist in behavior crisis.	41/47.78	50/44.54	.530	.596
13.	Provide formal inservice to teachers.	49/46.53	30/26.33	3.421	.001**
14.	Provide training to parents.	59/43.83	20/28.70	4.916	.000**
15.	Provide/demonstrate instructional materials.	64/47.25	21/30.05	5.243	.000**
16.	Team teach with regular class teachers.	44/35.22	21/28.36	3.117	.002**

* = $p > .05$ ** = $p > .01$

indicated for the following activities:

1. Conducting student assessment with special education students in program as ongoing measures of achievement ($Z = -4.014$, $p > .01$)
2. Providing direct instruction of content different from regular classroom content ($Z = -3.845$, $p > .01$).
3. Providing tutorial or supportive instruction of regular classroom content ($Z = -3.541$, $p > .01$).
4. Counseling with students about feelings or attitudes ($Z = 2.284$, $p > .05$).

Significantly higher preferred priority rankings are indicated for five other T/C program activities. The greatest difference between actual and preferred activities, where a higher preferred ranking is indicated, is for the activity of providing and/or demonstrating alternative instructional materials to educational personnel or parents ($Z = -5.243$, $p > .01$). Similar differences are indicated for the following activities:

1. provide training program to parents ($Z = -4.916$, $p > .01$).
2. provide and/or demonstrate different intervention techniques to parents and educational personnel ($Z = -3.976$, $p > .01$)
3. provide formal inservice training programs to educational personnel ($Z = -3.421$, $p > .01$).
4. team-teach with regular classroom teachers ($Z = -3.117$, $p > .01$).

Research Question 8:

Given 16 Activities of Teacher/Consultant Programs as identified and extracted from research and the professional literature, what are the differences between the actual rank-order of priority and the preferred rank-order of priority as assigned by the subgroups?

The Wilcoxon Matched-Pairs Signed-Ranks Test was employed to compare each subgroups priority ranking of actual T/C program activities with the priority ranking of preferred T/C program activities. The results of this procedure for each subgroups are presented in the accompanying Tables (3.39, 3.40, 3.41, 3.42, and 3.43). Each activity statement is followed by the number of negative and positive ranks along with their corresponding mean ranks. These data are followed by the obtained Z score and the results of the 2-tailed p test. Significant differences are denoted via asterik where $* = p > .05$ and $** = p > .01$ levels of significance. Please note that where the number of negative ranks is smaller than the number of positive ranks, the activity has been assigned a higher actual priority than preferred priority by the respondents. Conversely, where the number of negative (-) ranks is larger than the number of positive (+) ranks the activity has been assigned a higher preferred priority than actual priority. Following are the results of this procedure for each respondent subgroup:

Teacher/Consultants:

The results of this procedure (see Table 3.39) indicate that significant differences between actual and preferred priorities are assigned by Teacher/Consultant respondents (T/Cs) for nine of the 16 activities of T/C programs. Significantly higher actual priority rankings are indicated for five of the activity statements.

The greatest difference between actual and preferred activities, where higher actual priority rankings are indicated, is for the activity of providing tutorial or supportive instruction of regular classroom content ($Z = -3.746$, $p > .01$). In other words, T/Cs rank this T/C program activity significantly lower in preferred priority than they perceive its actual priority. It is important to note, however, that this activity receives an overall rank of three (out of 16) for T/Cs' preferred activities. Similar differences are indicated for the following activities:

1. Conducting student assessment as a part of eligibility determination process ($Z = -3.165$, $p > .01$).
2. Providing direct instruction of content different from regular classroom content ($Z = -2.967$, $p > .01$).
3. Conducting student assessment with special education students as ongoing measures of achievement ($Z = -2.459$, $p > .05$).

Table 3.39 - Differences Between Actual and Preferred Ranking of Activities: Teacher/Consultant

<u>Activity</u>	<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	14/13.75	13/14.27	.084	.933
2. Teach use of compensatory devices.	16/15.34	13/14.58	.605	.545
3. Provide tutorial instruction.	5/7.70	23/15.98	3.746	.000**
4. Provide remedial instruction.	5/13.10	22/14.20	2.967	.003**
5. Counsel with students.	10/13.30	18/15.17	1.594	.111
6. Develop/implement behavior management.	9/16.22	22/15.91	1.999	.046*
7. Test students for Sp. Ed. eligibility.	3/9.67	19/11.79	3.165	.002**
8. Test T/C program students for planning.	8/11.88	20/15.55	2.459	.014*
9. Provide information about student difficulties.	19/13.21	7/14.29	1.918	.055
10. Provide/demonstrate intervention techniques.	20/15.72	8/11.44	2.539	.011*
11. Listen/respond to adult questions/concerns.	17/15.50	13/15.50	.638	.524
12. Assist in behavior crisis.	14/16.86	18/16.22	.524	.601
13. Provide formal inservice to teachers.	19/13.53	4/4.75	3.619	.000**
14. Provide training to parents.	22/14.05	3/5.33	3.942	.000**
15. Provide/demonstrate instructional materials.	24/17.42	6/7.83	3.815	.000**
16. Team teach with regular class teachers.	15/13.43	9/10.94	1.471	.141

* = $p > .05$ ** = $p > .01$

4. Directly develop, implement, and monitor behavior management/modification techniques ($Z = -1.999$, $p > .05$).

Significantly higher preferred priority rankings are indicated for four other T/C program activities by T/Cs. The greatest difference between actual and preferred activities, where a higher preferred priority ranking is indicated, is for the activity of providing training programs for parents ($Z = -3.942$, $p > .01$). Similar differences are indicated for the following activities:

1. Provide and/or demonstrate alternative instruction materials to educational personnel or parents ($Z = -3.815$, $p > .01$).
2. Provide formal inservice training programs to educational personnel ($Z = -3.619$, $p > .01$).
3. Provide and/or demonstrate different intervention techniques to parents or educational personnel ($Z = -2.539$, $p > .05$).

Regular Classroom Teachers:

The results of this procedure (see Table 3.40) indicate that significant differences between actual and preferred priorities are assigned by Regular Classroom Teacher respondents (RCTs) for three of the 16 T/C program activities. Only one activity receives a significantly higher actual priority than preferred priority. Furthermore, the greatest difference between actual and preferred priority ($Z = -3.506$, $p > .01$) was assigned to this activity. This activity

Table 3.40 - Differences Between Actual and Preferred Ranking of Activities: Regular Classroom Teachers

<u>Activity</u>	<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	9/9.61	8/8.31	.473	.636
2. Teach use of compensatory devices.	7/9.21	10/8.85	.568	.570
3. Provide tutorial instruction.	9/8.11	6/7.83	.738	.460
4. Provide remedial instruction.	6/8.42	12/10.04	1.524	.127
5. Counsel with students.	4/11.00	12/7.67	1.241	.215
6. Develop/implement behavior management.	9/12.72	10/7.55	.785	.433
7. Test students for Sp. Ed. eligibility.	2/2.50	16/10.37	3.506	.000**
8. Test T/C program students for planning.	6/9.42	14/10.96	1.811	.070
9. Provide information about student difficulties.	9/6.06	8/12.31	1.041	.298
10. Provide/demonstrate intervention techniques.	14/8.93	3/9.33	2.296	.022*
11. Listen/respond to adult questions/concerns.	7/8.07	9/8.83	.595	.552
12. Assist in behavior crisis.	12/11.50	7/7.43	1.730	.084
13. Provide formal inservice to teachers.	8/9.38	9/8.67	.071	.943
14. Provide training to parents.	15/9.47	3/9.67	2.461	.014*
15. Provide/demonstrate instructional materials.	11/8.59	5/8.30	1.370	.171
16. Team teach with regular class teachers.	4/3.88	5/5.90	.829	.407

* = $p > .05$ ** = $p > .01$

involves the conducting of student assessment for the eligibility determination process. It is interesting to note that T/Cs, RCTs and PARs indicate a significant higher actual priority than preferred priority for this activity.

Significantly higher preferred priority rankings are indicated by RCTs for the T/C program activities of providing training programs to parents ($Z = -2.461, p > .05$) and providing and/or demonstrating different intervention techniques to parents or educational personnel ($Z = -2.296, p > .01$). Therefore, RCTs indicate that these activities are of higher preferred priority than actual priority. These results indicate agreement with T/Cs and DIRs regarding these activities and their preferred versus actual priority.

Parents:

The results of this procedure (see Table 3.41) indicate that significant differences between actual and preferred priorities are assigned by Parent respondents (PARs) for four of the 16 T/C program activities. Significantly higher actual priority rankings are indicated for two of the activity statements.

The greatest difference between actual and preferred

Table 3.41 - Differences Between Actual and Preferred Ranking of Activities: Parents

<u>Activity</u>	<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	6/4.33	1/2.00	2.028	.043*
2. Teach use of compensatory devices.	4/4.38	5/5.50	.592	.554
3. Provide tutorial instruction.	5/5.80	5/5.20	.153	.878
4. Provide remedial instruction.	2/5.75	5/3.30	.423	.673
5. Counsel with students.	5/5.30	4/4.63	.474	.636
6. Develop/implement behavior management.	3/5.00	7/5.71	1.274	.203
7. Test students for Sp. Ed. eligibility.	2/6.75	10/6.45	2.000	.045*
8. Test T/C program students for planning.	2/8.50	9/5.44	1.423	.155
9. Provide information about student difficulties.	6/5.00	4/6.25	.255	.799
10. Provide/demonstrate intervention techniques.	5/5.80	4/4.00	.770	.441
11. Listen/respond to adult questions/concerns.	5/7.30	6/4.92	.311	.756
12. Assist in behavior crisis.	2/4.00	8/5.88	1.988	.047*
13. Provide formal inservice to teachers.	5/6.90	7/6.21	3.530	.724
14. Provide training to parents.	6/6.25	4/4.38	1.019	.308
15. Provide/demonstrate instructional materials.	9/5.00	0/0.00	2.666	.008**
16. Team teach with regular class teachers.	7/5.50	3/5.50	1.121	.262

* = $p > .05$ ** = $p > .01$

activities, where higher actual priority rankings are indicated, is for the activity of conducting student assessment for the eligibility determination process ($Z = -2.000$ $p > .05$). In other words, PARs ranked this T/C program activity significantly lower in preferred priority than they perceive its actual priority. As noted earlier, this difference is similar to the findings for T/Cs and RCTs.

A similar difference is indicated for the activity of assisting school prsonnel immediately in behavioral crisis situations ($Z = -1.988$, $p > .05$). PARs are the only subgroup to indicate a difference between actual and preferred priority for this activity.

Significantly higher preferred priority rankings are indicated for two T/C program activities by PARs. The greatest difference between actual and preferred activities, where a higher preferred priority ranking is indicated, is for the activity of providing and/or demonstrating alternative instructional materials to educational personnel or parents ($Z = -2.666$, $p > .01$). A similar difference is indicated for the activity of instructing students in classroom learning strategies ($Z = .2.028$, $p > .05$). Again, PARs are the only subgroup to cite a difference between actual and preferred priority for this activity.

Principals:

The results of this procedure (see Table 3.42) indicate that significant differences between actual and preferred priorities are assigned by Principal respondents (PRNs) for only two of the 16 T/C program activities. PRNs assigned significantly higher preferred priority rankings to the activities of providing formal inservice training programs to educational personnel ($Z = -2.170$, $p > .05$) and team teaching with regular classroom teachers ($Z = -2.023$, $p > .05$). Therefore, PRNs indicate that these activities are of higher preferred priority than actual priority. A similar relationship is shared by PRNs and T/Cs for this activity of providing inservice training programs to educational personnel.

Directors:

The results of this procedure (see Table 3.43) indicate that significant differences between actual and preferred priorities are assigned by Director respondents (DIRs) for six of the 16 activities of T/C programs. Significantly higher actual priority rankings are indicated for three of the activity statements.

The greatest difference between actual and preferred

Table 3.42 - Differences Between Actual and Preferred Ranking of Activities: Principals

<u>Activity</u>	<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	3/7.50	7/4.64	.510	.610
2. Teach use of compensatory devices.	4/4.75	5/5.20	.415	.678
3. Provide tutorial instruction.	4/3.13	3/5.17	.254	.800
4. Provide remedial instruction.	4/3.63	4/5.38	.490	.624
5. Counsel with students.	5/5.20	7/7.43	1.020	.308
6. Develop/implement behavior management.	3/3.33	7/6.43	1.784	.074
7. Test students for Sp. Ed. eligibility.	3/3.33	6/5.83	1.481	.139
8. Test T/C program students for planning.	5/5.30	4/4.63	.474	.636
9. Provide information about student difficulties.	6/7.17	6/5.83	.314	.754
10. Provide/demonstrate intervention techniques.	6/8.83	7/5.43	.524	.600
11. Listen/respond to adult questions/concerns.	7/7.43	6/6.50	.454	.650
12. Assist in behavior crisis.	6/7.83	7/6.29	.105	.917
13. Provide formal inservice to teachers.	7/4.79	1/2.50	2.170	.030*
14. Provide training to parents.	4/6.00	4/3.00	.840	.401
15. Provide/demonstrate instructional materials.	6/6.58	5/5.30	.578	.563
16. Team teach with regular class teachers.	5/3.00	0/0.00	2.023	.043*

* = $p > .05$ ** = $p > .01$

Table 3.43 - Differences Between Actual and Preferred Ranking of Activities: Directors

<u>Activity</u>	<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1. Instruct students in learning strategies.	10/8.05	7/10.36	.189	.850
2. Teach use of compensatory devices.	8/10.44	12/10.54	.803	.422
3. Provide tutorial instruction.	5/6.20	13/10.77	2.373	.018*
4. Provide remedial instruction.	6/5.25	12/11.62	2.352	.019*
5. Counsel with students.	6/8.08	11/9.50	1.325	.185
6. Develop/implement behavior management.	10/9.00	8/10.13	.196	.845
7. Test students for Sp. Ed. eligibility.	4/6.63	10/7.85	1.632	.103
8. Test T/C program students for planning.	3/4.17	14/10.04	3.030	.002
9. Provide information about student difficulties.	8/8.69	14/10.95	1.026	.305
10. Provide/demonstrate intervention techniques.	11/8.73	4/6.00	2.045	.041*
11. Listen/respond to adult questions/concerns.	8/12.44	13/10.12	.556	.578
12. Assist in behavior crisis.	7/8.14	10/9.60	.923	.356
13. Provide formal inservice to teachers.	10/13.80	9/5.78	1.730	.084
14. Provide training to parents.	12/10.67	6/7.17	1.851	.064
15. Provide/demonstrate instructional materials.	14/12.04	5/4.30	2.985	.003**
16. Team teach with regular class teachers.	13/10.35	4/4.63	2.746	.006**

* = $p > .05$
 ** = $p > .01$

activities, where higher actual priority rankings are indicated, is for the activity of conducting student assessment of Special Education students as ongoing measures of achievement ($Z = -3.030$, $p > .01$). DIRs, in other words, ranked this T/C program activity significantly lower in preferred priority than they perceive its actual priority. A difference in priority ranking for this activity is also indicated by T/Cs. It is interesting to note, however, that DIRs do not share similar results to T/Cs, RCTs and PARs for the related activity of conducting student assessment for the eligibility determination process.

Higher actual priority rankings are also indicated by DIRs for the T/C program activities of providing tutorial or supportive instruction of regular classroom content ($Z = 2.373$, $p > .05$) and providing direct instruction of content different from regular classroom content ($Z = -2.352$, $p > .05$). Similar differences are also indicated by T/Cs for these two activities.

Significantly higher preferred priority rankings are indicated by DIRs for three T/C program activities. The greatest difference between actual and preferred activities, where a higher preferred priority ranking is indicated, is for the activity of providing and/or demonstrating alternative instructional materials to educational personnel or

parents ($Z = -2.958$, $p > .01$). A similar relationship between actual and preferred priority was indicated by PARs and T/Cs for this activity.

DIRs also differed significantly in this manner (i.e., preferred higher priority than actual) for the T/C program activities of team-teaching with regular classroom teachers ($Z = -2.746$, $p > .01$) and providing and/or demonstrating different intervention techniques to parents and educational personnel ($Z = -2.045$, $p > .05$).

Outcomes of Teacher/Consultant Programs

The results of this study concerning the outcomes of Teacher/Consultant (T/C) programs are presented in this section. Ten T/C program outcomes, identified and extracted from previous research and the professional literature, were rank-ordered according to priority by the study participants representing five distinct strata (subgroups) involved with T/C programs on a day-to-day basis. Participants were requested to, first of all, rank-order the outcome statements by priority according to the manner in which they perceived T/C programs are actually operated or implemented. Participants were then requested to rank-order the outcome statements, by priority, according to the manner in which they would prefer T/C programs to be operated or implemented in

order to maximize program effectiveness. All statistical computations were done utilizing the computer program SPSS, Statisticcal Package for the Social Sciences (Nie, et al., 1975) at Michigan State University.

In this section each research question concerning T/C program outcomes (questions 9-16, pg. 62) is restated, followed by a review and analysis of the statistical procedures employed.

Research Question 9:

Given 10 Outcomes of Teacher/Consultant programs as identified and extracted from research and the professional literature, what is their actual rank-order of priority as assigned by the combined groups?

Relative, adjusted, and cumulative frequencies for all subgroups were obtained for the actual rank-order of priority of each outcome statement. In order to determine the rank-order of priority for the combined groups the average of the subgroup means was obtained for each statement. This procedure was used to control for unequal subgroup size (N).

The results of this procedure are presented in Table 3.44. The average subgroup mean response and standard deviation are presented following each outcome statement. These data are followed by the relative rank-order of priority of the ten T/C program outcome statements.

Table 3.44 - Rank-Order of Actual Outcomes: Combined Group

<u>Outcomes</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Increase time-success in regular class.	3.1486	2.5436	1
2. Perceived helpfulness of T/C.	6.2166	2.6140	7
3. Increase academic achievement level.	4.8790	2.7942	4
4. Improve attitude of adult.	6.2096	2.3822	6
5. Improve behavior of student.	4.5106	2.4808	3
6. Increase teacher initiated collaboration.	6.2202	2.5254	8
7. Increase knowledge of adult.	6.7580	2.3584	9
8. Improve student self-concept.	4.1470	2.2860	2
9. Increase skills of adult.	7.1746	2.1928	10
10. Oral/written reports of testing results.	5.6496	3.2072	5

* = ties

These data indicate that increasing the time that the student successfully spends in the regular classroom setting is the highest priority outcome of T/C programs as they are presently implemented. The second highest priority outcome is the improvement of the students' self-concept or self-esteem. It is interesting to note that these outcomes involve student based change versus change in the adults receiving T/C program services.

Research Question 10:

Given 10 Outcomes of Teacher/Consultant programs as identified and extracted from research and the professional literature, what is their preferred rank-order of priority as assigned by the combined groups?

The same statistical procedures used to determine the answer to research question 9 was used to address research question 10. The results of this procedure for preferred outcomes are presented in Table 3.45. The average subgroup mean response and standard deviation are presented for each outcome statement. These data are followed by the relative rank-order of preferred priority of the ten T/C program outcome statements.

These results indicate that increasing the time that the student successfully spends in the regular classroom setting is the highest priority preferred outcome. The reader will

Table 3.45 - Rank-Order of Preferred Outcomes: Combined Groups

<u>Outcomes</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Increase time-success in regular class.	2.9584	2.4646	1
2. Perceived helpfulness of T/C.	6.8984	2.4614	9
3. Increase academic achievement level.	4.5064	2.7558	3
4. Improve attitude of adult.	5.8120	2.3794	5
5. Improve behavior of student.	4.9858	2.5062	4
6. Increase teacher initiated collaboration.	5.8656	2.5902	6
7. Increase knowledge of adult.	6.2292	2.3200	7
8. Improve student self-concept.	4.1420	2.6706	2
9. Increase skills of adult.	6.8094	2.3102	8
10. Oral/written reports of testing results.	7.3932	2.5826	10

* = ties

recall from the previous section that this outcome was also the highest actual priority perceived by the combined groups.

Research Question 11:

Given 10 Outcomes of Teacher/Consultant programs, as identified and extracted from research and the professional literature, what is their actual rank-order of priority as assigned by each subgroup?

Relative, adjusted, and cumulative frequencies for all subgroups were obtained for the actual rank-order of priority of each outcome statement. The mean response for each statement was used to determine the rank-order of priority. The results of this procedure are presented in the accompanying Tables (3.46, 3.47, 3.48, 3.49, and 3.50) for each subgroup. Each statement is followed by its mean response and the standard deviation. These data are followed by the relative rank-order of priority of the ten T/C program outcome statements.

Teacher/Consultants:

The results of this procedure (see Table 3.46) indicate that for Teacher/Consultant respondents (T/Cs) perceive the outcome of increasing the time that the student successfully

Table 3.46 - Rank-Order of Actual Outcomes: Teacher/Consultants

<u>Outcomes</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Increase time-success in regular class.	3.026	2.323	1
2. Perceived helpfulness of T/C.	6.385	2.730	7
3. Increase academic achievement level.	5.051	2.920	4
4. Improve attitude of adult.	6.308	2.567	6*
5. Improve behavior of student.	4.718	2.635	3
6. Increase teacher initiated collaboration.	6.308	2.319	6*
7. Increase knowledge of adult.	6.872	2.238	8
8. Improve student self-concept.	3.590	2.149	2
9. Increase skills of adult.	7.282	2.247	9
10. Oral/written reports of testing results.	5.590	3.354	5

* = ties

spends in the regular classroom setting as the highest priority outcome of T/C programs as they are actually implemented. This corresponds with the highest ranked actual outcome for the combined group and therefore indicates that T/Cs are in general agreement with all study participants.

The second highest ranked actual outcome by T/Cs is the improvement of the students self-concept or self-esteem. The difference between the mean rank of this outcome and the highest rank outcome (above) is considerably small perhaps indicating some lack of concensus among T/Cs in the relative order of ranks.

The lowest ranked outcome of T/C programs, as perceived by T/Cs, is increasing the skills of adults receiving T/C services. As one of the original goals of supportive programs, it is noteworthy that this outcome should be assigned the lowest rank. The same could perhaps be said for the second-lowest ranked outcome of increasing the knowledge of the adult receiving T/C services.

Regular Classroom Teachers:

The results of this procedure (see Table 3.47) indicate that Regular Classroom Teacher respondents (RCTs) also

Table 3.47 - Rank-Order of Actual Outcomes: Regular Classroom Teachers

<u>Outcomes</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Increase time-success in regular class.	3.091	2.599	1
2. Perceived helpfulness of T/C.	6.091	2.793	6
3. Increase academic achievement level.	6.318	2.885	7
4. Improve attitude of adult.	6.818	2.085	8*
5. Improve behavior of student.	4.455	2.464	4
6. Increase teacher initiated collaboration.	5.682	2.885	5
7. Increase knowledge of adult.	6.818	2.383	8*
8. Improve student self-concept.	4.045	1.864	2
9. Increase skills of adult.	7.318	2.191	9
10. Oral/written reports of testing results.	4.364	3.444	3

* = ties

perceive the outcome of increasing the time the student successfully spends in the regular classroom setting as the highest priority outcome of T/C programs as they are actually implemented. The reader will also note apparent agreement with T/Cs for the lowest ranked outcome of T/C programs.

RCTs indicate that oral and/or written reports of student assessments is a relatively high priority outcome of T/C programs. The reader is encouraged to note its priority ranking as a preferred outcome by the combined group as well the data concerning the actual and preferred activity of student assessment presented in the previous section of this chapter. It is apparent that RCTs perceive testing activities, and the outcome of test result reporting, to be high priorities for T/C programs. On the other hand, RCTs are indicating that they hold very little value for these activities and outcomes (see research question 10).

Parents:

The results of this procedure (see Table 3.48) indicate that for Parent respondents (PARs), increasing the time that the student successfully spends in the regular classroom setting is perceived to be the highest priority outcome of T/C programs. As was noted for T/Cs and RCTs the highest

Table 3.48 - Rank-Order of Actual Outcomes: Parents

<u>Outcomes</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Increase time-success in regular class.	2.786	2.082	1
2. Perceived helpfulness of T/C.	5.357	2.649	4
3. Increase academic achievement level.	4.286	3.124	2
4. Improve attitude of adult.	5.857	3.035	7
5. Improve behavior of student.	5.500	3.057	5
6. Increase teacher initiated collaboration.	7.357	2.925	10
7. Increase knowledge of adult.	6.000	2.253	8
8. Improve student self-concept.	5.000	2.542	3
9. Increase skills of adult.	7.143	1.916	9
10. Oral/written reports of testing results.	5.714	2.920	6

* = ties

ranked outcomes perceived by PARs pertain to student change versus adult change. Likewise, lower ranked outcomes indicated by parents generally pertain to adult change.

Principals:

The results of this procedure (see Table 3.49) indicate that for Principal respondents (PRNs) improving a student's self-concept or self-esteem is perceived to be the highest priority-ranked outcome of T/C programs. PRNs, it should be noted, are the only subgroup that do not perceive that increasing the time the student successfully spends in the regular classroom setting is the highest ranked outcome.

It should also be noted that the obtained standard deviations for each outcome statement appear to be relatively small for PRNs when compared to the other subgroups. This perhaps indicates a somewhat greater degree of consensus among this subgroup. One noted exception involves the actual outcome of assessment reports where a greater disparity among PRNs appears to exist.

Table 3.49 - Rank-Order of Actual Outcomes: Principals

<u>Outcomes</u>		<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1.	Increase time-success in regular class.	3.400	2.644	3
2.	Perceived helpfulness of T/C.	7.850	1.843	10
3.	Increase academic achievement level.	4.500	2.439	4
4.	Improve attitude of adult.	7.150	1.814	8
5.	Improve behavior of student.	3.200	1.936	2
6.	Increase teacher initiated collaboration.	5.550	1.932	5
7.	Increase knowledge of adult.	6.900	2.469	7
8.	Improve student self-concept.	2.700	2.003	1
9.	Increase skills of adult.	7.650	2.159	9
10.	Oral/written reports of testing results.	6.100	3.076	6

* = ties

Directors:

Again, as in the case of all subgroups (except PRNs) Director respondents (DIRs) perceive (see Table 3.50) that increasing the time that the student successfully spends in the regular classroom setting is the highest priority outcome of T/C programs as they are actually implemented. DIRs also indicate that outcomes emphasizing student level change are the highest priority actual outcomes of T/C programs.

Research Question 12:

Given 10 Outcomes of Teacher/Consultant programs, as identified and extracted from research and the professional literature, what is their preferred rank-order of priority as assigned by each subgroup?

Relative, adjusted and cumulative frequencies for all subgroups were obtained for the preferred rank-order of priority of each outcome statement. The mean response for each statement was used to determine the rank-order of priority. The results of this procedure are presented in the accompanying Tables (3.51, 3.52, 3.53, 3.54, and 3.55) for each subgroup. Each statement is followed by its mean response and the standard deviation. These data are followed by the relative rank-order of priority of the ten T/C program outcome statements.

Table 3.50 - Rank-Order of Actual Outcomes: Directors

<u>Outcomes</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Increase time-success in regular class.	3.440	3.070	1
2. Perceived helpfulness of T/C.	5.400	3.055	5*
3. Increase academic achievement level.	4.240	2.603	2
4. Improve attitude of adult.	5.320	2.410	4
5. Improve behavior of student.	4.680	2.322	3
6. Increase teacher initiated collaboration.	6.200	2.566	6
7. Increase knowledge of adult.	7.200	2.449	8
8. Improve student self-concept.	5.400	2.872	5*
9. Increase skills of adult.	6.480	2.452	7*
10. Oral/written reports of testing results.	6.480	3.242	7*

* = ties

Teacher/Consultants:

The results of this procedure (see Table 3.51) indicate that for Teacher/Consultant respondents (T/Cs) the outcome of increasing the time that the student successfully spends in the regular classroom setting is the highest preferred. It should also be noted that with a standard deviation of 2.399, T/Cs display a relatively low degree of variability in response to this outcome statement.

The second highest preferred outcome for T/Cs is improving the students self-concept or self-esteem. Therefore, the first and second highest preferred outcomes correspond exactly with T/Cs perceptions of actual T/C program outcomes.

The outcome of oral and/or written reports of student assessment results is indicated to be the lowest preferred priority by T/Cs. This outcome received a rank of five and three by T/Cs and RCTs respectively as an actual outcome. It is also noteworthy that preferred outcomes, as indicated by T/Cs, are outcomes that could be characterized as child centered (versus adult centered).

Table 3.51 - Rank-Order of Preferred Outcomes: Teacher/Consultant

<u>Outcomes</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Increase time-success in regular class.	3.077	2.399	1
2. Perceived helpfulness of T/C.	7.385	2.740	9
3. Increase academic achievement level.	4.513	2.713	3
4. Improve attitude of adult.	4.949	2.585	4
5. Improve behavior of student.	5.128	2.342	5
6. Increase teacher initiated collaboration.	6.462	2.780	8
7. Increase knowledge of adult.	5.974	2.529	3
8. Improve student self-concept.	3.897	2.447	2
9. Increase skills of adult.	6.051	2.235	7
10. Oral/written reports of testing results.	7.564	2.673	10

* = ties

Regular Classroom Teachers:

The results of this procedure (see Table 3.52) indicate that Regular Classroom Teacher respondents (RCTs) also more highly prefer the outcome of increasing the time that the student successfully spends in the regular classroom setting than any of the other outcome statements. The second, third and fourth highest preferred outcomes by RCTs involve student level change and include improving a students self-concept or self-esteem, improving student behavior and increasing a students academic achievement level. Along these same lines, the outcome of increasing the knowledge of the adult receiving T/C services is indicated by RCTs to be the lowest preferred outcome. With a standard deviation of 1.711, RCTs also indicate the lowest degree of variability among themselves in response to this outcome statement. This perhaps indicates a relatively high degree of consensus among the RCT subgroup for this outcome statement.

Parents:

The results of this procedure (see Table 3.53) also indicate that for Parent respondents (PARs), increasing the time a student successfully spends in the regular education setting is the highest preferred outcome of T/C programs. Oral and/or written reports of student assessment is ranked

Table 3.52 - Rank-Order of Preferred Outcomes: Regular Classroom Teachers

<u>Outcomes</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Increase time-success in regular class.	2.455	2.324	1
2. Perceived helpfulness of T/C.	6.727	2.694	9
3. Increase academic achievement level.	5.455	2.940	4
4. Improve attitude of adult.	6.591	2.840	8
5. Improve behavior of student.	3.955	2.126	3
6. Increase teacher initiated collaboration.	6.227	2.599	6
7. Increase knowledge of adult.	7.455	1.711	10
8. Improve student self-concept.	3.727	2.434	2
9. Increase skills of adult.	5.955	2.478	5
10. Oral/written reports of testing results.	6.455	2.595	7

* = ties

Table 3.53 - Rank-Order of Preferred Outcomes: Parents

<u>Outcomes</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Increase time-success in regular class.	3.000	2.631	1
2. Perceived helpfulness of T/C.	6.000	2.572	6
3. Increase academic achievement level.	3.714	2.463	2
4. Improve attitude of adult.	6.500	2.103	8
5. Improve behavior of student.	6.286	3.245	7
6. Increase teacher initiated collaboration.	6.929	2.868	9
7. Increase knowledge of adult.	5.357	2.098	4
8. Improve student self-concept.	4.286	3.049	3
9. Increase skills of adult.	7.071	2.200	10
10. Oral/written reports of testing results.	5.827	2.958	5

* = ties

fifth among the ten outcomes by PARs. The reader will note that this outcome is the lowest preferred by T/Cs, PRNs and DIRs. The lowest priority-ranked outcome indicated by PARs is increasing the skills of the adult receiving T/C services. This outcome, as noted earlier, is one of the primary reasons given for the development of early T/C program models.

Principals:

The results of this procedure (see Table 3.54) indicate that for Principal respondents (PRNs) the outcome of increasing the time that the student successfully spends in the regular classroom setting is the highest preferred. The lowest preferred outcome for PRNs also corresponds with other subgroups and involves written and/or oral reports of student assessment testing.

Directors:

The results of this procedure (see Table 3.55) indicate that the outcome of increasing the time that the student successfully spends in the regular classroom setting is also

Table 3.54 - Rank-Order of Preferred Outcomes: Principals

<u>Outcomes</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Increase time-success in regular class.	3.300	2.598	1
2. Perceived helpfulness of T/C.	7.100	2.150	9
3. Increase academic achievement level.	4.850	3.265	5
4. Improve attitude of adult.	6.100	2.269	7
5. Improve behavior of student.	4.200	2.505	3
6. Increase teacher initiated collaboration.	4.750	1.943	4
7. Increase knowledge of adult.	5.800	2.462	6
8. Improve student self-concept.	3.600	2.437	2
9. Increase skills of adult.	7.050	2.259	8
10. Oral/written reports of testing results.	8.250	2.673	10

* = ties

Table 3.55 - Rank-Order of Preferred Outcomes: Directors

<u>Outcomes</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Rank</u>
1. Increase time-success in regular class.	2.960	2.371	1
2. Perceived helpfulness of T/C.	7.280	2.151	8
3. Increase academic achievement level.	4.000	2.398	2
4. Improve attitude of adult.	4.920	2.100	3*
5. Improve behavior of student.	5.360	2.271	6
6. Increase teacher initiated collaboration.	4.960	2.761	4
7. Increase knowledge of adult.	6.560	2.800	7
8. Improve student self-concept.	5.200	2.986	5
9. Increase skills of adult.	4.920	2.379	3*
10. Oral/written reports of testing results.	8.840	2.014	9

* = ties

the highest preferred outcome for this respondent subgroup (DIRs). Also, written and/or oral reports of student assessments is again indicated to be the lowest preferred outcome of T/C programs.

The outcomes of increasing adult skills or improving their attitudes, however, appear to be ranked somewhat higher by DIRs than other subgroups. An analysis of these apparent differences are addressed under Research Question 14.

Research Question 13:

Given 10 Outcomes of Teacher/Consultant Programs as identified and extracted from research and the professional literature, what are the differences in the actual rank-order of priority between subgroups?

The purpose of this research question was to determine the extent of agreement between respondent subgroups regarding their rank-order of priority of actual outcomes of T/C programs. That is, the priority of outcomes of T/C programs as they are actually implemented. To determine if the subgroups responded similarly their rankings for each "actual" outcome statement were compared. The statistical procedure employed for this purpose was the Mann-Whitney U Test. The results of this procedure are presented in the accompanying Tables (3.56, 3.57, 3.58, 3.59, 3.60, 3.61,

3.62, 3.63, 3.64, and 3.65) for each of the ten comparisons. Each outcome statement is followed by the mean rank for each of the two subgroups being compared. These data are followed by the obtained Z score and the results of the 2-tailed p test. Significant differences are denoted via asterisk where $* = p > .05$ and $** = p > .01$ levels of significance.

Teacher/Consultants and Regular Classroom Teachers:

The results of this procedure (see Table 3.56) indicate that there were no significant differences between Teacher/Consultant respondents (T/Cs) and Regular Classroom Teacher respondents (RCTs) in their rank-order of priority of actual outcomes of T/C programs. Therefore, T/Cs and RCTs do not significantly differ in their perceptions of the rank-order of priority of T/C program outcomes as they are actually implemented.

While not statistically significant, it is interesting to note that the greatest difference between T/Cs and RCTs is indicated for the outcome of increasing academic achievement levels of students. T/Cs tend to give this actual outcome a higher rank-order of priority than do RCTs.

Table 3.56 - Differences in Rank-Order of Actual Outcomes: Teacher/
Consultant and Regular Classroom Teacher

<u>Outcomes</u>	<u>T/C Mean Rank</u>	<u>RCT Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	31.32	30.43	.1934	.8466
2. Perceived helpfulness of T/C.	31.69	29.77	.4090	.6825
3. Increase academic achievement level.	28.19	35.98	-1.6544	.0980
4. Improve attitude of adult.	29.95	32.86	-.6225	.5336
5. Improve behavior of student.	31.62	29.91	.3638	.7160
6. Increase teacher initiated collaboration.	32.22	28.84	.7196	.4718
7. Increase knowledge of adult.	31.03	30.95	.0156	.9879
8. Improve student self-concept.	29.31	34.00	-1.0038	.3155
9. Increase skills of adult.	31.10	30.85	.0608	.9515
10. Oral/written reports of testing results.	33.33	28.86	1.3809	.1673

* = $p > .05$

** = $p > .01$

T/C = Teacher/Consultant

RCT = Regular Classroom Teacher

RCTs and T/Cs demonstrate considerable consensus ($p = .9879$) for the actual outcome of increasing the knowledge of the adult receiving T/C services. RCTs and T/Cs each rank this actual outcome eighth out of the ten statements.

Teacher/Consultants and Parents:

The results of this procedure (see Table 3.57) indicate that Teacher/Consultant respondents (RCTs) and Parent respondents (PARs) do not significantly differ in their perceptions of the rank-order of priority of T/C program outcomes. The greatest difference (albeit not statistically significant) between T/Cs and PARs is found for the outcome of improving the students' self-concept or self-esteem. T/Cs appear to perceive this outcome to be of somewhat higher priority than do PARs.

Teacher/Consultants and Principals:

The results of this procedure (see Table 3.58) indicate that Teacher/Consultant respondents (T/Cs) and Principal respondents (PRNs) differ significantly in their perceptions of the outcome of improving the school-related behavior of students. PRNs perceive this outcome to be of significantly higher priority than do T/Cs ($Z = 2.1337$, $p > .05$).

Table 3.57 - Differences in Rank-Order of Actual Outcomes: Teacher/Consultant and Parent

<u>Outcomes</u>	<u>T/C Mean Rank</u>	<u>PAR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	27.42	25.82	.3429	.7317
2. Perceived helpfulness of T/C.	28.47	22.89	1.1680	.2428
3. Increase academic achievement level.	28.23	23.57	.9760	.3291
4. Improve attitude of adult.	27.54	25.50	.4282	.6685
5. Improve behavior of student.	26.08	29.57	-.7325	.4639
6. Increase teacher initiated collaboration.	24.94	32.75	-1.6417	.1006
7. Increase knowledge of adult.	28.59	22.57	1.2658	.2056
8. Improve student self-concept.	24.72	33.36	-1.8164	.0693
9. Increase skills of adult.	27.42	25.82	.3367	.7364
10. Oral/written reports of testing results.	26.92	27.21	-.0612	.9512

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

PAR = Parent

Table 3.58 - Differences in Rank-Order of Actual Outcomes: Teacher/Consultant and Principal

<u>Outcomes</u>	<u>T/C Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	29.15	31.65	-.5410	.5885
2. Perceived helpfulness of T/C.	26.96	35.92	-1.9175	.0552
3. Increase academic achievement level.	30.90	28.25	.5644	.5725
4. Improve attitude of adult.	28.60	32.72	-.8837	.3769
5. Improve behavior of student.	33.38	23.40	2.1337	.0329*
6. Increase teacher initiated collaboration.	32.50	25.13	1.5787	.1144
7. Increase knowledge of adult.	29.82	30.35	-.1134	.9097
8. Improve student self-concept.	32.62	24.90	1.6592	.0971
9. Increase skills of adult.	28.95	32.50	-.6666	.5050
10. Oral/written reports of testing results.	28.90	32.15	-.6966	.4860

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

PRN = Principal

A nearly significant difference between T/Cs and PRNs is also indicated for the outcome of the degree of helpfulness of the T/C as perceived by the adult receiving T/C services ($Z = -1.9175$, $p = .0552$). T/Cs tend to perceive this outcome to be of somewhat higher priority than do PRNs.

Teacher/Consultants and Directors:

The results of this procedure (see Table 3.59) indicate that Teacher/Consultant respondents (T/Cs) and Director respondents (DIRs) differ significantly in their perceptions of the rank-order of priority of improving the students self-concept or self-esteem ($Z = -2.5179$, $p > .05$). T/Cs perceive this outcome to be of higher priority than do DIRs. It is interesting to note that T/Cs and PRNs, as indicated in the previous section, also differed somewhat in their perceptions of this outcome. T/Cs, therefore, tend to perceive student self-concept or self-esteem to be of higher priority than do the school administration subgroups.

Nearly significant differences between T/Cs and DIRs are noted for the outcome of improving the attitude of the adult receiving T/C program services ($Z = 1.7007$, $p = .0890$). DIRs tend to perceive this outcome to be of somewhat higher priority than do T/Cs.

Table 3.59 - Differences in Rank-Order of Actual Outcomes: Teacher Consultant and Director

<u>Outcomes</u>	<u>T/C Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	32.64	32.28	.0781	.9377
2. Perceived helpfulness of T/C.	34.92	28.72	1.3092	.1905
3. Increase academic achievement level.	34.62	29.20	1.1432	.2529
4. Improve attitude of adult.	35.64	27.60	1.7007	.0890
5. Improve behavior of student.	32.37	32.70	-.0695	.9446
6. Increase teacher initiated collaboration.	32.91	31.86	.2223	.8241
7. Increase knowledge of adult.	30.95	34.92	-.8432	.3991
8. Improve student self-concept.	27.85	39.76	-2.5179	.0118*
9. Increase skills of adult.	34.96	28.66	1.3336	.1823
10. Oral/written reports of testing results.	30.58	35.50	-1.0432	.2969

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

DIR = Director

Regular Classroom Teachers and Parents:

The results of this procedure (see Table 3.60) indicate that Regular Classroom Teacher respondents (RCTs) and Parent respondents (PARs) do not differ significantly in their perceptions of actual T/C program outcomes. Nearly significant differences are indicated, however, and perhaps should be noted. PARs tend to perceive increasing academic achievement to be a somewhat higher priority ($Z = 1.9341$, $p = .0531$) than do RCTs. The opposite relationship is indicated for the outcome of increasing the regular classroom teachers collaborative arrangements with the T/C ($Z = -1.7827$, $p = .0746$). That is, RCTs tend to perceive this outcome to be of higher priority than do PARs.

Regular Classroom Teachers and Principals:

The results of this procedure (see Table 3.61) indicate that Regular Classroom Teacher respondents (RCTs) and Principal respondents (PRNs) differ significantly in their perceptions of the rank-order of priority of three T/C program outcomes. The greatest difference ($Z = 2.7792$, $p > .01$) is indicated for the outcome of improving the students self-concept or self-esteem. PRNs perceive this outcome to be a significantly higher priority than do RCTs. Similar significant differences between these two subgroups are indicated

Table 3.60 - Differences in Rank-Order of Actual Outcomes: Regular Classroom Teacher and Parent

<u>Outcomes</u>	<u>RCT Mean Rank</u>	<u>PAR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	18.73	18.14	.1690	.8658
2. Perceived helpfulness of T/C.	19.66	16.68	.8328	.4050
3. Increase academic achievement level.	21.18	14.29	1.9341	.0531
4. Improve attitude of adult.	19.61	16.75	.8104	.4177
5. Improve behavior of student.	17.23	20.50	-.9178	.3587
6. Increase teacher initiated collaboration.	16.02	22.39	-1.7827	.0746
7. Increase knowledge of adult.	20.09	16.00	1.1482	.2509
8. Improve student self-concept.	16.64	21.43	-1.3528	.1761
9. Increase skills of adult.	19.11	17.54	.4444	.6567
10. Oral/written reports of testing results.	16.77	21.21	-1.2478	.2121

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

PAR = Parent

Table 3.61 - Differences in Rank-Order of Actual Outcomes: Regular Classroom Teacher and Principal

<u>Outcomes</u>	<u>RCT Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	20.50	22.60	-.5683	.5699
2. Perceived helpfulness of T/C.	17.73	25.65	-2.1123	.0347*
3. Increase academic achievement level.	25.32	17.30	2.1285	.0333*
4. Improve attitude of adult.	20.36	22.75	-.6405	.5219
5. Improve behavior of student.	24.43	18.27	1.6434	.1003
6. Increase teacher initiated collaboration.	22.14	20.80	.3567	.7213
7. Increase knowledge of adult.	21.25	21.77	-.1400	.8886
8. Improve student self-concept.	26.41	16.10	2.7792	.0054**
9. Increase skills of adult.	20.39	22.72	-.6263	.5311
10. Oral/written reports of testing results.	18.09	25.25	-1.9114	.0560

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

PRN = Principal

for the outcome of increasing the academic achievement levels of students ($Z = 2.1285$, $p > .05$). PRNs again perceive this outcome to be of higher priority than do RCTs.

RCTs perceive the actual outcome of the degree of helpfulness of the T/C to be of significantly higher priority than do PRNs ($Z = -2.1123$, $p > .05$). Reports of student assessment results (oral and/or written) are also perceived to be of somewhat higher priority (although not statistically significant) by RCTs ($Z = -1.9114$, $p = .0560$).

Regular Classroom Teachers and Directors:

While Regular Classroom Teacher respondents (RCTs) and Director respondents (DIRs) differ significantly in their perceptions of four actual activities of T/C programs, the results of this procedure (see Table 3.62) indicates a significant difference for only one actual outcome of T/C programs. DIRs perceive the outcome of increasing academic achievement levels of students to be of significantly higher priority than do RCTs ($Z = 2.4310$, $p > .05$).

It is also of interest to note that a nearly significant difference between these respondent subgroups is indicated for the outcome of reports of student assessment results ($Z = -1.9078$, $p = .0564$). RCTs tend to perceive this outcome

Table 3.62 - Differences in Rank-Order of Actual Outcomes: Regular Classroom Teacher and Director

<u>Outcomes</u>	<u>RCT Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	27.73	24.24	-.1334	.8938
2. Perceived helpfulness of T/C.	25.70	22.50	.8050	.4208
3. Increase academic achievement level.	29.14	19.48	2.4310	.0151*
4. Improve attitude of adult.	27.93	20.54	1.8695	.0616
5. Improve behavior of student.	22.84	25.02	-.5496	.5826
6. Increase teacher initiated collaboration.	22.82	25.04	-.5577	.5771
7. Increase knowledge of adult.	22.55	25.28	-.6902	.4901
8. Improve student self-concept.	20.95	26.68	-1.4451	.1484
9. Increase skills of adult.	26.61	21.70	1.2387	.2155
10. Oral/written reports of testing results.	19.98	27.54	-1.9078	.0564

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

DIR = Director

to be of higher priority than do DIRs.

Parents and Principals:

The results of this procedure (see Table 3.63) indicate that Parent respondents (PARs) and Principal respondents (PRNs) differ significantly in their perceived rank-order of priority for four of the ten outcomes of T/C programs. The greatest difference is indicated for the outcome of the degree of helpfulness of the T/C as perceived by the adult receiving T/C services ($Z = -2.8398$, $p > .01$). PARs perceive this outcome to be of significantly higher priority than do PRNs. A similar difference is also indicated between PRNs and DIRs for this outcome.

PRNs perceive a significantly higher priority for the outcomes of improving the students self-concept or self-esteem ($Z = 2.7517$, $p > .01$), increasing the general education teacher initiated collaborative arrangements ($Z = 2.2077$, $p > .05$), and improving the students' school-related behavior ($Z = 2.1552$, $p > .05$). It should be noted that PRNs also differ from the other respondent subgroups with regards to these outcomes.

Table 3.63 - Differences in Rank-Order of Actual Outcomes: Parent and Principal

<u>Outcomes</u>	<u>PAR Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	16.04	18.52	-.7357	.4619
2. Perceived helpfulness of T/C.	11.79	21.50	-2.8398	.0045**
3. Increase academic achievement level.	16.29	18.35	-.6009	.5479
4. Improve attitude of adult.	15.43	18.95	-1.0366	.2999
5. Improve behavior of student.	21.86	14.45	2.1552	.0311*
6. Increase teacher initiated collaboration.	21.96	14.38	2.2077	.0273*
7. Increase knowledge of adult.	15.25	19.07	-1.1124	.2660
8. Improve student self-concept.	23.04	13.62	2.7517	.0059**
9. Increase skills of adult.	15.71	18.75	-.8903	.3733
10. Oral/written reports of testing results.	16.93	17.90	-.2843	.7761

* = $p > .05$ ** = $p > .01$

PAR = Parent

PRN = Principal

Parents and Directors:

The results of this procedure (see Table 3.64) indicate that Parent respondents (PARs) and Director respondents (DIRs) do not differ significantly in their perceptions of actual T/C program outcomes. Nearly significant differences ($Z = -1.6996$, $p = .0892$) are noted for the outcome of increasing the knowledge of the adult receiving T/C program services. PARs tend to perceive this outcome to be of somewhat higher priority than do DIRs.

Principals and Directors:

The results of this procedure (see Table 3.65) indicate that Principal respondents (PRNs) and Director respondents (DIRs) differ in their perceptions of the rank-order of priority for four outcomes of T/C programs. PRNs indicate significantly higher priority rankings for the outcomes of improving student self-concept or self-esteem ($Z = -3.8283$, $p > .01$) and improving the school related behavior of the student ($Z = -2.1627$, $p > .05$). As noted before, PRNs have consistently ranked these outcomes more highly than other respondent subgroups (i.e., PAR, RCT, T/Cs).

PRNs and DIRs also differ greatly in their perceptions of the rank-order of priority of the outcomes of the degree

Table 3.64 - Differences in Rank-Order of Actual Outcomes: Parent and Director

<u>Outcomes</u>	<u>PAR Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	19.25	20.42	-.3217	.7477
2. Perceived helpfulness of T/C.	20.25	19.86	.1032	.9178
3. Increase academic achievement level.	20.07	19.96	.0298	.9762
4. Improve attitude of adult.	21.68	19.06	.6935	.4880
5. Improve behavior of student.	21.36	19.24	.5626	.5737
6. Increase teacher initiated collaboration.	23.43	19.08	1.4184	.1561
7. Increase knowledge of adult.	15.89	22.30	-1.6996	.0892
8. Improve student self-concept.	19.07	20.52	-.3834	.7014
9. Increase skills of adult.	21.86	18.96	.7687	.4421
10. Oral/written reports of testing results.	17.61	21.34	-.9913	.3216

* = $p > .05$ ** = $p > .01$

PAR = Parent

DIR = Director

Table 3.65 - Differences in Rank-Order of Actual Outcomes: Principal and Director

<u>Outcomes</u>	<u>PRN Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	24.07	22.14	.5050	.6136
2. Perceived helpfulness of T/C.	29.02	18.18	2.7754	.0055**
3. Increase academic achievement level.	23.97	22.22	.4504	.6524
4. Improve attitude of adult.	28.97	18.22	2.7619	.0057**
5. Improve behavior of student.	18.32	26.74	-2.1627	.0306*
6. Increase teacher initiated collaboration.	21.00	24.60	-.9230	.3560
7. Increase knowledge of adult.	22.05	23.76	-.4386	.6609
8. Improve student self-concept.	16.02	28.58	-3.2283	.0012**
9. Increase skills of adult.	26.40	20.28	1.5710	.1162
10. Oral/written reports of testing results.	22.20	23.64	-.3701	.7113

* = $p > .05$ ** = $p > .01$

PRN = Principal

DIR = Director

of helpfulness of the T/C as perceived by the adult receiving T/C service ($Z = 2.7754$, $p > .01$), and improving the attitude of the adult receiving T/C services ($Z = 2.7619$, $p > .01$). DIRs perceive these outcomes to be of significantly higher priority than do PRNs.

Research Question 14:

Given 10 Outcomes of Teacher/Consultant Programs, as identified and extracted from research and the professional literature, what are the differences in the preferred rank-order of priority between subgroups?

The purpose of this research question is to determine the extent of agreement between respondent subgroups regarding their preferred rank-order of priority of outcomes of T/C programs. That is, the outcomes of T/C programs as subgroups would prefer them to operate. To determine if the subgroups responded similarly their "preferred" rankings for each outcomes statement are compared. The statistical procedure employed for this purpose is the Mann-Whitney U Test. The results of this procedure are presented in the accompanying Tables (3.66, 3.67, 3.68, 3.69, 3.70, 3.71, 3.72, 3.73, 3.74, and 3.75) for each of the ten comparisons. Each outcome statement is followed by the mean rank for each of the two subgroups being compared. These data are followed by the obtained Z score and the results of the 2-tailed p test. Significant differences are denoted via

asterisk where * = $p > .05$ and ** = $p > .01$ levels of significance.

Teacher/Consultants and Regular Classroom Teachers:

The results of this procedure (see Table 3.66) indicate that Teacher/Consultant respondents (T/Cs) and Regular Classroom Teacher respondents (RCTs) differ significantly in their preferences for two T/C program outcomes. The greatest difference ($Z = -2.2611$, $p > .05$) between T/Cs and RCTs is for the outcome of improving the attitude of the adult receiving T/C services. T/Cs prefer this outcome to be of significantly higher priority than do RCTs.

This same relationship is also indicated for the outcome of increasing the knowledge of the adult receiving T/C services. Again, T/Cs prefer this outcome to be of significantly higher priority ($Z = -2.1094$, $p > .05$) than do RCTs. It is noteworthy that these two outcomes are oriented to adult level change versus child level change (and most likely the RCT).

A nearly significant difference is also noted for the outcome of improving the school-related behavior of students. It will be recalled that this outcome was perceived to be of high actual priority by PRNs. RCTs tend to prefer

Table 3.66 - Differences in Rank-Order of Preferred Outcomes: Teacher / Consultant and Regular Classroom Teacher

<u>Outcomes</u>	<u>T/C Mean Rank</u>	<u>RCT Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	33.40	26.75	1.4681	.1421
2. Perceived helpfulness of T/C.	32.63	28.11	.9690	.3326
3. Increase academic achievement level.	28.99	34.57	-1.1894	.2343
4. Improve attitude of adult.	27.17	37.80	-2.2611	.0238*
5. Improve behavior of student.	34.21	22.32	1.8951	.0581
6. Increase teacher initiated collaboration.	31.71	29.75	.4168	.6768
7. Increase knowledge of adult.	27.44	37.32	-2.1094	.0349*
8. Improve student self-concept.	31.38	30.32	.2288	.8190
9. Increase skills of adult.	31.12	30.80	.0682	.9456
10. Oral/written reports of testing results.	33.87	25.91	1.7197	.0855

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

RCT = Regular Classroom Teacher

this outcome to be of higher priority than do T/Cs ($Z = 1.8951$, $p = .0581$).

Teacher/Consultants and Parents:

The results of this procedure (see Table 3.67) indicate that Teacher/Consultant respondents (T/Cs) and Parent respondents (PARs) do not differ significantly in their preferences for T/C program outcomes. It should also be noted that these two subgroups also do not differ significantly with regards to preferred activities of T/C programs.

Nearly significant differences between these two subgroups, however, are noteworthy. PARs tend to more highly prefer reports of student assessment results than do T/Cs ($Z = 1.9141$, $p = .0522$). Conversely, T/Cs tend to more highly prefer the improvement of the attitude of the adult receiving T/C services than do PARs ($Z = -1.8934$, $p = .0583$).

Teacher/Consultants and Principals:

The results of this procedure (see Table 3.68) indicate that Teacher/Consultant respondents (T/Cs) and Principal respondents (PRNs) differ significantly in their preferences for the outcome of increasing general education teachers

Table 3.67 - Differences in Rank-Order of Preferred Activities: Teacher/Consultant and Parent

<u>Outcomes</u>	<u>T/C Mean Rank</u>	<u>PAR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	27.60	25.32	.4897	.6244
2. Perceived helpfulness of T/C.	29.31	20.57	1.8414	.0656
3. Increase academic achievement level.	28.15	23.97	.9170	.3592
4. Improve attitude of adult.	24.62	33.64	-1.8934	.0583
5. Improve behavior of student.	25.41	31.43	-1.2596	.2078
6. Increase teacher initiated collaboration.	26.22	29.18	-.6204	.5350
7. Increase knowledge of adult.	28.22	23.61	.9690	.3325
8. Improve student self-concept.	26.69	27.86	-.2453	.8063
9. Increase skills of adult.	25.21	32.00	-1.4274	.1535
10. Oral/written reports of testing results.	29.41	20.29	1.9414	.0522

* = $p > .05$ ** = $p > .01$

T/C = Teacher Consultant

PAR = Parent

Table 3.68 - Differences in Rank-Order of Preferred Outcomes: Teacher/Consultant and Principal

<u>Outcomes</u>	<u>T/C Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	29.71	30.57	-.1889	.8502
2. Perceived helpfulness of T/C.	31.35	27.37	.8523	.3941
3. Increase academic achievement level.	29.51	30.95	-.3069	.7589
4. Improve attitude of adult.	27.40	35.07	-1.6383	.1014
5. Improve behavior of student.	32.21	27.70	1.3879	.1652
6. Increase teacher initiated collaboration.	33.97	22.25	2.5008	.0124*
7. Increase knowledge of adult.	30.45	29.12	.2829	.7773
8. Improve student self-concept.	30.72	28.60	.4544	.6496
9. Increase skills of adult.	27.28	35.30	-1.7136	.0866
10. Oral/written reports of testing results.	28.19	33.52	-1.1966	.2315

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

PRN = Principal

initiated collaborative arrangements with the T/C ($Z = 2.5008$, $p > .05$). PRNs prefer this outcome to be of significantly higher priority than do T/Cs.

Teacher/Consultants and Directors:

As noted in the previous section for PRNs, Director respondents (DIRs) also more highly prefer the outcome of increasing general education teacher initiated collaborative arrangements than do Teacher/Consultants respondents (T/Cs) ($Z = 2.1025$, $p > .05$). A significant difference between T/Cs and DIRs is also indicated for the outcome of reports of student assessment results ($Z = -2.0188$, $p > .05$). T/Cs prefer this outcome of T/C programs significantly higher than do DIRs, despite the fact that both subgroups rank it lowest of all preferred outcomes.

Regular Classroom Teachers and Parents:

As indicated when comparing preferred outcomes between Regular Classroom Teacher respondents (RCTs) and Teacher/Consultant respondents (T/Cs), RCTs indicate (see Table 3.70) a significantly lower preference than PARs for the outcome of increasing the knowledge of the adult receiving T/C services ($Z = 2.8197$, $p > .01$). RCTs and PARs also

Table 3.69 - Differences in Rank-Order of Preferred Outcomes: Teacher/Consultant and Director

<u>Outcomes</u>	<u>T/C Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	33.13	31.52	.3473	.7284
2. Perceived helpfulness of T/C.	33.71	30.62	.6562	.5117
3. Increase academic achievement level.	33.79	30.48	.7009	.4834
4. Improve attitude of adult.	32.51	32.48	.0069	.9945
5. Improve behavior of student.	31.97	33.32	-.2848	.7758
6. Increase teacher initiated collaboration.	36.38	26.44	2.1025	.0355*
7. Increase knowledge of adult.	30.47	35.66	-1.0972	.2726
8. Improve student self-concept.	29.29	37.50	-1.7338	.0830
9. Increase skills of adult.	35.73	27.46	1.7507	.0800
10. Oral/written reports of testing results.	28.99	37.98	-2.0188	.0435*

* = $p > .05$ ** = $p > .01$

T/C = Teacher/Consultant

DIR = Director

Table 3.70 - Differences in Rank-Order of Preferred Outcomes: Regular Classroom Teacher and Parent

<u>Outcomes</u>	<u>RCT Mean Rank</u>	<u>PAR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	17.66	19.82	-.6609	.5087
2. Perceived helpfulness of T/C.	19.89	16.32	.9994	.3176
3. Increase academic achievement level.	21.02	14.54	1.8228	.0683
4. Improve attitude of adult.	19.20	17.39	.5093	.6105
5. Improve behavior of student.	15.75	22.82	-1.9899	.0466*
6. Increase teacher initiated collaboration.	17.32	20.36	-.8507	.3949
7. Increase knowledge of adult.	22.39	12.39	2.8197	.0048**
8. Improve student self-concept.	18.14	19.07	-.2647	.7913
9. Increase skills of adult.	16.68	21.36	-1.3093	.1904
10. Oral/written reports of testing results.	19.23	17.36	.5241	.6002

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

PAR = Parent

differ significantly in their preference for improving the school related behavior of students. RCTs more highly prefer this T/C program outcome than do PARs ($Z = -1.9899$, $p > .05$).

Regular Classroom Teachers and Principals:

The results of this procedure (see Table 3.71) indicate that Regular Classroom Teacher respondents (RCTs) and Principals respondents (PRNs) differ significantly in their preferences for the rank-order of priority of three T/C program outcomes. PRNs more highly prefer the T/C program outcomes of increasing the general education teacher initiated collaborative arrangements ($Z = 2.1815$, $p > .05$) and increasing the knowledge of the adult receiving T/C services ($Z = 2.1896$, $p > .05$) than do RCTs. It is noteworthy that RCTs have consistently ranked the later outcome (above) lower than other respondent subgroups.

It is also of interest that RCTs more highly prefer the outcome of reports of student assessment results than do PRNs ($Z = .24694$, $p > .05$). This difference is also indicated between RCTs and DIRs.

Table 3.71 - Differences in Rank-Order of Preferred Outcomes: Regular Classroom Teacher and Principal

<u>Outcomes</u>	<u>RCT Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	18.91	24.35	-1.5153	.1297
2. Perceived helpfulness of T/C.	20.84	22.22	-.3694	.7118
3. Increase academic achievement level.	22.70	20.17	.6720	.5016
4. Improve attitude of adult.	23.20	19.63	.9545	.3398
5. Improve behavior of student.	21.23	21.80	-.1537	.8779
6. Increase teacher initiated collaboration.	25.39	17.22	2.1815	.0291*
7. Increase knowledge of adult.	25.41	17.20	2.1896	.0286*
8. Improve student self-concept.	22.23	20.70	.4096	.6821
9. Increase skills of adult.	18.77	24.50	-1.5279	.1265
10. Oral/written reports of testing results.	17.18	26.25	-2.4694	.0135*

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

PRN = Principal

Regular Classroom Teachers and Directors:

As noted in the previous section, reports of student assessment results are preferred significantly more by Regular Classroom Teacher respondents (RCTs) than by Director respondents (DIRs) ($Z = -3.3613$, $p > .01$) as indicated by this procedure (see Table 3.72). Also, as noted previously, RCTs perceive this outcome to be a somewhat higher actual priority than do DIRs. These data also indicate that RCTs more highly prefer the outcome of improving the school related behavior of students than do DIRs ($Z = -2.5328$, $p > .05$). A similar (albeit not statistically significant) difference regarding this outcome was noted between RCTs and T/Cs.

Also noted before, RCTs prefer the outcome of improving the attitude of the adult receiving T/C services significantly lower than DIRs ($Z = 2.3752$, $p > .05$). In other words, DIRs prefer this outcome to be of significantly higher priority than do RCTs.

Parents and Principals:

The results of this procedure (see Table 3.73) indicate that Parent respondents (PARs) and Principal respondents (PRNs) differ significantly in their preferences for two T/C

Table 3.72 - Differences in Rank-Order of Preferred Outcomes: Regular Classroom Teacher and Director

<u>Outcomes</u>	<u>RCT Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	21.82	25.92	-1.0921	.2748
2. Perceived helpfulness of T/C.	22.48	25.34	-.7269	.4673
3. Increase academic achievement level.	27.73	20.72	1.7658	.0774
4. Improve attitude of adult.	29.02	19.52	2.3752	.0175*
5. Improve behavior of student.	18.73	28.64	-2.5328	.0113*
6. Increase teacher initiated collaboration.	27.41	21.00	1.6129	.1068
7. Increase knowledge of adult.	25.25	22.90	.5936	.5528
8. Improve student self-concept.	20.32	27.24	-1.7462	.0808
9. Increase skills of adult.	27.09	21.28	1.4612	.1440
10. Oral/written reports of testing results.	17.14	30.04	-3.3613	.0008**

* = $p > .05$ ** = $p > .01$

RCT = Regular Classroom Teacher

DIR = Director

Table 3.73 - Differences in Rank-Order of Preferred Outcomes: Parent and Principal

<u>Outcomes</u>	<u>PAR Mean Rank</u>	<u>PRN Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	16.18	18.42	-.6704	.5025
2. Perceived helpfulness of T/C.	14.89	19.32	-1.2894	.1973
3. Increase academic achievement level.	15.64	18.80	-.9198	.3577
4. Improve attitude of adult.	18.64	16.70	.5688	.5695
5. Improve behavior of student.	21.21	14.90	1.8380	.0661
6. Increase teacher initiated collaboration.	21.86	14.45	2.1544	.0312*
7. Increase knowledge of adult.	16.57	18.15	-.4596	.6458
8. Improve student self-concept.	18.86	16.55	.6738	.5004
9. Increase skills of adult.	17.39	17.57	-.0532	.9575
10. Oral/written reports of testing results.	12.57	20.95	-2.5107	.0120*

* = $p > .05$ ** = $p > .01$

PAR = Parent

PRN = Principal

program outcomes. As also noted for RCTs, PARs prefer the outcome of reports of student assessment results significantly higher than do PRNs ($Z = -2.5107$, $p > .05$). That is, both PARs and RCTs prefer this outcome to be of a significantly higher priority than do PRNs.

PRNs prefer the outcome of increasing general education teacher initiated collaborative arrangements with the T/C to be of significantly higher priority than do PARs ($Z = 2.1544$, $p > .05$). A nearly significant difference between the preferred rankings of these two subgroups is also indicated for the outcome of improving the school related behavior of students. PRNs again, as noted with T/Cs, RCTs and DIRs, tend to prefer this outcome more than do PARs.

Parents and Directors:

The results of this procedure (see Table 3.74) indicate that Parent respondents (PARs) and Directors respondents (DIRs) differ significantly in their preferences for four T/C program outcomes. The greatest difference is indicated for the outcome of oral or written reports of student testing results ($Z = 3.3066$, $p > .01$). Again, as indicated with PRNs and RCTs, PARs prefer this outcome significantly higher than do DIRs.

Table 3.74 - Differences in Rank-Order of Preferred Outcomes: Parent and Director

<u>Outcomes</u>		<u>PAR Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1.	Increase time-success in regular class.	19.50	20.28	-.2146	.8301
2.	Perceived helpfulness of T/C.	16.07	22.20	-1.6338	.1023
3.	Increase academic achievement level.	19.00	20.56	-.4153	.6779
4.	Improve attitude of adult.	25.11	17.14	2.1187	.0341*
5.	Improve behavior of student.	21.61	19.10	.6674	.5045
6.	Increase teacher initiated collaboration.	24.79	17.32	1.9730	.0485*
7.	Increase knowledge of adult.	15.46	22.54	-1.8756	.0607
8.	Improve student self-concept.	17.54	21.38	-1.0180	.3087
9.	Increase skills of adult.	26.07	16.60	2.5079	.0121*
10.	Oral/written reports of testing results.	12.36	24.28	-3.3066	.0009**

* = $p > .05$ ** = $p > .01$

PAR = Parent

Dir = Director

DIRs prefer the outcome of increasing the skills of the adult receiving T/C service to a significantly higher degree than do PARs ($Z = 2.5079$, $p > .05$). This difference is also noted between DIRs and PRNs and DIRs and RCTs.

Significantly higher levels of preferred priority are also indicated on the part of DIRs for the outcomes of increasing general education teacher initiated collaborative arrangements ($Z = 1.9730$, $p > .05$) and improving the attitude of the adult receiving T/C services. DIRs continue to more highly prefer these outcomes than do other subgroups.

Principals and Directors:

The results of this procedure (see Table 3.75) indicate that Principal respondents (PRNs) and Director respondents (DIRs) differ significantly in their preferences for only one T/C program outcome. The reader will note that these two subgroups differed significantly in their preferences for seven T/C program activities.

The only significant difference between PRNs and DIRs regarding T/C program outcomes is indicated in their preferences for increasing the skills of the adult receiving T/C program services ($Z = 2.8321$, $p > .01$). DIRs prefer this outcome to be significantly higher in priority than do PRNs.

Table 3.75 - Differences in Rank-Order of Preferred Outcomes: Principal and Director

<u>Outcomes</u>	<u>PRN Mean Rank</u>	<u>DIR Mean Rank</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	24.12	22.10	.5305	.5958
2. Perceived helpfulness of T/C.	22.32	23.54	-.3152	.7526
3. Increase academic achievement level.	24.55	21.76	.7139	.4753
4. Improve attitude of adult.	26.88	19.90	1.7912	.0733
5. Improve behavior of student.	19.02	26.18	-1.8449	.0650
6. Increase teacher initiated collaboration.	22.30	23.56	-.3228	.7469
7. Increase knowledge of adult.	20.65	24.88	-1.0828	.2789
8. Improve student self-concept.	18.92	26.26	-1.8789	.0603
9. Increase skills of adult.	29.15	18.08	2.8321	.0046**
10. Oral/written reports of testing results.	22.00	23.80	-.5248	.5997

* = $p > .05$ ** = $p > .01$

PRN = Principal

DIR = Director

It should be noted that a similar (albeit, not statistically significant) difference is also indicated between T/Cs and DIRs regarding this outcome.

Research Question 15:

Given 10 Outcomes of Teacher/Consultant Programs as identified and extracted from research and the professional literature, what are the differences between the actual rank-order of priority and the preferred rank-order of priority as assigned by the combined group?

The Wilcoxon Matched-Pairs Signed-Ranks Test was employed to compare the combined groups priority ranking of actual T/C program outcomes with the combined groups priority ranking of preferred T/C program outcomes. The results of this procedure are presented in Table 3.76. Each outcome statement is followed by the number of negative and positive ranks along with their corresponding mean ranks. These data are followed by the obtained Z score and the results of the 2-tailed p test. Significant differences are denoted via asterik where $* = p > .05$ and $** = p > .01$ levels of significance. Please note that where the number of negative (-) ranks is smaller than the number of positive (+) ranks the outcome has been assigned a higher actual priority than preferred priority ranking. Conversely, where the number of negative (-) ranks is larger than the number of positive (+) ranks the outcome has been assigned a higher preferred priority than actual priority.

The results of this procedure (see Table 3.76) indicate that significant differences between actual and preferred priorities are assigned by the combined group for five of the ten outcomes of T/C programs. Significantly higher preferred priority rankings are indicated for three of the outcome statements. These include increasing the skills of the adult receiving T/C services ($Z = 3.992, p > .01$), increasing the knowledge of the adult receiving T/C services ($Z = 2.026, p > .05$), and improving the attitude of the adult receiving T/C services ($Z = 2.276, p > .05$). In other words, the combined group rank these outcomes significantly higher in preferred priority than they perceives there actual priority.

Significantly higher actual priority rankings by the combined group are indicated for the T/C program outcomes of reports of student assessment results (oral or written) ($Z = 5.278, p > .01$) and the degree of helpfulness of the T/C as perceived by the adult receiving T/C services ($Z = 2.966, p > .01$). In other words, the combined group indicates that these outcomes are of significantly lower preferred priority than actual priority.

Table 3.76 - Differences Between Actual and Preferred Ranking of Outcomes: Combined Group

<u>Outcomes</u>	<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	35/31.50	27/31.50	.883	.377
2. Perceived helpfulness of T/C.	28/34.75	51/42.88	2.966	.003**
3. Increase academic achievement level.	44/43.68	37/37.81	1.231	.218
4. Improve attitude of adult.	53/44.28	23/40.88	2.276	.023*
5. Improve behavior of student.	31/35.26	45/40.73	1.916	.055
6. Increase teacher initiated collaboration.	49/45.38	39/43.40	1.105	.269
7. Increase knowledge of adult.	48/41.55	31/37.60	2.026	.043*
8. Improve student self-concept.	37/39.68	40/38.38	.170	.865
9. Increase skills of adult.	55/46.64	27/31.04	3.992	.000**
10. Oral/written reports of testing results.	17/30.56	63/43.18	5.278	.000**

* = $p > .05$ ** = $p > .01$

Research Question 16:

Given 10 Outcomes of Teacher/Consultant Programs as identified and extracted from research and the professional literature, what are the differences between the actual rank-order of priority and the preferred rank-order of priority as assigned by the subgroups?

The Wilcoxon Matched-Pairs Signed-Ranks Test was employed to compare each subgroups priority ranking of actual T/C program outcomes with the priority ranking of preferred T/C program outcomes. The results of this procedure for each subgroup are presented in the accompanying tables (3.77, 3.78, 3.79, 3.80, and 3.81). Each outcome statement is followed by the number of negative and positive ranks along with their corresponding mean ranks. These data are followed by the obtained Z score and the results of the 2-tailed p test. Significant differences are denoted via asterik where $* = p > .05$ and $** = p > .01$ levels of significance. Please note that where the number of negative (-) ranks is smaller than the number of positive (+) ranks the outcome has been assigned a higher actual priority than preferred priority by the respondents. Conversely, where the number of negative (-) ranks is larger than the number of positive (+) ranks the activity has been assigned a higher preferred priority than actual priority. Following are the results of this procedure for each respondent subgroup:

Teacher/Consultants:

The results of this procedure (see Table 3.77) indicate

Table 3.77 - Differences Between Actual and Preferred Ranking of Outcomes: Teacher/Consultants

<u>Outcomes</u>	<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	12/11.50	11/12.55	0.000	1.000
2. Perceived helpfulness of T/C.	7/12.50	18/13.19	2.018	.044*
3. Increase academic achievement level.	15/14.97	12/12.79	.853	.394
4. Improve attitude of adult.	18/15.25	8/9.56	2.514	.012
5. Improve behavior of student.	11/11.14	14/14.46	1.076	.282
6. Increase teacher initiated collaboration.	13/14.92	15/14.13	.205	.838
7. Increase knowledge of adult.	16/13.97	8/9.56	2.100	.036*
8. Improve student self-concept.	7/15.57	17/11.24	1.171	.241
9. Increase skills of adult.	20/15.67	8/11.56	2.516	.012
10. Oral/written reports of testing results.	6/8.75	19/14.34	2.960	.003**

* = $p > .05$
 ** = $p > .01$

that significant differences between actual and preferred priorities are assigned by Teacher/Consultant respondents (T/Cs) for five of the ten outcomes of T/C programs. It is noteworthy that significant differences regarding actual and preferred outcomes of T/C programs were larger in number for T/Cs than for any other subgroup. Furthermore, this is also the case for that portion of this study that focused on the Activities of T/C programs.

Significantly higher preferred priority rankings are indicated by T/Cs for three of the outcome statements. These include improving the attitude of adults receiving T/C services ($Z = 2.514, p > .05$), increasing the knowledge of the adult receiving T/C services ($Z = 2.100, p > .05$), and increasing the skills of the adult receiving T/C services ($Z = 2.516, p > .05$). In other words, T/Cs rank these outcomes significantly higher in preferred priority than they perceive their actual priority. It should be noted that RCTs and DIRs indicate similar actual versus preferred priority rankings for the T/C program outcome of increasing the skills of the adult receiving T/C services.

The greatest difference between actual and preferred outcomes for T/Cs involves reports of student assessment results. T/Cs indicate significantly lower preferred priority than actual priority for this T/C program outcome ($Z =$

2.960, $p > .01$). In other words, T/Cs rank this outcome significantly lower in preferred priority than they perceive its actual priority. This again, is similar to the results for RCTs, PRNs, and DIRs.

A similar difference for T/Cs (i.e., actual higher priority than preferred) is indicated for the outcome of the degree of helpfulness of the T/C as perceived by the adult receiving T/C services ($Z = 2.018$, $p > .05$). This difference is also indicated by DIRs.

Regular Classroom Teachers:

The results of this procedure (see Table 3.78) indicate that significant differences between actual and preferred priorities are assigned by Regular Classroom Teacher respondents (RCTs) for two of the ten T/C program outcomes. Furthermore, these differences are similar to those indicated by T/Cs, PRNs and DIRs.

A significantly higher preferred priority ranking is indicated by RCTs for the T/C program outcome of increasing the skills of the adult receiving T/C program services ($Z = 2.229$, $p > .05$). A significantly lower preferred priority ranking is indicated by RCTs for the T/C program outcome of reports of student assessment results ($Z = 2.509$, $p > .05$).

Table 3.78 - Differences Between Actual and Preferred Ranking of Outcomes: Regular Classroom Teachers

<u>Outcomes</u>	<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	8/6.88	4/5.75	1.255	.209
2. Perceived helpfulness of T/C.	4/5.38	7/6.36	1.022	.307
3. Increase academic achievement level.	9/11.78	8/5.88	1.396	.163
4. Improve attitude of adult.	10/8.00	7/10.43	.166	.868
5. Improve behavior of student.	9/9.56	7/7.14	.931	.352
6. Increase teacher initiated collaboration.	7/7.57	9/9.22	.776	.438
7. Increase knowledge of adult.	6/5.00	7/8.71	1.083	.279
8. Improve student self-concept.	13/8.77	5/11.40	1.241	.215
9. Increase skills of adult.	10/8.80	4/4.25	2.229	.026*
10. Oral/written reports of testing results.	3/7.83	14/9.25	2.509	.012*

* = $p > .05$
 ** = $p > .01$

Parents:

The results of this procedure (see Table 3.79) indicate that Parent respondents (PARs) do not assign significantly different priority rankings between the actual and preferred outcomes of T/C programs. In other words, PARs do not indicate preferred outcomes of T/C programs to be any different priority than actual outcomes.

Principals:

The results of this procedure (see Table 3.80) indicate that significant differences between actual and preferred priorities are assigned by Principal respondents (PRNs) for only two of the ten T/C program outcomes. As noted for T/Cs, RCTs and DIRs; PRNs assign significantly lower preferred priority rankings to the outcome of reports of student assessment results ($Z = 2.803, p > .01$). Therefore, PRNs concur with these subgroups that this outcome is of lower preferred priority than actual priority.

PRNs also indicate a similar difference for the outcome of improving the school related behavior of students ($Z = 2.014, p > .05$). PRNs indicate that this outcome is of lower preferred priority than actual priority.

Table 3.79 - Differences Between Actual and Preferred Ranking of Outcomes: Parents

<u>Outcomes</u>	<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	4/2.50	2/5.50	.105	.917
2. Perceived helpfulness of T/C.	2/9.25	9/5.28	1.289	.197
3. Increase academic achievement level.	6/6.25	5/5.70	.400	.689
4. Improve attitude of adult.	5/4.30	5/6.70	.612	.541
5. Improve behavior of student.	3/5.00	6/5.00	.889	.374
6. Increase teacher initiated collaboration.	6/6.50	5/5.40	.533	.594
7. Increase knowledge of adult.	7/5.86	4/6.25	.711	.477
8. Improve student self-concept.	7/6.29	4/5.50	.978	.328
9. Increase skills of adult.	6/6.00	5/6.00	.267	.790
10. Oral/written reports of testing results.	4/6.50	6/4.83	.153	.878

* = $\underline{p} > .05$
 ** = $\underline{p} > .01$

Table 3.80 - Differences Between Actual and Preferred Ranking of Outcomes: Principals

<u>Outcomes</u>	<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	4/4.75	4/4.25	.140	.889
2. Perceived helpfulness of T/C.	10/7.35	4/7.88	1.318	.187
3. Increase academic achievement level.	8/5.38	5/9.60	.175	.861
4. Improve attitude of adult.	10/8.65	5/6.70	1.505	.132
5. Improve behavior of student.	2/2.75	7/5.64	2.014	.044*
6. Increase teacher initiated collaboration.	11/7.32	3/8.17	1.758	.079
7. Increase knowledge of adult.	9/8.50	5/5.70	1.507	.132
8. Improve student self-concept.	4/4.38	7/6.93	1.378	.168
9. Increase skills of adult.	8/7.56	5/6.10	1.048	.295
10. Oral/written reports of testing results.	0/0.00	10/5.50	2.803	.005**

* = $p > .05$
 ** = $p > .01$

Directors:

The results of this procedure (see Table 3.81) indicate that significant differences between actual and preferred priorities are assigned by Director respondents for three of the ten T/C program outcome statements. Significantly lower preferred priority rankings are indicated for two outcomes. The greatest difference between actual and preferred, where lower preferred priority rankings are indicated, is for the outcome of reports of student assessment results ($Z = 2.787$, $p > .01$). DIRs, in other words, rank this T/C program outcome significantly higher in actual priority than in preferred priority. It has been noted previously that a difference between actual and preferred priority for this T/C program outcome is also indicated by T/Cs, RCTs, and PRNs.

A significantly higher actual priority ranking is also indicated by DIRs for the outcome of the degree of helpfulness of the T/C as perceived by the adult receiving T/C services ($Z = 2.678$, $p > .01$). This is similar to the difference indicated by T/Cs for this outcome statement.

A significantly higher preferred priority ranking is indicated by DIRs for the outcome of increasing the skills of the adult receiving T/C services ($Z = 2.275$, $p > .05$). This again is similar to the difference indicated by T/Cs

Table 3.81 - Differences Between Actual and Preferred Ranking of Outcomes: Directors

<u>Outcomes</u>	<u>-Ranks /Mean</u>	<u>+Ranks /Mean</u>	<u>Z</u>	<u>p</u>
1. Increase time-success in regular class.	7/8.57	6/5.17	1.013	.311
2. Perceived helpfulness of T/C.	5/4.80	13/11.31	2.678	.007**
3. Increase academic achievement level.	6/8.25	7/5.93	.380	.780
4. Improve attitude of adult.	10/8.70	7/9.43	.497	.619
5. Improve behavior of student.	6/8.42	11/9.32	1.231	.218
6. Increase teacher initiated collaboration.	12/11.04	7/8.21	1.509	.131
7. Increase knowledge of adult.	10/9.25	7/8.64	.757	.449
8. Improve student self-concept.	6/8.08	7/6.07	.210	.834
9. Increase skills of adult.	11/10.18	5/4.80	2.275	.023*
10. Oral/written reports of testing results.	4/5.38	14/10.68	2.787	.005**

* = $p > .05$ ** = $p > .01$

and RCTs for this outcome statement.

Summary

This chapter has presented the results of the study about activities and outcomes of Elementary Level Teacher/Consultant (T/C) programs in Michigan. The first section presented the results of that portion of the survey designed to collect participant demographic data as well as attitudes about T/C programs and mainstreaming in general. The second section of this chapter presented the results of this study concerning the Activities of T/C programs. Each research question concerning T/C program activities was restated followed by a review and analysis of the statistical procedures employed. Tables containing the results of the statistical procedures employed are also included for each research question.

The third section of this chapter presented the results of this study concerning the Outcomes of T/C programs and was presented in the same manner as the second section. Chapter Four will present a summary of this study and its findings. It will also contain a discussion of conclusions and implications along with several recommendations for future study.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study about activities and outcomes of Elementary Level Teacher/Consultant (T/C) programs in Michigan. The findings are reviewed and conclusions and implications are discussed. Finally, several recommendations are made concerning the implementation and administration of T/C programs, personnel preparation, and topics needing further research.

Summary

Purpose of the Study

The purpose of this study was threefold. First of all, to determine the activities and outcomes of Elementary Level T/C programs in Michigan that are preferred by the key consumers and providers of T/C programs. Activities and outcomes extracted from research and the professional literature were compiled and randomly listed for this purpose. The second purpose of this study was to determine the differences in priorities between key consumer and provider subgroups. The third purpose of this study was to determine

the differences between the priorities identified (preferred) and consumer and provider subgroups opinions about the manner in which T/C programs are presently (actually) implemented. Therefore, the 16 research questions addressed can be summarized as follows: Given 16 Activities and ten Outcomes of Teacher/ Consultant programs, (1) what is their actual and preferred rank-order of priority as assigned by the combined group and each subgroup, (2) what are the differences in rank-order of priority between subgroups, and (3) what are the differences between actual and preferred rank-order of priority among the combined group and within each subgroup?

Methodology

A random sampling technique was employed to select the survey population for this study from five distinct strata that represent the key consumers and providers of T/C programs in Michigan as of September 1, 1985. The selection was stratified based upon the K-12 student population within five state planning regions in order to obtain a sample representative of Michigan's population distribution. For purposes of this study these strata were referred to as subgroups. The five subgroups included:

1. Special Education Teacher/Consultants that provide services to Elementary Level students, their regular classroom teachers, and their parents.
2. Elementary Level Regular Classroom Teachers having at least one student from their classroom that is placed in a Special Education Teacher/Consultant program.
3. Parents having at least one Elementary Level child that receives Special Education from a Teacher/Consultant program.
4. Directors of Special Education that supervise the operation of Teacher/Consultant programs.
5. Elementary Building Principals that have Teacher/Consultant programs operating within their building(s).

The questionnaire used in this study (Appendix I) was initially drafted in May, 1985. It consisted of four pages. The first page was a cover sheet which included directions for completing the questionnaire. The second and third pages were the rank-order response sheets. The first response sheet (second page) consisted of 16 statements describing activities of T/C programs. The second response

sheet (third page) consisted of 10 statements describing outcomes of T/C programs. The third response sheet (fourth page), differing slightly for each subgroup, consisted of various short answer questions designed to obtain basic demographic information (Appendix J).

The survey questionnaire was mailed to the participants on February 7, 1986. Each questionnaire was coded for confidentiality and for ease in statistical analysis. The return rate for the total (combined) group was 43 percent. All statistical computations were done utilizing the computer program SPSS, Statistical Package for the Social Sciences, (Nie, et al., 1975) at Michigan State University. Relative, adjusted, and cumulative frequencies for all subgroups were obtained for each Activity and Outcomes statement (actual and preferred). The mean response for each statement was used to determine the rank-order of priority. The rank-order of priority for each statement (actual and preferred) as assigned by each subgroup was obtained in this manner. In order to obtain the rank-order of priority for the combined groups the mean of the subgroup means was obtained for each statement in order to control for unequal subgroup size (N).

The Mann-Whitney U Test was employed to determine whether the subgroups responded as members of the same continuous population. The Wilcoxon Matched-Pairs

Signed-Ranks test was employed to compare each subgroup's priority ranking of actual activities and outcomes with preferred activities and outcomes.

Limitations

For the purposes of this study the participants were identified as members of their respective subgroups for the 1985-86 school year. From one perspective these groups may be viewed as population and thus the information gathered in this study is statistically limited to the population parameter. From another perspective, the participants do represent subgroups directly involved with Teacher/Consultant programs. Extensions may be logically bridged to larger populations of Teacher/Consultants, Regular Classroom Teachers, Parents, Elementary Principals, and Directors of Special Education. The relatively low survey return rates for Parent, Regular Classroom Teacher and Principal subgroups, however, must be considered as a limitation in this regard. Individuals that did not return survey questionnaires were not contacted to determine their reasons for not responding. An additional limitation should be mentioned regarding the survey population. Very few T/C respondents indicate certification for low incidence handicapped populations (e.g., H.I., V.I., and P.O.H.I). Therefore, the interpretation of the data may not accurately be extended to these T/C programs.

Limitations in the design of the study include the unit of analysis and the reliance on subjective measures. The activities and outcomes of T/C programs identified for this study may not be the only variables that exist (although they were derived from a comprehensive review of the literature) and they may not be mutually exclusive. Secondly, the survey responses were restricted to subjective perceptions of actual and preferred priority. These limitations do not invalidate the findings, but they do suggest that different findings might have been discovered with objective measures. A considerable degree of consensus within and among the subgroups however, is apparent. It is suggested that this consensus may be an indication of validity.

Findings

A summary of the results of this study is presented including the nature of the study participants, results concerning T/C program activities, and results concerning T/C program outcomes.

Study Participants

Teacher/Consultants (T/Cs): T/Cs report an average of 13.23 years experience in education and an average of 6.78 years experience as a T/C. Almost all possess a graduate level

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degree. A wide range of separate buildings served is reported (1 to 16) with an average of 3.75. Considerable differences are also indicated for the number of regular classrooms (6 to 170) and students (0 to 38) served with averages of 50 and 18.1 respectively. Of particular interest is the fact that approximately 40% of the T/Cs report that they also function "part-time" as a classroom or resource room program teacher. T/Cs also report wide ranges of time spent working directly with students (0 to 100%) and working with regular classroom teachers (0% to 50%). Average responses for these two activities are 66.8% and 13.5% respectively. A considerably higher positive attitude toward mainstreaming than toward T/C programs is also indicated. In fact, T/Cs indicate a less favorable attitude toward T/C programs than do DIRs and PRNs. According to T/Cs, the most positive aspect of T/C programs is the opportunity to help students be successful in the regular classroom. Various demands of the job (e.g., lack of time, being spread too thin) are cited as the most negative aspect of T/C programs. Also mentioned frequently are the lack of role definition and being too involved with testing activities. The lack of time and resources are cited as the major reasons for discrepancies between actual and preferred activities and outcomes.

Regular Classroom Teachers (RCTs): RCTs report an average of 16.36 years experience in education and all grade levels (K-6) are represented. Approximately 66% possess a graduate

level degree. RCTs report an average of 2.75 students in their classroom receiving some type of special education program or service other than Speech Therapy. The average total number of all students in their classroom is 25.79. Almost all RCTs indicate a moderate to high positive attitude toward mainstreaming and consider themselves moderately familiar with T/C programs. It should be noted, however, that as a group RCTs report lower familiarity with T/C programs than the other subgroups.

According to RCTs the most positive aspect of T/C programs is the opportunity for academic support of students. Approximately 30% indicated that help and advice received from the T/C was the most positive aspect. As indicated by T/Cs, RCTs also cite lack of time, resources, etc. as the most negative aspect of T/C programs as well as the primary cause for the discrepancy between actual and preferred activities and outcomes.

Parents (PARs): Approximately 80% of the PARs are the students natural mothers and are in the 30 to 40 year age group. Twenty-five percent (25%) report possessing B.A./B.S. degrees or higher. As a group, PARs report themselves to be moderately familiar with T/C programs and indicate a relatively high positive attitude toward mainstreaming.

According to PARs the most positive aspect of T/C programs (i.e., how it has been most helpful) is the improvement they have seen in their child's self-concept, self-esteem, and motivation. Academic support and success is also cited as a positive aspect. T/C programs could be more helpful, according to PARs, if the program could provide for more parent involvement and be implemented much sooner (before their child failed). Again, the lack of resources are cited by PARs as the major cause for a discrepancy between actual and preferred activities and outcomes.

Principals (PRNs): PRNs reported the highest average experience in education with 24.76 years. An average of 14.95 years is reported for their experience as a principal. Again, as reported by the other professional subgroups, almost all PRNs possess a graduate level degree. PRNs indicated a considerably wide range of classrooms for which they are responsible (11 to 35, mean = 19.43) and all report responsibility for at least one special education classroom within their building(s). As a group, PRNs perceive themselves to be moderate to highly familiar with T/C programs and also moderate to highly positive in their attitude toward them. A somewhat higher positive attitude toward mainstreaming is also indicated.

PRNs and RCTs were very similar in their opinions about the positive aspects of T/C programs (i.e., academic support

for students and help for regular classroom teachers). Again, lack of time and resources are cited as the most negative aspect and the primary cause of the discrepancy between actual and preferred activities and outcomes.

Directors (DIRs): DIRs report an average of 22.17 years experience in education and an average of 12.6 years as a Director. All report possessing a graduate level degree. A considerably wide range of districts (1 to 14) are reported for which they have responsibility. Similarly, the range of programs is 6 to 105 suggesting that both large and small district Directors are represented in the sample. A very positive attitude toward mainstreaming is indicated and DIRs report the highest positive attitude toward T/C programs of all subgroups.

While agreeing with the other subgroups about the positive aspects of T/C programs, many DIRs indicate that factors related to their acceptance by others is the most negative aspect. Most, however, agree that limited resources are the most negative aspect. According to DIRs the above factors are also cited for the discrepancy between actual and preferred activities and outcomes (i.e., resources and program acceptance or expectancies). Program acceptance and expectancy factors are cited considerably more often by Directors than any other subgroup.

T/C Program Activities

While controlling for unequal subgroup size (N) clearly the highest priority actual activity (out of 16) for the combined group is providing tutorial or supportive instruction of regular classroom content. The only subgroups not perceiving this activity to be the highest priority is Regular Classroom Teachers (RCTs). RCTs perceive the activity of conducting student assessment for Special Education eligibility determination as the highest priority. This activity is ranked as the second highest priority by the combined group. Providing tutorial instruction is perceived to be the second highest priority activity by RCTs.

The third highest priority actual activity for the combined group is providing instruction of content different from the regular classroom such as remedial or compensatory instruction. A relatively high degree of variability among respondents, however, is noted for this activity. Furthermore, the mean ranks between the third and ninth highest priority activities do not differ greatly. The lowest priority actual activity for the combined group, with a relatively small degree of variability, is providing training programs to parents. Other low priority actual activities perceived by the combined group include team-teaching, providing inservice training programs, and demonstrating/providing alternative instructional materials to teachers

and/or parents.

From a broader perspective the actual activities perceived by the combined group to be of higher priority tend to involve direct services to students while low priority activities tend to involve services to adults. The lowest priority actual activity involving a direct service to students is teaching them to use compensatory devices (ranked 12th by the combined group). A possible reason for this low priority ranking is the fact that T/C respondents primarily serve "high incidence" (E.I., L.D., E.M.I.) Special Education student populations.

The highest ranked preferred activity for the combined group is also the provision of tutorial or supportive instruction of regular classroom content. PARs, RCTs and PRNs rank this activity as their highest preferred while T/Cs and DIRs rank it as their third highest. Ranked by the combined group as the fourth highest actual activity, the second highest ranked preferred activity is providing information about a student's difficulty to parents and educational personnel. The third highest ranked preferred activity is instructing students in classroom learning strategies. This is ranked 8th as an actual activity by the combined group.

The third highest ranked actual activity for the combined group, providing direct instruction of content different from the regular classroom content, is the 9th highest ranked preferred activity. A similar change in overall rank is noted for the activity of conducting student's assessments for Special Education eligibility determination. Ranked second by the combined group as an actual activity it is the fifth highest preferred activity. As a preferred activity, it is ranked 7th by T/Cs, 10th by RCTs, 10th by PARs, 2nd by PRNs and 5th by DIRs. Generally, however, the actual activities ranked as lowest priority by the combined group were also ranked as the lowest preferred activities.

A number of significant differences are noted between respondent subgroups (T/Cs, RCTs, PARs, PRNs, and DIRs) regarding their perceptions of actual T/C program activities. The subgroup differing most often from other subgroups is DIRs. The subgroup differing least often is RCTs. Following are the significant findings from this analysis:

1. There are no differences between T/Cs and RCTs, PARs and RCTs and PARs and PRNs.
2. T/Cs perceive the activity of listening and responding to questions/concerns to be of higher priority than do PRNs and DIRs.
3. T/Cs and PRNs perceive the activity of assisting in behavior crisis situations to be of higher priority than do DIRs.
4. PARs, PRNs, and DIRs perceive the activity of

providing inservice training programs to be of higher priority than do T/Cs.

5. PRNs perceive the activity of developing and implementing behavior management techniques to be of higher priority than do T/Cs, RCTs and DIRs.
6. DIRs perceive the activity of teaching students to use compensatory devices to be of higher priority than T/Cs, RCTs, and PRNs.
7. DIRs perceive the activity of providing/demonstrating alternative instructional materials to be of higher priority than PARs.
8. DIRs perceive the activity of instructing students in classroom learning strategies to be of higher priority than PRNs.
9. PARs perceive the activities of developing and implementing behavior management strategies and providing training programs to parents to be of higher priority than DIRs.

A number of significant differences are also noted between respondent subgroups regarding preferred T/C program activities. Again, the subgroup differing most often from other subgroups is DIRs. The subgroup differing least often is PARs. Following are the significant findings from this analysis:

1. There are no differences between T/Cs and PARs, DIRs and PARs and PRNs and RCTs.
2. T/Cs prefer the activity of providing information about a student's difficulty to parents and teachers to be of higher priority than do RCTs and DIRs.
3. T/Cs prefer the activity of listening and responding to questions/concerns of parents and teachers to be of higher priority than do RCTs and DIRs.
4. RCTs and PRNs prefer the activity of developing and implementing behavior management techniques to be of higher priority than do T/Cs and DIRs.

5. T/Cs, RCTs and PRNs prefer the activity of assisting in behavioral crisis situations to be of higher priority than do DIRs.
6. DIRs prefer the activity of teaching students to use compensatory devices to be of higher priority than do RCTs and PRNs.
7. PARs and DIRs prefer the activity of team-teaching with regular classroom teachers to be of higher priority than do PRNs.
8. RCTs prefer the activity of providing tutorial or supportive instruction to be of higher priority than do T/Cs.
9. RCTs prefer the activity of assisting in behavioral crisis situations to be of higher priority than do PARs.
10. RCTs prefer the activity of providing training programs to parents to be of higher priority than do PARs.
11. PARs prefer the activity of instructing students in classroom learning strategies to be of higher priority than do PRNs.
12. PRNs prefer the activity of conducting student assessment activities for special education eligibility to be of higher priority than do PARs.
13. DIRs prefer the activity of providing inservice training programs to be of higher priority than do RCTs.
14. DIRs prefer the activity of demonstrating/providing alternative instructional materials to be of higher priority than do PRNs.

Differences in priority between actual and preferred T/C program activities were analyzed for the combined group and each respondent subgroup. The findings indicate that significant differences between actual and preferred priorities

are assigned by the combined group for ten of the 16 activities. Five actual activities received a significantly lower priority ranking as a preferred activity. These include:

1. Conducting student assessment activities as a part of eligibility determination.
2. Conducting student assessment with students in program as ongoing measures of achievement.
3. Providing direct instruction of content different from regular classroom content.
4. Providing tutorial or supportive instruction of regular classroom content.
5. Counseling with students about feelings or attitudes.

Five actual activities received a significantly higher priority ranking as a preferred activity. These include:

1. Providing and/or demonstrating alternative instructional materials to educational personnel or parents.
2. Providing training programs to parents.
3. Provide and/or demonstrate different intervention techniques to parents and/or educational personnel.
4. Provide formal inservice training programs to educational personnel.
5. Team-teach with regular classroom teachers.

Focusing on individual subgroups and their respective differences in priority between actual and preferred activities, it is noted that no differences exist between subgroups in the direction of change. In other words, for all

actual activities assigned a higher priority by one or more subgroups, none of the remaining subgroups assigned the activity a higher preferred priority and vice-versa. Following are the results of this analysis:

1. T/Cs and DIRs prefer the activities of providing tutorial/supportive instruction, providing instruction of regular classroom content and conducting assessment activities of students in program to be of lower priority.
2. T/Cs, RCTs, and PARs prefer the activity of conducting student assessment for eligibility to be of lower priority.
3. T/Cs prefer the activity of developing and implementing behavior management techniques to be of lower priority.
4. PARs prefer the activity of assisting in behavior crisis situations to be of lower priority.
5. PARs prefer the activity of instructing students in classroom learning strategies to be of higher priority.
6. T/Cs, RCTs, and DIRs prefer the activity of demonstrating and/or providing different intervention techniques to parents and educational personnel to be of higher priority.
7. T/Cs and PRNs prefer the activity of providing in-service training programs to be of higher priority.
8. T/Cs and RCTs prefer the activity of providing training programs to parents to be of higher priority.
9. T/Cs, PARs and DIRs prefer the activity of providing and/or demonstrating alternative instructional materials to educational personnel or parents to be of higher priority.
10. PRNs and DIRs prefer the activity of team-teaching with regular classroom teachers to be of higher priority.

T/C Program Outcomes

While controlling for unequal subgroups size (N) clearly the highest priority actual outcome (out of 10) for the combined group is increasing the time a student successfully spends in the regular classroom. The only subgroup not perceiving this outcome to be the highest priority is PRNs. This actual outcome is ranked third highest in priority by PRNs as they rank the improvement of the students self-concept/self-esteem to be the highest priority actual outcome. This outcome is ranked second in priority by the combined group.

The third highest priority actual outcome for the combined group is improving school-related behavior of the student. This outcome is ranked as third or fourth highest priority by each subgroup except PRNs which rank it as second highest priority.

The lowest priority actual outcome for the combined group, with a relative small degree of variability, is the increase in skills of the adult receiving services. A related outcome, the increase in knowledge of the adult receiving T/C services, is ranked as the second lowest priority of the combined group. It is interesting to note, that for Parent respondents (PARs) the increase in regular classroom teacher initiated collaborative arrangements with

T/Cs is the lowest priority actual outcome of T/C programs. Again, taken from a broader perspective, the actual outcomes perceived by the combined group to be of lower priority tend to be those generally associated with services to adults. Student level outcomes are perceived to be of higher priority in so far as T/C programs are actually implemented.

The highest ranked preferred outcome for the combined group is also the increase in time that the student successfully spends in the regular classroom. Each subgroup ranks this outcome as their highest preferred. The outcome of improvement of the students self-concept/self-esteem, ranked second in priority overall as an actual outcome, is also ranked second for the combined group as a preferred outcome. T/Cs, RCTs and PRNs rank this outcome as their second highest preferred while PARs rank it as third highest and Directors rank it as fifth highest. The second highest preferred outcome for DIRs is increasing the academic achievement levels of students. This is the third highest ranked outcome for the combined group.

Ranked fifth by the combined group as an actual outcome, the lowest ranked preferred outcome for the combined group is reports (oral or written) of student assessment results. This preferred outcome was ranked fifth by PARs. PARs rank the outcome of increasing the skills of the adult receiving

T/C services as their lowest preferred. As a preferred outcome, this is ranked 7th by T/Cs, 5th by RCTs, 8th by PRNs, and 3rd by DIRs. It was 8th overall by the combined group. The second lowest preferred outcome for the combined group is the degree of helpfulness of the T/C services. This outcome was ranked 6th by PARs.

A number of significant differences are noted between respondent subgroups regarding their perceptions of actual T/C program outcomes. The subgroup differing most often from other subgroups is PRNs. The subgroup differing least often is T/Cs. Following are the significant findings from this analysis:

1. There are no differences between T/Cs and RCTs, T/Cs and PARs, RCTs and PARs and PARs and DIRs.
2. RCTs, PARs and DIRs perceive the outcome of the degree of helpfulness of the T/C as perceived by the regular classroom teacher to be of higher priority than do PRNs.
3. PRNs perceive the outcome of the improvement of students school related behavior to be of higher priority than do T/Cs, PARs, and DIRs.
4. PRNs perceive the outcome of improving the students self-concept/self-esteem to be of higher priority than do RCTs, PARs and DIRs.
5. DIRs perceive the outcome of increasing the students academic achievement levels to be of higher priority than do RCTs and PRNs.
6. T/Cs perceive the outcome of improving the students self-concept/self-esteem to be of higher priority than do DIRs.
7. PRNs perceive the outcome of increasing teacher initiated collaborative arrangement with the T/C to

be of higher priority than do PARs.

A number of significant differences are also noted between respondent subgroups regarding their preferred T/C program outcomes. The subgroup differing most often from other subgroups is DIRs. The subgroup differing least often is T/Cs. Following are the significant findings from this analysis:

1. There are no differences between T/Cs and PARs.
2. PRNs and DIRs prefer the outcome of increasing general education teacher initiated collaborative arrangements with the T/C to be of higher priority than do T/Cs, PARs, and RCTs.
3. T/Cs, PARs, and PRNs prefer the outcome of increasing the knowledge of the adult receiving T/C services to be of higher priority than do RCTs.
4. T/Cs and DIRs prefer the outcome of improving the attitude of the adult receiving T/C services to be of higher priority than do RCTs.
5. DIRs prefer the outcome of increasing the skills of the adult receiving T/C services to be of higher priority than do PARs and PRNs.
6. RCTs prefer the outcome of improving the students school-related behavior to be of higher priority than do PARs and DIRs.
7. T/Cs, RCTs, and PARs prefer the outcome of reporting (oral or written) student assessment results to be of higher priority than do PRNs and DIRs.

Differences in priority between actual and preferred T/C program outcomes were analyzed for the combined group and

each respondent subgroup. The findings indicate that significant differences between actual and preferred priorities are assigned by the combined group for five of the ten outcomes. Two actual outcomes received a significantly lower priority ranking as a preferred outcome. These include:

1. Reports of student assessment results (oral or written).
2. The degree of helpfulness of the T/C as perceived by the adult receiving T/C services.

Three outcomes received a significantly higher priority ranking as a preferred outcome. These include:

1. Improvement of the attitude of the adult receiving T/C services.
2. Increase in the knowledge of the adult receiving T/C services.
3. Increasing in the skills of the adult receiving T/C services.

Focusing on individual subgroups and their respective differences in priority between actual and preferred outcomes, it is noted that no differences exist between subgroups in the direction of change. In other words, for all actual outcomes assigned a higher priority by one or more subgroups, none of the remaining subgroups assign the outcome a higher preferred priority and vice-versa. PARs were the only subgroups for which no differences between actual

and preferred outcomes are indicated. Following are the results of this analysis:

1. T/Cs, RCTs, PRNs and DIRs prefer the outcome of reports (oral and/or written) of student assessment results to be of lower priority.
2. T/Cs and DIRs prefer the outcome of the degree of helpfulness of the T/C as perceived by the adult receiving T/C services to be of lower priority.
3. PRNs prefer the outcome of improving the students school related behavior to be of lower priority.
4. T/Cs prefer the outcome of improving the attitude of the adult receiving T/C services to be of higher priority.
5. T/Cs prefer the outcome of increasing the knowledge of the adult receiving T/C services to be of higher priority.
6. T/Cs, RCTs, and DIRs prefer the outcome of increasing the skills of the adult receiving T/C services to be of higher priority.

Conclusions and Implications

Conclusions and implications are presented in this section. They are based upon the purposes of the study and have been derived from the findings for the research questions addressed.

Teacher/Consultant (T/C) program models, as described in the professional literature, consistently emphasize consultation (i.e., adult-centered or indirect) services

and goals as the primary (and sometimes sole) role of T/C programs under the continuum of services concept as described by Deno in 1970 (Idol-Maestas, 1981; Little, 1975; McGlothlin, 1981). It can be concluded from these data, however, that Elementary level T/C programs in Michigan primarily provide student-centered services and focus upon student-centered change (i.e., outcomes). T/C programs therefore, are primarily providing instruction to students and spending very little time (average = 13%) consulting with regular classroom teachers despite original intentions for this program model.

Similar differences are also noted for student testing and assessment practices. These practices, as described in the T/C program literature, suggest that student assessment techniques be used for instructional problem-solving and planning purposes (Prouty, et al., 1973; Idol-Maestas, 1981; Little, 1975). It is apparent from these data, however, that many T/Cs are spending great amounts of time (100% in some instances) in the "testing for eligibility" process. Therefore, it can be concluded that T/C programs in Michigan primarily serve two purposes including (1) tutorial instruction, and (2) testing for eligibility.

Differences between the primary services provided and those originally intended for the T/C program model have

strategic implications for public policy regarding the T/C program role and caseload, as well as implications for program administration and supervision. Possible causes for these differences (intended vs. actual) will be explored and discussed throughout the remainder of this section.

Perhaps one of the more interesting conclusions that can be derived from these findings, and certainly related to the above discussion, is that Directors of Special Education appear much less familiar with T/C programs than the level for which they report themselves. Generally, Directors tend to perceive T/C programs to be engaged in indirect services to a higher degree than other subgroups.

Directors also report themselves to be highly supportive of T/C programs. This support appears to be based upon false assumptions about the actual day-to-day activities of the T/C program teacher. Implications are foreseen regarding the future direction and administration of T/C programs especially as Directors are involved in defining policy regarding the role of the T/C program within the schools.

Along these same lines, it is concluded that T/Cs and

Regular Classroom Teachers share highly similar perceptions of the day-to-day activities of the T/C program including perceptions of program goals. Preferences for T/C program services between these two groups, however, differ greatly. Other than testing for eligibility activities, Regular Classroom Teachers more highly prefer student-centered services and therefore indicate little difference between what T/C programs presently do and what they would prefer they do.

Conversely, T/Cs more highly prefer indirect services and therefore tend to agree highly with Director's preferences. Lack of support for the T/C program model, as reported by T/Cs, is perhaps explained in this regard. T/Cs appear to feel "betwixt and between" in an adult-centered vs. child-centered tug-of-war. This dilemma for T/Cs portrays possible implications for T/C morale. Additional implications are also indicated for improving Regular Classroom Teacher's familiarity with the T/C program model and the role of the T/C in that they report themselves to be the least familiar with T/C program services. Perhaps acceptance of, and demand for, collaborative consultation services could be increased through effective inservice education of Regular Classroom Teachers about the nature and benefits of these services.

Also related to the above discussion is the finding that Principals and Directors differ greatly in their perceptions and preferences for T/C programs and the services they provide. It can be concluded that, as co-administrators, a partnership between these groups does not exist as it relates to the T/C program. Again, in-service education regarding the T/C program directed at Principals has implications for program supervision at the building level. Further discussion of inter-group differences and the consensus process is presented at the end of this section.

Conclusions regarding two specific activities of T/C programs are noteworthy and deserve special attention. The data strongly suggest that the activities of testing students for eligibility and providing remedial instruction supplanting regular class content be modified. It is significant that Michigan's special education rules (P.A. 451) to be implemented on July 1, 1987 specifically prohibit the remedial services described above. The data suggest that time will become available for more indirect services. Activities related to assessment, however, continues to be permissible under these new rules.

It will be recalled that student-centered services of T/C programs are generally preferred by Regular Classroom Teachers, Principals, and Parents. The data suggest,

however, that some indirect services are desired at levels higher than presently provided (e.g., provide/demonstrate new instructional materials/intervention techniques). This presents an interesting interaction indicating perhaps that the high demand for tutorial instruction precludes the opportunity and/or desire to provide these services. Furthermore, several studies have demonstrated that indirect services can serve to obfuscate the need for tutorial instruction (Knight, et al., 1981; Wixson, 1980; Nelson, et al., 1981).

One of the primary purposes of this study was to determine the differences between consumer and provider subgroups for their preferences for T/C program services (activities) and the focus of these services (outcomes). One conclusion that may be derived from these findings is that a high degree of concensus exists for the vast majority of T/C program activities and outcomes. A more thorough review of the results, however, reveals very basic and fundamental differences and a lack of concensus is apparent.

These differences, as mentioned before, revolve around the issue of the adult-centered vs. child-centered focus of T/C program services. It is apparent from these findings that each subgroup has a somewhat different professional need which they would desire the T/C program to

fulfill. The following are cited as examples: Regular Classroom Teachers perceive a need for students to complete and hopefully learn the instructional content of their curriculum. Principals perceive a need for maintaining appropriate student behavior in the school and classroom. Parents perceive a need for their child to acquire learning skills and strategies. Directors perceive a need to provide effective programs that satisfy parents and operate within due process procedures.

It was noted in the findings that each subgroup identifies the lack of resources (e.g., time, personnel, money) as the primary cause of a difference between actual and preferred activities and outcomes of T/C programs. In other words, each subgroup indicates that "their" perceived needs could be fulfilled if there were just "more services."

These findings do not suggest that a greater degree of consensus could be obtained with "more resources." While those activities and outcomes identified by the combined group as highly preferred give some direction, it is apparent that T/C programs in Michigan lack a clear definition of "mission" that is specifically articulated for the program model.

A general mission for the T/C program model can be found in the T/C program literature (Deno, 1970; Idol-Maestas, 1981). Several barriers to its implementation appear to exist, however, as suggested by these findings. First of all, and perhaps the biggest barrier, is the high demand for the provision of tutorial instruction services. One really has to question, however, the economy of this approach. Implications for the use of a collaborative approach to solving student difficulties is noted. This "interactive" process has been shown to enable T/Cs and Regular Classroom Teachers to generate creative solutions to student learning and behavior problems (Idol-Maestas, 1986).

A second barrier to the implementation of indirect services may be the categorical system upon which special education is based. In this regard, special education programs and services are often the only option available for students with even mild handicapping conditions. In any event, implications for a state-wide effort to develop a statement of T/C program mission can be seen. This may be provided through the development of T/C program guidelines.

Additional conclusions have implications for future research. The findings of this study support the notion that traditional efficacy studies of T/C programs are not

necessary at that present time, i.e., studies which use student academic gain scores as the dependent measure and compare T/C programs with the regular classroom (Lilly, et al., 1981). Furthermore, the findings suggest that the use of student academic gain scores as a dependent variable is inappropriate. Implications are foreseen for determining valid and reliable ways of measuring the increased time that a student successfully spends in the regular classroom. This approach used by Nelson and Stevens (1980), whereby "successful mainstreaming" was defined, appears to be promising.

Recommendations

Program Administration

Based on the implications drawn from this study, five major recommendations have been formulated for change in T/C program administration. First, in consideration of these findings, a clear mission statement for the Teacher/Consultant program should be established for the State of Michigan. This statement, perhaps in the form of guidelines or policy, should reflect the principles of collaboration and support the services and program goals originally intended for this program model. Individuals,

representing various consumer and provider orientations, could perhaps form a task force to accomplish this task.

The second recommendation is related to the differences discerned between subgroups' perceptions of and preferences for T/C program activities and outcomes. It is apparent that dialogue regarding priority differences is needed among these groups (and possibly others). Some groups, (Directors in particular) need to become more aware of the realities confronted each day by Teacher/Consultants in terms of the demands placed upon their time as well as difficulties in consulting with regular classroom teachers and parents. Collaboration between Principals, Directors, and T/Cs in the development of appropriate job descriptions is seen as one method by which this dialogue could occur. Inservice education regarding the T/C program model is also recommended for Principals and Regular Classroom Teachers.

While highly related to public policy issues, it is recommended that the possibility of creating two separate Teacher/Consultant roles within public education be explored. One role, a "student support services specialist" could provide the tutorial/supportive services, so obviously needed and desired, directly to students. This role could possibly be fulfilled by someone other than a

highly trained individual and the use of para-professional level personnel should be explored. The second level role, a "helping teacher" could then focus his or her services toward the regular classroom teacher and/or parent and perhaps provide direct supervision to the "student support services specialists." This type of arrangement may help alleviate the breadth of responsibility problems discovered while at the same time allow for both student and teacher-centered activities. While related to teacher preparation and future research issues, this arrangement may also allow for the provision of T/C programs and services as originally intended. That is, by increasing the amount of time available for T/Cs to provide services directly to regular classroom teachers and/or parents.

Based on a cursory review of these findings, the above recommendation may appear to be contra-indicated. That is, one might expect RCTs to resist increased consulting time for T/Cs. A closer examination however, reveals that while RCTs appear to reject consulting outcomes related to increasing their knowledge or changing their attitudes, they do more highly prefer the activities related to providing and demonstrating different intervention techniques and alternative instructional materials. It is suggested by these findings (and the fact that 30% of the RCT respondents appreciate help and

advice received from the T/C) that RCTs do not reject input or help for a particular child but rather reject an attitude they detect when someone (often with less experience) purports a desire to improve their skills, attitude, or knowledge. The use of the term "consultant" may also be a factor in this regard. In any event, it is recommended that the discontinuation of this term be studied.

Specific recommendations appear to be in order regarding activities of Teacher/Consultant programs. As noted previously, the involvement of T/Cs in providing instruction of content different from the regular classroom content (i.e. remedial instruction) and their involvement in student assessment (testing) for special education eligibility, are seen universally to be of little value and unrelated to the preferred outcome of increased success/time for the student in the regular classroom. It is therefore recommended that remedial instruction, when needed, be provided by other special education programs and/or services such as "resource rooms" or "classroom programs." It is also recommended that Teacher/Consultants not be primarily involved in the student eligibility determination process where duplication of services may be involved. This is not to say that some student assessment activities, focused upon specific academic skills (e.g. criterion referenced

testing) should not be a part of the Teacher/Consultants repertoire of skills and/or service.

Personnel Preparation

While personnel preparation for Teacher/Consultants has traditionally occurred at the graduate level it should be stated that the recommendations that follow do not preclude the acquisition of these skills for all special education teachers working with students that spend part of their school day in the regular classroom.

Implicit from the findings of this study, is the need for all Teacher/Consultants to possess expertise in tutorial/supportive instruction techniques. It is recommended that personnel preparation programs and efforts focus, to a large extent, upon skills, techniques, and materials successful for accommodating students academically and behaviorally in the regular classroom. This would include a thorough and comprehensive understanding of the general education curriculum as well as perhaps direct experience teaching in the regular classroom. Expertise in behavior management/modification techniques and problem solving strategies are also supported.

Along these lines, a second recommendation for personnel preparation is that Teacher/Consultants and future

Teacher/Consultants receive training in the development and coordination of volunteer and/or peer-tutoring programs in order to meet the high demand and need for tutorial/supportive instructional activities. This may also include the skills associated with supervising para-professionals or Teacher/Consultant program aides.

While the findings of this study appear to suggest that consulting skills (e.g. inter-personal skills, negotiating skills) are of little importance to the actual role of the Teacher/Consultant, the need for specific training in these areas is necessary if Teacher/Consultant programs and services are to be implemented as originally intended. A misunderstanding of the term "consultant" may exist in the field, especially on the part of regular classroom teachers as they reject all notions of the Teacher/Consultant role in improving their knowledge and/or attitudes. This problem may be compounded by the fact that regular classroom teachers tend to be as highly trained and more experienced than Teacher/Consultants.

In this regard then, it is recommended that personnel preparation programs utilize approaches similar to the ones designed by Little (1975) at the University of Iowa, or Idol-Maestas (1983) at the University of Illinois. These approaches emphasize the regular class curricula while at the same time focusing on the development of

consultation processes and the principles of collaboration on the part of the consultant and consultee.

Future Research

The implications drawn from this study lead to three major recommendations for future research. First of all, the high priority activities and outcomes established by this study need to be operationalized, and valid and reliable ways to measure them must be sought. This includes, for example, how to measure the success of increased time a student spends in the regular classroom.

While highly dependent upon the first recommendation, future research on teacher consultation should focus on the extent, nature, and results of various types of consulting program models or services. The "best case" approach recommended by Lilly and Givens-Ogle (1981) is supported. This approach involves describing consultation projects and documenting the effects on teachers and students. Furthermore, it is also recommended that these studies begin to focus on the components necessary for effective T/C program development. Optimum training level, caseload, and breadth of responsibility issues beg to be explored.

Lastly, efforts need to be made by program evaluation specialists to develop and disseminate Teacher/Consultant program evaluation models useful to the field. Evaluation efforts at the program level may do much to enhance the dialogue among specific program consumers and providers. This will hopefully lead to greater familiarity and shared expectations among providers and consumers as well as improved T/C programs.

APPENDICES

APPENDIX A

**Letter to Local District Directors
of Special Education**

APPENDIX A

Letter to Local District Directors of Special Education

Dear Special Education Coordinator/Director:

I am conducting a study about Elementary Teacher/Consultant (T/C) programs in Michigan. The primary objective of this study is to formulate a definition of effective T/C programs as it relates to the activities of a T/C and the expected outcomes of a T/C program. This study will determine the relative importance (priorities) of the various elements of a definition. In addition, this study will help determine the differences between actual priority activities/outcomes and those most preferred or desired by a consensus of interested parties.

Participants will be selected from seven referent groups and include, intermediate district directors of special education, local district directors, elementary principals, teacher consultants, school psychologists, general education teachers, and parents of students receiving T/C services.

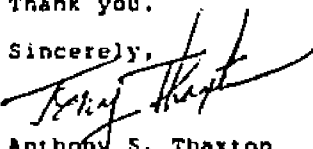
As a director/coordinator of special education at the local district level, your role in this study is extremely important. First of all, to help me identify the names and business addresses of those T/C's (in your employ) that serve elementary age students (grades K-6) and secondly, as a survey respondent later this Fall.

Please note that, in addition to being survey respondents, I will be requesting T/C's to provide me with the names and addresses of general education teachers and parents of students placed in their programs. I will be selecting, by systematic random sample, one teacher and one parent (per T/C) to be survey respondents. My estimate of their total time involvement is between 20-25 minutes. Please also note that all participants in this study will remain anonymous to each other and will not be specifically identified within any report. The results of the study will be shared with all participants in a separate mailing.

Enclosed please find a stamped, self-addressed envelope and a response form for your ease in sending the names and business addresses of your T/C's serving elementary age children (grades K-6). Thank you in advance for your helpfulness and prompt attention to my request. If you have any questions, or wish to contact me, please call Tony Thaxton at (616) 399-6940.

Thank you.

Sincerely,



Anthony S. Thaxton

AST:kms

Enclosure

APPENDIX B

**Letter to Intermediate District
Directors of Special Education**

APPENDIX B

Letter to Intermediate District Directors of Special Education

Dear I.S.D. Director:

It is difficult to determine the efficacy of the Teacher/Consultant program model when there is little agreement about its primary activities and expected outcomes. I am conducting a study about elementary level Teacher/Consultant (T/C) programs in Michigan as a doctoral student in Special Education at Michigan State University. The primary objective of this study is to identify priority activities and outcomes of T/C programs as perceived by a consensus of interested parties.

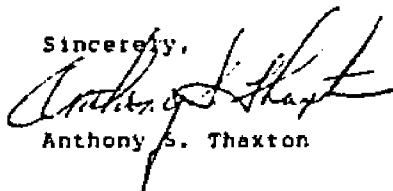
Participants will be selected from five (5) referent groups and include Directors of Special Education, Elementary Principals, Teacher/Consultants, Regular Classroom teachers, and Parents of students receiving T/C services.

As a Director of Special Education, your role in this study is very important. First of all, to help me identify the names and business addresses of those T/C's (in your employ) that serve elementary age students (grades K-6) and secondly, as a possible survey respondent later this winter.

Please note that in addition to being survey respondents, I will be requesting selected T/C's to provide me with the names and addresses of parents and regular class teachers of students in their program. I will then select, at random, one parent and one regular class teacher to become participants. My estimate of your T/C's total time involvement is between 20-25 minutes. Please also note that all participants in this study will remain anonymous to each other and will not be identified within any report. Furthermore, the results of the study will be shared with all participants in a separate mailing.

Enclosed please find a stamped, self-addressed envelope and a response form for your ease in sending the names and business addresses of your T/C's serving elementary age children (grades K-6). Thank you in advance for your helpfulness and attention to my request. If you have any questions, or wish to contact me, please call Tony Thaxton at (616) 399-6949. Thank you.

Sincerely,



Anthony S. Thaxton

AST:sd

Enclosure

APPENDIX C

Teacher/Consultant List Form

APPENDIX C
Teacher/Consultant List Form

TEACHER/CONSULTANTS

1. Teacher/Consultants Name: _____
Building: _____
District: _____
Street: _____
City, State, Zip: _____
Phone: Area Code() Number: _____
2. Teacher/Consultants Name: _____
Building: _____
District: _____
Street: _____
City, State, Zip: _____
Phone: Area Code() Number: _____
3. Teacher/Consultants Name: _____
Building: _____
District: _____
Street: _____
City, State, Zip: _____
Phone: Area Code() Number: _____
4. Teacher/Consultants Name: _____
Building: _____
District: _____
Street: _____
City, State, Zip: _____
Phone: Area Code() Number: _____
5. Teacher/Consultants Name: _____
Building: _____
District: _____
Street: _____
City, State, Zip: _____
Phone: Area Code() Number: _____

APPENDIX D

Letter to Teacher/Consultants

APPENDIX D

Letter to Teacher/Consultants

Dear Teacher/Consultant:

I am conducting an important study about Elementary Teacher/Consultant (T/C) programs in Michigan as a doctoral student in Special Education at Michigan State University. Your name and address was recently sent to me by your Director of Special Education as a T/C serving Elementary students (K-6) and as a possible participant.

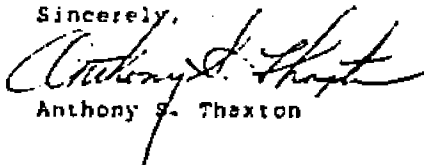
Attached to this letter please find a short description of the study. As a Teacher/Consultant your help and involvement are crucial for it's success. First of all, to help me identify the names and addresses of the parents and regular classroom teachers of students in your program. I will be selecting one teacher and one parent (at random) as possible participants. The random selection is imperative or I would only request the names and addresses of one parent and one teacher. Secondly, I need your help as a survey respondent later this winter. Please note, my estimate of your total time involvement is between 20-25 minutes. While I know you are very busy, your perceptions of the T/C program are vital.

You may be wondering if it is legally permissible to divulge the names and addresses of the parents of students. I assure you that it is permissible in this situation. Parents names and addresses are defined as "Directory Information" which may be disclosed without prior consent for the purpose of conducting studies about the improvement of instruction, etc. (Family Rights and Privacy Act, Section 99.31, paragraph 6). I urge you to read this section if you have further concerns. I have also included, for your optional use, a note that can be sent to parents. Please note that all participants in this study will remain anonymous to each other and will not be identified within any report.

Enclosed please find a stamped, self-addressed envelope and response forms for your ease in sending the names and addresses of your students' parents and regular classroom teachers. Other forms or lists (e.g., building directory) are also acceptable if you would please sign your name at the top. Please indicate your desire to have the results of the study sent to you either at the bottom of the enclosed form or the list you send.

Thank you in advance for your helpfulness and prompt attention to my request. If you have any questions, or wish to contact me, please call Tony Thaxton at (616) 399-6946, ext. 211. Thank you.

Sincerely,



Anthony S. Thaxton

APPENDIX E
Parent List Form

APPENDIX E
Parent List Form

Parents of T/C Program Students

Teacher/Consultant: _____ District: _____

Parents: _____
Address: _____
City: _____ ZIP _____

Parents: _____
Address: _____
City: _____ ZIP _____

Parents: _____
Address: _____
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Parents: _____
Address: _____
City: _____ ZIP _____

_____ Please check here if you wish to have the results of the study sent to you.

APPENDIX F

Regular Classroom Teacher List Form

-

APPENDIX F
Regular Classroom Teacher List Form

Regular Classroom Teachers

Teacher/Consultant: _____ District: _____

Teacher: _____
Address: _____
City: _____ ZIP _____

Teacher: _____
Address: _____
City: _____ ZIP _____

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City: _____ ZIP _____

APPENDIX G

Parent Permission Notice

APPENDIX G

Parent Permission Notice

Dear _____:

Mr. Anthony S. Thaxton, a doctoral student at Michigan State University, is conducting a study of Teacher/Consultant programs in Michigan. He has requested the names and addresses of the parents of students in my program. Those parents, whose names are submitted, may be asked to fill out a short questionnaire later this winter.

All participants in this study will remain anonymous to each other and will not be identified within any paper or report. Please send me a note or call me at _____ by _____ if you do not want your name and address submitted. Thank you.

Dear _____:

Mr. Anthony S. Thaxton, a doctoral student at Michigan State University, is conducting a study of Teacher/Consultant programs in Michigan. He has requested the names and addresses of the parents of students in my program. Those parents, whose names are submitted, may be asked to fill out a short questionnaire later this winter.

All participants in this study will remain anonymous to each other and will not be identified within any paper or report. Please send me a note or call me at _____ by _____ if you do not want your name and address submitted. Thank you.

APPENDIX H
Questionnaire Cover Letter

APPENDIX H

Questionnaire Cover Letter

Hello:

Improving Special Education programs and services in Michigan is a goal I'm sure we all share. To help achieve this goal your opinions are needed in an important study about Elementary Teacher/Consultant (T/C) programs. I am conducting this study as a doctoral student in Special Education at Michigan State University. The purpose of the study is to determine the activities and outcomes of T/C programs that you and other interested parties feel are priorities and important for program effectiveness. You are requested to rank-order a variety of factors which have been identified, by other research studies, to be associated with effective T/C programs.

Five groups of people are participating in this study. These groups include, Directors of Special Education, Elementary Principals, Teacher/Consultants, Regular Classroom Teachers, and Parents of children in T/C programs. You have been selected as one of the representatives of your group. Your opinions are vitaly important in this research effort as the information you provide may help improve the effectiveness of T/C programs and services to children in our schools.

I am asking you, as a participant, to complete the attached questionnaire. Specific directions are included on a separate cover sheet. Please read them carefully. My estimate of your total time involvement is between 10-15 minutes. It is important for you to know that all participants in this study will remain anonymous to each other and will not be specifically identified within any report. Also, the results of this study will be shared with all participants in a separate mailing.

The information you provide will be useful in improving Teacher/Consultant programs in Michigan through better program evaluation and improvement models as well as teacher training programs. It will also be shared nationally as a model for those interested in the development of successful mainstreaming efforts.

Please return this questionnaire by February _____, 1986. A stamped self-addressed envelope is enclosed for your ease in replying. If you have any questions or wish to contact me, please call Tony Thaxton at (616) 295-6440 or (616) 646-9003 (evenings). Your contribution is very valuable to the success of this study.

Thank you for your willingness to participate.

Sincerely yours,

Anthony S. Thaxton
AST:ed

Enclosure

APPENDIX I
Questionnaire

APPENDIX I

Questionnaire

Teacher/Consultant Programs Questionnaire

DIRECTIONS

The attached response sheets are divided into two (2) sections. Each section is to be ranked separately. Section I is a list of research identified activities and Section II is a list of research identified outcomes of Teacher/Consultant programs.

Please rank-order each statement twice according to its priority or importance to you.

1. Left Hand Side - How T/C programs are actually, in reality, operating today.
 2. Right-Hand Side - How T/C programs should be operating (according to your desire or preference) in order for them to be most effective.
-

The scale of priority is:

ACTIVITIES (Section I)

1 = highest priority 16 = lowest priority

OUTCOMES (Section II)

1 = highest priority 10 = lowest priority

Please Note: Recognizing that it is difficult to rank-order longer lists of items you may wish to try the following technique to save time.

1. First, carefully read the entire list of items.
2. Begin by ranking those items you choose to be at the top and bottom. That is, the two extremes; (e.g., 1 and 16, then 2 and 15, then 3 and 14, etc.).
3. Rank-order the remaining items while continually working toward the middle.

****PLEASE RETURN THIS QUESTIONNAIRE BY FEBRUARY _____, 1986. THANK YOU.**

SECTION 1. Research Identified ACTIVITIES of
Teacher/Consultant Programs

<u>Actual Ranking</u>		<u>Preferred Ranking</u>
___ 1.	Instruct students in classroom learning strategies (e.g., note taking, outlining, memory techniques, etc.).	___
___ 2.	Teach students to use compensatory devices (e.g., calculators, typewriters, etc.)	___
___ 3.	Provide tutorial or supportive instruction of regular classroom content (e.g., review, re-teach, or teach in a different manner).	___
___ 4.	Provide direct instruction of content <u>different</u> from regular classroom content (i.e., remedial, compensatory instruction).	___
___ 5.	Counsel with students about feelings or attitudes (i.e., situational, short-term, not psycho-therapy).	___
___ 6.	Directly develop, implement, and monitor behavior management/modification techniques for students (e.g., behavioral contract, reward systems).	___
___ 7.	Conduct student assessment (testing) activities as a part of eligibility determination process (i.e., initial <u>and</u> 3 year evaluations).	___
___ 8.	Conduct student assessment (testing) activities with special education students in T/C program as ongoing measures of achievement.	___
___ 9.	Provide information about a student's difficulty or problem to parents and educational personnel.	___
___ 10.	Provide and/or demonstrate different intervention techniques to parents and educational personnel (e.g., new behavior management or instruction techniques).	___
___ 11.	Listen and respond to questions/concerns of parents or educational personnel.	___
___ 12.	Assist school personnel immediately in behavioral crisis situations.	___
___ 13.	Provide <u>formal</u> in-service training programs to educational personnel.	___
___ 14.	Provide training programs to parents.	___
___ 15.	Provide and/or demonstrate alternative instructional materials to educational personnel or parents.	___
___ 16.	Team-teach with regular classroom teachers.	___

SECTION II. Research Identified OUTCOMES of
Teacher/Consultant Programs

<u>Actual Ranking</u>		<u>Preferred Ranking</u>
	<u>Statement</u>	
___	1. Increase in academic achievement levels of Special Education students.	___
___	2. The degree of helpfulness of the Teacher/Consultant as perceived by the adult receiving T/C services.	___
___	3. Increase in time (i.e., per week/day) that the student successfully spends in the regular classroom setting.	___
___	4. Improvement of the attitude of the adult receiving T/C services (e.g., acceptance of individual differences, willingness to try something new).	___
___	5. Improve the school-related behavior of the Special Education student.	___
___	6. Increase in general education teacher initiated collaborative arrangements with the Teacher/Consultant (i.e., informal contact to address questions/concerns initiated by the classroom teacher).	___
___	7. Increase in the knowledge of the adult receiving T/C services (e.g., understanding learning disabilities or awareness of new teaching technique).	___
___	8. Improvement of Special Education students self-concept or self-esteem.	___
___	9. Increase in the skills of the adult receiving T/C services (e.g., ability to use a new instruction or behavior management technique).	___
___	10. Reports of student assessment (testing) results either in oral or written form.	___

For Statistical Coding:

APPENDIX J

Demographic/Input Information Sheets

APPENDIX J

Demographic/Input Information Sheets

Demographic Information - TEACHER/CONSULTANTS

- _____ 1. How many years have you worked professionally in education?
- _____ 2. How many of these years did you work as a special education classroom teacher?
- _____ 3. How many years have you been working as a Teacher/Consultant?
- _____ 4. What is the highest degree you have earned? (please circle)
- BA/BS MA/MS Specialists PhD
- _____ 5. How many separate buildings do you serve as a Teacher/Consultant?
- _____ 6. What is the total number of regular classroom teachers in the building(s) you serve? (approx.)
- _____ 7. How many students are currently placed in your program or on your caseload?
- _____ 8. Do you also function part-time as a special education classroom or resource room program? yes no (please circle) If yes, approximately what percentage of your time do you function as a Teacher/Consultant?
- _____ 9. What Special Education certifications and/or endorsements do you have? (please circle)
- PPI EI LD MI VI HI POHI AI
- _____ 10. What grade levels are involved in the buildings (s) you serve? (please circle)
- Pre K K 1 2 3 4 5 6 7 8 9 10 11 12 all
- _____ 11. Do you work directly with students other than testing activities? yes no
- _____ 12. Approximately what percentage of your time is spent working directly with students?
- _____ 13. Approximately what percentage of your time is spent working directly with regular classroom teachers?

(please complete reverse side)

Demographic Information - CLASSROOM TEACHERS

- _____ 1. How many years have you worked professionally in education?
- _____ 2. What grade level do you presently teach?
- _____ 3. What is the highest degree you have earned?

BA/BS	MA/MS	Specialists	PhD
- _____ 4. How many students do you have in your classroom?
- _____ 5. Of these, how many are currently receiving some type of special education program or service other than speech therapy?
- _____ 6. How many are in Teacher/Consultant programs or receive Teacher/Consultant services?
- _____ 7. How would you rate your degree of familiarity with Teacher/Consultant programs?

1	2	3	4	5
unfamiliar				very familiar
- _____ 8. What is your general attitude toward mainstreaming? (see definition on back)

1	2	3	4	5
negative				positive
- _____ 9. What, in your opinion, is the most positive aspect of Teacher/Consultant programs?

- _____ 10. What, in your opinion, is the most negative aspect of Teacher/Consultant programs?

- _____ 11. On the questionnaire you were asked to indicate differences between actual and preferred activities and outcomes. If you perceive differences between the actual and preferred, to what do you attribute these differences? (please answer on back)

Demographic Information - PARENTS

- [illegible]

Demographic Information - PRINCIPAL

- _____ 1. How many years have you worked professionally in education?
- _____ 2. How many years have you been a principal?
3. What is the highest degree you have earned? (please circle)

MA/MS

Phil

4. For how many separate buildings are you the principal?
5. How many regular education classrooms are you responsible for?

6. What grade levels? (please circle)

Pre	K	K	1	2	3	4	5	6	7	8	9	10	11	12	all

7. How many special education classrooms or resource rooms?

8. How many different Teacher/Consultants regularly serve your building (s)?

9. How would you rate your degree of familiarity with T/C programs?

2

3

4

5

very familiar

10. What is your general attitude toward mainstreaming? (see definition on back)

1
дека

2

3

4

5

positive

11. What is your general attitude toward T/C programs?

1
неца

2

3

positive

12. What, in your opinion, is the most positive aspect of Teacher/Consultant programs?

13. What, in your opinion, is the most negative aspect of Teacher/Consultant programs?

Demographic Information - DIRECTORS

- _____ 1. How many years have you worked professionally in education?
- _____ 2. How many years have you worked as a Special Education Administrator?
- _____ 3. What is the highest degree you have earned? (please circle)

BA/BS	MA/MS	Specialists	PhD
- _____ 4. How many local school districts are you responsible for as Director?
- _____ 5. How many Special Education programs or services are you responsible for as Director?
- _____ 6. How many Teacher/Consultant programs do you have?
- _____ 7. Who provides for their direct supervision? (please circle)

self	Special Ed. Supervisor	Building Principals	other _____
- _____ 8. What is your general attitude toward mainstreaming?
(see definition on back)

1	2	3	4	5
negative				positive
- _____ 9. What is your general attitude toward Teacher/Consultant programs?

1	2	3	4	5
negative				positive
- _____ 10. How would you rate your degree of familiarity with Teacher/Consultant programs?

1	2	3	4	5
unfamiliar				very familiar
- _____ 11. What, in your opinion, is the most positive aspect of Teacher/Consultant programs?

- _____ 12. What, in your opinion, is the most negative aspect of Teacher/Consultant programs?

13. On the questionnaire you were asked to indicate differences between actual and preferred activities and outcomes. If you perceive differences between the actual and preferred, to what do you attribute these differences? (please answer on back)

APPENDIX K
Endorsement Letter

APPENDIX K
Endorsement Letter



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
Lansing, Michigan 48906

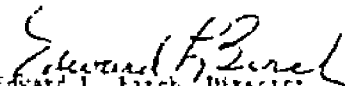
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J. J. J.

Dear Research Participants:

The role of the teacher consultant in Michigan has been a subject of much discussion and interest. The study being conducted by Tony Thaxton will provide useful information regarding the perceptions of that role. It is important to this study, and the information it promises to provide, to have a timely and positive response.

I encourage you to take a few moments to respond to the survey so that we may have the benefit of this study.

Sincerely,


Edward L. Birch, Director
Special Education Services

ELL/cds

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BIBLIOGRAPHY

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