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TEACHERS' AND SUPERVISORS' PERCEPTIONS OF SECONDARY
LEARNING DISABILITIES PROGRAMS: A MULTI-STATE SURVEY

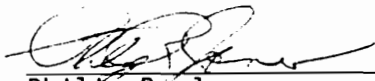
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by

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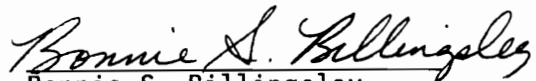
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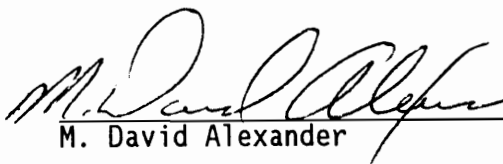
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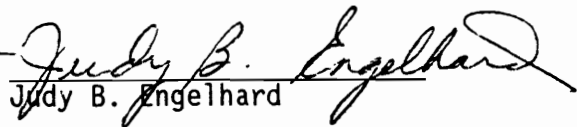
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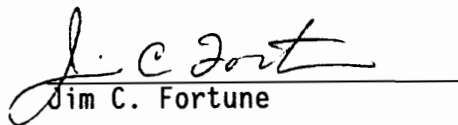
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Teachers' and Supervisors' Perceptions of Secondary
Learning Disabilities Programs: A Multi-State Survey

by

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(ABSTRACT)

A comprehensive view of secondary learning disabilities programs is not available in the professional literature. Previous studies have been limited to certain program aspects and often to single states. Therefore, a more integrated investigation is needed into what high school LD teachers do; what their needs are; what teachers and supervisors consider important for their programs; and the impact of these variables on consultative practices.

The purpose of this study was to provide a more complete picture of secondary LD programming by investigating LD teachers' and program supervisors' perspectives on their programs. Surveys were used to gather descriptive data on program practices in seven states: Pennsylvania, Delaware, Maryland, Kentucky, Tennessee, Virginia, and West Virginia. Questionnaire items were based on summaries of open-ended interviews with teachers and supervisors in Virginia and information from the professional literature. Questionnaires were mailed to a random sample stratified by state and

district size. Response rates for teachers and supervisors were 72.0% and 69.0% respectively.

According to the findings of this study, content area instruction and basic skills remediation are the most frequent instructional emphases in these programs; time devoted to paperwork and non-teaching duties is excessive; and minimal time is devoted to consultation and program planning and development. These findings are consistent with research of the past ten years. However, teachers and supervisors in this sample seem to want more emphasis on learning strategies instruction and consultation and less on content instruction in their program. Lack of time and flexibility were identified as the greatest barriers to consultation.

Both teachers and supervisors indicate a need for more comprehensive programming. However, differences in perceptions of what teachers' needs for assistance are, how to meet these needs, and teachers' lack of involvement in program planning and development may contribute to the static quality of these programs and prevent sufficient change in working conditions to accommodate teachers' and supervisors' priorities. Implications of findings for developing action plans in local school systems are discussed.

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CHAPTER I

INTRODUCTION AND LITERATURE REVIEW

Since the passage of Public Law 94-142, a dramatic increase has occurred in the diagnosis and placement of learning disabled (LD) students (Twelfth Annual Report to Congress, 1990). An increase has been evident over all handicapping conditions (22% from 1976-77 to 1988-89), but the growth of the learning disabled population has been an overwhelming 152% over the same period. The number of learning disabled students nationwide now totals nearly two million. The number of LD students that are aged 12 to 21 is 1,134,059 or 60% of the handicapped population in that age range. With few exceptions students aged 12 to 21 are served in secondary programs.

The body of literature about secondary learning disabilities programs has grown along with the population. However, issues related to program design and content have not been adequately examined. Available research does not provide a comprehensive analysis of secondary program practices within the context of their organizational structure, teachers' needs for support and assistance, the perspectives of program stakeholders, and the implications of these variables for consultation and comprehensive programming. The purpose of this study is to provide a more

in-depth view of these programs through the perspectives of LD teachers and special education supervisors.

The following review of the literature first examines the primary instructional options available in high school LD programs followed by the perspectives of teachers and supervisors; perspectives of researchers and recommendations for comprehensive programming; outcomes for LD students; and unrealistic expectations that may present barriers to comprehensive programming. Second, issues related to teacher consultation are explored in an in-depth manner because consultation represents, not only an effort to expand instructional emphases, but to incorporate an alternative service delivery model for doing so. Many of the findings reviewed in this section do not specifically address secondary LD programs but provide some understanding of the issues involved in making program changes.

Instructional Options at the Secondary Level

It has been over a decade since Deshler, Lowrey, and Alley (1979) described five program options that were available in secondary LD programs. The two options emphasized by most programs at that time were basic skills remediation (45%) and tutoring in academic content areas (24%). Basic skills remediation primarily focuses on academic deficiencies such as reading and math; typically addresses these deficiencies at the student's achievement

level and often with elementary level materials; and is intended to improve the student's basic academic competencies (Deshler, Schumaker, Lenz, & Ellis, 1984). Tutoring in academic content areas requires that the LD teacher help the student succeed in or at least pass regular content classes. This approach often involves a shift in responsibility for teaching content subjects from the regular classroom teacher to the LD teacher (Deshler et al., 1984).

Other options receiving less emphasis in Deshler et al.'s study (1979) were functional skills (17%), work-study skills (5%), and learning strategies instruction (4%). A functional skills curriculum emphasizes those skills necessary to function in society after students leave school (independent living skills) and may include "consumer information, completion of job application forms, mobility skills, community awareness, and pre-vocational and vocational preparation" (Zigmond & Sansone, 1986, p. 15). A work-study curriculum emphasizes job skills and on-the-job experiences and may be provided either by regular classroom teachers or LD teachers with vocational education training (Zigmond & Sansone, 1986).

The final option described by Deshler et al. (1979), learning strategies instruction, has received a great deal of attention and support in the research of the past decade (Deshler, Schumaker, Lenz, & Ellis, 1984; Deshler &

Schumaker, 1986; Wong, 1987). Deshler and Schumaker (1986) describe learning strategies instruction as "instruction on how to learn and how to perform tasks" (p. 584). The purpose of teaching these strategies is to enable the student to become an independent and active learner (Wong, 1987). Learning strategies are not intended to replace existing curricular goals (Billingsley & Wildman, 1990) but are intended to be integrated into the instruction of basic skills, content subjects, and vocational and functional skills.

Another approach, consultation, has been a major focus of attention in the professional literature but was not listed by Deshler et al. in 1979. Consultation is a process by which a special educator (consultant) collaborates with a general educator (consultee) for the purpose of improving academic outcomes for mainstreamed students (Idol, 1988). The consultative process consists of indirect services to the student rather than direct instruction by the special educator with the general education teacher retaining primary responsibility for instructing the student (West & Idol, 1987). Ideally, the process also involves a collaborative effort in which the individuals involved share expertise and responsibility for student outcomes; voluntary participation; and a problem-solving orientation for preventing or resolving student problems (Idol, 1988).

Teachers' Perspectives

Since 1979, secondary LD teachers have reported that they not only continue to devote most of their time to basic skills remediation and direct instruction in content subjects, but also consider them to be their most important responsibilities (Wells, Schmid, Algozzine, & Maher, 1983; Houck, Geller, & Engelhard, 1988). The same teachers reported that they devote little or no time to other skill areas or to consultation with regular classroom teachers. Additionally, when secondary special education teachers have been asked to make recommendations for program improvements, the response has been mixed. In an Oregon survey, teachers reported that "more and better vocational options" and "more time to consult with regular teachers" would be least likely to improve instruction (Halpern & Benz, 1987, p. 127). Secondary LD teachers in Virginia on the other hand, most often recommended increased emphasis on vocational education for program improvement (Houck, et al., 1988).

These findings provide supporting evidence that secondary LD teachers are maintaining their focus on academic instruction in a traditional service delivery system. This emphasis on content area instruction is confirmed by observational data from secondary resource classrooms in general (Rieth, Polsgrove, Okolo, Bahr, & Eckert, 1987). Rieth et al.'s investigation also revealed that teachers

primarily use instructional approaches that are associated with regular high school programs such as large group instruction and paper and pencil tasks.

Supervisors' Perspectives

Little is known about special education supervisors' perspectives on secondary LD programs or teachers' roles and responsibilities in delivering services. Some older findings suggest that state and local special education administrators stress the importance of career and vocational skills over basic skill competencies for secondary LD teachers, but have mixed opinions on the importance that should be attached to consultative skills (Miller, Sabatino, & Larsen, 1980; Bagwell, 1982).

More recent findings (Houck, Engelhard, & Geller, in press) suggest that local supervisors in Virginia see their programs as being responsive to the needs of secondary students with most instructional time devoted to basic skills development and content area tutoring. However, the program improvement most often recommended by these supervisors was more emphasis on vocational education for secondary LD students. Virginia supervisors also recognized needs for improved eligibility criteria and procedures, expanded curriculum foci such as study skills and problem solving and more individualization. The practice that Virginia supervisors most often thought should be discontinued was the

expectation for secondary LD teachers to teach content courses without appropriate endorsement. Other concerns were related to the coordination of LD and regular education programs, inefficient use of time and program emphasis, and inadequate preparation for life after school.

In a synthesis of survey findings of state department representatives, university faculty, and students in special education teacher preparation programs, state education representatives acknowledged that consultation skills were becoming a priority for special educators, but that institutions of higher education were often unresponsive to the need for teacher preparation in this area (McLaughlin, Valdivieso, Spence, & Fuller, 1988). McLaughlin and colleagues also report that state department representatives expressed concern over teachers' lack of preparation to teach cross-categorical classes, develop IEP's, and manage other required paperwork.

Researchers' Perspectives

Researchers have consistently recommended a more comprehensive secondary program for LD students, one that draws from all effective program options (Deshler, Schumaker & Lenz, 1984; Deshler & Schumaker, 1986; Torgesen, 1986; Zigmond, 1990; Zigmond & Sansone, 1986; Rieth et al., 1987; Halpern & Benz, 1987). Torgesen (1986) stresses the importance of drawing from a variety of theoretical models

in developing interventions for LD students and encourages the development of programming theories that emphasize factors other than academic and intellectual deficits. These theories should address the social behavior, motivation, and attitudes of LD students by identifying factors that are critical to long-term life adjustment.

Other researchers who have devoted years to the study of secondary LD programming take unique approaches to describing what these programs should look like. Nevertheless, their recommendations contain a common thread: secondary LD programs must incorporate components other than traditional academic ones to prepare students for life after high school.

Deshler, Schumaker, and Lenz (1984) recommend a comprehensive intervention model with the following components:

1. The motivation of these students to acquire new skills must be addressed considering LD students' history of academic failure.
2. Specific instructional practices must be included so that teachers can teach targeted academic and cognitive skills to criterion.
3. Once a skill has been learned, the student must be taught to appropriately generalize that skill to new situations.

4. A content component should be included to enable students to meet the goals of their educational programs.
5. Procedures should be implemented to insure communication and consultation between LD teachers, parents, regular classroom teachers, etc.
6. A transition component should be included to assist the students' move from school to community life.
7. An evaluation component should also be included to provide feedback on the effectiveness of the program.

Years of work by Deshler and his colleagues at the University of Kansas Institute for Research in Learning Disabilities have produced an intervention model that emphasizes learning strategies across curriculum areas (Deshler & Schumaker, 1986) and that incorporates the above listed components. The Learning Strategies Curriculum includes strategies that help students get information from written material, identify and store information, and facilitate written expression. Strategies are also included that address social skills, motivation, executive skills, and transition.

Zigmond and Sansone (1986) recommend a high school program for LD students that draws from several service delivery models. These researchers recommend a resource

model for teaching "basic skills, school survival skills, and learning strategies, with time in the resource room limited to not more than two class periods each day" (p. 16).

Consultation with regular educators should be an integral part of the program as well as vocational education for students when they reach the eleventh grade.

At the 1990 Spring Regional Conference of the Council for Learning Disabilities in Williamsburg, Virginia, Zigmond elaborated on her concept of a comprehensive model by identifying four essential components of a program for ninth through twelfth graders:

1. Relentless instruction by the LD teacher in reading and math that incorporates learning strategies.
2. Explicit instruction by the LD teacher in survival skills and strategies for developing social skills, behavior control, teacher-pleasing behaviors, and preparation and tracking of assignments.
3. Successful completion of required high school courses. Content instruction should occur in the regular classroom with consultation from the LD teacher.
4. Explicit planning for life after high school.

Rieth et al. (1987) submit that secondary special education programs must provide "high levels of direct instruction and active student engagement . . . in the

context of curricular activities that are most relevant to student needs" (p. 118). These researchers studied fifty-two secondary resource classrooms and found that, despite the need for social and vocational instruction, special education teachers primarily focused on traditional academic subject matter and typically did not use methods associated with high achievement such as small group instruction, direct instruction, or corrective feedback. Rieth et al. recommend that teacher education programs prepare prospective teachers to use effective practices and train them to extend their instruction beyond traditional academics to social skills, community living, and vocational skills.

Finally, Halpern and Benz (1987) addressed issues related to maintaining a balanced curriculum focus for secondary programs. These researchers expressed a need to balance the emphasis of basic foundation skills such as reading, computation, and language arts with other basic skills such as communication, study skills, and learning strategies. Another concern was for the balance between basic skills and community adjustment skills. Halpern and Benz state that,

On the one hand, it is clearly desirable to focus on the basic skills, whenever there is a reasonable hope for effective mainstreaming. Such policy, however, can be self-defeating in two ways: (a)

the student may still not succeed, in spite of our best efforts; and (b) the time and effort spent on basic skills acquisition may come at the expense of not learning the community adjustment skills being taught in other parts of the curriculum.

When this happens, the student is a double loser.

(p. 128)

These researchers do not suggest that basic skills remediation and content area instruction should be eliminated from high school learning disabilities programs. However, they all recommend that high school programs expand their emphasis to include functional and vocational curricula that will prepare LD students for life outside the school setting. Most recommend a learning strategies approach for teaching both academic and survival skills and to enable students to learn more independently. Finally, consultation between the LD teacher and the general classroom teacher is considered a means of facilitating student success in mainstream classes.

Outcomes for LD Students

Whatever focus learning disabilities programs are taking, they do not seem to be meeting the needs of many LD students. According to the United States Department of Education's Twelfth Annual Report to Congress (1990), only 48% of LD students who were required to take minimum competency tests passed them (25% were exempted) and only 48%

graduated with a diploma (compared to 71% for regular students). A high percentage (43%) also drop out or leave school for some other reason than graduation. The report cites other research from across the nation that estimates drop out rates for LD students at 42% to 53%. The report also identifies counseling, guidance, and vocational training as the services most needed by LD students who are exiting from school.

The findings of Edgar (1987) and Hasazi, Gordon, and Roe (1985) serve to illustrate the lack of preparation that mildly handicapped students receive for successful and independent functioning in the community. Edgar investigated the drop-out rates and employment status for mildly handicapped students in Oregon. The drop-out rate for LD students was 42% compared to 16% for all other students. Only 30% of these former LD students were employed. Even for LD graduates the employment rate was only 60% with 82% of these graduates earning minimum wage or less. Hasazi et al.'s findings were similar in Vermont where 60% of students who had graduated were employed. The employment rate was higher for students who had participated in vocational programs than those who had not. However, a higher employment rate was more related to the former students' having been employed in unsubsidized part-time or summer jobs prior to leaving school. Participation in work-experience

programs seemed to have no relationship to employment rate and 84% reported finding jobs through a self-family-friend network.

When LD students leave school they encounter job-related problems such as filling out job applications, following directions, and interviewing as well as difficulties with daily living skills such as handling money and keeping track of time (Hoffmann, Sheldon, Minskoff, Sautter, Steidle, Baker, Bailey, & Echols, 1987; Minskoff, Sautter, Sheldon, Steidle, & Baker, 1988). The former students in these studies had received little or no vocational or career education. In the same investigations four major social problems were reported for these adults: talking and acting before thinking, using free time, dependence on others, making and keeping friends, and making conversation. In the emotional realm, these LD adults displayed lack of self-confidence, lack of control over emotions and temper, and often felt frustrated. All these characteristics restrict LD adults' capacity to cope in their work and personal lives.

These studies underscore the need for more vocational and functional skills emphases in secondary programs. However, Edgar (1987) and Hasazi et al. (1985) submit different programming approaches to the employment problem. Hasazi et al. (1985) suggest that vocational training in an

integrated setting enhances the employment picture for LD students. Whereas, Edgar's solution to the problem is a "radical . . . shift in focus of secondary curriculum away from academics to functional, vocational, and independent living tasks" (p. 560). He warns that this change in curriculum could result in separate tracking.

Unrealistic Expectations for LD Teachers

The need for comprehensive secondary programming seems apparent. However, the expectation that teachers expand their instructional focus may not be realistic under existing circumstances. Special education teachers have expressed numerous concerns about their jobs. Teachers have cited lack of support, particularly administrative support, as a problem (Halpern & Benz, 1987; Houck et al., 1988). Other concerns have been related to excessive paperwork (Bensky, Shaw, Gouse, Bates, Dixon, & Beine, 1980; Billingsley & Cross, in press; Dangel, Bunch, & Coopman, 1987); poor accommodations and lack of cooperative planning for students in regular classrooms (D'Alonzo & Wiseman, 1978; Houck et al., 1988); insufficiency of instructional time; inappropriate identification and placement of students; readiness to teach cross-categorical classes (Houck et al., 1988); and heavy student caseloads (Billingsley & Cross, in press).

Findings also indicate that unrealistic expectations are often held for special education teachers (D'Alonzo &

Wiseman, 1978; Bensky et al., 1980; Brozovich & Kotting, 1984; Friend, 1984; Greer & Wethered, 1984; and Houck et al., 1988). Haight (1984; 1985) has pointed out that LD teachers may also be uncertain about their roles and what they should be teaching due to a lack of emphasis on theoretical models to guide program practice. Other sources of role uncertainty may include undifferentiated preservice training and certification of elementary and secondary teachers (D'Alonzo & Wiseman, 1978; Miller et al., 1980; Bagwell, 1982) and the primarily elementary level preparation of many secondary LD teachers (Zigmond & Sansone, 1986). Additionally, formal job descriptions often do not reflect the comprehensive nature of administrators' expectations (Friend & McNutt, 1987) so teachers' roles may evolve randomly in response to immediate needs instead of from comprehensive and consistent role definitions (Bensky et al., 1980).

Consultation

The prospect of providing comprehensive programming becomes even more overwhelming when LD teachers are required to consult with classroom teachers in addition to expanding their instructional emphases. However, consultation is viewed as an important component of special education programs (Friend, 1985; Evans, 1980; West & Brown, 1987; National Joint Committee on Learning Disabilities, 1987). Consultative services provide an alternative to traditional

service delivery models and are a means of providing a truly least restrictive environment for mainstreamed handicapped students (Idol, 1988). The following sections will briefly discuss research related to consultation effectiveness, address proposed benefits of consultation, and discuss the research regarding barriers to consultation.

Effectiveness of Consultation

Although research findings have generally supported teacher consultation as a viable educational alternative for mainstreamed mildly handicapped students (Polsgrove & MacNeil, 1989; West & Idol, 1987), more evidence is needed regarding consultation's effectiveness in improving student outcomes (Lloyd, Crowley, Kohler, & Strain, 1988; Huefner, 1988). Only a few studies have addressed the effect of teacher consultation programs on student academic performance (Miller & Sabatino, 1978; Wixson, 1980; Knight, Myers, Paolucci-Whitcomb, Hasazi, & Nevin, 1981; Lew, Mesch, & Lates, 1982; Tindal, Shinn, Walz, & Germann, 1987) and only one of these studies is of secondary students exclusively (Tindal et al., 1987).

Miller and Sabatino (1978) found that students who received only consultation services performed at least as well as students who received resource room instruction. Further, Wixson (1980) provided some evidence that students who received indirect services were more likely to return to

the regular classroom without support of any kind than those who received direct services. The findings of the latter study should be considered cautiously since students who received only indirect services may have had fewer learning problems.

Two studies have been conducted by the faculty of training programs for consulting teachers. Knight et al. (1981) performed a four-year evaluation of the effectiveness of the University of Vermont's consulting teacher service. Reading and math scores for students in consulting service schools increased to a much greater degree over the four-year period than did those in non-service schools. However, no information is provided regarding the level of consultation offered in the service schools or how the level of direct instruction in service schools compared to direct instruction in non-service schools.

Lew et al. (1982) investigated the impact of services from Simmons College Generic Consulting Teachers. Of the students receiving services a greater percentage were able to move to a less restrictive placement during a nine-month period than in the same group of students during the previous two years without consulting services. Findings were comparable for both elementary and secondary students but no other comparison group was used.

The findings of one secondary study may be construed as supportive of consultative activities (Tindal et al., 1987). Content area teachers entered into Mainstream Consultation Agreements (MCA's) with special educators for mildly handicapped students who were expected to fail in their classes. These teachers shared the responsibility for facilitating student success (a passing grade) with special educators. Teachers who did not enter MCA's because they expected their mildly handicapped students to succeed were held solely responsible for student success in their classrooms. The finding that students with MCA's received the same grades as students without them was interpreted as support for a consultative model. This may be a valid interpretation considering that students with MCA's were initially expected to fail. However, the study is limited by the subjectivity with which students were assigned to MCA and non-MCA groups and assigned grades as indicators of success. The latter is a concern, particularly in regard to those teachers who predicted that their students would succeed without MCA's.

As may be concluded from a review of these studies, empirical evidence is scarce in support of teacher consultation's effectiveness for improving mildly handicapped students' academic performance. The little

available evidence is encouraging, however, and provides a basis for further research.

Benefits of Consultation

Besides its possibilities for improving academic outcomes for mainstreamed students, teacher consultation may include other benefits. The building of classroom teachers' skills for dealing with a wide range of learning and social problems (Idol, 1988; Huefner, 1988) may prevent future problems in the classroom for both handicapped and non-handicapped students, reduce the number of referrals to special education (Graden, Casey, & Bonstrom, 1985; Idol, 1988), and, thereby, minimize the mislabeling of non-handicapped students (Huefner, 1988). For special and general educators consultation also allows for a more efficient use of limited time (Idol, 1988) and provides a forum for better understanding and exchange of multidisciplinary expertise and resources (Idol, 1988; Huefner, 1988).

Most of the available evidence supporting school-based consultation has been provided by school psychology research (Lloyd et al., 1988). Although more research is needed to determine the effectiveness of teacher consultation, some of the difficulties in doing so may be explained by the barriers associated with implementing teacher consultation programs in the schools.

Barriers to Consultation

Despite the attention that consultation has received in the professional literature, special education teachers spend very little time engaged in the activity with general classroom teachers (Idol-Maestas & Ritter, 1985; Evans, 1980; Speece & Mandell, 1980; Haight & Molitor, 1983). Evans (1980) investigated the roles of elementary level resource teachers in a southwestern state. These teachers spent only 5% of their time engaged in consultation even though classroom teachers, principals, and the resource teachers, themselves, wanted more time devoted to this activity. Findings were similar for 42 Michigan teachers who were specifically employed as teacher consultants (Haight & Molitor, 1983). Of these teacher consultants, 29% consulted less than five hours per week; 40% consulted from five to nineteen hours per week; and nearly half had no designated time for consultation and had to provide the service outside of their regularly scheduled instructional time.

Even teachers who have been educated as consultants are very limited in their consulting activities. Idol-Maestas and Ritter (1985) questioned 27 graduates of the University of Illinois' Resource/Consulting Teacher program regarding their consultation activities. Forty-one percent of these graduates had no opportunity to consult and only 53% of those

who did consult devoted more than 5% of their time. Reasons for limited consultative services vary.

First, LD teachers do not have enough time in their schedules to provide consultative services because they have a wide range of other responsibilities such as direct instruction, assessment of students, and numerous other non-teaching demands (Haight & Molitor, 1983; Idol-Maestas & Ritter, 1985; Friend, 1984). According to Haight and Molitor (1983), Friend (1984), and Evans (1980), classroom teachers and administrators expect consultation services from resource teachers. For teachers to fulfill this expectation, they need active support from administrators in the provision of time and opportunity for consultation (Idol-Maestas and Ritter, 1985; Graden et al., 1985).

Second, absence of administrative support is a major barrier to consultation (Idol-Maestas & Ritter, 1985; Graden et al., 1985). Only 12 of the consulting teacher graduates in the Idol-Maestas and Ritter study reported complete support for consultation from administrators and six cited lack of administrative support as being the main reason they did not consult.

Graden et al. (1985) made similar observations regarding the impact of administrative support. These researchers implemented a pre-referral intervention system in a large suburban school district. The purpose of the system was to

decrease special education testing and placement rates through classroom consultation. Both central office and building level administrators voiced support for the model program. However, the intervention program was only successful in schools where verbal support was backed up by active support in the form of time and personnel allocations.

A third major barrier to consultation is the resistance of classroom teachers towards working with mainstreamed students and/or the consultation process. Although the findings of previously mentioned studies suggest that classroom teachers expect consultation services from resource teachers (Evans, 1980; Haight & Molitor, 1983; Friend, 1984), Speece and Mandell's study (1980) of elementary school teachers in Ohio revealed that these teachers considered the resource teacher's assistance in the classroom to be unimportant. In Friend's study (1984) in which classroom teachers expected consultation, those teachers did not rate the consultative skills of resource teachers very highly. Whether the low rating was due to the resource teachers' lack of training or the classroom teachers' attitude towards mainstreaming handicapped students is unclear.

Although Idol-Maestas and Ritter (1985) attribute much of classroom teachers' resistance to their negative attitudes about working with mainstreamed students, Graden et al. (1985) attribute teacher resistance to the potentially

threatening nature of the consultation model itself.

Consultation takes a different approach to student problems from the traditional service delivery system by shifting the focus of change away from the student and placing it on classroom variables. It also places considerable demands of time and energy on the classroom teacher.

Classroom teachers' concerns about demands on their time are also reflected in Martens, Peterson, Witt, and Cirone's (1986) investigation of teachers' perceptions of school-based interventions. These researchers surveyed general and special educators in Iowa and Nebraska regarding their perceptions of the effectiveness, ease of use, and frequency of use of various behavioral interventions. Classroom teachers rated consultation as somewhat effective and used it more frequently than equally effective "time-out" procedures, but rated it more difficult to use. This finding may indicate a lack of opportunity for consultation as well as concern for the time involved in consulting. Preferred interventions were "redirection" of students and "manipulation of rewards". The latter were considered more effective, easier to use, and less intrusive to the classroom routine.

Resistance of classroom teachers toward the consultation process may also be due to the consulting teachers' lack of preparation to consult (Graden et al., 1985). Most special

educators receive little preparation for the consulting role (Speece & Mandell, 1980; Haight, 1984; Salend & Salend, 1984; Idol-Maestas and Ritter, 1985; Phillips & McCullough, 1990). In Graden et al.'s study the teacher consultants in the successful schools had received more prior training for their roles than had the consulting teachers in the unsuccessful schools. Teacher consultants in the unsuccessful schools had received only three days training from the researcher prior to implementing the project. Inadequate preparation of consultants may contribute to the ineffectiveness of consultative collaboration (Speece & Mandell, 1980) and promote resistance to the process (Graden et al., 1985).

Finally, traditional funding systems for special education services present problems for implementing consultation programs. These systems fund special education programs according to the number of students tested and placed (Polsgrove & McNeil, 1988). If consultation results in reduced numbers of students placed in special education programs, funding may also be reduced. The legality of funding special education teachers who are serving non-handicapped students through consultation is also questionable (Huefner, 1988). Further, the time devoted to consultation, even for handicapped students, does not easily lend itself to the traditional methods of accountability required for funding (Polsgrove & McNeil, 1988).

Justification

The professional literature related to secondary LD programs does not adequately address issues of program organization, instructional emphasis, role definition, teachers' needs for support and assistance, and consultation. Further, no published studies were found that specifically relate to secondary consultation practices and barriers. Most investigations of the program aspects reviewed in this chapter have been limited to single states or isolated school districts. Therefore, a comprehensive and integrated view is needed of what secondary LD teachers do; what their needs are; how supervisors perceive these needs; what teachers and supervisors consider important for their programs; and the implications of these variables for program change. One way to develop a more comprehensive view of these programs is through the perspectives of teachers and supervisors over a multi-state area.

Research Questions

The purpose of this study was to investigate LD teachers' and program supervisors' perspectives on practices in secondary LD programs. The following questions guided the investigation:

1. What are secondary LD teachers' roles and responsibilities?

2. What do teachers and supervisors think these roles and responsibilities should be?
3. What is the instructional focus of these programs?
4. What do teachers and supervisors think the instructional focus should be?
5. What support systems are available to teachers?
6. What are teachers' most urgent needs for assistance?
7. What are teachers' general perceptions of their jobs?
8. What are teachers' perceptions of the leadership provided their programs?
9. What is the nature of LD teachers' consultative activities with regular classroom teachers?
10. What has prepared secondary LD teachers for the consultant role?
11. What restricts consultative activities?
12. What would improve consultative activities?
13. What impact does the relationship between perspectives of secondary LD teachers and special education supervisors have on programming for LD adolescents?

The findings of this study contribute to the information base for professionals planning preservice education and staff development programs for teachers. Increased knowledge

of available and needed support and clarification of the relationship between teachers' and supervisors' perspectives provide a stronger basis for program development and improvement than currently exists.

Limitations of the Study

Secondary grade levels typically range from grade seven through grade twelve. In this study only schools that serve grades nine through twelve were sampled. A small percentage of the schools that were sampled also include grades seven and eight but the main focus of this study is on high school programs. The reason for avoiding programs that primarily serve the lower secondary grades is the potential carry-over of elementary level practices.

Another limitation of the study is that only program perspectives of high school LD teachers and special education supervisors were investigated. A variety of other people such as principals, general classroom teachers, parents, and students are involved in these programs. However, it was not within the scope of this study to investigate the perspectives of all these stakeholders. LD teachers were chosen because they are directly responsible for delivering special education services and supervisors were chosen because they are typically responsible for ensuring program accountability and coordinating planning and staff development activities.

A final general limitation of the study is its use of self-report data and the issues of bias and inaccuracy that are often associated with it. However, these issues are not problematic to this study because its purpose is to investigate differences in perspectives and their implications for program practice.

CHAPTER II

METHODOLOGY

Study Design and Rationale

Survey methodology was used to gather descriptive information from directors of special education and secondary LD teachers in local education agencies (LEA's).

Questionnaires (see Appendices A & B) were mailed to a randomly selected, stratified sample of special education directors and secondary LD teachers in Delaware, Kentucky, Maryland, Pennsylvania, Tennessee, Virginia, and West Virginia. The questionnaires were based on open-ended interviews with supervisors and LD teachers in Virginia. Summaries from the interviews and the professional literature were used to develop questionnaire items.

Mailed questionnaires provided representation from seven states. A random sample stratified by state and district size, was used to include all of the states in this study. This allowed a comparison of questionnaire responses among states with varying demographics. Local special education directors and secondary LD teachers completed the questionnaires since they are the professionals most directly responsible for carrying out secondary LD programs. Two questionnaires were developed, one for supervisors and one for teachers.

Although mailed questionnaires have disadvantages (possible low response rates and misunderstanding of questions), this method offers the greatest potential for gathering broad-based information from LD teachers and program supervisors. The mailed questionnaire is also the least expensive method of gathering descriptive information from a large sample.

Disadvantages of mailed questionnaires can be minimized by field-testing to avoid ambiguity and bias in items and to improve format (Isaac & Michael, 1983). Furthermore, response rates may be improved by personalizing cover letters, using stamped return envelopes, and follow-up reminders (Isaac & Michael, 1983).

Sample

The target population consisted of all directors of special education and secondary LD teachers in local education agencies in the designated seven states. A stratified random sampling technique was used to select 210 directors and 450 teachers from each state by district size.

School districts were divided into those with more than 9,000 and those with less than 9,000 students. School divisions with more than 9,000 students typically have both special education administrator and supervisor positions. The latter have more direct involvement with programs. Therefore, in school districts with enrollments of more than

9,000, the supervisor responsible for LD programs was asked to complete the questionnaire. In districts of 9,000 or less, the special education director was asked to complete the questionnaire. Of the 210 administrators and supervisors sampled, 65 represented larger districts. Of the 450 teachers sampled, 200 represented smaller districts and the remainder larger districts.

Development of the Instrument

The development and distribution of the questionnaires included the following major phases: initial interviews; design of the specification chart; development of questionnaires; revision of questionnaires (2-3 revisions); field-testing questionnaires; post field-test revision of questionnaires; final revision of questionnaires; mailings; and interviews with non-respondents.

Dissertation committee members assisted the researcher with the design of the questionnaires and the data analyses. Final decisions regarding the content of the instruments and the analysis of the data were made by the researcher and these individuals. Besides committee members, other professionals who are considered expert in the field of LD programming assisted as questionnaire reviewers. These individuals assisted only in the formation of the questionnaires and were not involved in the data analysis.

Initial Interviews

Prior to constructing the survey, interviews were conducted with nine supervisors and ten teachers. The interviews were based on the research questions. The purpose of the interviews was explained to the interviewees. Open-ended questions were used to explore likely responses without restricting them. Through this method teachers and administrators generated categories of questions and responses for the mailed questionnaires. The categories and foci of questionnaire items evolved from the responses of teachers and supervisors interviewed.

Specification Chart

The specification chart was constructed according to the categories and variables suggested in the interview data. The specification chart was reviewed by the committee members.

Development of the Questionnaires

The specification chart provided structure for designing the questionnaires. The teacher questionnaire was developed first. The supervisor questionnaire was based on the teacher questionnaire but was less extensive and consisted of items that could reasonably be answered by supervisors. Question structure, order, and content as well as the format of the questionnaires are important to obtaining valid responses.

The researcher drafted many different questions and submitted them to committee members and questionnaire reviewers for feedback. The reviewers were asked to comment on any questionnaire aspect. The reviewers were asked to indicate whether questions should be reworded, omitted, or accepted. They were also asked to make suggestions for additional items.

A questionnaire revision was based upon the comments and suggestions of the reviewers. Following the revision, copies were reviewed by committee members who were asked to respond again to the content of the items. Another revision followed.

Field-Testing the Questionnaires

The field-test is designed to locate problem areas in the questionnaire. The questionnaires were mailed to fourteen secondary LD teachers and nine directors of special education with an explanation of their purpose. Respondents were asked to complete the questionnaires, make comments on them, and suggest modifications. Respondents were also asked to indicate the time that they began and ended the questionnaires.

Post Field Test Questionnaire Revision

Questionnaire revisions and decisions about the data analysis plan were based upon the results of the field-test.

Field-test reviews and revised questionnaires were reviewed by committee members. Based on members reviews, final versions of the instruments were completed (Appendices A & B).

Mailings of Questionnaires

Mailing procedures primarily followed Dillman's (1978) recommendations for mail surveys. Questionnaires were printed on brightly colored paper so they would not be misplaced easily. A questionnaire with a cover letter (Appendix C) was mailed to each local special education director for the sampled LEA and to at least one secondary LD teacher in the district. A return date was included. As soon as responses dwindled from the first mailing, a reminder letter was sent to non-respondents (Appendix D). When response from the second mailing was minimal, the second reminder (Appendix E) was mailed along with another copy of the questionnaire. Of the 450 questionnaires mailed to teachers, 352 were mailed to teachers at their school addresses. Ninety-eight were distributed by their supervisors because some school districts were reluctant to release teachers' names. Completed questionnaires, however, were returned directly to the researcher. Follow-up letters were sent approximately two and four weeks after the initial mailing. However, follow-up letters could not be sent

directly to teachers whose supervisors distributed the questionnaires.

A small sample of non-respondents (8%) were randomly selected and interviewed by phone to determine why the questionnaire was not returned and to have them answer selected items. This step is designed to reveal any major distinctions and commonalities between respondents and non-respondents (Isaac & Michael, 1983).

Measurement

The design of a successful questionnaire requires attention not only to the specific design of each item but to the overall effect of the instrument. For this reason development of the following components received close attention: cover letter; format and appearance of questionnaires; question design; reliability and validity.

Question Design

The validity of responses to the research questions determine the success of a questionnaire. Question structure, wording, phrasing, order, grouping, and lay-out all contribute to the validity of these responses. Recommendations for writing questions are outlined by Dillman (1978) and Isaac and Michael (1983). These recommendations were used in the development of questionnaire items. A specification chart provided a framework for developing

questions by outlining specific issues to be included in the questionnaires. However, these were not the actual questionnaire items. The researcher also revised items based on reviews by outside reviewers and committee members and through analysis of field test results.

The adequacy of questionnaire items is so important that many drafts were made. Items were considered in regard to their direct relationship to the research questions, their clarity, possible bias, and appropriateness to the respondents' area of knowledge (Isaac & Michael, 1983).

Data Analysis Plan

The completed instruments were reviewed by the researcher as they were received. The data from acceptable questionnaires were coded and entered into the computer file.

General descriptive statistics (crosstabs, means and standard deviations, and frequencies) were used to analyze the data. The data analysis plan and method of coding were finalized after an analysis of field-test results. The primary consideration in the data analysis plan was to organize the data to answer the research questions. Committee members carefully reviewed the final data analysis plan. When the final data were summarized and analyzed, they were compiled into tabular and narrative summaries. The results were then included in this report for review by the committee.

Decisions Related to Questionnaire Design

During the development of questionnaire items related to teacher activities and the time devoted to them (Appendix A, Item 7 in the teacher questionnaire; Appendix B, Item 2 in the supervisor questionnaire) and items concerned with the instructional emphasis of their programs (Appendix A, Item 8 in the teacher questionnaire; Appendix B, Item 3 in the supervisor questionnaire), both committee members and the researcher discussed a variety of ways to obtain reliable and valid responses. Among the alternatives considered were percentages of time, estimates of actual time engaged over a given period, and rankings. The first two alternatives were eliminated because it was felt that respondents would not be able to accurately estimate the time they devoted to each activity and program emphasis. It was decided that teachers and supervisors would be able to rank these activities and emphases more easily and accurately.

Concerns were also discussed regarding the method of ranking for these items. Teacher Item 7 and supervisor Item 2 contain nine options. Teacher Item 8 and supervisor Item 3 have seven options both of which are longer than recommended for ranking. However, after reviewing more complicated alternatives, it was decided that a straightforward method of ranking would still be easiest for teachers and supervisors to use. Field-test results relieved

much of the concern about the ranking items because responses regarding time spent and current emphasis were consistent with previous research and interview findings. Also, no negative comments were made specifically about these items in terms of difficulty or time spent in completing them.

Another concern regarded the length of the teacher questionnaire (Appendix A). This questionnaire is very long which gave it the potential for reducing the survey response rate. The decision was made not to shorten the questionnaire for fear that a less comprehensive picture of the programs would result. Considerable effort was put into the cover letter and reminder letters so that a low response rate would be prevented. The good response rate received (72% for teachers, 69% for supervisors) may be attributed to this effort in conjunction with following proper survey methodology and appealing to important issues for teachers and supervisors.

Methodological Limitations

Large surveys are often complicated by sampling and other methodological difficulties. This one is no exception. The remainder of this section describes problems encountered in administering the survey and how they were addressed.

The sample was drawn from Patterson's American Education (1989). This directory provides a comprehensive list of secondary school districts in the United States along with

district population, district enrollment, names of secondary schools, and addresses for schools and school board offices. Some difficulties were encountered in drawing a stratified sample when district enrollments were not listed and estimations of enrollment had to be based on district population. A district population of 50,000 or more was the benchmark for classifying larger school districts.

The sample frame was also not an entirely accurate representation of the target population. Teachers identified by high school and school board office personnel as high school learning disabilities teachers were sometimes guidance counselors, teachers of the educable mentally handicapped, teachers of the emotionally disturbed, or elementary LD teachers. A few of these incorrectly identified teachers returned their questionnaires with notes attached and some were discovered in interviews with non-respondents.

An additional sampling limitation for supervisors centered on the differences in state-wide administrative structures for school districts. Pennsylvania, for instance, has intermediate educational units which provide supervision for some, but not all, of the special education teachers in local school districts. This arrangement required numerous telephone calls to locate the appropriate supervisor of LD teachers receiving questionnaires.

Further, differences in state-wide administrative structures contributed to large discrepancies between the number of school districts sampled in each state. Number of school districts was not necessarily related to state size or population. These discrepancies do not restrict the examination of various trends in individual states or the provision of a broad information base for investigating secondary learning disabilities programs.

Distribution of the questionnaires was complicated by the reluctance of some school district personnel to release teacher names. This circumstance necessitated the distribution of ninety-eight teacher questionnaires by supervisors. All teachers returned their questionnaires directly to the researcher, but the inability to personalize letters and ensure follow-up on non-respondents contributed to a low response rate (45%) for teachers who received questionnaires from supervisors. The response rate for teachers who received personalized questionnaires was 80%. No other differences were noted between the two groups.

CHAPTER III

RESULTS

Teacher and supervisor questionnaires had several critical items in common. These items were developed so that comparisons could be made between the two groups' perceptions of high school LD programs and teachers' roles in the programs. Teacher questionnaires contained additional items that provided a more thorough understanding of the teachers' positions.

Response Rates

With the exception of response rates, no consistent pattern of differences was noted between those questionnaires distributed by supervisors and those mailed directly to teachers. The response rate for questionnaires distributed by supervisors was 45%, whereas, the response rate for questionnaires mailed directly to teachers was 80%. As seen in Table 1, a total of 325 usable teacher questionnaires were returned for an overall response rate of 72% and 145 usable supervisor questionnaires were returned for a response rate of 69%. The highest response rate for teachers was from Delaware at 100%, and the lowest was from Maryland at 52.9%. For supervisors the highest response rate was from Kentucky (77.8%), and the lowest was from Maryland (57.1%).

Table 1

Frequencies of Teacher and Supervisor Responses Per State

*State	Teachers			Supervisors		
	Number Teachers Responding	% of Total Responses	Response Rate Per State	Number Supervisors Responding	% of Total Responses	Response Rate Per State
Pennsylvania	88	27.5%	70.4%	54	38.0%	64.2%
Virginia	73	22.8%	72.3%	26	18.3%	72.2%
Tennessee	69	21.6%	74.2%	20	14.1%	69.0%
West Virginia	36	11.3%	76.6%	14	9.9%	66.7%
Kentucky	34	10.6%	60.7%	21	14.8%	77.8%
Delaware	11	3.4%	100.0%	3	2.1%	60.0%
Maryland	9	2.8%	52.9%	4	2.8%	57.1%
Total	320	100.0%		142	100.0%*	

*State code numbers missing from 5 of 325 questionnaires returned.

Respondent Characteristics

Although overall response rate from supervisors and teachers was similar, response rates between the two groups differed in their distributions among the seven states (see Table 1). A further difference is evident in the types of school systems represented by supervisors (20.3% urban, 51.4% rural, and 28.3% suburban) and the types of schools represented by teachers (29.3% urban, 37.5% rural, and 33.2% suburban).

Teachers averaged 38 years in age and were 81.2% female and 18.8% male. Supervisors averaged 43 years in age and were 51.7% female and 48.3% male. Most teachers and supervisors had earned at least a masters degree (teachers, 66%; supervisors, 97.2%). The percentage of teachers who were endorsed in the area of learning disabilities was 87.3% with most also endorsed to teach either in the area of emotionally disturbed or mentally retarded. Of supervisors responding, 49.6% were endorsed in the area of learning disabilities in addition to their special education supervision endorsement (81.1%). Teachers averaged 11.6 years teaching experience overall and 6.5 years in secondary learning disabilities. Supervisors averaged 14.7 years teaching experience and 7.9 years experience in special education supervision.

Program Characteristics

Instructional setting. Most programs for both teachers and supervisors were, at least partially, multi-categorical and typically placed emotionally disturbed or mentally retarded students with learning disabled students. Student caseloads for these programs were reported differently. Teachers reported providing direct instruction to an average of 33 students primarily in a resource setting, whereas, supervisors reported average caseloads of 22 students. This discrepancy may be attributed to demographic differences, the teachers' inclusion of students who are only being monitored in regular classrooms or students with other handicapping conditions, and/or variability occurring when supervisors estimated across several teachers.

Teachers in this study reported instructional responsibility for a wide range of student caseload sizes. Caseload standards differ from state to state, but these differences do not explain the variation displayed in Table 2 both within and between states. Reported caseloads range from less than 15 to more than 60 in most states. Teachers in Tennessee reported particularly heavy caseloads with 51% responsible for over 46 students. Eighty one percent of Virginia teachers, on the other hand, reported caseloads of 30 or less.

Table 2

Frequencies and Percentages for Number of Students Per Teacher by State (n=320)

State	Number of Respondents	Who Provide Instruction	Number (%) Teachers					With 61-100 Students
			With Less Than 15 Students	With 16-30 Students	With 31-45 Students	With 46-60 Students	With 61-100 Students	
Kentucky	34	34 (100.0%)	4 (11.8%)	15 (44.1%)	11 (32.4%)	3 (8.8%)	1 (2.9%)	
Virginia	71	69 (97.2%)	14 (20.3%)	42 (60.9%)	12 (17.4%)	1 (1.4%)	0 (0.05)	
Tennessee	68	65 (95.6%)	2 (3.1%)	11 (16.9%)	19 (29.2%)	22 (33.8%)	11 (16.9%)	
Delaware	11	11 (100.0%)	1 (9.1%)	3 (27.3%)	3 (27.3%)	4 (36.4%)	0 (0.0%)	
Maryland	8	8 (100.0%)	2 (25.0%)	4 (50.0%)	0 (0.0%)	1 (12.5%)	1 (12.5%)	
West Virginia	36	36 (100.0%)	6 (16.7%)	16 (44.4%)	8 (22.2%)	2 (5.6%)	4 (11.1%)	
Pennsylvania	87	86 (98.9%)	14 (16.3%)	29 (33.7%)	28 (32.6%)	11 (12.8%)	4 (4.7%)	
Total	320	314 (98.1%)	43 (23.7%)	120 (38.2%)	81 (25.8%)	44 (14.0%)	21 (6.7%)	

Variation both within and between states may be attributed to several factors related to reporting of caseloads and the nature of the teachers' responsibilities. Variations in reporting may be due to some teachers reporting only those students to which they provide direct instruction and others including students for whom they provide consulting services or whom they only monitor in the regular classroom. Variations related to teachers' responsibilities depend on whether the teacher works in a self-contained or resource setting, is primarily a consulting teacher, or a department head.

Grade levels taught. Teachers not only instructed students with a variety of handicapping conditions but also a wide range of ages and grade levels in schools with an average enrollment of 1,101. During the 1988-89 school year 59.1% taught grades nine through twelve, 17.8% taught grades ten through twelve, and 4.3% taught grades nine through eleven. A few reported teaching eighth through twelfth grades (2.5%) and seventh through twelfth (1.8%) grades. The remaining teachers taught one or two grade levels (see Table 3).

Subjects taught. Teachers were presented with a list of academic subjects and asked to indicate the number of periods they taught of each. Table 4 shows (for the 279 teachers who appropriately indicated the number of periods

Table 3

Grade Levels Taught by High School LD Teachers
and Served in the Schools (n=322)

Grade Levels	Grade Levels Taught by Teachers (%)	Grade Levels Served by Schools (%)
9-12	59.6%	73.6%
10-12	18.0%	16.8%
9-11	4.3%	0.0%
9-10	3.1%	1.2%
11-12	2.5%	0.9%
8-12	2.5%	3.1%
7-12	1.9%	4.0%
1 Grade Only	8.1%	0.4%
Total	100.0%	100.0%

Table 4

Frequencies, Means, and Standard Deviations for
Subjects and Number of Periods Taught*

Subject	Frequencies	Mean and SD of Periods Taught Per Subject	
	1+ Periods	M	SD
English	205	2.88	1.69
Math	178	2.42	1.47
Science	105	2.01	1.64
Social Studies	82	1.74	1.16
Study Skills	80	2.89	2.27
Reading	79	2.42	1.83
History	62	1.92	1.60
Health	37	1.43	1.19
Government	28	1.54	1.23
Other	67	2.09	1.73

Mean Number Subjects Taught = 3.28, SD = 1.64

Mean Number Periods Taught = 7.70, SD = 6.27

*Only includes respondents who taught subjects and also indicated the number of periods (n=279).

they taught of each subject) the frequency with which teachers taught at least one period of each subject and the means and standard deviations of periods taught per subject. Subjects are listed in order of the decreasing frequency with which they were taught. The only exception to this order is the "Other" category which represents a wide range of subjects besides those specified. Teachers excluded from these analyses are those who did not respond to this item, those who indicated that they did not teach the subject, and those who only checked the subjects taught. The four most frequently taught subjects were English, Math, Science, and Social Studies. A note at the end of Table 4 shows the average number of subjects (3.22) and the average number of periods (7.70) taught per teacher.

Subjects taught for credit. Teachers were also asked which subjects they taught for regular graduation credit. Table 5 shows the number of teachers who taught the subjects listed in Table 4 for graduation credit. Percentages are shown for all teachers (n = 316) who stated that they taught these subjects for credit. These numbers include teachers who either checked the subjects or indicated the number of periods taught. Again, subjects are listed in decreasing order of frequency with the exception of the "Other" category. The four subjects most frequently taught for credit are the same as those most frequently taught:

Table 5

Frequencies With Which Subjects Were Taught
for Graduation Credit*

Subject	Frequencies For Credit	% Respondents
English	207	65.5%
Math	192	61.0%
Science	101	32.1%
Social Studies	84	26.8%
History	66	21.0%
Reading	61	19.3%
Study Skills	56	17.7%
Health	45	14.2%
Government	31	9.8%
Other	53	16.8%

*Includes all respondents who indicated that they taught subjects for credit (n=316).

English, Math, Science, and Social Studies. History was the fifth most frequently taught for credit, whereas, previously History was seventh behind Reading and Study Skills. This finding is not surprising since History is a subject that most high school students take for credit and Reading and Study Skills are not.

Teaching two or more credit subjects simultaneously.

Teachers who responded that they taught two or more subjects for graduation credit were asked whether they taught two or more of these subjects during the same period and, if so, how many. Forty-three percent of these teachers reported that they taught an average of 2.76 subjects during the same period. This finding helps explain why the average number of periods taught was so high (see Table 4). Teachers who reported teaching subjects for graduation credit were also asked whether they were endorsed in these content areas. Nearly 41% were not endorsed in all the content areas they taught for credit.

Non-instructional periods. Teachers were asked to report the number of non-instructional periods allotted in their schedules (see Table 6). Over three-fourths of the teachers had one planning period and a few (15) had more than one. Based on teachers' remarks, most of those who reported more than one planning, consultation, combined planning and consultation, or assessment period were department heads.

Table 6

Frequencies, Means, and Standard Deviations for Teachers' Non-Instructional Periods

Periods	Frequencies			1+ Periods	
	0	1	2+	M	SD
Homeroom (n=319)	167(52.4%)	147(46.1%)	5 (1.6%)	1.13	0.72
Planning (n=319)	61(19.1%)	243(76.2%)	15 (4.7%)	1.16	0.79
Consultation (n=322)	275(85.4%)	39(12.1%)	8 (2.5%)	1.32	0.83
Combined Plan/Consult (n=321)	250(77.9%)	60(18.7%)	11 (3.4%)	1.44	1.38
Assessment (n=321)	295(91.9%)	23(7.2%)	3 (0.9%)	1.12	0.33

Those with and without homerooms were fairly evenly divided. Most (85.4%) had no period designated for consultation with other teachers. The percentage of teachers who reported having consultation periods varied from state to state (Kentucky, 5.9%; Virginia, 15.5%; Tennessee, 20.6%; Delaware, 36.4%; Maryland, 12.5%; West Virginia, 16.7%; and Pennsylvania, 10.3%). Seventy eight percent reported that they had no combined planning and consultation period; and 91.9% had no period allotted for student assessments. Most teachers reported having only one non-instructional period of any type.

Teachers' activities. Teachers were asked to rank nine work-related activities according to the time they devoted to them (see Table 7) and, again, in order of the importance that "should" be attributed to them (see Table 8). In decreasing order, they ranked "teaching students", "daily planning", "administrative tasks/paperwork", "student assessment", and "scheduling" as their five most time-consuming activities. Teachers also considered "teaching students" to be their most important activity and "daily planning" their second most important activity. Third and fourth in importance were "working/consulting with regular classroom teachers" and "working with parents". Teachers considered "student assessment" to be their fifth

Table 7

Teachers' Rankings of Most Time Consuming Activities* (n=273)

Activity	Frequency of Rankings					Number of Responses
	1	2	3	4	5	
Teaching Students	214 (78.4%)	33 (12.1%)	11 (4.0%)	7 (2.6%)	3 (1.1%)	268
Daily Planning	7 (2.6%)	117 (43.2%)	66 (24.4%)	27 (10.0%)	20 (7.4%)	237
Administrative Tasks/Paperwork	38 (14.0%)	57 (21.0%)	62 (22.9%)	44 (16.2%)	22 (8.1%)	223
Student Assessment	2 (0.7%)	24 (8.9%)	32 (11.8%)	55 (20.3%)	40 (15.6%)	153
Scheduling Students, IEP's, etc.)	8 (3.0%)	16 (5.9%)	28 (10.3%)	36 (13.3%)	56 (20.7%)	144
Working/Consulting with Regular Classroom Teachers	4 (1.5%)	16 (5.9%)	30 (11.1%)	44 (16.3%)	42 (15.6%)	136
Program Planning and Development	2 (0.7%)	5 (1.8%)	18 (6.6%)	22 (8.1%)	33 (12.2%)	80
Eligibility and IEP Committees	2 (0.7%)	8 (3.0%)	14 (5.2%)	18 (6.7%)	22 (8.1%)	64
Working with Parents	0 (0.0%)	3 (1.1%)	7 (2.6%)	17 (6.3%)	29 (10.7%)	56

*Percentages will not total 100

Table 8

Teachers' Rankings of Activities Which "Should" Require the Most Time* (n=273)

Activity	Frequency of Rankings					Number of Responses
	1	2	3	4	5	
Teaching Students	254 (93.0%)	13 (4.8%)	2 (0.7%)	0 (0.0%)	1 (0.4%)	270
Daily Planning	5 (1.8%)	139 (50.9%)	58 (21.2%)	28 (10.3%)	17 (6.2%)	247
Working/Consulting with Regular Classroom Teachers	7 (2.6%)	42 (15.4%)	82 (30.1%)	62 (22.8%)	37 (13.6%)	230
Working with Parents	1 (0.4%)	5 (1.9%)	37 (13.7%)	65 (24.1%)	63 (23.3%)	171
Student Assessment	3 (1.1%)	45 (16.6%)	40 (14.8%)	43 (15.9%)	39 (14.4%)	170
Program Planning and Development	5 (1.9%)	21 (7.8%)	38 (14.1%)	35 (13.0%)	43 (15.9%)	142
Scheduling	2 (0.7%)	6 (2.2%)	7 (2.6%)	21 (7.8%)	40 (14.9%)	76
Eligibility and IEP Committees	1 (0.4%)	3 (1.1%)	1 (0.4%)	6 (2.2%)	19 (7.1%)	30
Administrative Tasks/Paperwork	2 (0.7%)	2 (0.7%)	5 (1.8%)	9 (3.3%)	8 (3.0%)	26

*Percentages will not total 100

most important activity and "administrative tasks/paperwork" least important.

Supervisors were only asked to rank teachers' activities in order of importance (see Table 9). What supervisors considered important for teachers to do was different from what teachers reported doing. Teachers and supervisors were more in agreement about which activities were most important. Although supervisors ranked "teaching students" as the teachers' most important responsibility, they ranked "working/consulting with regular classroom teachers" as second in importance. "Daily planning" was a close third, followed by "working with parents" and "program planning and development". Supervisors agreed with teachers that "administrative tasks/paperwork" was the least important activity for teachers.

Instructional emphasis. Teachers were asked to rank seven instructional options in order of the emphasis each received in their programs. Table 10 lists in decreasing order the four options most frequently emphasized. Teachers ranked "basic skills remediation", "direct teaching of content subjects", "learning/study strategies", and "tutorial assistance" as the instructional options emphasized most in their programs. Although teachers ranked "basic skills remediation" most often in the first four positions, "direct teaching of content subjects" was by far the option

Table 9
Supervisors' Rankings of Teacher Activities That "Should" Require the Most Time* (n=132)

Activity	Frequency of Rankings					Number of Responses
	1	2	3	4	5	
Teaching Students	116 (87.9%)	10 (7.6%)	4 (3.0%)	1 (0.8%)	0 (0.0%)	131
Working/Consulting with Regular Classroom Teachers	4 (3.0%)	35 (26.5%)	44 (33.3%)	19 (14.4%)	18 (13.6%)	120
Daily Planning	8 (6.1%)	50 (37.9%)	30 (22.7%)	19 (14.4%)	10 (7.6%)	117
Working with Parents	0 (0.0%)	7 (5.3%)	20 (15.3%)	31 (23.7%)	32 (24.4%)	90
Program Planning and Development	2 (1.5%)	14 (10.7%)	10 (7.6%)	23 (17.4%)	23 (17.4%)	72
Student Assessment	1 (0.8%)	14 (10.7%)	12 (9.2%)	26 (19.8%)	14 (10.7%)	67
Eligibility and IEP Committees	1 (0.8%)	1 (0.8%)	7 (5.3%)	4 (3.0%)	16 (12.1%)	29
Scheduling	0 (0.0%)	0 (0.0%)	5 (3.8%)	5 (3.8%)	15 (11.5%)	25
Administrative Tasks/Paperwork	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (2.3%)	6 (4.6%)	9

*Percentages will not total 100

Table 10

Teachers' Rankings of Most Emphasized Program Options* (n=274)

Program Option	Frequency of Rankings				Number of Responses
	1	2	3	4	
Basic Skills Remediation	82 (29.9%)	103 (37.6%)	30 (10.9%)	38 (13.9%)	253
Direct Teaching of Content Subjects	149 (54.4%)	62 (22.6%)	17 (6.2%)	9 (3.3%)	237
Learning/Study Strategies	10 (3.7%)	36 (13.2%)	75 (27.6%)	53 (19.5%)	174
Tutorial Assistance	24 (8.8%)	39 (14.3%)	41 (15.1%)	42 (15.4%)	146
Career/Vocational Skills	7 (2.6%)	14 (5.1%)	48 (17.5%)	47 (17.3%)	116
Functional/Living Skills	6 (2.2%)	14 (5.2%)	31 (11.4%)	40 (14.8%)	91
Social Skills	1 (0.4%)	8 (2.9%)	27 (9.9%)	35 (12.9%)	71

*Percentages will not total 100

most frequently ranked in first position (149). When teachers were asked to rank program options according to the emphasis they "should" receive (see Table 11), "basic skills remediation" was ranked in the first four positions and "learning/study strategies" was second, followed by "direct teaching of content subjects" and "career/vocational skills". Direct teaching of content subjects was still most often ranked first, but with much less frequency.

Teachers and supervisors were in close agreement about the emphasis actually placed on various options in their programs (see Table 12). They also agreed on the four program options that "should" be emphasized, but differed on which option "should" be emphasized most (see Table 13). Supervisors considered "learning/study strategies" to be a more important instructional focus than "basic skills remediation". Like the teachers, supervisors ranked "direct teaching of content subjects" third and "career/vocational skills" fourth in importance.

Job description. Job descriptions specifically for special education teachers were reported by 60.4% of the teachers and job descriptions for high school LD teachers were reported by 55.2% of the supervisors. The two groups perceived the accuracy of these descriptions differently. Teachers reported that their job descriptions were mostly accurate ($\bar{M} = 2.73$, $SD = 0.84$) and supervisors reported that

Table 11

Teachers' Rankings of Preferred Program Options* (n=274)

Program Option	Frequency of Rankings				Number of Responses
	1	2	3	4	
Basic Skills Remediation	78 (29.2%)	70 (26.2%)	35 (13.1%)	37 (13.9%)	220
Learning/Study Strategies	48 (18.1%)	43 (16.2%)	52 (19.6%)	37 (14.0%)	180
Direct Teaching of Content Subjects	88 (33.0%)	40 (15.0%)	28 (10.5%)	23 (8.6%)	179
Career/Vocational Skills	30 (11.2%)	35 (13.1%)	44 (16.5%)	59 (22.1%)	168
Functional/Living Skills	18 (6.8%)	29 (11.0%)	35 (13.3%)	29 (11.0%)	111
Tutorial Assistance	9 (3.4%)	32 (12.1%)	33 (12.5%)	37 (14.0%)	111
Social Skills	2 (0.8%)	22 (8.4%)	36 (13.7%)	40 (15.2%)	100

*Percentages will not total 100

Table 12

Supervisors' Rankings of Most Emphasized Program Options* (n=131)

Program Option	Frequency of Rankings				Number of Responses
	1	2	3	4	
Direct Teaching of Content Subjects	70 (53.4%)	24 (18.3%)	18 (13.7%)	9 (6.9%)	121
Basic Skills Remediation	37 (28.5%)	49 (37.7%)	19 (14.6%)	10 (7.7%)	115
Learning/Study Strategies	11 (8.4%)	20 (15.3%)	32 (24.4%)	30 (22.9%)	93
Tutorial Assistance	8 (6.2%)	22 (16.9%)	32 (24.6%)	29 (22.3%)	91
Career/Vocational Skills	0 (0.0%)	11 (8.4%)	14 (10.7%)	21 (16.0%)	46
Functional/Living Skills	5 (3.8%)	2 (1.5%)	9 (6.9%)	16 (12.2%)	32
Social Skills	0 (0.0%)	3 (2.3%)	6 (4.6%)	14 (10.7%)	23

*Percentages will not total 100

Table 13

Supervisors' Rankings of Preferred Program Options* (n=124)

Program Option	Frequency of Rankings				Number of Responses
	1	2	3	4	
Learning/Study Strategies	48 (38.7%)	29 (23.4%)	20 (16.1%)	12 (9.7%)	109
Basic Skills Remediation	34 (27.4%)	32 (25.8%)	16 (12.9%)	22 (9.7%)	94
Direct Teaching of Content Subjects	23 (18.5%)	16 (12.9%)	22 (17.7%)	15 (12.1%)	76
Career/Vocational Skills	9 (7.3%)	17 (13.8%)	20 (16.3%)	17 (13.8%)	63
Social Skills	1 (0.8%)	9 (7.3%)	21 (16.9%)	23 (18.5%)	54
Functional/Living Skills	5 (4.1%)	14 (11.4%)	13 (10.6%)	20 (16.3%)	52
Tutorial Assistance	3 (2.5%)	8 (6.6%)	13 (10.7%)	24 (19.7%)	48

*Percentages will not total 100

their teachers' job descriptions were not very accurate ($M = 1.45$, $SD = 1.41$).

Support and Assistance

Teachers were asked to rate the extent to which they received support or assistance from eleven types of people who might be directly involved with their programs ($n = 322$) (see Table 14). A four-point response scale was used in which 1 = "none", 2 = "a slight degree", 3 = "a moderate degree", and 4 = "a great degree". Mean ratings for persons providing support and assistance ranged from 2.21 to 3.29 on the four-point scale. Persons from whom respondents received the greatest support were "other special education teachers" ($M = 3.29$, $SD = 0.84$), "department head" ($M = 3.17$, $SD = 1.01$), "assistant principal" ($M = 3.09$, $SD = 0.90$), and "aides" ($M = 3.02$, $SD = 1.14$). However, the validity of including two of these highly-rated persons is questionable since only 191 (59%) teachers reported having department heads and only 167 (52%) reported having aides. According to respondents, they received the least support from "regular classroom teachers" ($M = 2.68$, $SD = 0.79$), "school psychologists" ($M = 2.67$, $SD = 1.00$), "related service personnel" ($M = 2.32$, $SD = 0.93$), and "parents" ($M = 2.21$, $SD = 0.72$).

Supervisors agreed with teachers regarding the extent to which teachers receive support and assistance from special

Table 14

Teachers' Perceptions of Support and Assistance
Provided by People Involved in Programs*

Person*	Mean**	SD
Other Special Ed. Teachers (n=310)	3.29	0.84
Dept. Head (n=191)	3.17	1.01
Assistant Principal (n=313)	3.09	0.90
Aides (n=167)	3.02	1.14
Principal (n=322)	2.94	0.99
Guidance Counselors (n=318)	2.88	0.88
Special Ed. Director/ Supervisor/Coordinator (n=313)	2.80	0.96
Regular Classroom Teachers (n=317)	2.68	0.79
School Psychologist (n=281)	2.67	1.00
Related Service Personnel (n=243)	2.32	0.93
Parents (n=316)	2.21	0.72

*"n's" vary due to number of respondents who indicated "Not Applicable."

**Response choices: 1 = None
2 = A Slight Degree
3 = A Moderate Degree
4 = A Great Degree

education supervisors. Mean ratings for both groups were 2.8 (teachers, SD = 0.96; supervisors, SD = 0.72). Respondents also agreed on two of teachers' most urgent needs for assistance in their jobs. Tables 15 and 16 list in descending order teachers' five most urgent needs for assistance as selected by teachers and supervisors, respectively. Of 14 alternatives presented, supervisors ranked "working and consulting with classroom teachers" as teachers' most urgent need for assistance while teachers ranked it second. Supervisors considered assistance with "developing and modifying curriculum" to be the second most urgent need. Teachers considered this an urgent need but ranked it fourth.

The two groups had different perceptions about which of the remaining needs were most urgent. Teachers considered "reducing paperwork/non-teaching duties" as their most urgent need for assistance. Teachers ranked "obtaining instructional resources" third and "appropriately identifying and placing students in their programs" fifth. Supervisors perceived other needs to be more urgent. They ranked "establishing guidelines for effective instruction", "developing and implementing IEP's", and "communicating with parents and community" third, fourth, and fifth, respectively.

Table 15

Teachers' Rankings of Five Most Urgent Needs for Assistance in Their Jobs (n=310)*

Need	Frequency of Rankings					Number of Responses
	1	2	3	4	5	
Reducing Paperwork/ Non-teaching Duties	97	45	23	32	17	214
Working and Consulting with Regular Classroom Teachers	22	28	46	30	27	153
Obtaining Instruc- tional Resources	30	23	38	28	30	149
Developing and Modi- fying Curriculum	25	34	27	36	20	142
Appropriately Identi- fying and Placing Students in Program	35	24	26	25	13	123

*Most frequently ranked 5 out of 14 alternatives.

Table 16

Supervisors' Rankings of Teachers' Five Most Urgent Needs for Assistance (n=141)*

Need	Frequency of Rankings					Number of Responses
	1	2	3	4	5	
Working and Consulting with classroom teachers	16	23	31	18	16	104
Developing and Modifying Curriculum	12	28	17	24	13	94
Establishing Guidelines for Effective Instruction	20	21	13	13	16	83
Developing and Implementing IEP's	17	14	10	10	11	62
Communicating with Parents and Community	0	7	13	19	15	54

*Most frequently ranked 5 out of 14 alternatives.

General Perceptions about Jobs and Program Leadership

Respondents were asked to rate a list of statements on a four-point response scale in which 1 = "definitely not true", 2 = "somewhat true", 3 = "mostly true", and 4 = "extremely true" (see Tables 17 and 18). Teachers and supervisors differed on the extent to which high school LD teachers knew what was expected of them, with supervisors rating this item lower than teachers did (teachers, \bar{M} = 3.31, SD = 0.72; supervisors, \bar{M} = 2.87, SD = 0.65). Both groups were less than certain about the reasonableness of the expectations (teachers, \bar{M} = 2.73, SD = 0.88; supervisors, \bar{M} = 2.70, SD = 0.76). Supervisors also accurately estimated teacher satisfaction with the leadership provided by special education supervisors (teachers, \bar{M} = 2.58, SD = 1.04; supervisors, \bar{M} = 2.63, SD = 0.71). However, teacher satisfaction with the leadership provided by building administrators was higher than supervisors believed (teachers, \bar{M} = 2.66, SD = 1.01; supervisors, \bar{M} = 2.29, SD = 0.78). Teachers also responded that they were mostly satisfied with their positions (\bar{M} = 3.00, SD = 0.87). Supervisors were not presented with this item.

Consultation

Only LD teachers who consulted with regular classroom teachers were asked to complete a series of items related to consultation. Consultation was defined as the process by

Table 17

Teachers' Job Perceptions (n=321)

Statement	Mean*	SD
I know what is expected of me	3.31	0.72
I am satisfied with my current position	3.00	0.87
Expectations for my job are reasonable	2.73	0.88
I am satisfied with the leadership provided by building administrators for the secondary LD program	2.66	1.01
I am satisfied with the leadership provided by special education supervisors/administrators for the secondary LD program	2.58	1.04

*Response choices: 1 = Definitely Not True
 2 = Somewhat True
 3 = Mostly True
 4 = Extremely True

Table 18

Supervisors' Perceptions of LD Teachers' Job Satisfaction (n=145)

Statement	Mean*	SD
They know what is expected of them	2.87	0.65
Expectations for their jobs are reasonable	2.70	0.76
High school LD teachers are satisfied with the leadership their programs receive from special education supervisors/administrators	2.63	0.71
High school LD teachers are satisfied with the leadership their programs receive from building administrators	2.29	0.78

*Response choices: 1 = Definitely Not True
2 = Somewhat True
3 = Mostly True
4 = Extremely True

which secondary LD teachers work with regular classroom teachers to facilitate progress of mainstreamed learning disabled students. Some teachers responded to the first item whether or not they completed the remaining consultation questions. The first item asked if there was a special education teacher at the respondent's school who was primarily responsible for consultation. Of 300 teachers responding, 36.2% answered "yes". Respondents who answered "yes" were asked if they were the teachers responsible. Sixty-three percent of these teachers responded that they were. Whether a particular teacher has primary responsibility for consultation or the responsibility is distributed among teachers may depend on the model employed in the district.

Extent of consultation. Teachers were asked a series of five questions regarding the extent to which they consulted with regular classroom teachers. Responses indicate that of those teachers who consult, an average of 26 regular classroom teachers worked with each LD teacher's students during the school year (n=269); LD teachers provided consultation to 16 of these teachers (n=273); LD teachers provided consultation for 23 students (n=272); and during a typical week they consulted with 7 teachers (n=269) for 118 minutes (n=261).

Overall, 80% of these teachers report that they spend some time in weekly consultation with general classroom teachers (Table 19). However, the percentage of teachers who consult varies from state to state (63.7% to 86.2%). The amount of time spent in weekly consultation also varies. Table 19 shows the percentage of teachers per state who report consulting each week, and the amount of time they that they devote to weekly consultation. On the average, 27% of consulting teachers spend 30 minutes or less in weekly consultation; 51.2% spend 31 to 150 minutes; and, 21.4% spend over 150 minutes. Variations may depend on the consultative model being implemented, the time and opportunity made available for consulting, the self-contained versus resource nature of the teacher's positions, as well as the inclination of individual teachers to consult.

Demographic variables other than responses per state were examined in regard to time spent consulting. These variables included age, gender, level of higher education degree, school size, and type of school. The percentage of teachers consulting in the under 30, 31 to 40, and 41 to 50 age groups ranged from 78.7% to 81.3%, but dropped to 69.6% for teachers over 50. A higher percentage of males reported spending time consulting (88.3%) than females (78.1%), and teachers with more advanced degrees were more likely to report time spent consulting (Bachelors, 75.7%; Masters,

Table 19

Teacher Reported Weekly Consultation Per State (n=315)

State	Total Number Respondents	Number (%) Consulting Teachers (CT's)	Number (%) CT's 30 Minutes or Less	Number (%) CT's 31-150 Minutes	Number (%) CT's More Than 150 Minutes
Kentucky	34	24 (70.6%)	7 (29.2%)	15 (62.5%)	1 (4.2%)
Virginia	71	61 (85.9%)	13 (21.3%)	32 (52.5%)	16 (26.2%)
Tennessee	68	53 (77.9%)	11 (20.8%)	25 (47.2%)	17 (32.1%)
Delaware	11	7 (63.6%)	4 (57.1%)	3 (42.9%)	0 (0.0%)
Maryland	8	6 (75.0%)	1 (16.7%)	1 (16.7%)	4 (66.7%)
West Virginia	36	26 (72.2%)	6 (23.1%)	16 (61.5%)	4 (15.4%)
Pennsylvania	87	75 (86.2%)	26 (34.7%)	37 (49.3%)	12 (16.1%)
Total	315*	252 (80.0%)	68 (27.0%)	129 (51.2%)	54 (21.4%)

*Five questionnaires were returned without state code numbers and five others were blank for this item.

80.4%; and, Specialist or doctoral, 90.9%). Some differences in the percentage of consulting teachers were also noted between rural (74.8%), urban (80.0%), and suburban (87.6%) schools. However, no pattern seemed to be associated with school size.

Description of consultative activities. Teachers described their consultative contacts on a four-point response scale where 1 = "rarely", 2 = "sometimes", 3 = "frequently", and 4 = "almost always" (see Table 20). Means ranged from 2.20 to 3.44. Teachers responded that consultative contacts were most often "informal" (mean = 3.44) and "brief" (mean = 3.25) indicating that contacts typically occurred whenever they could get a few minutes of the classroom teachers' time and lasted less than ten minutes. Contacts occurred least often during the regular classroom teachers' planning periods (mean = 2.36) and during the LD teachers' regularly scheduled consultation period (mean = 2.20). The latter finding is interesting because the item mean was calculated only for those teachers who had a scheduled consultation period (n=80).

Restriction of consultative activities. Teachers were asked to rate the extent to which a list of eleven factors restricted their consultative activities (see Table 21). They used a four-point response scale in which 1 = "does not restrict", 2 = "slightly restricts", 3 = "moderately

Table 20

Teachers' Descriptions of Consultative Contacts

Description	Mean*	SD
Informal [unscheduled, whenever you can get a few minutes of the teachers' time] (n=271)	3.44	0.67
Brief [less than 10 minutes] (n=264)	3.25	0.81
Occur through notes and progress reports (n=264)	2.79	0.91
Occur during your planning period (n=249)	2.76	0.91
Occur during the other teachers' planning periods (n=256)	2.36	0.89
Occur during your scheduled consultation period (n=80)	2.20	0.95

*Response choices: 1 = Rarely
 2 = Sometimes
 3 = Frequently
 4 = Almost Always

Table 21

Teachers' Perceptions of Factors That Restrict Consultative Activities (n=283)

Factor	Mean*	SD
LD teachers' time constraints	3.34	0.78
Classroom teachers' time constraints	3.22	0.83
Difficulties scheduling consultations	2.92	0.92
Classroom teachers' lack of training to participate in the consultation process	2.38	1.04
Failure of classroom teachers to follow through on recommendations	2.22	0.89
Unrealistic job expectations for classroom teachers	2.16	0.99
Unrealistic job expectations for LD teachers	2.13	1.06
Resistance of classroom teachers towards working with mainstreamed students	2.11	0.93
Resistance of classroom teachers towards the consultation process	1.97	0.90
Lack of administrative support	1.66	0.87
LD teachers' lack of training for the consultant role	1.61	0.82

*Response choices: 1 = Does not Restrict
 2 = Slightly Restricts
 3 = Moderately Restricts
 4 = Greatly Restricts

restricts", and 4 = "greatly restricts". Means ranged from 1.61 to 3.34. According to respondents the most restricting factors were "LD teachers' time constraints" (mean = 3.34), "classroom teachers' time constraints" (mean = 3.22), and "difficulties scheduling consultations" (mean = 2.92). Respondents perceived "lack of administrative support" (mean = 1.66) and "LD teachers' lack of training for the consultant role" (mean = 1.61) to be the least restricting factors. Differences between the means of the remaining six factors were very small (1.97 to 2.38) and may be interpreted as only slightly restricting.

Improvement of consultative activities. Teachers and supervisors were asked to rate a list of factors according to the extent that each would improve teachers' consultative activities (see Table 22 and 23). A four-point response scale was used in which 1 = "none", 2 = "slightly", 3 = "moderately", and 4 = "greatly". In general, teachers and supervisors rated the factors as having moderate potential for improving consultative activities with regular classroom teachers. The only exception to this was the teachers' response that more support from building administrators and special education supervisors would only slightly improve consultative activities. More interesting was the order of the ratings for each group. Teachers rated "more time for LD teachers" as having the highest potential for improving

Table 22

Factors That Teachers Thought Would Improve
Consultative Activities (n=283)

Factor	Mean*	SD
More time for LD teachers	3.41	0.83
Flexible scheduling	3.31	0.84
More time for classroom teachers	3.25	0.81
Preparation of classroom teachers to participate in consultative activities	3.15	0.88
Preparation of LD teachers for the consultant role	2.97	0.97
More cooperation from classroom teachers	2.78	1.04
More support from building level administrators	2.46	1.07
More support from special education supervisors	2.46	1.12

*Response choices: 1 = None
 2 = Slightly
 3 = Moderately
 4 = Greatly

Table 23

Supervisors' Perceptions of Factors That Would Improve Teachers' Consultative Activities (n=142)

Factor	Mean*	SD
Preparation of classroom teachers to participate in consultative activities	3.59	0.70
More cooperation from classroom teachers	3.56	0.68
Preparation of LD teacher for the consultant role	3.39	0.72
Administrative/supervisory support	3.26	0.79
Flexible scheduling	3.23	0.77
More time for classroom teachers	3.20	0.84
More time for LD teachers	3.18	0.80

*Response choices: 1 = None
 2 = Slightly
 3 = Moderately
 4 = Greatly

consultation, followed by "flexible scheduling", and "more time for classroom teachers". Supervisors rated "more time for LD teachers" as having the least potential for improving consultation. The two other factors rated lowest by supervisors were "more time for classroom teachers" and "flexible scheduling".

Preparation for the consultant role. To determine what had prepared LD teachers for the consultant role, respondents were presented five possibilities and asked to rate them (see Table 24). A four-point scale was used in which 1 = "none", 2 = "slightly", 3 = "moderately", and 4 = "greatly". Means ranged from 1.83 to 3.78. Respondents received the greatest preparation from "experience on the job" (mean = 3.78) and the least from "undergraduate coursework" (mean = 1.83) and "inservice training" (mean = 2.19). "Graduate coursework" received an average rating of 2.43 and "reading professional literature" was rated 2.53.

Summary of Results

The findings of this study reveal a picture of the average teacher and supervisor for secondary learning disabilities programs as well as the typical program. The average teacher is 38 years old and female, whereas, the average supervisor is 43 years old and is almost as likely to be male as female. Most teachers and supervisors have masters degrees with multiple endorsements. Both teachers

Table 24

Sources of Preparation for the Consultant Role (n=290)

Source	Mean*	SD
Experience on the job	3.78	0.51
Reading professional literature	2.53	0.90
Graduate coursework	2.43	1.07
Inservice training	2.19	1.00
Undergraduate coursework	1.83	0.94

*Response choices: 1 = None
2 = Slightly
3 = Moderately
4 = Greatly

and supervisors average more than 10 years teaching experience and both average several years experience in their current positions.

Most programs are at least partially multicategorical, but student caseloads vary. Teachers are responsible for multiple grade levels and teaching a variety of subject areas. Secondary LD teachers often teach content subjects for credit and may teach two or more of these subjects at the same time. Most have only one noninstructional period per day.

Teaching students is most often the teacher's most time-consuming activity, followed by daily planning, administrative tasks and paperwork, student assessment, and scheduling. Both teachers and supervisors also consider teaching students to be the most important activity but think that other priorities should be different for their programs. They agree that more time should be spent working and consulting with classroom teachers and working with parents and the least time on administrative tasks and paperwork. The instructional emphases of these programs are most frequently reported to be content area instruction and basic skills remediation. Nevertheless, both groups indicate that emphasis on content instruction should be reduced and emphasis on learning strategies and career/vocational skills increased.

In carrying out their job responsibilities, teachers seem to receive moderate support from a variety of school personnel. In regard to specific needs for support and assistance, teachers and supervisors only agree on two: working and consulting with classroom teachers and developing and modifying curriculum. But despite the importance that teachers and supervisors attach to working and consulting with classroom teachers, very little time is devoted to consultative activities. Teachers primarily attribute restriction of these activities to lack of time and flexibility in their schedules.

CHAPTER IV

DISCUSSION

This study examined teachers' and supervisors' perspectives on secondary learning disabilities programs. The discussion focuses on three aspects of secondary LD programming: program characteristics including organization and instructional emphasis, needs for support and assistance, and consultation. Implications of these findings for educational agencies are also considered.

Program Characteristics

The content and design of high school learning disabilities programs appear to have changed little over the last ten years. According to respondents, traditional academic instruction is still being emphasized in a traditional service delivery system. In Deshler et al.'s study (1979), basic skills remediation and content area instruction were the program options most often emphasized. Findings in this investigation are similar.

The ethics of a content focus. Instead of providing more comprehensive programming as recommended by researchers of the past decade, secondary learning disabilities programs seem to be maintaining their narrow focus. Moreover, LD teachers who have little or no formal training in subject areas continue to provide content instruction to students who

already have difficulty managing the content material. The ethics of this practice are questionable (Carlson, 1985). Ethical concerns are compounded by the additional finding that LD teachers may teach multiple content subjects simultaneously. Whether LD students can receive adequate instruction in content areas under these circumstances is uncertain.

A change in priorities. Unlike other studies (Wells et al., 1983; Halpern & Benz, 1987), this investigation reveals that what local educators consider important for their programs may be changing. Teachers and supervisors prioritize their goals somewhat differently, but both groups are interested in placing a greater emphasis on learning strategies instruction and career/vocational skills. Such an emphasis would reinforce more generalizable skills that students may use, not only in their coursework, but in life and work beyond graduation (Deshler et al., 1979; Deshler et al., 1984; Rieth et al., 1987; Edgar, 1987).

The importance that teachers and supervisors in this study assign to consultation may reflect the emphasis of the last several years on increased collaboration between special and regular educators in the education of handicapped students (Stainback & Stainback, 1984; Will, 1986; Idol & West, 1987; Idol, 1988; Margolis & McGettigan, 1988). Consultation may also be considered a vehicle for changing

the instructional focus of secondary LD programs by enabling general classroom teachers to reinforce alternative learning strategies and provide more effective instruction to LD students in content areas (West & Idol, 1987; Deshler et al., 1984; Idol, 1988; Reisberg & Wolf, 1988). Or consultation's change in priority may have evolved as " . . . a very natural consequence of a human services system (that is, public education) that outgrew its direct service capability" (Friend, 1988).

Barriers to program change. Although these educators currently acknowledge the importance of consultation, learning strategies instruction, and career/vocational skills, it appears that the instructional focus of these programs has not changed, and respondents indicate that sufficient time is not allowed for consultation. Reasons for the continued content focus are likely to include the increase in academic standards required by the excellence in education movement (Friend, 1988; Edgar, 1987) and the pressure for students to receive a diploma (Carlson, 1985). Given the constraints of inadequate accommodations within the regular school program (Houck, Engelhard, & Geller, in press), heavy student caseloads, and limited instructional time (Bensky et al., 1980; Billingsley & Cross, in press), educators may find that addressing the immediate need of

getting students through their academic requirements is more expedient than focusing on long-range skill development.

Another major barrier to expanding secondary program emphasis is LD teachers' limited pre-service training in alternative instructional approaches. LD teachers who are primarily trained in basic academics are unlikely to be comfortable using other instructional strategies and may tend to make curriculum choices that are compatible with their training and experience (Zigmond, Sansone, 1986; Wells et al., 1983).

The provision of comprehensive programming may also be restricted by unrealistic job expectations for LD teachers. As in previous studies (D'Alonzo & Wiseman, 1978; Bensky et al., 1980; Brozovich & Kotting, 1984; Houck et al., 1988), this investigation reveals the unrealistic nature of these expectations. Forty-seven percent of the teachers in this study report large caseloads of 30 to 99 students. Besides direct instruction of students, teachers report other time-consuming responsibilities such as daily planning, paperwork, assessment, scheduling, consultation with teachers and parents, and serving on IEP and eligibility committees. It is unlikely that teachers can perform all these duties in one non-instructional period each day.

Teachers report that the time they spend on paperwork is exceeded only by the time they devote to direct

instruction and daily planning. Excessive paperwork has typically been a problem for special education teachers (Bensky, et al., 1980; Dangel, et al., 1987; Billingsley & Cross, in press). Although paperwork other than that related to IEP's and eligibility is one of teachers' most time consuming activities, it is the activity to which both teachers and supervisors in this study attribute the least importance. Teaching students, on the other hand, is considered to be teachers' most important activity by both groups. Ironically, it seems that teachers' least important responsibility interferes with their ability to carry out their most important one.

An additional finding related to job expectations reveals that supervisors seem to see LD teachers as being less clear about their job expectations than the LD teachers. Perhaps supervisors are perceiving more confusion than actually exists and are only witnessing teachers' inability to accomplish everything that is expected under present conditions (Friend, 1984; Haight, 1984; Houck et al., 1988). Another possibility, if communication is poor, is that teachers may not be aware of the range of expectations held for them (Friend & McNutt, 1987).

Support and Assistance

A lack of consensus, if not communication, is indicated by the different needs for assistance identified by teachers and supervisors. Respondents agreed on only two of teachers' most urgent needs, consultation with regular classroom teachers and developing and modifying students' curriculum. This finding is consistent with the importance that respondents attached to increasing consultative activities and changing the instructional focus of their programs.

Teachers and supervisors differed in their perceptions of other needs. Teachers in this investigation indicated an urgent need for additional resources and assistance with appropriate identification and placement of students in their programs, but most of all, they expressed the need for reduction of paperwork requirements. Why supervisors do not consider reduction of paperwork requirements an urgent need is unclear.

Supervisors did not identify additional needs for assistance that require the resources and restructuring of working conditions associated with teacher identified needs. Supervisors thought that teachers needed more assistance in establishing guidelines for effective instruction, developing and implementing IEP's, and communicating with parents and community. Some of these concerns have been expressed by state special education supervisors (McLaughlin

et al., 1988) and are issues that may be primarily addressed through closer supervision, evaluation of instruction, and pre-service and staff development programs.

Consultation

The same factors that restrict overall change in program content and design come under closer inspection in the following discussion of consultative practices and their barriers. These restrictions are primarily related to issues of time, lack of active administrative support, unrealistic expectations, and lack of preparation for consultation.

Time for consultation. In this study time devoted to consultation varies from state to state and seems somewhat related to the teacher's age, gender, level of education, and the type of school (urban, suburban, or rural) where the teacher is employed. However, the amount of time devoted to consultation and the "catch-as-catch-can" nature of these teachers' consultative activities are consistent with those of other studies (Evans, 1980; Haight & Molitor, 1983; Idol-Maestas, & Ritter, 1985). The most interesting finding, considering the evidence that lack of time is the greatest barrier to consultation (Haight & Molitor, 1983; Friend, 1984; Idol-Maestas & Ritter, 1985), is that teachers are least likely to consult during scheduled consultation periods. What the finding suggests is that time without flexibility may contribute little to increased consultative

activity. Classroom teachers' and LD teachers' non-instructional periods often do not coincide, so consultation periods may be used for other duties.

Administrative support. Administrators have authority and responsibility for endorsing programs and allocating time and setting schedules for implementing them (Piersel & Gutkin, 1983). However, unlike teachers in Idol-Maestas and Ritter's study (1985), these teachers did not seem to associate lack of flexibility and time with the absence of administrative or supervisory support. Nor did teachers view more administrative and supervisory support as a means of improving consultative activities. Possibly these teachers do not regard administrators and supervisors as having control over necessary resources. These findings combined with the expressed support of supervisors in this investigation are an uneasy reminder that verbal administrative support in the absence of resource allocation does not facilitate successful consultation programs (Graden et al., 1985; Piersel & Gutkin, 1983).

Resistance of classroom teachers. These teachers also do not consider classroom teachers' resistance to mainstreamed students or to consultative activities to be a major barrier as proposed in previous research (Speece & Mandell, 1980; Idol-Maestas & Ritter, 1985; Halpern & Benz, 1987). In this study, LD teachers do not characterize

restrictions related to classroom teachers as resistance but seem to perceive those teachers as suffering the same time constraints as LD teachers and as being ill-trained to participate.

The issue of time constraints for classroom teachers and the additional burden of consultative activities was addressed in Graden et al.'s study of pre-referral interventions (1985), and Marten et al.'s investigation of teachers' perceptions of classroom interventions (1986). A related survey of regular and special education teachers in New York and Massachusetts reveals that classroom teachers were reluctant to accept special education students and participate in consultative activities under existing circumstances (Knoff, 1985). However, the classroom teachers expressed their willingness to participate in consultation regarding special education students if time were available.

Preparation of LD teachers to consult. Despite the importance that supervisors attribute to consultation and their acknowledgement of teachers' urgent need for assistance in this area, teachers report that they receive little preparation for the consultant role from staff development programs. They also report little preparation from pre-service programs. One reason for the absence of inservice training in consultation may lie in the teachers' assumption that their lack of training for the consultant

role is not a problem. This finding is similar to that of Friend (1984). The consulting resource teachers in her study perceived themselves to be more skilled as consultants than the classroom teachers did. Consequently, teachers who overestimate their skills may not request needed assistance. Nevertheless, lack of preparation for the consultant role may contribute to the ineffectiveness of consultative activities and promote resistance (Graden, et al., 1985; Speece & Mandell, 1980). As Piersel and Gutkin (1983) have pointed out in their theoretical discussion of resistance to school-based consultation, "many of the issues (related to resistance) result primarily from the poor practice of consultation, rather than from anything inherent in consultative models" (p. 317).

Summary of barriers. The time and flexibility required to make consultation effective are scarce resources in any school system. Convincing administrators that providing these resources will result in long term benefits is a difficult task. The task becomes more difficult when teachers are not trained to provide consultative services. Moreover, restructuring will not make consultative activities effective if general education teachers and building administrators are not prepared and committed to incorporating these activities into their programs (Phillips

& McCullough, 1990; Johnson, Pugach, & Hammitte, 1988; Fullan, 1985).

Implications for Educational Agencies

The shift in what educators consider important for their high school learning disabilities programs provides a starting point for changes at the local level. However, efforts to decrease content emphasis and increase emphasis on learning strategies, career and vocational skills, and consultation are likely to be restricted, not only by unrealistic and unclear role expectations, time constraints, and lack of training and support, but also by teachers' and supervisors' differing perceptions of how to meet program needs. Supervisors stress the need for more teacher training in the provision of comprehensive services and teachers stress the need for enough time and flexibility to provide the services. Both positions have merit, but the possibility of making real changes is remote, if teachers have little opportunity to apply their skills. On the other hand, providing time and flexibility to unprepared teachers is a waste of scarce resources. The incomplete nature of both groups' perspectives calls for channels of communication to be opened so that a common ground may be found for achieving program goals.

The responsibility of supervisors in their role of change agent is to provide a forum for planning and to

encourage consensus building among educators (Billingsley & Houck, 1988). Supervisors and teachers in this study have similar ideas about what is important for their programs. They should examine these ideas within the context of current research and mutually define what their programs should look like. The focus of communication should then be on developing a plan of action in which expectations for accomplishing program goals are clarified for both groups (Fullan, 1985).

Reseachers have recommended a comprehensive program for high school LD students, one that incorporates learning strategies instruction, consultation, and functional and vocational curricula along with basic skills remediation and content area instruction. Since teachers may not have the skills they need to implement such a comprehensive program, supervisors are responsible for helping teachers develop these skills. They may do so by providing opportunities for interactions with skilled professionals, through staff development programs and on-going technical assistance (Fullan, 1985), and by making needs known to state departments and colleges and universities.

The need for skill development includes increased understanding of the consultation process (Speece & Mandell, 1980; Friend, 1984; Graden et al., 1985; Idol & West, 1987; West & Cannon; Friend, 1988) and knowledge of alternative

learning and instructional strategies as they apply in academic, vocational, functional, and social arenas (Deshler & Schumaker, 1986; Rieth, 1987). High school learning disabilities teachers must also take responsibility for enhancing their own skills, not only through staff development programs and coursework, but through the professional literature and interactions with other teachers whose efforts have been successful.

Besides identifying and addressing the need for skill development, teachers and supervisors must explore alternative scheduling options for the provision of consultative services. Idol (1988) proposes several options such as splitting the teacher consultant's day 50/50 between consultation and resource instruction; offering consultation at different times each day; offering consultation two full days each week and resource instruction the other three days; working with content area teachers one class at a time to develop a course for low-achieving and special education students; working with teachers in a particular department to develop instructional strategies; and providing consultation in three or four high-need courses during the periods that the courses are offered.

Not only special educators, but district level administrators, building administrators, and general education teachers should be included in the planning

process, in staff development programs, and in on-going technical assistance (Fullan, 1985; Phillips & McCullough, 1990). Without their preparation and willingness to collaborate in curriculum modification and consultative activities, implementation of the plan will probably be unsuccessful. Plans for program evaluation should also be included in the action plan so that the impact of instructional and consultative efforts may be documented and needs for improvement identified (Deshler et al., 1984; Idol, 1988). In general, programs are more likely to improve when they are products of proactive efforts and collaborative planning.

However, local efforts to incorporate consultation programs may be impeded by funding restrictions. Idol (1988) suggests funding possibilities for consultation programs. Cost differential funding formulas (percentage cost and excess cost formulas) seem to be the most flexible (Sage & Burrello, 1986) and are less prone to encourage overclassification. Another alternative is cross-program funding in which support for consultants may be split between special education, remedial education, and regular education.

Any consideration of funding adaptations points to the necessity of state-level support for consulting teacher programs. This support is critical, not only from the standpoint of funding, but in setting certification and

regulatory standards (Huefner, 1988). In their survey of state certification requirements for LD teachers, Leigh and Patton (1986) discovered that "current standards for teaching certification in learning disabilities are inconsistent, confusing, and minimal if not essentially nonexistent across a large number of states" (p. 266). Huefner elaborates on the role of state departments:

without thoughtful attention . . . to multiple policy objectives, shared decision-making processes, training requirements, caseload management, role differentiation, funding mechanisms, program evaluation, and long-term cost effectiveness, the potential of this model may be greatly diminished by the very policy makers who would give it life. (p. 413)

Summary and Conclusions

Secondary LD teachers and special education supervisors in this study seem to have similar priorities for their programs. The two groups want an increased emphasis on learning strategy instruction, more emphasis on career and vocational skills, a reduced emphasis on content area instruction, and provision of more consultation to general classroom teachers. However, working conditions in high school learning disabilities programs have not changed sufficiently to accommodate these priorities.

The different ideas held by teachers and supervisors about meeting program needs and the minimal involvement of teachers in program planning and development may contribute to the static quality of these programs. Movement toward more comprehensive programming will be additionally impeded if state departments do not provide the necessary framework for program planning and development to occur. Therefore, teachers and supervisors at both state and local levels must take time for collaborative planning and reach a consensus about how to address program needs and goals. Without planning and consensus-building, secondary LD programs will not change.

Implications for Further Research

The findings of this study provide a more comprehensive view of secondary learning disabilities programs than has been available. However, the picture is by no means complete. In particular, the perspectives of classroom teachers and principals should be investigated. Most secondary LD students spend more time in general classrooms than they do in special education classes. General educators are the people upon which effective mainstreaming depends. Investigation of parent, student, and district and state level administrator perspectives should also be pursued.

Additionally, more specific information is needed regarding the support and assistance needs of special and

general education teachers and administrators in their efforts to meet the demands of comprehensive programming. These needs must be explored not only for the purpose of identification but to determine specific methods for addressing them.

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APPENDIX A
Teacher Questionnaire

Teachers' Questionnaire on Secondary Learning Disabilities Programs

Please read the instructions for each item carefully before answering.

1. What is the total number of students to whom you presently provide direct instruction? _____
2. How many students are currently in your smallest and largest classes? [1] Smallest _____
[2] Largest _____
3. Column A: Please indicate how many periods of each of the following subject areas you teach.
Column B: Check the subjects you teach for which your students receive regular graduation credit.

Column A (I teach, # of each)	Column B (For credit, check)	
[1] _____	_____	English
[2] _____	_____	Reading
[3] _____	_____	Math
[4] _____	_____	Science
[5] _____	_____	Health
[6] _____	_____	Social Studies
[7] _____	_____	History
[8] _____	_____	Government
[9] _____	_____	Study Skills
[10] _____	_____	Other (Please Specify) _____

4. A. If you teach more than one of the subjects in Item #3 for regular graduation credit, do you teach two or more during the same period? (Please check)
[1] ___ yes [2] ___ no
B. If yes, what is the most that you teach during the same period? (Please circle)
2 3 4 5
5. Are you endorsed in all content areas that you teach for regular graduation credit? (Please check)
[1] ___ yes [2] ___ no
6. Please indicate how many of each of the following non-instructional periods are included in your schedule. For example, if you do not have a period specifically scheduled for consultation, enter "0" in the appropriate space; if you have two planning periods, enter "2", etc.

# of each	
[1] _____	Homeroom
[2] _____	Planning
[3] _____	Consultation
[4] _____	Combined Planning/Consultation
[5] _____	Assessment

7. Column A: Rank the following work-related activities according to the amount of time you devote to them during the school year. Assign "1" to your most time-consuming activity, "2" to your second most time-consuming activity, etc. Assign "0" to those activities to which you devote no time.

Column B: Rank the same activities according to the importance you think should be attributed to them. Assign "1" to the activity you think should be most important, "2" to the activity that should be second, etc. Assign "0" to those activities to which no importance should be attributed.

Column A (Time spent)	Column B (Importance)	
[1] _____	_____	Teaching Students
[2] _____	_____	Student assessment (other than that included in direct instruction)
[3] _____	_____	Daily planning
[4] _____	_____	Administrative tasks/Paperwork
[5] _____	_____	Working/consulting with regular classroom teachers
[6] _____	_____	Scheduling (students, IEP's, etc.)
[7] _____	_____	Working with parents
[8] _____	_____	Preparing for/serving on eligibility and IEP committees
[9] _____	_____	Program planning and development

8. Column A: Rank the following options according to the emphasis they receive in your program. The program option that receives the most emphasis should be assigned "1", the option that receives the next most emphasis should be assigned "2", etc. Assign "0" to any option that receives no emphasis in your program.

Column B: Rank the same options according to the emphasis that you think should be placed upon them. Assign "1" to the option that should receive most emphasis, "2" to the option that should be second, etc. Assign "0" to any option that should receive no emphasis.

Column A (Now Emphasized)	Column B (Should Be)	
[1] _____	_____	Direct teaching of content subjects
[2] _____	_____	Basic skills remediation
[3] _____	_____	Learning/study strategies
[4] _____	_____	Tutorial assistance
[5] _____	_____	Career/vocational skills
[6] _____	_____	Functional/living skills
[7] _____	_____	Social skills facilitation

9. A. Do you have a job description specifically for special education teachers? (Please check)

[1] ___ yes [2] ___ no

B. If yes, to what extent is it an accurate description of what you do? (Please circle)

Not Accurate	Somewhat Accurate	Mostly Accurate	Accurate
1	2	3	4

10. To what degree have you received support or assistance from the following people in carrying out your job responsibilities? If a listed position does not exist in your district, circle "Not Applicable". (Please circle)

	<u>Not Applicable</u>	None	A Slight Degree	A Moderate Degree	A Great Degree
[1] Principal.	1	2	3	4	5
[2] Assistant principal.	1	2	3	4	5
[3] Department head.	1	2	3	4	5
[4] Special education director/supervisor/ coordinator.	1	2	3	4	5
[5] Regular classroom teachers	1	2	3	4	5
[6] Other special education teachers	1	2	3	4	5
[7] Guidance counselors.	1	2	3	4	5
[8] School psychologist.	1	2	3	4	5
[9] Aides.	1	2	3	4	5
[10] Related service personnel.	1	2	3	4	5
[11] Parents.	1	2	3	4	5

11. From the following alternatives, choose and rank the five that represent your most urgent needs for assistance in your job. Designate your most urgent need as "1", your second as "2", etc.

- [1] _____ Establishing a philosophical base and program goals
- [2] _____ Establishing guidelines for effective instruction
- [3] _____ Clarifying your roles and responsibilities
- [4] _____ Developing and implementing IEP's
- [5] _____ Developing and modifying curriculum
- [6] _____ Obtaining instructional resources
- [7] _____ Working and consulting with classroom teachers
- [8] _____ Effective evaluation of teaching performance
- [9] _____ Communicating with parents and community
- [10] _____ Scheduling of students
- [11] _____ Reducing paperwork/non-teaching duties
- [12] _____ Appropriately identifying and placing students in your program
- [13] _____ Reducing the number of students for which you are responsible
- [14] _____ Individualized assistance and feedback

Consultation refers to the process by which secondary LD teachers work with regular classroom teachers to facilitate progress of mainstreamed learning disabled students. If you do not consult with regular classroom teachers, go to item #18. If you do consult with regular classroom teachers, please respond to the following questions.

12. A. Is there a special education teacher at your school who is primarily responsible for consultation? (Please check)

[1] ____ yes [2] ____ no

B. If yes, are you the teacher responsible? (Please check)

[1] ____ yes [2] ____ no

13. [1] How many regular classroom teachers work with your students this year? _____
- [2] To what % of these teachers have you provided consultation this year? _____
- [3] For how many students do you provide consultation during the year? _____
- [4] How many classroom teachers do you consult with during a typical week? _____
- [5] How much total time do you typically spend consulting each week? _____

14. How often may these consultative contacts be described in the following manner? These descriptions may overlap, so consider each one without regard to your responses to the others. If you do not have a period specifically scheduled for consultation, circle "Not Applicable". (Please circle)

	<u>Not</u> <u>Applicable</u>	Rarely	Some- times	Fre- quently	Almost Always
[1] Informal (unscheduled, whenever you can get a few minutes of the teachers' time, etc.)	1	2	3	4	5
[2] Brief (less than 10 minutes)	1	2	3	4	5
[3] Occur during your scheduled consultation period.	1	2	3	4	5
[4] Occur during your planning period.	1	2	3	4	5
[5] Occur during the other teachers' planning periods.	1	2	3	4	5
[6] Occur through notes and progress reports	1	2	3	4	5

15. To what extent do the following factors restrict your consultative activities? (Please circle)

	Does not Restrict	Slightly Restricts	Moderately Restricts	Greatly Restricts
[1] Classroom teachers' time constraints	1	2	3	4
[2] Your own time constraints.	1	2	3	4
[3] Difficulties scheduling consultations.	1	2	3	4
[4] Resistance of class room teachers towards working with mainstreamed students	1	2	3	4
[5] Resistance of class room teachers towards the consultation process	1	2	3	4
[6] Failure of classroom teachers to follow through on recommendations.	1	2	3	4
[7] Your lack of training for the consultant role.	1	2	3	4
[8] Lack of administrative support	1	2	3	4
[9] Unrealistic job expectations	1	2	3	4
[10] Unrealistic job expectations for classroom teachers.	1	2	3	4
[11] Classroom teachers' lack of training to participate in the consultation process.	1	2	3	4

16. To what extent have the following prepared you specifically for the consultant role? (Please circle)

	None	Slightly	Moderately	Greatly
[1] Undergraduate course work.	1	2	3	4
[2] Graduate course work	1	2	3	4
[3] Inservice training	1	2	3	4
[4] Experience on the job.	1	2	3	4
[5] Reading professional literature.	1	2	3	4

17. To what extent would the following factors improve your consultative activities? (Please circle)

	None	Slightly	Moderately	Greatly
[1] More time for classroom teachers	1	2	3	4
[2] More time for LD teachers.	1	2	3	4
[3] Flexible scheduling.	1	2	3	4
[4] More support from building level administrators. . .	1	2	3	4
[5] More support from special education supervisors. . .	1	2	3	4
[6] Preparation of LD teachers for the consultant role .	1	2	3	4
[7] Preparation of classroom teachers to participate in consultative activities.	1	2	3	4
[8] More cooperation from classroom teachers	1	2	3	4

18. To what extent are the following statements true of your job? (Please circle)

	Definitely Not True	Somewhat True	Mostly True	Extremely True
[1] I know what is expected of me.	1	2	3	4
[2] Expectations for my job are reasonable	1	2	3	4
[3] I am satisfied with my current position.	1	2	3	4
[4] I am satisfied with the leadership provided by building administrators for the secondary LD program.	1	2	3	4
[5] I am satisfied with the leadership provided by special education supervisors/administrators for the secondary LD program	1	2	3	4

Please provide the following information about yourself:

19. Age _____

20. Gender (check): [1] Female [2] Male

21. Highest degree (check): [1] Bachelor's
 [2] Master's
 [3] Specialist/Certificate of Advanced Graduate Study
 [4] Doctorate

22. Professional certification (check all that apply):
 [1] I have an endorsement/certification to teach Learning Disabled.
 [2] I have a temporary endorsement/certification to teach Learning Disabled.
 [3] I am not endorsed/certified to teach Learning Disabled.
 [4] I have an endorsement/certification to teach Emotionally Disturbed/Behavior Disordered.
 [5] I have an endorsement/certification to teach Mentally Retarded.

23. Total number of years teaching experience including this year: _____

24. Please indicate the number of years you have taught in the following areas:
 [1] _____ Regular Education
 [2] _____ Special Education (other than Learning Disabilities)
 [4] _____ Elementary Learning Disabilities
 [5] _____ Secondary Learning Disabilities

25. A. Placement for your students is (Please check): [1] Categorical (just LD)
[2] Non-categorical or multi-categorical

B. If non-categorical, check other exceptionalities in same placement:

- [1] Emotionally Disturbed or Behavior Disordered
[2] Mentally Retarded
[3] Other (Please specify) _____

26. Placement of your students is (Please check): [1] Resource
[2] Self-contained
[3] Combined Resource/Self-contained

27. Check the grade(s) that you are teaching this year:

7 8 9 10 11 12

Please provide the following information about your school:

28. Total enrollment of the school: _____

29. Grade levels served by the school (Please check):

7 8 9 10 11 12

30. Type of school (Please check): [1] Urban
[2] Rural
[3] Suburban

31. Total number of teachers in your school: _____

32. Total number of LD teachers in your school: _____

33. What are you currently doing in your LD program that you think you should be doing?

34. What are you currently doing in your LD program that you think you should not be doing?

Thank you for your assistance. The questionnaire may be returned to:

Beverly Cline
233 UCOB, VA Tech
Blacksburg, VA 24061

APPENDIX B
Supervisor Questionnaire

Supervisors' Questionnaire on Secondary Learning Disabilities Programs

These questions apply only to high school learning disabilities programs. Please read the instructions for each item carefully before answering.

1. What is the typical caseload for high school LD teachers in your district? _____
2. Read the following list of work-related activities. These activities are often performed by high school LD teachers. Please rank these activities according to the importance you think, should be attributed to them. Assign "1" to the activity that should be most important, "2" to the activity that should be second, etc. Assign "0" to those activities to which no importance should be attributed.

- [1] _____ Teaching Students
- [2] _____ Student assessment (other than that included in direct instruction)
- [3] _____ Daily planning
- [4] _____ Administrative tasks/Paperwork
- [5] _____ Working/consulting with regular classroom teachers
- [6] _____ Scheduling (students, IEP meetings, etc.)
- [7] _____ Working with parents
- [8] _____ Preparing for/serving on eligibility and IEP committees
- [9] _____ Program planning and development

3. Column A: Rank the following options according to the emphasis each receives in your programs. To the program option that is emphasized most, please assign "1", to the option that receives the next most emphasis, assign "2", etc. Assign "0" to any option that receives no emphasis in your programs.

Column B: Please rank the same options according to the emphasis you think they should receive in your programs. To the program option that should receive the most emphasis assign "1", to the option that should receive the next most emphasis assign "2", etc. Assign "0" to any option that should receive no emphasis.

Column A	Column B
(Now Emphasized)	(Should Be)

- | | | |
|-----------|-------|-------------------------------------|
| [1] _____ | _____ | Direct teaching of content subjects |
| [2] _____ | _____ | Basic skills remediation |
| [3] _____ | _____ | Learning/study strategies |
| [4] _____ | _____ | Tutorial assistance |
| [5] _____ | _____ | Career/vocational skills |
| [6] _____ | _____ | Functional/living skills |
| [7] _____ | _____ | Social skills facilitation |

4. A. Do high school LD teachers in your district have a written job description? (Please check)

[1] ___ yes [2] ___ no

- B. If yes, to what extent do you think it is an accurate description of what they do? (Please circle)

Not Accurate	Somewhat Accurate	Mostly Accurate	Accurate
1	2	3	4

5. To what degree are you able to support or assist high school LD teachers in carrying out their job responsibilities? (Please circle)

None	A Slight Degree	A Moderate Degree	A Great Degree
1	2	3	4

6. From the following alternatives, choose and rank the five that you think represent high school LD teachers' most urgent needs for assistance in their jobs.

- [1] _____ Establishing a philosophical base and program goals
- [2] _____ Establishing guidelines for effective instruction
- [3] _____ Clarifying teachers' roles and responsibilities
- [4] _____ Developing and implementing IEP's
- [5] _____ Developing and modifying curriculum
- [6] _____ Obtaining instructional resources
- [7] _____ Working and consulting with classroom teachers
- [8] _____ Effective evaluation of teaching performance
- [9] _____ Communicating with parents and community
- [10] _____ Scheduling of students
- [11] _____ Reducing paperwork
- [12] _____ Appropriately identifying and placing students in their program
- [13] _____ Reducing the number of students for which they are responsible
- [14] _____ Individualized assistance and feedback

7. Consultation refers to the process by which secondary LD teachers work with regular classroom teachers to facilitate the progress of mainstreamed learning disabled students.

To what extent do you think the following would improve high school LD teachers' consultative activities? (Please circle)

	None	Slightly	Moderately	Greatly
[1] More time for classroom teachers	1	2	3	4
[2] More time for LD teachers.	1	2	3	4
[3] Flexible scheduling.	1	2	3	4
[4] Administrative/supervisory support	1	2	3	4
[5] Preparation of LD teacher for the consultant role.	1	2	3	4
[6] Preparation of classroom teachers to participate in consultative activities.	1	2	3	4
[7] More cooperation from classroom teachers	1	2	3	4

8. To what extent do you think the following statements are true of secondary LD teachers' jobs? (Please circle)

	Definitely Not True	Somewhat True	Mostly True	Extremely True
[1] They know what is expected of them	1	2	3	4
[2] Expectations for their jobs are reasonable	1	2	3	4
[3] High school LD teachers are satisfied with the leadership their programs receive from building administrators	1	2	3	4
[4] High school LD teachers are satisfied with the leadership their programs receive from special education supervisors/administrators	1	2	3	4

Please provide the following information about yourself:

9. Age _____

10. Gender (check): [1] Female
[2] Male

11. Highest degree (check): [1] Bachelor's
[2] Master's
[3] Specialist
[4] Doctorate

12. Professional certification (check):
[1] I am endorsed/certified to teach Learning Disabled.
[2] I am endorsed/certified to supervise special education programs.

13. Total number of years of teaching experience: _____

14. Please indicate the number of years you have taught in the following areas:
[1] Regular Education
[2] Special Education (other than LD)
[3] Learning Disabilities

15. Please indicate the number of years you have supervised special education programs: _____

16. A. Placement for the students in your district is (Please check):
[1] Categorical (just LD)
[2] Non-categorical or multi-categorical
[3] Both

B. If non-categorical, check other exceptionalities in same placement:
[1] Emotionally Disturbed or Behavior Disordered
[2] Mentally Retarded
[3] Other (Please specify) _____

Please provide the following information about your school system:

- 18. Total number of high schools for which you are responsible: _____
- 19. Total number of LD students in the high school(s) for which you are responsible: _____
- 20. Total number of high school LD teachers that you supervise: _____
- 21. Type of school system (Please check):
 - [1] _____ Urban
 - [2] _____ Rural
 - [3] _____ Suburban

22. What are you currently doing in your LD programs that you think you should be doing?

23. What are you currently doing in your LD programs that you think you should not be doing?

Thank you so much for your assistance. Please return this questionnaire in the enclosed stamped envelope to:

Beverly Cline
233 UCOB, VA Tech
Blacksburg, VA 24061

APPENDIX C

First Mailing Cover Letter: Teachers and Supervisors

First Mailing Cover Letter: Teachers and Supervisors

The following is the body of the cover letter used in the first mailing of the questionnaires on April 20, 1989. Cover letters were printed on Virginia Tech stationary. Letters were personalized for 210 supervisors and 352 teachers and addressed to "Dear EducaTor" for the 98 distributed by supervisors.

The enclosed questionnaire is part of a multi-state study of high school learning disabilities programs. The study is being conducted by Virginia Polytechnic Institute and State University through an Appalachian Education Laboratory grant. We are particularly interested in your perspectives on current practices, needs for assistance, and your thoughts about what is important for your programs. We are distributing two questionnaires to school divisions in seven states: one that explores high school LD teachers' perspectives and one that explores supervisors' perspectives. Your willingness to complete this questionnaire will provide valuable insight into existing programs as well as directions in which they should be moving.

Please read the instructions for each item carefully and leave blanks only when appropriate. The confidentiality of your responses will be protected and no name is required on the form. Code numbers at the top of the first page will be used only for the purpose of data collection and analysis. If you would like to have a copy of the study findings, please return your completed questionnaire with a self-addressed stamped envelope.

We know that your schedule is very busy, but completing the questionnaire should take no longer than 20 to 25 minutes of your time. Please return it by Thursday, May 4. An addressed stamped envelope is included to facilitate mailing. Your responses are essential if we are to develop an accurate and relevant picture of high school learning disabilities programs.

Thank you for your help.

Sincerely,

Beverly V. Cline
Study Coordinator
Virginia Tech
College of Education
233 UCOB
Blacksburg, Virginia 24061

APPENDIX D

Second Mailing Reminder Letter: Teachers and Supervisors

Second Mailing Reminder Letter: Teachers and Supervisors

The following is a copy of the reminder letter sent to nonresponding teachers and supervisors two weeks after the first mailing. Personalized letters were sent to all non-responding supervisors and teachers on the direct mail list. Teacher reminders sent to distributing supervisors were addressed "Dear Educator".

Two weeks ago you were sent a questionnaire regarding your high school learning disabilities program. We are interested in your perspectives on current practices, needs for assistance, and your thoughts about what is important for your programs. Your school district was selected randomly from a comprehensive list of school districts in a seven-state area. This study is being conducted by Virginia Polytechnic Institute and State University and is funded by Appalachian Educational Laboratory.

If you have already completed and returned the questionnaire to us, please accept our sincere thanks. If not, please do so. Because it has been sent to only a small, but representative sample of educators, it is extremely important that your responses be included in the study so that the results are also representative.

If by chance you did not receive the questionnaire, or it was misplaced, please contact me at the address below. If you have any questions or need another copy of the questionnaire, you may also call me at (703) 231-9714. Thank you for your assistance.

Sincerely,

Beverly V. Cline
Virginia Tech
College of Education
233 UCOB
Blacksburg, Virginia 24061

APPENDIX E

Third Mailing Reminder Letter: Teachers and Supervisors

Third Mailing Reminder Letter: Teachers and Supervisors

The following is a copy of the reminder letter sent to non-responding teachers and supervisors two weeks after the second mailing. Personalized letters were sent to all non-responding supervisors and teachers on the direct mail list. Teacher reminders sent to distributing supervisors were addressed "Dear Educator".

I am writing to you about our study of high school learning disabilities programs. Our study's purpose is to understand both teachers' and supervisors' perspectives on current practices, needs for assistance, and thoughts about what is important for high school LD programs. Unfortunately, we have not yet received your completed questionnaire.

The response to the questionnaire has been very encouraging. However, our ability to describe accurately how educators view their programs heavily depends upon you and others who have not yet responded. Our experience suggests that those of you who have not sent in your questionnaire may have very different perspectives from those who responded initially.

The study's results are of particular importance to policymakers and educators who are responsible for service delivery to secondary LD students and who are committed to program improvement. The usefulness of these findings depends on how accurately we are able to describe your perspectives on these programs.

Some of you have indicated to me that you received a reminder letter but no questionnaire or that your questionnaire has been misplaced. Enclosed is a replacement questionnaire. I urge you to complete and return it as quickly as possible. For those of you who did not receive the initial questionnaire, we assure you that the confidentiality of your responses will be protected. Code numbers at the top of the first page are only for data collection and analysis.

If you would like to receive the results of the study, please enclose a self-addressed stamped envelope with your completed questionnaire. Should you have any questions, please feel free to contact me at (703) 231-9714. Your contribution to the success of this study is greatly appreciated.

Sincerely,

Beverly V. Cline
Virginia Tech
College of Education
233 UCOB
Blacksburg, Virginia 24061

VITA

Other Responsibilities:

1. Content analysis for various research projects.
2. Content analysis and final report for the needs assessment for Roanoke County, Virginia's Learning Disabilities Programs.
3. Technical assistance in West Virginia SEERS project for training local education agencies to evaluate their special education programs.
4. Co-instructor for the course "Current Issues in Special Education" during the summer session of 1989.
5. Substitute instructor during the first month of Fall semester 1989 on the courses "Current Issues in Special Education" and "Evaluation of Special Education Programs."

Supervising Faculty: Dr. Bonnie S. Billingsley
Assistant Professor
Administration and Supervision of
Special Education Programs

Program Area Leader: Dr. Philip R. Jones
Professor
Administration and Supervision
of Special Education Programs

Affiliations: Council for Exceptional Children
Phi Delta Kappa
Honor Society of Phi Kappa Phi
Member and former Chairperson,
Wythe County Special Education
Advisory Council

October 1984 Facility Manager, Family Resource Center,
to July 1986 Inc., P. O. Box 612, Wytheville, VA 24382

Provided overall management of a shelter for abused women as well as counseling, support services, community education/information, and fund-raising activities.

Major responsibilities included:

1. Managing all activities of the Family Resource Center.
2. Supervising all Family Resource Center personnel and volunteers.
3. Preparing and managing annual budget.
4. Preparing monthly and yearly fiscal reports for state reimbursement.
5. Providing direct counseling services for clients.

6. Serving as a liaison to all other community human service agencies.
7. Supervising and initiating fund-raising activities for the Center.
8. Working with the Center's Board of Directors as required by that Board.

Immediate Supervisor: Family Resource Center Board
of Directors

April 1983 to Mental Health Worker (Half-time), Family
October 1984 Resource Center, Inc., PO Box 612,
Wytheville, VA 24382

Primary responsibilities included counseling spouse abuse victims, conducting parent education programs for clients and community groups, service coordination for clients, and volunteer recruitment and training.

Immediate Supervisor: Ms. Linda Felts, Facility
Manager, Family Resource
Center, Inc.

Related Experience:

Part-time instructor for Mental Health component of Nursing Assistant program at Wytheville Community College (1983-1984)

December 1977 Director/Coordinator, Early Childhood
to June 1981 Development Program, Washington County
Schools, Drawer G, Abingdon, VA 24120

Under funding from the Appalachian Regional Commission (December 1977 - June, 1980) developed a home-based program serving high risk, handicapped, and developmentally mentally delayed children in the birth to five age group.

Major responsibilities included:

1. Conducting a child find.
2. Establishing communication and program coordination with available resource agencies.
3. Supervision of four home teachers.
4. Providing parent education.
5. Coordination of staff development.
6. Providing input for I.E.P. development.
7. Assessments of children referred to program.
8. Providing home-based instruction.

Administrative responsibilities included:

1. Managing the program budget.
2. Writing continuation proposals for the Appalachian Regional Commission.
3. Writing funding proposals for the local school boards and the Highlands Community Mental Health and Mental Retardation Services Board.

In July, 1980, the Washington County School System assumed complete responsibility for the home-based program. At this time, the program was expanded to include center-based services. My primary responsibilities included program development, staff recruitment, and coordination of services for the center, home-based teaching, and supervision of the infant stimulation program.

Participation in Related Organizations:

Mount Rogers Human Resources Council
Council for Exceptional Children
Washington County Association for Handicapped Citizens
Head Start Policy Council
Head Start Health Services Advisory Council

Immediate Supervisor: Ms. Rachel Fowlkes, Special
Education Supervisor

October 1973 Special Education Teacher, Randolph Primary
to June 1975 School, Goochland County Schools, Box 93,
Crozier, VA

Provided reading and math instruction to primary aged educable mentally retarded students.

Immediate Supervisor: Mrs. M. D. Greene, Principal

February 1972 Counselor/Coordinator, Neighborhood
to May 1973 Youth Corps, New River Valley Community
Action, PO Box 332,
Christiansburg, VA

Counseled 50 to 60 high school students in a work training program. Counseling concerned proper work behavior, social skills, problem with school, and family and personal matters. Counseling was coordinated with worksite supervisors, guidance counselors, principals, probation officers, parents, etc.

Immediate Supervisor: Mr. Earl W. Smith, Jr.,

Project Director

Part-time Work Experience While Enrolled in Radford University

March 1970 to Research Assistant
March 1971

June 1969 to Laboratory Assistant
March 1970

Immediate Supervisor Dr. Carroll E. Smith,
both positions Professor of Psychology

Beverly V. Cline