

EXAMINATION OF THE IMPLEMENTATION OF A JOB-RELATED  
SOCIAL SKILLS PROGRAM IN HIGH SCHOOL CLASSES FOR STUDENTS  
CATEGORIZED AS COGNITIVELY IMPAIRED: A CASE STUDY APPROACH

by

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(ABSTRACT)

A job-related social skills program for high school students with mild cognitive impairments, using a range of media materials has been implemented in several school districts in Virginia. The program, developed under the auspices of the U.S. Office of Special Education Programs, will be examined in this study for issues of implementation and adoption in public high schools. The use of traditional experimental designs in program evaluation is seriously questioned when complex issues of implementation are involved. These issues are magnified in special education settings where subject assignment, sample size, individualized instruction, and teacher choice of materials are uniquely present. Consequently, a case study approach of four classrooms following the techniques of Miles and Huberman and Yin was used to examine the implementation process.

Three major factors were used to organize data collection: teacher understanding of existing curriculum and goals and teaching style, congruence between the existing and new content and decision making related to implementation, and instructional delivery and the way program use actually

looked. While all teachers appeared to like and accept the program, they did not want it to alter their existing classroom plans, teaching styles, and personal interaction approaches. Each teacher showed a unique defense of his or her existing educational style, and the new program was adapted to the ongoing classroom situation, rather than vice versa. If faced with decisions between using the new program and fulfilling existing requirements, these teachers chose to reject the program. The great variation in implementation and modification of the program across these sites supports the need for more careful descriptive site by site studies that allow for differences that cannot easily be identified in quasi-experimental designs.

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First, I want to thank the four teachers who so willingly opened their classrooms to my investigation. They handled the delays and my comings and goings with aplomb. I knew from 12 years of teaching that special education is an area with tremendous demands, but I see now that high school special education teachers should be issued a balance pole for negotiating the tightrope they face every day.

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## Chapter 1 Introduction

The purpose of this study is to examine in some detail the implementation of a job-related social skills training program for secondary school students who are have cognitive impairments. The program was developed under contract to the U.S. Department of Education , Office of Special Education Programs (OSEP), which issued the following information:

There is a need for instructional materials in the area of job-related social skills that are designed to be used with high school youth, ages 15 to 21, who are cognitively impaired. The materials are intended as support to a school's existing curriculum in prevocational training. Simulation technology is to be used as the primary delivery medium to determine its effectiveness as an instructional delivery strategy for the identified population. Commercial production of the final materials is a desired result.

The program, *Social Skills On The Job* , uses a multi-media approach including videotape, computer software (for student use) and an extensive set of guidance materials for the teacher. The program is flexible, designed to be adapted to individual student and classroom needs, and has as its goal, the facilitation of growth in those social domains critical for success in the post-high school job market. The program's design emphasized the need to incorporate certain activities into instructional delivery.

Included in the successful proposal for this project was a letter of agreement from the Virginia Department of Education to assist in identifying school districts to participate in the formative and summative evaluation stages of the project. The participating schools are in the Richmond, Virginia area. The researcher, who was involved in the pilot test of the program, was able to use that involvement to identify four different types of special education classes

for the case studies. Two of the four teachers participated only in the formative evaluation stage, which occurred prior to this research; one teacher participated only in the summative evaluation, which occurred concurrently with and following this research; and one teacher was familiar with the program but did not participate in either evaluation stage. All teachers agreed to participate in the implementation study.

It should be noted that the goal of this study does not include the measurement of change in social skills in handicapped students. It is, rather, to examine the choices, constraints, and complications of putting the program into operation in selected special education classrooms in several school districts in Virginia. The object of investigation is the program, not the students.

This task poses problems in two areas of educational research. The problems of implementation of any innovation involve issues of fidelity of implementation, organizational change, and resistance to change. The problems of research involving handicapped students involve issues of exceptionally complex experimental designs. The issues of small sample sizes, complex social settings, and unique situations, make it clear that traditional experimental designs cannot capture the phenomenon of interest in this study. Consequently, a case study approach with an intense focus on the processes within four disparate classrooms has been selected.

A case study approach was used to examine the processes and site-to-site variations that surround program implementation and to yield more practical information for users and those who are concerned about materials targeted for special education use regarding how the program worked and what teachers looked for in the program.

The literature review in the next chapter considers issues of innovation and change and their applications to the instruction of social skills to special education students. A short essay explaining the argument for use of case study methods in research problems of the present kind is included in Appendix A (p. 102).

## Chapter 2 Review of Related Literature

### **2.1 Issues in Social Skills, Simulation Technology, and Students in Special Education**

Our society values independent living. At the core of public school education is the philosophy of promoting a responsible citizenry, which is often expressed in terms of providing students prior to leaving the school system, with sufficient information and skills to become gainfully employed and live their lives as independent, satisfied, and productive adults.

In the area of special education at the secondary level, addressing the issues that promote gainful employment is a particular concern. In a report of the National Information Center for Handicapped Children and Youth (NICHCY) (1987), it is estimated that 75 to 85 percent of persons with handicaps have the potential for competitive employment. The majority of cognitively impaired students are capable of employment and independent living. With the provisions of PL 94-142, more of these students should be better equipped for competitive employment. However, reports indicate that between 50 and 80 percent are unemployed or underemployed (NICHCY, 1987). One of the most frequently cited causes of this situation is the lack of appropriate social skills. Social and personal skills are essential mechanisms for students with handicaps to make the transition from school to work. As they have grown up, many of these students have experienced difficulties in their relationships with the world. They need special attention to help them develop appropriate behavior and positive job-related social skills.

Research often has dealt with two aspects of social skills: rules of conversation and responding to social cues. In the area of learning disabilities, it has been shown that these students have difficulties in carrying on conversations because they lack an understanding of the rules of conversation such as how to take turns, repair misunderstandings, introduce new topics, or select topics of mutual interest (Donahue, 1983; Kronick, 1981). They also have more trouble taking the perspective of others (Dickstein & Warren, 1980). Students with other handicaps such as mental retardation, hyper- or hypoactivity, perceptual disorders, or memory deficits may also have difficulty distinguishing social cues and responding appropriately

Other specific social skills include making eye contact, smiling, saying hello and goodbye, being polite, cooperating by taking turns and responding appropriately to questions, being sensitive to the feelings of others, supporting others by giving them attention or helping them, having interesting things to say, reinforcing and acknowledging others' comments, and controlling aggression and other inappropriate behavior (NICHCY, 1987).

Social skills in a job context are of critical importance to a person's success in independent living. Grooming habits, speech, bearing, and appropriateness of remarks are some examples. All of these reflect an internal awareness of self and the environment. Competence in these skills can often make up for other deficits and lead to positive social interaction. Incompetence can lead to exclusion, loneliness, and emotional disturbance and can jeopardize the maintenance of independent living.

Approaches to social skills training are associated with social learning theory literature (Gresham, 1982). The theory is an explanation of the complex

and interactive relationship among cognitive, behavioral, and environmental influences on individual learning, and has as its primary thesis that interaction between a person and his or her environment determines action. It places great emphasis on social variables as influences on what and how people learn (Bandura, 1977). Social learning theorists have shown that social skills learning is based partly on observation and imitation of people who are considered important and who are admired for some reason — family, friends, teachers, television and movie heroes, and musical stars. Children have been shown also to be influenced by watching videotapes of other children's behavior. Bandura (1977) maintains that if a student is given the opportunity immediately after watching a scene, he or she is likely to imitate the behavior watched.

Modeling is one of the techniques frequently used in social skills training to help students change their behavior. It stresses the importance of observing and imitating others in improving social skills. Target behaviors are presented by either live or symbolic modeling. Whether or not modeling is effective depends on several considerations (Gresham, 1981). The student must be interested enough to pay attention to the model and must be able to tell which of the model's behaviors are important. Second, the student needs to be able to identify with the model and also to admire the model enough to want to imitate his or her behavior. Third, the student needs to be able to remember the model's behavior and be capable of imitating it.

Simulation technology refers to the use of symbolic modeling in the form of film or videotape to present the target behaviors. Bandura (1977) maintains that there is little difference in the cognitive processes related to modeling, and that

results obtained from observation of a live versus filmed model are identical. However, there are particular aspects of symbolic modeling to which attention must be given (Bandura, 1977; Gresham, 1982; Thelen, Fry, Fehrenbach, & Frautschi, 1979):

- *Model-observer similarity* . Emphasizes peer-age relationship, which has been shown to produce more effective results.
- *Multiple models* . Promotes observer identification with a model on the basis of other characteristics, usually sex and race. However, there is evidence that use of handicapped models for a handicapped audience is less effective than use of nonhandicapped models (Bandura, 1977; Peterson, Peterson, & Scriven, 1977).
- *Narration* . Facilitates modeling effects by calling attention to the target behavior(s). Although the effect of adding narration, either first or third person, is uncertain, there is agreement that some mechanism is needed to direct attention to the critical model behavior (Gresham, 1981; Thelen, Fry, Fehrenbach, & Frautschi, 1979).
- *Context and complexity* . Refers to the need for model context not only to be simple enough to insure attention to the target behavior(s), but also to contain sufficient contextual cues to aid generalization to other settings.

- *Coping versus mastery* . Depicts model moving gradually from difficulty to facility in using target behavior, rather than expert behavior from the start.
- *Acquisition versus disinhibition* . Distinguishes between modeling behavior not in the subject's repertoire and previously acquired behavior that is not exhibited because of fear of failure. This is also referred to as skills deficit and performance deficit, and there are questions regarding the extent to which skills deficits are the cause of interpersonal problems (Thelen, Fry, Fehrenbach, & Frautschi, 1979).
- *Consequences* . Depicts consequence following modeling of target behavior. When used, only positive consequences have been shown, and no research has addressed specifically the issue of presence or absence of positive-negative consequences.

Most of the research on the effects of these aspects in social skills training has been done with nonhandicapped preschool subjects (Gresham, 1981). The results of three studies that used mentally retarded subjects are limited in that all used laboratory-type tasks, and their primary focus was to demonstrate modeling effects in the mentally retarded rather than to teach social skills (Becker & Glidden; Fecher; Talkington & Altman, cited in Gresham, 1981).

A modeling approach with reinforcement and feedback can help shape desired behavior and create changes rather than merely to describe them (Bandura, 1977). However, Gresham (1981) indicates that handicapped students, particularly, do not acquire social skills through observation alone. In

addition to general concerns about the development of sound symbolic modeling presentations, Gresham (1982) suggests that for modeling to be successful with handicapped students, films must be carefully planned and sequenced; direct instruction of the target behavior must be delivered; and opportunities for practice (types of role-playing) must be provided.

Social learning theory is concerned with the complex and interactive relationships that occur in individual learning as influenced by social variables. *Social Skills On The Job* was designed within this theoretical framework to incorporate the aspects of a modeling technique considered important to social skills learning, with concrete teacher direction and support in identification of target skills. In addition, the design, emphasizing a multidimensional teaching approach, supports a broad spectrum of activities that allow for individualization, promote practice, and reinforce use of the target skills. The teacher implements the program and can use the entire program or some subset of components. The implementation decisions are a source of variation that reflect a teacher's approach and beliefs about student learning. The decisions and resulting form of implementation also influence opportunities made available for students to learn and interact with actual student learning styles.

The discussion turns now to the nature of evaluation of complex programs in an educational setting, in which restricted ability to control, inconsistency in site-to-site implementation, and limited samples sizes go hand-in-hand with the desire to examine (a) the process that operates in a program, (b) the variations that occur, and (c) the interrelationships between and among the program components.

## **2.2 Issues of Innovation and Change in Educational Processes**

A very basic characterization of educational evaluation is that of trying to account for some target aspect, such as differences in individual learning, program effectiveness, or policy implications, by identifying all the known and suspected explanatory, related, and competing variables. Such an undertaking presents a sizable challenge in that there are myriad, intertwined components whose presence, effects, and/or indirect involvement require consideration. Within a special education setting these factors are intensified by the nature of labeling students for placement purposes and by the emphasis on individualized education plans (IEP). While each state has regulations relating to the eligibility for and application of its special education program, the daily operation rests with special education teachers. Within their classrooms not only is there considerable latitude and variation in acceptable instruction and activities, but also there are many student social phenomena that must be dealt with, not the least of which are related to placement in a special education class. Thus, the evaluation of program implementation in this setting is equally subject to consideration of the inter-related factors that exist and influence what happens during program implementation.

All too often (cf. Lipsey, et al., 1987; Patton 1978), however, educational research that focuses on the evaluation of instructional treatments sets individual aptitude as the sole, or primary, intervening variable between treatment and outcome with little or no regard for the classroom context that may be just as meaningful in explaining the differences that occur (Barr & Dreeben, 1983). Selection of achievement measures as the educational outcome of

interest ignores the rich variation that accompanies the process that transpires during instructional delivery in the classroom (Patton, 1978).

Variation comes from two major sources: the tremendous range of individual differences among handicapped students and the wide scope of differences in classroom/teacher structures that compose the instructional delivery system. Student behavioral characteristics that may operate on an individual, subgroup, and/or whole class and can enter into the implementation process include motivation (Bialer, 1961; Lefcourt, 1966; Rosenthal & Jacobson, 1968; Weiner & Kukla, 1970), work habits, and perceptions of peer and teacher motivation and behavior (Rohrkemper, 1985). In addition, students in special education classes possess other characteristics that may be important to the variation that affects the classroom environment, such as length of time in special education and secondary handicapping condition. Behavioral characteristics of the teacher, who serves as the provider of instruction in the class-room, contribute valuable information in an investigation of variability in program implementation, such as management style, attitudes toward teaching and materials, years of experience, education level, and credentials (Barr & Dreeben, 1983; Biniaminov & Glasman, 1983). Another type of variation results from the selection and operation of instructional groups (e.g., the reading group), usually found in both regular and special education classes (Barr & Dreeben, 1983). Further, the interactions that inevitably occur between and among these elements of variation are added sources of variation. For example, the formation of instructional groups, a task carried out by the teacher, conveys information about abilities and expectations to both the teacher and

students. As each responds and acts on the information, a climate is established that participates in the further operation of classroom activities.

This broader perspective of classroom environment, which acknowledges both the importance of separate elements, such as teacher management style and student ability levels, as well as their contribution to an expanded process as interactions occur, has interested several researchers. Parsons (1959), who referred to the classroom as the setting where the "business" of education occurs, operated with the theory of the class as a social system in which students become motivationally and technically adequate to perform adult roles. In addition, he saw the interaction of social status and education level in the class as an influence on the potential occupational status of students. Brophy (1979) noted that teachers operate with expectations in the classroom, which set up differential treatment, and in turn, affect student performance. However, student awareness of the differences further influenced the classroom environment. Thus, Brophy stressed the need to understand the context of a classroom and how it operates in terms of process variables – as a "system." Barr and Dreeben (1983) described classroom activities as the joint effort of teachers and students in carrying out curricular tasks. They fault educational research that makes "individual aptitude the only type of condition to intervene between treatment" and "ignores matters of instructional context, situation, and organization which can be just as important as aptitudes in explaining variations in learning" (p. 33). Barr and Dreeben maintained that the most basic condition a teacher must deal with in initiating an instructional program in the class is the number of students and the range of their aptitudes, and the main agenda is to create grouping arrangements in a class so instruction can

proceed. These groupings can then operate within a framework of direct instruction for one group and independent activities for other small groups and/or individual students. In spite of the apparent homogeneity that results from these divisions of a class, there remains considerable variability. Barr and Dreeben (1983) explained this as one of the dynamics of a classroom in which multiple factors influence each other. The teacher's grouping decisions are not based solely on aptitude, but also are influenced by social arrangements within the class. So, grouping is more a tool for organizing than for instructing, and variations will occur at different times from one teacher, as well as across teachers. Marshall and Weinstein (1984) addressed the operation of multiple factors that form a complex classroom environment involving both students and teacher and resulting in varying positive and negative effects. They emphasized the importance of not only assessing the multiple factors that operate in a classroom, but also accounting for the influences between and among factors. In their consideration of possible interactions, they hypothesized that factors may operate and effect change in certain situations to offset the presence or absence of other factors shown to be important under different conditions. In some cases, two or three classroom factors could have an additive effect. In others, one classroom factor might interact in an ordinal or disordinal way with individual student or teacher factors or with another classroom factor.

The model developed by Marshall and Weinstein (1984) attempts to integrate the factors of classroom structures and interactions with the quality of relationships that occur. It focuses on classroom activities that compare students' relative performance and on elements that affect the potentially

negative side of social comparison. Their model identifies six interacting factors of classroom environment: (a) task structure, (b) grouping practices, (c) locus of responsibility, (d) feedback and evaluation procedures and information about ability, (e) motivational strategies, and (f) quality of teacher-student relationships. They state that this model "represents an attempt to move beyond considering the effect of several classroom variables at a time toward a recognition of the complex interactions in real classrooms" (p. 320).

Although Marshall and Weinstein's (1984) model pertains specifically to the development of students' self evaluations, the authors believe "the basic conceptualization of multiple interacting and compensating factors in the classroom environment that may enhance or subvert the influence of other factors can be applied to understanding a variety of student outcomes as they are influenced by teaching practices" (p. 322). The concepts represented in this model are important for the instructional program of interest in this work, *Social Skills On The Job*, because implementation of a program adds a new dimension to the interactions already present in a classroom. Variation is expected not only in a teacher's understanding of the goals and objectives of the existing course, in teaching style, and in the teacher-student interactions that occur during instructional delivery, but also in the program elements selected and the way in which they are used in the course that results from the implementation. *Social Skills On The Job* was designed with a broad enough lesson organization to address varied teaching approaches and learner styles. The Teacher's Guide acknowledges a variety of structuring strategies and describes ways to fit the program components into various teaching approaches; but, it also stresses that particular components are important to

individual learning needs and encourages teachers to use the whole program. Instructional implementation, however, rests with the teacher -- If a teacher does not support the multidimensional ability of learners the program implementation will be different, regardless of the design features that attempt to promote multidimensionality.

In summary, the mainstay of educational evaluation has been the relentless use of achievement measures as the primary educational outcome of interest. As this discussion has indicated, the focus on a single element to explain variations in learning ignores the impact and contribution of the complex, interactive nature of the classroom environment, which is marked by a range of individual elements as well as a dynamic teaching-learning process. Neglect of the classroom context has particular significance in the special education setting, where variations in both student characteristics and educational outcomes and teaching practices are intensified.

### **2.3 Summary**

Program implementation is influenced by a host of variations and interacting relationships that operate in the context of a classroom environment. A growing number of researchers stress the need to examine the context of a classroom and how it operates as a system. Many of the classroom activities they discuss as important ones to consider are incorporated in Marshall and Weinstein's (1984) model, which can serve in this work as a useful framework for identifying and addressing multiple factors operating in a classroom environment during program implementation.

Special education has always been characterized by a focus on individualization. The assessment procedure used for special education placement is intended to provide information on each student's strengths and weaknesses in learning as well as strategies to guide the teacher's instructional planning. In addition, IEPs mandated by PL 94-142 contribute further to the variation that can be expected in the classroom. Each year a program with specific goals and objectives must be structured to meet each student's needs. Although a class may have a course title and content objectives, particularly in the high school, the teacher may have planned several levels of activities to meet different needs of individual students.

## **2.4 Objectives**

The numerous elements suggested in the literature that impact on program implementation comprise a complex model which includes teacher, student, and school factors. In addition to district policy issues, building procedures, and classroom rules, there are teaching styles, student abilities, teacher and student behaviors and interactions, and teacher and student attitudes that can be considered. To focus on the case study described in this work, the following study question was formed: How does the complex nature of teacher and student interactions in the high school special education classroom environment affect the implementation of an instructional program? The general objectives of the case study are:

- To examine the individual site implementation process of *Social Skills On The Job* in terms of the structure and theory that guided its design.
- To identify and describe site operations in the teaching-learning process that lead to variations in instructional delivery.
- To identify and describe site-to-site variations in the implementation process and instructional delivery.

When considering time and energy requirements to conduct the case study effort, it is reasonable to focus on within-classroom factors rather than including department, building, and district factors.. Further, within the possibilities that exist in that setting, the goal in this work is to examine three domains of classroom activities that surround program implementation: teacher planning and organizational strategies, student actions, and teacher-student interactions.

## Chapter 3

### Research Design

Three domains of classroom attributes have been identified as the guiding framework for examining the implementation of the social skills program. These domains are:

Domain 1, *Teacher Structuring Strategies*, centers on course organization decisions and planning approaches to instructional delivery.

Domain 2, *Student Actions*, focuses on participation and motivation during instructional delivery.

Domain 3, *Teacher-Student Interactions*, concentrates on the nature of interactions during instructional delivery.

The following is an overview of this framework:

#### 1. *Teacher Structuring Strategies*

- (a) Organizational/instructional practices
  - (1) apparent level of planning, organization, and preparation of lessons
  - (2) general facility with which whole class discussions are conducted
  - (3) ease of movement between lesson components
- (b) Task structure
  - (1) variety of tasks that occur at the same time
  - (2) basis for divergence that exists in tasks
- (c) Grouping practices
  - (1) size and number of groups
  - (2) basis for grouping
- (d) Feedback and evaluation procedures and information about ability
  - (1) the areas in which feedback and evaluative information are provided
  - (2) treatment of correct and incorrect responses and behavior

(3) statements concerning expectations, attributions, and individual differences

2. *Student Actions*

(a) Motivation

(b) Participation

3. *Teacher-Student Interactions*

(a) General quality of positiveness or negativeness of teacher-student interactions

(b) Nature of interactions between teacher feedback and evaluative information and student actions

Figure 1 provides an overview of the conceptual framework, which shows (a) the three domains as primary influences, and (b) the design theory of *Social Skills On The Job* as an adjunctive influence on the implementation process.

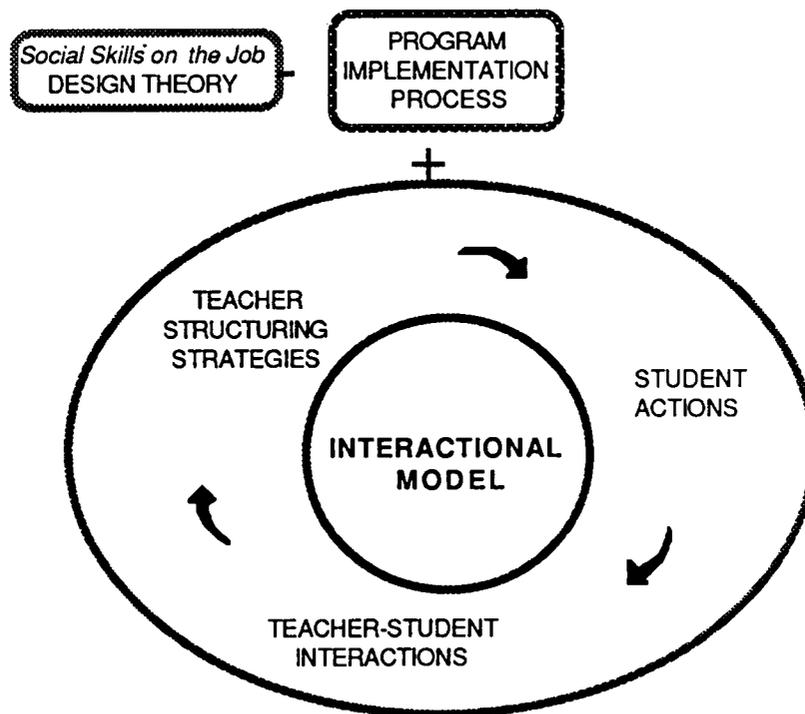


Figure 1. Conceptual Framework of Interactional Model for Program Implementation

### 3.1 Processes (P) and Research Questions (RQ)

P1 Teacher decisions about classroom organization and lesson preparation influence classroom environment and participate differently in the implementation process of *Social Skills On The Job* .

RQ1 In what ways do teacher structuring strategies of organizational/ instructional practices, task structure, grouping practices, and feedback and evaluation procedures participate in the implementation process?

P2 Student actions influence classroom environment and participate differently in the implementation process of *Social Skills On The Job* .

RQ1 In what ways do student motivation and participation operate, interact, and participate in the teaching-learning process?

P3 Teacher-student interactions influence classroom environment and participate differently in the implementation process of *Social Skills On The Job* .

RQ1 In what way does the general positive/negative nature of teacher-student interactions participate in the implementation process?

RQ2 In what ways do the positive/negative nature of teacher feedback and evaluation procedures and student actions interact and participate in the implementation process?

[See p. 25 for a description of the guiding data collection instruments for each of these research questions.]

### 3.2 Case Selection

Since the focus of this study was on the variation that occurs in classrooms during the program implementation process, the selection of cases was purposive. The goal of case selection is not to enhance generalizability but to provide a clear opportunity to study the process of implementation in a range of conditions. Generalizability will be attempted on a conceptual rather than on a statistical basis (Yin, 1984; Appendix A, this paper). The selection was intended

to produce contrary results but within predictable ways based on design aspects of *Social Skills On The Job* and on information obtained from the field test of the program. The initial selection of each class was based on the following criteria:

- Located in a public school classified as regular high school or career/vocational educational center.
- Operated a class with the following characteristics:
  - Designated primary handicapping classification in an area of cognitive impairment --moderately mentally handicapped, mildly mentally handicapped, or learning disabled.
  - Student ages between 15 and 21.
  - Access to VHS format videotape player and Apple IIe computer equipped with an Echo voice synthesizer.
  - Use of social skills program seen as appropriate and acceptable.

Four classes were selected as both a sufficient number to produce maximum variability and a feasible number in which to conduct intensive case studies, when considering the time and energy required to collect data. The four classes provided a mix of rural, suburban, and urban settings; different handicapping conditions; and variations in classroom organization and lesson focus, so that it was possible to study all domains of the interactional model. Because difficulties sometimes arise in determining equivalent categories across states where the criteria for placing handicapped students can be very different, and because this type of variability was not considered a productive one for the purposes of this work, all classes were within a single state, Virginia. Permission to conduct the research project was received from each school

district, and data collection occurred between March and June of 1988.

Following is a description of each site:

#### **SITE 1**

**HANDICAPPING CONDITION:** trainable mentally handicapped (TMH)

**TEACHER:** black, female; age range 30-39; bachelor's degree; 8 years teaching experience; 8 years special education teaching experience; 6 years at current school; [also, one aide – black female and one workshop vocational teacher – white, male]

**STUDENTS:** 12; age range 15-21

**DISTRICT SETTING:** county-based system approximately 20 miles from Richmond, Virginia; two high schools serving mainly middle-class, blue-collar and farming families

**SCHOOL SETTING:** regular high school with campus-like building arrangement, located in a rural area about 10 miles outside a small city

**CLASS SETTING:** titled Vocational Training Center; all high school TMH students in the county attended this self-contained program, which included academic classes, a sheltered workshop, and a bakery

#### **SITE 2**

**HANDICAPPING CONDITION:** educable mentally handicapped (EMH)

**TEACHER:** white, male; age range 40-49; master's degree plus hours; 27 years teaching experience; 5 years special education teaching experience; 5 years at current school

**STUDENTS:** 7; age range 17-20

**DISTRICT SETTING:** city-based system approximately 10 miles from Richmond, Virginia; one high school serving mainly military and middle-class, blue-collar families

SCHOOL SETTING: regular high school contained in one building, located in a small city

CLASS SETTING: titled Education for Employment Class; regular-sized room housed in the vocational wing; is a special program that deals with all areas of job skills and operates in conjunction with a nearby U.S. Army post, where some students work half days

### SITE 3

HANDICAPPING CONDITION: learning disabled (LD)

TEACHER: white, female; age range 30-39; bachelor's degree, working on master's degree; 9 years teaching experience; 9 years special education teaching experience; 2 years at current school

STUDENTS: 5 with only 2-3 regularly present; age range 16

DISTRICT SETTING: county-based system approximately 20 miles from Richmond, Virginia; two high schools serving mainly middle-class, blue-collar and farming families

SCHOOL SETTING: regular high school with campus-like building arrangement, located in a rural area about 10 miles outside a small city

CLASS SETTING: titled English 10 - LD; all special education classes for mild handicapping conditions were housed in the same building; each classroom was half the size of regular rooms so that outside entry was possible for one side, but the second class was reached by walking through the first class

### SITE 4

HANDICAPPING CONDITION: LD, EMH, behavior disorders (BD)

TEACHER: white, female; age range 40-49; master's degree plus hours; 20 years teaching

	experience; 20 years special education teaching experience; 8 years at current school
STUDENTS:	12; age range 16-19
DISTRICT SETTING:	city-based system located in Richmond, Virginia; high schools served population from lower to upper class; families represented jobs in service areas, industries, state government, military, and professions
SCHOOL SETTING:	vocational high school for students with special needs transported from within the entire school district and sometimes from neighboring districts; located in a fairly central area next to regular vocational high school
CLASS SETTING:	titled Career Readiness; academic-type class that operated to support specific student needs in behavior and individual vocational programs

### **3.3 Instrumentation**

A set of strategies was adopted for orderly collection, organization, reduction, and management of data, which in a case study takes the predominant form of words. These strategies were to (a) develop guiding instruments to maintain focus on the primary factors and avoid unconscious shifts in direction, (b) identify and define the factors within each domain to be studied, (c) conduct checks to ensure that all desired data were collected and to reduce the risk of missing data and corroborative effects, and (d) document the procedures used so that others could follow the progression from research questions to conclusions.

It was thought that Teacher Structuring Strategies could be addressed through the teacher's stated intentions for implementation as well as the observed delivery. Examination of the fit between the program as designed and

the teacher's level of adoption of the program could be made in the same ways. Student Actions and Quality of Teacher-Student Relationships were thought to include factors obtained primarily through observation. To facilitate organization of the information, three instruments with guiding statements were developed from the conceptual framework and research questions to translate the domains into areas of focus for interviews and observations during the case study investigations:

1. Instrument A - Teacher Understanding/Style

Statement -- The teacher possesses an understanding of the goal of the class that includes: (a) class/course objectives and content, (b) teacher style and techniques, and (c) student needs. In respect to the conceptual framework, these data refer to the Teacher Structuring Strategies.

2. Instrument B - Congruence Between Existing and New Content

Statement -- When new instructional material(s) is first observed, the teacher assesses the congruence between expectations for the class and the new material and decides what to do with the new material. The teacher operationalizes a decision about incorporating the new material by readjusting lesson plans that: (a) merge some materials, (b) specify initial presentation to and activities for students, and (c) delineate long term direction and activities. In respect to the conceptual framework, these data refer to the Teacher Structuring Strategies and Student Actions.

3. Instrument C - Instructional Delivery

Statement -- The teacher's instructional delivery of the adapted lessons: (a) provides an initial orientation for students, (b) conveys a level of acceptance, knowledge/mastery, and confidence; and (c) responds to the social system of the classroom. In respect to the conceptual framework, these data refer to the Teacher-Student Interactions and Student Actions.

The first two instruments were designed to focus the interviews. They consisted of semi-structured sets of questions covering aspects of the teacher's

perspective of course objectives, content, and structure and the implementation process for the social skills program. These instruments were designed to represent teacher views on target factors that were then the subject of observations. The third instrument was directed at instructional delivery information collected during observations. This instrument served to focus the researcher's attention on identified factors but also provided for additional information. The researcher was the intended respondent for all instruments. [Guiding data collection instruments are presented in Appendix B, p. 118.]

A preliminary list of factors was generated to correspond with the instruments under the headings of Teacher Understanding/Style, Congruence Between Existing and New Content, and Instructional Delivery. In addition, Miscellaneous Codes was established to handle general background and demographic information and to allow some qualifying information to other factors.

The list of factors was intended as an organizational device for coding field notes and instruments as the case study work progressed. It also helped establish a common language that was used in writing notes at each site, which facilitated later search strategies for comparisons across sites. The codes served a descriptive purpose for the identified factors of interest. The definitions of factors were directed at judgments and observations made by the researcher. In the original, preliminary list, Teacher Understanding/Style had 10 factors, Congruence Between Existing and New Content had 11 factors, Instructional Delivery had 10 factors, and Miscellaneous Codes had 21 items.

Since the objective for this organization was to facilitate analysis, the list of factors was seen as a flexible one. As the dynamics of each site became more

apparent during the case study investigations the codes were evaluated for precision and clarity – refining, modifying, adding, or deleting when necessary. The final list of factors along with codes and operational definitions is presented in section 3.6, Analysis (p. 38). [The original factors with codes and explanation of modifications are presented in Appendix C, p. 123.]

### **3.4 Data Collection**

The social skills program was delivered to the teachers in December, 1987. They were free to review the materials and pursue advanced planning and preparation as desired. Their instructions were that implementation would begin early in the second semester, that it would continue throughout the semester, and that the first site visit would coincide with the initial presentation lesson.

The planned schedule for data collection specified eight visits per site. Due to a delay on the part of the researcher, a modification was required to the original plan of beginning each case study with observation of the initial lesson presentation. The teachers at Sites 1, 2, and 3 decided to present one lesson per week and needed to begin the program in February in order to complete the 15 lessons by the end of the semester. The teacher at Site 4 decided to present at least two lessons per week, and agreed to accommodate the researcher on a change in schedule so that the initial presentation could be observed. The result was eight visits to Sites 1, 2, and 3 and six visits to Site 4.

The original intent was to audiotape a review and commentary of each observation during the travel times between sites, which ranged from 30 to 45 minutes, or between the sites and home, which ranged from two to three hours.

This plan was followed for the first visit to each site. However, transcription of the tapes was very arduous because of tremendous extraneous noise in the car, and the plan was dropped for subsequent observations. The plan to audiotape in-depth interviews was done in all cases except at Site 1, where the teacher declined use of the tape recorder. At the request of all site teachers, administrators were not asked to audiotape their interviews.

Data collection occurred between March and June of 1988. All interviews and observations were conducted by the researcher at the site schools. Interviews with teachers were done during planning periods and before and after school. Interviews with school administrators were arranged during the school day by appointment. Observations were conducted during the target class period at each site. The actual data collection was carried out as shown in Table 1.

Table 1

## Data Sources by Site Visit

Visit	V1	V2	V3	V4	V5	V6	V7	V8
Site 1	M/O-I	M/O-I	M/I	M/O-I	DI	M/O-I	AI	O
Site 2	O	O	O	PI	DI	O	M/AI	O
Site 3	O	M/I	M/I	O	AI	DI	O	M/I
Site 4	PI/O*	O	DI	O	AI	O		

O = observation; PI = preliminary interview; DI = in-depth interview; AI = administrator interview; MO/I = modified/observation-interview; M/I and M/AI = modified/ interview

\* [To accommodate the change in visits for Site 4, the first visit was conducted in two parts. It began with the preliminary interview during the teacher's planning period to the observation of the initial lesson presentation during the target class period.]

The first two site visits were planned as observations to permit the researcher to develop a general sense of the instructional process, teaching style, approach to using the new materials, student reactions to the materials and participation, and classroom dynamics. These observations were carried out as intended at Sites 2 and 4. A family crisis for the Site 3 teacher cancelled the instructional period for the second visit, and a short interview was conducted instead. At Site 1, absence of the classroom aide during the first visit and malfunctioning equipment during the second visit resulted in altered schedules, and no direct instruction was conducted by the teacher at either time.

Observations were planned to cover full class periods and this was done for the visits at Sites 2 and 4. Site 1 never held or completed an instructional lesson during any of the first seven regularly scheduled visits. The last visit, during the final week of school, was arranged specifically to allow observation of some type of direct instruction at this site. After the family crisis for the Site 3 teacher on the second visit, the third visit was scheduled as the preliminary interview. However, upon arrival at the classroom there was a note from the teacher on the chalkboard stating that she had become ill and gone home. Another teacher took the students to his class, but only a portion of the period with the other teacher was observed. The remaining visits for Sites 2, 3, and 4 were reasonably within the planned data collection schedule. (Details of planned and unplanned observations are presented below in the descriptions of site visits.)

Notes were the predominant form of data collection during all visits. Notes were made during each observation using Instrument C and prepared notations as guidelines. Although actual class period lengths at the four sites ranged

from 50 to 150 minutes, instructional periods during which observations were conducted were rather consistent at 50 to 55 minutes. The brief teacher interviews were recorded by researcher notes and took from 10 to 30 minutes. The in-depth interviews took from 45 to 60 minutes and were audiotaped at Sites 2, 3, and 4. The administrator interviews took from 15 to 30 minutes.

Following each site visit and prior to the next visit, the notes were reviewed and cleaned during the process of creating computer text files, and any audiotapes were transcribed and entered into computer files. Codes were entered by hand on the printed notes (using the original codes presented in Appendix C, p. 123, and later the revised codes shown in Table 2, p. 43) and assigned to the appropriate sections of the three instruments. These then were reviewed for completeness in order to form a set of questions and focal points to guide the subsequent visit.

### **3.5 Findings: Summary of Field Notes by Site**

The nature of a site, operation of the class, and researcher comments were regarded as important additional information to provide a characterization and elaboration of the specific interview or observational data that were targeted for each visit. Following are descriptions of the site visits during which these types of information were recorded:

#### **SITE 1**

VISIT 1: There were six to nine students present in the bakery during the visit. The teacher said she had planned for the Lesson 8 videotape-discussion. However, the aide was absent, and when this occurs, no substitute is provided by the school district. Thus, the teacher does not carry out any direct instruction, but works with students in the bakery.

After getting students started on their jobs in the bakery, the teacher had two students, individually, work on Lesson 1 on the computer. The first student was preoccupied with the aide's absence throughout the computer activity. The second student was very methodical and repetitive in working through the multiple-choice exercises.

VISIT 2: There were seven to ten students present in the bakery during the visit. After getting students started on their jobs in the bakery, the teacher left to get the VCR from another special education room. She planned to conduct the Lesson 8 videotape-discussion. The picture on the VCR was barely visible, and the teacher went to the media center to get help. The media person was not expected until afternoon, and another person who tried to help was unsuccessful.

The teacher went to get the computer from another class. Two students worked individually on the computer. The first, who also worked on the computer during the previous visit, worked slowly, but was more adept at answering the questions. The second student asked to quit after answering two of the four questions.

VISIT 3: MEMO following interview: The organization of this class revolves around the bakery schedule. Although the teacher says that things the students learn in the social skills lessons are reinforced in the bakery activities, there has been no observational evidence of this. The material does not seem to be individualized nor focused on particular needs. There are no apparent written plans.

VISIT 4: There were five to seven students present in the bakery during the visit. The teacher said she had not really planned anything for today's class.

Someone came to move the VCR to another special education room. The teacher discovered that some ingredients are needed for the bakery, so the aide and two students went to the grocery store. The teacher decided a student should use the computer, but another teacher arrived and asked to use the computer.

MEMO: I am surprised by the seeming lack of organization and planning for instruction. Even in the bakery work, there has been no evidence of trying to instruct these students. The teacher has said how important repetition is, and yet there is no systematic or daily reinforcement of the measuring, mixing, or baking tasks. The teacher said the social skills objectives are important for

these students to learn, and she can use them in practical work in the bakery. However, I have not heard one reference to the social skills lessons during the times I have watched the students in the bakery.

**VISIT 6:** The teacher said she has too many departmental duties and would not be able to have a direct instruction lesson. Nor was she sure when, if ever, during the remainder of the semester she would be able to conduct a lesson that could be observed.

**MEMO:** Again, there was no evidence of lesson oriented objectives or vocabulary to guide or link the bakery tasks to some instruction. The students asked whether their measurements were correct or if a task was completed. Of four students asked about the videotape lessons, not one showed any indication of recognition of the topics the teacher said they have covered. One student said she had worked on the computer, but she could not remember anything about the lessons.

Each day seems brand new and subject to the whims of the day, e.g., aide absence alters the schedule; aide needs to go to the grocery store and it alters the schedule; and teacher department duties alter the schedule. The appearance is that everything else comes before direct instruction.

**VISIT 8:** **MEMO:** The teacher selected two students for direct instruction on the videotape-discussion for Lesson 9. Both students were attentive to the video and the teacher during most of the lesson. Their recall of specific scenes was limited, and I think they would benefit from frequent to daily repetition of each video lesson.

The teacher's focus on using the vocabulary words seemed a good strategy, but there was no evidence of follow through in the bakery.

## **SITE 2**

**VISIT 1:** There were seven students present, but one was called to the office and did not return during the period. The videotape-discussion for Lesson 6 was the planned instruction and lasted 30 minutes.

**MEMO:** The teacher did most of the talking during discussions, and student responses were generally short answers. The students were well-behaved, and all but one appeared to be paying attention to the task. Two male students were the most

involved. However, the teacher seemed willing only to allow them to talk for short periods of time before he took over again. The teacher did not encourage elaboration of student input.

**VISIT 2:** There were five students present. The class period began with collection of a homework assignment and then focused on learning the operation of the computer and the social skills software.

**MEMO:** In response to a student comment about how to boot the computer, the teacher asked me to respond. I felt awkward about being asked to participate, but I decided that just responding would be less intrusive than saying I preferred not to.

The teacher appears to like being in control of the class and again did a considerable amount of the talking. However, after introductory remarks and instructions about using the computer, he allowed three male students to talk without interruption about experiences they had had with other computers in the school. The students seemed excited about getting to use the computer, and everyone appeared to be paying attention to the task. Again, the male students were more involved than the female students.

**VISIT 3:** There were six students present, but one left to go to another special education class to make-up work. Vocabulary and the videotape-discussion for Lesson 7 were the planned instruction.

The teacher dominated talking in the class. Rarely did a real discussion start, and then it involved only male students, who volunteered but did not expand much. The female students would answer if called on, but did not volunteer.

**VISIT 6:** There were seven students, but one left to attend a senior activity during most of the period. The videotape-discussion for Lesson 13 was the planned instruction. Two worksheets were assigned as homework.

**MEMO:** The procedure for the videotape-discussions seemed to follow the same pattern as previous observations. The teacher did most of the talking; two or three male students volunteered short answers; and the female students never contributed but did look as if they were paying attention.

The teacher said he had stressed that everyone should take their time and get a good grade because sometimes they got lazy and just put down anything. "These two worksheets are very easy,

and everyone should get 100 percent. If they don't, it's because they didn't pay attention. I want to keep reminding them that they're always going to be evaluated on things they do."

VISIT 8: There were six students present. The teacher was trying to complete the social skills program in order to finish things in the regular curriculum before schools ends.

MEMO: This was the first time the class was observed with no focused lesson and students involved in independent work. Two boys related a work incident to the teacher and he encouraged them to talk about it. It was the most extended discussion/conversation observed in this class. The teacher also initiated a conversation with one of the female students about a test she was preparing for.

### SITE 3

VISIT 1: There were three students present. Another student, who is not a member of the class, joined the class from study hall. The discussion and worksheets for Lesson 5 were the planned instruction.

The students seemed quite negative about being in a special education class. Two of them, one male and one female, talked with great bravado about what they would and would not do on a job. The general demeanor of the class seemed tense with students leaning back in their chairs, putting their feet on the desks, talking out repeatedly, and interrupting each other. There was little sense of a real discussion. Comments were more along the lines of "I'm tough," "I'm bad," and "Who cares about meeting some hot shot." The teacher frequently asked them to pay attention and stay on task with the worksheets. The third student was very quiet and barely participated in the class.

VISIT 2: Due to a family crisis the teacher had to leave school and did not meet with her class. A short interview was conducted instead.

VISIT 3: There was a note on the chalkboard stating that the teacher had become ill and had to leave. There were directions for the students to take their vocabulary assignment to another teacher's room, and when they finished they were to work on the computer lessons.

Two students were present. They said there was no way they were going to the other teacher's room because he taught retarded kids and people might think they were retarded, too.

The teacher came to the room to get the students and told me it would be fine to conduct the observation in his room. The students told him they were not going to his room, but the teacher told them that they would come to his room. After five minutes we all went to his room, but the students ran and ducked inside the door and started pulling down the window shades. The teacher followed and put the shades up. He told them to go into the area with the computer where "there are no windows so no one will see you." The teacher initiates a conversation about their negative attitude and feelings. I decided that my presence might be counter-productive, and I left.

**VISIT 4:** There were two students present. The discussion and worksheets for Lesson 7 were the planned instruction. When one student's comments started heading towards a different topic, the teacher did not allow the discussion.

**MEMO:** The teacher seems very easy going about the lessons. There is no emphasis on the worksheets as assignments that are to be completed and turned in. There is no mention of grades, although I would guess that the teacher records some indicator of participation.

Again, the students expressed a negative attitude about special education. Both students waited until the bell rang to duck into the room, close the the blinds, and position themselves in places where they are not readily visible if someone opens the door. The female student seemed more reflective during the discussion, but the male student's participation and comments were still loud, interruptive, and "macho."

**VISIT 7:** There were three students present. The discussion and worksheets for Lesson 9 were the planned instruction. The teacher also used one of the suggested activities on idiomatic expressions.

**MEMO:** There was considerably more reading aloud answering items as a group. The teacher said the male student, who has not been present very often, is a non-reader. The teacher's approach seemed to be based on this student's presence.

Overall, there was not much vitality from the teacher or students. The females' student's acting of both versions of a skit was probably the best involvement observed thus far in this class. It was the first time I had seen one of the two usual students take an activity seriously, try to do a good job, and not make several remarks about how "stupid" it was.

VISIT 8: There was one student present, and no lesson was presented. I talked to the student, who said she enjoyed the discussion more than any other part of the program. She thought it was good to be able to include personal experiences, and it was a chance to talk about what was on her mind. She thought the computer lessons were too slow and easy.

The teacher confirmed that participation is the basis for the grades students received. She said she thought the number three worksheets would be good discussion starters for LD students and probably better than using the computer software. However, she did not do that because she felt she was at a disadvantage in having such a small class.

#### SITE 4

VISIT 1: There were twelve students present but two went to other classes during the period. The introduction of the social skills program and the videotape-discussion and worksheets for Lesson 1 were the planned instruction. In addition, the students were to compile the lesson worksheets into individual folders and begin defining the vocabulary words for Lesson 1.

MEMO: This was a strange mixture. The teacher had obviously thought about how she wanted to use the materials, and she had prepared the worksheets and had the equipment ready. However, there was virtually no discussion. The Teacher's Guide was opened to the first lesson, but the teacher never used any of the probes, nor did she generate her own questions. She did not use the Advance Organizers or read through the vocabulary words with the students. While the students worked on the worksheets, the teacher worked at her desk. The students worked on their own or in pairs, but they were making many mistakes because they could not read some words.

VISIT 2: There were twelve students present. One student was working on the computer. Two students were sitting at a table in the back of the room, and one student was at a study carrel. Eight students were working on their folders with the worksheets and vocabulary words. The videotape played throughout the period, running from Lesson 1 to Lesson 12. The eight students who were working on their folders periodically looked at the video monitor and occasionally commented on a character. There was no discussion, vocabulary practice, or worksheet directions.

VISIT 3: MEMO following interview: The students are well-behaved and most work on some sheet from their folders. However, I am struck by the appearance of little organization to the class to guide the students. Although the teacher said everyone uses the computer, I have observed only four students on it. These four really like the computer and will do the lessons over and over. Four students have always been working on worksheets and periodically attending to something on the videotape. But, they have many errors on their worksheets that indicate reading and vocabulary problems. The teacher said she would like to record the vocabulary words to help with this problem, but it seems that in the absence of that, there should be an oral review of the words. I am not sure what is actually happening in this class. I cannot tell if any positive learning is occurring.

VISIT 4: There were ten students present and room had been rearranged. Seven students worked on sheets from their folders and on math problems from the board. The videotape ran continuously during the period. One student attended to a complete video segment and spoke every line with the characters.

About midway through the period, the teacher told the students they were going to work as a group on worksheet 2 for Lesson 7. The teacher did not understand the directions and could not explain to the students. She asked me to explain, which I did.

MEMO: I believe that the group effort on the worksheet was for my benefit. The teacher does not seem adept at providing alternative presentations of the items to fit the needs of a particular group. She does not seem to anticipate where their needs are going to be, based on knowledge of her group of students. My impression is that she wants the structure of the class to be independent work by the students whether they can handle it or not on a given assignment. There is no gauging of the instructional situation by the teacher.

VISIT 6: There were seven students present. No assignments had been graded as the teacher had planned, and she said she was somewhat worried about getting everything accomplished before school ended. She asked me for suggestions to help with better planning for the following year.

Again, the videotape ran throughout the period. The teacher said everyone should have finished all worksheets and asked me to look at as many of their folders as I could during the period.

MEMO: When I first saw the video just running throughout the period without guidance or discussion, I thought it was a waste. However, after talking to the students and watching them, it seems clear that at least five of them got something out of this approach. It would be interesting to know if repetition helps build little scenarios that the students retain and can call on to use when a similar situation presents itself in real life.

I am bothered by the method of independent work with no guidance or timely feedback. The grades are important to these students, and most of them do every assignment. However, given the reading difficulties they have, it is too much to expect them to be able to do a reasonable job with the worksheets without some directional assistance and vocabulary work. Also, I think grading all 15 lessons at once at the end of school leaves no opportunity for learning or teaching.

### **3.6 Analysis**

Data analysis comprised coding, categorizing, characterizing, and interpreting the qualitative information. Since the focus of this study was on descriptive factors associated with the operation and influence of the complex nature of teacher and student actions in the classroom during program implementation, certain types of analysis occurred as data collection progressed. Preliminary codes were applied to field notes that had been cleaned and transferred to computer files and to the transcribed audiotaped notes. A midpoint evaluation of the status of data collection was conducted. Completed computer data files were transferred to a qualitative data manipulation program, and the coding process was repeated in an ordered fashion. The process operated as follows:

- Each site was targeted for collection of information in each of the three primary domains: Teacher Understanding/Style,

Congruence Between Existing and New Content, and Instructional Delivery. In addition, data were collected from each site on issues of implementation of the instructional program including each of its components.

- As data were collected, each visit's notes were hand-coded; the codes were applied to the appropriate sections of the instruments; descriptive labels were added to information that could not be coded from the existing list; the instruments were reviewed for completeness; and a set of questions was generated to guide the subsequent visit.
- Researcher opinions on possible relationships in the data, ambiguities, or puzzling information, along with any qualifying visit details were attached to the end of field notes in the form of memos.
- Midway through data collection, the researcher evaluated codes for levels of use, accuracy in reflecting site information, and adequacy in meeting the requirements of the remaining site visits. The descriptive labels were reviewed to determine what additions and modifications to the list of codes were warranted. No changes were made in the area of Teacher Understanding/Style. In Congruence Between Existing and New Content, separate codes for each component of the social skills program were collapsed to

one code. In Instructional Delivery, three codes, originally established for interview information in the first two areas, were added to clarify observation information of the same items; two codes were combined; and one item was deleted. Some of the miscellaneous codes were separated into areas for background and setting-related information.

- Pattern codes (cf. Miles & Huberman, 1984) were applied when themes, or explanations that led to an understanding of variations in the implementation process were identified.
- All final computer files were transferred to a qualitative data manipulation program, Text Analysis Package (TAP) (Drass, 1986).

The TAP coding process was applied in an ordered fashion beginning with Site 2, which was judged to have the most complete and richest data and thus the one that presented the most stringent application of codes. This step generated eight additional Setting-Related Codes and three Background Codes (see Appendix C, p. 123) to address information that seemed important but was not covered through existing codes. It also suggested the need for a modification rule in order to more accurately code information. The memos contained information and comments related to areas of interest that had existing codes, but they were not accurately described within the areas indicated

by one of the two-letter identifiers, US, CG, and ID. This modification resulted in six codes where the two-letter identifier was replaced with a slash (/) to indicate that the information was related but not part of the set of codes representing one of the specific areas of interest.

The revised set of codes was then applied to Site 4, which was judged as the second most complete and richest data set. One difference that occurred during this application of the coding scheme involved 12 additional modifications to existing codes of the type in which the two-letter identifier was replaced with a slash. The other difference was the identification of a possible across site pattern code.

The resulting codes were then reapplied to Site 2, which resulted in no coding changes and confirmation of the pattern code. This process of applying the latest coding scheme and rechecking previously coded data for any warranted changes or modifications was repeated for Site 3, which resulted in no coding changes. When the process was applied to Site 4, one slash-modified code was added. The revised set of codes was then reapplied to Sites 2, 4, and 3 with no resulting changes in coding.

The final codes were entered in TAP data files. Table 2 summarizes the revised coding system including the operational definitions of each code. Note that some codes are preceded by a

Table 2

## Coding System: Final Iteration

FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
TEACHER UNDERSTANDING/STYLE [US]		
Course organization	USORG	Indications of organization and design of course content including use of the new program
Major course objectives	USOBJ	Specification of course objectives
How course content is determined	USDET	Determination of course content (e.g., formal, informal, mixed)
Teacher definition of course content	USDEF	Interpretation of course objectives and what comprises course content
Lesson and material preparation	USPRP	Indications of advanced planning and preparation of lessons and related materials that provide a general sense of direction for the course
Task structuring	USTSK	Information on or indications of the nature and intended purpose of an activity and the importance of individualization in arranging tasks (e.g., direct instruction, independent seatwork, computer use)
Student grouping	USGRP	Information on or indications of the structure and operation of the group for instruction (e.g., whole class, small group, individual)
Student involvement in goals and evaluation	USLCI	Information on or indications of the teacher planning for and/or offering student choices in instruction and evaluation (e.g., sequence, pace, group membership, creation and direction of learning activities, goal establishment responsibility, checking answers)
Teacher innovation	USINV	Indications of adjusting plans based on particular class or student characteristics, or planning alternative strategies for unusual class circumstances
Feedback to students	USFBK	Indications of planned feedback to students (e.g., verbal or physical, positive or negative, grading procedures)

Table 2 Continued  
Coding System: Final Iteration

FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
<b>CONGRUENCE BETWEEN EXISTING &amp; NEW CONTENT [CG]</b>		
Content fit	CGFIT	Comparison of existing and new content relating to implementation with indications of similarities, difference, compatibility, and problems
Use of program approach for organization	CGAPP	Indications of use of information from Teacher's Guide on organizing implementation of program
Use of suggestions for individualization	CGIND	Indications of use of information from Teacher's Guide on individualizing instruction
Use of program components	CGCMP	Indications of use of information from Teacher's Guide: Advance Organizers, videotape-discussion probes, vocabulary and other language related activities, worksheets, computer software activities, role playing activities
Program use modifications	CGMFY	Modifications made to new program to accommodate implementation
Initial use and presentation of program	CGINT	Information on or indications of the nature and intended purpose of an activity and the importance of individualization in arranging tasks (e.g., direct instruction, independent seatwork, computer use)
Student grouping	USGRP	Description of initial presentation to students and events surrounding first lesson
<b>INSTRUCTIONAL DELIVERY [ID]</b>		
Individual lesson and material preparation	IDPRP	Ways in which advanced planning and preparation of individual lessons and materials promote smoother, more integrated instructional delivery
Modification of approach and/or materials	IDMFY	Ways in which program materials are modified during instructional delivery
Nature of discussion tasks	IDDIS	Description of discussion activity during lessons (e.g., use of probes, length, student involvement, depth, extension to related topics)
Nature of use of other components	IDCMP	Description of other activities during lessons: use of Advance Organizers, vocabulary and other related language activities, worksheets, computer software activities, role playing activities

Table 2 Continued  
Coding System: Final Iteration

FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
INSTRUCTIONAL DELIVERY [ID] continued		
Nature of transition between tasks	IDTRN	Ways in which teacher moves students from one activity to another during a lesson
Approach to elicit student responses	IDLCT	Ways in which teacher promotes student attention and participation during lessons and which students are included (e.g., all, selected, or none)
Student contributions	IDCTB	Description of student contributions in response to direct questions, to general discussion topics, and to less formal lesson situations
Feedback to students	IDFBK	Description of the type of comments or gestures made to students in regard to their efforts during lessons
Teacher posture and movement	IDMOV	Description of teacher involvement and movement during direct instruction
Teacher extemporaneous innovation	IDINV	Ways in which teacher responds to and handles unexpected or unusual situations during lessons
Student involvement in goals and evaluation	IDNVL	Ways in which students participate in the creation and direction of lesson activities and/or participate in checking assignments/deciding if assignments are satisfactory
SLASH-MODIFIED CODES *		
Organization	/ORG	Reference to classroom organization , not directly related to target lessons
Objectives	/OBJ	Reference to course objectives, not directly related to target lessons
Definition	/DEF	Reference to teacher definition of content, not directly related to target lessons
Lesson and material preparation	/PRP	Reference to lesson and material preparation, not directly related to target lessons

\* These codes represent new modified codes that did not meet original criteria for situational contexts.

Table 2 Continued  
Coding System: Final Iteration

FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
<b>/SLASH-MODIFIED CODES continued</b>		
Tasks	/TSK	Reference to structuring of tasks, not directly related to target lessons
Tasks - negative aspect	/TSK-	Researcher classification added to TSK code
Grouping	/GRP	Reference to grouping procedures, not directly related to target lessons
Grouping - negative aspect	/GRP-	Researcher classification added to GRP code
Student involvement in goals and evaluation	/LCI	Reference to student involvement in goals and evaluation, not directly related to target lessons
Innovation	/INV	Reference to teacher innovation, not directly related to target lessons
Feedback	/FBK	Reference to feedback to students, not directly related to target lessons
Feedback - negative aspect	/FBK-	Researcher classification added to FBK code
Individualization	/IND	Reference to individualization of instruction, not directly related to target lessons
Program components	/CMP	Reference to program components, not directly related to target lessons
Modifications	/MFY	Reference to a program modification, not directly related to target lessons
Discussions	/DIS	Reference to the nature of discussion tasks, not directly related to target lessons
Approach to elicit student responses	/LCT	Reference to ways teacher promotes student attention and participation, not directly related to target lessons
Student contributions	/CTB	Reference to student contributions, not directly related to target lessons
Teacher posture and movement	/MOV	Reference to teacher involvement and movement during instruction, not directly related to target lessons

Table 2 Continued  
Coding System: Final Iteration

FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
SETTING-RELATED CODES		
Setting	SET	General reference to an aspect of the classroom
Student attention to task	TND	Observation of student physical appearance in relationship to activity (e.g., having appropriate materials, eyes on lesson focus, indication of involvement in activity)
Student attention to task - positive	TND+	Researcher classification added to TND code
Student attention to task - negative	TND-	Researcher classification added to TND code
Female	female	Observation of and/or information about action involving a female student
Male	male	Observation of and/or information about action involving a male student
Control	ctrl	Indications of dominance of lessons - observation of discussions by one person or group, being or wanting to be in control of activities
Self-image	image	Information and/or indication of student feelings about self, including in relationship to special education placement
Success	succs	Information and/or indication of teacher feelings about student success - in school, on the job; or potential for success
Support	spprt	Indications of support, help, or assistance being offered or given to others
Program - Social Skills On The Job	SSJ	Reference to program not included in other codes
Pattern	PAT	Researcher classification of emerging pattern
Surprise	???	A surprising and/or inconsistent finding
Researcher	me	Reference to researcher when information is directly related to her presence at the site

Table 2 Continued  
Coding System: Final Iteration

FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
<b>BACKGROUND CODES</b>		
Special education	sped	Researcher classification added to a code
School	sch	Researcher classification added to a code
Graduation	grad	Information about graduation requirements for special education students - Carnegie units, attendance, competency testing
Dropout	dropou	Information on dropout rates - for school and possibly of target special education category
Enrollment	enroll	Specifications of enrollment - the school and possibly of target special education category
Parents	par	Information about parents of students - support, attitudes, involvement
Socioeconomic status	ses	Information about the economic nature of the community/population served by the site
Grade range	grdrng	Specification of the grade range in the target class at the site
<b>MISCELLANEOUS CODES</b>		
Student(s)	STU	Reference to students not in other codes
Teacher	TCH	Reference to teacher not in other codes
Sex	SEX	Female; male
Race	RAC	Black; white
Age range of teacher	AGE	30-39;40-49;50-59
Education level	EDL	bachelor's degree; bachelor's plus hours; master's degree; master's plus hours
Total years of teaching experience	TEX	Reported number
Years experience in special education	EXP	Reported number
Years experience at current school	CEX	Reported number
Age range of students	ARG	Reported number

slash (/) indicating that this new modified code did not meet original criteria for situational contexts. TAP created frequency tables for all codes. These tables are presented in Appendix D (p. 132) along with field notes and an explanation of the operational procedures used by TAP.

- Using the resultant analysis of all codes including the TAP frequency distributions of final codes and themes, summary statements about each research issue in each domain and about issues if implementation for each site were then constructed and summarized in the three instruments tables (Instrument A, Teacher Understanding/Style; Instrument B, Congruence Between Existing and New Content; and Instrument C, Instructional Delivery). [Completed data collection instruments and setting descriptions are presented in Appendix E, p. 221.]
- Analyzed coded data entered on the instruments (see above) were examined by the researcher to determine a procedure to further reduce the data. Within site summary tables (cf. Miles & Huberman, 1984) were generated to group related information into categories that addressed the position from which the teacher operated in implementing the program, the incorporation of the new program materials into the class/course content, and what instructional delivery looked like in operation. The individual site summary tables are discussed in section 3.7, Results (p. 50).

- Data from the Within Site Summary tables were carried forward with moderate reductions to an Across Site Summary table. This step facilitated examination of similarities and differences across the sites.
- The entries across sites were examined for ways to cluster information into categories based on the conceptual framework, objectives, and research questions to further refine the focus on the similarities and differences in program implementation and the classroom environment. The following categories were established for entry of information in an across-site clustered summary table of aspects of implementation and classroom environment, which is discussed in the next section:

- How teacher saw class/course
- Teacher decisions and primary concerns
- How program looked
- What teacher was doing most
- Teacher-student interactions

- The final analysis drew from all previous comparisons to reduce the data to basic aspects of variation in implementation and classroom environment that could be characterized as present in high or low form. The process used functioned similarly to a contrast table as described by Miles and Huberman (1984). They describe the contrast process as helpful in locating attributes and the resulting table as very useful. All four sites were included for completeness, and contrasts were ordered from high to low levels.

The following aspects were used as representative of implementation and the classroom environment:

Beginning level of course structure,  
Sense of investment in course,  
Adoption of program,  
Adherence to established teaching approach,  
Confidence conveyed in instruction,  
Teacher involvement in instruction, and  
Student acceptance.

The contrast table is discussed in the following section, Results.

### **3.7 Results**

This section will present the results of the within site summaries (by site); the cross site summaries; and a conceptual summary of aspects of implementation and classroom environment. Results are reported in terms of key factors at each site and the range and variety of observational data across sites. Representative researcher and teacher comments from field notes were included to support and provide a richness to the meaning of the results.

#### **A. Within Site Summaries**

The frequency distributions of codes (see Appendix D, p. 132) were the primary source for determining the areas of most activity related to the implementation of *Social Skills on the Job*. An examination of frequencies indicated that Site 2 had the highest number of factors of interest in this study (31 of 37 codes). It was followed by Site 4 (24 of 37), Site 3 (22 of 37), and Site 1 (21 of 37). Within the first grouping, "Teacher Understanding/Style" the most frequent types of information were task structuring (USTSK) at Site 1 (6 incidents) and Site 4 (9); student grouping (USGRP) at Site 1 (5) and Site 4 (7); planned feedback to students (USFBK) at Site 2 (11) and Site 3 (5); and

teacher's definition of course content (USDEF) at Site 2 (13). Only Sites 2 and 4 had more than four entries in any category under "Congruence Between Existing and New Content": the fit of the content (CGFIT) at Site 2 (7) and the use of the program components (CGCMP) at both sites (5 and 6 respectively). No site had an entry for the use of suggestions for individualization (CGIND). Within the "Instructional Delivery" domain, The most frequent observation data were nature of use of other program components (IDCMP) at Site 1 (5), Site 2 (12), Site 3 (6), and Site 4 (11); general student contributions (IDCTB) at Site 2 (9), Site 3 (6), and Site 4 (6); nature of discussion tasks (IDDIS) at Site 2 (11) and Site 3 (5); approach to elicit student responses (IDLCT) at Site 2 (6) and Site 3 (5); positive student contributions (IDCTB+) at Site 2 (8); and modification of approach and/or materials (IDMFY) at Site 2 (6). No site had an entry for general lesson and material preparation (IDPRP), nature of transition between tasks (IDTRN), positive approach to elicit student responses (IDLCT+), or positive or negative student involvement in goals and evaluation (IDNVL+ and IDNVL-).

Application of the slash-modified codes, which were modifications to existing codes where use of the two-letter domain identifier was inappropriate, was used most at Site 4 (15 of 19 codes), followed by Site 3 (9 of 19), Site 1 and Site 2 (7 of 19 each). The most frequent characterizations were reference to structuring of tasks (/TSK) at Site 1 (4), reference to individualization of instruction (/IND) and reference to program components (/CMP) at Site 3 (4 each), and reference to nature of discussion tasks (/DIS) at Site 2 (4).

All 14 Setting-Related Codes, six original codes and eight added after a first round of coding on Site 2, were applied to Site 2. Ten of the codes were

applied to Site 4; six to Site 3; and four to Site 1. The most consistently used codes referred to student gender at Site 2 (10 female and 22 male). Other frequently applied setting codes were student self-image (image) at Site 2 (9) and Site 3 (5) and information directly related to researcher presence (me) at Site 4 (8).

The only site-specific code that was generated during coding of field notes referred to changes in the focus of a site visit (change). It was applied to Site 1 (4) and Site 3 (2).

The summary table for each site, presented below, groups information into the three domains of Teacher Understanding/Style, Congruence Between Existing and New Content, and Instructional Delivery.

Site 1: Under "Teacher Understanding/Style," Site 1 (see Table 3) was most strongly characterized by its lack of district or state established curriculum specifications, which required the teacher to create course objectives. Details of the teacher's curriculum did not have to be submitted to the school district for formal approval. The teacher's definition of course content focuses on functional words and daily living skills. The teacher said that input also came from parents, who stressed the importance of working toward some kind of employment for these students. IEP objectives were written in broad terms, directed toward basic skills, to allow use of whatever content the teacher wanted to include. The paucity of appropriate commercial materials for the students in this class added further to demands made on the teacher, who spent considerable time searching for or generating materials. There was a discrepancy between what the teacher stated about her approach and course

Table 3  
Within Site 1 Summary Table: Nature of Classroom Factors

Nature of Classroom Factors	
Clusters of Classroom Factors	
<b>TEACHER UNDERSTANDING/STYLE</b>	
Apparent understanding of class/ course structure, objectives, and content	Program is Vocational Training Center and serves TMH students. There were no district or state curriculum requirements for content, so teacher created objectives and selected materials to be used. Generally focused on functional words and their uses and on daily living skills. There is paucity of appropriate materials, so teacher spends considerable time searching for or making materials at a very low language level that also have age- appropriate models and illustrations.
Impact of teaching style and techniques on class/course organization	By the time site visits began, the teacher had assumed the department chair position for special education at the course organization school and seemed overwhelmed by the added duties Direct instruction always seemed secondary to the bakery production tasks. The teacher's descriptions of style and techniques were never borne out through observation.
Accommodation of student needs in class/course organization	Functioning level of students required considerable attention to individual needs. Teacher said lessons were always conducted with small groups of two to three students, and she felt it was very important to include one verbal student in each group to model and encourage verbal behavior for the other students. Grades were not stressed nor did they seem important to students.
<b>CONGRUENCE BETWEEN EXISTING AND NEW CONTENT</b>	
Decisions about how to use new content	Teacher read informational chapters of new program and knew that content dealt with job-related social skills that would fit goals of the class. Teacher knew program was designed for higher level students, but she thought that modified use of the videotape and computer software could work with her students.
Modifications to new content	Since program was developed for higher functioning students, the teacher had to modify each component to meet the needs of her students. Generally, she reduced the overall scope of a lesson. Teacher said she showed the videotape in a serial fashion to small groups of students, focused the discussions on two or three questions, and used two to three of the vocabulary words, which were repeated and emphasized throughout a lesson. District supervisor asked the teacher and researcher g to modify some worksheets or use with the TMH students.
Ways new content was incorporated into class/ course	There was not much of an existing content into which the new content could to be incorporated. Teacher simplified about half the discussion probes for use, used modified worksheets, focused on two to three vocabulary words per lesson, and worked with students on the computer software.

Table 3 continued  
 Within Site 1 Summary Table: Nature of Classroom Factors

Nature of Classroom Factors	
Clusters of Classroom Factors	
INSTRUCTIONAL DELIVERY	
Indications of lesson preparation	Entry of a lesson number in the teacher's plan book was the only indication of upcoming instruction. However, the same number stayed on the book throughout the site visits. When the teacher took over the department chair duties, about two months into use of the program, direct instruction seemed to end, and there was no evidence of lesson planning or preparation.
Characteristics of incorporation and use of new content	The teacher told students to watch the actions of the characters in the videotape. After each segment, she asked students to tell what the character's job was and what the problem was before she used two to three simplified probes. The two to three vocabulary words that had been selected were continually used and defined. Worksheets had been modified, but their use was never observed. The teacher was never able to find enough time to work with the students on the computer so that they could use it independently, so its use was sporadic.
Conveyance of confidence and content knowledge/mastery	Appropriate behavior, not content mastery, was the real concern of this class, and the teacher displayed a high level of expectation for the students' behaviors. She used a no-nonsense approach in dealing with inappropriate behaviors, often using very straightforward talk about being retarded, being accepted in society, and succeeding.
Portrayal of personal interactions during instruction	Most interactions were observed while the teacher supervised the bakery, not during instruction. Tasks and directions were given in a matter-of-fact tone, and mistakes were noted with a sense of disappointment. Much of the work with these students is very labor intensive, and it seemed clear that the teacher had established rules for when she could be approached with questions or comments.
Portrayal of student interactions during instruction	Students observed during instruction were quite distractible and had difficulty attending to task at hand. The videotape held their attention but recall of specifics was limited. They seemed eager to answer questions and rarely interrupted each other or the teacher. They acted excited about having the computer but often seemed disinterested in learning to use it.
Expression of innovative responses to unusual situations	When the aide was absent, the teacher suspended all direct instruction for the day. When the video player would not work properly, the teacher decided to use the computer activities.

organization and observation of instructional delivery. The strongest contributing factor to the disconnect between intent and delivery was that the teacher became the special education department chair about midway through implementation of the social skills program. No direct instruction of either the existing or the new content was conducted during site visits after this point. Because of this lack of direct instruction, there also was a discrepancy between the teacher's stated approach to individualization of instruction and what was observed. The teacher did not assign homework because she felt that the students might get too frustrated if they did not have anyone at home to help complete the work. The teacher did not stress grades, and they did not seem to be important to students.

In the domain of "Congruence Between Existing and New Content," the social skills program presented a good fit with the defined course objectives, although, as already mentioned, there was little in the way of existing content. Although the program was designed for higher functioning, mildly cognitively impaired students, the teacher had no reservations about modifying use of the materials, saying she had to come to expect doing this for her students. The teacher's incorporation of the new content into the class was described, but not observed, as a very labor-intensive effort. Lessons using the videotape-discussion, limited vocabulary activities, modified worksheets, and computer software were repeated for groups of two to three students until all 18 students had participated.

The nature of "Instructional Delivery" was based on informal observations made while the teacher supervised bakery activities and on only one formal observation of direct instruction, which was arranged during the last week of

school for the benefit of the researcher. The teacher conveyed an air of confidence when speaking with students and directing activities, but generally, she seemed preoccupied with bakery tasks and department duties. Apart from the arranged presentation, in which the Teacher's Guide was used during discussion, there was no evidence of written lesson plans or preparation for lesson delivery. On the occasions when an instructional lesson was expected to occur, nothing was ready for lesson delivery. Rather, the teacher started arranging for the lesson at the time the class began. In every case, except the arranged presentation, some problem occurred and the lesson was never completed. During the arranged presentation, the teacher selected two male students to participate in the lesson. There were two vocabulary words written on the board, and the teacher emphasized them throughout the brief discussion that followed each of the two target videotape segments. No written or computer activity was used in conjunction with the lesson, and the lesson was not repeated with any other groups of students.

In summary, Site 1 showed the lowest level of implementation. There was only one complete direct instruction lesson, and it was done during the last week of school solely for the benefit of the researcher. Thus, there was no real basis for comparison between the intended and actual implementation. The new department chair role and added responsibilities undertaken by the teacher were a predominant influence over what happened at this site. The teacher expressed a solid understanding of the organization and structure required in her class to address individual needs of the students, but there was no observed support for the teacher's philosophy. In addition, rather than being directed at individual needs, IEP objectives were written in general , broad-

based terms. There were few restrictions on or guidelines for what the course content should be. The curriculum did not have to be submitted in written form nor approved by the school district. The teacher was free to teach whatever she wanted, but there was little in the way of an existing curriculum in which to incorporate the new program. From the perspective of what the teacher said about using the program, clearly she had thought about the structure and content of *Social Skills on the Job* and its applicability to her course and students' needs. With modifications to accommodate the lower functioning level of her students, she felt it represented a good match to course goals and objectives. However, her students had so many different needs that she felt it was difficult to cover everything adequately. When her schedule was crunched, she maintained the bakery tasks because they "had to be done" and she thought they represented good job practice for the students.

The atmosphere at Site 1 was casual and unorganized until the teacher or aide started the bakery tasks, and then, everyone seemed focused and comfortable. Direct instruction seemed like an afterthought and interference to their routine, although the school district supported the teacher's participation by approving duplication of all print materials and providing a VCR and computer reserved for use in the special education department. The teacher never expressed a sense of obligation to complete the program. She never refused to allow the researcher to arrange site visits, but she always added a caveat that she was not sure how much she would be able to do with the program, or, in fact, if she would be doing anything with it.

Site 2: Under "Teacher Understanding/Style," Site 2 (see Table 4) was most strongly characterized by its structured curriculum specifications, which had been approved and was monitored and evaluated annually under the state's Education for Employment (EFE) program. The teacher had been an active participant in creating the course objectives and content and felt a strong sense of ownership. The teacher conveyed complete confidence in the appropriateness of the content and in his highly controlled teaching style. The teacher's major goal was to prepare the students for successful employment, and he firmly believed that success would follow for those who did what he said. (In fact, follow-up surveys conducted by the school district on graduates from the program for the previous five years showed 39 of 48 still employed.) Because of the teacher's conviction that the course offered the correct direction, there was no readily apparent individualization of instruction. The teacher wanted the appearance that only one correct path to success existed and that everyone was expected to follow it. The teacher's IEPs reflected this philosophy with objectives directed only at job skills. However, the teacher did prepare differential assignments based on student skills and abilities, but it did not seem apparent to the other students. Grades were very important to the students, and the teacher assigned homework, expected it to be turned in on time, and graded it. He told students that what they were learning about appropriate job behaviors applied to school, which was their job at the moment.

In the domain of "Congruence Between Existing and New Content" the social skills program presented a good fit with the existing content. Although the teacher felt that the existing course was already sufficient for the goals and objectives, he thought the videotape and computer software would be beneficial

Table 4  
Within Site 2 Summary Table: Nature of Classroom Factors

Nature of Classroom Factors	
Clusters of Classroom Factors	
<b>TEACHER UNDERSTANDING/STYLE</b>	
Apparent understanding of class/ course structure, objectives, and content	As part of state's Education for Employment (EFE) program, structure, objectives, and basic content had to be defined locally, and teacher was prominent figure in that process. Teacher felt ownership of direction of course and had final say in incorporating new content.
Impact of teaching style and techniques on class/course organization	There was clear impression that teacher was in control of class/course, had worked out the desired direction for it, found that to be successful, and intended to continue along original lines. Liked to be seen as "hard nose" who espouses philosophy that "you won't get special treatment on the job" nor in this class. "You just have to work harder."
Accommodation of student needs in class/course organization	Teacher expressed firm conviction in correctness of primary goal and direction of course - to provide the students with skills for seeking, securing, and keeping a job. Believed that if they do what he wants, they will succeed. It follows that there was little student input. Were differential assignments based on skills and abilities, but this was not emphasized. Teacher stressed grades and they were very important to students.
<b>CONGRUENCE BETWEEN EXISTING AND NEW CONTENT</b>	
Decisions about how to use new content	Teacher read informational chapters of new program and agreed with premise and approach. Liked uses of videotape and computer and thought it could benefit students. Saw similarities to existing content and decided basic level of incorporation would be fairly simple. Felt it would take one cycle to see further uses for material.
Modifications to new content	Teacher's emphasis on employment being a "two-way street" meant adding a section to each lesson with "reverse" questions about responsibilities of the employer and what an employee can do when an employer doesn't meet obligations.
Ways new content was incorporated into class/ course	Teacher used videotape and discussion probes, worksheets, vocabulary activities, and computer software. Use basically followed suggested approach in Teacher's Guide.
<b>INSTRUCTIONAL DELIVERY</b>	
Indications of lesson preparation	Entry of a lesson title in the teacher's plan book was the only indication of upcoming instruction. However, in scheduling the site visits, the teacher always knew what lesson would be done when and if there were any special characteristics of a particular lesson. A lesson objective and vocabulary words were always written on the board and appropriate worksheets were always prepared.

Table 4 continued  
 Within Site 2 Summary Table : Nature of Classroom Factors

Nature of Classroom Factors	
Clusters of Classroom Factors	
<b>INSTRUCTIONAL DELIVERY continued</b>	
Characteristics of incorporation and use of new content	The teacher tempered each discussion with questions directly related to the students' work experiences. Vocabulary words were introduced and orally defined in a whole class activity, and students were to follow-up with a written assignment. Worksheets one and two were equally divided between in-class completion and homework. Worksheet three was used sporadically. The computer was used as independent work, presumably for the entire class, but only male students were observed using it.
Conveyance of confidence and content knowledge/mastery	The teacher's firm belief in a right-minded approach was apparent during all instructional observations. Students were clearly respectful and trusting of the teacher's information on necessary job skills.
Portrayal of personal interactions during instruction	Most instruction was delivered in a structured manner with the teacher very much in control and doing most of the talking during discussions. Two or three males students were the primary contributors and they tended to give short answers. The classroom did not seem tense, but it was clear that questions and comments were to be focused on the topic at hand. On two occasions when the lesson was less structured, the classroom was more relaxed and students talked to each other and the teacher about more personal aspects of their lives and jobs.
Portrayal of student interactions during instruction	All but one student seemed to be paying attention, but two were usual contributors. Males are more involved than females. Males were eager to work on computer and often came to class on own time just to use it. Were well behaved and treated teacher's information and suggestions with respect.
Expression of innovative responses to unusual situations	When the videotape was not at correct starting frame, as the teacher searched for the correct lesson, he always reviewed previous lessons through comments and questions.

additions for the students. The teacher's use of the new content closely followed the suggested approach in the Teacher's Guide and supported the existing content. The teacher felt that after one semester of use he would be able to integrate the new program information into the course.

The nature of "Instructional Delivery" was most strongly characterized by the structured lesson delivery and firm teacher control. Discussions were dominated by the teacher, often with a lecture-type tendency. Only male students volunteered responses. Their contributions were usually brief, and the teacher did not encourage expansion. There was no evidence of written plans. However, during every observed lesson, the teacher used specific material from the Teacher's Guide, even though he did not refer to the guide during lesson delivery. He said that ease of use of the guide was an important element in his implementation. Appropriate worksheets were always prepared and a lesson objective and vocabulary words were written on the board before class began. On two occasions, when the videotape was not at the correct starting frame, the teacher immediately asked review questions on previous lessons until the video was ready for viewing.

In summary, Site 2 had the highest number overall of activities related to implementation. While it is not necessarily true that high numbers equal good implementation, it seems likely there is a high probability that more activity is indicative of a stronger implementation effort. The existing program was conducted under a well-defined and structured state program that had operation standards and evaluation procedures. These outside requirements could have operated as a deterrent to implementation of a new program, but the teacher was involved in establishing the program so it really represented his own philosophy. The course was heavily teacher-defined and structured around concepts and tactics that he believed would lead students to job success. He viewed his program as very satisfactory and thorough as it existed, and he considered it critical that every topic in his curriculum was covered by

the end of school. The teacher was committed to maintaining the state program, but he saw the decision to use *Social Skills on the Job* as solely his. In fact, he was the only teacher who rejected participating in this study at first, stating that he was satisfied with his current content and approach. Later, he agreed to review the materials and decided that the new content was closely related to his, that it looked fairly simple to use, and that the media components might offer a beneficial presentation for some of his students. But, his primary reason for agreeing to participate was that he did not think use of the program would interfere with or hurt his existing program.

The atmosphere at Site 2 always seemed filled with an urgency to accomplish as much as possible. The school principal supported the teacher's participation by approving duplication of all print materials and providing a VCR and computer for use in his classroom. All lessons with most of the supporting components were used but separately from the existing content. The components not used were those designed for individualization of instruction, role playing, and extra assignment suggestions that required additional preparation. The teacher expressed a strong sense of obligation to complete the program as he had agreed, but toward the end of the semester he became concerned that he would not finish his own material and said he needed to double-up lessons. He said he saw ways to integrate the material into his course but thought future use would be better across an entire school year.

The Site 2 teacher felt that workers were always being evaluated on the job and that grades were the classroom equivalent. Consequently, grades were extremely important to him and were to be taken very seriously by the students. On the surface there was no acknowledgment of individual student

differences or needs. To the contrary, the teacher stressed that as workers the students would get no special treatment, and therefore to prepare them, they would get no special treatment in class. Remarks about the teacher heard outside class focused on how tough and mean he was, how he thought he "knew everything," and how he was always requiring too much work and "talking at" them about what they needed to do. However, in practice he had differential assignments for students who had specific learning problems, and he would talk very privately in class or arrange out of class times to meet one-on-one with students to address special needs. This seemed to operate as an unspoken rule that students were never to mention this side of the teacher's behavior because references to existing situations and request for help were always carefully and quietly worded by the students. So, while students publicly conveyed a certain amount of disdain for this teacher, they seemed to have accepted his approach as a road to success.

Site 3: Under "Teacher Understanding/Style," Site 3 (see Table 5) was most strongly characterized by its lack of district or state established curriculum specifications, which, like Site 1, required the teacher to create course objectives. A detailed curriculum did not have to be submitted to or approved by the school district. Although the teacher's primary focus was on language arts skills, the loose structure of the course allowed her to incorporate varying kinds of content as desired. Broad-based IEP objectives were written to allow use of whatever content the teacher wanted to include. The teacher had been told that a state directive was pending in which every special education class would have to incorporate a unit on vocational topics. She thought the social

Table 5  
Within Site 3 Summary Table: Nature of Classroom Factors

Nature of Classroom Factors	
Clusters of Classroom Factors	
<b>TEACHER UNDERSTANDING/STYLE</b>	
Apparent understanding of class/ course structure, objectives, and content	Class is grade 10 English - LD. There were no district or state curriculum requirements for content, so teacher created objectives and selected materials to be used. Generally focused on reading, writing, and some daily living skills. Teacher said content would be affected by state directive to include vocational content in every high school special education class, and she thought use of the new content would help prepare for that event.
Impact of teaching style and techniques on class/course organization	Teacher seemed to operate from empathy with students which led to approach where it was unfair to ask or demand too much of them because they already had certain hardships. Teacher seemed influenced by negative student comments about assignments, and there was no insistence on their completion. Teacher felt that small class size had great impact on teaching approach.
Accommodation of student needs in class/course organization	Teacher did not stress grades and believed that they were not very important to these students because they had experienced so much failure. Felt that what students really needed was a chance to talk about their feelings. Teacher liked to spend half a period on academics and half letting students talk about things that were bothering them.
<b>CONGRUENCE BETWEEN EXISTING AND NEW CONTENT</b>	
Decisions about how to use new content	Teacher read informational chapters of new program and knew that content dealt with job-related social skills that she thought would benefit students and would fit into pending directive to include vocational skills in special education classes. Thought discussion focus would allow time to talk about job behaviors. Formal planning focused on English activities and ease of using new program Teacher's Guide allowed "fitting in" some new content without lots of advanced preparation.
Modifications to new content	School policy required showing of videotape in two sessions in media center, so nature of videotape-discussions was altered. Teacher had to remind students of appropriate video lesson before each discussion. Students' negative attitudes toward new program influenced level of use of components.
Ways new content was incorporated into class/course	Teacher used discussion probes, worksheets, vocabulary activities, and computer software. Use basically followed suggested approach in Teacher's Guide. However, there was no emphasis on completing any of the activities.

Table 5 continued  
 Within Site 3 Summary Table: Nature of Classroom Factors

Nature of Classroom Factors	
Clusters of Classroom Factors	
<b>INSTRUCTIONAL DELIVERY</b>	
Indications of lesson preparation	Entry of a lesson title in the teacher's plan book was the only indication of upcoming instruction. Scheduling of new content was quite open-ended with the teacher "fitting in" the new material when she felt there was a space.
Characteristics of incorporation and use of new content	The teacher reviewed the characters and focus of the two videotape segments and asked students to recall the video lessons. She used about half of the probes and then encouraged students to expand answers and make them more personal. Worksheets one and two were used as in-class activities. Worksheet three was used about half the time to generate further personal discussion. Computer use was sporadic because students thought it was too easy and "stupid," and they were afraid others would see them using software that was voiced.
Conveyance of confidence and content knowledge/mastery	The teacher did not seem to be interested in conveying confidence in the content of the class or in mastery. She felt very committed to providing a caring atmosphere for the students and a place in which they could talk about their feelings, and she conveyed a great deal of confidence in carrying out this approach.
Portrayal of personal interactions during instruction	The teacher was very relaxed in dealing with the students, and never pushed them to do anything that they objected to. It seemed clear that they looked to this teacher for moral support. The general demeanor of the class seemed tense, however, because the students were so concerned about other students seeing them in a special education class or seeing the assignments they had.
Portrayal of student interactions during instruction	One male and one female usually present. They were very willing to participate in discussions but hated using the computer. Had difficulty staying on task with worksheets. Most contributions filled with bravado and negative remarks about special education. Demeanors were "tough" with feet propped up on desks and frequent talking out and interruptions. Female's participation became less tough and more reflective during semester
Expression of innovative responses to unusual situations	The teacher did not try to generate a procedure for helping students focus on the video segments when they had to view the tape in the media center. Teacher also did not attempt alternative interactions with the computer to try to improve the students' poor attitude toward the software.

skills program would be good to obtain in anticipation of the directive. In addition, the teacher's approach and style were characterized by empathy with the students. The teacher felt it was important to allow the students opportunities to talk about their feelings, and she liked to spend half a period on academics and half letting students talk. This approach, coupled with the mixed nature of the content, created a class with a patchwork appearance. Because of the extremely small class size (two regularly present students) the teacher did not formally plan for individualized instruction. She felt this was something that could be handled during class, depending on which students were present. The teacher did not think grades were important, nor did she assign homework. She felt that the students already had too many hardships in their lives.

In the domain of "Congruence Between Existing and New Content" the social skills program did not present a good fit with the defined course objectives, which were oriented towards language arts. It was only because of the anticipated state directive on vocational information that the teacher chose to use the program. The new content was incorporated into the class as a separate subject. When used, the teacher followed several of the discussion suggestions in the Teacher's Guide. She said that ease of use of the guide was an important element in her implementation. The primary modification was in the presentation of the videotape segments, which had to be viewed in one session in the school's media center.

The nature of "Instructional Delivery" was quite open-ended, with the teacher fitting the new content in whenever there was some time after the existing lessons. However, the focus of the class was not on language arts content. The teacher was committed to providing a caring atmosphere for the

students and a place in which they could talk about their feelings. Presentation of the social skills lessons usually included a brief discussion and use of one or two worksheets. There was no expectation for completion of the worksheets, nor were they graded except to indicate participation. The students had a very negative attitude about special education placement. They were quite vocal in expressing disdain for the materials, particularly the digitized voice component of the computer software. Although the teacher said she believed the students really needed to learn appropriate job-related social behaviors, she seemed reluctant to ask them to do anything that they did not like. She also said that she thought most employers were not very understanding of the problems special education students have.

In summary, at Site 3 implementation was sporadic with the program being used when other requirements were met. The primary motivation for classroom activities was the teacher's desire to provide a warm, caring atmosphere based on her conviction that the students' lives were filled with hardships that caused negative attitudes and behaviors and they needed someone to tell their troubles and feelings to. There were few restrictions on or guidelines for what the course content should be. Language arts was the topic of the course, but the teacher was free to teach whatever she wanted. A pending state requirement to include vocationally related topics in all special education classes led the teacher to decide to use *Social Skills on the Job*. In addition, she felt that the program's emphasis on discussion would provide opportunities for students to talk about feelings and problems related to working. She thought the Teacher's Guide was easy to use and lessons would not require much advance preparation. The teacher had access to a computer, but the videotape lessons were viewed

during two class periods in the school's media center. Print materials were approved for duplication in small sets submitted periodically during the semester.

There was always a feeling of tension from the students in the room. Five students were enrolled but usually only two were present. These two were very self-conscious about being in a special education class, and upon entering the room would close the shades and door. They balked at being asked to deliver anything to the TMH class saying "people would think they were retarded." They disliked seeing the students with handicaps in the videotape, and it is likely that their negative comments influenced the teacher's decision not to show the videotape as part of the lessons after a VCR was provided for use in the classroom. They hated using the computer saying the lessons were "stupid." They were willing to participate in discussions, but comments were usually reactive and filled with bravado. The discussions were of short duration and rarely involved any prodding by the teacher to go beyond their initial reactions to think about what would be required for success on the job.

The teacher always maintained a calm, even tone during class, allowing wide latitude in behavior and making few demands of the students. Grades were not stressed, and if the students had difficulty with an assignment, the teacher completed it as a group or ended it at that point. These events were precipitated most often by the male student, who would become very vocal and negative when frustrated. During the course of the semester, the female student seemed more interested in the program, more inclined to think beyond her first responses in discussions, and more diligent in completing her assignments even when she did not have to. The teacher felt the small class size made it

difficult to conduct the lessons and thought that implementation might have been better with a larger group. The teacher expressed a strong sense of commitment to completing the program as she had agreed, but when she did not conduct a lesson as originally planned, she apologized and said it was very difficult to cover everything she felt her students needed.

Site 4: Under "Teacher Understanding/Style," Site 4 (see Table 6) was most strongly characterized by its structured curriculum specifications, which had been approved under the state's Education for Employment (EFE) program. The teacher had been an active participant in creating the course objectives and content and felt a strong sense of ownership. The teacher conveyed pride in the curriculum and confidence in the appropriateness of the content, but she interpreted . The teacher instituted an independent work approach to meet the flux in attendance that occurred in the class, so there was no group instruction. In addition, the teacher tended to have little interaction with students during the class period. The teacher stated that monitoring of work and individualized instruction could be handled through the independent work approach. However, neither was observed. IEP objectives were written in broad-based terms to allow both the incorporation of a variety of content as desired by the teacher and general behavioral goals. The teacher verbally emphasized grades and often invoked their use for behavior management. However, by the end of the site visits, no assignments had been graded. The teacher did not assign homework time to devote to the vocational work.

In the domain of "Congruence Between Existing and New Content" the social skills program presented a good fit with the existing content. Although

Table 6  
Within Site 4 Summary Table: Nature of Classroom Factors

Nature of Classroom Factors	
Clusters of Classroom Factors	
<b>TEACHER UNDERSTANDING/STYLE</b>	
Apparent understanding of class/ course structure, objectives, and content	As part of state's Education for Employment (EFE) program, structure, objectives, and basic content had to be defined locally, and teacher was prominent figure in that process. Teacher felt ownership of direction of course and had final say in incorporating new content.
Impact of teaching style and techniques on class/course organization	Teacher instituted an independent work approach as the most appropriate for meeting the flux in attendance that often occurs in the class. There was no grouping or differential assignments and little interaction between the teacher and students, who completed worksheets from individual folders or lessons from the board.
Accommodation of student needs in class/course organization	Teacher believed independent approach allowed monitoring of individual student progress and areas of weakness. Student differences were to be handled through the types of assignments included in an individual's folder. Teacher stressed grades and they were important to students. However, by the end of the site visits, no assignments had been graded to provide feedback or guidance to students, and all assignments that were seen were the same.
<b>CONGRUENCE BETWEEN EXISTING AND NEW CONTENT</b>	
Decisions about how to use new content	Teacher read informational chapters of new program and agreed with premise and approach. Liked the multimedia presentation and thought it could enhance current text and print only materials. Anticipated little difficulty in linking new material to existing lesson plans.
Modifications to new content	In spite of program's stated focus on group discussions with considerable teacher involvement, teacher incorporated it into the independent approach, so modifications were extensive with every group activity becoming an independent assignment unsupported by teacher guidance or instruction.
Ways new content was incorporated into class/ course	Videotape ran continuously during class period with no use of discussion probes. Worksheets were compiled in individual student folders. Vocabulary words, written on the board, were copied by students, defined in writing, and maintained in the folders. Computer software was used as suggested as independent reinforcement.

Table 6 continued  
 Within Site 4 Summary Table: Nature of Classroom Factors

Nature of Classroom Factors	
Clusters of Classroom Factors	
<b>INSTRUCTIONAL DELIVERY</b>	
Indications of lesson preparation	There were no individual lessons, as such. Teacher thought students should finish two lessons per week and made sure worksheets were added to the individual folders. Teacher did seem to have general sense of what lesson students should have reached, but no plans were noted in plan book. New vocabulary were written on the board at every site visit.
Characteristics of incorporation and use of new content	The teacher did not direct any instruction related to the content. Students could attend to the videotape if they wanted to. Completion of worksheets was a consistent activity, but there were no explanations or feedback. They were free to work on the computer, but there was no schedule and only male students were observed using it.
Conveyance of confidence and content knowledge/mastery	Teacher spoke of having confidence in the existing program, but comments to students did not carry conviction that information or approach would lead to job success. Often used a pleading tone or invoked a point system to keep students on task and manage behavior.
Portrayal of personal interactions during instruction	The teacher was usually involved in paperwork at desk or with something in the connected storage and workroom. Often the teacher would begin the period by telling students to continue work in their folders. Students usually entered the room, got their individual folders, and began working. On two occasions the teacher asked students to work with the researcher, give their comments about the program, and answer any questions. Most of the students wanted help in completing their worksheets or in putting them in order in preparation for turning in their folders.
Portrayal of student interactions during instruction	Because of independent focus of class students usually worked alone or in pairs on assignments in folders. Some would periodically look at videotape which played continually during class. Five students had memorized many of the videotape lines and spoke along with the characters.
Expression of innovative responses to unusual situations	When the teacher did not understand the directions for the one worksheet done as a class activity, she did not seem to have any strategies for figuring out the intent of the worksheet, nor did she enlist student help to work through the worksheet.

the teacher felt that the existing course was already sufficient for the goals and objectives, she liked the multimedia presentation of the new content and thought it would enhance her program. The teacher's use of the new content was so different from the suggested approach as to be almost unrecognizable. Worksheets were duplicated and compiled in the students' individual folders. Each day the students entered class, retrieved their folders, and worked independently or in pairs. The teacher wrote vocabulary words on the board but did not conduct any instructional activities. Nor did she provide guidance for the completion of the worksheets. The videotape played continuously during the class period. There was no lesson introduction or discussion. The computer software was used as independent reinforcement, as suggested in the Teacher's Guide. However, there was no systematic schedule of use, and only several male students were observed working on the computer.

The nature of "Instructional Delivery" was most strongly characterized by the lack of direct instruction and teacher-student interaction. No individual lessons were planned. Rather, the teacher had a notion that the students should finish two lessons per week, and she always ensured that new worksheets were added to the individual folders. Completion of the worksheets was a consistent activity in the class. While the teacher stated a confidence in the existing content, she did not convey assurance when dealing with students. Many times the teacher asked the researcher to assist students and answer their questions. The teacher was usually involved in paperwork or some other activity at her desk and did not conduct any direct instruction related to the content. The videotape ran throughout the class period, and students could

attend to it if they wanted. Students were free to work on the computer, but there was no schedule, and only several male students were observed using it.

In summary, Site 4 showed the most divergent implementation. The existing program was conducted under a well-defined and structured state program that had established content objectives and evaluation procedures. The teacher had decided on an independent study focus for the course, which did not represent a good match to intended use of the new program. When the teacher was told that *Social Skills on the Job* would not fit well into her structure, she said the content matched her course description; she liked the multimedia presentation; and she would "make" it work. She also said she expected her students to behave and work quietly in her class, and she thought the social skills program could be used to help her meet those goals. The school principal supported the teacher's participation by providing a VCR and computer for use in her classroom. However, he would not provide support for duplication of print materials, and the teacher sought funds outside the school to pay for this.

The atmosphere at Site 4 was complacent with the students and teacher pursuing separate paths most of the time. Implementation turned out to be using the program in the independent work approach. Only the initial lesson was conducted with planned group activities, and the teacher seemed uncomfortable in directing the lesson. While the teacher conveyed confidence in her curriculum, she was nervous when students asked for help. Frequently, she asked the researcher to explain worksheets to them. Sometimes students would greet the researcher with questions about assignments in their folders.

The teacher indicated that she intended to use the print materials of the new program to enhance her attention to individual student needs, and it was apparent that she was well organized in preparing materials for the student folders. In addition, she said grades were important and the independent work approach allowed her to more closely monitor student progress and identify areas that needed special attention. However, observations showed that there was little interaction between the teacher and students during class time, and all students had the same assignments, none of which had been graded by the end of the semester. Rules were clearly established, and quite consistently followed, for behaviors during class. Students entered and worked on their individual folders. Occasionally one or two students would work on the computer. The videotape ran continuously. The teacher usually worked at her desk. When the researcher was present, the teacher told students to show her their folders and tell their reactions to the materials.

During early site visits, although the program was there and most of the components were being used, the lack of teacher involvement and direction made it look as if nothing positive was happening. During the last visits, however, when half the students were seen mimicking the videotape characters, it seemed that this implementation process had an impact on some students.

### **B. Across Site Summary**

The individual site summary tables were merged into an across site summary table (see Table 7). This step carried forward the individual site information but the refinements facilitated examination of similarities and differences across the sites.

Table 7  
Across Site Summary Table

	Site 1	Site 2	Site 3	Site 4
<b>Classroom Factors</b>				
<b>TEACHER UNDERSTANDING/STYLE</b>				
Structure of curriculum/content; objectives and goals	no curriculum requirements; teacher creates objectives; few materials, so has to create, mostly in basic skills	set curriculum requirements; teacher participated in establishing course; approved books, vocational skills	no curriculum requirements; teacher creates objectives and selects materials, related mainly to language arts	set curriculum requirements; teacher participated in establishing course; approved books, vocational skills
Impact of teaching style	new duties and focus on bakery reduce direct instructional time and level of involvement with students; grades not stressed and not important to students	believes goals are correct and results successful; uses role of "task master" to deal with students; grades stressed and important to students	content seems secondary to establishing empathetic atmosphere to deal with students; grades not stressed and not important to students	operation of independent work approach diminishes level of involvement with student; stated grades stressed but no evidence; grades important to students
Accommodation of individual student needs	stated but not observed - low levels requires considerable individualized attention	acknowledges individual differences and gives differential lessons, but wants impression that all are doing same	believes offering opportunity to talk about feelings is very important part of class	stated but not observed - individual differences are handled with differential worksheets in folders
<b>CONGRUENCE BETWEEN EXISTING AND NEW CONTENT</b>				
Decisions about how to use new content	job-related social skills important and felt could modify for lower functioning students	good content match and liked multimedia presentation	felt content was appropriate to address pending requirement to teach vocational skills in every class	good content match and liked multimedia presentation
Modification to new content	major modifications due to low functioning of students; mostly reduction in scope	little modification mostly additions to probes that represented teacher's focus	major modifications to videotape-discussion due to school policy; some due to negative attitudes	major modifications due to independent work approach and little direct instruction or guidance
Incorporation of new content	little evidence of existing content or use of new content	followed program guide but generally used separately from existing content	new content different from existing content, and used separately from existing content	used in parallel with existing content but limited by independent work approach

Table 7 continued  
Across Site Summary Table

	Site 1	Site 2	Site 3	Site 4
<b>Classroom Factors</b>				
<b>INSTRUCTIONAL DELIVERY</b>				
Lesson preparation	lesson number entry in plan book; some prepared worksheets; equipment rarely ready	lesson number and title entry in plan book; work-sheets prepared; objective and vocabulary on board; equipment ready	lesson number and title entry in plan book; worksheets prepared; computer usually ready	no entry in plan book; worksheets prepared; vocabulary written on board; equipment ready
Characteristics of use of new content	very little direct instruction conducted, group activities, or independent work	considerable direct instruction - teacher dominated; few group activities; considerable independent work	moderate use of direct instruction; little group and independent work	no direct instruction or group activities; all independent work without guidance
Teacher confidence and content knowledge	behavior, not content is concern; high expectations for appropriate behaviors	firm belief in correct content and approach imparted high degree of confidence	caring atmosphere of greater concern than conveying confidence in content/mastery	stated belief in correct content but comments did not carry conviction or air of confidence
Personal interactions	matter-of-fact tone; disappointment for mistakes; little praise	structured with teacher very much in control; chastisement for mistakes; little praise	very relaxed with few demands of students; sympathy for mistakes; moderate praise	very little interaction or praise
Student Actions	quite distractible with difficulty attending to task and recall limited; eager to answer questions and rarely interrupted; excited about computer but little interested in learning to use	most pay attention, but only two usual contributors; males more involved than females and more eager to work on computer; treated teacher's job information and suggestions with respect	usually two present participated in discussions but hated computer; difficulty staying on task; talk filled with bravado - negative remarks about special education; acted "tough" - feet on desks, talking out, interruptions; female more reflective over time	usually entered the room, got their individual folders, and began working; willing to give comments and answer any questions to researcher when teacher asked them to; most wanted help in completing worksheets or preparing folders
Innovative responses	negative; unusual situations resulted in cancellation of direct instruction	positive; when video at wrong place, used as opportunity to review	negative; no attempt to address counterproductive video policy or student attitudes	negative; no procedure for determining ways to complete the worksheets

Comparison across sites under "Teacher Understanding/Style" revealed the following variations:

Sites 1 and 3            no set curriculum requirements; and  
 Sites 2 and 4            set requirements, both under the EFE program.

Teaching style was unique:

Site 1            teacher seemed overwhelmed by new department duties, which had an adverse impact on delivery of instruction;  
 Site 2            teacher held total confidence in his program and repeatedly told students they would be successful if they followed it;  
 Site 3            teacher seemed to place content secondary to establishing an empathetic atmosphere for students; and  
 Site 4            teacher operated with a remote and diminished level of involvement with students.

Each teacher espoused accommodation of individual student needs, but differential assignments were observed only at Site 2.

Within the domain of "Congruence Between Existing and New Content," the following variations were noted:

All sites            each teacher stated his or her approval of the social skills program and belief that the content was appropriate for use in a target class period.

Sites 1, 3, and 4    made major modifications to the social skills use or presentation. The Site 1 changes were required (and expected) due to the low functioning of the students. The changes at Site 3 were attributable to a school policy on showing of videotapes and to the teacher's unwillingness to require students to do activities for which they expressed any negative attitudes. The Site 4 changes resulted from the teacher's instructional approach of independent work with little or no direct instruction or guidance.

All sites            new content was not integrated into the existing content. Site 1 showed little evidence of an existing content in which to incorporate the new content. At Site 2, the new content was used fully but separately

from existing content. The existing content at Site 3 was very different from the new content, which was used separately. At Site 4 the independent work approach resulted in use of the new content in parallel with the existing content.

Within the domain of 'Instructional Delivery,' the following summarize the similarities and differences recorded:

All sites	showed no evidence of detailed lesson plans, but worksheets were always prepared before class.
Sites 1, 2, and 3	lesson numbers and titles were entered in a plan book.
Sites 2 and 4	vocabulary words were written on the board and equipment was ready.
Site 2	carried out direct instruction with group activities as designed in the social skills program. There was moderate direct instruction at Site 3 but little group and independent work.
Sites 1 and 4	no direct instruction or group activities.
Site 2	apparent teacher confidence and conveyance of content knowledge. The Site 1 teacher conveyed confidence in dealing with student behaviors, but content was not the primary concern. At Site 3, the teacher's concern focused on the atmosphere rather than on content. The Site 4 teacher had very limited interactions with students, but those did not convey an air of confidence or content mastery.

The classroom tone and focus set by the teacher were unique:

Site 1	interactions with students were characterized by a matter-of-fact tone and approach that focused on appropriate behaviors.
Site 2	interactions were very structured and teacher controlled.
Site 3	teacher was very relaxed in her approach to and demands on students.

Site 4 had very little teacher-student interaction.

Only one type of incident was observed at each site that was considered an opportunity for the teacher to use an innovative response to an unusual or unexpected situation:

- |        |  |
|--------|--|
| Site 1 | unexpected situation with aide resulted in the cancellation of direct instruction and was judged as a negative response.                     |
| Site 2 | unexpected situation with VCR not acknowledged, but used time to continue instruction and was judged as a positive response.                 |
| Site 3 | unusual school policy was never addressed by the teacher and was judged a negative response.   |
| Site 4 | the teacher had no procedure for continuing instruction when presented with a situation that puzzled her and was judged a negative response. |

### **C. Conceptual Summary**

The next step involved crossing categories to look for commonalities of factors that could be merged into descriptive clusters that further refined characterizations of variations in the implementation process and classroom environment. Five clusters were compiled in an across-site clustered summary table (see Table 8).

The way the teacher saw the class showed similarities at Sites 2 and 4 with the most concrete and focused course organization and objectives oriented toward teaching ways to succeed on the job. Both teachers participated in course development, but content seemed less important than appropriate behavior to the Site 4 teacher. Course organization and objectives were not well defined at Sites 1 and 3. The teachers decided what to do and when, and class time for job-related skills competed with various other content. Each teacher felt the content was a good match to course and student needs. These reasons were sufficient for the teacher's decision to participate at Site 1.

Table 8  
 Conceptual Summary: Aspects of Implementation and Classroom Environment

	Site 1	Site 2	Site 3	Site 4
How teacher saw class/course	no set curriculum and required personal investment  basic skills focus with need for age-appropriate materials  felt students needed to air issues of retardation and employment	set curriculum and involved teacher personally  vocational skills focus and liked receiving support materials  felt students would get no special treatment from employers	no set curriculum and required personal investment  language arts focus but wanted vocationally-related materials  felt students should receive more understanding from employers	set curriculum and involved teacher personally  vocational skills focus and liked receiving support materials  felt students would get no special treatment from employers
Teacher decisions and concerns about use	content acceptable for students likely to get jobs  use would promote emphasis on appropriate behavior	content important to class objectives  use wouldn't conflict with teacher control	content acceptable related to pending state requirement  use wouldn't conflict with emphasis on empathetic atmosphere	content important to class objectives  use wouldn't conflict with operation of independent work approach
How program looked	use was never a priority	little discrepancy from original intent; used as integral part of course	major discrepancy from original intent; use was secondary to teaching approach	major discrepancy from original intent; use was secondary to teaching approach
What teacher was doing most	fulfilling new duties as department chair and operating bakery with little attention to and involvement in instruction	talking about and directing lesson with focus on and involvement in instruction	providing caring atmosphere and chances to talk about feelings with moderate attention to and involvement in instruction	doing paperwork at desk with moderate attention to but little involvement in instruction
Classroom atmosphere	unstructured  high expectation for appropriate behavior and promotion of positive attitudes  students accepted teacher as concerned about their welfare	structured  high expectation for appropriate behavior and promotion of positive attitudes  students accepted teacher as competent and were positive about class benefits	unstructured  acceptance of exhibited behavior and attitudes as extensions of hardships  students accepted teacher as ally but were tense and negative about class benefits	structured  high expectation for appropriate behavior  students accepted class operation but showed little understanding of benefits to jobs

However, at Sites 2, 3, and 4, the decision to use the program hinged on the ease of use of the program and whether there would be a conflict with the teacher's preferred teaching style. The "Way the Program Looked" during instruction and "What the Teacher Was Doing Most" had related information. Only use at Site 2 was close to the original design theory of the program, and the teacher was the most involved in conducting instruction. Sites 3 and 4 made major alterations in the program's use, and the teachers were only moderately involved in instruction. Basically, Site 1 did not use the program, and the teacher was rarely involved in instruction. Classroom atmosphere at Sites 1, 2, and 4 reflected the teachers' focus on appropriate behavior. Generally, these students were orderly and did what the teachers asked. Sites 2 and 4 were very structured, and it was apparent that students were expected to enter the room prepared to do the work of the day, which was content-focused at Site 2 and behavior-focused at Site 4. Students at Sites 1 and 2 showed respect toward their teachers and responded to them as adults concerned about their school-related growth. Outside of class, Site 1, 2, and 4 students made negative remarks about their teachers, and there were no indications of feelings of closeness or warmth. While Site 1 and 4 students sometimes exhibited negative reactions in class, Site 2 students put aside negative attitudes to solicit the teacher's help. They had embraced the course goal for job success and saw the teacher's help as a benefit to reaching their goal. At Site 3 the students were vocal about what they would and would not do in class, although they did not challenge the teacher when she told them they needed to do some work. They were tense and particularly concerned about being seen in a special education room. The teacher knew about personal aspects and showed concern for their

feelings about specific events. The students were positive in comments about the teacher but showed no indications of feelings of closeness or warmth.

The final analysis was done to form a visual display of the researcher's judgments of program implementation and classroom environment. Comparisons were drawn from previous tables and their descriptions, and data were reduced to basic aspects of variation. The cell entries represented the researcher-applied labels in relationship to the selected aspects. All sites were included and contrasts were ordered from high to low levels as shown in Table 9.

**Table 9**  
**Contrast Table of Different Levels of Program Implementation**

	Site 2	Site 4	Site 3	Site 1
<b>Aspects of Implementation and Classroom Environment</b>				
Beginning level of course structure	high	high	low	low for content high for work areas
Sense of investment in course	high	high	low	low for content high for work areas
Adoption of program	high	moderate	moderate	low
Adherence to established approach	high	high	high	assumed high since pattern was consistent
Confidence conveyed in instruction	high	low	moderate	low for content high for work areas
Teacher involvement in instruction	high - controlling	low	moderate	low
Student acceptance	high - tolerant	moderate/high but needed guidance	low - negative	interested but no opportunity

## **Chapter 4**

### **Discussion, Conclusions, and Recommendations**

This case study began with the following study question: How does the complex nature of the high school special education classroom environment affect the implementation of an instructional program? The objectives of examining and describing the within and across site variations in the implementation process and instructional delivery were addressed through a modified inductive approach guided by an interactional model that focused on teacher structuring strategies, student actions, and teacher-student interactions, while incorporating the social skills program's design theory as an adjunctive factor of interest. The study supported the idea that research conducted in the area of educational program implementation and in special education settings would benefit from a case study methodology that provided for examination of factors of interest as part of a process that occurs within the complex atmosphere of individual classrooms that serve small numbers of students.

Teachers at all sites seemed to start from very similar positions. Each was solely responsible for the decision to participate. Each expressed considerable concern for addressing individual student needs, which was an element of the new program. Each received equipment support from the district or school. The case studies clearly demonstrated that each teacher judged the new program as very appropriate to the goals and objectives of their courses. However, it was in this last factor that a critical difference appeared. The goals and objectives at Sites 2 and 4 were part of a standard, system-wide curriculum, which these two teachers had helped develop, and which was monitored by an

outside monitor from the state EFE program (cf. p. 58 and p. 69 this report). The teachers were always aware of their responsibilities to keep their courses focused in order to satisfy established system requirements, and neither expressed ambiguity regarding the purpose of their classes or the directions in which they were to guide students. At Sites 1 and 3 there were no standard curricula, and the teachers had to determine for their own standards by deciding on the content focus of their classrooms and locating appropriate materials. Their sense of purpose and direction for the classes was flexible and could, therefore, be moderated by new or different ideas or materials and by serendipitous circumstances.

Teaching style and the tone set in the classroom constituted a different orientation at each site and contributed greatly to variations in implementation. An important part in the decisions to participate at Sites 2, 3, and 4, the classrooms in which the program was implemented with a reasonable degree of fidelity, was determining that use of the program would not interfere with their preferred approaches to classroom organization, management, and instruction. None adopted any component that did not fit with his or her approach or could not be modified acceptably. Although Sites 2 and 4 showed higher overall use of program components, it is likely that there was a greater degree of fit to begin with between their existing courses and *Social Skills on the Job*.

For these sites, the case studies show that the program was adapted to the classroom, rather than the other direction. Each showed a defense of the existing system to intrusion by the ability to accept and absorb the new program without being seriously altered or disrupted. The capability to pick and choose program components may be extremely important to special education

teachers, and suggests the program should be sold as one that can be used flexibly according to the needs of the classroom as judged by the teacher.

All sites were characterized by the absence of lesson plans, but at Sites 2 and 3, where direct instruction occurred, presentations certainly drew on material from the Teacher's Guide. The guide was designed for easy location of information and to facilitate following the progression of each lesson. Both teachers said that this ease of use was a positive factor in their decisions to use the social skills program. In this area these implementations, again, point to the importance of programs that do not intrude on the existing system. It may be very important for special education teachers to know that the Teacher's Guide offers a format that is easy to use and adaptable to the teacher's judgment of classroom needs with little extra planning and modification.

Student actions in the implementation process and classroom environment were more difficult to assess. At Sites 1, 2, and 4 the students always followed the style and tone established by the teacher. The students at Site 3 seemed to have greater influence on both the implementation and classroom environment through their vocal and physical behaviors. More frequently than not, when they complained about a particular component or assignment from the new program, the teacher dropped or altered the offending requirement (cf. p. 63 this report). However, this was compatible with the style and tone established by the teacher, who fostered an atmosphere of responding to the students' moods and comments. Thus, at all sites the students did not participate in setting goals for or evaluating their work, nor were there any students who seemed dissatisfied with this arrangement.

The case studies show site variations in choice of program components used, teacher control over the direction of the content, level of preparation, level of confidence conveyed, importance attributed to the content, and personal involvement with students were influenced by individual teaching styles, state approved versus teacher selected curriculum structure and course content, teacher-student interaction patterns, and levels of student involvement, three overarching conceptions capture how these classroom social structures operated on implementation of *Social Skills on the Job* . These three conceptions are:

1. The teachers in this study exhibited different levels of authority that contributed to classroom operation and implementation of the program.
2. The formal preparation of the teachers in this study differed to a great extent: One was trained as a vocational education teacher, and the others were trained as special education teachers. This difference in preparation may play a meaningful role in the teachers' perception of their role and in the nature of implementation of the experimental program.
3. The teachers in this study were involved in the decision to use the program and this contributed to program implementation.

These three conceptions are explored in the following sections.

Authority. In assessing personal characteristics and their bearing on the way in which each teacher came to deal with classroom operation and implementation, the level of authority demonstrated during implementation stands as the most identifiable difference. In contrast to the other three teachers, who avoided confrontation, were less demanding of student participation, and more passive in their approaches to implementation, aggressiveness captures the personal essence of the Site 2 teacher. Based on

his comments and observations of instructional delivery, this site was characterized by the strongest demonstration of teacher control over classroom atmosphere and course content. One was always aware of a dominance, a tenacious physical presence in his classroom. He was assertive, projected confidence and surety, and displayed strong involvement and leadership with students. His demeanor had an element of roughness and toughness, and he seemed almost to welcome confrontation -- challenging the students, particularly the males, to question his rules or content. He was the only teacher to emphasize that in his introduction of the program there was no "selling to the kids; it was mandatory." There was no evidence of doubt about the correctness of the purpose and direction for this class, and he tolerated few, if any, exceptions to the charted course for the class.

This concept of authority in implementation is explored in the following descriptions:

The teacher's presence in classroom operation was --

confident, preoccupied, with little demonstrated involvement or leadership with students at Site 1;

confident, assertive with strong leadership and involvement with students at Site 2;

concerned, sympathetic with strong involvement but little demonstrated leadership with students at Site 3; and

confident, aloof with little demonstrated involvement or leadership with students at Site 4.

The teacher's presence during implementation was --

fragmented, unplanned, focused on department duties and bakery at Site 1;

dominating, aggressive, focused on lessons at Site 2;

low keyed, steady, focused on student feelings at Site 3; and

removed, staid, focused on paper or other work at Site 4.

Teacher Perception of Role. Educational backgrounds for the teachers at Sites 1, 3, and 4 and their previous experience (8, 9, and 20 years respectively) were in special education. The Site 2 teacher's primary training was other than special education, and 22 of his 27 years of experience were in vocational-related education. This difference in background may lead to different approaches to solving problems inherent in managing the special education classroom.

What it means to be a special educator at the secondary level may help clarify the importance of this difference to the implementation process. At the most basic level, the promise of special education is that its teachers can successfully deal with any problem. Perhaps the most famous segment of the sonnet by Emma Lazarus inscribed on the Statue of Liberty could be applied to the nature of special education: "Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!"

Preparation in special education to work with students who have cognitive impairments focuses on approaches to address deficits and any other identifiable problem related to learning. The special educator's concern is on teaching a student, each of whom must have an annual individualized education plan (IEP) that specifies the goals and objectives for the school year. Content commonly is peripheral to skill building in the areas of language arts and mathematics. In addition, poor attitudes toward school, behavior problems, and inadequate self-concepts are often targeted for specific attention. It also is common for the state or local district to require special educators to implement

special programs or emphasize certain focal topics, sometimes with no specified supporting materials.

Secondary level special education teachers may be faced with striking a delicate balance in meeting the mandate for individualized instruction. Students exhibit a strong need to "fit in" and not "look" different from their peers. The general orientation of the high school curriculum has a content focus. If graduation is an option for special education students, they are aware of the "required courses," and they expect to have classes with the same titles as the regular education program. Thus, individualization of instruction may be a particular problem for the special education teacher if there is a need to address specific content or competency testing. In addition, if classes operate within a departmentalized approach, teachers may find time at a premium. This is in contrast to elementary level special education teachers, who usually have blocks of time available for individualizing instruction. Secondary level special education teachers may feel a strain to individualize in a program of conflicting demands and restricted time.

The teacher is not always sure what approach will work in each case, nor are there always appropriate materials available to address the different needs. The teacher may identify some general area of need -- one that seems needed by many students -- such as building confidence or improving social skills. Such was the case for the Site 1 and 3 teachers, who described their students as having so many needs that they were sure the social skills program would offer something beneficial to many, if not all, of them. For the Site 1 teacher, a dearth of materials plus her classroom focus on social skills made the new program very attractive. Even though it was not a perfect match for her students,

she felt that it must certainly provide content and activities that could be used. In a slightly different way the Site 4 teacher showed a similar approach. Although her classroom focus was on career readiness, and the social skills program supported that area, she felt that all her students needed some basic math and language arts practice. Thus, she included these activities in their lessons. For the Site 3 teacher, a pending state requirement was sufficient to make the new program attractive to her. She did not question having to add the new requirement but her description of classroom activities and comments on the difficulties in incorporating ever more topics are worth presenting here:

Certainly it [the pending requirement to address vocational skills and career issues in every special education class] affects my plans. Before, I was doing mostly reading and writing and some related real-life skills. The first semester we focus on grammar mainly. Then, second semester we focus on literature, writing, and some business letters. If there's time, then we do forms -- applications, social security, and things like that. In addition, this year we've been working with the vocational counselor who comes to one English and one math class and works on filling out forms and resumes, interviewing techniques, and on building greater self-confidence. So, I think the material in your program will be an asset to the new focus. But, you know each time there's a push for something, other things have to be cut back. It gets harder and harder to fit everything into a period.

Teachers' comments on the development of IEP objectives also show their attempts to provide flexibility in their lessons. At Sites 1 and 3 students usually arrive from the junior high schools (grades 7 - 9 in this district) with prepared IEPs. Both teachers said that the objectives are so generally stated that almost any content can be incorporated without a formal meeting. However, if they think an IEP is too specific they do request a meeting in order to amend it. When they generate the IEP, they try to make the objectives general to begin

with. The Site 3 teacher pointed out that finding an appropriate approach for an individual student is not an easy thing to write into the IEP, but rather it results from trial and error as you get to know and work with a student. At Site 4, the students arrive with a general IEP objective that they will participate in the career readiness class. It is up to the teacher to write more specific objectives. However, like the Sites 1 and 3 teachers, she prefers to use broader objectives that allow her to cover whatever content she feels is appropriate.

In terms of their expectations for students, the Sites 1, 3, and 4 teachers were inclined to reduce the scope and number of assignments given to students, less likely to emphasize completion of assignments and grades, and more likely to look for mitigating circumstances to explain or excuse misbehavior.

In contrast, the Site 2 teacher saw his classroom focus on job skills with a singleness of purpose. While he acknowledged that his students had many other needs, he did not attempt to make them part of his formal teaching. He saw his role as that of preparing his students for success on the job, and the IEP objectives he wrote were targeted to employment and employability skills. He stated that other IEP objectives, such as those for reading and math skills, were the responsibility of the special education teachers. In addition, he held high expectations for the students, which were expressed by a focus on completion of both in-class and homework assignments, consistent assignment of grades, and swift removal from a work-study job for any student with reported misbehavior.

At these sites, even though the special education teachers operated their classrooms in a general, group-oriented manner and strived for broad-based

IEP objectives, their comments indicated that they perceived their role as one who is expected to focus on individualization. They operated as if they expected the program to require modifications in order to meet individual needs, although it was never apparent that changes were made for an individual student rather than for a more general group characteristic. Consequently, being a special educator establishes a role expectation that can negatively influence the implementation process since the teacher continually operates with a need to focus on individualization that in turn sets in motion modifications to the program to meet the teacher's perception of individual needs. The Site 2 teacher incorporated most of the program components and used them according to the prescribed methods, without modifying the program since he was more concerned with group needs than with individual needs.

Program Acceptance. In examining an implementation process, it is reasonable to think that if teachers accept a program they perceive the program and implement it in similar ways. This notion plays an important part in considering comparable implementation across sites and is a recurring focus in evaluating program implementation. Many of the evaluation studies reviewed in the essay in Appendix A (Hall & Loucks, 1978; Hodges, 1981; Patton, 1978; Rezmovic, 1978; Rossi & Wright, 1987) refer to three acceptance-related issues as important in the determination of both level of implementation and comparable implementation across sites: (a) a sense of ownership in the original program, (b) teacher involvement in the adoption process of the new program, and (c) acceptance of the innovation as appropriate to an identified need.

This study also considered these factors, and at a surface level they support the notion that the teachers "bought into the program." All teachers liked *Social Skills on the Job* ; all reviewed the program and decided that using it was appropriate in their classes; and implementation was voluntary. However, the variations in implementation of the program indicate that individual teacher's perception of the role of the program and implementation involve underlying qualifiers to acceptance.

First, emphasis on social skills training for students with cognitive handicapping conditions grew steadily during the course of this study. (See Carter & Sugai, 1989 for a review of this subject.) The site teachers were already aware of this need. The Site 2 teacher felt his existing program included job-related social skills. Although he liked the new program format and its multimedia presentation, he felt his class time was constrained and he would not be able to devote enough attention to implementing a new program. It was only after the researcher asked him to reconsider and his school principal agreed to provide all the needed equipment that he decided to participate in the study. The Site 1, 3, and 4 teachers felt their programs were lacking in this area, and they were eager to receive the materials. This slight difference in describing why the teachers decided to use *Social Skills on the Job* -- "decided to participate" and "were eager to receive materials" -- provides insight into how differences can underlie what is categorized as acceptance by all. The Site 2 teacher saw it as a whole program implementation, and it seemed important to him to determine that he would be able to do a good job or he would rather not attempt it at all. The other teachers saw it as access to materials that addressed

an identified need. They may not have considered implementing the whole program or even thought that that was important.

Second, determining the teachers' involvement in the implementation process points to a subtle difference in defining this element. Since the researcher was directly involved with the teachers prior to implementation there is no question that each actually reviewed the new program prior to deciding to participate in the study. The researcher summarized each component of the program, its intended application, and ways to tailor it to meet particular needs in their students, and, in addition, worked with the Site 1 teacher during the summer and fall prior to implementation to make modifications for use with her lower functioning students. The teachers reacted positively to the content and emphases of the program and indicated that they saw how to fit the program into their classes. The researcher interpreted this process as teacher involvement in the implementation. However, the teachers' predominant interpretation was that use of the program did not require additional work and would not interfere with their existing plans.

Finally, each teacher was solely responsible for the decision to participate in the study, and the researcher interpreted this as a critical element in feeling ownership in the implementation of *Social Skills on the Job*. In retrospect it seems more likely that ownership requires some sense of being vested in the implementation process and its outcomes. The nature of this study could not provide this element, even though all the teachers' supervisors supported their participation in the study, there was no requirement to use the program. When the teachers faced decisions between using the new program and fulfilling

existing requirements, they chose the one that was voluntary since they were under no obligation by their school districts to use the new materials.

It seems likely that each teacher held a perception of the role of the program that uniquely affected the concept of acceptance of the program and resulted in variations in implementation. While all teachers liked and accepted the program, they did not want the program to alter their existing program, including teaching styles and personal interactions. Further, although use of *Social Skills on the Job* was imposed by the teachers, the students also held a perception of the program that affected the implementation process. This theme of teacher and student perceptions of the program is explored in the following descriptions of how the program was used at each site:

The teacher saw the role of the program as --

a hardship and interference to other activities at Site 1,

an opportunity to support an existing program at Site 2,

an opportunity to try out an area of interest at Site 3, and

a means to occupy class time at Site 4.

The students saw the program as --

something present that was not used at Site 1,

something useful that would help in life at Site 2,

something stupid that was irrelevant to life at Site 3, and

something to do that also might be fun at Site 4.

Working through the qualitative process to construct progressively narrower characterizations helps to form ideas about other potential factors or the interplay of factors in the classroom environment that affect implementation. In this study, what the teachers said about *Social Skills on the Job* seems to have been modified by their personality characteristics, perceptions of their roles based on educational backgrounds and experience, and personal

definitions of what acceptance of the program meant. This points to a need to be ever mindful of the complex nature of implementation and to include a means for exploring elements of the process that are less transparent in their operation in the classroom environment.

In addition, variations in the implementation processes at the four sites in this study indicate that the identified factors do not operate in isolation. These sites provided information about factors that are clearly different in the individual classes. Further study could examine whether they operate in a combined fashion or are modified by other considerations such as the extent to which a teacher is involved with others, perhaps in a give-and-take group process, to establish standardized goals and content; the definitiveness of the course content and organization; whether external approval and monitoring processes exist; what constitutes a lesson; and teacher confidence in the purpose and direction of the course. Difficulty arises in finding an accurate means of identifying the specifics of these effects, but future research should recognize this type of composite profile as an important explanatory element and as a major reason to recommend that descriptive and observational data be carefully planned and incorporated into every study of the educational implementation process.

As with all inductive studies, the goal of the discovery of hypotheses is important in this study. As a means of summarizing the major conclusions, the following hypotheses, as outcomes of these case studies, are presented here for future work:

1. Educational materials that have flexible components will be used more frequently by special education teachers.

2. Secondary teachers whose formal preparation is in special education more than secondary teachers whose formal preparation is in regular education will expect to modify all educational materials in an attempt to address individualized instruction.
3. Secondary teachers whose formal preparation is in regular education more than secondary teachers whose formal preparation is in special education are more confident about their curriculum.
4. A standard, system-wide curriculum increases teacher confidence in content goals.
5. Competing demands for secondary level special education classroom time decrease new program implementation fidelity.
6. Competing demands for secondary level special education classroom time decrease IEP objectives that focus on individualization.

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## Appendix A

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Essay on the use of case study methods  
to address research problems in program evaluation

## Appendix A

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**Issues in Methodology: A Case for Case Study**

After the publication of Campbell and Stanley's (1966) work on research designs useful in evaluating educational programs, the randomized, controlled experimental design became the predominant choice for causal analysis in much of the evaluation field (Lipsey, Crosse, Dunkle, Pollard, & Stobart, 1987). The enthusiastic reception of this work marked the move from laboratory to field settings, in spite of the realization that considerable constraints to randomization existed because creation of appropriate control groups was virtually impossible. Campbell and Stanley (1966) offered a possible solution to this problem in the form of quasi-experiments, which have research designs that do not rely on randomization to form controls. While they were very careful to point out the inferior validity of data generated under such designs, it was clear that some conditions were possible in which valid causal inferences could be drawn. Unfortunately, what was embraced as the "answer" to evaluation needs has come to be characterized by a preponderance of quasi-experiments that are flawed in many ways. They have been carried out under conditions that Campbell and Stanley warned against (e.g., Campbell & Stanley, 1966; Cook & Campbell, 1979; Rossi & Wright, 1987).

Campbell and Stanley (1966) discussed in detail the problems of controlling extraneous variables and potential threats to validity of any quasi-experimental design: history, maturation, testing, instrumentation, selection, mortality, and interaction effects. A major consideration must be the likelihood of uncontrolled factors accounting for the results and causing mistaken

attribution of true program effects to various artifacts. A particular concern surrounds the popular nonequivalent control group design which attempts to compensate for differences between the experimental and control groups by matching. There is a tendency to assume that matching of groups is an appropriate and sufficient procedure for establishing the equivalence of groups (Rossi & Wright, 1987). However, Campbell and Stanley (1966) warned that if the means of the groups are considerably different, then matching fails to provide equivalence and introduces a regression effect into the difference between pre- and posttests.

Lipsey, Crosse, Dunkle, Pollard, and Stobart (1987), in their review of current evaluation research, analyzed the studies in relationship to five factors involved in effective use of the experimental paradigm:

*Research Design* . The issue centers on valid identification of cause-and-effect linkages. An appropriate design is needed to determine if the effect of interest is actually produced by the identified intervention and to separate the effect of the intervention from other occurrences that may have similar effects. A valid determination of causal links requires that the research design include proper controls or a logic that allows for reasonable rejection of alternative explanations.

*Statistical Power* . An important consideration in experimental designs focuses on methods of appraising sample data in regard to the alpha criterion ( $\alpha$ ), the probability of falsely rejecting a null hypothesis (Type I error), and methods of determining  $\beta$ , the probability of falsely failing to reject a null (Type II error). The statistical power of a test is defined as  $1-\beta$ , and is the probability of a statistically significant result on a dependent measure when there is in fact a real effect produced by the treatment. Type I error is associated with the  $\alpha$  level, and Type II error with the sample size (Cohen & Cohen, (1983). While Type I error has been the major concern in theoretical research, Boruch and Gomez (1979) argue that Type II error is of equal or greater importance in practical research. Reduced statistical power, which is a frequent problem in field settings with inconsistency in treatment delivery, increased measurement error, and limited sample sizes, can result in a program

receiving the mistaken label of failure to produce an effect, when the problem is the inability to detect an effect.

*Measurement* . Inadequate measurement can mask important treatment effects. Problems arise when the dependent measures do not respond to underlying treatment effects due to inaccuracy or inadequacy of the content of the defined property as measured (lack of validity); measurement error that precludes the collection of consistent, dependable, predictable data (lack of reliability); or inability to detect varying degree of change (lack of sensitivity).

*Treatment Implementation* . Sechrest, West, Phillips, Redner, and Yeaton (1979) have specified the needed treatment characteristics for a reasonable expectation of an effect: adequate strength and integrity. In other words, the treatment, in principle, should be powerful enough to produce change in the target condition, and there must be a high level of fidelity between the intended and actual delivery that is followed. There is little likelihood of showing positive effects when a treatment is weak or inconsistently delivered, or administered for too short a period of time (Boruch & Gomez, 1979).

*Program Theory* . Because innovative programs tend to be of a more complex and multifaceted nature than of the one-shot type of treatment, considerable variety in effects across individuals should be expected (Lipsey, Crosse, Dunkle, Pollard, & Stobart, 1987). Many educational researchers have addressed the implications of such complex programs for evaluation. For example, Rutman (1980) and Wholey (1981) presented the concept of evaluability assessment based on the recognition that both conceptual and organizational components are intertwined in a program. Barr and Dreeben (1983) focused on the interrelationship and dependency between elements in school organization such that evaluation must examine levels of influence from one part or event to another. Hall and Loucks (1978) commented on the growing awareness that program implementation is a process rather than an event. Further, they stressed that an evaluation must proceed from an informed position in regard to the myriad components that are involved. Chen and Rossi (1983) argued for the need to include *a priori* theory and knowledge of the different elements and levels of an organization in building models of the implementation system for the analysis of outcomes. The combined message asserts that complex programs incorporate many activities and expected outcomes, and if evaluation is to be successful, there must be some conceptual linkage between these parts. Failure to produce expected effects, even when there is no problem in implementation, may stem from inadequacies in the original treatment concepts, which may be misleading, wrong, or absent. Without an understanding of a program model, there is essentially no program to evaluate; there is no basis for determining what effects the program

could be expected to have; and there is a danger of trying to measure something that has not occurred.

The discussion by Lipsey and associates (1987) alludes to the distortion and detriment that can result in such evaluation studies when treatment effects are either over- or underestimated, and they claim that the overall results of their analysis points to an evaluation literature composed primarily of scientific study that falls considerably short of providing the substance associated with such work.

The evaluation of innovative instructional programs in educational settings is equally plagued by these concerns. Since school district approval of a randomized design is very unlikely, this necessitates use of the weaker nonrandomized design. Measurement issues in educational evaluation loom as major obstacles to confident results and conclusions, with one of the major weaknesses being the difficulty in accurately identifying and/or specifying variables that offer competing explanations to an expected effect (Kerlinger, 1986). Most attempts to increase statistical power involve increasing the number of subjects (Cohen & Cohen, 1983). However, this increase in subjects contributes to a problem in analyzing the treatment implementation because inconsistency of delivery usually occurs. Although individual projects are part of the same innovative program being implemented, each can have immediate goals that vary considerably from project to project (Cook, 1981). Variations in implementation constitute a major control issue, and it follows, that the problem is heightened when more users are added to address the statistical power issue. Attention to program theory is particularly critical in studying implementation of innovations that tend to be complex and diverse (Lipsey, Crosse, Dunkle, Pollard, & Stobart, 1987). Unfortunately, theoretical issues are

often given cursory coverage in the form of a main hypothesis of overall program effectiveness, with little information on the implementation structure, its particular elements, and their interaction. Yet, it is hard to imagine the implementation of an instructional program without thinking of it as a complex psychosocial interaction having varied deliverer and learner differences.

The classroom situation exacerbates this evaluation problem. Instructional programs may be selected at some higher decision making level within a school system and with particular goals in mind, but once the materials are in a classroom the teacher often operates in an autonomous fashion (Skrtic, 1987). Public schools, for the most part, do not produce their own curriculum materials, but rather rely on others outside of the schools, such as commercial publishers, to produce instructional materials and programs for the classrooms. The product is developed under a general, global model that incorporates instructional design principles, knowledge of producing a particular delivery medium, one of several philosophies of education and perhaps learning, knowledge of the content, an understanding of the target audience and classroom structure, and attitudes about appropriate methods of instruction. Thus, the program has a deliberate focus, organization, and directions with an intended instructional approach. However, once the program is published it is static in the sense that it is not likely to be subject to revisions or refinements by its developers. School system adoption is frequently based upon program descriptions and perhaps isolated demonstration. Often the decision makers consider their job done when the program is ordered, primarily because they assume that the program will be implemented as described or demonstrated (Fullan & Pomfret, 1977). The active force actually moves to the teacher, who

operates with his or her own focus, philosophy, organizational structure, and instructional approach, and who might accept, alter, and ignore any part of the original intentions. For example, in the evaluation of a remedial math and language arts program that was implemented in a large urban school, the administrators provided the set of instructions under which the participating classrooms were to be operating. They were certain that all teachers were following the prescribed delivery. However, both questionnaire and observational data showed that over half of the teachers had altered the instructional delivery format (Harris, Sadacca, & Hunter, 1985). The consequences are that the instructional program as designed, and often as selected, rarely matches the actual delivery of that instruction.

Recognition of this discord in program implementation and its implications in conducting quantitative research is not new. Hall and Loucks (1978) described a change process that evolves in educational innovations between the developer's model and user implementation. Details of the "drastic alterations" that occur during implementation serve as the authors' basis for a proposed method to improve quantitative evaluation procedures by first determining how the actual practice of the innovation differs from the original model. Berliner (1983), in the context of aptitude-treatment interaction (ATI), offered an equally detailed description of the varied factors in a classroom that affect performance outcomes. Berliner noted that even commonly known educational treatments and structures, such as open education, teacher centered classrooms, new math, reading circle, and seatwork, exhibit immense variation in implementation within classrooms. His discussion focused on the importance of attending to classroom environmental information in order to

improve quantitative research in ATI, and he suggested that students and teachers not be studied separately from the activity in which they are both participants. With the purpose of contributing to the improvement of both social science research and the actual operation of schools, Parsons (1959) discussed varied and complex situational elements in the classroom social structure that affect individual student attainment and how they interact to form adult roles in society. He described the class "as the place where the 'business' of formal education actually takes place" (p.297) and, therefore, it is the appropriate unit of analysis. In their critique of the Follow Through evaluation and its problems, House, Glass, McLean, and Walker (1978) doubt both the propriety of the question asked, "What works best," and the appropriateness of a quasi-experimental design as the evaluation approach. Nevertheless, they emphasize the value of the major finding of intersite variations as evidence of the need to study the role that contextual factors play in determining the nature of implementation of any educational innovation. Hodges (1978), commenting also on the sampling and methodological problems of the Follow Through evaluation, stated that the evaluators made another serious error — applying an experimental research paradigm to a "situation that did not and could not fit it" (p.186). He faulted the investigators for adopting a narrow perspective that focused on child outcomes in the form of achievement test scores and that ignored the richness of information available in examining attitudes and cognitive development.

Several researchers (e.g., Hall & Loucks, 1978; Hodges, 1981; Patton, 1978; Rezmovic, 1987; Rossi & Wright, 1987) have suggested that the frequent problems and findings of zero or small effects associated with evaluation

studies result from insufficient attention to program operations and an examination of the process involved in implementation. Patton (1978) attributed this condition to evaluation research that is "preoccupied" and dominated by measuring outcomes, as evidenced in educational research where the outcome is based on pretest-posttest performance on standardized achievement tests; in criminal justice programs where the outcome is comparative recidivism rates; in health programs where the outcome is change in incidence and prevalence rates; in manpower programs where the outcome is employment rates; and, in drug abuse treatment programs where the outcome is rate of repeated addiction. Treatment integrity is a term applied to the match between practice and the original plan in a program or treatment implementation. Rezmovic (1987) substantiated the extent to which problems in treatment integrity exist by citing several reviews of studies in various areas of evaluation that target insufficient attention to and detail of program components as one of the major shortcomings. The shortcomings and areas of evaluation in the cited reviews are as follows:

inadequate description of treatments	criminal justice evaluations	Slaikeu, 1973 Cook & Scioli, 1975 Sechrest & Redner, 1979
lack of correspondence between program specifications & implementation	federally funded evaluations	Sechrest & Redner, 1979 Berstein & Freeman, 1975
no mention of treatment implementation	education evaluations	Thomas, 1980

The lack of attention to the details of a treatment spawns a curious confusion in evaluation studies, where it may be concluded that the treatment was ineffective when problems in treatment integrity may have precluded

drawing adequate conclusions. Rezmovic (1987) posits that it is "quite likely innovative rehabilitative methods have not been fully tested, and worthwhile programs have not been detected" (p. 586). This confusion also results from the emphasis on an outcome measure of effectiveness, at the expense of examination of the processes involved, which provide an understanding of the level of effectiveness (Patton, 1978).

Inadequate attention to program theory is another serious shortcoming in evaluation research, particularly in implementation projects that involve complex innovative programs (Chen & Rossi, 1980). For their review of evaluation studies, Lipsey, Crosse, Dunkle, Pollard, and Stobart (1987) developed a framework for recognizing and differentiating the types of program theory used. They produced three categories: nontheoretical, with uses of black box treatments; subtheoretical, with descriptions of program strategies or principles provided; and, theoretical, with uses of hypothesis testing or integrated theory. Of the 119 studies for which this information was available, Lipsey and associates categorized approximately two-thirds as studies for which there was no theoretical basis higher than subtheoretical.

A particular concern in evaluation methods is use of the black box approach. These are evaluations that intend to provide unbiased estimates of net effects of programs (e.g., Hall & Loucks, 1978; Patton, 1978; Rezmovic, 1987; Rossi & Wright, 1987). The name stems from the idea that treatment is regarded as an undifferentiated unit and nothing is known about its components. This is an experimental paradigm advanced by Campbell and Stanley (Rossi & Wright, 1987). Lipsey, Crosse, Dunkle, Pollard, and Stobart (1987) found that almost 20 percent of the studies they reviewed were of this

type. The usual black box evaluation is in the form of a comparison of overall success or effectiveness, with the most widespread use in the yearly administration of standardized achievement tests in public schools (Patton, 1978). He claimed that the results of such evaluations are not used, although they have high potential for misinterpretation and abuse. Information regarding why the treatment did or did not work is not ordinarily provided. However, as Patton (1978) stated, "hidden inside that black box can be quite important information that makes a world of difference in understanding a program" (p. 157). Often, when zero or small effects occur, the researcher will use post hoc analyses to try to determine whether the overall analyses may have masked a relationship in an implementation evaluation. The results of such analyses are not only open to differential interpretation, but also subject to many threats to validity (Rezmovic, 1987).

Many evaluators are dissatisfied with the primary evaluation methods that overemphasize design, data analysis, and outcome measures to the exclusion of other criteria (e.g., Hodges, 1981; Leithwood & Montgomery, 1980; Patton, 1978; Quay, 1979). There is a need for studies that focus on the processes that operate in innovative programs, that attend to program integrity, and that incorporate program theory (e.g., Chen & Rossi, 1980; Cook & Reichardt, 1979; Hall & Loucks, 1978; Lipsey, Crosse, Dunkle, Pollard, & Stobart, 1987; Patton, 1980; Rutman, 1980; Sechrest, West, Phillips, Redner, & Yeaton, 1979; Wholey, 1981). The case study has been suggested as an alternative methodology that is building a reputation for providing insight and understanding in regard to the processes involved in many social programs (Lipsey, Crosse, Dunkle, Pollard, & Stobart, 1987; Patton, 1980; Rezmovic, 1987; Wholey, 1981).

The increased use of qualitative inquiry is not surprising since it serves as a source for rich descriptions of events and explanations of processes that occur within and across sites (Miles & Huberman, 1984). However, the case study often has been categorized as a weak method, and those who use it viewed as less demanding, objective, and precise (Kidder, 1981; Miles & Huberman, 1984; Yin, 1984). Yin (1984) argues that perhaps the negative view of case study methodology is due to a misunderstanding of its strengths and weaknesses. He calls for a distinction among various approaches, such as ethnography, field study, and participant observation, and promotes use of the term case study for a rigorous method of doing research that involves problem definition, design, data collection, data analysis, and composition and reporting. Miles and Huberman (1984) also address the use of a systematic method that will produce clear, verifiable, and replicable meanings from qualitative data. This discussion will focus on the method espoused by both Yin (1984) and Miles and Huberman (1984), and will make no attempt to address other types of qualitative methods.

The appeal of case studies reflects a desire to understand complex social phenomena, and the distinctive contribution of the case study is its provision for keeping the characteristics of real-life events intact and meaningful (Yin, 1984). In an attempt to promote an understanding of case studies and distinguish them from other research methods, Yin provides the following definition:

A case study is an empirical inquiry that:

- investigates a contemporary phenomenon within its real-life context; when
- the boundaries between the phenomenon and context are not clearly evident; and in which
- multiple sources of evidence are used (p. 23).

Case studies provide a distinctive perspective to evaluation research with at least four applications: (a) *explanation* of causal links in real-life interventions that go beyond survey or experimental strategies, (b) *description* of the real-life context surrounding an intervention, (c) *description/illustration* of the intervention itself, and (d) *exploration* of interventions that have no clear, single set of outcomes (Yin, 1984).

Just as in quantitative methods, the purpose of the research design is to maintain the focus of the research so as to avoid a mismatch of evidence and the initial research questions. Unlike quantitative methods, there are no textbooks that explicate case study research designs. Yin (1984) suggests five important components for a case study research design: (a) a study's questions; (b) its propositions, if any; (c) its unit(s) of analysis; (d) its logic linking the data to propositions; and (e) the criteria for interpreting findings.

Several authors have discussed the importance of validity and reliability in designing case studies (e.g., Kidder, 1981; LeCompte & Goetz, 1982; Miles & Huberman, 1984; Yin, 1984). Internal validity is critical in causal or explanatory studies, and researchers must examine assertions for threats to validity or rival explanations, as identified by Campbell and Stanley (1966) (Kidder, 1981). External validity deals with the generalizability of a study's findings and has been the source of criticism of case studies. However, Yin (1984) points out that the criticism mistakenly refers to statistical generalization and not analytical generalization, which is the concern of case study and experimental research. Thus, it is through replications that generalization from one study to another is tested. Construct validity, or the consistency or similarity between measures of the same variable, cannot be determined in case studies by calculating

coefficients (Kidder, 1981). In case studies the researcher must clearly specify the concepts that are to be studied and demonstrate that the selected measures of these concepts actually reflect the concepts (Yin, 1984). Construct validity can be enhanced by use of multiple sources of evidence, establishment of a documented chain of evidence, and review of the draft report by key informants (Yin, 1984). Reliability refers to the extent to which studies can be replicated, and the most effective strategy for increasing reliability is careful and specific documentation of what was done (LeCompte & Goetz, 1982; Yin, 1984).

Yin (1984) lists six sources of evidence for data collection in case studies: documentation, archival records, interviews, direct observations, participant observation, and physical attributes. However, a frequent problem in case study research is an overload of data. Thus, it is important to have a clear idea of who and what will and will not be studied. Both Miles and Huberman (1984) and Yin (1984) emphasize preparation for the case study by working from a conceptual framework and developing a protocol for the investigation. In addition, the development and use of data collection instruments help keep the concepts and variables plainly in focus. Clear operational definitions are another essential element to the data collection process, and there are benefits to establishing an initial coding scheme that can be used and refined in categorizing information during data collection (Miles & Huberman, 1984).

Data analysis in case studies is an evolving, ongoing process and basically involves an iterative summarizing, grouping, and reduction of the data in a search for smaller number of meaningful themes or constructs (Miles & Huberman, 1984). An effective tool in the processes of data reduction and analysis is memoing, "a theorizing write-up ideas about the codes and their

relationships" (p. 69), which can make seemingly disparate pieces of information more conceptually coherent to the researcher (Glaser, 1978, cited in Miles & Huberman, 1984). Pattern-matching (Campbell, 1966, cited in Cook, 1981) can be one of the most effective data analysis strategies in the case study. Primarily, it comprises a comparison between a derived pattern with a predicted one. There are no precise procedures established for making this comparison, and as Yin (1984) points out, this allows for "interpretive discretion" on the part of the researcher.

Finding meaning in a set of data is the overriding goal of research. Miles and Huberman (1984) listed 12 tactics for generating meaning, seeing things and their relationships more abstractly, and building an understanding of data.

1. Counting/frequencies,
2. Noting patterns and themes,
3. Seeing plausibility,
4. Clustering,
5. Making metaphors,
6. Splitting variables,
7. Subsuming particulars into the general,
8. Factoring,
9. Noting relations between variables,
10. Finding intervening variables,
11. Building a logical chain of evidence, and
12. Making conceptual/theoretical coherence (p. 215).

Further, the authors believe this process is enhanced by visual displays of data, such as charts, graphs, scatterplots, matrices, and tables. They stress, however, that the generation of meaning operates hand-in-hand with testing the validity and reliability of data (cf. discussion above), avoiding researcher bias, and assuring the quality of conclusions by making contrasts and comparisons, checking the meaning of outliers, looking for negative evidence, and getting feedback from informants.

In summary, program evaluation has been characterized by a rigid acceptance of and adherence to quasi-experimental designs. These designs were heralded as the solution to moving research from the laboratory to the field, but as this discussion has indicated, the hope has not been effectively realized. Concern arises about the appropriateness of this approach when an evaluation is directed at a complex program that operates as a process rather than an event, and is marked by restricted ability to control, inconsistency in site-to-site implementation, and limited sample sizes. In addition, evaluations of complex programs have tended to ignore program theory by using the black box approach, in which emphasis is on an overall outcome measure of effectiveness at the expense of examining the processes involved that provide an understanding of the outcomes. Use of qualitative/case study methods has been suggested to address these shortcomings, i.e., focusing on the processes that operate in complex, innovative programs; examining site-to-site variations in implementation; and attending to program theory. However, one reluctance in moving toward the case study has been the traditional separation of the character of data that relegates hypothesis testing or deductive approaches to the realm of quasi-experiments and inductive approaches to case studies. This dichotomy is not a useful one when a program is so complex that a hypothesis testing-deductive mode does not allow examination of the variations and interrelationships between and among the program components. An approach can be inductive and also have quantitative data. They will exist only for some elements and not for others, but the latter should not be ignored in the evaluation of a complex program.

## Appendix B

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### Guiding Data Collection Instruments

- A: Teacher Understanding/Style
- B: Congruence Between Existing and New Content
- C: Instructional Delivery

## Appendix B

**GUIDING INSTRUMENT A: TEACHER UNDERSTANDING/STYLE**

Site \_\_\_\_\_

Date Completed \_\_\_\_\_

**STATEMENT:** The teacher possesses an understanding of the goal of the class that includes: (1) class/course objectives and content, (2) teacher style and techniques, and (3) student needs.

**DIRECTIONS:** Conduct unstructured interviews with the teacher in conjunction with site visits for observations. Use questions to guide interviews and observations. Complete this instrument after conducting all necessary interviews and observations. Attach notes and any related materials.

**A.1 How is the class organized and what are the major objectives?**

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**A.2 How is class content determined?**

---

**A.3 How does teacher define content?**

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**A.4 What type of advanced planning and preparation does teacher use guide the direction of the course?**

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**A.5 What approach is used to determine task structure?**

---

**A.6 What grouping approach is used?**

---

**A.7 Does teacher share locus of responsibility in learning and evaluation? If so, in what ways?**

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**A.8 What innovative adjustments does teacher use to deal with unusual class needs or circumstances?**

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**A.9 What approach is used for feedback with students? In what areas? What is predominant form?**

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## Appendix B Continued

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**GUIDING INSTRUMENT B: CONGRUENCE BETWEEN EXISTING & NEW CONTENT**

Site \_\_\_\_\_

Date Completed \_\_\_\_\_

**STATEMENT:** When new instructional material(s) is first observed, the teacher assesses the congruence between expectations for the class and the new material and decides what to do with the new material. The teacher operationalizes a decision about incorporating the new material by readjusting lesson plans that: (1) merge some materials, (2) specify initial presentation to and activities for students, and (3) delineate long term direction and activities.

**DIRECTIONS:** Conduct unstructured interviews with the teacher in conjunction with site visits for observations. Use questions to guide interviews and observations. Complete this instrument after conducting all necessary interviews and observations. Attach notes and any related materials.

**B.1 How closely does teacher think new program content fits into existing content?**

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**B.2 What information from Teacher's Guide is used to help organize implementation?**

---

**B.3 What information from Teacher's Guide is used to help individualize instruction?**

---

**B.4 Which components are included?      How are they used?**

advance organizers

vocabulary activity

videotape

discussion probes

worksheets

computer software

role playing

additional ideas

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**B.5 What modifications are made to accommodate implementation?**

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**B.6 Describe the initial use of the new materials.**

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## Appendix B Continued

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**GUIDING INSTRUMENT C: INSTRUCTIONAL DELIVERY**

Site \_\_\_\_\_

Date Completed \_\_\_\_\_

**STATEMENT:** The teacher's instructional delivery of the adapted lessons: (1) provides an initial orientation for students, (2) conveys a level of acceptance, knowledge/mastery, and confidence; and (3) responds to the social system of the classroom.

**DIRECTIONS:** Use questions to guide observations and unstructured interviews, if warranted, during site visits. Complete this instrument after conducting all observations and interviews. Attach notes and any related materials.

**C.1 What is the nature of individual lesson and material preparation?**

---

**C.2 What is the nature of modifications made to program materials?**

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**C.3 What is nature of videotape-discussion tasks?**

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**C.4 What is the nature of use of other program components?**

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**C.5 What approach is used to move from one task to another during a period?**

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**C.6 What is physical posturing and movement of teacher during instruction? [Include direct use of directional material during instruction.]**

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**C.7 What approach is used to elicit student contributions during instruction?**

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**C.8 What is the nature of student contributions?**

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Appendix B Continued

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**GUIDING INSTRUMENT C: INSTRUCTIONAL DELIVERY Continued**

**C.9 What is the type and tenor of feedback? In what areas are they made?**

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**C.10 What opportunities occur for innovation in instruction?**

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**C.11 What involvement do students have in terms of creation and direction of tasks, goal establishment, and evaluation of work?**

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## Appendix C

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Original preliminary list of factors with codes and operational definitions.

Explanation of modifications and additions with factors, codes, and operational definitions.

## Appendix C

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 Preliminary Factors for Organization, Retrieval, and Analysis of Data
 

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FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
<b>TEACHER UNDERSTANDING/STYLE [US]</b>		
Course organization	USORG	Indications of impact of the new program on the organization and design of course content
Major course objectives	USOBJ	Specification of course objectives
How course content is determined	USDET	Determination of course content (e.g., formal, informal, mixed)
Teacher definition of course content	USDEF	Interpretation of course objectives and what comprises course content
Lesson and material preparation	USPRP	Indications of advanced planning and preparation of lessons and related materials that provide a general sense of direction for the course
Task structuring	USTSK	Information on or indications of the nature and intended purpose of an activity and the importance of individualization in arranging tasks (e.g., direct instruction, independent seatwork, computer use)
Student grouping	USGRP	Information on or indications of the structure and operation of the group for instruction (e.g., whole class, small group, individual)
Student involvement in goals and evaluation	USLCI	Information on or indications of the teacher planning for and/or offering student choices in instruction and evaluation (e.g., sequence, pace, group membership, creation and direction of learning activities, goal establishment responsibility, checking answers)
Teacher innovation	USINV	Indications of adjusting plans based on particular class or student characteristics, or planning alternative strategies for unusual class circumstances
Feedback to students	USFBK	Indications of planned feedback to students (e.g., verbal or physical, positive or negative, grading procedures)

## Appendix C Continued

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 Preliminary Factors for Organization, Retrieval, and Analysis of Data
 

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FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
<b>CONGRUENCE BETWEEN EXISTING &amp; NEW CONTENT [CG]</b>		
Content fit	CGFIT	Comparison of existing and new content relating to implementation with indications of similarities, difference, compatibility, and problems
Initial use and presentation of program	CGINT	Description of initial presentation to students and events surrounding first lesson
Program use modifications	CGMFY	Modifications made to new program to accommodate implementation
Use of program approach for organization	CGAPP	Interpretation of course objectives and what comprises course content
Use of suggestions for individualization	CGIND	Indications of use of information from Teacher's Guide on individualizing instruction
Use of advance organizers	CGA-O	Indications of use of Advance Organizers from Teacher's Guide
Use of videotape-discussion	CGV-D	Indications of use of information from Teacher's Guide to organize and lead videotape-discussions
Use of language-related activities	CGL-A	Indications of use of vocabulary and other language-related activities from Teacher's Guide
Use of worksheets	CGW-S	Indications of use of worksheets from Teacher's Guide
Use of computer activities	CGC-A	Indications of use of computer software activities to reinforce content
Use of role playing activities	CGR-P	Indications of use of information from Teacher's Guide on organizing and implementing role playing activities to reinforce content
<b>INSTRUCTIONAL DELIVERY [ID]</b>		
Use of Teacher's Guide	IDGUI	Observation of use of Teacher's Guide during lessons

## Appendix C Continued

## Preliminary Factors for Organization, Retrieval, and Analysis of Data

FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
<b>INSTRUCTIONAL DELIVERY [ID] continued</b>		
Nature of discussion tasks	IDDIS	Description of discussion activity during lessons (e.g., use of probes, length, student involvement, depth, extension to related topics)
Approach to elicit student responses	IDLCT	Ways in which teacher promotes student attention and participation during lessons and which students are included (e.g., all, selected, or none)
Student contributions	IDCTB	Description of student contributions in response to direct questions, to general discussion topics, and to less formal lesson situations
Teacher posture and movement	IDMOV	Description of teacher involvement and movement during direct instruction
Teacher extemporaneous innovation	IDINV	Ways in which teacher responds to and handles unexpected or unusual situations during lessons
Nature of transition between tasks	IDTRN	Ways in which teacher moves students from one activity to another during a lesson
Student involvement in goals	IDGOA	Indications of student participation in and responsibility for the creation and direction of lesson activities
Student involvement in evaluation	IDVAL	Indications of student participation in checking assignments or deciding if assignments are satisfactory
Feedback to students	IDFBK	Description of the type of comments or gestures made to students in regard to their efforts during lessons
<b>MISCELLANEOUS CODES</b>		
Positive; more; used; involved	+	Researcher classification added to a code
Negative; less; not used; not involved	-	Researcher classification added to a code

## Appendix C Continued

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 Preliminary Factors for Organization, Retrieval, and Analysis of Data
 

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FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
<b>MISCELLANEOUS CODES continued</b>		
Student(s)	STU	Reference to students not not included in other codes
Teacher	TCH	Reference to students not not included in other codes
Sex	SEX	Female; male
Race	RAC	Black; white
Age range	AGE	30-39;40-49;50-59
Education level	EDL	bachelor's degree; bachelor's degree plus hours; master's degree; master's degree plus hours
Total years of teaching experience	TEX	Reported number
Years experience in special education	EXP	Reported number
Years experience at current school	CEX	Reported number
Age range of students in class	ARG	Reported number
Setting	SET	General reference to an aspect of the classroom
Student attention to task	TND	Observation of student physical appearance in relationship to activity (e.g., having appropriate materials, eyes on lesson focus, indication of involvement in activity)
Special education	sped	Reference to special education program or placement not included in other codes
School	sch	Reference to school not included in other codes
Enrollment	enroll	Specification of enrollment - the school and possibly of target special education category

## Appendix C Continued

## Preliminary Factors for Organization, Retrieval, and Analysis of Data

FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
MISCELLANEOUS CODES continued		
Dropout	dropou	Information on dropout rates - for school and possibly of target special education category
Socioeconomic status	ses	Information about the economic nature of the community/population served by the site
Program - Social Skills On The Job	SSJ	Reference to social skills program not included in other codes
Pattern	PAT	Researcher classification of emerging pattern

## Modified and Additional Codes

*Modified codes* were made to identify codes applied within memos. During the observations there were items of interest, but they could not accurately described with the two-letter domain identifiers. For reference to information in this way, the prefix was replaced by a slash (/). For example, CGCMP became /CMP and IDDIS became /DIS.

*Additional codes* were generated as the site visits progressed, primarily to clarify particular actions, interactions, and/or situations observed at the site or mentioned during an interview that seemed to offer important additional information but that were not covered through existing codes. Following are the additional codes:

cntrl	CONTROL
spprt	SUPPORT/HELP/ASSISTANCE
grad	GRADUATION INFORMATION/REQUIREMENTS
image	SELF-IMAGE
succs	SUCCESS
grdrng	GRADE RANGE
male	MALE
female	FEMALE
par	PARENT(S)
me	RESEARCHER
???	SURPRISE

## Appendix C Continued

## Definitions of Additional Codes

FACTORS	CODE	OPERATIONAL DEFINITION/ CATEGORIES
MISCELLANEOUS CODES continued		
Control	cntrl	Indications of dominance of lessons-observation of discussions by one person or group, being or wanting to be in control of activities
Support	spprt	Indications of support, help, or assistance being offered or given to others
Graduation	grad	Information about graduation requirements for special education students - Carnegie units, attendance, competency testing
Self-image	image	Information and/or indication of student feelings about self, including in relationship to special education placement
Success	succs	Information and/or indication of teacher feelings about student success - in school, on the job; or potential for success on the job
Grade range	grdrng	Specification of the grade range in the target class at the site
Female	fmale	Observation of and/or information about action involving a female student
Male	male	Observation of and/or information about action involving a male student
Parents	par	Information about parents of students - support, attitudes, involvement
Researcher	me	Reference to researcher when information is directly related to her presence at the site
Surprise	???	A surprising and/or inconsistent finding

The preliminary list of factors in Teacher Understanding/Style (US) was found sufficient to code the target information on the related instrument, and no changes occurred. Congruence Between Existing and New Content (CG) was reduced to six factors. It originally included codes for each component of the social skills program in anticipation that interview information would be quite specific. This distinction was based on knowing that program components had been designed to address certain aspects of the special education class as well as various approaches to teaching. Midway through the visits, it was apparent that the distinction was not important to the teachers, and their observed use of and references to the program were much more general. Whatever components had been adopted by a teacher and the way in which they were used served to define the new program at that site. Consequently, the separate codes were collapsed to one general code for "Use of program components."

Instructional Delivery ended up with 11 factors. Three codes originally established to collect interview information under Teacher Understanding/Style and Congruence Between Existing and New Content were added to Instructional Delivery to allow for collection of observational information on the same items. The resulting codes were: "Individual lesson and material preparation," "Nature of use for other components," and "Modification of approach and/or materials." The combination of two codes was seen as more appropriate for their limited occurrence: "Student involvement in goals and evaluation" replaced "Student involvement in goals" and "Student involvement in evaluation." One code, "Use of the Teacher's Guide," was deleted in favor of describing its use in various other areas such as preparation, discussion, and other program components.

As the site visits progressed it became necessary to clarify particular actions, interactions, or situations observed or mentioned during interviews that seemed to offer important additional information but that were not covered through existing codes. During observations there were items of interest that were included in memos as researcher comments, but they could not be accurately described with the two-letter code prefix for the main area in which related information was anticipated. For references to this type of information the prefix of an existing code was replaced by a slash. Ten of the 21 preliminary codes in the miscellaneous category were retained. Five were separated into Background Codes to which information about parents, graduation, and grade range were added. Four were separated into Setting-Related Codes to which information about student gender, control, self-image, success, support, surprises, and researcher involvement were added. Although the positive and negative identifying codes were dropped from the miscellaneous category, they were applied across all factors as needed to describe data.

## Appendix D

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### Procedure Followed for Use of TAP Program

#### Table D.1: Corrected TAP Summary Information

Text Analysis Package (TAP) data files (field notes) with applied codes and three, two-page summary sheets for each site in the following arrangement:

Individual site data files:

Table D.\_.1: Straight TAP-generated frequency table

Table D.\_.2: TAP frequency table generated with preliminary dummy file code order

Table D.\_.3: TAP frequency table generated with final dummy file code order

## Appendix D

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**Procedure Followed for Use of TAP Program**

TAP was selected for use based on the recommendation of the director of Qualitative Research Management in Santa Barbara, California, which also sells two other qualitative data manipulation programs (R. Tesch, personal communication, July 12, 1988). The introduction to the 31-page manual states:

TAP (Text Analysis Package) is a set of procedures for use in analyzing text data. With TAP procedures, you can: add codes to a text file; search for patterns among the codes; retrieve lines of text associated with codes or patterns of codes; produce frequency tables of your codes. TAP is designed to work with text files produced by any word processing program. Therefore, you can create files in your favorite word processor and then analyze them using TAP (p. 1).

TAP allowed four codes to be applied to each line of text if needed. This feature was supposed to facilitate the possibility that a piece of information would be relevant in more than one area of interest. Then, a search procedure could be used to identify patterns among codes. In use, however, multiple codes on a line set up a sequence of codes that operated as a unit, and no search procedure suggested in the manual was successful in identifying any meaningful series of codes. In addition, although TAP provided summary output of code frequencies and percentages, the manner in which it read each data file was unique and made within site accuracy checking and across site code comparisons extremely difficult. In the end, coded files were printed and examined by the researcher for analysis purposes. The frequencies generated by TAP did provide a means of checking that all occurrences of each code were

extracted for inclusion in analysis by reading each data file from first code entered to last, so there was no meaningful grouping of codes. This awkward arrangement made within site accuracy checking and across site code comparisons extremely difficult. To address this problem the researcher decided that codes from Site 2 could be used to set up a dummy file in which the order of codes was specified within meaningful sets that were divided by a key code. This scheme also provided the same order of codes in the output for the frequency tables so compiling information within and across sites was facilitated. After the final key code, any site specific codes were picked up by TAP. The order of the first run was: Teacher Understanding/Style, Congruence Between Existing and New Content, Instructional Delivery, Setting-Related, and Background. This provided summary sheets that were more easily checked and compared across sites, but it left too many of the slash-modified code in varied locations and codes that had been applied to label and manage the data. Thus, these codes were formed into their own sets. The dummy file was adjusted by inputting the codes in six topical clusters and one management cluster with each separated by a key code. The final order was:

Teacher Understanding/Style- US, 10 codes

key code 1

Congruence Between Existing and New Content - CG, 6 codes

key code 2

Instructional Delivery- ID, 20 codes

key code 3

Slash-Modified, 19 codes

key code 4

Setting-Related, 14 codes

key code 5

Background, 8 codes  
key code 6  
TAP management-related, 6 codes  
key code 7

Anything read by TAP after key code 7 was site specific, such as memo information and miscellaneous codes. This design worked well for analysis purposes, but it created the necessity to recalculate frequencies and percentages prior to key code 7 since each dummy code was read by TAP as the first occurrence, so that the frequencies before that code were increased by one (making the percentages inaccurate also). Frequencies and percentages after the key code 7 code were represented accurately. Corrected TAP summary sheet information for each site is presented in Table D.1.

Table D.1  
Corrected TAP Summary Information by Site

	Site 1		Site 2		Site 3		Site 4	
	Freq	Percent of Total (N=89)	Freq	Percent of Total (N=257)	Freq	Percent of Total (N=117)	Freq	Percent of Total (N=143)
TAP Codes from Dummy Design								
Teacher Understanding/Style (10)								
USORG	4	4.49	6	2.33	—	—	2	1.40
USOBJ	—	—	9	3.50	2	1.71	1	0.70
USDET	3	3.37	2	0.78	2	1.71	1	0.70
USDEF	2	2.25	13	5.06	3	2.56	—	—
USPRP	3	3.37	3	1.17	1	0.85	3	2.10
USTSK	6	6.74	7	2.72	3	2.56	9	6.29
USGRP	5	5.62	1	0.39	3	2.56	7	4.90
USLCI	1	1.12	8	3.11	—	—	1	0.70
USINV	—	—	3	1.17	—	—	—	—
USFBK	1	1.12	11	4.28	5	4.27	4	2.80
Congruence Between Existing and New Content (6)								
CGFIT	2	2.25	7	2.72	2	1.71	3	2.10
CGAPP	—	—	4	1.56	1	0.85	1	0.70
CGIND	—	—	—	—	—	—	—	—
CGCMP	2	2.25	5	1.95	3	2.56	6	4.20
CGMFY	1	1.12	3	1.17	3	2.56	2	1.40
CGINT	—	—	1	0.39	3	2.56	1	0.70
Instructional Delivery (21)								
IDPRP	—	—	—	—	—	—	—	—
IDPRP+	1	1.12	5	1.95	3	2.56	2	1.40
IDPRP-	4	4.49	4	1.56	—	—	3	2.10
IDMFY	1	1.12	6	2.33	—	—	4	2.80
IDDIS	2	2.25	11	4.28	5	4.27	2	1.40
IDCMP	5	5.62	12	4.67	6	5.13	11	7.69
IDTRN	—	—	—	—	—	—	—	—
IDLCT	3	3.37	6	2.33	5	4.27	3	2.10
IDLCT+	—	—	—	—	—	—	—	—
IDLCT-	—	—	1	0.39	—	—	—	—
IDCTB	2	2.25	9	3.50	6	5.13	6	4.20
IDCTB+	—	—	8	3.11	3	2.56	—	—
IDCTB-	—	—	4	1.56	1	0.85	—	—
IDFBK	2	2.25	2	0.78	1	0.85	—	—
IDFBK+	—	—	3	1.17	—	—	—	—
IDFBK-	—	—	1	0.39	—	—	2	1.40
IDMOV	1	1.12	5	1.95	4	3.42	1	0.70
IDINV	1	1.12	2	0.78	—	—	1	0.70
IDNVL	—	—	1	0.39	1	0.85	4	2.80
IDNVL+	—	—	—	—	—	—	—	—
IDNVL-	—	—	—	—	—	—	—	—
Slash-Modified Codes (19)								
/ORG	1	1.12	—	—	—	—	2	1.40
/OBJ	1	1.12	—	—	—	—	—	—
/DEF	—	—	1	0.39	1	0.85	1	0.70
/PRP	3	3.37	—	—	—	—	1	0.70
/TSK	4	4.49	—	—	1	0.85	3	2.10

Table D.1 Continued  
Corrected TAP Summary Information by Site

	Site 1		Site 2		Site 3		Site 4	
	Freq	Percent of Total (N=89)	Freq	Percent of Total (N=257)	Freq	Percent of Total (N=117)	Freq	Percent of Total (N=143)
TAP Codes from Dummy Design								
Slash-Modified Codes continued								
/TSK-	—	—	—	—	—	—	1	0.70
/GRP	—	—	—	—	—	—	3	2.10
/GRP-	—	—	—	—	—	—	1	0.70
/LCI	—	—	1	0.39	1	0.85	—	—
/INV	—	—	—	—	—	—	1	0.70
/FBK	1	1.12	1	0.39	1	0.85	1	0.70
/FBK-	—	—	—	—	—	—	1	0.70
/IND	—	—	—	—	4	3.42	1	0.70
/CMP	2	2.25	1	0.39	4	3.42	3	2.10
/MFY	—	—	—	—	1	0.85	1	0.70
/DIS	—	—	4	1.56	—	—	2	1.40
/LCT	1	1.12	1	0.39	1	0.85	—	—
/CTB	—	—	3	1.17	1	0.85	—	—
/MOV	—	—	—	—	—	—	2	1.40
Setting-Related Codes (14)								
SET	3	3.37	5	1.95	3	2.56	4	2.80
TND	1	1.12	1	0.39	—	—	1	0.70
TND+	—	—	4	1.56	—	—	1	0.70
TND-	—	—	2	0.78	—	—	—	—
female	—	—	10	3.89	3	2.56	1	0.70
male	—	—	22	8.56	2	1.71	1	0.70
cntrl	2	2.25	5	1.95	—	—	—	—
image	—	—	9	3.50	5	4.27	—	—
succs	1	1.12	2	0.78	2	1.71	—	—
spprt	—	—	1	0.39	—	—	4	2.80
SSJ	—	—	2	0.78	2	1.71	1	0.70
???	—	—	1	0.39	—	—	3	2.10
PAT	—	—	1	0.39	—	—	2	1.40
me	—	—	2	0.78	—	—	8	5.59
Background Codes (8)								
sped	2	2.25	3	1.17	2	1.71	1	0.70
sch	1	1.12	2	0.78	1	0.85	1	0.70
grad	1	1.12	2	0.78	2	1.71	1	0.70
dropou	1	1.12	2	0.78	2	1.71	1	0.70
enroll	2	2.25	2	0.78	2	1.71	2	1.40
par	2	2.25	1	0.39	3	2.56	—	—
ses	1	1.12	2	0.78	1	0.85	1	0.70
grdrng	1	1.12	1	0.39	1	0.85	1	0.70
Additional Codes								
change	4	4.49	—	—	2	1.71	—	—
STU	1	1.12	—	—	2	1.71	2	1.40
AGE	1	1.12	—	—	1	0.85	—	—
ARG	—	—	—	—	—	—	1	0.70
RAC	—	—	—	—	—	—	1	0.70
TCH	—	—	—	—	—	—	1	0.70

TEXT ANALYSIS PACKAGE

DATA FILE: S1V1.TAP

Page: 1 of 1

SITE1 Site 1: #1

OBSINT OBSERVATION/INTERVIEW

SET There were 6 to 9 students present in the bakery during the 85 minutes I was present. Teacher said Lesson 8 videotape-discussion was planned for today. However, the aide was sick, and when this occurs, no substitute is provided by the school district. On such days, the teacher does not carry out any direct instruction, but works with the students in the bakery.

USORG change

USTSK

USORG The teacher has recently taken over department chair responsibilities and is having to adjust her class schedule. She uses the program on Wednesday, Thursday, and Friday; never on Monday; sometimes on Tuesday. Teacher takes groups of three students into the classroom area to watch the video and have a short discussion. She focuses a lot on facial expressions and tone of voice. She uses about 5-6 words from the Teacher's Guide for vocabulary. Most students cannot do the worksheets independently, but the teacher reads the directions and activities and has students say the answers. Those who can write in the answers, do so.

USGRP

USPRP

CGCMP

USTSK

IDCMP After getting students started on their jobs in the bakery, the teacher had two students - individually - work on Lesson 1 on the computer because she wanted me "to see them do something with the materials."((I feel certain that no lesson would have been done if I had not been present, even though the teacher said using the computer might be activity to use when the aide is absent.))

STU The first student was concerned about the absence of the aide and repeatedly interrupted the lesson to ask about her. She asked me if I thought the idea was okay, or said she hoped the aide was okay. Each time the teacher directed the student's attention back to the computer lesson until the four segments were completed. When the score appeared on the screen, the student expressed no interest and asked again about the aide.

IDLCT

IDFBK

IDCMP The second student was very methodical and repeatedly went through the three possible responses until the four segments were completed.

IDFBK The student expressed mild interest in the score.

TEXT ANALYSIS PACKAGE

DATA FILE: S1V2.TAP

Page: 1 of 2

SITE1 Site 1: #2

OBSINT OBSERVATION

SET 7 - 10 students present in the bakery; 6 - 8 in the shop

The teacher and aide are working with students in the bakery - beginning the cookie making process.

IDPRP- The teacher leaves to get the VCR - it's on a rolling cart in another special ed room - to do Lesson 8 videotape - discussion. ((As a result of participating in the social skills program, this equipment has been provided by the school district for special education class use.)) The picture on the VCR isn't good - fuzzy, barely visible. The teacher goes to media center to get help. When she returns she says the media person won't be in until afternoon. Another person comes in to help, but nothing works to improve the picture. The teacher goes to get the computer - also on a rolling cart in another special education room.

IDINV

IDCMP Two students work on the computer separately. The female is same student as during previous visit. ((I presume she is the best reader and it's easier for the teacher to show me what they're doing.)) She is still slow on the computer but more adept than last week. The male student did two questions and didn't want to continue. The teacher said it was okay for him to quit.

INTERVIEW

USDET The objectives/goals of the class have been developed by the teacher, who also selects the materials that are used. The teacher creates the the IEP objectives, too. There is no prescribed curriculum from the district for TMR classes at the high school level. The teacher tries to make the IEP objectives broad - usually in area of functional words - so it can apply to any more specific area wanted, e.g., reading, job-related, leisure-related.

USDEF

USDET

CGFIT Teacher says social skills project is ideal to meet the needs of the class because it covers lots of words used on the job, and she can use it in a repetitive manner. This is an important factor related to the way in which she organizes instruction - where she pulls 1 to 3 students at a time from the bakery and/or shop to look at the videotape and have a short discussion.

USORG The computer she works one on one with the students. She is interested in seeing if they can become more independent on the computer, so she won't have to stay with them the whole time. For

USGRP

USTSK

TEXT ANALYSIS PACKAGE

DATA FILE: S1V2.TAP

Page: 2 of 2

now, she must repeat directions and user interface with the program, and students are quite slow in responding.

cntrl

The work in the bakery really dominates the schedule. They have a deadline to meet; baked goods must be prepared by lunchtime.

USORG

There is no class/subject title for the time the TMR students are assigned to the teacher. The only way in which traditional subject periods come into play is if an IEP called for mainstreaming to a class in regular or special ed program that does operate on period or subject schedule.

SITE1 Site 1: #3

INT INTERVIEW

change [The teacher called to tell me that she could not conduct a student lesson today because the aide's father died. Thus, the teacher must stay in the bakery. She agreed to let me ask some interview questions during the class period.]

How do you organize content for the class?  
 How do you actually prepare for lessons?  
 How much participation do students have in determining the nature and direction of the instructional lessons?  
 How much in evaluating them?

USDEF The teacher is looking for any materials that have basic skills to help these kids. There is a range of reading abilities in the class, so she selects a smaller number of vocabulary words than given in the Teacher's Guide. She uses the words, makes references to them throughout the lesson, and tries to get the students to use them. She also tries to draw previous words into the current lesson.

CGCMP

CGMFY The teacher looks at the program worksheets before the lesson to see if she thinks they can be used. If they can't, she makes up her own (samples attached). She always has to read them to the students. She likes the Teacher's Guide because it is organized and she can find the questions easily, so she doesn't have to do a lot of preparation. She follows a pretty standard routine when showing the videotape: (a) has students identify what the main character is doing on the job (or supposed to be doing), (b) what the problem is, (c) what the students think the character should do, and (d) how the boss figures into the situation.

USPRP

USTSK

USLCI +The students aren't really able to determine what the lessons should be and grades aren't a "big thing." The teacher is most interested in trying to improve behavior - often talking about "being retarded" and how others react and act towards them and what they can do to increase acceptance or decrease rejection (teasing). (The shop teacher

USFBK

sped

succs commented that he has a problem with a multiple handicapped student they have whose behavior is often unacceptable - hugs and kisses other boys, unzips his pants, makes loud strange noises, hits his head on walls and desks. When the other kids make steps forward in "acting more normal" and being accepted by helping others see that retardation doesn't have to mean being bizarre and

TEXT ANALYSIS PACKAGE

DATA FILE: S1V3.TAP

Page: 2 of 2

weird, then [student] comes along and "sets that effort back to square zero or one.")

MM13 cntrl

COMM: The organization of this class revolves around the bakery schedule, and, although the teacher says that things the students learn in the social skills lessons are reinforced in the bakery activities, I have not observed any evidence of this. The material does not seem to be individualized nor focused on particular needs. There are no apparent written plans - no plan book on the teacher's desk.

/TSK

/PRP

TEXT ANALYSIS PACKAGE

DATA FILE: S1V4.TAP

Page: 1 of 1

SITE1

Site 1: #4

change

OBSERVATION?

SET

5 - 7 students present in the bakery; 4 - 7 in the shop

IDPRP-

The teacher says she hasn't really planned anything for today's class. Someone comes to move the VCR to another room. ((I asked about scheduling the equipment.)) Teacher says scheduling is done in a rather informally among the special ed teachers.

The teacher discovers they need some ingredients for the bakery, so the aide leaves for the grocery store - two students accompany her.

IDCMP IDPRP-

The teacher decides that someone should use the computer, but another teacher arrives and asks to use it, so it is moved to another classroom.

MM14 /ORG /PRP

COMM: I am surprised by the seeming lack of organization and planning for instruction. Even in the bakery work I have not seen evidence of trying to teach these students. The teacher has said how important repetition is, and yet there is no systematic or daily reinforcement of the measuring, mixing, or baking tasks. Teacher says social skills objectives are important for these students to learn, and she can use them in practical work in the bakery. However, I have not heard one reference to the social skills lessons during the times I've ended up watching and talking to the students in the bakery.

/LCT

TEXT ANALYSIS PACKAGE

DATA FILE: S1V5.TAP

Page: 1 of 2

SITE1

Site 1: #5

INT

INTERVIEW

What are the differences in ability levels among students?

Do you do any sorting based on such differences?  
How do parents influence your class lessons?

USGRP

USPRP

USTSK

I have a considerable range in reading abilities of the students - also in the range of verbal skills. So, it is best to consider these two capabilities when forming the small groups for direct instruction. If I didn't include one verbal student when conducting the discussions, when I ask a question nothing would happen. I think this has an important impact on the less verbal students because, in a way, the more able students are modeling the behavior, and I can point out the appropriate behavior and reinforce it with the less verbal students. For example, [student] just repeats whatever is said or asked. But, during one of the discussions, after repeating the question, he added a "yes" response.

Then, at the parents' meeting, when asked if his mother was present, he pointed to a woman and said, "yes" - without repeating the question!

par

grad

The parents of these students tend to be more involved in what happens in the school program. In many ways they are more conservative about the independence of the students and often press for students to remain in the program for the maximum time - through age 21 - even when the teacher recommends exiting the student. They like for the students to have some homework, but there really is no work that any student could do independently. So, it's important for a parent or someone else at home to work with the student. I developed a form to send to the parents to indicate homework involvement (copy attached). This [interest in homework] tends to go in cycles of higher and lower involvement - both of the teacher and the parents. We just had the first parent group meeting recently and discussed a new day trip program for the improvement of skills in daily living, vocational, and leisure skills (meeting agenda attached). Some kind of employment is a very important goal of the parents.

USDET

CGFIT

((I asked what the reaction to the social skills material had been.)) Teacher said she thought it [social skills program] fit very well with the goals of the day trip/involvement program, and thought the parents would like it. But, when I asked if the teacher had demonstrated the social skills program, she said "no."

TEXT ANALYSIS PACKAGE

DATA FILE: S1V5.TAP

Page: 2 of 2

USTSK

par

Teacher said she doesn't use the worksheets for homework because she knows that the students can't read them and is afraid they might be frustrated if someone doesn't help them. She is worried that the intense one to one work needed for these worksheets and activities like them are beyond what parents are willing to do. ((My impression is that this is the teacher's decision based on past experience - not on direct communication with parents.))

TEXT ANALYSIS PACKAGE

DATA FILE: S1V6.TAP

Page: 1 of 1

SITE1

Site 1: #6

change

OBSERVATION?

IDPRP-

[The teacher has too many department duties, so she won't be able to have a direct instruction lesson. In fact, she isn't sure when she will be able to do a lesson that I can observe. I told her that if at all possible, I'd like to see one lesson with the videotape-discussion. She agreed to a day during the last full week of school in June. She also agreed to a short question interview next week.]

MM16

COMM: I observed in the bakery and talked to the students. Again, I saw no evidence of lesson oriented objectives or vocabulary to guide/link the bakery tasks. The students ask the aide or teacher if their measurements are correct or if the cookies are done. The only student who didn't ask was the one spooning the batter onto the cookie sheets, but later he was reprimanded for making some too small. Of four students I asked about the video lessons not one showed an indication of recognition of the topics the teacher says they've covered. One student said she had worked on the computer, but she couldn't remember anything about the lessons.

/OBJ

/TSK

/FBK

/CMP

/PRP

Each day seems brand new and subject to the whims of the day, e.g., aide absence alters the schedule; aide needs to go to the grocery store and it alters the schedule; teacher has department duties and it alters the schedule; teacher has extra-curricular requirements (cheerleader competition) and it alters the schedule. The "appearance" is definitely that everything else comes before direct instruction.

TEXT ANALYSIS PACKAGE

DATA FILE: S1V7.TAP

Page: 1 of 1

SITE1

Site 1: #7

INT

INTERVIEW WITH ASSISTANT PRINCIPAL

What is the school enrollment overall and in the TMH program?

Do the TMH students tend to stay in school until they graduate?

How would you characterize the population that the school serves?

enroll sch  
grdrng

Enrollment of school is approximately 917 in grades 10 through 12

enroll sped

Are two high schools in the district, but the TMH program operates only at this school. So, all TMH students from the district are served here. There are currently 18 students in the program. The TMH students stay in the elementary school programs until about age 15-16, and then they are bussed to this high school program. Students from the multiple handicapped program often begin the high school program on a part-time basis for the first year before becoming full time. The IQ range of the students is 30-50.

AGE

dropou

Dropout rate is very low in the TMH program compared to the regular program. [District does not release dropout rates.]

ses

I would describe the area as a mostly middle class SES, although there are some pockets of real poverty. I95 is the major divider between the two high schools in the district, but that doesn't correspond to the attendance boundaries. This school draws from the rural section on the eastern side of I95, leaving the other high school drawing mainly from a suburban, blue-collar area. This school draws its students from rural/farming families, small town shop owners, and people attached to a small local college. The presence of the college exerts considerable influence on the nature of the school in that Advance Placement (AP) classes are offered. Forty-two percent of the graduates attend 4-year schools and 14 percent go to 2-year programs.

TEXT ANALYSIS PACKAGE

DATA FILE: SLV8.TAP

Page: 1 of 2

SITE1 Site 1 #8

OBS OBSERVATION

USGRP The teacher selects two male students - one from the bakery and one from the shop.

IDPRP+ The VCR is set up in front of the desks in the  
IDMFY small classroom area. Two vocabulary words  
IDCMP from Lesson 9 - Admitting Mistakes - are  
written on the board - "admit" and "mistakes."

IDLCT The teacher asks for the meaning of each word. The students never get "admit" but do get "mistakes."

IDCTB The teacher asks for personal experiences of mistakes in the bakery. One student's response is related to the question - he let the butter melt too much so the dough was too runny. The other student's response isn't related to the question. In fact, he asks an unrelated question. The teacher says they will discuss it later, but right now she wants him to think about jobs he's done and if he ever made a mistake and what he did. The student doesn't pursue the sidetrack, but he doesn't give an example either.

The teacher makes the point that everybody makes mistakes, but what's important is admitting when you do make a mistake.

IDMOV The teacher reads the introduction for video segment A from the Teacher's Guide. She stands and/or sits by a table to the front and side of the students' desks. The guide is open on the table by

IDDIS the teacher. She tells them to watch the facial expressions and listen to the tone of voice. At the "Pause for discussion" the teacher asks What's Jennifer's job? Did she admit her mistake? What should she do? Was her boss upset? Both students volunteer answers and comments in an informal manner. They never interrupt each other or the teacher except immediately after a question that one had a ready answer for. On the last question they remembered the boss was "not made," but couldn't recall what the boss said or did.

IDCTB

IDLCT The teacher repeatedly asked for use of the two vocabulary words - particularly "admit" - throughout both video segments. ((Afterward, she told me that this is her usual procedure in an attempt to get the students to understand the meaning of a word.))

IDDIS The discussion format and questions were

repeated for segment B. The students thought Jose was just careless in stacking the boxes. They felt he shouldn't have made the mistake at all.

The teacher mentions their work in the bakery and shop and says that what makes her and [shop teacher] the maddest is not the mistake itself, but not owning up to your mistakes. She gives two examples and both students roll their eyes and look sheepish. ((Teacher told me afterward that she purposely selected one of the boys for this lesson because admitting mistakes is a big problem for him. Coincidentally, I had observed an example of this behavior from the student in the bakery just prior to the lesson.))

USGRP

MM18 TND

COMM: Both students were attentive to the video and the teacher during most of the lesson. Their recall of specific video scenes was limited, and I think these students would benefit from frequent to daily repetition of each video lesson.

/TSK

/CMP

/TSK

The teacher's focus on using the vocabulary words seemed a good strategy, but I never saw any follow through in the bakery. I would think more reinforcement and use would improve their understanding of new words.

TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): S1V1.TAP      S1V2.TAP      S1V3.TAP      S1V4.TAP      S1V5.TAP  
                   S1V6.TAP      S1V7.TAP      S1V8.TAP

Table 4

CODE	FREQ	PERCENT OF TOTAL (N= 107)
SITE1	8	7.48
OBSINT	2	1.87
SET	3	2.80
USORG	4	3.74
change	4	3.74
USTSK	6	5.61
USGRP	5	4.67
USPRP	3	2.80
CGCMP	2	1.87
IDCMP	5	4.67
STU	1	0.93
IDLCT	3	2.80
IDFBK	2	1.87
IDPRP-	4	3.74
IDINV	1	0.93
USDET	3	2.80
USDEF	2	1.87
CGFIT	2	1.87
cntrl	2	1.87
INT	3	2.80
CGMFY	1	0.93
USLCI	1	0.93
USFBK	1	0.93
sped	2	1.87
succs	1	0.93
MM13	1	0.93
/TSK	4	3.74
/PRP	3	2.80
MM14	1	0.93
/ORG	1	0.93
/LCT	1	0.93
par	2	1.87
grad	1	0.93
MM16	1	0.93
/OBJ	1	0.93
/FBK	1	0.93
/CMP	2	1.87
enroll	2	1.87
sch	1	0.93
grdrng	1	0.93
AGE	1	0.93
dropou	1	0.93
ses	1	0.93
OBS	1	0.93
IDPRP+	1	0.93
IDMFY	1	0.93
IDCTB	2	1.87
IDMOV	1	0.93
IDDIS	2	1.87
MM18	1	0.93

TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): S1V1.TAP      S1V2.TAP      S1V3.TAP      S1V4.TAP      S1V5.TAP  
                 S1V6.TAP      S1V7.TAP      S1V8.TAP

Table 4 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 107)
TND	1	0.93

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S) : DUMMY2.TAP   S1V1.TAP      S1V2.TAP      S1V3.TAP      S1V4.TAP  
                   S1V5.TAP      S1V6.TAP      S1V7.TAP      S1V8.TAP

Table 1

CODE	FREQ	PERCENT OF TOTAL (N= 171)
USORG	5	2.92
USOBJ	1	0.58
USDET	4	2.34
USDEF	3	1.75
USPRP	4	2.34
USTSK	7	4.09
USGRP	6	3.51
USLCI	2	1.17
USINV	1	0.58
USFBK	2	1.17
break1	1	0.58
CGFIT	3	1.75
CGAPP	1	0.58
CGIND	1	0.58
CGCMP	3	1.75
CGMFY	2	1.17
CGINT	1	0.58
break2	1	0.58
IDPRP	1	0.58
IDPRP+	2	1.17
IDPRP-	5	2.92
IDMFY	2	1.17
IDDIS	3	1.75
IDCMP	6	3.51
IDTRN	1	0.58
IDLCT	4	2.34
IDLCT+	1	0.58
IDLCT-	1	0.58
IDCTB	3	1.75
IDCTB+	1	0.58
IDCTB-	1	0.58
IDFBK	3	1.75
IDFBK+	1	0.58
IDFBK-	1	0.58
IDMOV	2	1.17
IDINV	2	1.17
IDNVL	1	0.58
IDNVL+	1	0.58
IDNVL-	1	0.58
break3	1	0.58
SET	4	2.34
TND	2	1.17
TND+	1	0.58
TND-	1	0.58
female	1	0.58
male	1	0.58
cntrl	3	1.75
image	1	0.58
succs	2	1.17
spprt	1	0.58

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): DUMMY2.TAP   S1V1.TAP      S1V2.TAP      S1V3.TAP      S1V4.TAP  
                   S1V5.TAP      S1V6.TAP      S1V7.TAP      S1V8.TAP

Table 1 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 171)
SSJ	1	0.58
???	1	0.58
PAT	1	0.58
me	1	0.58
break4	1	0.58
sped	3	1.75
sch	2	1.17
grad	2	1.17
dropou	2	1.17
enroll	3	1.75
par	3	1.75
ses	2	1.17
grdrng	2	1.17
break6	1	0.58
SITE1	8	4.68
OBSINT	2	1.17
change	4	2.34
STU	1	0.58
INT	3	1.75
MM13	1	0.58
/TSK	4	2.34
/PRP	3	1.75
MM14	1	0.58
/ORG	1	0.58
/LCT	1	0.58
MM16	1	0.58
/OBJ	1	0.58
/FBK	1	0.58
/CMP	2	1.17
AGE	1	0.58
OBS	1	0.58
MM18	1	0.58

TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S) : DUMMY.TAP    S1V1.TAP    S1V2.TAP    S1V3.TAP    S1V4.TAP  
                   S1V5.TAP    S1V6.TAP    S1V7.TAP    S1V8.TAP

Table 2

CODE	FREQ	PERCENT OF TOTAL (N= 198)
USORG	5	2.53
USOBJ	1	0.51
USDET	4	2.02
USDEF	3	1.52
USPRP	4	2.02
USTSK	7	3.54
USGRP	6	3.03
USLCI	2	1.01
USINV	1	0.51
USFBK	2	1.01
break1	1	0.51
CGFIT	3	1.52
CGAPP	1	0.51
CGIND	1	0.51
CGCMP	3	1.52
CGMFY	2	1.01
CGINT	1	0.51
break2	1	0.51
IDPRP	1	0.51
IDPRP+	2	1.01
IDPRP-	5	2.53
IDMFY	2	1.01
IDDIS	3	1.52
IDCMP	6	3.03
IDTRN	1	0.51
IDLCT	4	2.02
IDLCT+	1	0.51
IDLCT-	1	0.51
IDCTB	3	1.52
IDCTB+	1	0.51
IDCTB-	1	0.51
IDFBK	3	1.52
IDFBK+	1	0.51
IDFBK-	1	0.51
IDMOV	2	1.01
IDINV	2	1.01
IDNVL	1	0.51
IDNVL+	1	0.51
IDNVL-	1	0.51
break3	1	0.51
/ORG	2	1.01
/OBJ	2	1.01
/DEF	1	0.51
/PRP	4	2.02
/TSK	5	2.53
/TSK-	1	0.51
/GRP	1	0.51
/GRP-	1	0.51
/LCI	1	0.51
/INV	1	0.51

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): DUMMY.TAP    S1V1.TAP    S1V2.TAP    S1V3.TAP    S1V4.TAP  
                   S1V5.TAP    S1V6.TAP    S1V7.TAP    S1V8.TAP

Table 2 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 198)
/FBK	2	1.01
/FBK-	1	0.51
/IND	1	0.51
/CMP	3	1.52
/MFY	1	0.51
/DIS	1	0.51
/LCT	2	1.01
/CTB	1	0.51
/MOV	1	0.51
break4	1	0.51
SET	4	2.02
TND	2	1.01
TND+	1	0.51
TND-	1	0.51
female	1	0.51
male	1	0.51
cntrl	3	1.52
image	1	0.51
succs	2	1.01
spprt	1	0.51
SSJ	1	0.51
???	1	0.51
PAT	1	0.51
me	1	0.51
break5	1	0.51
sped	3	1.52
sch	2	1.01
grad	2	1.01
dropou	2	1.01
enroll	3	1.52
par	3	1.52
ses	2	1.01
grdrng	2	1.01
break6	1	0.51
OBS	2	1.01
INT	4	2.02
SITE1	9	4.55
SITE2	1	0.51
SITE3	1	0.51
SITE4	1	0.51
break7	1	0.51
OBSINT	2	1.01
change	4	2.02
STU	1	0.51
MM13	1	0.51
MM14	1	0.51
MM16	1	0.51
AGE	1	0.51
MM18	1	0.51







on.  
 IDFBK+ +Teacher said, "Well, there's something new,  
 and [student] knew about it."  
 IDCTB+ male +The three male students are very interested in  
 helping solve the need to connect a listening  
 station to the computer.  
 +By the end of class the whole system is set up and  
 working.  
 IDCTB+ female +One female was persuaded to try out the set-up,  
 IDCTB- female +but the other female refused and showed, overall,  
 the least interest in the computer.  
 MM22 me +COMM: I feel awkward when asked to participate  
 in some aspect of a class, but I have decided  
 that for direct questions and general requests,  
 it's better to respond than make a deal about not  
 being intrusive.  
 cntrl +Teacher appears to like being in control of the  
 class,  
 and again did a considerable amount of the talking  
 during this period.  
 /CMP +Although, after his introductory remarks and  
 instructions about using the computer, the three  
 male students related some experiences they  
 had had with other computers at school, and the  
 teacher let them talk without interruption.  
 /LCI +The teacher also was very willing to let the boys  
 handle setting up the listening station.  
 +The students seem excited about getting to use the  
 computer,  
 and everyone appeared to be paying attention to  
 target task.  
 TND+ +Again, the male students were more involved than  
 male female the female students.

TEXT ANALYSIS PACKAGE

DATA FILE: S2V3.TAP

Page: 1 of 2

SITE2

Site 2: #3 1

OBS

OBSERVATION

SET

6 of 7 students present but 1 leaves to go to another special ed class for some make-up work

IDCMP IDPRP+

+Objective and vocabulary words for Lesson 7 - Doing One's Share - are on board.

USTSK IDLCT

+The whole class reads the vocabulary words aloud and individuals give a definition for each. The teacher assigns as homework due the following day written meanings of the words, but no sentences this time.

IDMOV

+The Teacher's Guide is on the lectern - open to Lesson 7.  
Teacher refers to it at the beginning of the lesson.

IDMFY

+In introductory remarks, teacher expands the idea of doing one's share to "a fair day's pay for a fair day's work."

IDLCT male

IDCTB+ male

+Teacher calls on male students directly - by name. Two respond easily with answers that indicate they were paying attention to the teacher's comments.

IDCTB male

Third male asks for question to be repeated and then did respond, but answer was very limited.

IDLCT female

Teacher never called on female students, nor did they volunteer.

IDPRP-

+The VCR is set-up in front of class, but it isn't at correct lesson and tracking is off. Everything gets corrected by teacher.

IDDIS

Teacher uses half the probes from the Guide (1,3,4),

IDMOV

USINV

although he doesn't refer to the Guide directly. Teacher continually ties the topic into the students' jobs.

IDCTB male

One boy commented on video boss's tone of voice and how angry she was.

IDLCT female

Teacher called on female student, and she did respond to question but didn't expand.

IDDIS

+The same procedure is followed for the second video segment and discussion.

+A male student, who has been in the office, arrives at the end of the discussion.

USTSK IDMFY

+An additional homework assignment is given - to write three ways to waste time on the job. Students are to be prepared to present ideas verbally to class the following day.

MM23 /DIS cntrl

+COMM: Teacher dominates talking in class. Rarely did a "real" discussion start, and then it involved only the male students. Females just aren't participants.

TEXT ANALYSIS PACKAGE

DATA FILE: S2V3.TAP

Page: 2 of 2

/CTB male

Males will volunteer answers, but they don't  
expand much.

/CTB female

Females will answer if called on, but they don't  
volunteer.

TEXT ANALYSIS PACKAGE

DATA FILE: S2V4.TAP

Page: 1 of 2

SITE2 Site 2: #4 1

INT INTERVIEW

What is current content?  
How do you organize class content?  
How do you integrate new material?

USORG USDET +This class is, part of a three year program that was planned and written out in an application to the state for a vocational class for EMH students.

USDET As the basic guideline, the plan used EFE, which has three manuals:

USOBJ +1) Basic Living Skills Unit of EFE Manual 1984 by Malvern L. Miller & David L. Netherton  
CONTENTS: decision-making skills, budgeting, bank services, consumer credit, contracts, consumer choices, insurance, income tax, telephone directory, community service agencies

USOBJ +2) Pre-Employment Unit EFE Manual 1983  
CONTENTS: importance of work, self appraisal and career selection, selecting a job, pre-employment materials, job interview skills, transportation to work

USOBJ +3) Employment Unit of EFE Manual 1983  
CONTENTS: dismissal from a job, job safety, being on time, leave, criticism, employee organizations, appearance, mistakes, work schedules

+Employment skills are very important for these students, so when this school decided to start a program, I was very interested.  
I had taught vocational classes for many many years.

USORG +When I got involved with preparing the program for application to the state, I was able set-up a cooperative arrangement with a local military post so second and third year students could work in a kind of mentor training situation.  
They aren't paid by the base, but I give them a small stipend.  
They can be fired, suspended, etc. - everything that happens on the job.

USFBK +Grades are very important to the students because I stress them as equal to being judged on the job.

USDEF +I'm always trying to tie-in to similarities between what they do in here and what happens on the job - and they are judged every day! I don't want to kid them or coddle them; they can make their decisions.  
Most of the older students know kids who have been through this program and who've gotten good jobs. They know I'll help them if they help themselves.

USORG +These materials you've been looking at have the topics I have to cover in this program. In general, I don't like for the kids to start my program until they're 17. I have some at 16, but they have to be able to handle the job on the second year, or it makes it hard on everyone else when there are problems. So, I'm real careful about them [younger ones].

CGFIT +The first year is totally classroom work, and that's where I see your materials fitting into my lessons best.

CGFIT USDEF +About half the topics are different from what's covered now and that's good, because the more things they can learn about and maybe learn before they get to the job, the better.

CGFIT +But even when it's a topic that I already cover, that's okay because it's for sure they need lots of practice.

CGFIT USORG UTSK +Maybe your stuff presents an idea in a little bit different way that works better for some of them. I'll tell you, I'm glad I got a computer in the room - I think it's important for them to become familiar with computers; they're going to be a big part of their futures.

TEXT ANALYSIS PACKAGE

DATA FILE: S2V5.TAP

Page: 1 of 6

SITE2

Site 2: #5 1

INT

INTERVIEW

How did you introduce the Social Skills program to your students?

You already had lessons plans, and then you got a new material to incorporate, so how did you "sell it," if you will, to your students?

How do you see the Social Skills material fitting into your existing curriculum?

What components did you decide to use?

What kind of support do you get from parents?

How do the students feel about the special ed program?

Do they respond more negatively to the special ed kids in the video?

CGINT USORG

+When I first started using the program there was no "selling" to the kids. It was mandatory. How I decided to use it with the seniors - those are my second and third year students - was to use it as a review. You'll notice that the topics in your program really are review in terms of my curriculum. I told them there would be some language activities that would be helpful.

USTSK  
CGFIT

CGAPP CGCMP

Basically, I use it like the book says - show the videotape and discuss. Then, we look at the worksheets, and they will do them in class or as homework.

USDEF USTSK USOBJ

+What the Social Skills on the Job material does for this particular group as a review is more word developing - word recognition, spelling, meaning, and writing - reinforcing their communication skills using it more that way as far as activities within the class.

CGCMP

CGCMP

The videotape, the computer work, they're basically reinforcement for a review.

USDEF

+The topics your program presents are what I call job-related attitudes in my curriculum. These are the attitudes that if you didn't possess the positive side of these attitudes, then very possibly you wouldn't obtain the job or you may get yourself replaced or fired from the job.

CGFIT USTSK

+So, we taught them from the standpoint of job attitudes as students being able to recognize how they should act, dress, get along with people - common sense types of things, such as these: greeting people, how to meet their fellow employees, how to get along with their fellow employees while on the job because these are more important, basically as I see it for the student, than getting the job.

USOBJ USDEF

TEXT ANALYSIS PACKAGE

DATA FILE: S2V5.TAP

Page: 2 of 6

USOBJ +Most of the time jobs are not that hard to come by; it's once you get it, it's keeping it that becomes hard. So there's a great amount of emphasis placed on job attitudes. This is where it

USDEF all occurs anyway. If your attitude isn't right, you won't be around very long unless you possess skills that they have to have until they can find someone else. My students, of course, don't possess those kind of skills because they're low level skills.

CGCMP +When I used the videotape with the seniors -  
CGAPP IDDIS as a review - I still do the whole lesson with a discussion. We have an introduction first and I refer them back, trying to get them to think about.... Well, let's just use an example, when meeting people. I

CGMFY relate it back to what is one of the obligations of your employer when he hires you. One of his obligations is to see that you meet your co-workers. We talk about that. It's up to him to see that you're introduced - whether the boss does

it directly or it's passed over to someone else that you'll be working with to introduce you around. But, that should be one of the requirements that all employers have to help make you feel at ease and see that you meet the people that you work directly with.

IDDIS +So, we related that and used the manner of greeting - how should you greet people, what type of sincerity, how should you look, should it be a deadpan face, should you have a smile, should you actually shake hands with them, who should shake hands, who should offer the hand first. We run through that in the introduction. Then, we go into the video and we discuss it. We go through

CGMFY +with what we see as correct and what we might see as being wrong. Such as one of the things that you have on meeting people. There are three workers - two experienced workers and new worker. The boss introduces the new employee to one of the workers and not the other one.

IDCTB +They picked up on that immediately as something wrong.

IDDIS CGMFY +It led us in a different direction in the discussion as whether this could possibly occur, and decided that it might. As a review it let us look at other responsibilities of the employer and at the employee's responsibilities.

USDEF +I try to give them some strategies for what to do when their employer doesn't meet his responsibilities.

USLCI I want them to know that they have to take some steps themselves; you can't afford to be bashful all the way, but don't be pushy.

TEXT ANALYSIS PACKAGE

DATA FILE: S2V5.TAP

Page: 3 of 6

USDEF +We take a look at various companies' policy manuals. Usually these things you find in a policy manual - where they will do it. Large companies will take this time. Small jobs don't necessarily go with that type of formality or small employers.

USDEF +I think it's important to stress employment relationships - each side has responsibilities. The employer has the job and has the finally say over whether you stay on the job or not. He has a right to expect the work to be done in a certain way. But, the employee has a right to expect fair treatment.

USDEF +That's why I can't hang with fast food jobs, and I  
USFBK try to steer my kids away from the fast food places. If they get a job there, they do it on their own. I mean I'm telling kids that they have to respect the schedule and the employer cuts their hours on a moment's notice or tells them they have to stay over when someone else doesn't show up. The kids who has planned around the work schedule gets upset and walks off the job saying "No, I've got a test to study for" or something else. Then the manager gets mad and says the kid isn't responsible. His complaint is aimed at the wrong person. So, it's a bad situation.

USFBK USLCI +I try to encourage the students to look toward businesses that have established policies. The students in our program don't get paid by the employer. They do get a small stipend as encouragement to be there.

USOBJ +The purpose of our program is to give them job  
USDEF experiences. I ask the employer to treat them as if they were their employees. If they're doing wrong, send them home for a couple of days - just like you'd do with anyone else. If your policy is he does this - walks off the job early - and your policy is that the first time they're on two days suspended without pay, then that's my policy. They stay at school and do paper work for two days without pay. They don't get paid; they sit at school. They do paper work or various types of work, which basically deals with attitudes again. They might have to view filmstrips or things that deal in these types of attitudes to see where they were wrong.

USDEF USFBK +So, I kind of brow-beat it into them or brainwash them - why you were wrong; what gives you the right to walk-off whenever you get ready? When you make that decision, then you've decided it doesn't make a hill-of-beans to you whether you keep your job or not. Because you made the decision to walk-off; you took that chance. And, if you get caught, you have to pay the price, whether it means days off without pay or any benefits whatsoever or being fired. And, if you're fired, that goes down as "fired" on your

record. When you apply somewhere else and you give experience and they see that you were fired for walking off your job, do you think they're going to take you? If they give you a policy manual that gives you the rules - "Leaving your job early without permission is automatic dismissal." - you have to respect those rules.

grad

+Our students receive a Certificate of Attendance. They do not get regular diplomas in the special education program. Some of them do take the minimum competency test. Those who can handle it, we encourage to go ahead and take it because it shows up on their record and an employer can see that they did maybe as well as some other kids who got a regular diploma. The reason for the Certificate is that they don't take the required Carnegie units that lead to a diploma.

If they don't pass the minimum competency test - there are some kids that will never pass it - they get what called a Certificate of Attendance.

USOBJ

+We're looking more at them becoming self-sufficient out here as much as possible. That's the attitude we're taking with these kids. +Now every once in awhile we have one who breaks out and he or she wants to get a regular diploma. They go to the low-level subject area and they may get through.

image

+One of the big problems is fighting the age difference. They hate to think "I'm going to be 21 and getting through high school," when basically most of the people are 17 or 18 when they graduate.

par spprt

+Parents support me in wanting their kids to be on the job, but we don't have enough parent support period - in everything.

ses

+Majority of my kids are all very low income, economically deprived - most are on free lunch program.

sped

+If a student enters freshman year at 14 and-a-half, they have no business being in EMH program, in my opinion. If they do, they've been misdiagnosed somewhere along the line. It's just too young.

succs

The ones who succeed - whose chances of success are greater out of this program - are those who leave high school at 19 years old. We tend to hold them back, but we don't have a problem with the parents encouraging them to leave school. They stay to develop maturity and maybe go on to Fisherville to the rehab program.

USLCI image

+I stress the older ones to take the leadership and act certain ways. I push for them to do that. Hey, you're the model. They respond because so

TEXT ANALYSIS PACKAGE

DATA FILE: S2V5.TAP

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many of these kids are looking for recognition, and therefore I give them the opportunity to be recognized in a positive manner by saying, "Hey, you've been through this. Help so-and-so over there; I need to work with this one."

image +There basic attitude about this program is good. They're embarrassed by being in special ed, but not by being in this program. That young man who just walked in here, he's a "ducker." If he's not the first one out the door, he will wait until the halls clear before he moves. He doesn't want someone to see him coming out of this room. I think you'll always have that problem. As much as they see a benefit to this program - and they've seen what this program has

USFBK +done for other kids. I won't cover the window in the door - as much as they'd like for me to, I won't do it! I tell them I'm not ashamed to be here with you. If you're ashamed of me, that's your problem; you're going to have to learn to live with it.

image +I ask them, "What are you going to do, find new friends when you walk out of here? You're not going to socialize with so-and-so?" I push it. I

USFBK USLCI image succs +try to get them to grow into it and accept themselves. Until they accept what they are and who they are, they're not to succeed out here either. This is just part of it. The seniors do get better at it.

USFBK USINV +Just this young man, he was held back last year. He's only a tenth grader, and he should be a junior this year. We held him back - not because he wasn't capable of doing, but because he wouldn't do in class. So, we just showed him that we could fail, and we held him back. By the time he's a senior, he'll grow; he will either be better or he'll be worse; he will not be where he's at. He'll go one way or the other; he will not stay where he's at.

USFBK USLCI image +And, I don't know what will happen, but I know I keep hammering it home to him and keep talking with him. He has to fulfill this self-image, yet. He hasn't developed that "Hey, I still like myself." He likes himself in certain ways, but he doesn't like himself 100 percent because he is special ed and he doesn't want anyone else to know that he's special ed.

((How did they react to the special ed students in the videotape?))

SSJ +I don't think they react more negatively to them than the other characters. They do notice a difference. I have kids in each class who are nervous when certain kids come on. They will laugh at remarks to cover up this nervousness or this uneasy feeling that they develop when they see this on there. Because they're associating

TEXT ANALYSIS PACKAGE

DATA FILE: S2V5.TAP

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themselves with it, then. They see this, but they try to hide it through a laugh and cover-up situations. They will make remarks about some of these kids.

USDEF USFBK USLCI image

+Part of what I'm doing is trying to convince them that they can do even though they are in special ed. The kids in the film are doing something, and I see it all related to the acceptance issue.

USINV USPRP

+I'm trying to build a list of types of jobs that are in this area that would be aimed directly at them. There's no such list around or available. Then, with this list, What does it pay? What are the requirements to get this job? What do you do on the job? How flexible is it? If you move, is the job available in other places?

So this is the type of information that I'm building a notebook of. Slowly working on it. Then, when I get it developed, they can look at it.

And, I want to put it on tape for the non-readers.

I guess I could put it on the computer now, couldn't I?

TEXT ANALYSIS PACKAGE

DATA FILE: S2V6.TAP

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SITE2 Site 2: #6 1

OBS OBSERVATION

SET 6-7 students present - one gone most of the period for senior activity

IDCMP IDPRP+ +Two objective for Lesson 13 - Dealing with Heckling from a Co-Worker - are on board:  
(1) review vocabulary for Less. 13; copy each word and know how to use in a sentence for Wed.;  
(2) introduction to Less 13.

IDDIS IDMFY +Teacher introduces video segments about heckling from co-workers by asking students if they've ever been hassled on the job.

cntrl +((This seems to be rhetorical because, although there are some yes nods, the teacher goes right on.))  
Teacher tells students this is going to happen on most jobs, but what they need to know is how to deal with it so they can still get the work done.

IDPRP- +Videotape is not at correct place for current lesson, so teacher reviews previous topics as moves through the tape.

IDINV

IDDIS IDMFY +Then, before he begins segment A, he differentiates between heckling and argument. He says a heckler is usually a bully wanting a response and "if your ego is so big that you can't walk away but instead you get involved" - both could lose jobs. There's a problem though in not resolving a bad situation because you might be reluctant to come to work, and then you start calling in sick and missing work.

IDCTB+ male +Three boys respond voluntarily to question posed on tape, "What should Juanita say?" but each is one sentence - no expansion or personal experience tie-in.  
+Teacher continues commentary - that Juanita got caught in the heckler's trap by coming back with a response each time, so nothing was resolved.

IDLCT +Teacher asks what students think working situation will be like in the future for Juanita and co-worker.

IDCTB+ male +Student volunteers that he thinks they'll continue to have problems because it looks like they must work pretty close together.

SSJ +On videotape segment 13B the boys had a noticeable reaction to the scene and what Jose should say. They didn't like the expression "How dumb can you be."  
+Teacher suggests that maybe the co-workers were doing this in fun and not to be taken seriously. Also, the worker might want to treat the whole thing as if it were just in fun, using a matter of

fact tone of voice. You often can avoid bad situations if you learn to "read" people and not overreact.

IDDIS	IDCTB	male	+One student thought the boss was at fault because he didn't tell Jose where to put the labels. Teacher said he thought those boys were looking for something to ride Jose about and if it wasn't the labels it would have been something else.
	IDCTB	male	+One student said Jose should tell the boss that the co-workers are heckling.
	IDCTB	male	+Another said he should just tell them to leave him alone and let it drop.
	IDMOV		+Teacher stood during video presentations - toward front of class.
	IDCTB+	male	+Three boys contributed,
	IDCTB-	female	+but two girls never did.
	IDCMP		+Teacher assigns worksheets 13-1 and 13-2 as homework. He stresses importance of taking their time and getting a perfect score. He says he know that everyone can get an A if they'll pay attention to the directions and do what they're supposed to.
	IDFBK		
MM26	/FBK		+COMM: Teacher told me after class that he reminded students about taking their time getting a good grade because they get lazy and just put down anything. "These two worksheets are very easy, and everyone of them should get 100%. If they don't, it's because they didn't pay attention. I want to keep reminding them that they're always going to be evaluated on things they do."
	/DEF		
	/DIS	cntrl	+Procedure for videotape-discussions seemed to follow same pattern as previous observations - with teacher doing most of the talking,
male	female		males students volunteering short answers, and female students never contributing but looking as if they are paying attention.

TEXT ANALYSIS PACKAGE

DATA FILE: S2V7.TAP

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SITE2

Site 2: #7 1

INT

INTERVIEW

What is the school enrollment overall and in the EMH program?

Do the EMH students tend to stay in school until they graduate?

How would you characterize the population that the school serves?

enroll sch grdrng

+Enrollment of school is approximately 1220 in grades 9 through 12

enroll sped

+Are 42 EMH students. They are eligible for EFE program at grade 10, but occasionally a 9th grader will be admitted if he or she is overaged and a high dropout potential.

dropou sch  
dropou sped

+Dropout rate this year is about 6% overall and roughly 9% for EMH, which is higher than past years.

ses

+I would describe the area as blue collar industrial with some dependence on petroleum and textile plants.

+The population is predominantly lower class with only some middle class shop owners. The middle and upper classes moved away from the industrialization that was occurring in this town - leaving general labor behind.

+There seems to be familial retardation; "looks like inbreeding" in several families.

grad

+EMH students don't get regular diploma because they don't adhere to Carnegie unit requirements. Some do take competency tests. If they are thought capable, they are encouraged to do so because it would appear on their record for an employer to see.

+Normally they get a certificate of attendance. Sometimes one will break out, of course, and go for a diploma.

TEXT ANALYSIS PACKAGE

DATA FILE: S2V8.TAP

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SITE2 Site 2: #8 1

OBS OBSERVATION

SET 6 students present

USORG CGFIT +Teacher tells me that he is trying to wrap-up social skills program this week because there are things in the regular curriculum that he needs to finish before school ends.

IDCMP male +Three boys are working on computer before class begins - one leaves at bell to go to a different class. The two boys have on headphones and one touches the keys, but the other points to the answer he wants. They do three lessons - 11, 12, 13. On 13 they reverse roles on the computer. They do not make any mistakes that I see.

IDCMP female +Two girls are working on review worksheets for Lesson 15.

TND- male +One boy appears to be working on his worksheet, but actually he is talking to one of the girls more than working. Talking doesn't stop her, but it does him.

TND male +Another boy is working on math problems. He goes to the computer when the two boys finish.

IDCMP

USGRP USTSK ((Teacher says student has severe reading problem, so he can't do the worksheets without lots of direct help; but, he like to work the computer lessons.))

CGCMP +Teacher thinks that even though students make few mistakes on software, they like it and the voicing is a great help. He also thinks that using the headphones was good idea because "appearance" is that they're "hard at work on some intriguing computer problem." This is very important to getting work accomplished and still maintaining some self esteem when someone comes to the door/room.

CGAPP

image

USFBK +This is true in spite of teacher continually hammering on the idea that if they work hard they needn't make apologies to anybody. These students, for the most part, are "duckers."

image + "You saw those boys in here before class working on the computer. That's incredible. I told them since we got the computer late, I'd be willing to open the room at various times if they wanted to catch up. But, I don't think I thought they'd take me up on it! I'm sure they tell their friends they can't hang out in the halls because they got some computer work to do for Mr. Humphrey - and they feel good about it." "I really want to expand the computer use."

TEXT ANALYSIS PACKAGE

DATA FILE: S2V8.TAP

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IDCMP +The two boys who were on the computer, work on their worksheets and carry on a conversation as they work.

IDCTB male +Once they relate a work story to the teacher. (They work at the same place after school.)

IDFBK+ IDDIS Teacher encourages them, and they talk about an incident with their boss and what they did. They ask the teacher if he thinks it was "fair." The teacher asks them what they think and to think about what they've learned this year. Basically, they thought their boss WAS unfair and it made them mad. But, they didn't yell or "cuss" at him or "do something stupid like quitting," and they thought that was something they might have done before this year.

IDFBK+ USLCI +The teacher told them that was good and asked if they'd thought about talking to their boss about the situation.

IDCTB +They talk - and joke - about what they could say. By the end of class they still aren't sure whether they'll say anything.

IDFBK +The teacher tells them that the main thing is to keep their cool if they do decide to talk to him.

MM28 ??? /DIS +COMM: I was surprised by the conversation between the boys and the teacher because in previous observations this teacher had a tendency to lecture.

male +The teacher also sat down and talked with one of the girls about a test (cosmetology, I think) she's preparing for.

female +This was the most extended discussion/conversation I've seen in this class. However, previous observations have centered on a videotape-discussion lesson, and this is the first time the students have been involved in more independent work when I've been present.

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): S2V1.TAP      S2V2.TAP      S2V3.TAP      S2V4.TAP      S2V5.TAP  
                   S2V6.TAP      S2V7.TAP      S2V8.TAP

Table 5

CODE	FREQ	PERCENT OF TOTAL (N= 278)
SITE2	8	2.88
OBS	5	1.80
SET	5	1.80
IDCMP	12	4.32
IDPRP+	5	1.80
IDPRP-	4	1.44
IDINV	2	0.72
IDDIS	11	3.96
IDMOV	5	1.80
IDLCT-	1	0.36
IDMFY	6	2.16
IDCTB+	8	2.88
IDCTB-	4	1.44
TND+	4	1.44
TND-	2	0.72
IDLCT	6	2.16
MM21	1	0.36
/DIS	4	1.44
cntrl	5	1.80
PAT	1	0.36
male	22	7.91
/CTB	3	1.08
/LCT	1	0.36
USLCI	8	2.88
IDNVL	1	0.36
USPRP	3	1.08
CGAPP	4	1.44
IDCTB	9	3.24
IDFBK-	1	0.36
me	2	0.72
IDFBK+	3	1.08
female	10	3.60
MM22	1	0.36
/CMP	1	0.36
/LCI	1	0.36
USTSK	7	2.52
USINV	3	1.08
MM23	1	0.36
INT	3	1.08
USORG	6	2.16
USDET	2	0.72
USOBJ	9	3.24
USFBK	11	3.96
USDEF	13	4.68
CGFIT	7	2.52
CGINT	1	0.36
CGCMP	5	1.80
CGMFY	3	1.08
grad	2	0.72
image	9	3.24

TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): S2V1.TAP      S2V2.TAP      S2V3.TAP      S2V4.TAP      S2V5.TAP  
                   S2V6.TAP      S2V7.TAP      S2V8.TAP

Table 5 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 278)
par	1	0.36
spprt	1	0.36
ses	2	0.72
sped	3	1.08
succs	2	0.72
SSJ	2	0.72
IDFBK	2	0.72
MM26	1	0.36
/FBK	1	0.36
/DEF	1	0.36
enroll	2	0.72
sch	2	0.72
grdrng	1	0.36
dropou	2	0.72
TND	1	0.36
USGRP	1	0.36
MM28	1	0.36
???	1	0.36

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): DUMMY2.TAP    S2V1.TAP      S2V2.TAP      S2V3.TAP      S2V4.TAP  
                   S2V5.TAP      S2V6.TAP      S2V7.TAP      S2V8.TAP

Table 1

CODE	FREQ	PERCENT OF TOTAL (N= 342)
USORG	7	2.05
USOBJ	10	2.92
USDET	3	0.88
USDEF	14	4.09
USPRP	4	1.17
USTSK	8	2.34
USGRP	2	0.58
USLCI	9	2.63
USINV	4	1.17
USFBK	12	3.51
break1	1	0.29
CGFIT	8	2.34
CGAPP	5	1.46
CGIND	1	0.29
CGCMP	6	1.75
CGMFY	4	1.17
CGINT	2	0.58
break2	1	0.29
IDPRP	1	0.29
IDPRP+	6	1.75
IDPRP-	5	1.46
IDMFY	7	2.05
IDDIS	12	3.51
IDCMP	13	3.80
IDTRN	1	0.29
IDLCT	7	2.05
IDLCT+	1	0.29
IDLCT-	2	0.58
IDCTB	10	2.92
IDCTB+	9	2.63
IDCTB-	5	1.46
IDFBK	3	0.88
IDFBK+	4	1.17
IDFBK-	2	0.58
IDMOV	6	1.75
IDINV	3	0.88
IDNVL	2	0.58
IDNVL+	1	0.29
IDNVL-	1	0.29
break3	1	0.29
SET	6	1.75
TND	2	0.58
TND+	5	1.46
TND-	3	0.88
female	11	3.22
male	23	6.73
cntrl	6	1.75
image	10	2.92
succs	3	0.88
spprt	2	0.58

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): DUMMY2.TAP   S2V1.TAP      S2V2.TAP      S2V3.TAP      S2V4.TAP  
                   S2V5.TAP      S2V6.TAP      S2V7.TAP      S2V8.TAP

Table 1 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 342)
SSJ	3	0.88
???	2	0.58
PAT	2	0.58
me	3	0.88
break4	1	0.29
sped	4	1.17
sch	3	0.88
grad	3	0.88
dropou	3	0.88
enroll	3	0.88
par	2	0.58
ses	3	0.88
grdrng	2	0.58
break6	1	0.29
SITE2	8	2.34
OBS	5	1.46
MM21	1	0.29
/DIS	4	1.17
/CTB	3	0.88
/LCT	1	0.29
MM22	1	0.29
/CMP	1	0.29
/LCI	1	0.29
MM23	1	0.29
INT	3	0.88
MM26	1	0.29
/FBK	1	0.29
/DEF	1	0.29
MM28	1	0.29

TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): DUMMY.TAP    S2V1.TAP    S2V2.TAP    S2V3.TAP    S2V4.TAP  
                   S2V5.TAP    S2V6.TAP    S2V7.TAP    S2V8.TAP

Table 1

CODE	FREQ	PERCENT OF TOTAL (N= 369)
USORG	7	1.90
USOBJ	10	2.71
USDET	3	0.81
USDEF	14	3.79
USPRP	4	1.08
USTSK	8	2.17
USGRP	2	0.54
USLCI	9	2.44
USINV	4	1.08
USFBK	12	3.25
break1	1	0.27
CGFIT	8	2.17
CGAPP	5	1.36
CGIND	1	0.27
CGCMP	6	1.63
CGMFY	4	1.08
CGINT	2	0.54
break2	1	0.27
IDPRP	1	0.27
IDPRP+	6	1.63
IDPRP-	5	1.36
IDMFY	7	1.90
IDDIS	12	3.25
IDCMP	13	3.52
IDTRN	1	0.27
IDLCT	7	1.90
IDLCT+	1	0.27
IDLCT-	2	0.54
IDCTB	10	2.71
IDCTB+	9	2.44
IDCTB-	5	1.36
IDFBK	3	0.81
IDFBK+	4	1.08
IDFBK-	2	0.54
IDMOV	6	1.63
IDINV	3	0.81
IDNVL	2	0.54
IDNVL+	1	0.27
IDNVL-	1	0.27
break3	1	0.27
/ORG	1	0.27
/OBJ	1	0.27
/DEF	2	0.54
/PRP	1	0.27
/TSK	1	0.27
/TSK-	1	0.27
/GRP	1	0.27
/GRP-	1	0.27
/LCI	2	0.54
/INV	1	0.27

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): DUMMY.TAP    S2V1.TAP    S2V2.TAP    S2V3.TAP    S2V4.TAP  
                   S2V5.TAP    S2V6.TAP    S2V7.TAP    S2V8.TAP

Table 1 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 369)
/FBK	2	0.54
/FBK-	1	0.27
/IND	1	0.27
/CMP	2	0.54
/MFY	1	0.27
/DIS	5	1.36
/LCT	2	0.54
/CTB	4	1.08
/MOV	1	0.27
break4	1	0.27
SET	6	1.63
TND	2	0.54
TND+	5	1.36
TND-	3	0.81
female	11	2.98
male	23	6.23
cntrl	6	1.63
image	10	2.71
succs	3	0.81
spprt	2	0.54
SSJ	3	0.81
???	2	0.54
PAT	2	0.54
me	3	0.81
break5	1	0.27
sped	4	1.08
sch	3	0.81
grad	3	0.81
dropou	3	0.81
enroll	3	0.81
par	2	0.54
ses	3	0.81
grdrng	2	0.54
break6	1	0.27
OBS	6	1.63
INT	4	1.08
SITE1	1	0.27
SITE2	9	2.44
SITE3	1	0.27
SITE4	1	0.27
break7	1	0.27
MM21	1	0.27
MM22	1	0.27
MM23	1	0.27
MM26	1	0.27
MM28	1	0.27

TEXT ANALYSIS PACKAGE

DATA FILE: S3V1.TAP

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SITE3 Site 3: #1

OBS OBSERVATION

CGINT When teacher began the program, the school was initiating its policy on copyright protection and required all videotapes to be viewed in the media center. Thus, the entire class went to the media center on two consecutive days and watched 12 lessons on the videotape. The teacher did not use any lesson introductions, advance organizers, or discussions during the viewings.

CGMFY

SET 3-4 students present - one student is not regular member of class but comes from study hall periodically to join the class

IDPRP+ IDMOV The teacher has in hand the pages from the Teacher's Guide for Lesson 5 - Greeting Authority Figures. She stands by the board in front of students' desks. She starts by reviewing the characters in both video segments and by asking the students what they remember. One student recalls a particular incident of the main character flipping the tie of a co-worker during their greeting. The teacher uses the probes from the Guide as given. For the fifth probes - other ways to show respect for people you work with - she writes the students' ideas on the board.

IDDIS

IDCTB+ Two students are very willing to participate and contribute personal experiences during the discussion. One student never volunteers, but did respond when called on. The discussion lasts 20 minutes.

IDCMP The teacher hands out worksheets 5/1-3. She reads the directions for number 1 - greetings - and does the first two greetings with the students. She reads the directions for number 2 - scrambled sentences - and a student does the first one. The teacher tells them to skip number 3 for now - a checker-type game. She hands out worksheets 6/1-3 and follows the same procedure for numbers 1 and 2 - idioms and correct verb tense. She explains number 3 - deciding how to spend a 45 minute lunch break.

USTSK The students are to work on the worksheets independently - asking the teacher for help when needed. One student goes to the computer and does Lessons 2 and 3. He says, "I think it's stupid and I hate it."

IDCTB-

image The teacher described the students as "duckers." They don't like to be seen in this class. They want the shades drawn and the door closed.

MM31 image COMM: The students seem quite negative about

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/TSK

/LCT

being in a special ed class. Two of them - one male and one female - talk with great bravado about what they will and won't do. The general demeanor of the class is tense; the students lean their chairs back, put their feet on the desks, talk out repeatedly, and interrupt each other. There is very little sense of a real discussion but more like "macho" time/I'm bad. The teacher frequently asked them to "pay attention" and stay on task with the worksheets. The third student was very quiet and barely participated in the class.

TEXT ANALYSIS PACKAGE

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SITE3

Site 3: #2

INT

INTERVIEW

change

[When I arrived at the school, the teacher wasn't there, but she arrived shortly. However, she was in the midst of a family crisis with a sick daughter and electricity that had gone out during the previous night's storm and was still out. She needed to leave school again as soon as she was able to contact her husband. She said she felt bad about me coming all that way for nothing and asked if we could talk for about 10 minutes on a few questions I had.]

How does the program's content fit into your existing class?

How do you actually prepare for lessons?

CGFIT

The program's content is very good and helpful to her because the state is emphasizing teaching vocational skills in all classes. Awareness and attitudes are particularly important areas to be emphasized, and that's one of the main thrusts of the social skills program. She really likes the Teacher's Guide and thinks it's easy to follow and well organized so she can just "open it to a lesson and go" even without a lot of preparation.

USOBJ

CGAPP

USPRP

CGINT

In preparing the lessons, I had to send all the worksheet masters to the library at one time for duplication. "Remember, I took them to the media center at the beginning and we watched the first 12 lessons. We had to do it that way then. The equipment we have now is new." [The district special education office provided a VCR for use in the special ed classes at this school, and the school's copyright policy has been modified.] "Other than that, I don't have to do much preparation. Most of the time I'm trying to fit it [use of the program] into the book I'm reading to them."

USDEF

TEXT ANALYSIS PACKAGE

DATA FILE: S3V3.TAP

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SITE3

Site 3: #3

change

INTERVIEW

[When I arrive there is a note on the board that the teacher is ill and had to leave. There are directions for the students to take the vocabulary words assigned yesterday to Mr. Weiber's room, complete them, and work on computer lessons.]

image

Two students are present. Both start complaining about the note and saying they won't go to Mr. Weiber's room because people might think they're retarded.

Mr. Weiber appears at the door, asks if they've seen the note, and tells them to bring their work to his room. He tells me it's fine to conduct the observation in his room.

image

The students' complaints begin again and Mr. Weiber probes about why they have such a negative attitude about the workshop/bakery area.

After five minutes we all go to Mr. Weiber's room, but the students run and duck inside the door and start pulling down the window shades. Mr. Weiber follows after them putting the shades up and tells them to go into the class area where the computer is. He says, "There are no windows so no one will see you."

IDCTB

In the class area the students both say they don't have the vocabulary to work on. Mr. Weiber comments to the TMR teacher about the negative attitude of these students and she starts to question them and talk about the feelings they're having.

I decide that more productive "things" might happen if these students can talk about their attitudes, so I leave.

TEXT ANALYSIS PACKAGE

DATA FILE: S3V4.TAP

Page: 1 of 2

SITE3 Site 3: #4

OBS OBSERVATION

SET 2 students present

IDPRP+ IDMOV The teacher has in hand the pages from the Teacher's Guide for Lesson 7 - Doing One's Share of the Work. She walks and rests on a desk in front of students' desks. She asks the students to recall the video segments after giving them the titles, settings, and characters. ((I was surprised at the amount of detail - especially for the "Where's Robert?" segment . Some comments indicate that the Ms. Coppola character is a favorite: "She's tough." "Robert should've known better than to try and put something over on Ms. Coppola."))

IDDIS

SSJ

IDLCT The teacher writes on the board three points that the students make in response to a probe. Both students volunteered. The teacher makes a final suggestion and writes it on the board.

IDCTB+

IDLCT The teacher asked for personal experiences related to the topic. One student (female) says it's important to do your work and even help out others because you're always going to need help yourself sometime. The other student (male) said you just do your own work and everybody better do theirs or he'd "let them know about it, man."

IDCTB

The teacher does not allow the discussion to get sidetracked when one student's story started heading toward a different topic. The discussion lasted approximately; y 15 minutes.

IDCMP The teacher handed out worksheets 7/1-2. She read the directions and did two examples for each. Then, the students worked on their own with the teacher assisting when asked. ((On worksheet 7-2, "clone" is a real problem word and should be changed.))

USGRP

SSJ

IDCMP The teacher and one student go to get the computer. Each student works one lesson on the computer.

MM34 /DEF COMM: The teacher seems very easy going about the lessons. There seems to be no emphasis on the worksheets as an assignment that is expected to be completed and turned in. And, there is no mention of grades on student work. I would guess the teacher records some indicator of participation, though.

/LCI

/FBK

image I was struck again by the students' negative attitude about special education. Both students

TEXT ANALYSIS PACKAGE

DATA FILE: S3V4.TAP

Page: 2 of 2

female

male

wait and duck into the room at the bell, close the blinds, and position themselves so that if someone opens the door they're not readily visible. The female student seemed more reflective during the discussion than during the last lesson I observed. But, the male's participation and comments were still loud, interruptive, and "macho."

TEXT ANALYSIS PACKAGE

DATA FILE: S3V5.TAP

Page: 1 of 1

SITE3

Site 3: #5

INT

INTERVIEW WITH ASSISTANT PRINCIPAL

What is the school enrollment?  
 Do the LD students tend to stay in school until they graduate?  
 How would you characterize the population that the school serves?

enroll sch  
 grdrng

Enrollment of school is approximately 917 in grades 10 through 12

This high school is one of two in a district that is large in area but has considerable farming land. Of the two high schools, this one draws more from the rural, agricultural families. It's area also includes small shop owners and people who work at a small liberal arts college.

ses

She would characterize the school as representing predominantly middle class SES with some small pockets of real poverty and affluence. She believes the college - its presence and employees/students who have children in the public schools - influences the nature of the schools in this area of the district. The school offers the Advance Placement (AP) classes, and forty-two percent of the graduates attend 4-year schools and 14 percent go to 2-year programs.

enroll sped

The LD students tend to be similar ages as their classmates in the regular program. They are usually mainstreamed for about - at least - half of their classes, unless there's a severe problem that prevents this, e.g., non-reader. The dropout rate for LD students is probably very similar to that for the school as a whole. [District does not release dropout rates.]

dropou

The IQ range of the students is greater than 70 with an identified problem in meeting his/her ability level. Four assessment areas are required prior to placement: (a) psychological for intellectual functioning, (b) educational for current level of achievement, (c) social history from parent interview, and (d) medical exam.

TEXT ANALYSIS PACKAGE      DATA FILE: S3V6.TAP      Page: 1 of 6

SITE3                              Site 3: #6

INT                                INTERVIEW

AGE                                Class is titled LD English 10, is 50 minutes long, and meets every day. Students are categorized as learning disabled (LD). Their ages tend to be similar to regular class peers - approximately 16. Beginning enrollment was four, but one student left school due to pregnancy, and one has a very erratic attendance pattern. The two remaining students have fairly regular attendance.

Teacher is certified in secondary special education, both for learning disabilities and educable mentally handicapped (EMH). This year she has one class for LD math, one EMH math, and three LD English.

USDET                              +There are no school district or state curriculum requirements, so teacher creates objectives for class and selects material(s) to be used. Also usually the one setting IEP objectives. However, this class comes from junior high school along with their IEPs. But, they are so generally stated that you can just about incorporate anything you want. If the IEP is too specific, then you have to make an amendment.

sped    USDET                    +There is a big move in special education as far as vocational assessment now and addressing vocational and career decisions - state-wide push. Vocational assessment has been mandated at the federal level and is now becoming part of the required battery that a child must have assessed when he goes through the triennial review or to be placed in special education. Assessment is done by county lead-teacher and is a new thing this year. The purpose is to address vocational skills and career issues in every class. It is a big thing that is coming to the head of the class. Everybody is going to have to focus more on it.

USDEF                              +Certainly it affects my plans. Before, I was  
USOBJ                              doing mostly reading and writing and some related real-life skills. The first semester we focus on grammar mainly. Then, second semester it is literature, writing, and some business letters. If there's time, then we do forms - applications, social security, and things like that. In addition, this year I've been working with the vocational counselor who comes to one English and one math class and works on filling out forms and resumes, interviewing techniques, and on building greater self-confidence. So, I think the material in your program will be an asset to the new focus. But, you know each time there's a push for something, other things have to be cut back. It

CGFIT

gets harder and harder to fit everything into a period.

## INTERVIEW

CGINT When I first started using the program I told them we're going to start a new project called Social Skills on the Job. I told them about the field test last year and that they were special because they had been chosen to participate this year. I wanted to build it up because many LD students need that to get them to accept something. I told them the program would address the skills and attitudes they need to be successful on the job. Their initial response was okay. My classes don't get excited over anything academic, but it was okay with them to give this a try. I think it really interested them that it wasn't just worksheets. It was a variety of things, you know, the videotape discussions, worksheets, and computer. I decided to use all of these, but it's hard to fit everything in and sometimes things fall by the wayside. Role-playing is hard. These kids don't do well with it. Plus, this class is small - getting even smaller - so it's hard to do something with just two students. I find this class does much better with the discussion set-up than role-playing or anything else. The videotape was good, but we were at a disadvantage in that we had to go to the library. You had to schedule time and so fight against other teachers who wanted to use that room. I didn't do anything specific to try to make things stand out so recall would be facilitated. I told them that because of the time factor and the scheduling, we're going to the library and we'd be watching many segments from Social Skills on the Job. Then as we get to the lessons, we'll be discussing them and they should pay attention. A lot of my kids do well with the auditory-type exercises. I haven't reshowed the video with the new equipment that was purchased just for special ed use. It would make a difference though, I think. But really most are able to recall a lot more. It might be that watching the whole thing at once makes the characters more real because they repeat. So, after a few times they start having their own personalities - "Oh, yeah, she works in the restaurant." "That's Ms. Coppola. She's always on Robert's case."

CGCMP A lot of the time they see the topics related to their own lives. I take the questions they give in the guide and look over them and sometimes if I feel like they're getting bored with "What does Jennifer think about Mrs. Harris? and What does Mrs. Harris think? or How does Jennifer feel? Sometimes I'll switch it around to say How would you feel if you were in a situation like this?

STU

CGCMP

CGMFY

USGRP  
USTSK

CGMFY

IDLCT

CGCMP

IDLCT

IDDIS  
IDCTB

What would you say? What would your reaction be? That way I typically get a lot more discussion and then they start interjecting some of the things that have happened to them on their jobs. Like [student] was doing that day you observed. Most of them have had part-time jobs and so they can identify with a lot of the frustrations of some of these workers on the videotape. The other side of the picture, of course is how they're treated by employers. You heard [student] talking about the unfair treatment of his employer. I had one child - and she does need to develop more responsibility, I know, but she went to work and got there about an hour early. So she went into town and got back late, like half-an-hour late. When she went to the office where she worked the door was locked. An envelope was on the door that had her paycheck in it with a note, "Please don't come back. We don't need you." And, I thought if they're going to fire her at least have the decency to do it face to face. Don't leave her a note. A worker would be berated if they tacked a note on the door "This is it. I'm not showing up." There ought to be some education for employers, too.

USGRP

Grouping does not apply in this class; it's just too small.

USFBK

((On the IEP, do you ever plan feedback for individuals?))  
In the behavior segment of the IEP, we try to put things down like. It's mostly verbal feedback. But, basically what a lot of these kids need is frequent praise and individual attention. So often, teachers tend to have the kids come into class and it's "sit down and be quiet, do your work." I find in my classes - well I have days too when I want the kids just to sit down and be quiet and don't bother me - but usually we spend at least half the period on academics and the other half, these kids have a lot of things going on in their lives that they need to talk about - things that are bothering them or things that have happened to them, concerns or questions that they have. You know the other part of my classes tends to be a discussion-type group where the kids bring up all these things. So I just judge their comments at the moment to make feedback. But, generally I try not to say too much initially because they do a very good job with one another and it makes a greater impact when things come from their peers than if I say something and if someone's having a problem and he brings it up in class then the other kids are great about listening to it all and saying what they think about it and making suggestions. I've learned to sit back - letting the kids discuss among

IDFBK

themselves what type of attitude and what type of response works best with certain kids. Like with [Chrissy] - she's the type of child that you can't say - "Chrissy, sit down and be quiet." "What did I tell you to do?" - things like that. If she does something you don't like, you have to say, "Chrissy, we need to talk about this. I really didn't like the way you spoke to me today. Is something going on at home? Is something bothering you?" She responds real well to things like that. You know there are some kids you absolutely cannot raise your voice to because an alarm goes off and they won't listen to you. And, as mad as I get at some of these kids - I think, oh I just want to shake them a little, scream a little, stamp my feet - I've learned with a lot of these kids, that just doesn't work. So, a lot of the feedback is trial and error because each of these kids is different. That's why I think the beginning of a school year is so much harder. Because some of these kids you don't know and some of your responses don't really work. You have to wait until you really get to know the kid before you can make the right responses.

/IND

USFBK

succs

CGCMP

par

dropou

Grades are not really that important to these students - when they work on the lessons. Not as much to these kids as it would to a regular classroom because so many of these kids have experienced failure - just over and over and over - and they get to the point where they think, you know, I'm just going to fail anyway. So, a lot of them don't do homework, and I do give some of the worksheets as homework. Some of them I get back and I grade them and give them back to them. Other kids just don't do homework. But, then I have to sit back and evaluate what goes on at home. Some of the parents are not encouraging the kids to come to school. In fact, there are some parents that are encouraging the kids to drop out. There's one child that gets up at 5 o'clock every morning and goes out and does work around the farm until he gets to school. He stays at school all day and then when he gets home he has to work on the farm with the animals until about 9:30 or 10 o'clock at night. And that's his day. And I think, when does a child like this have time for homework? So, you are kind of fighting the home background - sometimes you know it works with you - but there are times when what encouragement they get to develop themselves a people is just coming from the school. I know one child, the parent accused her of getting real haughty because she'd really buckled down and was trying to do her work and was trying to make herself into a better person and learn more. Her parent's response was, "Well, don't you think you're Miss Smarty Pants. I quit school in the fifth grade and look how well I've

done." I thought that attitude went out in the old days. I told her - in fact this just came up yesterday - I said, "Honey, that was back several years ago. That was a different time - when people could quit school in the fifth grade and still do well. Today there are people graduating from college that can't find jobs. Just remember, once you get an education, that's something no one can ever take away from you. It's something you'll always have." But, just think of how hard this is on her - for her parent to say that what she's trying to do is wrong or stupid. It's a difficult position because they hear the teacher say one thing and the parent say another. Ultimately, who are they going to listen to? I have several students that come from homes like that. Now, the teacher isn't always right, but in a case like this, where it's a conflict between whether to stay in school or whether to quit, I think, as a parent, I'm going to encourage my child to stay in school and develop herself just as much as she possibly can - into the best person she can be. And you think that most parents are going to have that type of attitude, but they don't. In fact, I'm finding a lot of parents are jealous of their kids and it's just really sad. Another young man - the one who works on the farm - I think it would please his parents if he quit because they would have more help. I told him, "You have such a good mind; I want more for you than to be a farmer." And, see his daddy's a tenant farmer - he doesn't own the farm. It makes for a hard situation and he needs good help. Plus in this situation the father's an alcoholic and he gets violent when he drinks. So in that prevailing attitude I think, "What's homework? What's a grade?"

succs

par

USTSK

USFBK

grad

grad

Like I say, I do give homework; I do require a lot of my kids to do it. But, basically, I try to give them enough time in school to do it, because I know at least I can monitor what they're doing. But sometimes it's like Catch-22 because while you're trying to be individual you're still expected to have some grading standard for graduation. That's what I'm working on right now. That's the big push. A couple of my seniors have not passed the minimum competency. So, I have dropped everything. I mean we're not doing our regular English or our regular math. We are doing nothing but what will be addressed on the minimum competency. And they will have to take that in about another week or so. Passing minimum competency along with passing grades in the required Carnegie units leads to a diploma. If they don't pass the minimum competency test - there are some kids that will never pass it - they get what called a Certificate of Attendance.

par

/IND

It carries the same weight in the working world. They can say "Yes, I did graduate from high school, and yes, I did get a diploma." Although it's not a high school diploma. Decision is ultimately up to parents' approval, but we usually recommend going for the certificate if regular diploma doesn't seem possible. That's why I'm working so hard with these two young men because they both have a learning disability and one has a severe attention deficit problem. But, they're both bright young men, and they're aware of the world and what is going. One of them has a job. He's very responsible. He has his own truck and he's making car payments and things like that. And I think he knows the information. We had to contact the state to get permission for me to read it to him, and I think it will make a difference. And I talked with both the parents, and I told them - especially for this one boy - if I think I'm losing him - even after five questions - I'll have him get up, go outside and get a drink of water, walk around and then come back. If it takes us all day to take this test, we will do it. I want so badly for them pass it because I really feel like they can. However, the district has said, and their parents have agreed, that if they failed they could go ahead and get a Certificate of Attendance and if they wanted to they could come back in the summer and try it again and if they passed it they would issue them a new diploma. But, both young men have said "Forget it. This is it." But, see some of them are missing it by one point. And, some have passed the math part but not the reading. Or the reading part but not the math. So, that's what we're doing now.

TEXT ANALYSIS PACKAGE

DATA FILE: S3V7.TAP

Page: 1 of 2

SITE3 Site 3: #7

OBS OBSERVATION

SET 3 students present - one male has never been present on previous visits

IDMOV All students sat in the back row of desks, and the teacher sat in a chair between the rows of desks.

IDPRP+ IDMOV The teacher has in hand the pages from the Teacher's Guide for Lesson 9 - Admitting Mistakes. She sits on a desk in front of students' desks. She asks the students to recall the first video segment after giving them the title, setting, and characters. For this segment she asked if the students remembered Mrs. Harris' [the boss] reaction to Jennifer's mistake. The students didn't remember. One guessed that the boss got mad. The teacher said "no" and described what had happened in the video segment.

IDLCT

IDCTB

IDDIS The teacher used three of the probes given in the Teacher's Guide. First, she asked if they thought employers are always as understanding about a mistake as Mrs. Harris was. They said "no." Then, she asked them to describe their worst mistake and their funniest mistake. The two students who have been present throughout the semester responded, but their answers were brief and trailed off to "I really don't know." The other student did not respond.

IDCTB

IDDIS The teacher repeated the procedure for the second video segment. All three students contributed this time. One student (male) thinks Jose felt like a fool having to admit his mistake. Female student thought the boss was at fault for stacking the boxes the way he did.

IDCTB+

IDCMP +The teacher used the idiomatic expression and interpretation from the Guide. The first one, "The buck stops here," the students hadn't heard, and they didn't know the meaning of buck. For the second, "Honesty is the best policy," one student (female) said that lying just makes a situation worse. They didn't understand the Shakespeare quotation, "To err is human; to forgive, divine," and the teacher didn't explain or pursue.

IDCMP +The teacher handed out worksheets 9/1-2. She read the directions for 9-1 - crossword puzzle - and they did the first four together. On 9-2 -fill in the blank - the teacher read all the sentences and three choices except for number 9, which female student read. The students corrected their own worksheets by answering one by one in

IDNVL

TEXT ANALYSIS PACKAGE

DATA FILE: s3v7.tap

Page: 2 of 2

rotation for both worksheets.

IDCMP  
IDOTS

+The teacher handed out worksheet 9-3 - a skit .  
The two students usually present read it both  
ways, and then they talked about which was a  
more acceptable way to behave. The male made  
macho comments about "Yeah, I'd show her who  
was boss." and "I wouldn't take that crap."

MI37  
male /IND

COMM: The teacher told me afterward that the  
male student who hasn't been present very often,  
is a non-reader. It seems to me that today's  
lesson delivery was based on his presence. There  
was considerably more reading aloud and  
answering of items as a group.

CTB  
female

There just wasn't much "spunk" today - from the  
students or teacher. However, the female's  
acting of both versions of the skit was probably  
the best involvement I've seen in this class. It's  
the first time I've seen one of the two usual  
students take the activity seriously, try to do a  
good job, and not make several remarks about  
how "stupid" it is.

TEXT ANALYSIS PACKAGE

DATA FILE: S3V8.TAP

Page: 1 of 1

SITE3

Site 3: #8

INT

INTERVIEW

USDEF

[After my last observation visit, the teacher decided that she didn't have to time to do any more lessons before school ends. However, in our initial meeting and arrangements, I had talked to her about being to do at least eight visits during the semester, so she wanted to "meet" that commitment by letting me come for one more visit. I told her that would be fine, and if possible I'd like to talk to her and the students about their impressions and reaction to the materials. Only one student was present, however, on the day of my last visit.]

STU female /CMP

Female student said she enjoyed the discussion more than any other part. She thought it was good to be able to include personal experiences, and it was a chance to talk about what's on her mind. \* She thought the computer lessons were too slow and easy. She did the test lesson after 5 or 6 lessons and made no errors. .

/CMP

/IND  
USFBK  
/CMP

\* The teacher told me later, "you wouldn't believe some of their experiences. I think they need a chance to talk about their feelings. We put too much emphasis on grades. We pressure them. Usually we just discuss the answers for the worksheets and correct them as a group - discussing why we chose a particular answer and why the behavior was wrong. Sometimes this kind of approach led to new ideas on the topic."

USFBK

"I give them a grade on the worksheets, of course, but what I record is participation."

/CMP

I think the number 3 worksheets would be good discussion starters, and they're at a level that's good for many LD students. But, I was at a disadvantage in having such a small class that dwindled even smaller. It's hard to do group work with a small number."

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): S3V1.TAP      S3V2.TAP      S3V3.TAP      S3V4.TAP      S3V5.TAP  
                   S3V6.TAP      S3V7.TAP      S3V8.TAP

Table 1

CODE	FREQ	PERCENT OF TOTAL (N= 135)
SITE3	8	5.93
OBS	3	2.22
CGINT	3	2.22
CGMFY	3	2.22
SET	3	2.22
IDPRP+	3	2.22
IDMOV	4	2.96
IDDIS	5	3.70
IDCTB+	3	2.22
IDCMP	6	4.44
USTSK	3	2.22
IDCTB-	1	0.74
image	5	3.70
MM31	1	0.74
/TSK	1	0.74
/LCT	1	0.74
INT	4	2.96
change	2	1.48
CGFIT	2	1.48
USOBJ	2	1.48
CGAPP	1	0.74
USPRP	1	0.74
USDEF	3	2.22
IDCTB	6	4.44
SSJ	2	1.48
IDLCT	5	3.70
USGRP	3	2.22
MM34	1	0.74
/DEF	1	0.74
/LCI	1	0.74
/FBK	1	0.74
female	3	2.22
male	2	1.48
enroll	2	1.48
sch	1	0.74
grdrng	1	0.74
ses	1	0.74
sped	2	1.48
dropou	2	1.48
AGE	1	0.74
USDET	2	1.48
STU	2	1.48
CGCMP	3	2.22
USFBK	5	3.70
IDFBK	1	0.74
/IND	4	2.96
succs	2	1.48
par	3	2.22
grad	2	1.48
IDNVL	1	0.74

TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): S3V1.TAP      S3V2.TAP      S3V3.TAP      S3V4.TAP      S3V5.TAP  
                  S3V6.TAP      S3V7.TAP      S3V8.TAP

Table 1 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 135)
MM37	1	0.74
/MFY	1	0.74
/CTB	1	0.74
/CMP	4	2.96

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): DUMMY2.TAP    S3V1.TAP      S3V2.TAP      S3V3.TAP      S3V4.TAP  
                   S3V5.TAP      S3V6.TAP      S3V7.TAP      S3V8.TAP

Table 2

CODE	FREQ	PERCENT OF TOTAL (N= 199)
USORG	1	0.50
USOBJ	3	1.51
USDET	3	1.51
USDEF	4	2.01
USPRP	2	1.01
USTSK	4	2.01
USGRP	4	2.01
USLCI	1	0.50
USINV	1	0.50
USFBK	6	3.02
break1	1	0.50
CGFIT	3	1.51
CGAPP	2	1.01
CGIND	1	0.50
CGCMP	4	2.01
CGMFY	4	2.01
CGINT	4	2.01
break2	1	0.50
IDPRP	1	0.50
IDPRP+	4	2.01
IDPRP-	1	0.50
IDMFY	1	0.50
IDDIS	6	3.02
IDCMP	7	3.52
IDTRN	1	0.50
IDLCT	6	3.02
IDLCT+	1	0.50
IDLCT-	1	0.50
IDCTB	7	3.52
IDCTB+	4	2.01
IDCTB-	2	1.01
IDFBK	2	1.01
IDFBK+	1	0.50
IDFBK-	1	0.50
IDMOV	5	2.51
IDINV	1	0.50
IDNVL	2	1.01
IDNVL+	1	0.50
IDNVL-	1	0.50
break3	1	0.50
SET	4	2.01
TND	1	0.50
TND+	1	0.50
TND-	1	0.50
female	4	2.01
male	3	1.51
cntrl	1	0.50
image	6	3.02
succs	3	1.51
spprt	1	0.50

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S) : DUMMY2.TAP   S3V1.TAP      S3V2.TAP      S3V3.TAP      S3V4.TAP  
                   S3V5.TAP      S3V6.TAP      S3V7.TAP      S3V8.TAP

Table 2 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 199)
SSJ	3	1.51
???	1	0.50
PAT	1	0.50
me	1	0.50
break4	1	0.50
sped	3	1.51
sch	2	1.01
grad	3	1.51
dropou	3	1.51
enroll	3	1.51
par	4	2.01
ses	2	1.01
grdrng	2	1.01
break6	1	0.50
SITE3	8	4.02
OBS	3	1.51
MM31	1	0.50
/TSK	1	0.50
/LCT	1	0.50
INT	4	2.01
change	2	1.01
MM34	1	0.50
/DEF	1	0.50
/LCI	1	0.50
/FBK	1	0.50
AGE	1	0.50
STU	2	1.01
/IND	4	2.01
MM37	1	0.50
/MFY	1	0.50
/CTB	1	0.50
/CMP	4	2.01

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): DUMMY.TAP    S3V1.TAP    S3V2.TAP    S3V3.TAP    S3V4.TAP  
                   S3V5.TAP    S3V6.TAP    S3V7.TAP    S3V8.TAP

Table 3

CODE	FREQ	PERCENT OF TOTAL (N= 226)
USORG	1	0.44
USOBJ	3	1.33
USDET	3	1.33
USDEF	4	1.77
USPRP	2	0.88
USTSK	4	1.77
USGRP	4	1.77
USLCI	1	0.44
USINV	1	0.44
USFBK	6	2.65
break1	1	0.44
CGFIT	3	1.33
CGAPP	2	0.88
CGIND	1	0.44
CGCMP	4	1.77
CGMFY	4	1.77
CGINT	4	1.77
break2	1	0.44
IDPRP	1	0.44
IDPRP+	4	1.77
IDPRP-	1	0.44
IDMFY	1	0.44
IDDIS	6	2.65
IDCMP	7	3.10
IDTRN	1	0.44
IDLCT	6	2.65
IDLCT+	1	0.44
IDLCT-	1	0.44
IDCTB	7	3.10
IDCTB+	4	1.77
IDCTB-	2	0.88
IDFBK	2	0.88
IDFBK+	1	0.44
IDFBK-	1	0.44
IDMOV	5	2.21
IDINV	1	0.44
IDNVL	2	0.88
IDNVL+	1	0.44
IDNVL-	1	0.44
break3	1	0.44
/ORG	1	0.44
/OBJ	1	0.44
/DEF	2	0.88
/PRP	1	0.44
/TSK	2	0.88
/TSK-	1	0.44
/GRP	1	0.44
/GRP-	1	0.44
/LCI	2	0.88
/INV	1	0.44

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S) : DUMMY.TAP    S3V1.TAP    S3V2.TAP    S3V3.TAP    S3V4.TAP  
                   S3V5.TAP    S3V6.TAP    S3V7.TAP    S3V8.TAP

Table 3 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 226)
/FBK	2	0.88
/FBK-	1	0.44
/IND	5	2.21
/CMP	5	2.21
/MFY	2	0.88
/DIS	1	0.44
/LCT	2	0.88
/CTB	2	0.88
/MOV	1	0.44
break4	1	0.44
SET	4	1.77
TND	1	0.44
TND+	1	0.44
TND-	1	0.44
female	4	1.77
male	3	1.33
cntrl	1	0.44
image	6	2.65
succs	3	1.33
spprt	1	0.44
SSJ	3	1.33
???	1	0.44
PAT	1	0.44
me	1	0.44
break5	1	0.44
sped	3	1.33
sch	2	0.88
grad	3	1.33
dropou	3	1.33
enroll	3	1.33
par	4	1.77
ses	2	0.88
grdrng	2	0.88
break6	1	0.44
OBS	4	1.77
INT	5	2.21
SITE1	1	0.44
SITE2	1	0.44
SITE3	9	3.98
SITE4	1	0.44
break7	1	0.44
MM31	1	0.44
change	2	0.88
MM34	1	0.44
AGE	1	0.44
STU	2	0.88
MM37	1	0.44

TEXT ANALYSIS PACKAGE

DATA FILE: S4V1.TAP

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SITE4 Site 4: #1

OBS OBSERVATION

SET 12 of 12 students present on the roll, but two have gone to other classes

IDCMP IDPRP+ +Objective for Lesson 1 - Wearing Appropriate Clothes - is written on board. VCR is on rolling cart in center of room. Computer is on desk along windows.

CGINT USPRP +Teacher begins lesson by telling students they are going to do a group lesson. Says she wants them to pay attention and not be doing other things because this is a new program they're going to use.

IDLCT  
IDCTB  
CGAPP  
CGFIT Teacher asks if they want a job. Every student says yes/nods/something affirmative. Teacher says there "are more things you need to know on the job than just HOW to do your work. Your attitudes are very important. These are attitudes about the job and the people you work with. This year we've studied ways to help you get a job - applications and want ads and employment agencies and friends/family contacts. But, you need to learn about getting along on the job AFTER you've gotten it. This new program is about social skills and job attitudes related to holding a job. The first lesson is about wearing the right kind of clothes to work. There's a videotape lesson we'll watch and then talk about. There's also worksheets and computer lessons, and we'll talk about them later and how you'll be graded."

CGCMP

USFBK

IDDIS TND+ +Teacher turns on the VCR. The students watch monitor and seem attentive. At the pause, teacher turns off machine and repeats screen question, "Well, students, how should Jennifer dress?" Students just answer - no hands raised, not called on, but they don't interrupt each other. Responses are of two types: (1) what she had on was fine, (2) suggestions for clothes the boss would like better. Teacher asks a male student to lead discussion. Student repeats same question and students repeat answers. Student asks what they wear to work; three students respond. Student looks at teacher and says he's finished. Teacher shows end of segment plus next segment and to "pause" of first segment in Lesson 2. Teacher asks different male student to lead discussion about wearing uniforms. Student asks if anyone wears a uniform to work. One student who did wear one at a fast food place, said they got in trouble if they didn't wear it and have it clean. Student leader tells teacher he can't think of anything else. Teacher says "fine."

IDLCT

IDCTB

IDMFY male

IDCTB

IDCTB

CGMFY  
USPRP CGCMP

+Now she wants them to start a folder for worksheets, which are stacked on the table by her desk. Students collect worksheets for Lessons 1 through 4. It takes about 20 minutes until everyone is back at desks because teacher has also copied pages from the teacher's section of the guide - Advance Organizers, Discussion Guide, and Suggested Related Activities.

IDPRP-

IDCMP

+Teacher tells students to find sheet with vocabulary words for Lesson 1. They are to write a definition for each word and keep completed assignment in their folders. Teacher reminds them that there are dictionaries to use. They also are to do the three worksheets for each lesson and keep them in order in the folder. Then, when someone has an opportunity, he or she should go to the computer and do lessons on it. One boy wants to start on the computer and teacher gets the software out. However, an error message appears when trying to boot system. The teacher asks me to help - I'm not sure if there is a problem with the disks and teacher doesn't have any other software for me to check. I tell her I will replace the software, but she should try to check the system with a program that someone has and knows works.

IDCMP

IDPRP-  
me

IDCMP

+The students work on organizing their folders and five start on the first worksheet until class ends.

MM41 ???  
/PRP

+COMM: This was a strange mixture. The teacher had obviously thought about how she wanted to use the materials in the time left until the end of school, and she'd prepared the worksheets and had the equipment ready. However, there was virtually no discussion. She had the Teacher's Guide open to the first lesson, but she didn't use any of the probes provided, nor did she generate her own questions. She and the student leaders just used the surface questions posed in the video segments. Also didn't use Advance Organizers or read through vocabulary. While students were working on worksheet, teacher was working at her desk. The students worked on their own or in pairs, but were making many mistakes because they couldn't read some words.

/DIS /MOV

/CMP

/MOV  
/GRP /TSK

TEXT ANALYSIS PACKAGE

DATA FILE: S4V2.TAP

Page: 1 of 2

SITE4 Site 4: #2

OBS OBSERVATION

me ((I talked to teacher via phone after first visit to check on status of computer. It was problem of a bad board, which has been repaired. I am returning software.))

SET All 12 students are present because of a special program later in day.

USTSK USGRP +Eight students are sitting at the circle of desks  
IDMFY IDCMP with folders opened. Videotape is playing and  
IDPRP+ continues throughout period. Vocabulary words for  
Lesson 3 - Calling In When Sick - are written on  
board. Two students are sitting at table in back  
of room. One student is at a study carrel. One  
student is at the computer.

IDCMP +Teacher asks student at computer to work with me  
IDMOV on new software to make sure it's okay. ((Works  
IDLCT fine this time.)) Teacher comes over to watch  
student using the computer and announces to  
rest of class that they should plan to start doing  
the computer lessons - so that someone is always  
working on the computer during class time. A  
STU student from the circle comes over to watch and  
begins to work with the student already there.  
They remain on the computer until end of period -  
30 minutes.

USGRP +The three students in back of room are working on  
other assignments - two on math, one on reading.  
Teacher tells me the one girl and one of the boys  
have been placed in her class for short term  
specific remedial help. The other boy is here  
because of behavior problems in his trade area.

USTSK IDCMP +Students at the circle are working on a worksheet  
USGRP or vocabulary for Lesson 3. Again, they are  
working on their own and I can see many mistakes.  
IDFBK- +Previously completed papers that are in their  
female me spprt folders have not been graded. Two female students  
+who are working together ask me for help with  
words on a worksheet. The teacher says it's fine  
to help. I ask them to read words first - until we  
get correct pronunciations and recognition of  
meanings (matching words with synonyms). Then, I  
ask them what the directions are and one student  
explains the matching procedure. I start them with  
the first, "What word means the same as 'sick'?"  
They get it correct. After the third word I ask if  
there are any other words they want to review -  
there are two - then I move on to watch other  
students.

MM42 /DIS /TSK +COMM: The videotape played through about Lesson 12

TEXT ANALYSIS PACKAGE

DATA FILE: S4V2.TAP

Page: 2 of 2

/CMP

during class time. The students who were working on folders would look at screen periodically and occasionally comment on a character. There was no discussion, vocabulary practice, or worksheet directions.

TEXT ANALYSIS PACKAGE

DATA FILE: S4V3.TAP

Page: 1 of 3

SITE4 Site 4: #3

INT INTERVIEW

What is current content?  
How do you organize class content?  
How do you integrate new material?

USORG +This school district wanted a class for students coming into the trades program but who weren't quite ready in some way - maturity, behavior, specific academic area. That was eight year ago and I started it from square one really; there was a class for one year before I came, but that teacher didn't do anything like this program. The class is called Career Readiness, and it was decided to tie-in to the Education For Employment (EFE) program at the state level. EFE provided some structure and I wrote the objectives for the class (copy attached). That was submitted to the state and approved. You'll notice about half the objectives are related to the material in the Social Skills program, so I'm really glad to use these materials. The use of the video and computer make it especially nice because it brings a new presentation to the students. The topics are so important for them to learn - I don't think we stress these skills enough. It's information they need throughout life - social interactions with other people.

USDET PAT

USOBJ

CGFIT

CGCMP

USTSK USGRP +I like to operate this class in a very independent mode. That's because the nature of the class makes it necessary. Rarely are all assigned students present every day. Some take driver's training on certain days; some are in JROTC at their home schools and have commitments for that; and I usually have at least one on work-study. In addition, students are placed in here periodically for work on a short-term objective. For example, I have two right now. One is here to improve an attitude and behavior problem in his trade classes. The other needs reading help, which, by the way, I think the computer lessons are a big help for her. I've told her to try to read the answers and then listen to the voice to check herself or help her out. Because it repeats, she's beginning to learn some of the job-related words that she needs to know. But, anyway, the make-up of the class is slightly different from day to day. It's hard to have a group lesson, so I don't do the discussions. I know that's the main focus of your program, but I think they get useful things the way we use it. Basically, I have the VCR set-up every day, and the tape just plays during the whole class. It usually gets through Lesson 12, so at some point I guess I'm going to have to start it later in the program so they'll

USORG

CGCMP

USGRP  
CGMFY  
USTSK

TEXT ANALYSIS PACKAGE

DATA FILE: S4V3.TAP

Page: 2 of 3

CGCMP  
USLCI  
USFBK

USTSK  
USFBK  
CGCMP  
USGRP

CGFIT

USTSK

USFBK PAT

MM43 STU  
TND

/ORG  
/CMP  
/GRP

spprt

see the end. While it's playing, they have work in their folders to do. It has the worksheets from your program plus other worksheets that we use. Each one is responsible for getting the work done by the end of the grading period. I don't grade them until the end. When I look at a worksheet I can see which words were too difficult - where they had problems. It's a good indicator of just what they can do on an independent basis. I think that's what we'll do the last two weeks of school go over all the assignments in their folders and grade them. I think next year I'll use the program a little better. Right now they get the worksheets and they copy the vocabulary words and define them. But, I noticed some of the Additional Ideas that I think would be useful for independent work. I just need to plan which I want to use. I'm so glad to have gotten the computer because of this program, and I definitely want to find more ways to use it. I like the voice and I think it really helps the students. I'd like to use the speech synthesizer to add voice to some of our little +programs. The basic text is Entering the World of Work by Grady Kimball and Ben S. Vineyard, McKnight Publishing Co., Bloomington, IL. By this time, we've covered most of the objectives in your program, so there isn't much integration really. Next year I think it will be different because I can use the new material at the right place in my lesson plans. I don't assign homework. I figure they don't need to do this at home after being in here for 2 1/2 hours every day. And, they sometimes have homework from their home schools, so they don't need more from me. I do stress grades - really the idea of being evaluated daily as they'll be on the job. I use a point system for participation, behavior, and attitude each day. It's important to them to get those points, too. They check on their totals and remind me to give them every day.

+COMM: The students are well-behaved and most are working on some folder sheet whenever I come to the class. However, I am really struck by the appearance of little organization to guide the students. Although the teacher says everyone uses the computer at some time, I have only seen four students on it. They really like it and will do the lessons over and over. Four students have always been working on worksheets and periodically attending to something on the videotape. But, there are errors on their worksheets that indicate reading/vocabulary problems. I read through one word list with two of them and they recognized some of their mistakes. Teacher says she'd like to record the vocabulary to help with this problem, but it seems that in the absence of that, there should be oral review of words. The main wonder I

TEXT ANALYSIS PACKAGE

DATA FILE: S4V3.TAP

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???

have is what is actually happening in this room. I  
cannot tell if any positive learning is occurring.

TEXT ANALYSIS PACKAGE

DATA FILE: S4V4.TAP

Page: 1 of 2

SITE4

Site 4: #4

OBS

OBSERVATION

SET

+Classroom has been rearranged in the direct instruction portion:

[diagram in text]

The teacher says she changed the room because they have lots of things to finish before school ends, and she's using the board for assignments every day.

10 students are present.

USTSK

IDCMP

+Seven students are sitting in the class area with folders opened and seem to be working between program worksheets 6 and 7 and math problems from the board. Videotape is running - and continues throughout the hour. The students look at it periodically and two make comments about the characters Ms. Copolla and Mr. Hardy. One student attends to one complete lesson on the video and speaks every line with the characters.

IDMFY

USGRP IDCMP

+About midway through the period, the teacher tells students they're going to work on worksheet 7-2 as a group. ((I believe this is for my benefit.)) The teacher has one student read the directions aloud and then students rotate on each item and answer aloud.

USTSK

IDPRP-

me IDINV

+However, the teacher didn't understand the directions and couldn't explain to the students. [copy of 7-2 attached] The teacher asked me if I could explain. I asked the students if they knew what a compliment was, then what criticism was, and then what feedback was. They volunteered for each, and it seemed that there was a general understanding. So, I read the directions verbatim and then said, "Pretend you're on the job and someone says, 'I told you not to touch that!' Does that sound like a compliment or criticism?" They all agreed on criticism. I asked, "Is criticism a positive comment or a negative one?" They agreed it was negative. I said, "Yes. So, you'd circle the 'N' for negative on number one."

IDCTB

The teacher said she understood and told the students they'd take turns. The student who read number 2 didn't know the word "clone," but neither did the teacher. Again, she asked me to explain. I told them it meant a copy or a duplicate of someone. I asked if anyone had ever heard this word on TV shows or cartoons - only one had. The teacher said she thought this item ought to be changed, and I noted this for future revisions to

SSJ

TEXT ANALYSIS PACKAGE

DATA FILE: S4V4.TAP

Page: 2 of 2

IDCTB

the program. The remainder of the items went much smoother except numbers 9 and 12. All students participated except one who worked on math all period.

MM44 /INV

+COMM: The teacher does not seem adept at providing alternative presentations of the items to fit the needs of a particular group. She doesn't seem to anticipate there needs are going to be, based on knowledge of her group of students.

/IND

/DEF /TSK  
/GRP

My impression is that the teacher wants the structure of the class to be independent work by the students whether they can handle it or not on a given assignment. There just isn't any gauging of the instructional situation by the teacher.

TEXT ANALYSIS PACKAGE

DATA FILE: S4V5.TAP

Page: 1 of 1

SITE4

Site 4: #5

INT

INTERVIEW WITH PRINCIPAL

How would you characterize the program of the school?

How would you characterize the population that the school serves?

What is the school enrollment?

sch sped  
ARG

This center provides vocational education to special needs students aged 16 through 21. Special needs includes exceptional education categories and/or disadvantaged. We have eight trade areas [pamphlet attached]. [teacher's] operates a special readiness program for those students who need extra help before they can succeed in the trade program. The IQ range of the students is within the district guidelines for the area of special education that they're placed in. Grades for students in [teacher's] class are 10th through 12th, although we try not to have any seniors assigned to it.

grdrng

enroll

Most of our students are enrolled in the full day program, where they spend half the day at their home high school and half here. Most students come from the Richmond City District high schools, but we do have students from other districts and some who are placed by state agencies.

enroll

This year our enrollment is 100 in the a.m. program and 100 in the p.m. program.

ses

It is not easy to characterize the SES of our population. However, the district, of course, runs the gamut from very poor to wealthy. Also, as in the district, there is a high percent of Black enrollment, but I'm not sure of the actual number. You've seen, though, that in [teacher's] class, it's about evenly split Black and White.

RAC

MM45 grad dropou

Because of the nature of this school, graduation concerns and dropout rates are handled at each student's home school.

TEXT ANALYSIS PACKAGE

DATA FILE: S4V6.TAP

Page: 1 of 2

SITE4 Site 4: #6

OBS OBSERVATION

SET 7 students are present.

USTSK +Teacher says students should have finished all lessons and are now organizing their folders to make sure they have everything and that it's in the correct order. Teacher asks me to look at as many of the folder as I can during the period.

me

IDFBK- +I ask whether any assignments have been graded, but none has. The teacher says that's [grading] on her plans for time during the last week of school, although originally she had planned to have done half the checking by now. She admits that she's somewhat worried about getting everything accomplished. She asks if I have any suggestions for better plans for next year.

USPRP

me /ORG /FBK +I suggest that breaking the quantity down might be better in terms of grading and in student learning. With 15 lessons to grade and presumably gain some insights/understanding - it's a big expectation to do all at once. I said if I decided not to grade by the day or week, then I'd look for some "natural" break in the program. One possibility would be to use the structure set-up in the review lesson, which would provide for division into three parts, although they'd be somewhat unequal. If I wanted equal division, I'd go by a set number of lessons, such as 5 X 3.

IDDIS +The videotape is running throughout the period. I  
IDMFY +get to look at five folders. Two students tell me  
IDNVL they think they're missing some lessons, but are having a "little trouble figuring it out." They  
me spprt ask if I will help them. They have all worksheets but one isn't completed. I ask if there's a reason it isn't finished. There isn't, and they ask me to help them with it. I go through the directions and first three items. They continue on their own.

IDNVL +One student isn't at all interested in the folder or in me looking at it. He has papers strewn across his desk. In fact, he is sprawled across the desk, too. Periodically he picks up a paper and puts it in the folder. He says he's had "no problems" with the program, but his papers belie this statement.

IDNVL +One student seems pleased that I want to look at his folder and tells me he thinks he's finished. He is very shy - painfully so - and it's difficult to talk to him about the program. However, he's missing all three worksheets for one lesson, which sends him in search of ones he's done or new ones

to do again. ((I had seen him working on one of them during a previous visit.)) I would guess that he has about 65 percent correct.

IDNVL +One student has everything in order and at about 75 percent accuracy. ((He is the best reader in the class.)) He is fascinated by the video and asks if I will talk to him about the actors and how it was made. He knows many of the lessons from

IDCMP +memory. During our conversation, I ask if they had used any of the scripts. The teacher joined in and said they hadn't been able to work-in the role playing part of the program. But, now that I had mentioned it, they [scripts] would have been ideal to let [student] practice. I know that the teacher has a video camera and suggested that the scripts might allow interested students to direct skits and tape them to show their work.

IDCMP +One student works on the computer lessons during the whole period, but he also speaks many of the lines along with the video.

MM46 /MFY +COMM: When I first saw the video just running throughout the period without guidance/discussion, etc., I thought it was a waste. However, after talking to the students and watching them, it seems clear that at least five of them got something out of this approach. It would be nice

??? +to know if the repetition helps build-up little scenarios that the students retain and can call on to use when a similar situation presents itself in real life.

/TSK- /GRP- /FBK- +I am bothered by the method of independent work with no guidance or timely feedback. The grades are important to these students, and most of them (actually all who participated) do every assignment. But, given the reading difficulties they have, it's too much to expect them to be able to do a reasonable job with the worksheets without some directional assistance and vocabulary work. Also, I think grading all 15 lessons at once and at the end of school leaves no opportunity for "learning" or "teaching."

spprt



TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): S4V1.TAP      S4V2.TAP      S4V3.TAP      S4V4.TAP      S4V5.TAP  
                   S4V6.TAP

Table 2 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 161)
/DEF	1	0.62
sch	1	0.62
sped	1	0.62
ARG	1	0.62
grdrng	1	0.62
enroll	2	1.24
ses	1	0.62
RAC	1	0.62
MM45	1	0.62
grad	1	0.62
dropou	1	0.62
/FBK	1	0.62
IDNVL	4	2.48
TCH	1	0.62
MM46	1	0.62
/MFY	1	0.62
/TSK-	1	0.62
/GRP-	1	0.62
/FBK-	1	0.62

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): DUMMY2.TAP   S4V1.TAP      S4V2.TAP      S4V3.TAP      S4V4.TAP  
                   S4V5.TAP      S4V6.TAP

Table 3

CODE	FREQ	PERCENT OF TOTAL (N= 225)
USORG	3	1.33
USOBJ	2	0.89
USDET	2	0.89
USDEF	1	0.44
USPRP	4	1.78
USTSK	10	4.44
USGRP	8	3.56
USLCI	2	0.89
USINV	1	0.44
USFBK	5	2.22
break1	1	0.44
CGFIT	4	1.78
CGAPP	2	0.89
CGIND	1	0.44
CGCMP	7	3.11
CGMFY	3	1.33
CGINT	2	0.89
break2	1	0.44
IDPRP	1	0.44
IDPRP+	3	1.33
IDPRP-	4	1.78
IDMFY	5	2.22
IDDIS	3	1.33
IDCMP	12	5.33
IDTRN	1	0.44
IDLCT	4	1.78
IDLCT+	1	0.44
IDLCT-	1	0.44
IDCTB	7	3.11
IDCTB+	1	0.44
IDCTB-	1	0.44
IDFBK	1	0.44
IDFBK+	1	0.44
IDFBK-	3	1.33
IDMOV	2	0.89
IDINV	2	0.89
IDNVL	5	2.22
IDNVL+	1	0.44
IDNVL-	1	0.44
break3	1	0.44
SET	5	2.22
TND	2	0.89
TND+	2	0.89
TND-	1	0.44
female	2	0.89
male	2	0.89
cntrl	1	0.44
image	1	0.44
succs	1	0.44
spprt	5	2.22

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): DUMMY2.TAP    S4V1.TAP      S4V2.TAP      S4V3.TAP      S4V4.TAP  
                   S4V5.TAP      S4V6.TAP

Table 3 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 225)
SSJ	2	0.89
???	4	1.78
PAT	3	1.33
me	9	4.00
break4	1	0.44
sped	2	0.89
sch	2	0.89
grad	2	0.89
dropou	2	0.89
enroll	3	1.33
par	1	0.44
ses	2	0.89
grdrng	2	0.89
break6	1	0.44
SITE4	6	2.67
OBS	4	1.78
MM41	1	0.44
/PRP	1	0.44
/DIS	2	0.89
/MOV	2	0.89
/CMP	3	1.33
/GRP	3	1.33
/TSK	3	1.33
STU	2	0.89
MM42	1	0.44
INT	2	0.89
MM43	1	0.44
/ORG	2	0.89
MM44	1	0.44
/INV	1	0.44
/IND	1	0.44
/DEF	1	0.44
ARG	1	0.44
RAC	1	0.44
MM45	1	0.44
/FBK	1	0.44
TCH	1	0.44
MM46	1	0.44
/MFY	1	0.44
/TSK-	1	0.44
/GRP-	1	0.44
/FBK-	1	0.44

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S): DUMMY.TAP    S4V1.TAP    S4V2.TAP    S4V3.TAP    S4V4.TAP  
                   S4V5.TAP    S4V6.TAP

Table 1

CODE	FREQ	PERCENT OF TOTAL (N= 252)
USORG	3	1.19
USOBJ	2	0.79
USDET	2	0.79
USDEF	1	0.40
USPRP	4	1.59
USTSK	10	3.97
USGRP	8	3.17
USLCI	2	0.79
USINV	1	0.40
USFBK	5	1.98
break1	1	0.40
CGFIT	4	1.59
CGAPP	2	0.79
CGIND	1	0.40
CGCMP	7	2.78
CGMFY	3	1.19
CGINT	2	0.79
break2	1	0.40
IDPRP	1	0.40
IDPRP+	3	1.19
IDPRP-	4	1.59
IDMFY	5	1.98
IDDIS	3	1.19
IDCMP	12	4.76
IDTRN	1	0.40
IDLCT	4	1.59
IDLCT+	1	0.40
IDLCT-	1	0.40
IDCTB	7	2.78
IDCTB+	1	0.40
IDCTB-	1	0.40
IDFBK	1	0.40
IDFBK+	1	0.40
IDFBK-	3	1.19
IDMOV	2	0.79
IDINV	2	0.79
IDNVL	5	1.98
IDNVL+	1	0.40
IDNVL-	1	0.40
break3	1	0.40
/ORG	3	1.19
/OBJ	1	0.40
/DEF	2	0.79
/PRP	2	0.79
/TSK	4	1.59
/TSK-	2	0.79
/GRP	4	1.59
/GRP-	2	0.79
/LCI	1	0.40
/INV	2	0.79

## TEXT ANALYSIS PACKAGE      FREQUENCY TABLE

DATA FILE(S) : DUMMY.TAP    S4V1.TAP    S4V2.TAP    S4V3.TAP    S4V4.TAP  
                   S4V5.TAP    S4V6.TAP

Table 1 (Continued)

CODE	FREQ	PERCENT OF TOTAL (N= 252)
/FBK	2	0.79
/FBK-	2	0.79
/IND	2	0.79
/CMP	4	1.59
/MFY	2	0.79
/DIS	3	1.19
/LCT	1	0.40
/CTB	1	0.40
/MOV	3	1.19
break4	1	0.40
SET	5	1.98
TND	2	0.79
TND+	2	0.79
TND-	1	0.40
female	2	0.79
male	2	0.79
cntrl	1	0.40
image	1	0.40
succs	1	0.40
spprt	5	1.98
SSJ	2	0.79
???	4	1.59
PAT	3	1.19
me	9	3.57
break5	1	0.40
sped	2	0.79
sch	2	0.79
grad	2	0.79
dropou	2	0.79
enroll	3	1.19
par	1	0.40
ses	2	0.79
grdrng	2	0.79
break6	1	0.40
OBS	5	1.98
INT	3	1.19
SITE1	1	0.40
SITE2	1	0.40
SITE3	1	0.40
SITE4	7	2.78
break7	1	0.40
MM41	1	0.40
STU	2	0.79
MM42	1	0.40
MM43	1	0.40
MM44	1	0.40
ARG	1	0.40
RAC	1	0.40
MM45	1	0.40
TCH	1	0.40

## Appendix E

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### Notes on Completing Instruments

#### Completed Data Collection Instruments By Site:

- A: Teacher Understanding/Style
- B: Congruence Between Existing and New Content
- C: Instructional Delivery  
Classroom Setting

### **Notes on Completing Data Collection Instruments**

On Instrument A, Teacher Understanding/Style, questions 1, 2, and 3 were grouped into a cluster labeled "Apparent understanding of class/course structure, objectives, and content." Questions 4, 5, and 6 were grouped into a cluster labeled "Impact of teaching style and techniques on class/course organization." Questions 7, 8, and 9 were grouped into a cluster labeled "Accommodation of student needs in class/course organization."

On Instrument B, Congruence Between Existing and New Content, questions 1, 2, 3, and 4 were grouped into a cluster labeled "Decisions about how to use new content." Question 5 remained as "Modifications to new content." Question 6 remained as "Ways new content was incorporated into class/course."

On Instrument C, Instructional Delivery, question 1 remained as "Indications of lesson preparation." Questions 2, 3, and 4 were grouped into a cluster labeled "Characteristics of incorporation and use of new content." The field notes were used to form a cluster labeled "Conveyance of confidence and content knowledge/mastery." Questions 5, 6, 7, 8, and 9 were grouped into a cluster labeled "Portrayal of personal interactions during instruction." Question 11 and field notes were used to form a cluster labeled "Portrayal of student interactions during instruction." Question 10 remained as "Expression of innovative responses to unusual situations."

**GUIDING INSTRUMENT A: TEACHER UNDERSTANDING/STYLE**Site   1  Date Completed   9/17/88  

**STATEMENT:** The teacher possesses an understanding of the goal of the class that includes: (1) class/course objectives and content, (2) teacher style and techniques, and (3) student needs.

**DIRECTIONS:** Conduct unstructured interviews with the teacher in conjunction with site visits for observations. Use questions to guide interviews and observations. Complete this instrument after conducting all necessary interviews and observations. Attach notes and any related materials.

**A.1 How is the class organized and what are the major objectives?**

Program is titled Vocational Training Center and consists of a bakery and workshop. Students are categorized as trainable mentally handicapped (TMH); their ages are approximately 15 through 21; and they are assigned to this program from throughout the school district. Other students can sign-up for either the bakery or workshop as a vocational class or as an aide. In past years, the typical pattern has been 2–3 students categorized as educable mentally handicapped (EMH) enrolled as vocational students and 2–3 students from the regular program enrolled as aides.

The major objectives are to present materials and teach lessons that focus on functional words and their uses and on daily living skills to help make them part of each student's repertoire of knowledge and behaviors.

**A.2 How is class content determined?**

The school district does not have prescribed curriculum for TMH classes, so the teacher creates objectives for class and selects material(s) to be used. Teacher also determines each student's IEP objectives – focusing on functional words and daily living skills – and tries to make them sufficiently broad to allow for application in general reading, job-related, or leisure-related areas.

**A.3 How does teacher define content?**

There is a paucity of materials for secondary TMH students. The target reading level is approximately first grade, and yet the students are teens and young adults. So, in general, the teacher looks for materials in the two major areas she has identified and tries to find things with a very low read-ing level but that are illustrated or supported in ways that won't offend the students. There are very few programs and materials around this room, but much of what is there has been adapted or created by the teacher.

The teacher was interested in participating in this study in order to receive the social skills program. She had seen it used in the field test with an EMH group, and thought that the video and software would work well with her students "AND it looked like high school work!" The print materials, however, were too difficult. At the urging of the district supervisor, the teacher and researcher decided to work collaboratively to adapt the worksheets for use with the TMH students.

**A.4 What type of advanced planning and preparation does teacher use to guide the direction of the course?**

At a very basic level, task structure at this site is determined by the low functioning of the students. Instruction is an incredibly labor-intensive process. Most work must be supervised. If there is to be independent seatwork, it usually must be prepared by the teacher.

At an actual level at this site, there appears to be very little task structuring. The teacher's plan book showed just the number of a Social Skills lesson – no specific groups or when during the period they would meet or details of what would constitute a lesson. In the Teacher's Guide, there were two vocabulary words circled for each of the first six lessons, but there were no other details. The bakery's daily production of chocolate chip cookies, which are sold during lunchtime, really dominates the class schedule – for both the teacher and students. My impression is that direct instruction is secondary.

**A.5 What approach is used to determine task structure?**

When the task is the videotape–discussion, the usual group is three students, at least one of whom is fairly "verbal." This arrangement is designed "to allow for some discussion," and to serve as a model for the non- or less verbal students. This teacher believes such modeling is very important and noted improvement in one student's responses to questions: The student's usual behavior has been limited to mimicking a question. Occasionally in the past two weeks the student has repeated a question and given a response. Then, at the parent meeting this week, when asked "Who is that woman?" student did not repeat question, but said, "Mom."

The teacher rotates these small groups until all students have received/ participated in the videotape–discussion lesson. Computer use is quite new to these students and current work is one on one, with the teacher continuing to point out how to interact with the system. However, the teacher is interested in seeing if the students can become more independent.

**A.6 What grouping approach is used?**

The teacher's basic requirement for a group is at least one student who is verbal. The group size is two or three students, but the members of a group vary from lesson to lesson.

**A.7 Does teacher share locus of responsibility in learning and evaluation? If so, in what ways?**

There is little or no student input either in instruction or evaluation. The low functioning of the students is a major contributing factor. There is constant guidance and direction needed and given – whether the activity is the more traditional classroom type, the bakery work, or the shop tasks. However, students do participate in some behavior decisions – see A9.

**A.8 What innovative adjustments does teacher use to deal with unusual class needs or circumstances?**

The teacher is not adept at carrying on an instructional lesson when the aide is absent. On those occasions, all efforts are focused on the bakery. My impression is that the bakery activities are considered more important than any academic lesson, and had I not been present the teacher would have skipped all instructional activities.

**A.9 What approach is used for feedback with students? In what areas? What is predominant form?**

Feedback is almost always verbal and is usually praise. Feedback for inappropriate behaviors usually took the form of a statement of the offense and a question asking for acknowledgement of that behavior and/or its inappropriateness. I heard only a few instances of demeaning comments from the adults to students (only one from the teacher).

The teacher uses the lounge area in an interesting way: It is a location used as both time-out for inappropriate behaviors and reward for appropriate behaviors. Either of the teachers, the aide, or a student may initiate going to the lounge. The adults' wording and tone of voice usually made it clear under which condition the student was going to the lounge. For example, "Ted, you've worked so hard on the cookies, would you like a 5 minute break?"; Ted, I will not have you start another argument with Shelley today. Would you like to take a break?" It was very apparent that Ted had a choice in the first but much less of one in the second. In addition, I saw students suggest breaks for themselves, e.g., Ted asked to go to the lounge when he was getting wound up.

**INSTRUMENT B: CONGRUENCE BETWEEN EXISTING & NEW CONTENT**Site   1  Date Completed   9/18/88  

**STATEMENT:** When new instructional material(s) is first observed, the teacher assesses the congruence between expectations for the class and the new material and decides what to do with the new material. The teacher operationalizes a decision about incorporating the new material by readjusting lesson plans that: (1) merge some materials, (2) specify initial presentation to and activities for students, and (3) delineate long term direction and activities.

**DIRECTIONS:** Conduct unstructured interviews with the teacher in conjunction with site visits for observations. Use questions to guide interviews and observations. Complete this instrument after conducting all necessary interviews and observations. Attach notes and any related materials.

**B.1 How closely does teacher think new program content fits into existing content?**

Teacher says social skills program is "ideal to meet needs of this class because it uses lots of functional words that are used on the job," and teacher is able to use these materials in a repetitive manner. This is important for teacher's organization of instruction in which students are pulled out of vocational/ bakery or shop setting hands-on work. There really isn't an existing structured content that the teacher uses.

**B.2 What information from Teacher's Guide is used to help organize implementation?**

Teacher uses three of the major components – videotape-discussion, computer, and worksheets [NOTE: revised worksheets]. Also uses two to three words from the vocabulary list, but interest is in word becoming part of students' working vocabulary, so doesn't use any of the language activity suggestions. Uses about half of the discussion probes. Does not use Advance Organizers, Additional Ideas, or scripts for role-playing.

The teacher likes to use the three major components because the content is appropriate and the materials were obviously designed for this age group. The other components are not used because the teacher feels like the lessons are of sufficient length, using the major components, for these students' attention span. In addition, the language activities are at a higher level than these students can handle. The teacher's dislike for role-playing seems to be the main reason why that major component is not used.

**B.3 What information from Teacher's Guide is used to help individualize instruction?**

Nothing from the new program was used to support individualized instruction.

**B.4 Which components are included? How are they used?**

<input type="checkbox"/> advance organizers	<input checked="" type="checkbox"/> vocabulary activity
<input checked="" type="checkbox"/> videotape	<input type="checkbox"/> discussion probes
<input checked="" type="checkbox"/> worksheets	<input checked="" type="checkbox"/> computer software
<input type="checkbox"/> role playing	<input type="checkbox"/> additional ideas

Only use of the computer software followed the suggested approach in the Teacher's Guide. The other components were used with small groups of two to three students:

- the videotape-discussions used both segments per lesson, pause for brief discussions usually focused on one or two ideas, then the conclusions;
- one to three modified worksheets were completed as a group;
- vocabulary was limited to two to three words per lesson and was used to introduce new and needed words to the students

**B.5 What modifications are made to accommodate implementation?**

Since the instructional program was developed for students with mild retardation, this teacher must modify each component to meet the needs of students with more limited capabilities. Generally, the teacher reduces the overall scope of a lesson - fewer vocabulary words and limited concepts for discussion. In addition, before the teacher started the program, all worksheets had been modified by the researcher. Another modification involves direct instruction, which the teacher conducts in small groups; thus, she must repeat each lesson four or five times in order to reach all the students.

**B.6 Describe the initial use of the new materials.**

The teacher told the students they would be using the new program. She explained that part of the lessons was on videotape and that they would get to use the computer with this program. The teacher told them that they would work in small groups in the classroom area during the morning bakery and shop activities. She explained that the new materials also had some writing exercises that would be helpful to the students on their jobs.

**INSTRUMENT C: INSTRUCTIONAL DELIVERY**Site   1  Date Completed   9/25/88  

**STATEMENT:** The teacher's instructional delivery of the adapted lessons: (1) provides an initial orientation for students, (2) conveys a level of acceptance, knowledge/mastery, and confidence; and (3) responds to the social system of the classroom.

**DIRECTIONS:** Use questions to guide observations and unstructured interviews, if warranted, during site visits. Complete this instrument after conducting all observations and interviews. Attach notes and any related materials.

**C.1 What is the nature of individual lesson and material preparation?**

The teacher's two-pronged definition of the content, focusing on functional words and daily living skills, forms the basis of a rather loosely framed approach to organizing the content. There is no apparent long range structure for content set by the teacher or anyone else, e.g., all 15 lessons will be covered in one semester. When the teacher started using the program she planned to use one lesson a week and did that for almost four weeks. After that, the basic approach was that she and the students will go as far as they can by the end of the semester.

I did not observe during the early period of program use, and what the teacher described to me was *very* different from what I saw in the later period. When I visited the site, the content seemed secondary to the operation of the bakery and the teacher's new duties as department chair. Since the teacher described the procedure in similar terms on three different visits, I am assuming that her approach was as she stated and there was a major change two months into the program.

**C.2 What is the nature of modifications made to program materials?**

Lesson preparation also lasted approximately two months after program use began. I talked to the teacher about the early use of the program, and I viewed lesson materials that were prepared during that period. For each lesson, the teacher used the Teacher's Guide to select and check from three to six vocabulary words that would be the focus of the lesson. Generally, two to three discussion probes were checked. The teacher said she needed to use review questions about the main character's job and what problem had occurred before using the probes she had selected. (Questions were written in the Teacher's Guide on Lessons 2 and 3.) She examined the worksheets and determined if any could be used "as is" and/or adapted. Because many of the revised worksheets were

still difficult for her students, she made worksheets with the selected vocabulary words to have students practice writing or matching them.

After the two-month period, there was no evidence of lesson preparation beyond the lesson number written in the teacher's plan book. Lesson 8 remained as the target lesson throughout the time I visited the site. I observed direct instruction with two students for Lesson 9.

Again, the teacher's description of the early period of program use was *very* different from what I saw in the later period. I did see and receive evidence of the early period, so I accept that the teacher prepared lessons during that time, and then there was a major change two months into the program. Lesson 9 was conducted only for my benefit. As far I can determine, there was no direct instruction during the last two months of school.

### **C.3 What is nature of videotape-discussion tasks?**

Originally, the class had to go the media center to view the videotape. However, in April, the district provided the special education department with a VCR on a rolling cart. The department chair maintains a sign-up sheet for teachers to indicate when they want to use it. The machine usually stays in the last class of use until someone comes to get it. Use of the computer works in the same way. I never observed any conflict over scheduling.

### **C.4 What is the nature of use of other program components?**

The teacher thought she probably started with too much. She was so excited to have materials that fit her content needs and looked age appropriate that she wanted to do everything. It just wasn't possible – because of student limitations, requirements of the bakery, and the fact that the teacher took over department chair duties second semester.

A major area of readjustment was the use of the student worksheets. Although we had collaborated on modifications to the originals, in practice the reading level and/or concept often were too difficult. For the first seven lessons, the teacher marked changes and suggestions on the worksheets for me, and we discussed ideas for improving the last six lessons. The teacher also made a worksheet for several of the earlier lessons. They focused on writing or matching the vocabulary words.

It isn't clear to me what really happened with the worksheets. The revisions attempted to adapt them for TMH use, and they were done

to satisfy the district supervisor, who felt that the parents would want to see written work done in conjunction with the videotape-discussions and computer software activities. At the time, the teacher agreed that having print materials was important. However, during the time I visited the site, there was virtually no written work of any kind. Perhaps this really was an atypical time due to the new/added responsibilities for the teacher.

**C.5 What approach is used to move from one task to another during a period?**

There was no movement from one task to another during the one lesson observed at this site

**C.6 What is physical posturing and movement of teacher during instruction? [Include direct use of directional material during instruction.]**

Teacher stood during work with vocabulary words, then sat during the videotape presentations and discussion. The Teacher's Guide was open to Lesson 9 Discussion Guide. Two probes were checked for each video segment. The teacher asked them in relationship to mistakes the students had made in the bakery or shop.

**C.7 What approach is used to elicit student contributions during instruction?**

Teacher posed a question – her preliminary ones or the probes selected from the Teacher's Guide – and usually got a voluntary answer from one student or called directly on the other. Twice, after response by more verbal student, she asked for corroboration from the other student, e.g., Do you agree with that answer, Joe?

**C.8 What is the nature of student contributions?**

Two students were called into the classroom for Lesson 9, Admitting Mistakes, videotape-discussion. One student was more verbal (a strategy the teacher uses to promote discussion) and tended to volunteer more in response to the teacher's questions. Less verbal student had difficulty staying focused on the question, but teacher always pulled him back to the topic. Language skills are at such a basic level for students in this setting, that the task tends more toward question-and-answer than discussion in a traditional sense.

**C.9 What is the type and tenor of feedback? In what areas are they made?**

Teacher used verbal praise to most responses made by each students. In attempts to reinforce use of the two vocabulary words

presented, she encouraged students to answer, e.g., Now, come one. You remember what that words means, don't you?

**C.10 What opportunties occur for innovation in instruction?**

When the aide was absent the teacher suspended all direct instruction for the day. When a the VHS player would not work properly, the teacher decided to get the computer and have students work independently.

**C.11 What involvement do students have in terms of creation and direction of tasks, goal establishment, and evaluation of work?**

Students do not seem to be involved in choices about their lessons or goals. However, it is unlikely that they possess the skills to participate in such decisions.

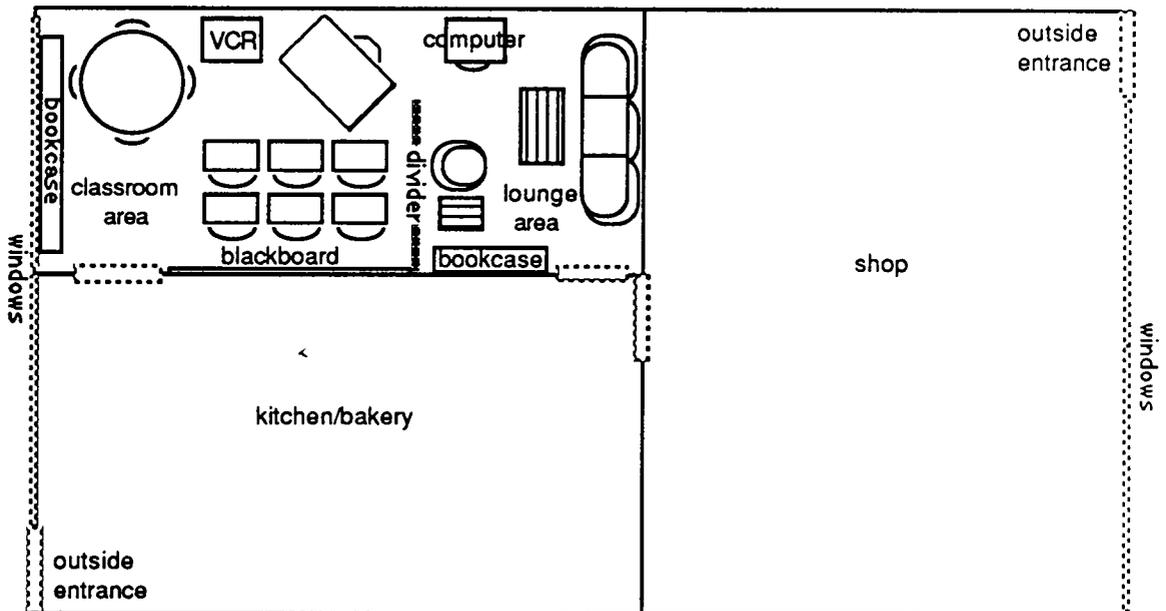
## SITE 1 CLASSROOM SETTING

## Teacher Characteristics

SEX F  
 RAC B  
 AGE 30-39  
 EDL bachelors  
 TEX 8  
 CEX 6  
 PEX 8

## Age Range of Students

ARG 15-21



Site #1

**INSTRUMENT A: TEACHER UNDERSTANDING/STYLE**Site   2  Date Completed   8/18/88  

**STATEMENT:** The teacher possesses an understanding of the goal of the class that includes: (1) class/course objectives and content, (2) teacher style and techniques, and (3) student needs.

**DIRECTIONS:** Conduct unstructured interviews with the teacher in conjunction with site visits for observations. Use questions to guide interviews and observations. Complete this instrument after conducting all necessary interviews and observations. Attach notes and any related materials.

**A.1 How is the class organized and what are the major objectives?**

The major objectives of the overall program are:

- to present materials and teach lesson that focus on—
  - ◊ basic living skills in year one,
  - ◊ pre-employment skills in year two,
  - ◊ employment skills in year three, and
- to provide job experiences in years two and three.

I was involved with the third year class, which had an enrollment of six seniors and one junior.

**A.2 How is class content determined?**

When the school district decided to apply for participation in the state's program for a vocational education class for EMH students, it had to submit a curriculum plan. That plan used the state's EFE program and manuals as a basic guideline for development of the content. The site teacher was involved from an early stage in this process and added to the plan the job experience component through a unique cooperative arrangement with the local military post.

The program uses the three EFE manuals provided by the state. The teacher determines the IEP objectives for this program only, focusing on the two major objectives given in A1 above.

**A.3 How does teacher define content?**

Because this teacher has been one of the primary developers of the purpose and objectives for this class, there is complete agreement between his definition of the content and the district's. The teacher feels he has a fairly comprehensive curriculum and good print materials for presentation of the content. He does search for extra materials that will support the content, that are at, or close to, the target reading level of approximately third grade, and that look

appropriate for high school-aged students. For this reason, the teacher agreed to use the social skill program. He thinks as he becomes more familiar with the new materials, he will find them most appropriate for his first year class in terms of both the students' employment knowledge and augmentation of the curriculum.

The teacher sees his approach to the content as a very practical one in which he stresses the similarities between what the students study in his classroom and what happens on the job. He likes to stress employment relationships with information on the responsibilities of each side. He wants the students to understand that they aren't the first ones to get jobs, and they aren't totally alone. There are policies, procedures, and strategies that can be used on the job, but they need to learn to take some steps for themselves.

The teacher sees the instruction in employment relationships, which is aligned with building self-confidence in getting and keeping a job, associated with increasing their self-image. Thus, another area of focus in the content is trying to convince the students they are capable in spite of their special education label.

The teacher expresses acceptance of the new program materials. He thinks the repetitive topics will be good review, and he feels that adding the different topics it presents will strengthen his program because they build on the "common sense" ideas he likes to emphasize.

**A.4 What type of advanced planning and preparation does teacher use to guide the direction of the course?**

There is little evidence of current planning aimed at the direction of the course. It seems that the teacher has the direction worked out already, is quite satisfied with it, and intends to operate the course along his original lines.

The teacher did obtain a computer equipped with a speech synthesizer for use in his room with this program. Evidently the teacher had never worked with a computer before. However, since he had been given only a rough estimate of its delivery time, his smooth introduction to the students must have been prepared well in advance of the computer's arrival. In addition, he decided that the computer was an excellent tool for the students and wanted to find ways to increase its use in following years.

The teacher started a list of types of jobs in the local area in which the EMH students can be successful. He wants to provide other information, too, such as requirements, flexibility, and transfer. He

sees the computer as a possibility for building a database from his information.

**A.5 What approach is used to determine task structure?**

The teacher is very task oriented and has weekly lessons planned. There is little apparent structuring of tasks based on individual needs. However, the teacher pointed out several differential assignments being done by students based on skills and abilities. He does not want this emphasized; he wants the appearance that every student is doing the same work. This is related to his basic message to the students: "You won't get special treatment on the job. If it's difficult, then you just have to work harder."

The teacher feels it is difficult within one school year both to "get to know" new instructional materials or programs and to integrate them into the existing curriculum. Thus, there was little integration and the general weekly pattern of use was two to four days on Social Skills and the remaining days on existing materials. The teacher sees value in the new material as review, as an increase in language arts activities, and as reinforcement of good job attitudes. He feels that integration of the new materials will improve the following year

When using the Social Skills lessons, the teacher's approach was similar to that suggested in the Teacher's Guide, although he did not always use specific content. For example, he used an introductory activity like the Advance Organizers, but it was his own focus and language. Vocabulary and worksheets were used basically as provided, but videotape-discussion probes were tailored by the teacher and topics often were expanded. In the videotape-discussions, the teacher did most of the talking and posed questions to students. Physical appearances and the nature and timeliness of responses indicated that most students were attentive during lessons.

**A.6 What grouping approach is used?**

There is little evidence of a grouping approach in this class. Videotape-discussion lessons are conducted with the whole class. All students are expected to complete the written assignments, from vocabulary to worksheets. The teacher is quite aware of individual student differences and does "adapt" some requirements on an individual basis; the critical ingredient seems to be the level of effort put forth by the student. In addition, he believes that older or more knowledgeable students, or both, have a responsibility to help newer, younger, and less able students, but the groups that result are informal and task-specific.

The computer in this class is new, but the students have used computers in their academic special education classes and in the library. Most students worked independently on the computer. The boys use it more often than the girls. The teacher sees gaining the computer with a speech synthesizer as one of the biggest pluses in participating in this project, and he hopes to expand its use in his classes in future years.

**A.7 Does teacher share locus of responsibility in learning and evaluation? If so, in what ways?**

There is little student input in the instruction of the class. This is probably quite consistent with the teacher's view that the program is already good and will help the students if they follow it. Most of the male students seem comfortable in mentioning work-related topics in class, but it is clear that the teacher is the one who decides how far such topics will go in discussion and how much time they will get.

There is some student input in the evaluation of their work. They participate in grading assignments, and the teacher asks them for judgments about their work, but the standards are the teacher's. One of the teacher's principal messages to the students is to learn and accept responsibility for their actions. This is very much related to skill building, in which the teacher feels the EMH students have not learned to judge their efforts, but rather have depended on others to provide them with a sense of the value of their work.

It seems possible that the students do not know how to provide input into the evaluation of their work, and the teacher's repetitive approach is appropriate for helping them move toward more control in evaluating their own efforts.

The teacher's attitude in this area seems similar to that expressed when he agreed to use the new program. He believes he has an excellent program that will work for the students if they follow it. His reasoning seems to be that if the students "knew" what their instruction should be, they wouldn't be in his class. He isn't interested in experimenting with something he feels works fine.

**A.8 What innovative adjustments does teacher use to deal with unusual class needs or circumstances?**

The teacher continually referred to the students' jobs and related the content and objectives of the class. Some in-class and homework assignments were extended to draw upon these job experiences.

A few times the students or teacher noticed something in the videotape simulations they considered wrong. The teacher

encouraged the students to discuss what went wrong. These incidents had been minimized or glossed over by field test teachers. It seemed innovative that the teacher would respond by allowing the discussion to "change directions." It seems likely that the teacher saw these incidents as opportunities to emphasize his message of mutual responsibility by both employers and employees. Also, it is possible that he saw them as reinforcement of the strength of his own approach.

**A.9 What approach is used for feedback with students? In what areas? What is predominant form?**

The teacher stressed a message that judging always happened on the job and that grades in the classroom should be seen as an equivalent process. Thus, grades were very important at this site. At least one assignment grade was entered in the gradebook per day. The teacher encouraged students to check the gradebook and make sure they weren't missing any grades.

The teacher also used verbal feedback, most frequently dealing with self image, effort, and special education. In general, there seemed to be more interaction with the male students. However, it should be noted that the class enrollment includes only two females. The teacher seemed to adopt a "tough guy" persona with the males in both verbal and body language. When directed to the male students, the language seemed rather blunt, and on occasion, the terms "dummy" and "lazy" were used. Feedback to the two female students tended to be a more private, one-to-one event.

Feedback from the supervisors at the military post came through verbal communication with the teacher. If a problem was reported by a supervisor, the teacher asked what the punishment would be for a real employee and then tried to duplicate it as much as possible. e.g., suspension, loss of pay. Students were told when their behavior was wrong and why it was wrong. They were told they had to respect and follow an employer's rules; excuses were not acceptable.

**INSTRUMENT B: CONGRUENCE BETWEEN EXISTING & NEW CONTENT**Site   2  Date Completed   8/19/88  

**STATEMENT:** When new instructional material(s) is first observed, the teacher assesses the congruence between expectations for the class and the new material and decides what to do with the new material. The teacher operationalizes a decision about incorporating the new material by readjusting lesson plans that: (1) merge some materials, (2) specify initial presentation to and activities for students, and (3) delineate long term direction and activities.

**DIRECTIONS:** Conduct unstructured interviews with the teacher in conjunction with site visits for observations. Use questions to guide interviews and observations. Complete this instrument after conducting all necessary interviews and observations. Attach notes and any related materials.

**B.1 How closely does teacher think new program content fits into existing content?**

The original direction of the program curriculum included an emphasis on job-related attitudes. Instruction proceeded from the standpoint of these attitudes, and the first year, of the site's three-year program, is devoted to classroom work on these topics. This is where the teacher sees the best fit of the new material - in the existing content of the first year class. About half the topics are different. The teacher sees the new topics as good expansion of the content and the topics that match as good review. He also feels that the new materials may offer a different presentation of the information, and that might work better for some students. He is especially pleased about gaining access to a computer because of his involvement with the new materials.

Although the teacher does not see the new material to be as useful in the second and third year classes, he does foresee some value as a review mechanism. He thinks it might be effective, in such a capacity, to allow students to watch the video and use the computer software on their own -without a formal class/discussion framework.

**B.2 What information from Teacher's Guide is used to help organize implementation?**

The teacher said he read through organizational chapters of the Teacher's Guide before implementing the program. He found himself in agreement with the premise of the program - that developing good job attitudes is critical for these special education students; it is not getting a job that is the problem, but it is keeping the job. He noted that the topics were similar to content he has taught for many years, thus relatively little preparation time would be

required. He decided he could conduct a lesson after a brief review of its purpose and probes.

**B.3 What information from Teacher's Guide is used to help individualize instruction?**

Nothing from the new program was used to support individualized instruction, which is very limited at any rate in the teacher's plans.

**B.4 Which components are included? How are they used?**

<input type="checkbox"/> advance organizers	<input checked="" type="checkbox"/> vocabulary activity
<input checked="" type="checkbox"/> videotape	<input type="checkbox"/> discussion probes
<input checked="" type="checkbox"/> worksheets	<input checked="" type="checkbox"/> computer software
<input type="checkbox"/> role playing	<input type="checkbox"/> additional ideas

Each component that was used basically followed the suggested approach in the Teacher's Guide:

- the videotape-discussions used two segments per lesson, a pause for discussion in each, and the conclusions;
- all three worksheets were used - as a group activity, independent seatwork, or homework - and were graded by the students as a group or by the teacher;
- vocabulary was used as a lesson introduction and language activity;
- computer software was used as an individual or pairs activity usually done during independent work times.

**B.5 What modifications are made to accommodate implementation?**

The teacher feels it is important to relate classroom information to what happens on the students' jobs. Therefore, he looks for ways in each lesson to emphasize their direct work experiences. The teacher's lesson introductions usually referred to this work experience. He believes that students need to learn about roles of employers - that employment has two sides. He does not believe that a worker has to accept everything from an employer, but he sees students who only seem to know silent complaining or quitting. Thus, every lesson includes a "reverse" question about the responsibilities or role of the employer in the given situation, and a discussion of some things the employee can do if the employer doesn't meet an obligation.

**B.6 Describe the initial use of the new materials.**

The teacher told the students they would be using the new program. He explained that they had already covered some of the topics, but they would use the new material as a review. The teacher

emphasized that the new materials had some writing, spelling, and vocabulary exercises that would be helpful to the students.

After his introductory comments, the teacher told the students the topic of the first lesson, showed the first video segment, stopped for a discussion, and showed the conclusion. He repeated this procedure for the second video segment. He had all three worksheets prepared, and they completed the first one as a group; he assigned the second for homework; and the students read the third aloud and talked about an ending but did not write one. He described the students as relatively interested in the materials and moderately involved in the discussion.

**INSTRUMENT C: INSTRUCTIONAL DELIVERY**Site   2  Date Completed   8/20/88  

**STATEMENT:** The teacher's instructional delivery of the adapted lessons: (1) provides an initial orientation for students, (2) conveys a level of acceptance, knowledge/mastery, and confidence; and (3) responds to the social system of the classroom.

**DIRECTIONS:** Use questions to guide observations and unstructured interviews, if warranted, during site visits. Complete this instrument after conducting all observations and interviews. Attach notes and any related materials.

**C.1 What is the nature of individual lesson and material preparation?**

The teacher used a daily plan book to enter lesson titles on dates for instruction. The entries did not include details of what was to be done; however, when verifying site visits, the teacher could always indicate the anticipated lesson of a given day, and this always corresponded to what occurred during the site visits.

The teacher always had a lesson objective and vocabulary words written on the board. Worksheets were always prepared in advance and ready for use during instruction. The teacher indicated covering the planned amount of material during all but one of the lessons observed.

The videotape player was never at the correct starting frame for the lesson observed. However, the teacher also used the new program with two other classes. The teacher always used the search time to review previous lessons [see C10].

**C.2 What is the nature of modifications made to program materials?**

The teacher considered the work component of his program to be very important, and he always used direct work experiences to introduce the lessons and throughout his discussion questions and comments.

Some behaviors/actions shown in the videotape did not agree with the teacher's philosophy. Thus, students were encouraged to point out areas they considered wrong. The teacher did not discount the possibility of the shown behavior/action actually occurring in the workplace, but he felt it was very important that his students understand that it "should not" happen as shown.

**C.3 What is nature of videotape-discussion tasks?**

Videotape-discussions usually lasted 30 minutes. The teacher consistently stressed employment relationships and responsibilities and posed questions related to students' direct work experiences. He never used more than half of the probes provided in the Teacher's Guide. He did most of the talking during discussions and rarely called on individual students for responses. Two to three male students were the primary contributors, and they tended to give short answers. The teacher did not usually encourage students to expand an answer. He did encourage them to look at videotape segment with an eye toward correct and incorrect behaviors.

The majority of discussion lessons were operated in a structured manner with the teacher controlling the talking. On only one occasion did a more in depth exchange take place between the teacher and students. It occurred during a period when independent work was planned, and the whole atmosphere of the room was more informal and relaxed.

**C.4 What is the nature of use of other program components?**

Vocabulary words were always written on the board. When they were introduced, students would volunteer or be called on to pronounce individual words and give a brief work-related definition. Students always were to follow-up with a written assignment of the words and definitions and sometimes to write a sentence for each.

Worksheets one and two were equally divided between in-class completion and homework. Use of worksheet three was sporadic.

Computer use coincided with independent work and seemed to operate on an open schedule. However, only the male students were observed using the computer.

**C.5 What approach is used to move from one task to another during a period?**

Movement from one task to another resulted from an announcement by the teacher. The pattern seemed based on the teacher's structure for the period: half the period for videotape-discussion and half for independent work on vocabulary, worksheets and/or computer software.

**C.6 What is physical posturing and movement of teacher during instruction? [Include direct use of directional material during instruction.]**

The teacher usually was positioned in front of the class during the video-tape-discussions and the introductions and directions for worksheets. He sometimes walked around the room as he talked after the second videotape segments and while students worked on worksheets. The teacher's Guide was always on a lectern in the front of the room, opened to the lesson of the day. However, the teacher made very limited reference to it during instruction.

**C.7 What approach is used to elicit student contributions during instruction?**

During videotape-discussions the teacher rarely called on a specific student to answer a question. Students volunteered with short responses, and the teacher rarely asked them to expand an answer, nor did he encourage other students to add to the topic.

During vocabulary and worksheets introductions the teacher called on individuals to read or respond.

**C.8 What is the nature of student contributions?**

Student contributions were generally brief responses made to a question posed to the class as a whole. Males made more contributions than females. Females rarely volunteered or were called on by the teacher. However, all students except one seemed to be paying attention during the lessons.

On the two occasions when the lesson was less structured and classroom atmosphere more relaxed, male students seemed eager to participate in the task at hand.

**C.9 What is the type and tenor of feedback? In what areas are they made?**

Feedback was made predominantly in the form of grades on class and homework assignments. Verbal comments usually were related to grades and took the form of reminders, sometimes with negative wording, e.g., "don't be lazy," "take your time and do a good job."

Only during the two less structured class periods did the teacher use verbal praise and encouragement directed at specific students.

**C.10 What opportunities occur for innovation in instruction?**

When the videotape was not at the correct starting frame for the lesson, as he searched for the correct lesson, the teacher reviewed previous lessons through comments and questions.

**C.11 What involvement do students have in terms of creation and direction of tasks, goal establishment, and evaluation of work?**

There was little direct student input either in instruction or evaluation. The structure in both areas came from the teacher. However, one of the teacher's main objectives was to get students in his program to adopt the goal, "I want to get a good job and I want to KEEP it." This class was mostly seniors, and they had accepted the goal, so that a reference to it served to put many tasks in perspective for them.

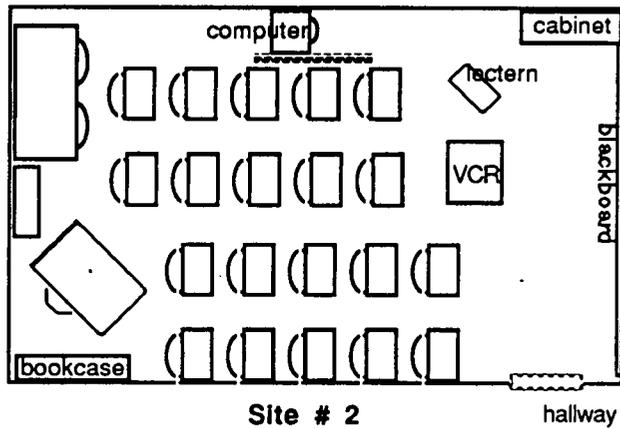
## SITE 2 CLASSROOM SETTING

## Teacher Characteristics

SEX M  
 RAC W  
 AGE 40-49  
 EDL masters plus hours  
 TEX 27  
 CEX 5  
 PEX 5

## Age Range of Students

ARG 17-21



**INSTRUMENT A: TEACHER UNDERSTANDING/STYLE**Site   3  Date Completed   9/10/88  

**STATEMENT:** The teacher possesses an understanding of the goal of the class that includes: (1) class/course objectives and content, (2) teacher style and techniques, and (3) student needs.

**DIRECTIONS:** Conduct unstructured interviews with the teacher in conjunction with site visits for observations. Use questions to guide interviews and observations. Complete this instrument after conducting all necessary interviews and observations. Attach notes and any related materials.

**A.1 How is the class organized and what are the major objectives?**

The class is scheduled for grade 10 English - LD , and the major objective is to meet IEP goals of the students placed in the class. During first semester, the teacher usually focuses on reading and writing and some related daily-life skills. During second semester, the focuses are literature and writing, and, if there is time, she adds job and business forms.

**A.2 How is class content determined?**

There are no school district or state curriculum requirements for this class, so the teacher creates objectives and selects materials to be used. She uses the regular grade 10 English curriculum as a guideline. The teacher also is usually the one who sets the IEP objectives for the students in the class. However, tenth grade is the first year at this high school, so these students do come from junior high schools with IEPs. The teacher says these IEP objectives are so generally stated that almost any content can be incorporated without a formal meeting. If the IEP is too specific, then a meeting must be held in order to amend it.

The content will be influenced by the big move in special education to address vocational and career decisions of students. The purpose is to incorporate vocational skills and career issues in every class. Every special education teacher is going to have to include vocational content, regardless of the class title and focus.

**A.3 How does teacher define content?**

The teacher's main focus has been English skills -- grammar, spelling, reading, writing, and literature. Reading a major work to the class also consumes much of the second semester class time.

The teacher was interested in participating in this study because of the program content and her perception of a pending movement in

which all special education teacher will have to include vocational topics in their content. The forthcoming focus results from a federal mandate to add vocational assessment to the required battery for initial placements or triennial reviews and the state's requirement that vocational skills and career issues be addressed in every special education class.

**A.4 What type of advanced planning and preparation does teacher use to guide the direction of the course?**

In preparing the lessons, the teacher, according to school policy, sent all the worksheet masters to the library at one time for duplication. Also, at the time the teacher started using the program, all videotapes had to be shown in the library, so the class watched the first 12 lessons during two sessions. Other than these two areas, the teacher said she didn't have to do much preparation. Most of the time her formal plans were for the English activities, and she tried to "fit" the new program into that schedule. She felt the Teacher's Guide facilitated her approach because it was well organized and easy to follow, which allowed her to "open it to a lesson and go" even without a lot of advanced preparation.

**A.5 What approach is used to determine task structure?**

The teacher felt the small class size presented the greatest impact on her structuring of tasks. She tried to operate on student strengths, which she saw as auditory-type exercises and discussion. She thought that with two or three students it was easier to structure the discussion probes at a more personal level and hoped that would have a stronger message for them.

The students work on the worksheets independently, asking the teacher for help when needed. They use the computer as directed by the teacher, but they frequently complain about using the software. This presents a quandary for the teacher, who believes that although the students can say correct answers, they have not internalized the appropriate behaviors and need more practice. However, she does not use the role-playing activities because the students don't do well with it, she finds the small class size is a deterrent, and she does not like to do role-playing herself.

The teacher said she gives homework, but then said she provides class time to do the work. She cited a consideration of difficult and strained home situations for her approach.

My impression is that the teacher operates from empathy with the students. This leads her to an approach in which it is unfair of her to ask or demand too much of the students because they already have

X, Y, and Z hardships. In observed discussions, the general demeanor of the class was tense. The students lean back in their chairs, put their feet on the desks, talk out repeatedly, and interrupt each other. There was little sense of a real discussion; it was more bravado and "I'm bad" types of comments. The teacher explained these discussions as important for letting the students talk over their problems. She wanted her classes to be seen as a place where they could "open up."

**A.6 What grouping approach is used?**

Grouping does not apply in this class; it is just too small.

**A.7 Does teacher share locus of responsibility in learning and evaluation? If so, in what ways?**

There is little or no planning for student input either in instruction or evaluation. The students have a very negative attitude about special education placement, and the teacher does not challenge their views.

**A.8 What innovative adjustments does teacher use to deal with unusual class needs or circumstances?**

The teacher does not address the negative attitudes expressed about special education and people who have apparent disabilities. My impression is that the teacher is influenced by this attitude and lets it affect her approach to all instructional activities. She had not reshowed the videotape after the new equipment was delivered because students complained that the lessons had retarded people. She did not insist on completion of computer or print lessons when students complained that they were "stupid."

**A.9 What approach is used for feedback with students? In what areas? What is predominant form?**

On the behavior segment of the IEP the teacher tries to put feedback issues. However, most feedback is verbal and the teacher feels that these students need frequent praise and individual attention. She does not want to approach the students like many other teacher do when they want them to come to class, sit down, and be quiet. She likes to spend half a period on academics and the other half letting the students talk about things that are bothering them. She judges their comments at the moment to make feedback. She thinks that much feedback is trial and error until you find out what works with a particular student.

The teacher believes grades are not very important to these students because they have experienced so much failure. She

believes society puts too much emphasis on grades and that what students really need is a chance to talk about their feelings. She puts grades on worksheets, but what she records is participation. When she assigns homework, she grades those that are turned in but does not penalize those who don't do the work. She decided she needed to evaluate a student's situation at home, and when she did, homework seemed unimportant. She also cited poor and negative parental attitudes toward school as an influence to her approach on grading. She felt it was a dilemma for students to be encouraged at school to be the best they could be and to have their parents say what they were doing was wrong or stupid.

The teacher saw a Catch-22 type of situation in grading, where individualized instruction is the thrust of special education, but if a student is to graduate there must be some grading standard.

**INSTRUMENT B: CONGRUENCE BETWEEN EXISTING & NEW CONTENT**Site   3  Date Completed   9/14/88  

**STATEMENT:** When new instructional material(s) is first observed, the teacher assesses the congruence between expectations for the class and the new material and decides what to do with the new material. The teacher operationalizes a decision about incorporating the new material by readjusting lesson plans that: (1) merge some materials, (2) specify initial presentation to and activities for students, and (3) delineate long term direction and activities.

**DIRECTIONS:** Conduct unstructured interviews with the teacher in conjunction with site visits for observations. Use questions to guide interviews and observations. Complete this instrument after conducting all necessary interviews and observations. Attach notes and any related materials.

**B.1 How closely does teacher think new program content fits into existing content?**

There is little fit between current content and the new program content. However, the teacher feels the new program content will be very good and helpful to her in meeting the state's upcoming emphasis on teaching vocational skills in all special education classes. Awareness and attitudes will be particularly important areas and those are main thrusts of the social skills program.

**B.2 What information from Teacher's Guide is used to help organize implementation?**

There is little implementation organization of the new material because the teacher uses the new program separately from existing content. Basically, the teacher "fits in" the new material when she feels there is a space for it in her existing lessons. The teacher said she read through organizational chapters of the Teacher's Guide before implementing the program. She found the guide to be well organized and very easy to use without much advanced preparation. This facilitates her rather open-ended scheduling of new program lessons.

**B.3 What information from Teacher's Guide is used to help individualize instruction?**

Nothing from the new program was used to support individualized instruction in the teacher's planning.

**B.4 Which components are included? How are they used?**

<input type="checkbox"/> advance organizers	<input checked="" type="checkbox"/> vocabulary activity
<input checked="" type="checkbox"/> videotape	<input checked="" type="checkbox"/> discussion probes
<input checked="" type="checkbox"/> worksheets	<input checked="" type="checkbox"/> computer software
<input type="checkbox"/> role playing	<input type="checkbox"/> additional ideas

The use of each component, other than videotape viewing, basically followed the suggested approach in the Teacher's Guide:

- all videotape segments were viewed during two class periods at the beginning of program implementation;
- the discussions recalled two segments per lesson and used about half of the probes;
- all three worksheets were used - usually as a group activity, sometimes as independent seatwork, but rarely as homework;
- teacher thought the number three worksheets would be good discussion starters particularly for students in LD classes, but she felt she was at a disadvantage with such a small class, which made it difficult to do group work;
- worksheets received grades but it was participation that was recorded in the teacher's grade book;
- vocabulary was used as a lesson introduction and language activity;
- computer software was used as an individual activity usually done as independent work.

**B.5 What modifications are made to accommodate implementation?**

At the time of initial use of the program, the school required all videotapes to be viewed in the library. The teacher decided to view the tape on two consecutive days because she thought it was too disruptive and too difficult to schedule a weekly class period in the library. In addition, the students complained about retarded people being in the tape, and they didn't want other people to see them watching it and think they were retarded. There was no use of any lesson introductions, advance organizers, or discussions during the viewings.

**B.6 Describe the initial use of the new materials.**

The teacher told the students they would be using the new program. She explained that the program had been field tested at their school during the previous year and that they were special because they had been selected to participate this year. She used this approach because she feels many LD students need help in accepting new things and to try to build up the program to these students, who don't get very excited over anything academic. The students indicated that it was all right to try the program, and the teacher attributes this to the variety of activities in the program. After her introductory comments, the class went to library to watch the first half of the videotape.

**INSTRUMENT C: INSTRUCTIONAL DELIVERY**Site   3  Date Completed   9/25/88  

**STATEMENT:** The teacher's instructional delivery of the adapted lessons: (1) provides an initial orientation for students, (2) conveys a level of acceptance, knowledge/mastery, and confidence; and (3) responds to the social system of the classroom.

**DIRECTIONS:** Use questions to guide observations and unstructured interviews, if warranted, during site visits. Complete this instrument after conducting all observations and interviews. Attach notes and any related materials.

**C.1 What is the nature of individual lesson and material preparation?**

One reason the teacher liked the program was that she felt she could use the materials adequately without much advanced preparation. She used a daily plan book to enter lesson titles on dates for instruction, but the entries did not include details of what was to be done. During the observed lessons, the teacher removed the appropriate discussion guide from the Teacher's Guide and carried it with her during the discussion.

**C.2 What is the nature of modifications made to program materials?**

Because of a school policy of showing videotape material, the videotape simulations were never viewed directly prior to discussion.

**C.3 What is nature of videotape-discussion tasks?**

Discussions usually lasted 15 minutes. The teacher started with a review of the characters in the two videotape segments and by asking students what they remembered of the video lesson. All but one time the students had fairly good memory of the main point of each video segment. The teacher used about half of the probes provided in the Teacher's Guide. The two regularly attending students were the primary contributors. The teacher encouraged them to expand an answer, particularly to make them more personal. About half of the time the teacher wrote answers to one of the probes on the board.

The students talk with a great deal of bravado -- declaring what they would and wouldn't do in certain situations. The teacher did not challenge the inappropriate responses; nor did she allow discussions to become side-tracked.

**C.4 What is the nature of use of other program components?**

Use of the vocabulary words was mentioned but never evident. Once the teacher used the additional language activity dealing with idiomatic expressions and interpreting a quotation. She asked the students what they thought each meant; they said they didn't know; she didn't explain.

Worksheets one and two were used as in-class assignments. Usually the teacher read the directions, they worked through two or three items together, students completed the sheets more or less independently, and they corrected them as a group. They discussed their answers, why a particular answer was given or selected, and why the behavior mentioned was appropriate or inappropriate. Worksheet three was given to the students for every lesson, but it was used about half the time.

Computer use was sporadic, but when used, students worked independently. The students said they hated the software. They thought it was too easy, and they were afraid that someone might see them using software where the questioned were voiced.

**C.5 What approach is used to move from one task to another during a period?**

Movement from one task to another resulted from an announcement by the teacher.

**C.6 What is physical posturing and movement of teacher during instruction? [Include direct use of directional material during instruction.]**

The teacher usually was positioned in front of the students by the black-board during the discussions; she either stood or leaned or sat on a desk. She always carried the appropriate lesson pages from the Teacher's Guide. When the students worked independently on worksheets, she usually did something at her desk until a student asked for help.

**C.7 What approach is used to elicit student contributions during instruction?**

During the videotape showing the teacher did not do anything to set the stage for the simulations or to help students recall the characters and situations.

The teacher usually started the discussions by asking what the students recalled of the videotape segments for the lessons. When

she asked a question, the students volunteered with short responses. If they didn't, the teacher called on a specific student to answer. Often she asked them to expand an answer or provide a personal example, or she encouraged other students to add to the topic. Sometimes the teacher wrote some responses on the board and asked the students to contribute more items to the list.

**C.8 What is the nature of student contributions?**

The two regularly attending student were usually quite willing to participate in the discussions and contribute personal experiences. Contributions of either of the other two students were in response to a direct question and were very limited. Many comments had a bravado tone that indicated choice of inappropriate behavior for the simulated problem.

All but one time the two students recalled at least one point from the videotape simulations for the lesson they were doing.

A male student commented that he thought the computer software was stupid and he hated it.

**C.9 What is the type and tenor of feedback? In what areas are they made?**

Feedback was made predominantly in the form of positive verbal comments to the students. Grades on class assignments were given but not emphasized by the teacher. The students did not seem interested in grades.

**C.10 What opportunities occur for innovation in instruction?**

Given the unusual circumstances under which the videotape had to be viewed, the teacher did not try to generate a procedure for helping the students focus on the simulations or for remembering details for later discussion. She also did not attempt alternative interactions with the computer to try to improve the poor attitude that existed toward the software.

**C.11 What involvement do students have in terms of creation and direction of tasks, goal establishment, and evaluation of work?**

There was little direct student input either in instruction or evaluation. The structure in both areas came from the teacher. However, evaluation was downplayed very much. On only one occasion did the students grade their worksheets by answering one by one in rotation.

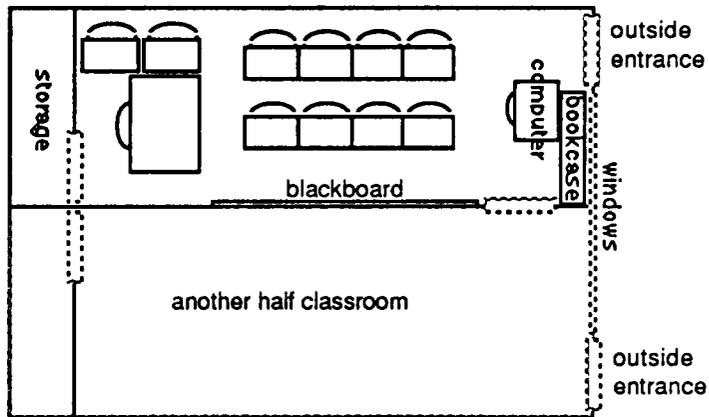
**SITE 3 CLASSROOM SETTING**

Teacher Characteristics

SEX F  
 RAC W  
 AGE 30-39  
 EDL bachelors plus hours  
 TEX 9  
 CEX 2  
 PEX 9

Age Range of Students

ARG 16



**Site #3**

**INSTRUMENT A: TEACHER UNDERSTANDING/STYLE**Site   4  Date Completed   8/24/88  

**STATEMENT:** The teacher possesses an understanding of the goal of the class that includes: (1) class/course objectives and content, (2) teacher style and techniques, and (3) student needs.

**DIRECTIONS:** Conduct unstructured interviews with the teacher in conjunction with site visits for observations. Use questions to guide interviews and observations. Complete this instrument after conducting all necessary interviews and observations. Attach notes and any related materials.

**A.1 How is the class organized and what are the major objectives?**

The class is designed for students in special education who are entering the district's trades program but who need specific academic or behavioral assistance, or both. Students are evaluated at the school's assessment center. When this readiness class is recommended, the student usually is placed in the class for one year; although periodically a student is placed for work on a short term objective.

The major objectives of the overall program are:

- to present materials and teach lesson that focus on—
  - ◊ basic living skills in level one,
  - ◊ pre-employment skills in level two,
  - ◊ trade area readiness skills in level three, and
- to provide limited hands-on experiences.

Target behaviors of the specific objectives are:

- ◊ be on time,
- ◊ have a good personal appearance through good grooming,
- ◊ clean work station, and
- ◊ stay on task,
- ◊ follow directions,
- ◊ use identified safety equipment in designated areas,
- ◊ perform with good work speed,
- ◊ accept criticism,
- ◊ demonstrate good peer relations
- ◊ demonstrate good staff relations,
- ◊ be ambitious and aggressive in learning to do things for self,
- ◊ be able to withstand a full work period at the same task for five consecutive days, and
- ◊ complete assigned tasks according to instructions.

**A.2 How is class content determined?**

The class is part of the state's program of vocational education classes for EMH students. As such, the district had to submit a curriculum plan. The site teacher wrote the plan using the state's EFE program as a basic guideline for development of the objectives and content. The site teacher was involved from an early stage in this process and added to the plan the job experience component through a unique cooperative arrangement with a local military post.

The program uses a basic text and teacher-made materials. The teacher determines the IEP objectives for students in this program only, focusing on the objectives given in A1 above.

**A.3 How does teacher define content?**

Because this teacher has been the primary developer of the purpose and objectives for this class, there is complete agreement between her definition of the content and the district's. The teacher feels she has a fairly comprehensive curriculum, but she thinks the text and print only presentation has weaknesses for her students. The teacher liked the multimedia approach of the social skills program and agreed to use the program to augment the existing curriculum. The teacher expresses acceptance of the new program materials because she feels there is a good match between its topics and her current objectives.

**A.4 What type of advanced planning and preparation does teacher use to guide the direction of the course?**

Observation of the introductory lesson revealed that the teacher had reviewed the suggested organization in the Teacher's Guide and had accepted certain components of the new program for use in the class. The teacher's basic approach for the operation of the course is one of independent student work, and she feels this approach is most appropriate given the changing nature of her class. Thus, she planned to incorporate the new material into the course along her original format which presented a dramatic departure from the new program's focus on group discussion and teacher interaction with print materials.

Individual folders are the core the independent work. Each day when the students arrive there are an objective and assignment written on the board. These relate to materials in their folders or tasks written on the board that they work on during the class period. The teacher prepared the worksheets from the new program and had the students compile them into sets and add them to their individual folders.

The independent work approach also influenced the teacher's planning on grading the students' assignments. Her general approach was to grade the individual folders just prior to release of report cards. However, her planning in this regard did not materialize, and near the end of the school year no assignments from the new program had been graded.

The teacher had obtained a computer and videocassette player solely for use in her room with this program. However, while she is very interested in increasing the use of technology in her instruction, her experience with the equipment is limited and her introduction to and operation of them are awkward. Her tendency is to encourage a student to handle their operation.

#### **A.5 What approach is used to determine task structure?**

The teacher's commitment to an independent work mode results in a structured task orientation in which lessons are planned and related materials prepared for blocks of time, from weekly to monthly. The IEP objectives provide direction for the assignments and materials used to meet individual goals. However, there are no differential assignments for students based on skills and abilities. The videotape runs every day as a backdrop to the students' independent work. There is no structure to introduce, focus on, or discuss the individual lessons in either the video or the worksheets.

The teacher believes that her independent approach without group effort or grading allows her to see exactly where students have difficulty with vocabulary or concepts. This provides information for structuring tasks during subsequent use of the materials, and she feels that integration of the new materials into the existing curriculum will improve the following year. Most of the topics in the curriculum had already been covered in the class, so there was little integration of the new program materials. The teacher anticipates minor difficulty in linking the new material to her existing lesson plans.

#### **A.6 What grouping approach is used?**

There is no evidence of a grouping approach in this class. The bulk of student work is done on an independent basis. This results from a class make-up that is slightly different from day to day because students are scheduled for other activities, such as driver training and work experience. The only videotape-discussion lessons, while involving the entire class, were extremely limited in scope, and were conducted, I believe, solely for my benefit. All students are expected to complete the written assignments, from vocabulary to worksheets.

Any recognition of individual student differences is handled through the types of assignments included in individual folders.

Most students work independently on the computer. The boys use it more often than the girls. The teacher sees gaining the computer with a speech synthesizer as one of the biggest plusses in participating in this project, and she hopes to expand its use in her classes in future years.

**A.7 Does teacher share locus of responsibility in learning and evaluation? If so, in what ways?**

There is little student input in the instruction of the class or the evaluation of work. Consistent with the teacher's independent work approach, students are frequently reminded of their responsibility to complete assignments and maintain their individual folders.

On the two occasions that group videotape-discussions were held, the teacher asked a student to operate the video player and lead the discussion. The students did not seem to be comfortable with the role, and the teacher offered no guidance when they faltered.

**A.8 What innovative adjustments does teacher use to deal with unusual class needs or circumstances?**

The teacher is not adept at handling unusual or unexpected events. Each time that the teacher had difficulty understanding the directions of a worksheet or an organizational suggestion she asked me to explain it. My impression is that had I not been present the teacher just would have skipped the activity in question.

**A.9 What approach is used for feedback with students? In what areas? What is predominant form?**

In general, there is limited interaction between the teacher and students during the class period. The teacher said she stresses the importance of grades, especially in the sense of being evaluated daily as happens on the job. She uses a point system, applied every day, for participation, behavior, and attitude. The teacher said these points were important to the students. However, I never heard a student ask about his or her points. I did hear the teacher invoke the application of the points as a behavior control mechanism. No assignments were graded during the time of my site visits. The teacher planned to grade all worksheets during the last two weeks of school and provide feedback to the students. However, on my last visit she indicated that this goal might not be met.

**INSTRUMENT B: CONGRUENCE BETWEEN EXISTING & NEW CONTENT**Site   4  Date Completed   8/25/88  

**STATEMENT:** When new instructional material(s) is first observed, the teacher assesses the congruence between expectations for the class and the new material and decides what to do with the new material. The teacher operationalizes a decision about incorporating the new material by readjusting lesson plans that: (1) merge some materials, (2) specify initial presentation to and activities for students, and (3) delineate long term direction and activities.

**DIRECTIONS:** Conduct unstructured interviews with the teacher in conjunction with site visits for observations. Use questions to guide interviews and observations. Complete this instrument after conducting all necessary interviews and observations. Attach notes and any related materials.

**B.1 How closely does teacher think new program content fits into existing content?**

The teacher sees the new program as a good match to the current curriculum and estimates that half the objectives are the same. One of primary goals of the program curriculum included an emphasis on job-related attitudes, and the teacher feels the new program reinforces that focus. The teacher believes the video and computer components of the program bring a new presentation of the objectives to the students, which may make the difference in whether the students' learn these critical social skills. The teacher is especially pleased about gaining access to a computer because of her involvement with the new materials.

**B.2 What information from Teacher's Guide is used to help organize implementation?**

The teacher's introductory lesson indicated that she read through organizational chapters of the Teacher's Guide before implementing the program. She is in agreement with the premise of the program - that developing good job attitudes is critical for these special education students; it is not getting a job that is the problem, but it is keeping the job. She believes there has not been enough emphasis on these skills.

**B.3 What information from Teacher's Guide is used to help individualize instruction?**

Nothing from the new program was used to support individualized instruction. The teacher suggested that she sees potential for preparing some individualized assignments that will evolve as she continues to use the program and becomes more familiar with the various components.

**B.4 Which components are included? How are they used?**

<input type="checkbox"/> advance organizers	<input checked="" type="checkbox"/> vocabulary activity
<input checked="" type="checkbox"/> videotape	<input type="checkbox"/> discussion probes
<input checked="" type="checkbox"/> worksheets	<input checked="" type="checkbox"/> computer software
<input type="checkbox"/> role playing	<input type="checkbox"/> additional ideas

Only use of the computer software followed the suggested approach in the Teacher's Guide. Generally, there was great variation in implementation of the selected components:

- the videotape ran throughout a class period - with no discussion;
- all three worksheets were used - as independent seatwork - none had been graded by the last week of school;
- vocabulary was used as another independent activity;
- computer software was used as an independent activity, usually individual, done at any time during the class period.

**B.5 What modifications are made to accommodate implementation?**

The teacher feels that the variance of student attendance in her class due to scheduling of other activities dictates an independent studies approach to assignments. The teacher uses a folder system in which each student's assignments are placed in an individual folder. The student is expected to continue work on the folder materials when in the class. The teacher fits the implementation of all new materials into this format. Thus, there was no group discussion or teacher-led worksheet lessons.

**B.6 Describe the initial use of the new materials.**

The teacher asked the students if they wanted jobs, and they nodded "yes." She told them they would be using a new program and would do a group lesson. She explained that they had already studied a related topic, getting a job, but the new material addressed skills they needed after getting the job. The teacher explained that the new materials had various types of activities they would be doing, including computer software and work-sheets. She told them they would discuss those other components and grading procedures later.

After her introductory comments, the teacher told the students the topic of the first lesson, showed the first video segment and stopped for discussion. The teacher repeated the screen question and students responded. The teacher asked a male student to lead the discussion. He repeated the question and students repeated their answers. He asked another question and three students responded. Then, he told the teacher he was finished. They watched the

conclusion. This procedure was repeated, with a different male student, for the second video segment.

The teacher had all the worksheets for lessons one through four prepared and stacked on a table. She told the students to collect one of each sheet and put the set in their folders. The teacher also had duplicated the advance organizers, discussion guide, and suggested activities pages from the teacher's section of the Guide. This caused some confusion among the students and it took about 20 minutes for them to return to their seats.

Students were told to complete a vocabulary assignment and keep it in their folders. The teacher reminded them about using the dictionaries in the room. She also told them to work on the worksheets each day they were in the room. When the teacher and a male student tried to boot the computer software, an error message appeared and the teacher said she would have to have the computer checked. The remainder of the period students worked on organizing their folders and some started on the first worksheet.

**INSTRUMENT C: INSTRUCTIONAL DELIVERY**Site   4  Date Completed   8/28/88  

**STATEMENT:** The teacher's instructional delivery of the adapted lessons: (1) provides an initial orientation for students, (2) conveys a level of acceptance, knowledge/mastery, and confidence; and (3) responds to the social system of the classroom.

**DIRECTIONS:** Use questions to guide observations and unstructured interviews, if warranted, during site visits. Complete this instrument after conducting all observations and interviews. Attach notes and any related materials.

**C.1 What is the nature of individual lesson and material preparation?**

There were no individual lessons, as such. The teacher thought the students should be able to complete two lessons each week, thus finishing the program in about two months. From week to week, she did seem to have some sense of the lesson the students should have reached, but no specific plans were noted in her book. The teacher did not seem to have reviewed any lesson prior to its presentation or use in class. She had difficulty understanding some vocabulary words and worksheet directions

Only for the initial lesson did the teacher have the lesson objective written on the board. During later lessons, vocabulary were words listed on the board. The teacher sent the worksheet masters to the office in groups of approximately four lessons to be duplicated. She stacked the sheets on a table, and students were directed to add them to their folders.

The videotape player remained located at the center of the room. The tape played throughout the class period without direct teacher supervision or direction.

**C.2 What is the nature of modifications made to program materials?**

The major change is use of the videotape without direct links during the class period. The tape plays throughout the class time. During the one discussion held, the teacher asked one student for each video segment to be the leader. Neither student appeared comfortable with nor prepared for such an activity. The teacher did not attempt to assist the students in any way or lead them in an appropriate direction.

**C.3 What is nature of videotape-discussion tasks?**

Discussion was observed only once - during the initial lesson. Even

then, it was discussion only in the loosest sense of the term. The question from the simulations was repeated, and it was answered in a very superficial way. The teacher did not use probes from the teacher's guide, nor did she generate any of her own to use. There was no depth or individualization to the two videotape conversations that were observed. On each other occasion, the videotape played throughout the class without any discussion.

**C.4 What is the nature of use of other program components?**

After the initial lesson, vocabulary words were always written on the board. The teacher reproduced the worksheets approximately four at a time and had students collect them and kept them in individual folders. Each day students were to continue their independent work of defining the vocabulary words, completing worksheets, or using the computer software. Sometimes, the students also had other assignments in their folders to be completed, e.g., math problems.

There seemed to be no discrimination in using the number three work-sheet as all three were given to each student for every lesson. On only one occasion was a worksheet done as a class activity.

Computer use was considered one part of the students' independent work assignments to be completed at some time each week. Students used the computer on an open schedule. However, only the male students were observed using the computer.

**C.5 What approach is used to move from one task to another during a period?**

There was no organized movement from one task to another because the teacher's structure for the period focuses on independent student work. At the beginning of the period the teacher usually told the students to continue the work in their folders.

**C.6 What is physical posturing and movement of teacher during instruction? [Include direct use of directional material during instruction.]**

Again, because of the independent nature of the class work, the teacher was not involved in direct instruction. She usually was involved in paper-work at her desk or in the workroom. During the first use of the computer, the teacher asked a student to work with the researcher in getting acquainted with the software. Later in the period, she walked over to the watch the student and announced to the class that they should start planning to work on the computer

lessons so that the computer would always be in use during class time.

**C.7 What approach is used to elicit student contributions during instruction?**

During the initial lesson, the teacher asked just the two questions posed on the videotape. She allowed as many students to answer as volunteered. She did not ask anyone to expand an answer, nor did she encourage other students to add to any response. After each video segment and the posed question, she asked a male student to lead the discussion. Both students complied, but they had no direction and the discussions were short lived.

During the one class activity involving a worksheet, the teacher called on a specific student in the first row of desks to answer an item on the sheet and then proceeded to the other students in turn.

**C.8 What is the nature of student contributions?**

Student contributions during the one videotape-discussion were brief responses made to the question posed to the class as a whole. There seemed to be no difference between the number of male and female contributions. All students expected to participate in the lesson seemed to be paying attention.

During the worksheet activity when the researcher was asked to explain the directions, the students volunteered responses to questions that were asked. On the items, each student attempted to answer his or her question. Again, all students expected to participate in the lesson, did so.

**C.9 What is the type and tenor of feedback? In what areas are they made?**

There was no feedback made by the teacher, neither verbal comments heard during any visit nor through grades given on class assignments. The teacher said she intended to grade the students' folders, but this had not occurred by the last visit during the next to last week of school.

**C.10 What opportunities occur for innovation in instruction?**

When the teacher did not understand the directions for the one worksheet she used as a class activity, it was apparent that she had not previewed the assignment to determine its presentation. Neither did she enlist student help to work through the worksheet or otherwise attempt to figure out the intent of the worksheet.

**C.11 What involvement do students have in terms of creation and direction of tasks, goal establishment, and evaluation of work?**

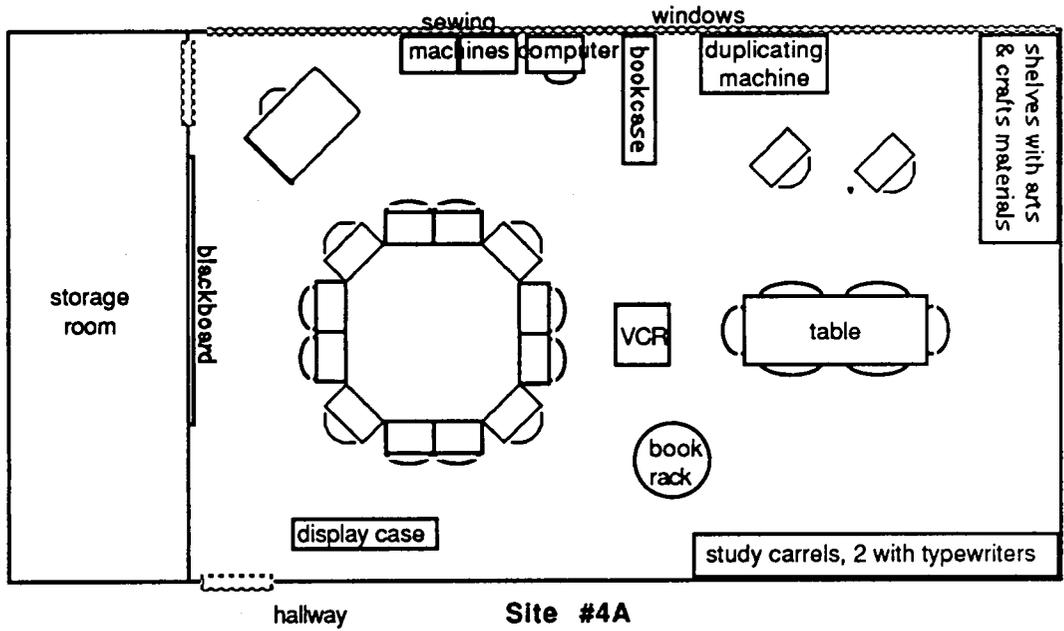
Students were expected to organize and maintain individual folders of assignments. However, the structure for the folders came from the teacher. Student involvement in evaluation of their work was limited to checking their folders for inclusion of all worksheets in chronological order. All but one student were willing to show their folders to the researcher, but inspection indicated that most needed some direct assistance in completing the task correctly.

**SITE 4 CLASSROOM SETTING**

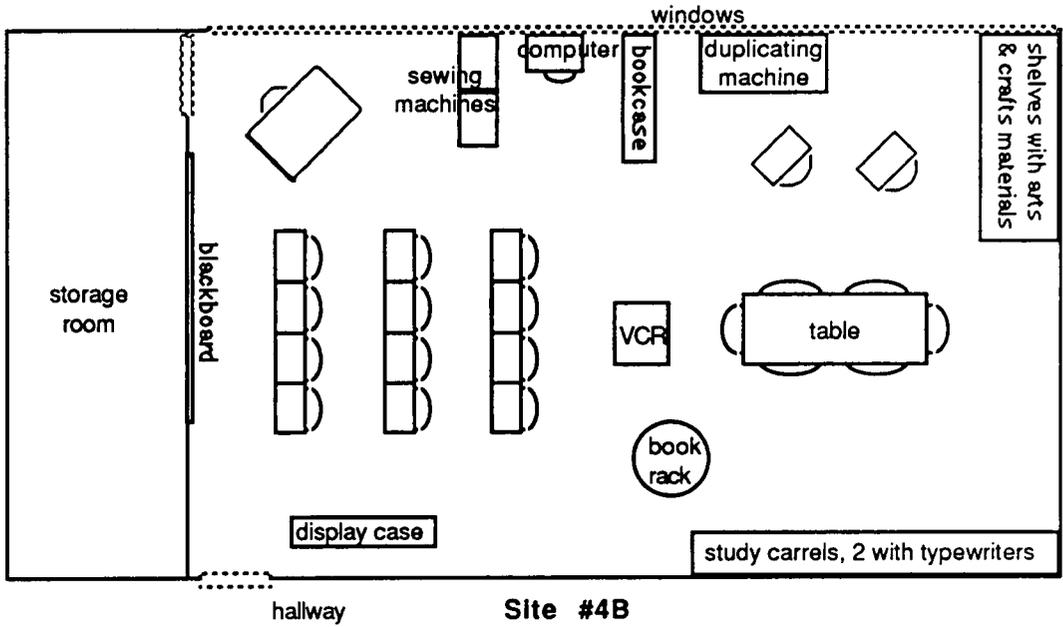
**Teacher Characteristics**

SEX F  
 RAC W  
 AGE 40-49  
 EDL masters plus hours  
 TEX 20  
 CEX 8  
 PEX 20  
 Age Range of Students  
 ARG 16-19

**Original Classroom Arrangement**



Later Classroom Arrangement



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