VOLUME 4 NUMBER 5 OCTOBER 1972

FOCUS ON EXCEPTIONAL CHILDREN

THE CONSULTING TEACHER APPROACH TO SPECIAL EDUCATION: INSERVICE TRAINING FOR REGULAR CLASSROOM TEACHERS

Lu S. Christie, Hugh S. McKenzie, and Carol S. Burdett[1]

CONSULTING TEACHER APPROACH TO SPECIAL EDUCATION

In Vermont, consulting teachers train and assist regular classroom teachers to provide successful learning experiences for children eligible for special educational services. The rationale for consulting teachers (McKenzie, 1969; McKenzie, Egner, Knight, Perelman, Schneider, and Garvin, 1970; McKenzie, 1972; Fox, 1972) has been supported by Lilly (1971) and Martin (1972). Regular class placement for all but the profoundly handicapped is advocated. Inservice training to provide regular classroom teachers with special education skills is the fundamental approach.

The consulting teacher receives training in a two-year Master of Education program (McKenzie, 1972). During the program, the consulting teacher learns principles of applied behavior analysis, applying these principles to eligible children in regular classrooms, and learns to measure and monitor precisely a child's daily performance to ensure that applications are effective. The consulting teacher learns to individualize instruction, often adapting for use materials typically available in elementary schools. He learns to derive for classrooms and entire elementary schools a minimum set of objectives which every child should achieve in language, arithmetic, and social behaviors. He learns procedures for training teachers, parents, aides, and other school personnel in behavior analysis, measurement, individualizing instruction, and deriving minimum objectives. When graduated and certified, the consulting teacher is employed full time by a Vermont school district and receives an appointment as an adjunct instructor in special education at the University of Vermont.

The successful consulting teacher trains all regular elementary classroom teachers who are his responsibility in the techniques of applied behavior analysis. As a result of this training, the teachers have derived minimum objectives for language, arithmetic, and social behaviors which all children in their classes are to achieve. The teachers regularly monitor the children's rates of achieving these objectives. Any child who is found not to be achieving objectives at the minimum rate needs the special skills the teacher has acquired. If these special skills fail to increase the child's rate of achievement, the teacher requests help from the consulting teacher, and together they develop teaching/learning procedures effective for the child's successful learning.

1. Lu S. Christie and Carol S. Burdett are instructors and Hugh S. McKenzie is Associate Professor and Chairman, Special Education Program, College of Education, University of Vermont.

This paper describes tactics which apparently have been successful in gaining the cooperation of regular teachers to provide special education in their classrooms, methods used for training these teachers, a summary outline of apparently critical tasks performed by consulting teachers, and a brief evaluation of the performance of consulting teachers over the past four years in Vermont.

GAINING AND MAINTAINING THE COOPERATION OF THE CLASSROOM TEACHER

Within traditional administrative and philosophical approaches to special education, a teacher's major task is to identify a handicapped child and refer him for testing. Then he is either removed from the classroom and placed with other children with similar problems, or he remains in the classroom now labeled "dull normal," "retarded," "dyslexic," or "emotionally disturbed." Remaining in a regular class with a label can be another form of removal, perhaps more subtle but just as effective, as the teacher is often instructed to be "very understanding of the child's problem," not to "push" him, or not to ask him to do more than his "ability" will allow. Both alternatives can provide a teacher with acceptable reasons for no longer being accountable for the child's progress.

On the other hand, the consulting teacher insists that a referring teacher be accountable for every child's acquisition of important social and academic skills. The teacher must learn to apply special education skills in her classroom, though the required training process is a time consuming, challenging addition to her teaching responsibilities.

Because of this added burden, it is doubtful that the consulting teacher could gain the cooperation of *all* teachers without assistance. Several factors have apparently been instrumental in helping the consulting teacher gain teachers' cooperation, including support systems which have been developed at the state, university, and local levels. When a teacher does not participate in the training program despite these support systems, the consulting teacher may employ a variety of procedures which may involve the teacher or his supervising principal.

State Support

The Division of Special Educational and Pupil Personnel Services, Vermont State Department of Education, has been directly involved in the development of the consulting teacher approach to special education (McKenzie et al, 1970) and provides special certification for consulting teachers. The Division supports effective consulting teacher programs by providing 75% of the consulting teacher's and his aide's salaries, thus providing a considerable incentive for school districts to hire consulting teachers. The Division discourages the establishment of special classes for the moderately handicapped in districts where consulting teacher services are available or soon can be made available. The state approves workshops conducted by the consulting teacher for recertification credits for classroom teachers.

State program participation, financial support, endorsement, and certification provide incentives for local school districts and, thus, teachers to become involved in this approach to serving handicapped learners.

University Support

Before a consulting teacher is employed by a school district, representatives from the University describe to district administrators the objectives of the consulting teacher approach and the methods employed by the consulting teacher to achieve those objectives. Many hours of joint planning by district and university personnel transpire before a final decision is mutually made to initiate the consulting teacher approach to special education in that district. Such planning typically includes presentations by consulting teachers and consulting teacher interns to elementary school principals, teachers, and community groups as well as to school boards.

Once placed in a school district, the certified consulting teacher becomes an adjunct instructor at the University. In

FOCUS ON EXCEPTIONAL CHILDREN is published monthly except June, July, and August as a service to those concerned with mentally retarded and emotionally disturbed children. This journal is abstracted and indexed in *Exceptional Child Education Abstracts*. Subscription rates, $9.50 per year. Printed in the United States of America. Second class postage is paid at Denver, Colorado.

Executive and Editorial Offices
6635 East Villanova Place
Denver, Colorado 80222
Telephone (303)757-2579

this role, he can offer graduate courses to teachers in his school district. Tangible rewards of certification and graduate credits result from a teacher's successful completion of these courses. Often such credits are required for continuation of employment and for salary increments. The offering of courses within the teacher's school district at convenient hours can represent a considerable savings in time and money for teachers who otherwise must travel some distance to attend classes during the school year or spend summers in graduate study. Moreover, such courses offer credit, in part, for on-the-job experience in teaching eligible children, meeting the demands of teachers who ask for "relevancy."

Local Support

The consulting teacher is not an "expert from the University." He is hired by the local school district after personnel of the district have been informed of the program's goals and methods for achieving them. During his second year of preparation to be a consulting teacher (see McKenzie, 1972), the student interns in a school district which has selected the consulting teacher approach, with financial support for this internship supplied partially through local funds. This financial investment enhances the commitment of administrators and school boards to this method of delivering special education services. Moreover, they respond positively to the accountability of the reliable measures of the behavioral approach.

Parents have also provided active support of the program, praising classroom teachers for their applications of new skills, praising principals for their encouragement of the program, and urging school boards and other administrators to continue and expand consulting teacher services. Parents sometimes say that this is the first time their child has ever received any "real" help.

Voluntary Teacher Cooperation

The foundation of state, community, and local support of the consulting teacher approach may both prompt and reward teacher cooperation in the inservice training program. However, many teachers appear to "voluntarily" cooperate.

Referrals for consulting teacher services from teachers who are not enrolled in formal training appear to be prompted by many different factors. The teacher may simply be curious about the program, interested in trying a new approach. Skepticism sometimes prompts a referral, a willingness to "try this nonsense for a while" to see if it has any merit. Sometimes a teacher becomes a consultee because she has tried every technique she knows with no results, and the consulting teacher represents one last chance to help a child. Often, a colleague who has had successful training experiences with the consulting teacher prompts another teacher who then initiates referrals. The referring teacher may have observed her colleague's success with a child, and she is at least partially convinced that the consulting teacher approach has merit.

Despite the differences in motivation, all of these consultees by their referrals, have approached a consulting teacher and indicated a willingness to at least attempt to provide a program for a child, thus learning some special education skills. For these approach responses the consulting teacher can provide consequences which, if effective, should result in increased involvement of each teacher in the program. The most effective consequence appears to be success with the child. When the teacher has been helped to create an environment which makes it possible for the nonreader to read or results in the classroom "terror" announcing from his desk that he "just loves school," it is difficult for her to return to or even tolerate the comfortable philosophies of the past.

An example was overheard in a teachers' room where one teacher was bemoaning the fact that "Sam" was learning nothing. Sam's previous teacher was sympathetic and offered the solution, "Well, what can you expect with an IQ that low?" A teacher who had been involved in the consulting teacher program for several years glanced up from her cup of coffee and quietly answered, "You'd be surprised!"

Gaining the Cooperation of the Reluctant Teacher

Unfortunately, not all referrals are initiated by the teacher. Sometimes they are forced by concerned parents, by a principal, or by another supervisor. In extreme cases, the teacher is told that she must work with the consulting teacher if she wishes to continue in the classroom. This teacher's referral does not represent an approach response, nor does it necessarily indicate concern for the child. Such a teacher is likely to be difficult to train. Often, this teacher's reluctance to work with the consulting teacher is coincidental with a minimal set of teaching skills and a feeling of aversion toward the child. This teacher may secretly and sometimes openly hope that the consulting teacher will fail to be of any help.

The first attempt with this reluctant consultee is to follow the training based model inherent in the consulting

procedures. In this case, the consulting teacher's social skills are of the utmost importance. Often, he must ignore a good many inappropriate verbal responses, while attending to all responses that approximate the appropriate. Success with this teacher often represents a large expenditure of time and effort on the part of the consulting teacher. However, the teacher may eventually respond with an excellent program for the child and become involved in a course or a workshop as a result.

If the teacher will not provide an effective program for the child, it is necessary to take other action. The consulting teacher may recommend the child's placement in another classroom or provide tutoring for the student by the consulting teacher aide, a peer, or a parent. Whatever the approach, if the teacher remains in the classroom an attempt is made to keep the channels of communication open in the hope that a later training attempt may be more successful.

There remains a group of teachers who either deny the existence of children in the classrooms who could benefit from their regular teachers' use of consulting teacher training or who are adamant in their refusal to work with the consulting teacher. These attitudes are not associated with any particular age group, appear to be the results of previous reinforcement and punishment associated with the education of handicapped learners, and may also represent a misunderstanding of applied behavior analysis. Whatever the reason, it is very difficult for the consulting teacher to provide for new learning to take place when the teacher avoids all contact with the program.

To date, this problem has been solved only when the building principal has insisted on total staff participation and has made working with the consulting teacher a condition under which new teachers are hired. While this may result in involving some teachers of the "reluctant" variety, it does at least provide for initial interaction.

Enlisting Administrative Support

The active support and enthusiasm of the building principal appears to be a crucial factor in both gaining and maintaining teacher involvement. The principal can provide encouragement for the teacher who is struggling to acquire new skills and can praise her when improvement in a child's behavior occurs. His suggestion that she should refer a child to the consulting teacher may be the deciding factor that prompts her first approach response.

The principal's endorsement of the zero-reject model (Lilly, 1971) and his insistence on special education services which result in measured increases in children's skills can insure the eventual total involvement of his faculty. This structure of administrative support must be built on a foundation of mutual trust between the principal and the consulting teacher. The consulting teacher assumes that the principal is a skilled professional who is concerned about the welfare and education of the children in his school. The principal cannot be expected to assume the consulting teacher possesses these same credentials. He must demonstrate professional skills and concern for children to earn the principal's respect and trust.

Trust cannot exist without communication. Formal monthly reports have their place as do lengthy statements of purpose and descriptions of procedures; but they cannot, in the authors' judgment, replace the more personal forms of communication and the sharing of reinforcers. A happy mother can be prompted to stop in at the principal's office or leave a note to tell him how pleased she is with her child's progress. A brief thank-you note hastily scribbled by the consulting teacher can be a meaningful consequence for a principal's contribution to a teacher's training. A five minute look at a child's data can prompt a principal to praise a teacher for her work on an individualized program.

The consulting teacher can arrange for requests from visitors to observe regular classroom teachers with special education skills. The principal's permission for these visits is always obtained; they are guests in his school. He is asked to greet the visitors and, whenever possible, to spend a few minutes talking with them about the program, answering their questions. These interviews provide valuable feedback for the consulting teacher. If the principal identifies with the program and can articulate its objectives, the communication system has been successful.

A principal has administrative skills. The consulting teacher is also an administrator and should earn the respect of the principal in that role as well. There are simple, courteous behaviors, such as promptness, meticulous concern for detail, and dependability which are indicators of administrative skills. The consulting teacher's administrative duties include establishing and maintaining such office procedures as efficient systems for collecting, recording, and filing data and other records. He must train an aide to take reliable measures of behavior and to carry out the office procedures. He must prepare and administer a budget.

An efficient referral and formal communication system must be established with district administrators, principals, teachers, and parents by the consulting teacher. That communication system becomes a vehicle for disseminating

information and for prompting mutual support and reinforcement for effective services to children. The principal should be a key figure in that communication system, since he is the immediate supervisor who is often solely responsible for grade placement, referrals, and other crucial decisions about the education of an eligible child.

INSERVICE TRAINING OF TEACHERS

The consulting teacher approach is a teacher training based model of special education (Lilly, 1971). The consulting teacher provides three levels of training to regular elementary classroom teachers–consultation, workshops, and formal courses receiving University graduate credit. The training levels progress from specific and basic to complex and general special education skills, all involving applications within a trainee's classroom.

Consultation

The first level of teacher training is accomplished through consulting procedures undertaken with a teacher who has referred a child to a consulting teacher (see McKenzie, 1972, for an outline of the consulting steps employed to train consulting teachers).

Ideally, the consulting procedures are initiated by a teacher referral through the building principal. Together the consulting teacher and the referring teacher define the target behavior in observable and measurable terms and specify an instructional objective. The consulting teacher develops a simple measurement and recording procedure to be carried out by the teacher on a daily basis.

After the teacher has measured the behavior for a few days, she brings the data to the consulting teacher. If the data is determined to be reliable by a second observer (either the consulting teacher or his aide) and indicates that the child is performing below minimum objectives expected by the school, a parent conference is scheduled by the teacher. At this conference, the teacher and consulting teacher show and explain data which has been obtained, discuss general procedures which might be employed to help the child, and obtain written permission from the parent to serve the child through the consulting teacher. The consulting teacher then makes one or more classroom observations, confers with the teacher and often the child, and helps the teacher modify existing teaching/learning procedures. The parents and principal are informed of the planned procedures which then are implemented in the classroom. Daily measures of the target behavior are evaluated. If the child meets the instructional objective and achieves at acceptable rates, an exit interview is held with the parents. If not, further modifications of teaching/learning procedures are performed until the child achieves minimum objectives at acceptable rates.

Throughout this process the teacher is being informally trained to perform several tasks. She learns how a behavior is defined in observable and measurable terms; is trained to observe, reliably measure, record, and graph that behavior; and is shown how data is used to make educational decisions. When the modification procedure is implemented, she is trained to follow the prescribed program consistently. The procedure and the rationale for its use are described by the consulting teacher in terms of the principles of applied behavior analysis, thus initiating the teacher's understanding of these principles.

Throughout the consultation process, the consulting teacher provides the teacher with a great deal of attention and praise for her acquisition of new skills. As the child makes progress toward the instructional objective, that progress may become the reinforcer that maintains the teacher's behaviors. With prompts from the consulting teacher, if needed, the parent and principal also provide positive feedback for the teacher's service to the child.

Thus, the prompts, instructions and discussions of basic principles as well as the positive feedback provided by the consulting teacher, parents, and principal–all of which result from the consultation process–serve as effective initial training procedures for regular classroom teachers. What results from these initial training procedures is illustrated by the following case study.

P1 (Duval & Robinson, 1972)

P1 was referred to the consulting teacher because of severe academic deficits in his first grade work. He had scored low dull normal on an individual IQ test and would have been enrolled in a class for the mentally retarded had there been a place for him. Initially, the teacher felt that her skills were inadequate to provide for this child's educational needs.

The following *instructional* objective was specified:

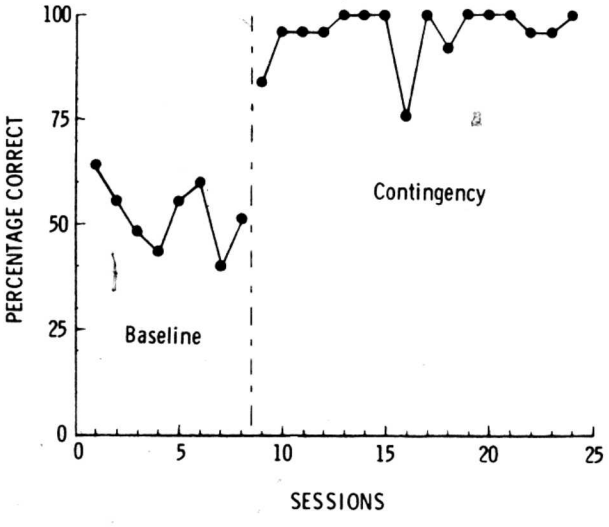
Condition	*Behavior*	*Criteria*
Given 25 addition and subtraction equations written in vertical notation with sums and differences through 9 and an independent study time of at least 30 minutes,	the student will write the answers	with 90% accuracy.

Since entry level measures indicated that P1 could make correct oral responses to most equations with sums and differences through 5 (e.g., 3+2= , 2−1=), the consulting teacher prepared a series of daily worksheets on which P1 was expected to meet the following *enabling* objective:

Condition	*Behavior*	*Criteria*
Given 25 addition and subtraction problems written in vertical notation with sums and differences through 5 and an independent study time of at least 30 minutes,	the student will write the answers	with 90% accuracy.

P1 was assigned one of these worksheets per day. During baseline, P1's scores on these worksheets averaged 52%. The consulting teacher then asked the teacher to provide positive consequences for each sheet on which P1 met the 90% criterion. Consequences were teacher praise and a star pasted on the worksheet.

Figure 1
Percentages Correct on Daily Arithmetic Worksheets.



During the first 16 days these consequences were employed, P1's average correct rose to 96% (see Figure 1). The positive consequences were continued, and P1's high performance was maintained even though the difficulty of the worksheets steadily increased to include sums and differences through 6, 7, 8, and 9. The consulting teacher observed the arithmetic period and independently graded worksheets at least once each week to insure that measures were reliable and that positive consequences were delivered only when P1 met the specified criterion. P1's parents were happy to give permission for the use of consulting teacher services and were most pleased with the results.

Summary. Through consultation, classroom teachers receive initial training in the following skills:

1. Defining target behavior in measurable terms
2. Measuring behavior reliably
3. Following teaching/learning procedures precisely
4. Collecting, recording, and graphing data daily
5. Identifying possible reinforcing consequences in the classroom
6. Writing instructional objectives
7. Responding to changes in the behavior of the child
8. Involving parents in the education process

Repeating this consultation process over time with several eligible children eventually would lead the teacher to acquiring complex and general special education skills. However, such skills appear to be more readily acquired by participation in the more formalized learning involved in workshops and courses conducted by the consulting teacher.

Workshops

Teachers who elect to take a consulting teacher workshop for three state recertification credits are required to read and respond to introductory readings on applied behavior analysis in the classroom and the rationale for the consulting teacher program. They also are required to carry out an individualized program for at least one child which may include verification of the procedures through either an ABAB or multiple baseline design (Baer, Wolf, and Risley, 1968). Typically, teachers enrolled in workshops are asked to measure and graph more than one behavior. Again, the consulting procedures are followed. When the instructional objective has been met, the teacher must then describe in writing service to the child in case study form and orally present the study to a group of colleagues.

Thus, workshops add to the consultation process formal instruction in behavior analysis and the consulting teacher

approach to special education. Moreover, the ability of teachers to verbally describe special education procedures is shaped through the writing of the case study and its presentation to other teachers participating in the workshop.

Graduate Courses

As previously noted, consulting teachers are appointed adjunct faculty of the Special Education Program of the University. In this role, consulting teachers can offer four courses of three hours each to teachers in their district.

The first two courses emphasize the analysis of behavior and individualizing instruction. These courses require both formal academic work and projects carried out in the teachers' classrooms. Teachers are required to do readings, take quizzes and make reports. They usually meet as a group with the consulting teacher for one to two hours a week throughout the semester. Here, assigned readings are discussed, reports are given and childrens' learning problems are resolved with other members of the class. In each of these courses, the teachers are required to improve the behaviors and individualize instruction for at least two students.

Teachers enrolled in the next two courses are required to write in specified form (Mager, 1962; Wheeler and Fox, 1972) terminal objectives that they expect their children to reach during the year in language, arithmetic, and social behaviors. For example, a teacher might state that the student must complete his spelling book by June with at least 90% accuracy on all spelling tests. Teachers also may state their objectives in terms of tasks. For example, a teacher might list the following as some of the tasks a second grader must be able to complete by the end of the year, with 90-100% accuracy, with specified time limits for completing each tasks:

1. Add any two digit number with regrouping
2. Subtract any two digit number with borrowing
3. Tell time by 5 minute intervals
4. Know the multiplication facts through 5

The teacher is then required, with the help of the consulting teacher, to break down these terminal objectives into steps or enabling objectives and to put these enabling objectives on a time line which specifies the minimum amount each child must learn each month in order to complete required work by June. Students are checked monthly, and the teacher designs individualized instruction packets and applies consequences for those who have not met the monthly learning criteria set for the class.

As teachers progress through graduate courses, most become "turned on" by their increased special education skills and resulting successes with children with learning difficulties. These teachers generalize special procedures to their entire class, individualizing instruction in reading, writing, spelling, and arithmetic as well as developing instructional objectives in the area of social behaviors. Moreover, monthly checks are made on all children to insure that each child is achieving minimum objectives.

In each course, teachers are required to show scientific verification with at least one of their subjects—either by an ABAB or multiple baseline design. They must also write up the results of their studies and interpret the studies to parents, colleagues, and their immediate supervisor. The following case study shows the procedures one teacher used as a result of a course with the consulting teacher. The teacher individualized the student's entire language program. The study is an example of what she did in spelling.

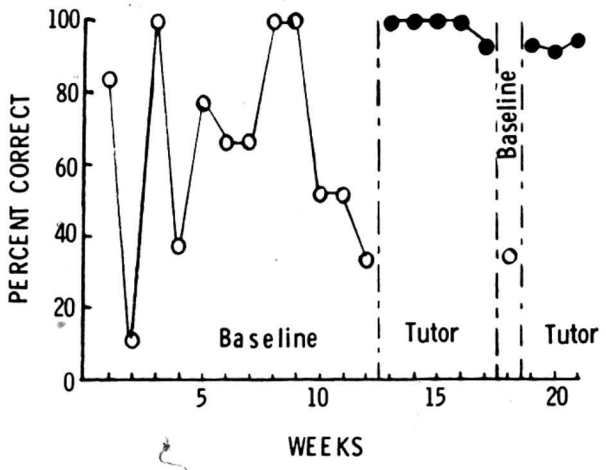
P2 (Angney and Getsie, 1972)

P2 was chosen by his teacher as a subject for an individualized program because he seldom received adequate scores on his weekly spelling tests. P2 was an eight-year-old third grader who was experiencing difficulty in all areas of language arts. He was receiving special help from the remedial reading teacher and speech therapist and had been described as "perceptually handicapped."

The teacher's procedure was to present the words to the students on Monday, administer a pretest on Wednesday and a final test on Friday. No other formal spelling work was assigned during the week, although the children were allowed time to work on spelling independently. The teacher stated that P2 could spell with 90-100% accuracy on the final test if she spent time having him write the words with her during the week, but the time was not always available. During these baseline conditions, P2's scores averaged 64% (see Figure 2).

The teacher then established a peer tutor procedure. P2 was given a piece of paper folded lengthwise. The peer tutor would dictate P2's word, for example PENCIL. P2 would write it on his paper. When he finished the word, the tutor would ask, "Did you spell it, P-E-N-C-I-L?" If P2 wrote the word incorrectly, the tutor would spell it correctly, P2 would erase the word and rewrite it, and then turn his paper over and go through the same procedure again. This sequence was repeated with a new sheet of paper until P2 wrote the word correctly when it was dictated. If he wrote the word correctly the first time, he

Figure 2
Weekly Spelling Test Scores.



would mark it with a "C" and repeat the procedure with the next word. The tutor used this procedure with P2 daily. During this time, P2's scores on weekly spelling tests averaged 99%.

To test the procedure, that is, to see if the tutor was the variable affecting P2's grades, the teacher removed the tutoring procedure for one week. P2's score was 37% that week, and he asked to have his tutor again. The tutor was returned and again P2's test scores remained above the 90% criteria set by the teacher.

Thus, through graduate level courses, the consulting teacher extends teachers' training in the skills listed under Consultation above *and* trains teachers to . . .

1. Develop entry level measures of academic behaviors
2. Establish minimum terminal objectives for a school year in language, arithmetic, and social behaviors
3. Develop and sequence enabling objectives for school year terminal objectives
4. Measure children's progress toward minimum objectives
5. Develop materials and teaching/learning procedures needed to achieve objectives
6. Evaluate effectiveness of procedures through ABAB or multiple baseline designs
7. Write case studies of children served
8. Interpret case studies to parents, colleagues, and administrators

SUMMARY OF CONSULTING TEACHER TASKS

The major tasks of a consulting teacher may be briefly summarized as individualizing instruction, analysis of behavior, research, and consultation/training.

Individualizing instruction. The consulting teacher helps teachers develop individualized sequences of instruction in language, arithmetic, and social behaviors. Sequences include measurement of entry level skills, derivation and specification of instructional objectives, selection of relevant learning materials, and measurement of pupil progress. Sequences of instruction are implemented with pupils eligible for special education. Written records, including reliable data, are kept for each implementation.

Analysis of Behavior. The consulting teacher shares his knowledge of the terminology and principles of the analysis of behavior by helping teachers and parents modify the behaviors of handicapped learners in the classroom setting as demonstrated by reliable measures of learners' behaviors. These applications of analysis of behavior focus on the principles of (1) reinforcement, (2) scheduling, (3) shaping, and (4) errorless discrimination.

Research. The consulting teacher *evaluates* research relevant to the education of handicapped learners according to the following criteria: applied, behavioral, analytic, technological, conceptual, effective, and generality (Baer, Wolf, and Risley, 1968).

The consulting teacher *adapts* research meeting the above evaluative criteria for application of the research procedures to handicapped learners.

Through consultees, the consulting teacher *applies* adapted research to handicapped learners with regular measures of learner's behaviors which reflect the effectiveness of the adaptation.

Consulting/Training. Each year the consulting teacher consults with teachers, parents, and administrators to help them serve 40 handicapped learners as demonstrated by measured behavioral changes in these learners.

The consulting teacher conducts workshops and courses on individualizing instruction and analysis of behavior for teachers in his district.

The consulting teacher makes formal and informal presentations describing the training of consulting teachers, the role of the consulting teacher in the school, data from service projects performed by the consulting teachers and teachers, and other related topics when appropriate. Presentations are made to various special interest groups, school personnel, and other professionals.

EVALUATION

The fundamental evaluative index to assess whether consulting teachers are successful in gaining cooperation and providing inservice training of teachers is the data depicting services to children (see P1 and P2 above). In the years that full-time consulting teachers have been employed in Vermont school districts, each has provided inservice training to 15-20 teachers per year. Through such training, each consulting teacher has yearly served at least 40 children eligible for special services (see Christie, Egner, & Lates, in press, for examples from the 1971-72 school year). Frequently, teachers trained in special skills independently apply these skills to children not eligible for special services.

Most teachers continue contact with consulting teachers once such contact has been initiated and, thus, the effects of inservice training cumulate. The cumulative effects of teacher training are illustrated by one regular class teacher who has worked with consulting teachers for four years and progressed through the training levels. She became a consultee during the first year consulting teacher services were available in her school, referring an eleven-year-old boy who was inattentive, disruptive, and a poor student (Humphreys and Seaver, 1969). Encouraged by her success with this child, the teacher enrolled in a workshop the following year during which she increased the attending behaviors and decreased the inappropriate social behaviors of three children (Seaver & Humphreys, 1970). She also measured and increased the attending behaviors of five additional children.

During her third year of inservice training, the teacher enrolled in a graduate course. Given a class of 16 boys who were all below grade level in reading, she measured their sight vocabulary entry levels, provided individualized programs to increase this skill, and retested them following instruction. She also measured and increased the attending behaviors of several boys and effected increases in weekly spelling scores by providing consequences for improvement. Her graduate studies continued during the fourth year when she developed comprehensive entry level measures for oral reading, sight vocabulary, spelling, written communication, and reading comprehension. These entry level measures provided the base for an individualized reading program, which incorporated procedures geared to the individual needs of each child. Monthly minimum objectives were developed and the progress of every child was monitored and graphed (Seaver, 1972). For two who were achieving at low rates, points contingent on work completed and correct were implemented throughout the day. One child exchanged his points for time with a peer tutor; the other accumulated his points to earn a basketball and net. The teacher also measured and increased the attending behavior of seven boys and eliminated thumb sucking in a girl who was engaged in this behavior throughout much of the school day.

During the four years of inservice training, this teacher has obtained reliable measures and effected improvements in the social and academic behaviors of a total of 48 children—one the first year, eight the second, 16 the third, and 23 the fourth. Her increasing special education skills have benefitted all of the children in her classroom, and she has prompted and encouraged the majority of the teachers in her school to become involved with the consulting teacher as consultees, workshop participants, or graduate students.

As a growing number of teachers are cumulating special education skills, so are a growing number of school administrators providing increasing support to consulting teachers. This support includes encouraging teachers to employ consulting teacher services as well as hiring only those teachers who will commit themselves to inservice training with the consulting teacher.

To date, 11 of Vermont's 54 supervisory school districts have employed consulting teachers, with an additional 14 of these districts having made firm plans to employ consulting teachers. Because of requests from school districts and the State Department of Education, the University now plans to begin graduating 16 rather than eight consulting teachers annually from its two-year Master of Education program preparing consulting teachers.

The Consulting Teacher Program is supported in part by grants from the Vermont Department of Education, Title VI, ESEA, Parts B and D, the Bureau of Education for the Handicapped, United States Office of Education under Grant OG-0-71-1637, and the Bureau of Education Personnel Department, United States Office of Education under Grant OEG-0-70-1857 (725).

The opinions expressed herein do not necessarily reflect the position or policy of the U.S.O.E., and no official endorsement by the U.S.O.E. should be inferred.

REFERENCES

Angney, A. & Getsie, R. "A Peer Tutor Procedure to Increase Spelling Accuracy." Unpublished manuscript, Special Education Program, College of Education, University of Vermont, 1972.

Baer, D., Wolf, M., & Risley, T. "Some Current Dimensions of Applied Behavior Analysis." *Journal of Applied Behavior Analysis, 1,* 1968, 91-97.

Christie, L., Egner, A., & Lates, B.J. (Eds.) *A Very Special Education for All Children.* Montpelier, Vermont: State Department of Education, Title III, ESEA (in press).

Duval, J. K. & Robinson, L. "Increased Accuracy in Arithmetic in a First Grade Boy." Unpublished manuscript, Special Education Program, College of Education, University of Vermont, 1972.

Fox, W.L. "The Consulting Teacher Program." Unpublished manuscript, Special Education Program, College of Education, University of Vermont, 1972.

Humphreys, S. & Seaver, P. "Increasing Attending Behavior and Academic Performance in an 11-Year-Old Boy." In McKenzie, H.S. (Ed.), *The 1968-1969 Yearly Report of the Consulting Teacher Program: Volume II.* Burlington, Vermont: Special Education Program, College of Education, University of Vermont, 1969, 266-272.

Lilly, M.S. "A Training Based Model for Special Education." *Exceptional Children, 37,* 1971, 745-749.

Mager, R. F. *Preparing Instructional Objectives.* Palo Alto, California: Fearon Publishers, 1962.

Martin, E.W. "Individualism and Behaviorism as Future Trends in Educating Handicapped Children." *Exceptional Children, 38,* 1972, 517-527.

McKenzie, H.S. "Special Education and Consulting Teachers. In Clark, F., Evans, D., & Hammerlynk, L. (Eds.), *Implementing Behavioral Programs for Schools.* Champaign, Illinois: Research Press Company, 1972, 103-125.

McKenzie, H.S. (Ed.), *The 1968-1969 Yearly Report of the Consulting Teacher Program: Volume I.* Burlington, Vermont: Special Education Program, College of Education, University of Vermont, 1969.

McKenzie, H., Egner, A., Knight, M., Perelman, P., Schneider, B., & Garvin, J. "Training Consulting Teachers to Assist Elementary Teachers in the Management and Education of Handicapped Children." *Exceptional Children, 37,* 1970, 137-143.

Seaver, P. "An Adaptation of a Reading Procedure for Handicapped Learners to a Regular Classroom of Twenty-three Third Graders." Unpublished manuscript, Special Education Program, College of Education, University of Vermont, 1972.

Seaver, P. & Humphreys, S. "Increasing Study Behavior as a Result of Decreasing Inappropriate Responses." In Cleveland, M.D., Humphreys, S., Schneider, B.M., & Fox., W. L. (Eds.), *The 1969-1970 Yearly Report of the Consulting Teacher Program: Chittenden Central School District.* Burlington, Vermont: Special Education Program, College of Education, University of Vermont, 1972, 26-31.

Wheeler, A.H., & Fox, W.L. *Managing Behavior: Part 5, Behavior Modification: A Teacher's Guide to Writing Instructional Objectives.* Lawrence, Kansas: H & H Enterprises, Inc., 1972.

RESOURCE MATERIALS

Avaril Wedemeyer and Joyce Cejka

BREAKTHROUGH READING SERIES

Allyn and Bacon, Inc. has expanded the Breakthrough Reading Series for junior high and high school level. There are now a total of 22 books in the series which range from second through sixth grade reading levels. The books are in a paperback format with photographs and modern original drawings. They are designed specifically to avoid the "standard" textbook look and approach. There are a wide variety of selections—fiction and nonfiction, stories about sports and entertainment figures, contemporary poetry and stories relating to the lives of inner-city adolescents.

For further information, contact:
Allyn & Bacon, Inc.
470 Atlantic Avenue
Boston, Massachussetts 02210

PACEMAKER ARITHMETIC READINESS PROGRAM

A new arithmetic readiness program has been published for educable mentally retarded children. It was designed as a complete sequential program to be used over a two year period. Although the program was developed for use with retarded children, it is also recommended for children with other educational handicaps. The program makes use of games and manipulative devices as well as individual student worksheets which can be reproduced.

Part A consists of 170 lessons, an 80 page teachers manual, and 126 student worksheets on spirit duplicator masters. The price is $38.00. Part B consists of 170 lessons, a teachers manual and 184 student worksheets. The price is $55.00.

For further information, contact:
Fearon Publishers
Lear Siegler, Inc.
Education Division
6 Davis Drive
Belmont, Calif. 94002

INSTRUCTIONAL FAIR SERIES

Instructional Fair has published a number of high motivation learning materials which are applicable to children with learning problems as well as educable mentally retarded children.

The Animated Enrichment Series uses a cartoon motif in a set of activity books with language and reading tasks. Another set of books have arithmetic activities. These are priced at $1.95 each. A set of 32 creative writing duplicating masters are available at each grade level for $4.95 each. The Creative Enrichment Series contains resource materials for teachers to aid them in planning, classroom management, creative activities, and arts and crafts. These books range in price from $1.95 to $4.95 each.

The Early Childhood Skill Development Series with skill pretests, creative development activities and teachers' resource materials is also available. Prices for individual items range from $1.95 to $4.95.

For more information, contact:

The Instructional Fair, Inc.
1225 Bowers Street
Birmingham, Michigan 48012

INTERNATIONAL DIRECTORY ON MENTAL RETARDATION RESOURCES

During the past 15 years the field of mental retardation has been characterized by a major investment in research and program development at the international level. While a wealth of information and experience has been accumulated, persons interested in international activities have been hampered by the lack of available information on such activities.

Dr. Rosemary Dybwad has compiled a comprehensive and well-organized International Directory on Mental Retardation Resources which contains descriptive information on international agencies as well as detailed information on 60 individual countries. The detailed information includes references to research, governmental agencies, voluntary organizations, and operational programs. Persons interested in cross-cultural research and programs for the mentally retarded internationally will find this reference invaluable.

Single copies are available from the President's Committee on Mental Retardation, Washington, D.C. 20201.

GIFTED AND TALENTED CHILDREN

Too often in today's schools there are few sustained programs to provide quality learning experiences for the gifted child.

A new book entitled *Gifted and Talented Children: Practical Programming for Teachers and Principals* provides examples of content, methods and various administrative procedures to show how theory has been translated into practice.

Authored by Dorothy F. Syphers, formerly Coordinator of Gifted Programs in the Arcadia, California Unified School District, the book emphasizes practical aspects of planning by administrators, teachers, and parents.

Focusing on practical situations, chapters deal with identifying the gifted, administrative arrangements, a principal's leadership, teachers, grading practices, productive classrooms, and evaluation.

Helpful appendices include samples of scales for rating behavioral characteristics of superior students and significant behavior in teachers of the gifted. Books found appropriate for gifted and talented children are listed for grade levels three through six. Excerpts from recommended books for gifted are also included.

Gifted and Talented Children: Practical Programming for Teachers and Principal is published in paperback. The price is $2.25.

For further information, contact:

The Council for Exceptional Children
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

THE CROSS ROADS SERIES

The Cross Roads Series is a nongraded reading program for junior and senior high students who are termed reluctant readers. The content themes in the books appeal to interests of teenagers–family conflict, rivalry, prejudice, ambitions, and others. The books are in paperback format and utilize numerous illustrations including full page photos. Also available is a set of records with material to stimulate class discussion. The program includes student activity books and additional sets of high interest paperback reading.

For full price information, contact:

Noble and Noble Publishers Inc.
750 Third Avenue
New York, New York 10017

CLASSROOM FORUM

Edited by Austin J. Connolly, University of Missouri

PROBLEM 20

I teach in a special education EMR class. Our district has decided to explore the reintegration of some of my students into the regular class. What is my role?

Whether or not we find it flattering special education was created and has remained a Band-Aid for mainstream education. Special education traditionally emerges when many children in a school community have difficulty with the general curriculum. If the difficulty of these children can be attributed to low intellectual functioning, a class for the mentally retarded is likely. Typically, it is a three-step sequence:

(1) some children experience great difficulty with the general curriculum;
(2) those children having difficulty are closely observed to determine what's wrong with them; and
(3) those children are arranged in special education classes according to their limitations.

You indicate that your school district is interested in reversing this sequence. I hope they realize that it will take more than an administrative decision to effectively integrate and maintain exceptional children in the regular class. It will take a flexible curriculum, teachers who are capable and understanding, and the provision of supportive assistance on a need basis. It will also take educable mentally retarded children who are ready to be integrated.

As a special education teacher, you have an important role in the reintegration process. Your first task is to identify those children in your class who might make the transition and get them ready. Fortunately, the readiness activities you will employ for the selected youngsters will benefit your entire class.

Don't be surprised if the children you select for possible reintegration respond as though threatened; you are threatening them. Although special education children sometimes talk glowingly about attending regular classes, often this is a facade. Most of your youngsters came to special education after experiencing one or more years of failure in regular classes.

To make this readjustment, youngsters will need to have someone close on whom they can lean when the going gets tough. In addition, they themselves must possess some independence, self-confidence and mobility. The latter trait encompasses both social accommodation and the ability to effectively move about the school premises. As the special education teacher, it is your responsibility to foster all the above traits in your students which is done by adjusting your curriculum and instruction to the abilities of your students; integrating them in activities with other students on field trips, playground experiences, school plays, etc.; routinely involving others from the school (other children, regular class teachers, the principal, cooks, nurse, etc.) in your curriculum; and making the school and local community your classroom.

Having identified the children who might be ready to be reintegrated, the special education teacher with administrative support should take an active role in identifying the regular classrooms her children might attend. The key to successful integration in such a classroom is the regular classroom teacher. She must be secure in her ability to work with children at their level and be willing to accept a challenge. She must recognize and be willing to provide the educable mentally retarded child with social and motivational support in addition to curricular accommodation.

Reintegration of your students will tax your professional ability to support cooperatively your students, the teachers who receive them, and the childrens' parents. However, successful reintegration is a goal worthy of your effort.

PROBLEM 22

I am a new special education teacher. Both my building principal and my curriculum supervisor are urging me to make effective use of community resources. Where and how do I start?

All readers are invited to send their solutions to Problem 22. The December 1972 issue will summarize contributions by readers. Complimentary subscriptions will be awarded each month for the best solutions. Send your response to the Editorial Offices, *FOCUS ON EXCEPTIONAL CHILDREN*, 6635 East Villanova Place, Denver, Colorado 80222.